International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Lack of Control, Lack of Reward and Lack of Fairness in Relation to Academic Burnout Among Students

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Abstract
Students who cannot manage the demands of academic life are prone to burnout. This study aims to determine the influence of lack of control, lack of reward, and lack of fairness on academic burnout among students. The research method used is quantitative correlational. Data collection tools include the Maslach Burnout Inventory Student Survey (MBI-SS), lack of control scale, lack of reward scale, and lack of fairness scale. The study involved 125 students. Hypotheses were tested using ordinal regression analysis and Spearman correlation with the help of SPSS. The results showed that lack of control, lack of reward, and lack of fairness significantly influence academic burnout with a significance value of 0.000 < 0.05.

Keywords: Lack of control, Lack of reward, Lack of fairness, Academic burnout

1. Introduction

Students who are unable to handle various academic demands are susceptible to burnout (Arlinkasari & Akmal, 2017). Academic burnout is characterized by a lack of interest in fulfilling tasks, low motivation, and fatigue due to educational requirements, leading to undesirable feelings and a sense of inefficiency (Pouratashi & Zamani, 2020; Rad et al., 2017; Schaufeli et al., 2002). Academic burnout manifests as a negative tendency towards continuing education, an increase in demands and work pressure (emotional exhaustion), a pessimistic attitude towards education (anxiety and pessimism) and low competence and efficiency in learning (Moghadam et al., 2020).

Previous studies on burnout mainly focused on professionals such as doctors and teachers, whereas more recent studies have explored different populations, including informal caregivers, housewives, and students (Singh et al., 2020). In China, 86.6% of students experience severe academic stress, which eventually leads to burnout (Lin & Huang, 2014). Medical students in Iran experience burnout at a rate of 76.8%, with 71.7% experiencing severe stress (Sharififard et al., 2014). Nursing students in Europe also experience academic burnout, with 1,702 cases reported (Rudman & Gustavsson, 2012). At Eritrea Institute of Technology, 71% of students experience moderate stress, and 24.4% suffer from burnout (Yikealo et al., 2018). Psychology students report high levels of academic stress, with 51.7% affected (Kurnia, 2016).

Factors contributing to academic burnout include self-concept, work overload, demographic factors, lack of social support, lack of control, lack of reward, and lack of fairness (Febriani et al., 2021; Seibert et al., 2016). There is a relationship between lack of control, high stress levels, and burnout (Maslach & Leiter,

2016). Control ultimately determines the extent of stress experience and individual vulnerability to stress-induced behavioral and physiological symptoms (Fink, 2016; Kim & Diamond, 2002). Students are more likely to engage in violations when they experience a lack of control (Hendrajaya, 2013). Hausler's research suggests that lack of reward is a predictor of burnout (Hausler et al., 2018). Lack of reward leads to student burnout and decreased commitment and motivation to learn (Febriani et al., 2021).

Unfair experiences can have detrimental effects on psychological health, leading to burnout (Maslach & Leiter, 2008; Taka et al., 2016). For students, lack of fairness may involve feelings of being treated unfairly by the institution (Maslach & Leiter, 2016). Individuals experiencing lack of fairness may withdraw and reduce their engagement in work, with other signs of job dissatisfaction becoming apparent (Febriani et al., 2021).

Lack of control, lack of reward and lack of fairness are three factors that contribute to academic burnout, warranting research on these factors' partial and simultaneous influence on academic burnout.

2. Methods

The research employed a quantitative correlational method. The study's population consisted of 125 students, with the sample size matching the population through total sampling. Subjects completed the research questionnaire via Google Forms. Data were collected using four adapted instruments: the Maslach Burnout Inventory Student Survey (MBI-SS) (Hu & Schaufeli, 2009); the lack of control scale, based on impulsivity, emotional instability and negativism (Henry et al., 1996); the lack of reward scale, focusing on unfair treatment, unclear future and lack of opportunities (Park et al., 2009); and the lack of fairness scale, based on consistency, accurate information, modifiability, representativeness and ethics (Faturochman, 2002). The data in this study were not normally distributed, so ordinal regression analysis was used to examine simultaneous effects and Spearman correlation was applied for partial relationships.

