

The Relationship between Personality and Academic Burnout: Exploring the Influence of Psychological Well-Being and Demographic Factors

¹Sri Wahyuni*, ²Hellya Agustina, ¹Ricca Angreini Munthe

¹Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

²Universiti Kebangsaan Malaysia, Malaysia

*Corresponding email: sri.wahyuni@uin-suska.ac.id

ARTICLE INFO

Article History

Received : 31/05/2023

Revised : 14/11/2023

26/11/2023

28/11/2023

01/12/2023

Accepted: 04/12/2023

Keywords:

Academic Burnout,

Demographic Factors,

Personality,

Psychological Well-Being.

Copyright © 2023 IJIEP



This work is licensed under
a [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

International license.

ABSTRACT

Previous studies have found that academic burnout occurred at all levels of education, including universities. Academic burnout is characterized by emotional exhaustion, depersonalization, and a lack of confidence in students' abilities. Various variables can influence it, such as personality, well-being, and demographic factors. This research uses a correlational design to examine the relationship between personality and academic burnout among college students while exploring the role of psychological well-being as a mediator and demographic factors as a moderator. This design allows for the simultaneous collection of data from many individuals. We recruited 522 undergraduate students to participate in an online survey and used the Maslach-Student Burnout Inventory (MSBI), NEO Five-Factor Inventory (FFI), and Psychological Well-being Questionnaire for measurement. For data analysis, we used SPSS version 25 and IBM SPSS AMOS version 24 to determine the mediation-moderation effect and tested the factor analysis of the proposed model. This research found a relationship between personality and academic burnout, with extraversion, agreeableness, conscientiousness, and openness to experience associated with low academic burnout. In contrast, neuroticism was associated with high academic burnout. Furthermore, the level of student psychological well-being was found to mediate the correlation between personality and academic burnout. Therefore, this study recommends that students, teachers, and parents pay attention to the importance of psychological well-being.

Citation:

Wahyuni, S., Agustina, H., & Munthe, R. A. (2023). The relationship between personality and academic burnout: Exploring the influence of psychological well-being and demographic factors. *International Journal of Islamic Educational Psychology*, 4(2), 169-189. <https://doi.org/10.18196/ijiep.v4i2.18687>

INTRODUCTION

Studying in college significantly differs from high school due to the increased academic and social demands, which can lead to stress and fatigue (Lin & Huang, 2014). Academic demands include completing assignments for each course and preparing for exams. In addition to coursework, students are also expected to have strong social skills to interact with their peers. They will often work on group assignments that require collaboration and will be together until they obtain their bachelor's degree. Furthermore, students who do not live with their parents in boarding houses or dormitories face additional demands such as adaptability, social interaction, and autonomy. If students are unable to handle these demands effectively, regulate their emotions, and solve problems, they may experience feelings of boredom, psychosomatic issues, and academic burnout (Cazan & Năstasă, 2015).

Burnout was originally used in the workplace as a psychological syndrome caused by emotional exhaustion, depersonalization, and decreased performance due to emotional and interpersonal stress (Maslach et al., 2001). Emotional exhaustion is the most prominent aspect of burnout and is closely related to fatigue. In students, this fatigue significantly impacts their ability to complete assignments. Burnout leads individuals to emotionally and cognitively distance themselves from tasks because they feel overwhelmed by the demands. Depersonalization involves behaving cynically and indifferently towards tasks when feeling tired and hopeless. Furthermore, the lack of personal accomplishment at work, caused by prolonged work demands and a lack of resources or facilities, results in cynicism towards work and ineffective performance.

Academic burnout refers to the fatigue, cynicism, and feeling of incompetence experienced by students, which leads to a lack of class participation, reluctance to contribute to group assignments, difficulty learning new material, and a sense of meaninglessness (Rahmatpour et al., 2019). According to Liu et al. (2019), the first symptom of academic burnout is emotional exhaustion, which affects personal well-being and leads to feeling overwhelmed. The second symptom is cynicism, where students develop a distant attitude towards academic activities and peers. At last, low self-efficacy results in a decline in academic achievement.

Numerous studies have shown that academic burnout is prevalent among university students (Ramadhan et al., 2022). Their research on students at the Faculty of Psychology found that most respondents experienced academic burnout, with 45.8% reporting emotional exhaustion, 34.9% experiencing depersonalization, and 62.7% having a decrease in academic achievement efficacy. Similarly, Marchella et al. (2023) found that over half of the respondents experienced academic burnout. Furthermore, working students are more likely to experience burnout (Orpina & Prahara, 2019). Lee et al. (2018) emphasized that students are more susceptible to academic burnout when they fail to effectively cope with academic performance pressure. Among the different aspects of

burnout, exhaustion is the most dominant feeling experienced by students, compared to cynicism and inefficiency (Allen et al., 2021). A meta-analysis by Rosales-Ricardo et al. (2021) estimated the prevalence of each dimension of academic burnout syndrome to be 55.4% for emotional exhaustion, 31.6% for cynicism, and 30.9% for low personal achievement. These symptoms align with those experienced by workers, such as increased absenteeism, higher dropout rates, and reduced performance. These are serious mental challenges for students, and the risk of experiencing burnout is particularly high during college.

Most evidence indicates that non-cognitive factors, specifically personality traits, significantly influence academic burnout. Personality traits can help predict student performance as they affect interactions with lecturers, peers, and others (Lee et al., 2017; Sobowale et al., 2017). On the other hand, academic burnout leads to adaptation problems (Vinter et al., 2021) and affects psychological well-being (Denning et al., 2021). It is positively related to psychological maladjustment (Lee & Lee, 2018) and dropout rates (Marôco et al., 2020) but negatively associated with subjective well-being (Wang et al., 2021) and performance (Vizoso et al., 2019). Academic burnout can occur in anyone involved in psychology-related activities, such as higher education. There seems to be little difference between men and women regarding academic burnout. Both genders experience similar feelings towards their study programs. However, men tend to report higher levels of loneliness and academic burnout (Prowse et al., 2021). Women, on the other hand, report experiencing higher levels of stress (Gao et al., 2020), particularly during exams and communication.

Lee et al. (2013) stated that Korean youth experience significant stress in their first year due to the education system's focus on college entrance exams, the pressure to achieve high academic performance, and the competitive atmosphere in college. This problem also exists in Indonesia, where these demands lead to academic burnout among students. Castellanos (2018) added that students face multiple stressors, and college stress negatively impacts their lives, contributing to academic burnout syndrome. This syndrome is frequently observed in higher education settings and can result in stress, loneliness, and negative emotions that hinder learning.

