



Family Socioeconomic Status Influences Academic Burnout Among College Students: A Systematic Study

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ABSTRAK

Kelelahan akademik merupakan suatu fenomena umum yang dapat memengaruhi mahasiswa dalam berbagai situasi. Salah satu penyebab terjadinya kelelahan akademik adalah status sosial ekonomi keluarga. Studi ini bertujuan untuk menyelidiki bagaimana pengaruh status sosial ekonomi keluarga terhadap kelelahan akademik. Penelitian ini merupakan penelitian studi sistematis. Metode pengumpulan data yang digunakan dalam penelitian ini adalah study literature dengan pangkalan data internasional, yaitu SpringerLink, AscoPubs, AtlantisPress, dan Frontiers.org. Artikel dari berbagai pangkalan data dipilih menggunakan Preferred Reporting Items for Systematic Review and Meta-Analyssis (PRISMA) dengan ketentuan artikel diterbitkan dalam kurun waktu 10 tahun terakhir (2013-2023) dan menggunakan kata kunci yang meliputi family socioeconomic status dan academic burnout. Terdapat 6 artikel yang memenuhi kriteria ditetapkan dari temuan awal sebanyak 1.071 artikel. Selanjutnya, artikel dianalisis dengan tiga tahapan yaitu, membaca serta memahamai isi artikel, melakukan ekstrasi hasil bacaan dan diringkas dalam tabel, dan menganalisis serta menyimpulkan temuan. Hasil analisis menemukan dampak yang diberikan status sosial ekonomi keluarga yang rendah adalah kurangnya akses terhadap sumber pengembangan yaitu keuangan dan waktu yang dihabiskan dengan orang tua, pengeluaran modal yang lebih sedikit untuk pengembangan diri, timbulnya penolakan, melarikan diri, dan perilaku memberontak, sehingga pada akhirnya individu mengalami kelelahan akademik. Dapat disimpulkan bahwa, status sosial ekonomi menjadi faktor penting dalam memprediksi academic burnout. Informasi terbaru pada penelitian ini berimplikasi pada pengintegrasian status sosial ekonomi keluarga secara lebih menyeluruh, memeriksa cara-cara faktor tersebut mempengaruhi kelelahan akademik, serta metode pencegahan kelelahan akademik berdasarkan faktor yang memengaruhinya.

ABSTRACT

Academic burnout is a common phenomenon that can affect students in a variety of situations. One of the causes of academic fatigue is the family's socio-economic status. This research aims to find out how family socio-economic status influences academic burnout. This research is a systematic research study. The data collection method used in this research is literature study with international databases, namely SpringerLink, AscoPubs, AtlantisPress, and Frontiers.org. Articles from various databases were selected using PRISMA, focusing on those published between 2013-2023 that included keywords like family socioeconomic status and academic burnout. There were 6 articles that met the criteria set from initial findings of 1,071 articles. Next, the article was analyzed in three stages, namely, reading and understanding the contents of the article, extracting the reading results and summarizing them in a table, and analyzing and concluding the findings. The results of the analysis found that the impact of low family socio-economic status is a lack of access to development resources, namely finances and time spent with parents, less capital expenditure for self-development, the emergence of rejection, running away and rebellious behavior, so that in the end individuals experience academic burnout. It can be concluded that socio-economic status is an important factor in predicting academic burnout. The latest research highlights the need to better integrate family socioeconomic status into studies, exploring its impact on academic burnout and developing prevention methods based on these influences.

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1. INTRODUCTION

The term “burnout” was introduced in 1974 by Herbert Freudenberger, a clinical psychologist in New York. Freudenberger in several other studies defined burnout as a failure, exhaustion, and fatigue due to excessive demands on energy, strength, or resources (Marchella et al., 2023; Wardati, 2018). Burnout consists of three components, namely emotional exhaustion, depersonalization, and decreased performance (Ulfa & Aprianti, 2021; Priantoro, 2017). Burnout in the academic field it is called academic burnout. Academic burnout is a feeling of exhaustion due to study demands (exhaustion), a cynical attitude towards academic tasks (cynicism), and feeling incompetent as a student (reduced efficacy) (Tanputera et al., 2024; Kaabi et al., 2021). Researchers have repeatedly found that academic burnout has become a common problem that occurs among students in their educational process (Lin & Huang, 2014; Chunming et al., 2017). As someone who is studying, students have academic demands such as fulfilling lecture assignments and the complexity of lecture materials that are expected to increase knowledge, insight, and skills in learning so that their academic achievements are achieved. However, in practice, students become stressed and anxious about the responsibilities they must bear, until finally they consider academic demands to be a burden for themselves.

