

STUDENTS WITH PART TIME JOB: WHETHER ACADEMIC MOTIVATION CAN MEDIATE THE EFFECTS OF WORKPLACE BURNOUT ON THEIR ACADEMIC RESILIENCE

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ABSTRACT

Purpose: This research is to explain the function of academic motivation in burnout with academic resilience received by students who are also workers in a company but at the same time they also take course credit at a university.

Approach/Methodology/Design: After being approved by the code of ethics committee, make was collected cross-sectionally by way of an online survey which was distributed to Medan Area University students doing part-time jobs along with informed consent. data were collected from 163 students who work part time ($Mage = 22.018$) and ($SDage = 4.272$) with male ($n = 65$) and female ($n = 98$). Then for the order of birth consisting of the first child ($n = 62$), the middle child ($n = 51$) and the youngest child ($n = 50$).

Findings: Extrinsic motivation does not have a large effect on students who work part time to be able to have high resilience because the burnout they receive does not have a significant effect through indirect pathways. This means that students who have extrinsic motivation to live their academic year will experience greater physical and mental fatigue than students who are encouraged to live the academic year from intrinsic motivation.

Practical Implications: Universities should consider appropriate methods and strategies to develop and implement good and suitable learning experiences for part-time working students.

Originality/value: This study specifically encourages universities to create special management for students with part-time workers.

INTRODUCTION

Part-time work has long been popular in Europe and America, but part-time work only became popular in Indonesia in the 90s and after that era, part-time work in Indonesia has increased over time as the goods and services industry has grown. This is of course welcomed for those who don't want to spend all of their time working because they want to do other activities. Not only in Europe and America, in the last 2 decades, the goods and service industries in Asia have also done the same thing, including Indonesia, where it is certain that the majority of

employees offer part-time jobs are students because at certain times, they focus on academics but when their time is free, they will work part-time jobs that are considered to be financially beneficial to them.

Individuals who carry out their activities as students at a university certainly have a different environment from the activities of employees in a company. In-depth study of several students who work part time in Indonesia explains that there are concerns for them because being a professional worker is increasingly difficult (related to work requirements) and because the number of productive Indonesian people is very large, the number of job competitions is also getting tougher so that they conclude that to be more mentally prepared from an early age is to work early so they can "steal a start" to gain work experience before completing their academics. In line with that, students also mentioned that economic factors were one of the decisions to work part time when they were also students at the university (Meiji, 2019).

Students who are undergoing academics but at the same time working part time have positive and negative impacts (Xi et al., 2022) on the one hand students who work part time can be successful in their academics (Al Azis & Yusanti, 2021; Gilles & Nemzek, 1941; Linggasari & Kurniawan, 2020; Rohmawati et al., 2021) but on the other hand students who work part time also have the potential to drop out of school (Freedman, 1963) increase their stress (Puspitadewi, 2012) and on the other hand students also consider it more important to do part-time job rather than having to consider the dangers posed in the job (Zampetakis, 2022). A recent study reported that 93% of students in Indonesia felt disengaged, 95% felt exhausted, and 74% were identified as having mild psychiatric illness (Lili et al., 2021) and these findings explain that students in Indonesia have a high potential to experience physical exhaustion and emotions and other mental symptoms. These results also lead us to question whether students can recover from the physical and emotional exhaustion that they have received every day? Because high burnout is negatively correlated with one's resilience (McCain et al., 2018; Wang et al., 2022) of course this issue is important for Indonesian academics, because student resilience is a fundamental aspect that contributes to students' psychological well-being (Merino-Godoy et al., 2022) especially for those who go through the academic year working part time at the same time, of course, it will certainly add to physical and emotional fatigue.

