

Relation between Academic Burnout and Self-Efficacy among University Nursing Students

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Abstract: College student burnout is described as feelings of exhaustion due to academic demands, having cynical and detached attitude regarding school work, and feelings of incompetence with regard to academic ability. It can contribute to absenteeism, decreased motivation to succeed. Self-efficacy is people's judgment of their capabilities to organize and execute courses of action required to attain selected performances. The aim of this study was to find out the relation between academic burnout and self-efficacy among university nursing Students. The study was conducted at the Collage of Nursing, Hail University. Correlational research design was used on 123 male and female nursing students at 2nd, 3rd and 4th year. The data collection tools consisted of a self-administered questionnaire covering socio-demographic data, Maslach Academic Burnout and Self –Efficacy Scale. The study revealed that there was a positive correlation with statistically significant difference between academic burnout and self-efficacy scores among nursing Students. Recommendation of the study is establishing a program to decrease university nursing students' academic burnout which consequently improves their self-efficacy.

Keywords: Academic burnout, self-efficacy, nursing student.

1. INTRODUCTION

Educational life is an important feature of every individual's life that critically influences other aspects of his/her life. Meanwhile, numerous challenges that students have faced to attain their educational goals are among basic issues of the educational lives of people and education system of each country. When people come into an academic environment, due to multiple factors, they have to go through a high pressure period. Although attending university brings about positive experiences for many students, educational materials, such as tests, assignments, presentations, etc., are accompanied by experiencing academic burnout for others (Rastega, Zare, Sarmaddi, & Hosseni, 2013).

University students experience a variety of diverse stressors; coping with new responsibilities, finding new friends and a high workload and adjusting to new situations and they are constantly exposed to a conflict between academic and social demands (Pluut, Curseu, & Ilies, 2015).

Burnout is a serious syndrome and problem in high-tech service-oriented societies, especially for nurses in healthcare settings (Lee, et.al. 2013). Academic burnout of college students refers to a feeling of exhaustion caused by educational burdens and requirements (tiredness), being pessimistic and unwilling to do assignments (lack of interest), and a sense of being incompetent as a student (low efficiency) (Behrouzi, Shahni Yeylugh, & Pourseyed, 2013).

Academic burnout contains factors that can be explained within the context of Bandura's theory of self-efficacy, Seyle's theory of stress, and motivational approaches (Duran et al., 2015). Academic burnout is one of the negative factors in

education (**Lindemann & Duek, 2011**). Previous studies reported that student burnout can lead to higher academic procrastination (**Balkis, 2013**), stress, lower academic achievement. **Durán, Extremera, Rey, Fernández-Berrocal, & Montalbán (2006)** found that emotional exhaustion and cynicism were positively related with perceived stress, and negatively associated with self-efficacy, and academic engagement among college students. In brief the negative and detrimental results of burnout propose that life for the students who experience being burned out is complicated and apparently out of control. It may decrease the overall quality of life and the college experience, negatively effecting burn outing students' well-being (**Balkis, 2013**).

Self-efficacy has arisen as a useful concept in numerous social work education and practice settings (**Holden, Barker, Kuppens, & Rosenberg, 2015**). Self-efficacy is generally clear as the belief in one's abilities to reach a goal or an outcome. Students with a strong common sense of efficacy are more likely to challenge themselves with hard tasks and be intrinsically motivated. Self-efficacious students also improve quickly from setbacks, and in the end are likely to achieve their personal goals. Students with little self-efficacy, on the other hand, believe they cannot be effective and thus are less likely to create a concerted, total effort and may believe challenging tasks as threats that are to be avoid. Thus, students with poor self-efficacy have small ambition which may result in unsatisfactory academic performances becoming part of a self-fulfilling feedback cycle. (**Kulviwat et al. 2014**)

Individual's thoughtful models and affective and sensory reactions can be affected by self-efficacy beliefs. High self-efficacy benefits in quietness feeling when facing with activities and homework. On the contrary, those who have low self-efficacy may comprehend the events harder and show low insight about the best way to solve a problem, depression and pressure. (**Azizi, 2010**)

Building of self-efficacy is hard for many nursing students, and is dependent on many factors internal and external factors. The internal factors include interactive social systems, social norms of teachers, counselors, deans, and administrators, the beliefs of the faculty staff affect the instructional activities and the faculties' structures. External factors including socioeconomic influence, parental expectations and community expectations are influenced by the cultural norms of nursing students and their communities (**Gold, 2010**).

