

Research Article

The Influence of Academic Burnout on Academic Procrastination Among Students

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Abstract.

Procrastination is a common problem among university students, leading to stress and potentially lower grades. This study aims to examine the influence of academic burnout on academic procrastination among students at the Faculty of Psychology, 17th August 1945 University, Samarinda. This study uses a quantitative research approach, utilizing questionnaires comprising the Academic Burnout Scale and the Academic Procrastination Scale administered to 144 students from the 2017 to 2022 cohorts, selected through disproportionate stratified random sampling. This study reveals that academic burnout significantly influences academic procrastination, with a significance value (p) of 0.000 (<0.05).

Keywords: academic procrastination, academic burnout, psychology

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1. Introduction

Completing higher education is a significant academic achievement for individuals. While achieving a higher education is a major academic milestone, it comes with a significant increase in responsibility compared to high school. The learning approach shifts from teacher-led instruction to independent, proactive learning, requiring students to delve deeper into the material and manage heavier, less structured coursework. Professors hold broader expectations, emphasizing critical thinking and creativity alongside subject mastery. Beyond the classroom, a wider range of activities like student organizations and internships enhance personal development and career readiness. In essence, higher education demands a significant shift in learning style and responsibility, but it also unlocks opportunities for personal and professional growth.

Despite the enriching experiences, the journey as a university student is not always smooth. The accumulation of assignments, conflicts with peers, and various other challenges can hinder the educational process and trigger stress among students.



This stress can potentially lead to burnout and procrastination in completing tasks. If left unaddressed, procrastination can lead to problems such as academic performance decline and even dropping out.

According to data from opendata.jabarprov.do.id, in 2020, out of 8,483,213 university applicants, 602,208 Indonesian students decided to drop out of college. Private universities were the most affected by this phenomenon, with 478,826 or 79.5% of dropout cases. State universities accounted for only 101,758 dropouts, followed by religious universities with 18,284 and vocational universities with 3,395.

Various factors contribute to student dropout, including low academic ability, financial constraints, and residential location during studies [1]. Academic procrastination, a form of learning dysfunction, also plays a significant role in influencing students' intentions to drop out [2, 3].

Procrastination, defined as the act of delaying or postponing tasks despite knowing the negative consequences, is a common issue among students [4]. Academic procrastination specifically refers to the voluntary delay of academic activities, even when aware of the potential repercussions [5]. Research has established a link between academic procrastination and academic stress [6]. Students who procrastinate on their academic tasks may experience stress due to the accumulation of assignments, perceived workload, and the associated pressure. Additionally, common reasons for academic procrastination among students, including laziness, fear of taking risks, lack of assertiveness, peer influence, and evaluation anxiety [7].

Building on the previous discussion, excessive workload emerges as a significant factor contributing to academic procrastination among students. This overwhelming workload can stem from academic burnout, a condition characterized by exhaustion from study demands, cynicism towards academic tasks, and feelings of inadequacy as a student [8].

Several studies have examined the connection between academic burnout and negative consequences among students. Burnout and suicidal ideation investigated in medical students [9], while the other studies explored burnout and dropout intentions [10]. Both studies found that burnout was associated with increased thoughts of self-harm and dropping out of school. Additionally, the relationship between academic fatigue and academic procrastination can also be linked [11, 12]. Burnout is characterized by exhaustion, cynicism, and feelings of inadequacy, leading to various detrimental outcomes [13].

Multiple studies have documented the prevalence and detrimental effects of academic burnout among students. A survey conducted on nursing students in India revealed that a staggering 61.7% experienced high levels of academic burnout [15]. Furthermore, a meta-analysis involving over 100,000 students found that academic burnout is significantly associated with a decline in academic performance [16]. The severity of academic burnout is further illustrated on medical students, where 50% reported experiencing burnout and 11% indicated thoughts of self-harm and suicidal ideation [9].

Research conducted in Indonesia has also documented the prevalence of academic burnout among university students. Research found that 57 out of 111 Guidance and Counseling students experienced high levels of academic burnout [17]. Similarly, that 42 out of 53 Guidance and Counseling students experienced moderate academic burnout.

While the findings on academic burnout in Indonesia may seem less alarming compared to other studies, it is crucial to consider the broader context of student dropout rates. According to data from the Directorate General of Higher Education's Statistics of Higher Education, a staggering 602,208 out of 8,483,213 enrolled students in 2019 dropped out of their studies. This substantial number highlights the severity of the issue and underscores the potential link between academic burnout and dropout intentions.

Academic burnout has emerged as a significant contributing factor to student dropout rates. Study found that 11% of 4,287 medical students experiencing academic burnout also reported intentions to drop out of their studies [9]. Similarly, a positive correlation between academic burnout and dropout intention can also be built [18].

Academic burnout can significantly contribute to academic procrastination. When individuals experience academic burnout, they tend to avoid engaging with academic tasks. This aligns with the cynicism dimension of academic burnout, characterized by negative attitudes and avoidance behaviors towards academic pursuits [14].