3. Results and Discussions

This study was conducted in response to the phenomenon of students experiencing academic burnout. The research aimed to examine the impact of lack of control, lack of reward, and lack of fairness on academic burnout. The findings are as follows:

Table 1: Demographic Data Description

Gender	Quantity	Percentage
Male	27	21.6%
Female	98	78.4%
Total	**125**	**100%**

The table 1 shows that out of 125 students, the majority were female (98 students, 78.4%), while 27 students (21.6%) were male.

Table 2: Statistical Data Description

	N	Mean	Minimum	Maximum	Std. Deviation
Academic Burnout	125	36.75	17	59	6.419
Lack of Control	125	26.64	14	42	4.172
Lack of Reward	125	25.80	11	36	4.607
Lack of Fairness	125	47.58	23	59	4.747

The table 2 reveals that the average academic burnout score among the 125 students was 36.75, with a minimum score of 17, a maximum score of 59 and a standard deviation of 6.419. The average lack of control score was 26.64, with a minimum of 14, a maximum of 42 and a standard deviation of 4.172. The average lack of reward score was 25.80, with a minimum of 11, a maximum of 36 and a standard deviation of 4.607. The average lack of fairness score was 47.58, with a minimum of 23, a maximum of 59 and a standard deviation of 4.747.

Table 3: Gender and Academic Burnout

		Academic Burnout			**Total**
		Low	**Medium**	**High**	
Gender	Male	3 (2.4%)	19 (15.2%)	5 (4%)	27 (21.6%)
	Female	9 (7.2%)	79 (63.2%)	10 (8%)	98 (78.4%)
	Total	**12 (9.6%%)**	**98 (78.4%)**	**15 (12%)**	**125 (100%)**

The table 3 shows that the majority of both female and male students experienced moderate levels of academic burnout, with females at 63.2% and males at 15.2%. This indicates that academic burnout is more prevalent among females. This finding aligns with Purwati and Rahmandani's research, which suggests that female students experience higher academic stress than males. Continued academic stress can lead to burnout (Purwati & Rahmandani, 2018). However, this finding contrasts with Simarmata's research, which indicates that male students experience higher levels of academic burnout than females (Simarmata et al., 2022). Academic burnout occurs when students cannot meet the demands of their coursework, leading to depersonalization, emotional exhaustion, and low personal accomplishment (Orpina & Prahara, 2019). If academic burnout occurs early in university studies, it can continue into one's career (Rad et al., 2017). Academic burnout can also be triggered by excessive academic demands (Aguayo et al., 2019). The verse used by Allah SWT as a metaphor to describe the heavy problems faced by humans is from Surah Al-Insyirah (Ansyah et al., 2019).

No	**Variable**	**Frequency**	**Percentage**
1	Lack of Control		
	Low	11	8.8
	Medium	101	80.8
	High	13	10.4
2	Lack of Reward		
	Low	12	9.6
	Medium	103	82.4
	High	10	8
3	Lack of Fairness		
	Low	2	1.6
	Medium	94	75.2
	High	29	23.2
4	Academic Burnout		
	Low	12	9.6
	Medium	98	78.4

	High	15	12

Table 4: Frequency of Lack of Control, Lack of Reward, Lack of Fairness and Academic Burnout

The table 4 shows the frequency distribution of lack of control, lack of reward, lack of fairness and academic burnout. It indicates that 11 students had low lack of control (8.8%), 101 had moderate lack of control (80.8%) and 13 had high lack of control (10.4%). Additionally, 12 students had low lack of reward (9.6%), 103 had moderate lack of reward (82.4%) and 10 had high lack of reward (8%). Furthermore, 2 students had low lack of fairness (1.6%), 94 had moderate lack of fairness (75.2%), and 29 had high lack of fairness (23.2%). Finally, 12 students had low academic burnout (9.6%), 98 had moderate academic burnout (78.4%) and 15 had high academic burnout (12%). It is noted that the majority of students experience academic burnout in the moderate category, amounting to 78.4%. According to Aguayo et al., (Aguayo et al., 2019), students experiencing academic burnout can affect their mental condition, academic performance, and lead to feelings of exhaustion. In line with Hodge et al., (Hodge et al., 2020), burnout in educational environments has various negative implications, including reduced academic productivity and mental health issues.