Nursing students regularly report lack of self-confidence and apprehension when they are predictable to rally performance criteria (**Loftin, C., Newman, S., Bond, M., Dumas, et al. 2012**). In nursing, rising confidence as a nurse can control clinical decision making (**Stump, et al. 2012**). Self-efficacy, often mentioned as self-confidence, is vital to nurses' ability and performance in the clinical setting. Many studies have revealed that simulation is an effective method

One's beliefs in self-efficacy, while anxiety can weaken it. A certain level of emotional stimulation for refining student self-efficacy (**Leigh, 2008; Bantz, et al 2007; Kuznar, 2007; Lasater, 2007; Reilly & Spratt, 2007; Bremner, et al 2006**).

There are four source of self-efficacy strategies teachers can use to build self- efficacy of students, *First* mastery experiences which students' positive experiences improve self-efficacy, while failures erode it. This is the strongest source of self-efficacy. *Second* observational experience which observes a peer be successful at a assignment can reinforce beliefs in one's own abilities. *Third* verbal persuasions were teachers can increase self-efficacy with realistic communication and feedback to direct the student through the task or stimulate them to make their highest effort. *Fourth* and the last emotional state was hopeful mood can advance and can make an motivating feeling that can give to strong performance. Teachers can support by falling stressful situations and lowering anxiety close events similar to exams or presentations. (**Khalaila, 2015**).

Self-efficacy is an assurance one senses about certain actions which affects his level of personal efforts and performance (**Alidosti. et al., 2012**). In other words, self-efficacy impacts motivation and the stronger the belief, the more inspired and active the person will be (**Zerat et al., 2014**). People with higher self-efficacy are more positive when confronted with challenges. This is especially correct in the profession of nursing where they always have to deal with unexpected situations, which could be factors leading to burnout.

Studies also use personality roles such as self-efficacy as potential antecedents of burnout (**Horvitz, Beach, Anderson, and Xia, 2015**). Individuals have high self-efficacy when believe that having the capability to complete successful task when they believe they have the essential ability to successfully complete the task.

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Self-efficacies students will be less affected by burnout (**Horvitz, Beach, Anderson, and Xia, 2015**). Self-efficacy is also related with burnout (**Consiglio, Burgogni, Alessandri, & Schaufeli, 2013**). Self-efficacy has a strong straight connection with burnout because self-efficacy helps in managing stress.

Cetin, and Dost (2014) mentioned that level of students' burnout can affect on lowering their self-efficacy. Students' levels of burnout and school engagement with respect to self-efficacy beliefs, academic achievement and study habits. The results proposed that students with low self-efficacy beliefs had higher burnout levels.

Significance of the study

It was noticed by the researchers that student nurse had feeling of exhaustion due to much demands in theoretical studying courses, assignments, quizzes, etc..... moreover, clinical training in the hospital, which could be a stressful environment, in addition to demands in the form of nursing care plan, record, case study, clinical exam, etc.... all could be a source of burnout and consequently affecting their self-efficacy. The researchers' observation was supported by literature review, whereas in literature, students' burnout can affect their self-efficacy. University student nurses are considered as one of the future health care team who play a significant role in improving patient's outcomes, hence the researcher hope that the research findings will contribute some useful knowledge and evidence based data that can improve the quality of care provided to patients and generate motivation for further researches in this field.

Research questions:

- What is the university nursing student's level of burnout?
- What is the university nursing students' Self-efficacy?
- Is there difference between male and female university nursing student's academic burnout?
- Is there correlation between academic burnout and self-efficacy among university nursing students?