Multiple studies have established a strong connection between academic burnout and academic procrastination. The impact of academic burnout on academic procrastination in undergraduate thesis writing, finding that academic burnout significantly influenced procrastination with an effective contribution of 79% [11]. Similarly, a study explored the relationship between academic burnout and academic procrastination, revealing that academic burnout accounted for an 11% effective contribution to procrastination [12].

A case study approach will be employed to investigate the impact of academic burnout on academic procrastination among students in the Faculty of Psychology at UNTAG Samarinda. Preliminary observations and interviews have revealed the prevalence of procrastination behaviors in both coursework and thesis completion. One of the underlying factors contributing to procrastination is the perception of excessive workload, leading to feelings of inadequacy and overwhelm. This aligns with the academic burnout dimensions proposed by a study [14], where individuals experiencing academic burnout feel exhausted by demanding academic tasks and perceive their own lack of competence to handle them. Consequently, these feelings can lead to avoidance of academic activities and a decline in personal achievement.

A preliminary study conducted in June 2023 among 75 psychology students at UNTAG Samarinda further corroborates the prevalence of academic burnout. Notably, 70% of the respondents reported experiencing moderate levels of academic burnout. A majority of the students indicated that their academic boredom negatively impacted their academic performance. One of the primary factors contributing to their burnout was the perceived difficulty of coursework. This aligns with the academic burnout dimension of perceived incompetence, where individuals experiencing burnout exhibit declining academic performance and a sense of inadequacy in handling academic tasks.

Based on the provided information, it is evident that academic burnout can significantly impact academic procrastination among university students. Therefore, the research question that emerges from this discussion is: Does academic burnout influence academic procrastination in university students?

The research hypothesis for this study is that academic burnout has a positive influence on academic procrastination among university students. The objective of this research is to examine the impact of academic burnout on academic procrastination. If academic burnout has a positive influence, then higher levels of burnout should correspond with higher levels of procrastination. Conversely, if the influence is negative, higher levels of burnout should be associated with lower levels of procrastination.

2. Literature Review

Academic procrastination is a prevalent issue among learners of all ages, encompassing the tendency to delay or postpone school-related activities and behaviors [19]. While individuals with academic procrastination tendencies may not necessarily

exhibit procrastination in other aspects of their daily lives, this phenomenon can significantly impact their academic performance and overall well-being. McCloskey identified six key characteristics of academic procrastination: psychological beliefs, attention deficits, social factors, time management, personal initiative, and laziness. Internal factors that can influence academic procrastination include instruction comprehension, course material comprehension, laziness, time management, and mood [20]. In addition to internal factors, external factors such as task difficulty, facility availability, reference availability, assignment deadlines, social environment, external commitments, multiple assignments, and social support can also impact academic procrastination [20, 21].

Student burnout, often referred to as academic burnout or *kejenuhan akademik* (Indonesian for academic boredom), is a complex issue characterized by emotional, physical, and academic exhaustion. This state arises from prolonged or excessive academic stress. Students experiencing burnout exhibit three key dimensions: emotional and physical fatigue, cynicism towards academic tasks, and a decline in personal achievement [14]. Both situational and individual factors can contribute to student burnout. Situational factors include demanding workloads, tight deadlines, lack of support from peers or faculty, and a competitive academic environment. Individual factors encompass perfectionism, anxiety, low self-esteem, and the inability to develop healthy coping mechanisms to manage stress.

Academic burnout can significantly contribute to academic procrastination. Individuals experiencing burnout often exhibit cynicism towards academic tasks, aligning with the cynicism dimension of academic burnout has been identified [14]. This cynicism manifests as negative attitudes and a tendency to avoid academic work. Similarly, procrastinators tend to delay or postpone studies due to a lack of motivation and a sense of detachment. Essentially, academic burnout creates a cycle where emotional exhaustion, negativity, and avoidance behaviors exacerbate each other, ultimately hindering academic progress and performance.

Multiple studies have established a strong connection between academic burnout and academic procrastination. For instance, research investigated the impact of academic burnout on procrastination in undergraduate thesis writing [11]. Their findings revealed a significant influence, with academic burnout contributing a substantial 79% to procrastination behaviors. Similarly, a research explored the relationship between these two variables, demonstrating that academic burnout accounts for an 11% contribution to academic procrastination [12].

From a theoretical perspective, individuals experiencing academic burnout are more likely to exhibit academic procrastination behaviors. The physical and emotional exhaustion caused by demanding academic tasks can lead to feelings of discomfort when faced with assignments and coursework, prompting individuals to avoid academic-related activities. This avoidance of tasks can be characterized as academic procrastination. Individuals may procrastinate to seek a temporary respite, allowing them to recharge and return to their work and studies.