March-Amengual et al. (2022) discussed the numerous challenges students face during their first year of university. Transitioning from high school to college, academic stress from coursework and exams, a lack of family support, and economic factors can lead to high stress levels and emotional exhaustion. Furthermore, cynicism arises in students when there is a perceived disconnect between their expectations of college and the reality of their college experience. This cynical attitude can result in dissatisfaction, diminished well-being, negative emotions, and even withdrawal from college. Butler and Constantine (2005) noted a negative correlation between a sense of personal accomplishment and burnout. Our research aims to demonstrate that students' personalities influence academic burnout. Additionally, we will explore the role of psychological well-

being and demographic factors. This study investigates the theoretical concept that student personality, demographic factors, and psychological well-being are mediators contributing to academic burnout.

Previous studies suggested that burnout primarily affected professionals who work in helping professions or jobs that involve close interaction with others, such as healthcare, education, and social work (Maslach et al., 2001). Burnout is characterized by emotional exhaustion, depersonalization, cynicism, and low personal achievement (low self-efficacy). This research will specifically focus on academic burnout, a common issue among university students. College students often face psychological problems related to various stressors in the academic environment. It has been reported that 80% of student stress stems from academic fatigue caused by a competitive atmosphere (Collin et al., 2020). Students experiencing academic burnout tend to suffer from anxiety, depression, aggression, or anger. This condition is strongly influenced by physical and psychological exhaustion, leading to frustration, helplessness, and cynicism.

Many studies have been conducted on the relationship between burnout and personality, specifically focusing on extroversion, openness to experience, and neuroticism. The consistent findings indicated that extroversion and neuroticism are related to burnout (Farfán et al., 2020; Pérez-Fuentes et al., 2019). Lee et al. (2020) conducted a study on academic burnout among college students, characterized by exhaustion from academic demands, cynicism toward schoolwork, and a sense of incompetence as students. These individuals tend to have negative thinking, moods, and coping strategies. Khosravi (2021) found a negative correlation between personality factors and academic burnout in students. Curious students who seek new information, can control and direct themselves, and collaborate well are less likely to experience academic burnout. On the other hand, students with perfectionistic attitudes toward learning tend to experience prolonged fatigue and cynicism (Seong et al., 2021).

According to the Big Five personality theory, students with neurotic personalities are more prone to academic burnout than those with openness to experience, conscientiousness, and extroverted personalities. However, there is no significant correlation between agreeableness personality and academic burnout (Soliemanifar & Shaabani, 2013). Neurotic students are more likely to experience worry, sadness, loneliness, and depression, which contribute to their susceptibility to academic burnout (Celik & Oral, 2013). Personality traits such as extraversion, agreeableness, conscientiousness, and openness are negatively correlated with emotional exhaustion and cynicism and positively correlated with self-efficacy (Shofiah et al., 2023). On the other hand, neuroticism is negatively correlated with self-efficacy and positively correlated with extraversion, agreeableness, conscientiousness, and openness (David, 2010).

From the explanation above, this research aims to examine the relationship between personality and academic burnout. Psychological well-being variables will be considered mediators, and demographic factors will be used as

moderators. This research differs from previous studies in that it focuses on the role of mediator and moderator variables in influencing the relationship between personality and academic burnout. In this study, psychological well-being will mediate the correlation between personality and academic burnout. Students who possess traits such as openness, conscientiousness, extraversion, and agreeableness are expected to have a higher level of psychological well-being, which in turn will reduce their academic burnout.

On the other hand, students with neurotic personality traits are expected to have lower levels of psychological well-being and experience burnout. Demographic factors such as gender, length of study, and living arrangements are also expected to impact the relationship between personality and academic burnout, either strengthening or weakening it. Therefore, the research hypotheses are as follows:

Hypothesis 1: Personality affects academic burnout reduction.

Decades of research have consistently shown that personality traits significantly impact how we perceive, approach, and value our lives. The six-dimensional psychological well-being model, proposed by Ryff (1989), identifies a broader range of well-being dimensions, including positive relationships, autonomy, environmental mastery, personal growth, purpose in life, and self-acceptance. Previous studies have demonstrated strong links between the main dimensions of personality and psychological well-being, as well as other indicators of human happiness. Future research will focus on the Big Five personality traits to further explore the relationship between personality and psychological well-being. Early research has emphasized the predictive role of neuroticism, extraversion, and conscientiousness in psychological well-being. Multiple studies have indicated that the Big Five traits can accurately predict psychological well-being (Anglim & Grant, 2016). It is worth noting that each of the six psychological well-being scales shares certain Big Five traits that show a stronger correlation. For instance, agreeableness and extraversion are closely related to positive relationships, openness to personal growth, and awareness of purpose in life (Anglim & Grant, 2016; Meléndez et al., 2019; Sun et al., 2017). However, more rigorous analytical estimates are required to establish a definitive assessment of this cross-correlation.

Hypothesis 2: Personality has a positive relationship with psychological well-being.

In the meantime, college students are considered adults when they graduate from high school. However, they often struggle to adapt to the physical, psychological, and social changes that come with this transition. Students who haven't established their ego identities are burdened with significant responsibilities. On the other hand, university life requires actively navigating various situations, which can lead to increased confusion. This phenomenon suggests that students may experience burnout during their studies. Ríos-Risquez et al. (2018) found that academic burnout has remained stable while resilience and psychological well-being have increased. Emotional exhaustion is the most significant dimension of academic burnout in predicting psychological well-being. These

findings highlight the importance of promoting and developing capacities for positive psychological well-being and integrating them through training.

Hypothesis 3: Psychological well-being mediates a variable that reduces academic burnout.

Furthermore, pursuing a bachelor's degree can be challenging and stressful. The academic requirements are high, and students face academic, social, and personal challenges. They need to dedicate work hours to research, assignments, and exams. In addition to academic obligations, there are other pressures, such as moving, living away from home, building new relationships, and concerns about future job prospects. If these demands persist without sufficient resources to cope with them, it can lead to feelings of distress and the development of burnout syndrome.