2. SUBJECTS AND METHODS

Research design and setting: The study was carried out in the Collage of Nursing, Hail University by Using Correlational research design

Subjects: One hundred and twenty-three university nursing students, both gender male and female in the 2nd, 3rd and 4th year. A simple random sampling technique was used in recruiting students

Tools: Three tools were used by the researchers

Tool 1: Self-administered questionnaire covering **socio-demographic characteristic and academic data** that was developed by the researchers including Age, gender, marital status, etc. and student level, grade, etc.

Tool two: Maslach Burnout Inventory–Student Form (MBI–SF): Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) adapted from the Maslach Burnout Inventory–General Form (Maslach Burnout Inventory–General Survey) in order to measure the burnout levels of students. It consists of 15 items that evaluate the dimensions of emotional exhaustion (5 items), cynicism (4 items), and academic efficacy (6 items). The 15- item MBI–SF, the 7-point Likert were assessed from 0 to 6 points for each item, and each sub-scale was calculated separately. Exhaustion (EX) and Cynicism (CY) dimensions had negative expressions, whereas the Professional Efficacy (PE) dimension had positive expressions. Coefficients obtained during reliability studies of the MBI–SF were .79 Cronbach's alpha coefficients obtained during reliability studies of the MBI–SF were .78 Cronbach's alpha coefficients of the subscales were .75, .78, and .71. Test-retest reliability coefficients were .99 for all three scales (**Kutsal, 2009**).

Tool three: General Self-Efficacy Scale (GSE). It was developed by **Schwarzer and Jerusalem (1995)**. It is used to assess nursing students toward their general self-efficacy. It contains of 10 statements self-administered four likert scale response rated from 1-4, were, one considers never, two means rarely, three means sometime and four means usually. Scoring system for this tool ranged from 10-40 items which classified into 3 equal parts: Low (10-19), moderate (20-29) and High (30-40). Responses were evaluates using a four-point Likert scale ranging from 1 (Not at all true) to 4 (Exactly

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true). The scores ranged from 10 to 40. The instrument previous reliability was reported by Salami; Akpochafo; Schwarzer and Jerusalem, the Cronbach's alpha of GSES ranged from .75 to .90 & the $\alpha = 0.78$ respectively. The instrument was validated by Akpochafo (2011), the content validity of the instrument yielded 76.50% and the construct validity range between .51 and .92.

Validity and reliability:

Test-retest reliability, internal consistency reliability ($\alpha=0.90$) and construct validity of the Burnout questionnaire. The reliability and validity of the general self-efficacy scale are well established. For the purpose of this study, the tools translated into Arabic language. Eight faculty members verified the face and content validity of the translated versions of the instruments. The result was 0.86 for burnout questionnaire and 0.85 For General self-efficacy scale.

A pilot study on 20 nursing students was selected randomly and conducted to ensure internal consistency reliability of the translated versions of the burnout questionnaire and self-efficacy scale and this data was not used in the final study.

Data collection, nursing students were informed about the purpose and nature of the study and the collected data will be used for the study purpose only. Confidentiality, anonymity and privacy were guaranteed during the whole period of the study. Self-administered questionnaire was given to nursing students who agree to participate in this study. Data was collected on February 2018.

Ethical consideration

Approval of Ethical Committee of the Scientific Research in Hail University Faculty of Nursing was obtained before starting the study Approval oral consent obtained from students who fulfilled the criteria to participate in the study and those who refuse to participate were excluded.

Statistical analysis of data:

Data were analyzed using SPSS (Statistical Package for Social Science, version 22, SPSS Software, SPSS Inc., Chicago, USA). In categorical data, chi-squared test was used for comparison between self-efficacy and burnout on univariate analysis was entered into the multivariate logistic regression analysis to find the independent predictors of burnout. Odds ratio and 95% confidence interval were calculated. $P \leq 0.05$ was considered statistically significant

3. RESULTS

The result of this study was presented through three parts

Part 1: Socio-demographic characteristics and academic data

Table 1: Socio-demographic characteristics and academic data of the study sample (n=123)

Socio-demographic characteristics	Frequency	Percent
Age (years):		
20-25	92	74.8
26-30	10	8.1
31-35	18	14.6
36-40	3	2.4
Range	20-40	
Mean \pm SD	30 \pm 0.8	
Gender:		
Male	61	49.6
Female	62	50.4
Marital Status:		
Single	89	72.4
Married	34	27.6