This is reinforced by several study results which found that low burnout can prevent school dropouts and high burnout can increase cases of school dropouts (Bumbacco & Scharfe, 2020; Marôco et al., 2020). The results of another study showed that, most students showed high levels of fatigue (Ezeudu et al., 2020; Dissanayake et al., 2018). The occurrence of a phenomenon is caused by certain factors, as is the case with academic burnout. In the results of Lin and Yang's study, it was found that one of the factors that causes academic burnout is the family's socioeconomic status (Lin & Yang, 2022; Muflihah & Savira, 2021). Several other studies state that socio-economic status is related to an individual's position based on economic elements (Aulianingrum & Rochmawati, 2021; Taluke et al., 2021; Atika & Rasyid, 2018). More than that, socioeconomic status includes parental education, parental employment status, and family income (Areva, 2015; Chotimah, Ani, & Widodo, 2018). Referring to data from BPS in 2020, the poverty profile in Indonesia as of March 2020, the number of poor people was 26.42 million people or an increase of 1.63 million people as of September 2019. Poverty can pose a threat to children's education (Nursita & P, 2022; Quraisy & Arifin, 2016).

The family has a very important role in efforts to fulfill the needs of life. In addition to being the closest environment to a child, the family environment is also considered a group that provides care and needs for children. Families, especially parents, try to provide the best to support the child's growth and development process. However, in reality, not all families can easily fulfill children's educational needs due to differences in the family's socio-economic status. Several studies in Indonesia found that the higher the socio-economic status of parents, the greater the opportunity to fulfill the needs of the child's talent development, so that children are able to achieve achievements during their learning process (Oryza & Listiadi, 2021; Kharisma & Latifah, 2015). This is reinforced by the results of a study which shows that teenagers who experience academic burnout in China tend to come from families with low socio-economic status (Luo et al., 2020). Meanwhile, a study conducted on secondary school students in Finland found that socioeconomic status was not related to academic burnout, because students with different socioeconomic backgrounds were still given the same educational opportunities (Virtanen et al., 2018). Therefore, the researcher intends to conduct a study on the influence of family socio-economic status on academic burnout.

The urgency of this research is the family's socioeconomic status that can affect students' academic fatigue. Therefore, this study aims to investigate how the family's socioeconomic status affects academic fatigue. The latest information in this study is expected to have implications for the integration of family socioeconomic status more comprehensively, examining the ways in which these factors affect academic fatigue, and methods of preventing academic fatigue based on the factors that influence it.

2. METHOD

This research is a systematic study with a literature study data collection method. The researcher conducted a search for articles on the topic of family socioeconomic status and academic burnout using international databases, namely SpringerLink, AscoPubs, AtlantisPress, and Frontiers.org. These databases were chosen because of the ease of access to obtain complete article data, so that articles can be analyzed in depth and detail. To search for related articles, the researcher used keywords in English. These keywords include family socioeconomic status and academic burnout. The use of English words aims to obtain articles written by researchers and to find research articles on academic burnout that are in accordance with the researcher's wishes and are more in English.

In this study, researchers determined three main criteria in selecting articles. The first criterion is that the article was published within the last 10 years (2013-2023). In this time span, it is expected that the content of the article is still relevant. The second criterion is that the research design uses a quantitative or qualitative approach and the research participants are students. The third criterion is that researchers do not include articles that do not express family socioeconomic status and academic fatigue. The analysis procedure for the review in selecting this article uses the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guide, the stages of which consist of: (1) defining topics and criteria, (2) determining sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles (PRISMA, 2015).

Based on the results of the article search, 1,071 articles were found from four databases as follows: SpringerLink (45 articles), AscoPubs (8 articles), AtlantisPress (169 articles), and Frontiers.org (849 articles). Furthermore, the articles were stored in a reference management program, to check for duplicate article data. The final examination results were 1,000 articles. After reading the title and abstract, 994 articles were eliminated because the title and abstract did not match the criteria for the year of publication, topic relevance, respondent criteria, and research objectives, so the analysis was carried out on six articles. Of the six articles, there were five cross-sectional studies and one study using a literature review. Participants in the study came from students. Data collection in the study was carried out using measurement instruments and literature reviews. This process can be presented in Figure 1.

