

<https://doi.org/10.48047/AFJBS.6.16.2024.3310-3322>



African Journal of Biological Sciences

Journal homepage: <http://www.afjbs.com>



Research Paper

Open Access

The Effect of Self-Efficacy, Academic Stress, And Academic Burnout With Academic Achievement Among Nursing Students

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Volume 6, Issue 16, Dec 2024

Received: 15 Nov 2024

Accepted: 05 Dec 2024

Published: 25 Dec 2024

[doi:10.48047/AFJBS.6.16.2024.3310-3322](https://doi.org/10.48047/AFJBS.6.16.2024.3310-3322)

ABSTRACT

Background: Education has the potential to influence many individual outcomes in academic, social and emotional areas, one of which is academic achievement. Good academic achievement is very important in continuing education to the next level. However, there are obstacles in achieving maximum learning achievement such as academic burnout, academic stress, and self-efficacy can contribute to affecting academic achievement. The purpose of this study was to determine the effect of self-efficacy, academic stress, academic burnout on academic achievement.

Methods: This type of research used a correlational study. The sample was 120 nursing students with sampling techniques using random sampling. Data collection methods using standardized instruments, including College Academic Self-Efficacy Scale (CASES), Perception of Academic Stress Scale (PASS), Maslach Burnout Inventory-Student Survey (MBI-SS), and Academic Achievement Questionnaire. Statistical analysis using path analysis.

Results: The results showed the mean value of self-efficacy of 58.63, academic stress of 49.56, academic burnout of 50.70, and academic achievement of 36.87. There is a significant influence of self-efficacy ($p = 0.001$), academic stress ($p = 0.001$), and academic burnout ($p = 0.001$) on academic achievement.

Conclusions: There are direct and indirect effects of self-efficacy, academic stress, and academic burnout on academic achievement among nursing students at STIKes Sukabumi.

Keywords: Self-efficacy, academic stress, academic burnout, academic achievement

Introduction

Around the world, education is an important stepping stone towards the development of society which can be achieved through educational institutions such as schools. Schools are institutions that allow individuals to develop cognitively, affectively, behaviourally and socially, and equip individuals with the necessary qualifications to contribute to social life. In addition to the developmental opportunities provided, school is also an environment that is not only orientated towards educational goals, but also feelings, emotions, and other life issues that are not always positive. At this point, it can be said that school life has the potential to influence many individual outcomes in academic, social, and emotional areas, depending on the quality of each individual's experiences and life events. One of the main academic outcomes is academic achievement (Özahn & Yuksel, 2022). Nursing students are identified as having a high prevalence of academic burnout. The results showed that 64.04% of nursing students had emotional exhaustion, 35.79% had a high level of cynicism and 87.72% had a low level of efficacy (Njim et al., 2018). Based on research conducted on nursing students on stress levels and burnout, it shows that there are 24.5% experiencing emotional exhaustion, 11.5% experiencing depersonalization, and 27% experiencing a decrease in academic achievement (Ramadhan et al., 2022).

Academic achievements are grades, awards, or other things related to individual success. The success achieved is evidenced by report cards, transcripts, and others. Good academic achievement shows good knowledge for individuals. Good academic achievement is essential for continuing education to the next level, which can be improved with maximum learning. However, several things often become obstacles for individuals in achieving maximum learning achievement such as low economic background, unsupportive environment, mental and physical problems, and Internet addiction. In addition, high academic demands, academic burnout, academic stress, and self-efficacy can contribute to declining academic performance (Acebes et al., 2022; Cristian et al., 2022).

Bandura said self-efficacy is a person's belief in their capability to do something necessary so as to achieve the expected goals. Galyon said that students' self-efficacy is a good aspect of participation in their study life. Students' self-efficacy can be a speculation factor for academic achievement. Low self-efficacy makes students tend to overestimate the complexity of the task so that they will experience stress which leads to suboptimal academic achievement (Tomás et al., 2020). Self-efficacy can help a person to act in unfavorable situations because individual capabilities are constant. In this case, students who have low self-efficacy will delay working on the task and even immediately fear and give up if they get a task with a higher level. It is inversely proportional to students who have high self-efficacy who will try to find solutions to complex problems faced and try to be patient from all processes so that student academics can be achieved with optimal results (Hayat et al., 2020).