Regarding age, Robins et al. (2017) found that the average score for academic burnout was higher among students under 30. As for gender differences in burnout, previous literature has been inconsistent (Maslach et al., 2001). However, Ilic et al. (2021) reported a significantly higher prevalence of high risk for burnout syndrome in males (19%) compared to females (12.8%). On the other hand, some studies have found no differences in burnout levels based on gender (Gómez-Urquiza et al., 2023). In contrast, Zabuska et al. (2018) showed that women experienced higher levels of overall and emotional or physical exhaustion, while men reported lower levels of achievement. Additionally, Römer (2016) found that burnout was significantly more common in women (75%) than in men (25%). This finding may be related to gender stereotypes within the educational context.

Hypothesis 4: Demographic factors as moderator variables affect the mitigation of academic burnout.

To understand the relationship between academic burnout dynamics, personality, psychological well-being, and demographic factors, we propose using the JD-R theory (job demands-resources) and the COR (conservation of resources) theory. From a JD-R perspective, Baker et al. (2021) found that individuals with higher levels of chronic burnout have more difficulty coping with the demands of weekly tasks. Previous studies have shown that students with unfavorable well-being profiles benefit less from daily recovery activities. Burnout is commonly experienced when high demands are combined with low resources. Under these conditions, students feel overwhelmed and unable to meet task demands. As exposure to stress continues, students lose interest in motivation and show decreased performance (Demerouti et al., 2021).

Furthermore, Hobfoll et al. (2018) argued that the COR theory is relevant for understanding burnout. The theory assumes that people accumulate and protect personally valuable resources while simultaneously depleting and replenishing those resources to meet environmental demands. When resources are depleted without additions, individuals experience burnout. Additionally, the COR

theory suggests that individuals with limited resources cannot effectively deal with threats in the college environment and enter a cycle of loss.

METHODS

The research aims to explore the relationship between personality and academic burnout and test the role of psychological well-being as a mediator and demographic factors as a moderator. We conducted a simple open-ended question with 523 male and female participants who met the requirements to be part of our study. We chose students as our research population because they are frequently involved in social and behavioral sciences research and are encouraged to participate as part of their educational experience. To collect the data, we used simple random sampling, ensuring that everyone in the target population has an equal chance of being selected. This method provides an unbiased representation of the total population.

With a sample size of 523, calculated using the infinite population formula, we ensured high external validity and representation of the larger population. However, we had to exclude one questionnaire from the data analysis due to missing data, resulting in a final sample of 522 questionnaire forms. We used SPSS version 26 to analyze the data and utilized the mediator and moderator variables by bootstrapping the PROCESS macro-Hayes (Igartua & Hayes, 2021). To measure various factors, we used the Maslach Burnout Inventory-Student Survey (MBI-SS; Yavuz & Dogan, 2014), the Revised NEO Personality Inventory (NEO-PI-R; Costa & McCrae, 2008), and the Psychological Well-being Questionnaire (PWB; Ryff, 1989). The questionnaire was developed based on a thorough review of the existing literature. Section 1 collected sociodemographic information such as age, gender, study program, semester, residence, and class. Section 2 gathered data on academic burnout, personality, and psychological well-being. All items in the study employed a five-point Likert-type scale, ranging from 1="Strongly Disagree" to 5="Strongly Agree".

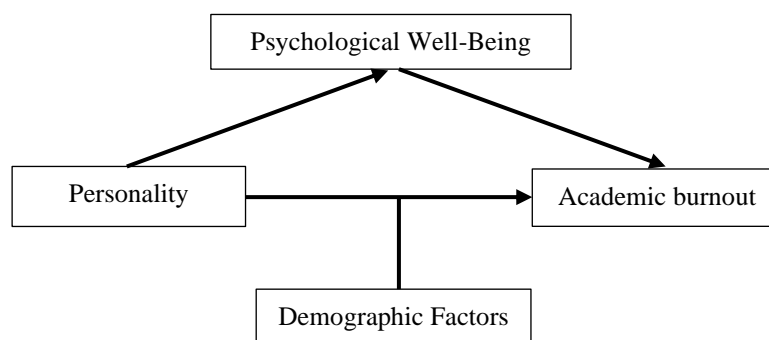


Figure 1. Conceptual framework

To establish a cause-and-effect relationship, the researchers needed to identify variables. They used a primary design with boxes and arrows to visualize the expected relationships. A box represented each variable. The arrow originated

from the independent variable (cause) and pointed toward the dependent variable (effect) to show a causal relationship. We introduced mediator and moderator variables in this study, specifically psychological well-being and demographic factors. These mediator and moderator variables helped explain how personality can impact academic burnout. Including mediating and moderating variables helped clarify the relationship between the primary variables. Figure 1 illustrates the conceptual framework of the studied variables.

RESULTS AND DISCUSSION

Academic burnout is common due to prolonged exposure to a stressful environment. It is characterized by physical and emotional exhaustion from excessive demands and psychological strain. Students in academic settings often experience this exhaustion when they are overwhelmed with educational activities or faced with high academic demands without sufficient resources to cope. The results of this study indicate that a majority of respondents, 77%, reported high levels of emotional exhaustion. Additionally, 59.4% of participants desired to achieve personal accomplishments in education. Students' desire for achievement influences emotional exhaustion. If they are unable to reach their goals, it can lead to other psychological disorders such as depression, school dropouts, and an increased risk of suicide. These findings are consistent with previous studies conducted by Jiménez-Ortiz et al. (2019), Brady et al. (2020), and Lee et al. (2020), which also highlight the role of emotional exhaustion as a central component of academic burnout. This feeling of being overwhelmed and depleted of resources is accompanied by symptoms such as low energy, chronic fatigue, anxiety, nervousness, drained emotions, and frustration. Lucas-Mangas et al. (2022) further explained that burnout is closely related to psychological well-being, particularly positive relationships, the environment, and personal growth. It is suggested that by mastering their environment (71.5%), students can better manage their daily affairs and create arrangements that align with their needs and goals. Personal growth (61.1%) also implies that students can develop and enhance their behavior and self through openness to new experiences.

Several recent studies have shown that academic burnout is highly prevalent among university students. According to Teuber et al. (2021), the transition from high school to college, academic stress from assignments and exams, a lack of family support, and economic factors can trigger significant stress levels in students, leading to emotional exhaustion. Therefore, providing positive thinking training to reduce academic stress is crucial, as it can also help reduce academic burnout (Suud & Na'imah, 2023). Currently, burnout is often associated with cognitive and behavioral problems. Academic burnout is a complex concept characterized by varying degrees of emotional exhaustion (feeling unable to give one's best, both physically and psychologically), cynicism (a negative attitude or distance towards others, also known as depersonalization), and a low sense of personal accomplishment (a tendency to feel incompetent). Academic burnout is observed in students experiencing high emotional exhaustion and

depersonalization, which can lead to feelings of inadequacy with their academic work (Thun-Hohenstein et al., 2021).