Residence:		
Urban	75	61.0
Rural	48	39.0
Academic Data	Frequency	Percent
Academic Year		
Second year	9	7.3
Third year	91	74.0
Fourth year	23	18.7
Grade (GPA):		
excellence	11	8.9
very good	31	25.2
good	49	39.8
pass	32	26.0
Previous academic failure:		
No	85	69.1
Yes	38	30.9
Are you like nursing profession:		
No	109	88.6
Yes	12	9.8

Table (1) showed that the age of responding of the studied sample ranged between 20 to 40 years, with mean age = 30 ± 0.8 year, and (72.4%) were single, (61%) coming from urban areas. As for income, (78%) had adequate income. (39.9%) had good grade in the academic year evaluation. (30.9%) of students had a history of previous academic failure. Regarding to like/ prefers nursing or not, (88.6%) dislike nursing and only (9.8%) of them like nursing.

Part II: Students' burnout and Self-efficacy

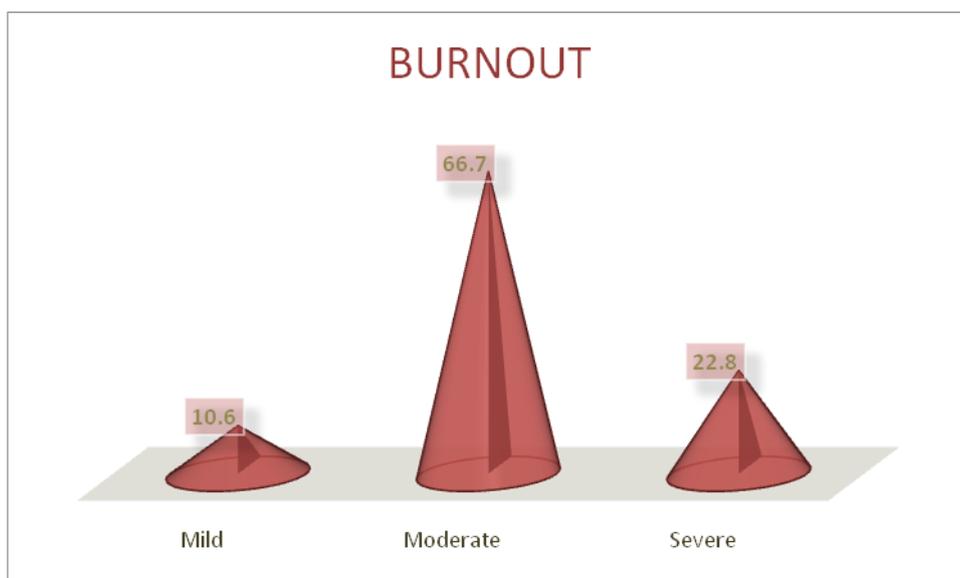


Figure (1) Burnout among students in the study sample (n=123)

Figure (1) showed that (66.7%) of responding studied sample had moderate level of burnout, whereas (22.8%) of them had severe burnout.



Figure 2: Self-Efficacy among students in the study sample (n=123)

Figure (2), illustrated that (65 %) of studied sample reported high self-efficacy, whereas (31.7 %) of them reported mild self-efficacy.

Part II: Relations between Socio-demographic characteristics of students, burnout and self-efficacy

Table (2): Relations between socio-demographic characteristics and burnout among studied sample (N=123).

Items	Burnout						X2 test	P- value
	Mild		Moderate		Severe			
	No.	%	No.	%	No.	%		
Age in Years:								
20-25	8	6.5	63	51.2	21	17.1	9.729	0.137
26-30	3	2.4	7	5.7	0	0		
31-35	1	0.8	11	8.9	6	4.9		
36-40	1	0.8	1	0.8	1	0.8		
Gender:							9.185	.010*
Male	11	8.9	34	27.6	16	13		
Female	2	1.6	48	39	12	9.8		
Marital Status:							0.154	.926
Single	10	8.1	59	48	20	16.3		
Married	3	2.4	23	18.7	8	6.5		
Academic year:							.693	.952
Second Year	1	0.8	6	4.9	2	1.6		
Third year	10	8.1	59	48	22	17.9		
Fourth year	2	1.6	17	13.8	4	3.3		
Time of failure:							13.475	.335
No	10	8.1	55	44.7	20	16.3		
Yes	3	2.4	27	22	8	6.5		
Income:							5.354	.069
Adequate	13	10.6	64	52	19	15.4		
Inadequate	0	0	18	14.6	9	7.3		