Burnout is not only known to reduce resilience but physically and emotionally tired can reduce their academic motivation (Kwan, 2022) while academic motivation can be correlated with many predictors (Steinmayr et al., 2019) one of which is low academic motivation will reduce academic achievement (Mauliya et al., 2020) furthermore academic motivation can have an effect on increasing or decreasing resilience (Khotimah et al., 2022; Khusniyati et al., 2022) so it can be concluded that besides burnout having a negative effect on academic resilience, burnout is also known to have an effect negative on academic motivation. But specifically, the literature has not explained the findings related to how students who work part-time can be resilient from the burnout they receive every day at work with academic motivation as the mediation? This research question is also to find out how academic motivation can mediate the relationship between student burnout at work and student academic resilience.

The concept of burnout was originally created to identify an employee or a professional which then produced three parts forming the concept, namely emotional exhaustion, depersonalization, and personal accomplishment (Maslach & Jackson, 1981). However, in a

relatively short time it was also found that students also experience the same burnout as professional workers (Noback & Hanson, 1983). Until now, burnout in students was reported to have occurred before and after the Covid outbreak took place (Ruiz et al., 2022) so that it is certain that burnout did not only increase during the pandemic (Salmela-Aro et al., 2022) but also before the pandemic (Collin et al. al., 2020) and after the issue of the pandemic reduced (Ayinde et al., 2021) it means that burnout still occurs in students even though learning is present in class or not (online class). Burnout will continue to occur in students when universities cannot see it as a potential in the academic failure of their students, so the role of educational institutions is important to provide prevention and treatment for students (Almutairi et al., 2022). Previous research reported that the level of burnout that occurs in students who work is different between men and women (Fiorilli et al., 2022) and reported burnout experienced by women is higher than that of men (Dillon et al., 2022; Luceño-Moreno et al., 2020).

At first resilience was a concept that was commonly used in several fields (Hoffman, 1948) but at that time Hoffman also explained that resilience was used by psychiatrists, after which Rutter explained that resilience was close to mental health (Rutter, 1985, 1987) and then Until now this concept is widely used to investigate a person's psychological state. Even though resilience is a common concept, over time this concept was eventually carried out to carry out investigations of Adult Children of Alcoholics and (ACOAs) and non-ACOAs which then reported the results of ACOAs reported more problems than non-ACOAs in areas of interpersonal anxiety, depression, and family problems but not academic skills (Hinz, 1990) and until now resilience continues to develop in the context of education which is specifically mentioned as academic resilience and this concept predicts mental well-being (Kotera et al., 2022) the results of prior research also explained that resilience makes a difference in birth order (İlmen & Sürücü, 2022)

Motivation is an internal and external drive and it is known that for the first-time trials were carried out on a rat to explain how he was motivated to do something (Miller, 1948) which was then also tested on students to see school motivation (Page, 1958) so that the concept developed. become academic motivation (Farquhar, 1962) until now the concept is still used and continues to grow. Intrinsic motivation is the most powerful in shaping one's motivation (Rump et al., 2017) but for those who have weaknesses in academics, extrinsic motivation will be stronger to encourage their academics (Liu et al., 2020) and motivation can be a mediation between environment with the achievements he wants to do (Bellini et al., 2022) then it is also known that women have higher academic motivation than men (Koyuncuoglu, 2020) it is also explained that birth order has an effect on their education (Fergusson et al., 2006). Based on some of the previous literature that has been previously explained, the hypothesis to be proposed is H1: intrinsic motivation can mediate burnout and academic resilience of students who work part time, H2: extrinsic motivation can mediate burnout and academic resilience of students who work part time, H3: motivation can mediate burnout and academic resilience of students who work part time.

METHODOLOGY AND PROCEDURES

The procedures and code of ethics in this study were approved by the code of ethics committee from the Faculty of Psychology from Medan Area University with approval letter

No: 72/FPSI/02.5/V/2022. Data was collected cross-sectionally by means of an online survey which was distributed to Medan Area University students who do part-time jobs. Each of those who took part in this study had agreed to informed consent and they received monetary funds by means of a random lottery of the numbers that had been collected in this study and then they filled in demographic data before carrying out scheduled classes in their respective classes and then they filled out three predetermined scale forms. The mediation analysis of each academic motivation will be used in this study with Jeffreys's amazing statistics program to see the direct and indirect effects of the burnout variable on the academic resilience of students who work part time.