In November 2022, an online questionnaire was completed by 522 respondents. Table 1 presents the general demographic characteristics of the participants. Among the respondents, 87.9% were females, with a higher proportion enrolled in undergraduate psychology programs, while 12.1% were males. Additionally, 59.2% of the respondents reported staying in a boarding house. Most participants were in their first semester (semester one).

Table 1. Sociodemographic Characteristics of the Study

Age, Mean (SD)	20.11 (1.536)
Gender, <i>n</i> (%)	
Male	63 (12.1)
Female	459 (87.9)
Length of study (in semester), <i>n</i> (%)	
1	146 (28.0)
3	72 (13.8)
5	104 (19.9)
7	128 (24.5)
More than 7	72 (13.8)
Residence, <i>n</i> (%)	
Boarding house	309 (59.2)
Staying with parents	140 (26.8)
Staying with family	48 (9.2)

The Cronbach Alpha coefficient was used to account for sub-dimensions of the motivation factor. The value is given in Table 2.

Table 2. The Cronbach's Alpha Coefficient of Scale

Variable	Reliability Cronbach's Alpha
Personality	.803
Academic Burnout	.674
Psychological Well-Being	.767
All Variables	.574

Four hypotheses were proposed to examine the relationship between personality and academic burnout. Additionally, we tested the mediating role of psychological well-being and the moderating effect of demographic factors. These hypotheses were confirmed using IBM SPSS AMOS. Psychological well-being mediated the relationship, while demographic factors were identified as moderators. Firstly, our findings indicate that personality significantly and positively impacts academic burnout ($\beta = .326$; $p > .000$), thus supporting H1. Furthermore, personality was found to significantly and positively influence psychological well-being with a coefficient $\beta = .376$, $p > .000$, thus supporting H2. Additionally, psychological well-being substantially impacts academic burnout

with $\beta = .733$, $p > .000$, supporting H3. More information about the model fit indices and the results of the hypotheses can be found in Table 3.

Table 3. Direct Effect Summary

Direct relationship	Unstandardized coefficient
Personality → Academic Burnout	.326
Personality → Psychological Well-Being	.376
Psychological Well-Being → Academic Burnout	.733

According to Mathieu & Taylor (2007), there are three models of mediation related to organizational behavior: the indirect impact model, which represents dependent and independent variables associated with the mediator; the partial mediator model, which indicates a direct relationship between independent and dependent variables with effectiveness; and the full mediator model, in which the direct relationship no longer exists after being inserted into the mediator model (Memon et al., 2018). Our study's model consists of the direct interaction between personality as the independent variable, academic burnout as the dependent variable, and the mediating effect of the psychological well-being variable. Özhan (2021) and Kolomitro et al. (2020) proposed using the mediation variable to determine the role of personality and academic burnout. Furthermore, the model creation considers conditions in which the independent variable changes.

Table 4. Mediation Analysis Summary

Relationship	Indirect Effect	Confidence Interval		P-Value	Conclusion
		Lower Bound	Upper Bound		
Personality → Psychological well-being → Academic burnout	.645	.077	1.448	.030	Partial Mediation
<i>Probing Moderated Indirect Relationships</i>	Effect	Confidence interval			Moderating not supporting
Low level of Demographic factors	.000	.90			
High level of Demographic factors	.015	.90			
Index of Moderated Mediation	.000	.90			

Hox (2021) found that factor analysis is a technique that assumes the correlations between a set of observed variables can be modeled by a smaller set of unobserved or latent variables called factors. Confirmatory factor analysis (CFA) assumes that the researcher has a strong theory about the structure of the investigated concept. CFA serves two purposes: first, to assess how well a specific model fits the data; second if the model fits well, to estimate the factor loadings,

variances, and covariances of the factors, as well as the residual error variances of the observed variables. The CFA of the four-factor structure was conducted using AMOS 24. The fit of the model was evaluated based on fit indices such as the comparative fit index (CFI), goodness-of-fit index (GFI), normed fit index (NFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR), using the following criteria: CFI > 0.90, GFI > 0.90, NFI > 0.90, and RMSEA < 0.08. However, the hypothesized four-factor model did not fit the data well ($X^2 = 4.989$, $df = 74$, $p < 0.000$, CFI = .449, GFI = .899, NFI = .411, RMSEA = .087). Additionally, RMSEA will be low (e.g., Brosseau-Liard et al., 2012), indicating a tight-fitting model.

On the other hand, the three-factor model demonstrated a good fit to the data, providing evidence of discriminant validity. Furthermore, reliability analysis revealed that the combined reliability score of the constructs in this study was above the minimum acceptable threshold ($CR > 0.70$). All item loadings were significant ($p < 0.05$), and the mean variances of extraction scores for personality, academic burnout, psychological well-being, and demographic factors were above 0.50, supporting convergent validity.

Lastly, the results of the moderator analysis indicated that demographic variables did not influence the correlation between personality and academic burnout. Thus, hypothesis 4 was not accepted.