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Address: Urban	6	4.9	56	45.5	13	10.6	5.535	.063
Rural	7	5.7	26	21.1	15	12.2		
Like Nursing profession: Yes	10	8.1	75	61	24	19.5	5.380	.496
No	3	2.4	5	4.1	4	3.3		

Table (2) showed that (27.6%) of male students and (39%) of female students had moderate burnout, (13%) of male students and (9.8%) of female students had severe burnout. There is a statistically significant difference between gender and burnout among the studied sample $X^2= 9.185$ at ($p=0.010$). There is no statistical significant difference regarding age, marital status, academic year, time of failure, income, address and like nursing profession. ($P 0.137, .926, .335, .069, .063, \text{and} .496$) respectively.

Relation between socio-demographic characteristics and Self-efficacy among studied sample (N=123).

Items	Self-Efficacy						X2 test	P- value
	Low		Mild	High				
	No.	%	No	%	No	%		
Age in Years: 20-25	1	0.8	28	22.8	63	51.2	7.289	.295
26-30	1	0.8	4	3.3	5	4.1		
31-35	2	1.6	6	4.9	10	8.1		
36-40	0	0	1	0.8	2	1.6		
Gender: Male	3	2.4	21	17.1	37	30.1	1.673	.433
Female	1	0.8	18	14.6	43	35		
Marital Status: Single	1	0.8	28	22.8	60	48.8	4.771	.092
Married	3	2.4	11	8.9	20	16.3		
Academic year: Second Year	0	0	2	1.6	7	5.7	1.551	.818
Third year	3	2.4	28	22.8	60	48.8		
Fourth year	1	0.8	9	7.3	13	10.6		
Time of failure: No	3	2.4	26	21.1	56	45.5	20.427	.059
Yes	1	0.8	13	10.6	24	19.5		
Income: Adequate	4	3.3	30	24.4	62	50.4	1.168	.558
Inadequate	0	0	9	7.3	18	14.6		
Address: Urban	3	2.4	20	16.3	52	42.3	2.415	.299
Rural	1	0.8	19	15.4	28	22.8		
Like Nursing profession: Yes	2	2.4	31	25.2	76	61.8	15.477	.017*
No	2	2.4	6	4.9	4	3.3		

Table (3) showed that only statistically significant relation between studied students' regarding like of nursing profession and self-efficacy ($p=0.017$).

Part III: Correlation Between burnout and self-efficacy:
Table (4): Correlation between the scores of burnout and self-efficacy among students (N= 123).

	Burnout	
	r-test	P. value
Self-efficacy	0.229**	0.011*

(*) Statistically significant at $p < 0.05$

(**) Statistically significant at $p < 0.01$

Table (4) displayed that, there was a positive correlation with statistically significant difference between burnout and self-efficacy scores of students

4. DISCUSSION

The present study was conducted to find out the relation between academic burnout and self-efficacy among university nursing students. Answering the first research question, the results presented that more than three fifths of responding students had moderate degree of burnout, whereas slightly more than one fifth of them had severe burnout, this may be due to the nature of nursing as a profession in the clinical environment as a clinical training area is considered a stressful because of unacquainted personnel as well as unfamiliar environment. In addition to numerous factors may become stressors which commonly developed in full time courses, with a constantly intense pace, this goes in the same line with study done by **Sharifard et al., 2013** who found that nursing students are confronted with the challenge of academic burnout and its complications and experience moderate levels of academic burnout. In a longitudinal study,

Moreover, this finding agrees with **Pereira et al disciplines, especially medical sciences, (2010)**, who explained that the burnout arising from the requirements of professors and anxiety about having an acceptable performance in each class and the characteristics of the nursing program, whose professional training is directed to care, contribute to those experiencing conflicting situations, whether in the classroom, in the laboratory, in the care for urgent / emergent cases, with the opportunity of further confrontation with death, the local internship and practical classes. However, there does not seem to be an adequate psychological preparation for coping with these situations.