The characteristics of the sample in this study were students who worked part time and were not limited to academic, semester and faculty levels or their departments and overall, the data was collected by 163 students who worked part time (Mage = 22.018) and (SDage = 4.272) with male sex (n= 65) and women (n= 98). Then for the order of birth consisting of the first child (n = 62), the middle child (n = 51) and the youngest child (n = 50). Classes were also collected in this study because many universities in Indonesia have two classes that are adapted to the students' circumstances, namely executive class (n=86) and regular class (n=77). Data collection was carried out by convenience sampling so that participants were more open to giving responses so that it was hoped that the data would not contain social desirability.

This study uses a burnout measuring instrument or The Maslach-Trisni burnout inventory (M-TBI) with three sub-scales, namely the exhaustion scale measures the depletion of emotional resources, as distinct from physical exhaustion or mental fatigue. Then there is a personal accomplishment scale assessing feelings of competence and achievements in one's work with people negatively. Finally, there is the Cynicism scale measuring the development of negative, cynic, low empathy, and impersonal response attitudes toward the recipients of one's services. In this study, all subscales had the same response, namely 1 = "never" to 5 = "very often". This scale has also been validated in several countries such as the US, Canada, UK, Germany, New Zealand, Japan, Russia, Armenia so that this measuring instrument is considered appropriate for use in research because it has been validated in many countries with good loading factors and validation. the measuring instrument is still in a new category carried out in Indonesia, while it is reported that the reliability of this measuring instrument is consistent ($\alpha = .916$) the internal consistency of this scale is high and exceeds the critical value of .70. Therefore, the scale provides reliable results for measuring burnout tendency in the Indonesian workforce. Therefore, all items contribute in a sufficient way to the scale's internal consistency. (Widhianingtanti & Luijtelaar, 2022).

Then there is the academic motivation scale (AMS) - a short version that can be used for second orders. This measuring tool has three major aspects, namely intrinsic motivation is an urge to be involved in a movement, or activity, in order to obtain contentment and satisfaction for one-self, this arising from the participation in that activity. There are three sub-scales, these being: Intrinsic Motivation to Know (IMTK): the feeling of contentment and satisfaction felt when studying and exploring something new, the Intrinsic Motivation to Accomplish Things (IMTA): the feeling of contentment and satisfaction felt when successful in surpassing, completing and creating something new, and Intrinsic Motivation to

Experience Stimulation (IMES): the feeling of excitement and enjoyment obtained from the activity undertaken.

Then there is extrinsic motivation as the converse of intrinsic motivation, the urge to be able to be involved in a movement or activity, not because of contentment in doing so, but because of hopes of obtaining an external reward from the activity. There are also three sub-scales, the more deeply to illustrate extrinsic motivation, these being: External Regulation (EMER), referring to activities not determined by oneself, but which are the results of an order or force from some -one else and/or a situation, Introjected Regulation (EMIN), referring to activities, a portion of which are internalized, although not fully related to aspects of a person's life, so that he or she performs them because of not wishing to feel guilt, and Identified Regulation (EMID), referring to activities chosen by the person himself or herself, because of a feeling that it is important that those activities be performed, although not, in fact, enjoyment in performing them. Finally, there is motivation at the lowest level in the sequence of motivations. This is because amotivation is a condition reflecting the lack of intention, supported by both intrinsic and extrinsic motivation that the individual who suffers from motivation is one who is unable to feel the results or impacts from his or her conduct. This measuring instrument has a range of responses from 1 = "strongly disagree" to 6 = "strongly agree". It is also reported that the consistency of this measuring instrument shows that all dimensions and sub dimensions have high reliability ($\alpha > .7$) (Natalya, 2018).