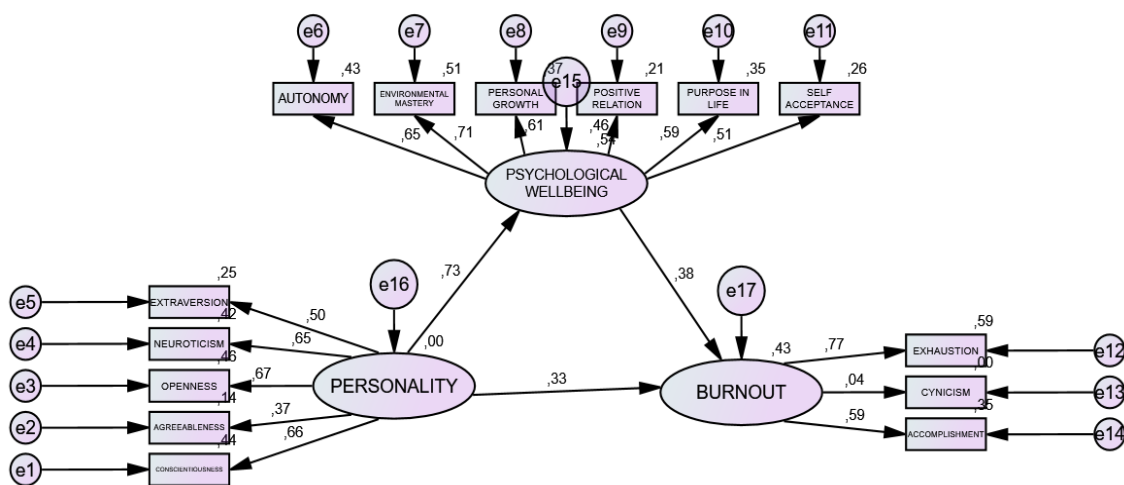


Figure 2. IBM SPSS AMOS Analysis

The results support previous research, including research conducted by Kong et al. (2021), which found a negative correlation between proactive personality and academic burnout. Students with a proactive personality are characterized by their ability to make decisions and take personal actions to influence their environment. These students exhibit emotional stability and stress management skills and are likelier to achieve greater accomplishments than those with less proactive personalities. Students with high emotional stability, extraversion, conscientiousness, and agreeableness are less likely to experience exhaustion,

cynicism, and lack of personal accomplishment. Specifically, emotional stability is the most significant predictor of exhaustion and depersonalization, while extraversion is the most significant predictor of personal accomplishment. Openness to experience is also positively related to one aspect of burnout: personal accomplishment. In addition to the Big Five personality traits, other factors are important in predicting burnout. For example, optimism reduces the likelihood of experiencing exhaustion and developing a negative attitude toward work (cynicism) (Bakker & de Vries, 2021). Conversely, individuals with anxious personalities tend to be more prone to academic burnout (Fernández-Castillo, 2021).

Furthermore, extraversion and conscientiousness are positively correlated with students' mental health, while neuroticism and perfectionism are negatively correlated. The personality traits of neuroticism and perfectionism are the main predictors of psychological dysfunction in students (Lewis & Cardwell, 2020). Hicks & Mehta (2018) also found a correlation between personality and psychological well-being, with extraversion, agreeableness, conscientiousness, and openness to experience positively correlated with psychological well-being. On the other hand, neuroticism is negatively correlated with psychological well-being, while Type A personality does not have a significant correlation. Individuals with extraversion, agreeableness, conscientiousness, and openness to experience are more likely to accept their strengths and weaknesses, engage positively with others, demonstrate autonomy, have mastery over their environment, experience personal growth, and have a sense of purpose in life (Marrero-Quevedo et al., 2019).

The variable of psychological well-being plays a role in strengthening the correlation between personality and academic burnout. Indreswari et al. (2022) discovered a negative correlation between psychological well-being and academic burnout. Students who possess a positive attitude toward themselves and their past lives, have close and positive relationships with others, feel a sense of autonomy and competence in managing their environment, believe in the meaning of their current and future lives, and experience continuous personal growth are less likely to experience emotional exhaustion and cynicism. Additionally, these students are more likely to increase their self-efficacy. All dimensions of psychological well-being are related to various psychosocial factors in students. For example, positive relationships positively correlate with emotional understanding and empathy, social self-concept, family self-concept, academic self-concept, and active learning ability. Environmental mastery is related to emotional intelligence, state anxiety, emotional understanding, and family self-concept.

Autonomy is associated with emotional intelligence, emotional self-concept, and social skills. Personal growth is associated with emotional intelligence, state anxiety, empathy, and academic self-concept. Lastly, purpose-in-life relates to emotional intelligence, state anxiety, and family self-concept (Morales-Rodríguez

et al., 2020). Kaya & Erdem (2021) also found that students with high well-being are likelier to achieve higher results than those with low well-being. Conversely, students who experience psychological distress, such as depression, psychosomatic symptoms, and clinical anxiety, are more prone to academic burnout and lower academic achievement.

CONCLUSIONS

Based on the preceding discussion, there is a correlation between personality and academic burnout. Students who possess extraversion, agreeableness, conscientiousness, and openness to experience tend to experience lower levels of academic burnout. In contrast, students who exhibit neuroticism are more prone to high levels of academic burnout. Moreover, it has been demonstrated that the students' psychological well-being level mediates the relationship between personality and academic burnout. The psychological well-being experienced by students can serve to alleviate academic burnout. Therefore, efforts focused on positive thinking should also be implemented in educational institutions. However, demographic factors do not exert any influence on this relationship. The findings of this research imply that students' psychological well-being must mediate between personality traits and academic burnout. This study has limitations regarding demographic factors, such as an uneven distribution of male and female research subjects and an unequal representation of students residing in boarding houses, parents' homes, or family homes.

Consequently, the absence of demographic factors' influence on academic burnout is likely a result of these disparities. Based on the results, future researchers are advised to balance the number of research subjects to investigate the impact of demographic factors. Other factors that may influence academic burnout in students should be explored. Furthermore, from a practical standpoint, university management should develop programs to enhance students' psychological well-being to mitigate academic burnout.

REFERENCE

- Allen, H. K., Barrall, A. L., Vincent, K. B., & Arria, A. M. (2021). Stress and burnout among graduate students: moderation by sleep duration and quality. *International Journal of Behavioral Medicine*, 28, 21-28. <https://doi.org/10.1007/s12529-020-09867-8>
- Anglim, J., & Grant, S. (2016). Predicting psychological and subjective well-being from personality: Incremental prediction from 30 facets over the Big 5. *Journal of Happiness Studies*, 17, 59-80. <https://doi.org/10.1007/s10902-014-9583-7>
- Baker, S., Gleason, F., Lovasik, B., Sandhu, G., Cortez, A., Hildreth, A., Cooper, A., Simmons, J., Delman, K. A., & Lindeman, B. (2021). Relationship

between burnout and mistreatment: who plays a role?. *American Journal of Surgery*, 222(6), 1060–1065. <https://doi.org/10.1016/j.amjsurg.2021.06.009>

Bakker, A. B., & de Vries, J. D. (2021). Job Demands–Resources theory and self-regulation: new explanations and remedies for job burnout. *Anxiety, Stress and Coping*, 34(1), 1–21. <https://doi.org/10.1080/10615806.2020.1797695>