Table 5. Correlation of Lack of Control, Lack of Reward and Lack of Fairness with Academic Burnout

		Academic Burnout	Lack of Control	Lack of Reward	Lack of Fairness
Spearman's rho	Academic Burnout	1.000	.628	.454	.321
	Lack of Control	.628	1.000		
	Lack of Reward	.454		1.000	
	Lack of Fairness	.321			1.000
Sig. (2-tailed)	Academic Burnout		.000	.000	.000
	Lack of Control	.000			
	Lack of Reward	.000			
	Lack of Fairness	.000			
N		125	125	125	125

The table 5 shows a correlation of 0.628 between lack of control and academic burnout, with a p-value of 0.000. This indicates a strong (positive) and significant relationship (p-value < 0.05) between lack of control and academic burnout. As lack of control increases, academic burnout also increases, and vice versa. Previous research indicates that control determines the extent of stress experience and vulnerability to stress-induced behavioral and physiological symptoms (Fink 2016). The correlation between lack of reward and academic burnout is 0.454, with a p-value of 0.000, indicating a moderate (positive) and significant relationship (p-value < 0.05). As lack of reward increases, academic burnout increases, and vice versa. This is supported by research suggesting that lack of reward increases vulnerability to burnout (Maslach and Leiter 2016), leading to feelings of undervaluation (Satrio, Ilfiandra, and Agustin 2020). The correlation value between lack of fairness and academic burnout is 0.321 with a p-value (.sig) of 0.000. This indicates a low but significant positive relationship (p-value < 0.05) between lack of fairness and academic burnout. If lack of fairness increases, academic burnout is also likely to increase. Conversely, if lack of fairness decreases, academic burnout is also likely to decrease. This is supported by

previous research that suggests unfair experiences can negatively impact an individual's psychological health, leading to burnout (Taka et al., 2016).

Table 6: Ordinal Regression Test Results

	Model Fitting Information			
Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept only	87.231			
Final	25.885	61.346	6	.000
Link function: Logit				

Model Fitting Information explains how effectively the variables are used to determine the impact of lack of control, lack of reward, and lack of fairness on academic burnout. Based on Table 6, the significance value (sig.) is 0.000 < 0.05, indicating that the model is significant. Thus, there is a significant effect of lack of control, lack of reward, and lack of fairness on students' academic burnout. This is supported by Maslach and Leiter's research (Maslach & Leiter, 2016), which identified the relationship between lack of control, high stress levels, and burnout. Inadequate rewards, whether financial, institutional, or social, can also increase an individual's vulnerability to burnout. Additionally, in the context of academic settings, lack of fairness can lead to cynicism, anger, and hostility, which may result in burnout.

Table 7: Impact of Predictor Variables on Academic Burnout

Pseudo R-Square	
Cox and Snell	.388
Nagelkerk	.525
McFadden	.366
Link function: Logit	

The Pseudo R-Square value explains how much of the variability in academic burnout can be explained by the contributions of the variables lack of control, lack of reward, and lack of fairness. Using McFadden's method to assess the variability in the dependent variable explained by the independent variables (Setyorini et al., 2016). Based on Table 7, the Pseudo R-Square value is 0.366, meaning that 36.6% of the variability in academic burnout is explained by the variables lack of control, lack of reward, and lack of fairness, while the remaining 63.4% is influenced by other variables not studied in this research.

4. Conclusions

The results indicate a significant relationship between lack of control, lack of reward, and lack of fairness with academic burnout. The majority of students experienced moderate levels of academic burnout. To prevent students from experiencing burnout in academic activities, both the study program and students need to take measures such as creating a conducive learning environment, fostering positive recognition, appreciation, and acceptance, and prioritizing the most important activities. Future researchers may consider other factors such as self-concept, work overload, and lack of social support when studying academic burnout as a dependent variable. It is also suggested to explore subjects in other professions (besides students) and to use different research methods, such as qualitative or experimental methods, to broaden and deepen the study of academic burnout.

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