Then there is a resilience measurement tool seen from The Academic Resilience Scale (ARS-30) consisting of 30 items representing three main dimensions, namely perseverance, reflecting and adaptive help-seeking and negative affect and emotional response. The perversion dimension (14 item) describes the individual's behavioral response in facing academic difficulties, the reflecting and adaptive help-seeking dimension (9 item) describes the cognitive response in facing academic difficulties and the negative affect and emotional response dimension (7 item) describes the individual's emotional response in facing academic difficulties. This measure is initiated by a case of particular academic difficulty. Participants were asked to imagine if they were in that situation, then participants were given a number of statements containing various responses that individuals might experience if they were in a situation of academic difficulty. Next, participants were asked to choose a response between 1 (strongly disagree) to 6 (strongly agree) which best reflects how appropriate each statement is in describing how the participant personally would react in that situation. Each dimension is reported to have good construct reliability ($CR \geq .07$) (Kumalasari et al., 2020).

RESULTS AND DISCUSSION

The results explain that women receive burnout from their workplace and have intrinsic motivation, extrinsic motivation and higher academic resilience than men but men's motivation is reported to be higher than women's. Then the last child is reported to have the highest burnout and amotivation than the first child and middle child. The first child is reported to have the highest intrinsic and extrinsic motivation and resilience than the middle child and the youngest child. While the middle child always has a value between the first child and the last child. then the regular class reported receiving burnout and felt more amotivated than the executive class while the executive class had greater intrinsic, extrinsic and resilience motivation than the regular class.

Table 1.

Mean and Standard Deviation					
	Burnout	Intrinsic	Extrinsic	Amotivation	Resilience
Sex					
Men	46.662(11.964)	33.692(8.132)	29.708(6.531)	4.508(3.073)	116.738(22.132)
Women	50.969(13.184)	34.684(5.874)	31.041(4.820)	3.541(2.140)	121.235(15.341)
Birth order					
First child	48.29(13.453)	34.935(6.741)	30.855(5.356)	3.919(2.588)	121.516(17.924)
Middle child	49.51(12.341)	34.882(6.647)	30.373(5.702)	3.824(2.747)	118.824(19.407)
Youngest child	50.18(12.767)	32.880(7.133)	30.220(5.828)	4.040(2.466)	117.5(18.105)
Class					
Executive	48.791(12.922)	35.395(6.474)	31.140(5.354)	3.419(2.032)	122.709(15.564)
Regular	49.766(12.832)	33.052(7.101)	29.805(5.786)	4.494(3.007)	115.792(20.658)

The measuring instrument used has been validated and has its reliability in Indonesian, although this measurement tool explains that each latent variable has good internal consistency ($\alpha = > .70$). The reported amotivation is low because it only consists of two statement items at once, negative item of the academic motivation scale. The correlation results explain that all variables have a significant relationship with high construct consistency. It is known that burnout has a positive relationship with amotivation and while academic motivation which is explained through intrinsic motivation and extrication has a positive relationship with academic resilience.

Table 2.

Pearson's Correlations					
Variable	1	2	3	4	5
Burnout	—				
Intrinsic motivation	-0.362***	—			