Brady, K. J. S., Ni, P., Sheldrick, R. C., Trockel, M. T., Shanafelt, T. D., Rowe, S. G., Schneider, J. I., & Kazis, L. E. (2020). Describing the emotional exhaustion, depersonalization, and low personal accomplishment symptoms associated with Maslach Burnout Inventory subscale scores in US physicians: an item response theory analysis. *Journal of Patient-Reported Outcomes*, 4(1), 1–14. <https://doi.org/10.1186/s41687-020-00204-x>

Brosseau-Liard, P. E., Savalei, V., & Li, L. (2012). An investigation of the sample performance of two nonnormality corrections for RMSEA. *Multivariate Behavioral Research*, 47(6), 904–930. <https://doi.org/10.1080/00273171.2012.715252>

Butler, S. K., & Constantine, M. G. (2005). Collective self-esteem and burnout in professional school counselors. *Professional School Counseling*, 9(1), 2156759X0500900107. <https://doi.org/10.1177/2156759x0500900107>

Castellanos, J. (2018). Gender differences within academic burnout. *Adult Higher Education Alliance*. The Annual Meeting of the Adult Higher Education Alliance (42nd, Orlando, FL, Mar 8-9, 2018), 27–32. Retrieved from <http://files.eric.ed.gov/fulltext/ED590255.pdf>

Cazan, A.-M., & Năstasă, L. E. (2015). Emotional intelligence, satisfaction with life and burnout among university students. *Procedia-Social and Behavioral Sciences*, 180, 1574–1578. <https://doi.org/10.1016/j.sbspro.2015.02.309>

Celik, G. T., & Oral, E. L. (2013). Burnout levels and personality traits – The case of Turkish architectural students. *Creative Education*, 4(2), 124–131. <https://doi.org/10.4236/ce.2013.42018>

Collin, V., O'Selmo, E., & Whitehead, P. (2020). Stress, psychological distress, burnout and perfectionism in UK dental students. *British Dental Journal*, 229(9), 605–614. <https://doi.org/10.1038/s41415-020-2281-4>

Costa, P. T., & McCrae, R. R. (2008). The revised NEO personality inventory (NEO-PI-R). *The SAGE Handbook of Personality Theory and Assessment*, 2(2), 179-198. <https://doi.org/10.4135/9781849200479.n9>

David, A. P. (2010). Examining the relationship of personality and burnout in college students: The role of academic motivation. *Educational Measurement*

and Evaluation Review, 1, 90–104.
<http://pemea.club.officelive.com/EMEReview.aspx>

Demerouti, E., Bakker, A. B., Peeters, M. C. W., & Breevaart, K. (2021). New directions in burnout research. *European Journal of Work and Organizational Psychology*, 30(5), 686–691.
<https://doi.org/10.1080/1359432X.2021.1979962>

Denning, M., Goh, E. T., Tan, B., Kanneganti, A., Almonte, M., Scott, A., Martin, G., Clarke, J., Sounderajah, V., Markar, S., Przybylowicz, J., Chan, Y. H., Sia, C. H., Chua, Y. X., Sim, K., Lim, L., Tan, L., Tan, M., Sharma, V., ... Kinross, J. (2021). Determinants of burnout and other aspects of psychological well-being in healthcare workers during the Covid-19 pandemic: A multinational cross-sectional study. *PLoS ONE*, 16(4), e0238666.
<https://doi.org/10.1371/journal.pone.0238666>

Farfán, J., Peña, M., Fernández-Salineró, S., & Topa, G. (2020). The moderating role of extroversion and neuroticism in the relationship between autonomy at work, burnout, and job satisfaction. *International Journal of Environmental Research and Public Health*, 17(21), 8166.
<https://doi.org/10.3390/ijerph17218166>

Fernández-Castillo, A. (2021). State-anxiety and academic burnout regarding university access selective examinations in Spain during and after the COVID-19 lockdown. *Frontiers in Psychology*, 12, 621863.
<https://doi.org/10.3389/fpsyg.2021.621863>

Gao, W., Ping, S., & Liu, X. (2020). Gender differences in depression, anxiety, and stress among college students: A longitudinal study from China. *Journal of Affective Disorders*, 263, 292–300. <https://doi.org/10.1016/j.jad.2019.11.121>

Gómez-Urquiza, J. L., Velando-Soriano, A., Martos-Cabrera, M. B., Cañadas, G. R., Albendín-García, L., Cañadas-De la Fuente, G. A., & Aguayo-Estremera, R. (2023). Evolution and treatment of academic burnout in nursing students: A systematic review. *Healthcare*, 11(8), 1081.
<https://doi.org/10.3390/healthcare11081081>

Hicks, R., & Mehta, Y. (2018). The big five, type a personality, and psychological well-being. *International Journal of Psychological Studies*, 10(1), 49–59.
<https://doi.org/10.5539/ijps.v10n1p49>

Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 103–128. <https://doi.org/10.1146/annurev-orgpsych-032117-104640>

- Hox, J. J. (2021). Confirmatory factor analysis. *The encyclopedia of research methods in criminology and criminal justice*, 2, 830-832. <https://doi.org/10.1002/9781119111931.ch158>
- Igartua, J. J., & Hayes, A. F. (2021). Mediation, moderation, and conditional process analysis: Concepts, computations, and some common confusions. *Spanish Journal of Psychology*, 24(6), 1-23. <https://doi.org/10.1017/SJP.2021.46>
- Ilic, I., Macuzic, I. Z., Kocic, S., & Ilic, M. (2021). High risk of burnout in medical students in Serbia, by gender: A cross-sectional study. *PLoS ONE*, 16(8), 1-15. <https://doi.org/10.1371/journal.pone.0256446>
- Indreswari, H., Probowati, D., & Rachmawati, I. (2022). Psychological well-being and student academic burnout. *Jurnal Kajian Bimbingan Dan Konseling*, 7(3), 138-149. <https://doi.org/10.17977/um001v7i32022p138-149>
- Jiménez-Ortiz, J. L., Islas-Valle, R. M., Jiménez-Ortiz, J. D., Pérez-Lizárraga, E., Hernández-García, M. E., & González-Salazar, F. (2019). Emotional exhaustion, burnout, and perceived stress in dental students. *Journal of International Medical Research*, 47(9), 1-9. <https://doi.org/10.1177/0300060519859145>
- Karimi, L., & Meyer, D. (2014). Structural equation modeling in psychology: The history, development, and current challenges. *International Journal of Psychological Studies*, 6(4), 123-133. <https://doi.org/10.5539/ijps.v6n4p123>
- Kaya, M., & Erdem, C. (2021). Students' well-being and academic achievement: A meta-analysis study. *Child Indicators Research*, 14(5), 1743-1767. <https://doi.org/10.1007/s12187-021-09821-4>
- Khosravi, M. (2021). Burnout among Iranian medical students: Prevalence and its relationship to personality dimensions and physical activity. *European Journal of Translational Myology*, 31(1), 1-9. <https://doi.org/10.4081/ejtm.2021.9411>
- Kolomitro, K., Kenny, N., & Sheffield, S. L. M. (2020). A call to action: exploring and responding to educational developers' workplace burnout and well-being in higher education. *International Journal for Academic Development*, 25(1), 5-18. <https://doi.org/10.1080/1360144X.2019.1705303>
- Kong, L. N., Yang, L., Pan, Y. N., & Chen, S. Z. (2021). Proactive personality, professional self-efficacy and academic burnout in undergraduate nursing students in China. *Journal of Professional Nursing*, 37(4), 690-695. <https://doi.org/10.1016/j.profnurs.2021.04.003>