3. Method

This study using a quantitative approach to investigate the influence of academic burnout on procrastination among university students. Participants include 144 undergraduate students enrolled between 2017 and 2022 at the Faculty of Psychology, UNTAG Samarinda. This study utilized disproportionate stratified random sampling to select participants. To measure academic self-efficacy, researchers employed an adapted scale developed [22]. Academic procrastination is assessed using a modified scale from McCloskey [19]. This scale consists of 25 statements and utilizes a Likert format with five response options. The researchers adopted a similar approach to measure academic burnout, using a modified version of the scale developed [14]. This scale also employs a Likert format with five response options and includes 15 items.

Data collection was conducted from December 2023 to February 2024, online using Google Forms, a convenient and efficient method for gathering information. The survey was administered under supervision to ensure proper completion by participants. The structured questionnaire format facilitated systematic data collection, enabling the researchers to gather the required information in a well-organized manner. The survey was distributed to a broad sample of students, encompassing all undergraduate students enrolled between 2017 and 2022. This comprehensive approach ensured that the data collected was representative of the target population.

4. Result and Discussion

Table 1 presents the findings regarding the levels of academic burnout among students at the Faculty of Psychology, UNTAG Samarinda. The results indicate that the overall

burnout level falls within the “low” category. In contrast, Table 2 reveals that academic procrastination among these students falls within the “moderate” category.

TABLE 1: Tingkat Burnout Akademik.

Kategori	Frekuensi	Persentase
Rendah	78	54,2%
Sedang	58	40,3%
Tinggi	8	5,6%

The low levels of academic burnout observed among students at the Faculty of Psychology, UNTAG Samarinda, suggest that they do not exhibit significant signs of physical and emotional exhaustion, cynicism towards academic endeavors, or feelings of incompetence. This indicates that students are generally able to manage their academic workload and maintain a sense of well-being. On the other hand, the moderate levels of academic procrastination indicate that students may engage in delaying or postponing certain academic tasks. This could be attributed to various factors, such as difficulty with the task, lack of motivation, or ineffective time management strategies.

TABLE 2: Tingkat Prokrastinasi Akademik.

Kategori	Frekuensi	Persentase
Rendah	21	14,6%
Sedang	82	56,9%
Tinggi	41	28,5%

Table 3 reveals a significant positive correlation between academic burnout and academic procrastination, with a significance value of 0.000 (<0.05). This finding implies that academic burnout has a direct impact on academic procrastination. In other words, experiencing physical and emotional exhaustion, cynicism, and a decline in performance can increase the likelihood of an individual delaying or postponing their academic tasks.

TABLE 3: Hasil uji regresi linear sederhana burnout akademik terhadap prokrastinasi akademik.

Variabel	Coefficients		Model Summary	
	Konstanta	Sig.	R	Rsquare
Burnout Akademik → Prokrastinasi Akademik	0,984	0,000	0,819	0,671

The findings of this study align with previous research that has examined the relationship between academic burnout and academic procrastination. A reasearch investigated the impact of academic burnout on academic procrastination among undergraduate students working on their theses [11]. Their findings revealed a significant influence of academic burnout, with an effective contribution percentage of 79%. Similarly, a study explored the association between academic burnout and academic procrastination and found that academic burnout contributed 11% to academic procrastination [12].

The underlying reasons for engaging in academic procrastination can be categorized as either positive or negative. A reasearch identified a link between academic procrastination and study strategies, grades, and life satisfaction among students [23]. These factors suggest that procrastination may be driven by an attempt to manage academic stress or to avoid challenging tasks. On the other hand, academic procrastination is attributed in university settings to factors such as laziness, poor time management skills, and stress [24]. These reasons highlight the potential impact of personal factors and external stressors on procrastination behavior. Research further explored the causes of academic procrastination among students, suggesting that a lack of interest in the task and inadequate self-control mechanisms could contribute to procrastination [25]. These factors emphasize the role of individual motivation and self-regulation in procrastination.

In light of the preceding discussion, it can be concluded that academic procrastination in this study is primarily attributed to a negative factor, namely academic burnout. While the majority of students exhibited low academic burnout scores, a subset of students experienced burnout at either the low or moderate level, leading to academic procrastination. A study suggest that an inability to adapt to academic pressures, low academic motivation, and excessive academic demands can contribute to academic burnout [26]. Subsequently, these feelings of academic burnout lead students to delay or postpone their academic tasks.

While the study's findings highlight academic burnout as a significant contributor to academic procrastination, it is important to acknowledge that other factors may also play a role in this behavior. The low levels of academic burnout observed in the study suggest that these additional factors could be influencing procrastination among a subset of students. Reasearch identified several potential factors that could influence procrastination behavior, including level of education, academic engagement, and problematic social media use [27].

This study's strength lies in its focus on internal factors, particularly academic burnout. This provides valuable insights into student behaviors and allows students to directly apply the findings. Students seeking to understand and manage procrastination can benefit from this research, as it identifies academic burnout as a key factor they can address. However, the study acknowledges a limitation – the exclusion of external factors. Family dynamics, social pressures, and financial constraints might also significantly influence procrastination. This limitation suggests future research should consider a broader range of variables, both internal and external. By comparing the relative influence of these factors, future studies can provide a more comprehensive understanding of academic procrastination.

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