The next factor that affects the academic performance of nursing students is academic stress. Stress is a condition that arises due to interactions between individuals and the surrounding environment which results in the perception of a gap between demands. This comes from situations that are influenced by individual biological,

psychological, and social factors (Basith et al., 2021). Academic stress refers to the feeling of pressure experienced by students, which is characterized by various physical and emotional reactions due to academic demands, such as piling up assignments, limited time, high expectations of themselves, and intense competition (Rimala et al., 2024). Research shows that academic stress can impair cognitive, affective and behavioral functioning. Students who have good mental health usually show higher motivation to learn, better ability to focus, and more effective coping strategies. Conversely, students who face mental health issues such as stress often struggle to complete tasks, maintain concentration, and interact with others, which in turn can interfere with their academic achievement (Rimala et al., 2024).

A factor that can affect academic performance is academic burnout. Academic burnout is defined as a loss of interest in academics and a lack of commitment to the tasks and responsibilities one has, as well as doubts about one's ability to fulfil academic targets that result in stress and motivation. In a study by Supervía et al., (2020) mentioned that high levels of academic fatigue are associated with low academic achievement (Usan et al., 2022). Individuals who experience academic burnout perform poorly in academics due to feelings of fatigue, irritability, frustration, lack of enthusiasm, and cynicism towards academic tasks and responsibilities. When individuals experience emotional exhaustion and cynicism, their dedication to academic work decreases. This is due to the lack of energy and resources needed to withstand the expected academic pressures and responsibilities. Conversely, when individuals have high academic efficacy, they tend to have high dedication to their academic tasks and this can improve academic achievement (Oyoo et al., 2020a). The purpose of this study was to determine the direct and indirect effects of self-efficacy, academic stress, burnout academic, and on academic achievement among nursing students at STIKes Sukabumi.

Materials and Methods

This type of research uses correlation with a cross sectional approach. The inclusion criteria in this study were active students of the Sukabumi Health Sciences College, students of the Bachelor of Nursing Study Program Regular Program, willing to become respondents, and registered in PDDIKTI. Meanwhile, the exclusion criteria in this study include dropout students, leave students, and sick/permission/alpha students. The sampling technique used simple random sampling with a total sample size of 120 people.

The data collection method uses standardized instruments, including College Academic Self-Efficacy Scale (CASES) for self-efficacy variables, Perception of Academic Stress Scale (PASS) for academic stress variables, the Maslach Burnout Inventory-Student Survey (MBI-SS) for academic burnout variables, and Academic Achievement Questionnaire for academic achievement variables. All instruments were declared valid because they had a p-value < 0.05 and a Cronbach alpha value > 0.70. The data collection process took place from August 2023-February 2024. Data analysis was conducted using Statistical Package for Social Sciences (SPSS) software version 26. Statistical analysis used path analysis.

Ethical approval for this study was obtained from the Sukabumi College of Health Sciences with ethical number No: 000109/KEP STIKES SUKABUMI/2024. Informed consent from all participants was obtained and their confidentiality and anonymity were guaranteed throughout the study. There are no known risks associated with this study and the study was conducted in accordance with ethical guidelines.

Results

Table 1. Characteristics of Respondents (n = 120)

Respondent Characteristics	F	%
Age (Years)		
18-20	98	81,7
21-23	22	18,3
Gender		
Male	33	27,5
Female	87	72,5
Level		
1	39	32,5
2	35	29,2
3	24	20,0
4	22	18,3
Semester		
2	39	32,5
4	35	29,2
6	24	20,0
8	22	18,3
Class		
A	48	40,0
B	48	40,0
C	24	20,0
Choice of Major		
Appropriate Interests	101	84,2
Not in Accordance with Interests	19	15,8
Total	120	100