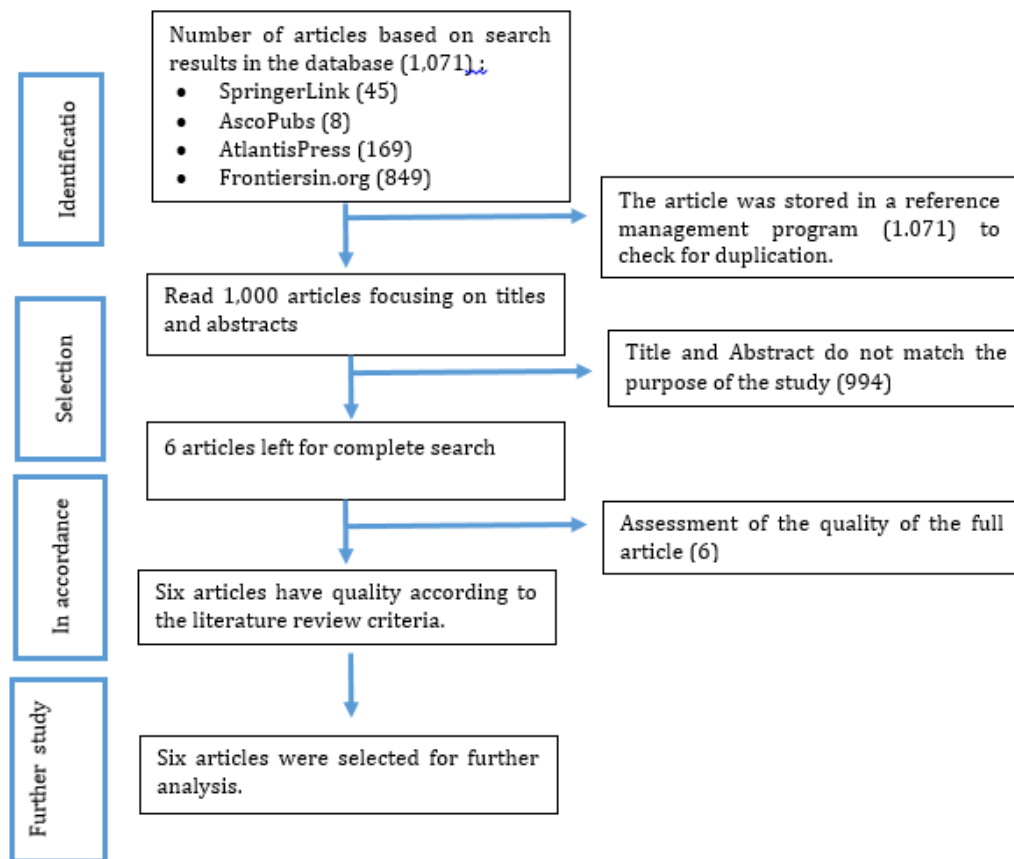


Figure 1. The PRISMA Flow Diagram for Article Selection

The analysis of the articles was carried out in three stages. The first stage was reading the complete article and understanding the contents of all articles. The second stage was extracting the reading results and summarizing them in a table. The table presents information about the author, research objectives, research methods, research samples, research locations, data collection methods, and a summary of the research results. In the third stage, the researcher analyzed and concluded the research findings. The results of the analysis identified that family socioeconomic status has an influence on academic burnout. More completely, the findings of this study are discussed in the results and discussion section.

3. RESULTS AND DISCUSSION

Result

Based on the results of the analysis of six articles, it was found that the socioeconomic status of the family has an influence on academic fatigue. The summary of the contents of each article can be presented in [Table 1](#).

Table 1. The Article Summary

| Researcher | Objective | Research methods | Sample | Research Place | Collection Methods data | Results |
|--|--|--|--|--|--|---|
| (Luo, Wang, Zhang, & Chen, 2016) | To examine the influence of family socioeconomic status on learning fatigue among adolescents and to identify the mediating and moderating roles of family culture and emotional environment in this relationship. | Cross-sectional research with descriptive analysis | 1.181 participants | Xi'an City | <ul style="list-style-type: none"> Family socioeconomic status Family Environment Scale Maslach Burnout Inventory-Student Survey (MBI-SS) | Regression analysis showed that socioeconomic status significantly predicted learning fatigue. |
| (Ahmed et al., 2020) | This article examines burnout among medical oncology trainees and identifies factors associated with burnout and professional dissatisfaction, including socioeconomic factors. | Cross-sectional research with descriptive analysis | 261 respondents | Postgraduate Medical Education (ACGME) hematology and medical oncology program | <ul style="list-style-type: none"> Maslach Burnout Inventory Human Services (MBI-HS) REDCap (Research Electronic Data Capture) | Symptoms of burnout are common among medical oncology fellows and are often associated with educational debt and socioeconomic factors. |
| (Yu et al., 2021) | This study aims to find out the impact of family functioning (i.e., family cohesion and adaptability) on academic burnout in college students. | Cross-sectional research with descriptive analysis | 1.971 students | Wuhan, China | <ul style="list-style-type: none"> Family Adaptability and Cohesion Evaluation Scales Learning Burnout Scale (LBS) Positive Psychological Capital Questionnaire Social Support Scale | These findings suggest a negative relationship between family cohesion and academic adaptability and burnout. |
| (F. Lin & Yang, 2022) | This study aims to examine Academic Burn-out and summarize the factors that influence Academic Burn- | Literature Review | (Web of Science and EBSCO search engines include | China | Web of Science and EBSCO search engines include online databases such as Taylor & Francis, Science | External factors include school pressure, teaching |