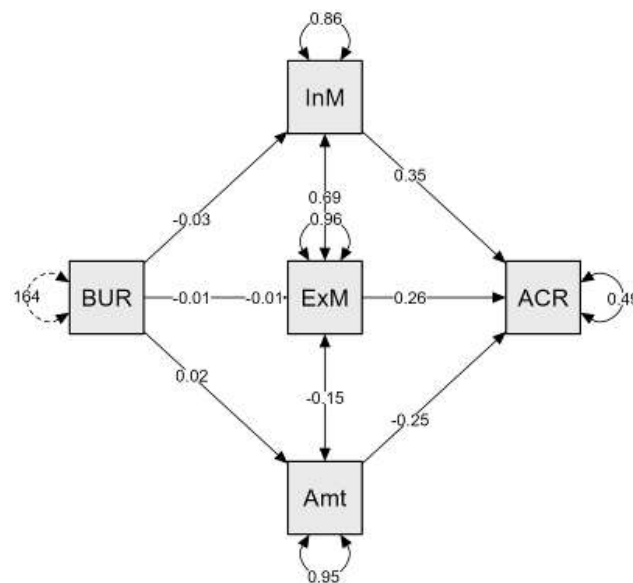
Pearson's Correlations					
Extrinsic motivation	-0.187*	0.759***	—		
Amotivation	0.222**	-0.213**	-0.19*	—	
Academic resilience	-0.325***	0.638***	0.595***	-0.399***	—
Cronbach's α	0.86	0.888	0.823	0.581	0.92
Greatest lower bound	0.962	0.93	0.888	0.581	0.973
Average interitem correlation	0.214	0.535	0.443	0.42	0.356
* $p < .05$, ** $p < .01$, *** $p < .001$					

Furthermore, in the mediation analysis with maximum likelihood estimation, direct and indirect effects or effects resulting from the predictive variables through the mediation variables will be explained which will eventually lead to the outcome variables. The results explain that burnout directly has a negative effect on academic resilience without going through internal, external or motivation from the concept of academic motivation. However, this burnout effect is considered insignificant so that the effect described by burnout is considered not to have a strong meaning. Meanwhile, the indirect effect resulting from burnout through intrinsic motivation on academic resilience has a negative direction with the highest estimate of the other two sub-scales of academic motivation. Likewise, the predicted indirect effect of burnout through extrinsic motivation on academic resilience has a negative direction, but this effect is considered meaningless because it is not significant. Meanwhile, the last subscale predicted by burnout through the mediation of amotivation on academic resilience explains a positive direction with the same estimate as extrinsic motivation.

Table 3

Total Parameter Estimates							
				E	SE	z	p
Direct effects	Burnout	Academic resilience	-	-0.007	0.005	-1.53	0.126
Indirect effects	Burnout	Intrinsic motivation	Academic resilience	-0.01	0.003	-3.082	0.002
		Extrinsic motivation	Academic resilience	-0.004	0.002	-1.907	0.056
		Amotivation	Academic resilience	-0.004	0.002	-2.433	0.015
Total effects		Burnout	Academic resilience	-0.025	0.006	-4.388	< .001
Total indirect effects				-0.018	0.004	-4.172	< .001

Overall, even though burnout predictions seen from the direct effects are not significant, when viewed as a whole the effects predicted from burnout on academic resilience outcomes are significant. Meanwhile, when viewed from the indirect effects as a whole, the effects resulting from burnout predictors on academic resilience are also significant, although some of these pathways are not significant, namely the burnout predictor path through extrinsic motivation on academic resilience.



Note: ACR= Academic resilience, InM= Intrinsic academic, ExM= Extrinsic academic, Amt= Amotivation, BUR= Burnout

Figure 1. Path analysis

CONCLUSION AND SUGGESTION

Executive students are students who work from morning to evening and then study at the university until evening (in general, students who work part time study at the university from 5 pm to 9 pm). While regular students are students who undergo their academic work from morning to noon and then continue their part-time jobs from noon to night. A professional worker who is regulated by state regulations states that they work approximately 7 to 8 hours per day, but a professional worker when finished working continues his studies at night, of course his psychological condition is different from individuals who choose to rest after returning from work. Students who work part-time are reported to receive a greater burden than students who only do their studies without working part-time (Fiorilli et al., 2022). There is psychological pressure for students because academic regulations at the university and regulations from the company where they work are often an obstacle because the time does not match between the two. The phenomenon of students being absent due to dynamic work times that often occurs every time a lecture takes place and is late has become a culture every time a lecture takes place and of course this also has an impact on their academic achievement. Likewise, the physical condition that is tired after work has an impact on academic abilities and the physical condition that is tired after carrying out academics certainly has an impact on the ability to work in their company.