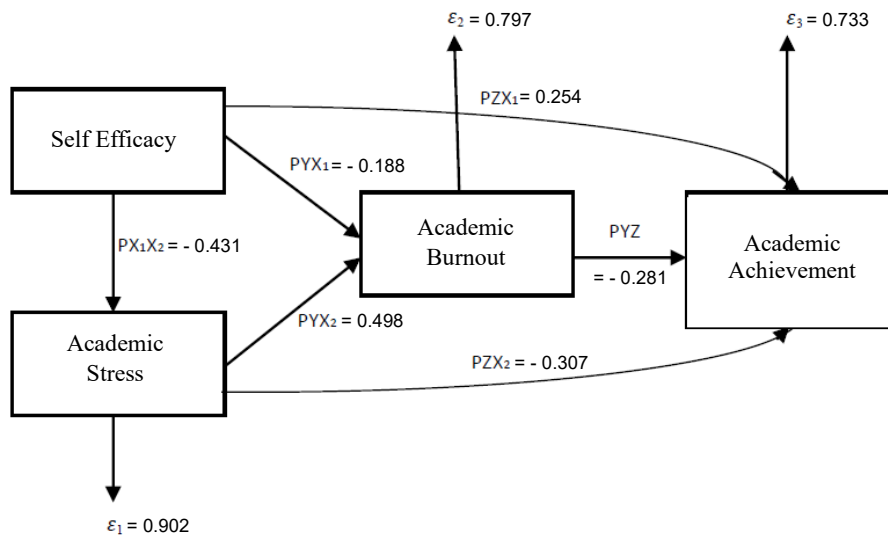
Based on table 1, it can be seen that most of the respondents were 18-20 years old, namely 98 people (81.7%), female gender, namely 87 people (72.5%), currently taking level 1, namely 39 people (32.5%), currently taking semester 2, namely 39 people (32.5%), coming from class A and B, namely 48 people (40.0%) each, and choosing a major that suits their interests, namely 101 people (84.2%).

Table 2. Univariate Analysis (n = 120)

Variables	Mean	SD	Min	Max
Self-Efficacy	58.63	7.03	44	70
Academic Stress	49.56	10.94	25	65
Academic Burnout	50.70	7.89	35	59
Academic Achievement	36.87	8.05	22	50

Based on table 2 shows that the average value on the self-efficacy variable is 58.63 with a standard deviation value of 7.03, the lowest value is 44 and the highest value is 70. The average value on the academic stress variable is 49.56 with a standard deviation value of 10.94, the lowest value is 25 and the highest value is 65. The average value on the academic burnout variable is 50.7 with a standard deviation value of 7.89, the lowest value of 35 and the highest value of 59. The average value on the academic achievement variable is 36.87 with a standard deviation value of 8.05, the lowest value is 22 and the highest value is 50.

Figure I. Path Analysis Model of Academic Achievement Among Nursing Student



Based on Figure 1 shows that the self-efficacy has a direct effect on academic achievement ($b = 0.254$, $p = 0.001$) and has an indirect effect on academic achievement through academic stress ($b = -0.431$, $p = 0.000$) and academic burnout ($b = -0.188$, $p = 0.023$). Academic stress has a direct effect on academic achievement ($b = -0.307$, $p = 0.001$) and an indirect effect on academic achievement through academic burnout ($b = 0.498$, $p = 0.000$). Academic burnout has a direct effect on academic achievement ($b = -0.281$, $p = 0.001$).

Table 3. Direct Effect, Indirect Effect and Total Effect of Independent Variables on the Academic Achievement Among Nursing Student

Variables	Direct Effect	P-Value	Indirect Effect	Total Effect
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Self-Efficacy	0.064	0.001	$(- 0.431 \times (- 0.307)) + (- 0.188 \times (- 0.281)) + (- 0.431 \times 0.498 \times (- 0.281)) = 0.244$	0.308
Academic Stress	0.094	0.001	$0.498 \times (- 0.281) = - 0.139$	0.045
Academic Burnout	0.078	0.001	-	0.078

Based table 3 shows that self-efficacy has an indirect effect on the academic achievement through academic stress and academic burnout ($b = 0.244$) and has a direct effect on the academic achievement ($b = 0.064$) with total effect of 0.308. Academic stress has an indirect effect on academic achievement through academic burnout ($b = - 0.139$) and has direct effect on academic achievement ($b = 0.094$) with total effect of 0.045. Academic burnout has a direct effect on academic achievement ($b = 0.078$).

Discussion

Direct and Indirect Effects of Self-Efficacy on Academic Achievement

The results showed that there are direct and indirect effects of self-efficacy on academic achievement among nursing students of STIKes Sukabumi. Self-efficacy is a person's belief in their ability to succeed in a task or achieve a particular goal. People who are confident tend to face challenges in a more positive way than those who doubt their abilities. Students who have high self-efficacy believe that their success depends on their own efforts and abilities. They tend to be more motivated to work hard, improve themselves, and persist longer in completing tasks, which in turn can increase engagement in learning activities, and affect their motivation and achievement (Maharani & Purnama, 2023). High self-efficacy can lead a learner to exhibit behaviors that support learning and better academic performance. This can be seen in the application of greater effort and determination in completing tasks, resilience in the face of obstacles, and choosing more challenging tasks over easier ones. In contrast, learners with low self-efficacy tend to exhibit behaviors that hinder learning progress and outcomes. They tend to give minimal effort in completing tasks, are reluctant to complete tasks when faced with difficulties, and prefer easier tasks to more difficult ones when given a choice (Hanham et al., 2021).