| Researcher | Objective | Research methods | Sample | Research Place | Collection Methods data | Results |
|----------------------|---|--|--|---|---|--|
| | out. This study divides the influencing factors into external factors and internal factors. | | online database s such as Taylor & Francis, Science Direct, Elsevier, etc. | | Direct, Elsevier, etc. | environment, interpersonal relationships) and family factors (parenting style, parental support, family economic status), where internal factors include personality, self-esteem, and attributional style. |
| (Wu et al., 2022) | This study aims to investigate the relationship between family socioeconomic status (FSES) and learning burnout, as well as the mediating effect of subjective well-being and the moderating effect of resilience in this relationship. | Cross-sectional research with descriptive analysis | 550 Chinese students from Yunnan | Universities in Kunming, Yunnan Province | <ul style="list-style-type: none"> Family Socio-economic Status The Subjective Well-Being Questionnaire The Learning Burnout Scale (LBS) | Participant gender and age, FSES negatively and significantly predicted learning fatigue and subjective well-being partially mediated the relationship between FSES and learning fatigue. |
| (Huang et al., 2023) | This study examines the influence of socioeconomic factors, perceived stress and social support on neonatal nurse burnout. | Cross-sectional research with descriptive analysis | 311 neonatal nurses | 11 affiliated university hospitals and 10 primary hospitals in Nanning City | <ul style="list-style-type: none"> Maslach Burnout Inventory (MBI) Perceived stress scale (PSS-14) Social support rate scale (SSRS) | The prevalence of burnout in neonatal nurses is higher than average. Socioeconomic factors, higher stress and lower social support contribute to neonatal nurse burnout. |

Discussion

Based on the results of the study, it was found that socioeconomic status has an influence and is an important factor that can predict academic burnout. The findings are in line with the theory of family investigation which explains that socioeconomic status has an influence on finances and time spent with parents, both of which are beneficial for academic progress. Several other studies have revealed that the socioeconomic status of parents has an influence on students' academic achievement at school (Hamamy, 2021; Trinova et al., 2021). The results of this study are also in line with several previous studies which found that differences in socioeconomic status have different impacts on academic burnout (Wu et al., 2022; Ye et al., 2021; Yu et al., 2021). Socioeconomic status influences academic burnout because families with lower socioeconomic status spend less capital on their children's development. This makes children have no opportunity to benefit from high-quality educational resources. Often economic conditions affect children's learning conditions. In addition, it causes rejection, running away, and other rebellious behaviors. These impacts make low socioeconomic status affect family functioning and individual adaptation. Thus, children from low-income families tend to experience learning burnout (Luo et al., 2020; Masarik & Conger, 2017). The presence of learning fatigue has a more serious impact on students' academic performance and learning efficiency. The fatigue experienced can reduce their learning motivation (Novianti & Widjaja, 2022; Welong et al., 2020).

Knowing the influence of socioeconomic status on academic burnout that has been explained above, it is important for guidance and counseling to study and examine more deeply about academic burnout and all its triggers. Therefore, strategies and roles of guidance and counseling are needed through preventive and responsive actions. Some of them are by compiling or developing programs and providing counseling services with techniques that are tailored based on individual needs. In addition, other actions that can be taken are using non-monotonous learning methods through interaction with the surrounding environment as an effort to stabilize emotions, help, and direct how important it is to have self-regulation and self-control and provide social support by being a good listener and not being anti-criticism.

Families with high socioeconomic status have easier access to development resources, namely finances and time spent with parents, both of which are beneficial for academic progress. Meanwhile, families with low socioeconomic status have fewer development resources, so their academic performance tends to be lower and attitudes and behaviors towards learning become negative due to reduced efficiency. Families with lower socioeconomic status also spend less capital on their children's development, as a result their children do not have the opportunity to benefit from high-quality educational resources.

The new information in this study has implications for integrating family socioeconomic status more comprehensively, examining the ways in which it influences academic burnout, as well as methods for preventing academic burnout based on the factors that influence it. This study has limitations that must be considered, because this is a qualitative study, there is some subjective risk involved in interpreting the findings. Utilizing family socioeconomic status as a factor in academic burnout is challenging because there is a lack of meta-analyses that discuss it, but there is also a lot of research that confirms that socioeconomic status is an important factor in predicting academic burnout. Future studies on academic burnout should integrate family socioeconomic status more comprehensively, examining the ways in which it influences academic burnout, as well as methods for preventing academic burnout based on the factors that influence it.

4. CONCLUSION

The results of the literature review in this study indicate that socioeconomic status is an important factor in predicting academic burnout. The existence of differences in socioeconomic status has different impacts on academic burnout. The latest information in this study can integrate the socioeconomic status of the family more comprehensively, examine the ways in which these factors affect academic burnout, and can be a method of preventing academic burnout based on the factors that influence it.

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