The average results explain that female burnout is greater than male while the last child reported receiving greater burnout than the middle child and first child and then for class differences, the regular class felt that it received greater burnout than the executive class. Meanwhile, the intrinsic and extrinsic motivation of female students who work part time is reported to be greater than that of males and males only excel in motivation. If you look at it based on birth order, the youngest children who go to school while working part time feel that they are the most bullied at their workplace and find it the most difficult to get up when receiving continuous pressure and the last child reports that they are not motivated in their academics. Class selection proves the difference in the burnout they receive at their workplace as well as the significant differences in their intrinsic, extrinsic and motivational motivation and it is also reported that this class difference also describes their greatest difference in resilience among the others.

The complex function of women in a patriarchal culture may be strong enough to explain that women do feel greater burnout than men because of conflicts between their jobs or doing household chores which are a balanced issue between the two (Gupta & Srivastava, 2021) although the literature also explains that specifically women burnout occurs because of their lack of financial strength while men because of their lack of free time (Śliwiński et al., 2014). Differences in gender and academic motivation may stem from unequal patterns of academic and social expectations between men and women, despite cultural norms where men are more masculine and assertive than women (Koyuncuoglu, 2020) and this is also supported by many previous findings that does explain that women are more motivated in academics than men (Asimaki & Vergidis, 2013). Then the condition of the rise and fall of the state of student academic motivation which is a shift from motivation which then becomes intrinsic motivation alternately and continuously caused by factors that influence academic motivation, namely social support (peers, lecturers, family, scaffolding), orientation goals (mastery orientation, proving goal orientation), experience of failure and achievement anxiety, and self-efficacy (Hidajat et al., 2020).

These results also explain that extrinsic motivation does not have a large effect on students who work part time to be able to have high resilience because the burnout they receive does not have a significant effect through an indirect path. This means that students who have extrinsic motivation to live their academic year will experience greater physical and mental fatigue than students who are encouraged to live the academic year from intrinsic motivation. most likely students who have extrinsic motivation for school will find it difficult to rise from the pressure they get every day from work or from their academics. Although educational institutions have a large share in their motivation because academic motivation tends to decrease during college, certain approaches to learning applied in the classroom (executive or regular) can help increase student motivation. Higher education institutions must consider appropriate methods and strategies to develop and implement good and appropriate learning experiences both inside and outside the classroom (Saeedi et al., 2021; Trolan & Jach, 2020)

The primary results in this finding explain that the effect of burnout from the workplace directly on academic resilience has a negative direction but is not significant. then it can be explained that the burnout effect on academic resilience through intrinsic motivation has a negative and significant direction while the same path through extrinsic motivation is not significant. then there is the same path but through motivation has a negative direction as well

and is significant. while for parameter estimation as a whole it is explained that the total effect of burnout on academic resilience has a negative and significant direction and likewise the total effect of the indirect path has a negative and significant direction. The secondary results in this finding explain that the variables have a relationship and are significant and there are mean differences based on gender, birth order and classes offered by universities in general. So, this study rejects the first and third null hypotheses and accepts the alternative hypothesis on the second hypothesis.

In line with these results, it is necessary for further research to conduct qualitative research on female students who work part-time with more targeted research questions such as why do women receive greater burnout but are also motivated and have greater resilience than men? Then it is also necessary to deepen with the same method the last child who works part time with targeted research questions such as why do the last child feel receiving a large burnout and lack motivation and resilience in their academics than the first child and middle child? Then it is also necessary to deepen the differences in burnout, motivation and resilience in students who work part time in choosing classes, why are there differences based on the classes offered? In the end, readers who find weaknesses in this study can be complemented in subsequent studies and don't forget to make contact with the author of this article.

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