Self-efficacy or belief in one's own performance and capacity to learn is an important aspect of student success. Students with good self-efficacy will be able to pay attention and manage tasks well according to their cognitive abilities. This will increase consistency in their responsibilities. Hill revealed that students who are unable to attend lessons will plan an efficient schedule so that obstacles can be resolved properly if students have high self-efficacy (Manitzas Hill dkk., 2022; Al-Abyadh & Azeem, 2022). Self-efficacy is formed from learning in the environment through several cognitive processes and leads to a person's belief in their performance. High self-efficacy makes a person better at dealing with situations in everyday life (Macakova & Wood, 2022). Self-efficacy is a powerful factor

in determining individual behavior mainly because the belief is seen as a reliable determinant of one's achievement. In this case it shows directly that self-efficacy strongly, reliably and consistently predicts good academic achievement (Zou dkk., 2024). Self-efficacy will have a direct impact on the final value of individuals in education where individuals will be able to achieve maximum achievement because self-efficacy acts as an individual's defense in facing challenges and difficulties in education. Individuals with high self-efficacy have good self-confidence and resilience so that they can pass each stage of learning optimally and produce good achievements (Bouih et al., 2021). Self-efficacy will increase achievement and good personality in various ways (Bulfone et al., 2022).

Self-efficacy as a spearhead of defense in facing academic demands and challenges is an important factor in the learning process. Where, self-efficacy affects the ability to control stress of students in lectures that are still in the process of getting to know the environment and learning system is more related to the beliefs and abilities of students (Fernandez dkk., 2023). Self-efficacy can also directly affect academic burnout experienced by students. The indirect effect of self-efficacy on academic achievement through academic stress and academic burnout is seen as a negative condition in the learning process which will ultimately affect individuals in undergoing the learning process such as individuals losing motivation and not being able to carry out their duties and responsibilities as students optimally so that it can affect their academic achievement (Cong et al., 2024).

Direct and Indirect Effects of Academic Stress on Academic Achievement

The results showed that there were direct and indirect effects of academic stress on academic achievement among nursing students of STIKes Sukabumi. Academic stress is the pressure experienced by students due to academic stressors. These academic stressors arise from various factors in the learning process, such as the demand for good grades, the length of time spent studying, the number of assignments, low achievement, and anxiety before exams. In addition, the competitive learning atmosphere, where students often work independently rather than in groups, differences in learning needs, goals and expectations, and disappointment with the existing education system, are important factors that need to be considered to understand the level of stress experienced by students (Hakim et al., 2022).

Learning-related stress is the most common phenomenon for students. Academic stress refers to the psychological strain or distress that results from exposure to the demands of learning situations. Continued learning stress can lead to a depletion of individual resources and subsequently a series of adaptation problems. Previous research shows that learning stress is positively correlated with poor performance and learning outcomes. Academic stress is an early manifestation that has the potential to affect the mental and physical health of nursing students. This is because academic stress first appears at the learning stage. The combination of a long period of academic engagement in the university environment and the presence of complicated emotional circumstances has the potential to result in the manifestation of high levels of stress and emotional instability, as stated by (Velando-Soriano et al., 2023). Individual responses to the pressures associated with rigorous academic workloads and typical aspects of the curriculum are potential causes of increased emotional distress (academic stress) among university students (Aloufi

et al., 2021; Ma, 2023; Xu et al., 2022). When a student experiences emotional pressure such as academic stress, they may find it difficult to focus on their studies and complete academic tasks properly, which can lead to a decline in academic performance. Stress also affects mental ability, making it difficult to comprehend information and think clearly under psychological pressure. As a result, this emotional impact can lead to changes in learning strategies, with students tending to switch to less effective study methods when they face stress (Abutabanjah et al., 2024). The ability to control student stress in lectures that are still in the process of getting to know the learning environment and system is more related to students' self-beliefs and abilities, hence the need for self-efficacy. According to (Fernández et al., 2023) high stress levels that may be further increased by external variables that occur in the learning environment and lead to decreased learning achievement. When an individual experiences these emotions, it may have an impact on their capacity to learn as well as their academic performance. In addition to individual traits, such as emotional expression or inefficient stress management strategies (de la Fuente et al., 2020).