- Lee, H. F., Chiang, H. Y., & Kuo, H. T. (2018). Relationship between authentic leadership and nurses' intent to leave: The mediating role of work environment and burnout. *Journal of Nursing Management*, 27(1), 52–65. <https://doi.org/10.1111/jonm.12648>
- Lee, J., Puig, A., Lea, E., & Lee, S. M. (2013). Age-related differences in academic burnout of Korean adolescents. *Psychology in The Schools*, 50(10), 1015–1031. <https://doi.org/10.1002/pits>
- Lee, M., Lee, K. J., Lee, S. M., & Cho, S. (2020). From emotional exhaustion to cynicism in academic burnout among Korean high school students: Focusing on the mediation effects of hatred of academic work. *Stress and Health*, 36(3), 376–383. <https://doi.org/10.1002/smi.2936>
- Lee, M. Y., & Lee, S. M. (2018). The effects of psychological maladjustments on predicting developmental trajectories of academic burnout. *School Psychology International*, 39(3), 217–233. <https://doi.org/10.1177/0143034318766206>
- Lee, S. J., Choi, Y. J., & Chae, H. (2017). The effects of personality traits on academic burnout in Korean medical students. *Integrative Medicine Research*, 6(2), 207–213. <https://doi.org/10.1016/j.imr.2017.03.005>
- Lewis, E. G., & Cardwell, J. M. (2020). The big five personality traits, perfectionism and their association with mental health among UK students on professional degree programmes. *BMC Psychology*, 8(54), 1–10. <https://doi.org/10.1186/s40359-020-00423-3>
- Lin, S. H., & Huang, Y. C. (2014). Life stress and academic burnout. *Active Learning in Higher Education*, 15(1), 77–90. <https://doi.org/10.1177/1469787413514651>
- Liu, X., Ping, S., & Gao, W. (2019). Changes in undergraduate students' psychological well-being as they experience university life. *International Journal of Environmental Research and Public Health*, 16(16), 1–14. <https://doi.org/10.3390/ijerph16162864>
- Lucas-Mangas, S., Valdivieso-León, L., Espinoza-Díaz, I. M., & Tous-Pallarés, J. (2022). Emotional intelligence, psychological well-being and burnout of active and in-training teachers. *International Journal of Environmental Research and Public Health*, 19(6). <https://doi.org/10.3390/ijerph19063514>
- March-Amengual, J. M., Badii, I. C., Casas-Baroy, J. C., Altarriba, C., Company, A. C., Pujol-Farriols, R., Baños, J. E., Galbany-Estragués, P., & Cayuela, A. C. (2022). Psychological distress, burnout, and academic performance in

first-year college students. *International Journal of Environmental Research and Public Health*, 19(6), 1–14. <https://doi.org/10.3390/ijerph19063356>

Marchella, F., Matulesy, A., & Pratitis, N. (2023). Academic burnout pada mahasiswa tingkat akhir: Bagaimana peranan prokrastinasi akademik dan academic burnout?. *INNER: Journal of Psychological Research*, 3(1), 28–37. Retrieved from <https://aksiologi.org/index.php/inner/article/view/827>

Marôco, J., Assunção, H., Harju-Luukkainen, H., Lin, S. W., Sit, P. S., Cheung, K. C., Maloa, B., Ilic, I. S., Smith, T. J., & Campos, J. A. D. B. (2020). Predictors of academic efficacy and dropout intention in university students: Can engagement suppress burnout?. *PLoS ONE*, 15(10), 1–26. <https://doi.org/10.1371/journal.pone.0239816>

Marrero-Quevedo, R. J., Blanco-Hernández, P. J., & Hernández-Cabrera, J. A. (2019). Adult attachment and psychological well-being: The mediating role of personality rosario. *Journal of Adult Development*, 26(2), 41–56. <https://doi.org/10.1007/s10804-018-9297-x>

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397–422.

Mathieu, J. E., & Taylor, S. R. (2007). A framework for testing meso-mediational relationships in organizational behavior. *Journal of Organizational Behavior*, 28, 141–172. <https://doi.org/10.1002/job>

Meléndez, J. C., Satorres, E., Cujíño, M. A., & Reyes, M. F. (2019). Big five and psychological and subjective well-being in Colombian older adults. *Archives of Gerontology and Geriatrics*, 82, 88–93. <https://doi.org/10.1016/j.archger.2019.01.016>

Memon, M. A., Cheah, J.-H., Ramayah, T., Ting, H., & Chuah, F. (2018). Mediation analysis issues and recommendations. *Journal of Applied Structural Equation Modeling*, 2(1), 1–9. [http://dx.doi.org/10.47263/JASEM.2\(1\)01](http://dx.doi.org/10.47263/JASEM.2(1)01)

Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The relationship between psychological well-being and psychosocial factors in university students. *International Journal of Environmental Research and Public Health*, 17, 1–20. <https://doi.org/10.3390/ijerph17134778>

Orpina, S., & Prahara, S. A. (2019). Self-efficacy dan burnout akademik pada mahasiswa yang bekerja. *Indonesian Journal of Educational Counseling*, 3(2), 119–130. <https://doi.org/10.30653/001.201932.93>

Özhan, M. B. (2021). Academic self-efficacy and school burnout in university students: Assessment of the mediating role of grit. *Current Psychology*, 40(9), 4235–4246. <https://doi.org/10.1007/s12144-021-02023-9>