Many studies **Muzafar., et.al. (2015)**, **Tomaschewski-Barlem., et.al., (2014)** & **Rudman et al. (2012)** also reported that nursing students experience moderate to moderate-high levels of academic burnout., and increasing levels of academic burnout in nursing and medical students, Moderate levels of academic burnout have also been reported in non-medical students.as study done by **Nikodijevic., et.al., (2012)** found in their study that moderate levels of academic burnout between students.

Answering the second research question, the results of the present study revealed that more than two thirds of total nursing students had high self-efficacy, whereas one third of them had mild self-efficacy This result disagreed with **Kassem (2015)**, who mentioned that more than half of total nursing students on Faculty of Nursing, Mansoura University had mild self-efficacy, **Kassem (2015)**, explained this result that "the academic staff emphasize on the excellence of graduates through quality of academic programs and keeping in mind the unique qualities of each nursing student which may lead to high self-efficacy. This results may be related to the student opinion toward their general self-efficacy that they can't deal professionally with unforeseen events, didn't have experience to solve difficult problems, didn't invest the necessary efforts to solve most problems and not easy for them to stick to their aims and accomplish their goals which may be revealed in mild self-efficacy".

Answering the third research question, this study found that there was a relation between gender and burnout as male university students' nurse express higher level of burnout than female, this could be explained that, the male students are feeling more responsible for earning life as the Arab man culture, which leads to feeling more anxious, However, in a study done by **Khodabakhsh., et. al., (2011)**, found that a significant difference was reported among male and female nurses. On the contrary, another study reported by **Maslach & Leiter (2008)** that gender is not an important predictor of burnout.

On the other hand, other studies done by **Marzouqi et al. (2013)** and **Sharifard et al (2013)** their result was contradicting the current study results, as they reported no statistically significant differences were observed in the level of

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academic burnout among male and female students. This finding is explained that it may be owing to the similar facilities and environments provided to both male and female students at the university

Furthermore, answering the fourth research question, the results of the current study revealed that when examining the relationship between academic burnout and academic self-efficacy, it was revealed that. There was a correlation between studied university students' burnout and their self efficacy. The results obtained from this study are in agreement with study results performed by **Aftab et al. (2012)**, **Huang et al. (2012)**, and **Pan and Franklin (2011)** which showed that academic burnout was significantly but negatively associated with academic self-efficacy, in such a way that an increase in academic burnout decreased academic self-efficacy. In the same line, **Huang et al. (2012)** figured out that self-efficacy and job satisfaction were significantly and directly related to commitment and self-efficacy was significantly and diversely related to burnout. Moreover, **Aftab et al. (2012)** inspected the relationship between self-efficacy and burnout among physicians and showed that those who had low self-efficacy, compared to others, encountered more difficulties in controlling their behaviors and performance and were more vulnerable. Moreover, **Charkhabi, Abarghuei, and Hayati (2013)** found that the relationship between academic burnout and its components with self-efficacy were statistically significant.

5. CONCLUSION

The study concluded that the university students' nurse exposed to academic burnout during their studying nursing, and their self-efficacy was affected by increasing burnout. Also, male students have slightly higher burnout than female students

6. RECOMMENDATIONS

- Conducting workshops, seminars, and training programs to decrease university students' nurse burnout.
- Replicate the study to compare between burnout and self efficacy among nursing and non-nursing university students
- Disseminate the concept of increasing self-efficacy among students through activation positive academic advising.
- Conducting a series of workshops for nursing teachers to increase their awareness about the sources of university students' burnout and how they can overcome problems facing students in the stressful situation.
- The perceived self-efficacy can be enhanced among the students through training programs and courses designed with the sources such as mastery learning, indirect experiences, specific optimistic feedback and psychological skills' training.

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Conflict of interest:

The authors declare that they have no conflict of interests. Financial competing Interest

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