Academic stress can affect performance and burnout in schools. When individuals feel high levels of pressure, negative emotions, such as fear of failure, over a long period of time this can cause individuals to feel exhausted in the learning process. These emotions, if not recognized, controlled and managed efficiently, can become maladaptive responses to stress and pressure, such as school burnout. Excessive stress will become an obstacle in the learning process, where this condition can reduce students' concentration, motivation, and memory. In addition, stress can cause physical and emotional exhaustion, which contributes to a decrease in performance in doing assignments or facing exams, so that the results obtained or students' academic achievement will decrease (Jurado et al., 2021). Nursing students have a busy schedule of theory and practice from the beginning of entry to graduation so that nursing students have little free time to rest because of the great academic demands. Academic success, which is the main responsibility of students, makes the burden received so high. In addition, excessive competition between students makes students experience academic stress which has an impact on students' physical and mental health (Hong et al., 2020). Responsibilities as a student such as homework, exams, fear of low grades, and failure that haunt students can increase academic stress. If the academic stress felt by nursing students is so high, it can reduce students' attention and concentration. This can increase the likelihood of errors and problems in interpersonal relationships that negatively affect learning success (Park et al., 2022).

The Effect of Academic Burnout on Academic Achievement

The results showed that there is an effect of academic burnout on academic achievement among nursing students of STIKes Sukabumi. Academic burnout refers to a syndrome that describes the state of exhaustion experienced by students due to stress related to school, assignments, and academic responsibilities. It results from constant pressure and is usually characterized by fatigue from studying hard and high academic demands (Atik & Celik, 2021). Academic burnout is a type of fatigue that occurs when students are overwhelmed by the amount of work while they are enrolled at university (Alghtany et al., 2024). Pressure is the root cause of anxiety, guilt, and emotional exhaustion that arise as a result of the stress of having to be an outstanding student who must carry out

their responsibilities effectively (Kohnen et al., 2024). Nursing students receive a significant amount of practical instruction, which is critical to providing students with the confidence beneficial in relation to participants' future professional aspirations, with the programme equipping participants with essential abilities to successfully manage patients in a variety of clinical settings (Rodríguez-García et al., 2021). These conditions can lead to academic burnout among nursing students (Alghtany et al., 2024; Andargeery et al., 2024).

Researchers in Spain have conducted a number of studies to investigate the extent to which undergraduate nursing students experience burnout (Prakash et al., 2023). The study found that academic burnout and perceived stress were negatively associated with academic performance, even after controlling for confounding factors such as gender, age, family residence, and area of residence. Academic burnout triggers burden or other psychological factors, due to the learning process that students participate in, thus showing a state of emotional exhaustion, a tendency to depersonalise, and a feeling of low personal achievement (Andargeery et al., 2024; Asikainen et al., 2022; Durmuş et al., 2022). Individuals who experience fatigue, sensitivity and irritability as signs of burnout will experience reduced grades and achievement in school as these conditions can hinder students' ability to focus, process subjects and complete tasks correctly. Perceived physical fatigue can also reduce an individual's physical ability to cope with academic pressure, reduce motivation to learn, and allow individuals to make mistakes in understanding material or doing tasks (Rohmani & Andriani, 2021).

This is supported by Walburg who states that burnout is an important aspect that affects the academic success of students at all levels of education. Burnout in students occurs because expectations are not met, causing disappointment. The greater the burnout felt by students, the lower academic success will be (Özhan & Yüksel, 2021). Students who experience academic burnout tend to have poor academic performance because they feel drained of energy, irritable, frustrated and cynical towards academic tasks and responsibilities. When students feel emotionally exhausted and become cynical, they lose motivation to do academic work. This happens because they lack the energy and internal resources needed to deal with academic pressures and demands. In contrast, students who do not experience academic burnout tend to be more focused and dedicated to their work, which in turn promotes improved academic performance (Oyoo et al., 2020).

Conclusion

This study shows that there is a direct and indirect effects of self-efficacy, academic stress, and academic burnout on academic achievement among nursing students at STIKes Sukabumi.

Acknowledgment

The authors would like to thank STIKes Sukabumi for their great support and assistance in the process of collecting data for this research.

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