- Pérez-Fuentes, M. del C., Jurado, M. del M. M., Martínez, Á. M., & Linares, J. J. G. (2019). Burnout and engagement: Personality profiles in nursing professionals. *Journal of Clinical Medicine*, 8(3), 286. <https://doi.org/10.3390/jcm8030286>
- Prowse, R., Sherratt, F., Abizaid, A., Gabrys, R. L., Hellemans, K. G., Patterson, Z. R., & McQuaid, R. J. (2021). Coping with the COVID-19 pandemic: examining gender differences in stress and mental health among university students. *Frontiers in psychiatry*, 12, 650759. <https://doi.org/10.3389/fpsyt.2021.650759>
- Rahmatpour, P., Chehrzad, M., Ghanbari, A., & Sadat-Ebrahimi, S. (2019). Academic burnout as an educational complication and promotion barrier among undergraduate students: A cross-sectional study. *Journal of Education and Health Promotion*, 8, 1-6. <https://doi.org/10.4103/jehp.jehp>
- Ramadhan, M. R., Rizal, G. L., & Fikry, Z. (2022). Tingkat burnout akademik pada mahasiswa jurusan psikologi universitas Negeri Padang. *Attadib: Journal of Elementary Education*, 6(2), 255-264. <https://doi.org/10.32507/attadib.v6i2.1258>
- Ríos-Risquez, M. I., García-Izquierdo, M., Sabuco-Tebar, E. de los Á., Carrillo-García, C., & Solano-Ruiz, C. (2018). Connections between academic burnout, resilience, and psychological well-being in nursing students: A longitudinal study. *Journal of Advanced Nursing*, 74(12), 2777-2784. <https://doi.org/10.1111/jan.13794>
- Robins, T. G., Roberts, R. M., & Sarris, A. (2017). The role of student burnout in predicting future burnout: exploring the transition from university to the workplace. *Higher Education Research and Development*, 37(1), 115-130. <https://doi.org/10.1080/07294360.2017.1344827>
- Roemer, J. (2016). The Korean utrecht work engagement scale-student (UWES-S): a factor validation study. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 23(1), 65-81. <http://dx.doi.org/10.4473/TPM23.1.5>
- Rosales-Ricardo, Y., Rizzo-Chunga, F., Mocha-Bonilla, J., & Ferreira, J. P. (2021). Prevalence of burnout syndrome in university students: A systematic review. *Salud Mental*, 44(2), 91-102. <https://doi.org/10.17711/SM.0185-3325.2021.013>
- Ryff, C. D. (1989). Happiness Is Everything, or Is It? Exploration on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081. <http://dx.doi.org/10.1037/0022-3514.57.6.1069>

- Seong, H., Lee, S., & Chang, E. (2021). Perfectionism and academic burnout: Longitudinal extension of the bifactor model of perfectionism. *Personality and Individual Differences*, 172(172), 1–6. <https://doi.org/10.1016/j.paid.2020.110589>
- Shofiah, V., Taruna, R., & Asra, Y. K. (2023). Academic self-efficacy as a mediator on the relationship between academic motivation and academic achievement of college students during the online learning period. *International Journal of Islamic Educational Psychology*, 4(1), 154–168. <https://doi.org/10.18196/ijiep.v4i1.18247>
- Sobowale, K., Ham, S. A., Curlin, F. A., & Yoon, J. D. (2017). Personality traits are associated with academic achievement in medical school: A Nationally Representative Study. *Academic Psychiatry*, 42(3), 338–345. <https://doi.org/10.1007/s40596-017-0766-5>
- Solimanifar, O., & Shaabani, F. (2012). The relationship between of personality traits and academic burnout in postgraduate students. *Journal of Life Science and Biomedicine*, 3(1), 60-63. Retrieved from [https://jlsb.science-line.com/attachments/article/20/I.%20Life%20Sci.%20Biomed.%203\(1\)%2060-63,%202013.pdf](https://jlsb.science-line.com/attachments/article/20/I.%20Life%20Sci.%20Biomed.%203(1)%2060-63,%202013.pdf)
- Sun, J., Kaufman, S. B., & Smillie, L. D. (2017). Unique associations between big five personality aspects and multiple dimensions of well-being. *Journal of Personality*, 86(2), 158–172. <https://doi.org/10.1111/jopy.12301>
- Suud, F. M., & Na'imah, T. (2023). Unleashing the positive Mind: Strategi mengatasi stres akademik. *The Journal Publishing*, 4(6). <https://thejournalish.com/ojs/index.php/books/article/view/494>
- Teuber, Z., Nussbeck, F. W., & Wild, E. (2021). The bright side of grit in burnout-prevention: Exploring grit in the context of demands-resources model among chinese high school students. *Child Psychiatry and Human Development*, 52(3), 464–476. <https://doi.org/10.1007/s10578-020-01031-3>
- Thun-Hohenstein, L., Höbinger-Ablasser, C., Geyerhofer, S., Lampert, K., Schreuer, M., & Fritz, C. (2021). Burnout in medical students. *Neuropsychiatrie*, 35(1), 17–27. <https://doi.org/10.1007/s40211-020-00359-5>
- Vinter, K., Aus, K., & Arro, G. (2021). Adolescent girls' and boys' academic burnout and its associations with cognitive emotion regulation strategies. *Educational Psychology*, 41(8), 1061–1077. <https://doi.org/10.1080/01443410.2020.1855631>
- Vizoso, C., Arias-Gundín, O., & Rodríguez, C. (2019). Exploring coping and optimism as predictors of academic burnout and performance among

university students. *Educational Psychology*, 39(6), 768–783.
<https://doi.org/10.1080/01443410.2018.1545996>

Wang, J., Bu, L., Li, Y., Song, J., & Li, N. (2021). The mediating effect of academic engagement between psychological capital and academic burnout among nursing students during the COVID-19 pandemic: A cross-sectional study. *Nurse Education Today*, 102, 104938.
<https://doi.org/10.1016/j.nedt.2021.104938>

Yavuz, G., & Dogan, N. (2014). Maslach burnout inventory-student survey (MBI-SS): A validity study. *Procedia - Social and Behavioral Sciences*, 116, 2453–2457.
<https://doi.org/10.1016/j.sbspro.2014.01.590>

Zabuska, A., Ginsborg, J., & Wasley, D. (2018). A preliminary comparison study of burnout and engagement in performance students in Australia, Poland, and the UK. *International Journal of Music Education*, 36(3), 1–14.
<https://doi.org/10.1177/0255761417751242>