

## Comparison of Burnout Based on Gender and Part-time Work Among Higher Education Students

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### Abstract

With an emphasis on gender disparities and part-time employment status, this study explores the causes of burnout among college and university students. The academic world is increasingly concerned about burnout, which is characterized by excessive exhaustion and a loss of interest in academic pursuits. In this study, which involved university students from Lampung, Indonesia, indicated that gender is crucial in determining how burnout affects students. Burnout is also more likely when part-time occupations are required due to increased economic hardships. The results highlight the significance of comprehending and resolving the particular difficulties experienced by various student groups in order to promote a supportive learning environment and improve student wellbeing.

**Keywords:** Burnout, Gender, Part-time Work

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### Introduction

Burnout in a college or university setting refers to extreme exhaustion and a loss of interest in learning (Leupold et al., 2020). This includes not only feeling exhausted from a lot of studying, but also depressed and unwilling to study or attend class. This may occur when students put too much pressure on themselves to achieve high grades, put in too much work, or both. Students who are burned out may find it challenging to perform well in class (Lackritz, 2004). Early symptom recognition is crucial, as is figuring out how to feel well.

It is advantageous for students to take pauses and indulge in calming activities when they become weary from academic work (Rada & Johnson-Leong, 2004). Solutions can be found through talking about problems with peers, getting advice from teachers, or contacting family (Maba, 2022). Students frequently experience difficulties, and getting help can be very important. Putting one's health first is just as important as doing well in school.

In a study involving college students from Italy and Russia, it was discovered that gender affects how burnout affects pupils. According to the study, male and female students handle stress in different ways and have distinct motives. According to some research, female students may have a greater internal motivation to learn, whereas male students may be more impacted by external influences. Different levels of fatigue and stress at school may result from these variations in motivation and coping. This demonstrates how providing the appropriate support depends on knowing how men and women deal with the pressures of education (Borgogni et al., 2022).

Burnout among students is significantly influenced by financial strains and costs. High prices for tuition, living expenses, or other financial problems can make students more stressed than usual (Arizona et al., 2019). When this stress is compounded with academic demands and other commitments, it can lead

to burnout in students (Madigan & Curran, 2021). For instance, a study discovered that students with greater financial strains, such as those who take on part-time jobs to pay for their school, were more likely to exhibit signs of burnout. This implies that controlling financial stress is essential to minimizing student burnout (Rezaei, 2014).

The causes of student burnout have been identified by research in numerous ways. Gender disparities are important because male and female students have different motives and ways of managing stress. Males may be influenced by external influences, whereas females may be more driven by internal impulses, resulting in differing stress responses (Borgogni et al., 2022). Additionally, students' stress levels are heightened by financial demands including high tuition costs and the requirement for part-time employment (Rijavec et al., 2017). In order to promote student wellbeing, it is crucial to address both gender-specific and financial pressures in academic settings. Those facing larger economic hardships are more likely to experience burnout (Rezaei, 2014).

In the academic world, there is growing worry over the rising incidence of student burnout (Walburg, 2014; Madigan & Curran, 2021). There is an urgent need to look deeper into these links given the mounting evidence that factors like gender and financial demands greatly influence students' experiences of burnout. It's important to comprehend how these factors interact and contribute to burnout. It not only illuminates the root reasons but also directs educational organizations in creating focused interventions. Institutions can build a more supportive learning environment, improving academic performance and student well-being, by addressing the unique demands and difficulties faced by various student groups.

This study examines the differences in burnout or fatigue caused by coursework between male and female students and students who work part-time. I'm curious to know if these factors lead to different levels of fatigue among the pupils. The findings will aid schools in better understanding student struggles and how to support them.

## Methods

### Data and sample characteristics

This study used data consisting of Students who completed a survey conducted by Akla et al. (2022). A total of 1129 (Females were 765 and males were 364) respondents identified in the data set with average age was 20.03 years old and deviation of 1.56.

### Variables

Before conducting analysis, all variables grouped in to two blocks, namely independent and dependent variables. The independent variables were gender, expenditure, and part-time work. The options for independent variables specifically gender was male and female, spendings in one month were <500,000; 500,000 – 1,000,000; 1,000,000 – 1,500,000; 1,500,000 – 2,000,000; & >2,000,000, and lastly part-time job were yes and no. In the other hand, the dependent variable was burnout. The instrument utilized was the BBI-9 (Salmela-Aro et al., 2011). This is a self-reported measure consist of 10 items and three dimensions (feeling exhaustion, cynicism, and reduced efficacy related to school). There were four-point scale ranging from 1 to 4.

### Data Analysis

The data were analyzed using SPSS 26. Firstly, author conduct a descriptive analysis for the demographical characteristics of the participants. Then, author conduct a non-parametric test with Mann Whitney test. This test will seek the mean differences of burnout between group of gender, spendings, and part-time job.

## Results and Discussions

### Results

In the study conducted, a total of 1,129 participants were surveyed. Out of these, a majority were females, numbering 765, while 364 were males. The participants had an average age of 20.03 years, with a

slight age variation of 1.56 years. When it came to their monthly expenses, 320 participants reported spending less than 500,000. A significant portion, 581 participants, had expenses ranging between 500,000 to 1,000,000. Meanwhile, 170 participants spent between 1,000,000 to 2,000,000, 33 participants between 2,000,000 to 3,000,000, and 25 participants reported expenses exceeding 3,000,000. In terms of employment, 206 participants held part-time jobs, whereas a larger group of 923 participants did not.

Table 1. Participants characteristic (N = 1,129)

Variables	N
Sex	
(1) Female	765
(2) Male	364
Age	M = 20.03; SD = 1.56
Expenses	
(1) <500,000	320
(2) 500,000 – 1,000,000	581
(3) 1,000,000 – 2,000,000	170
(4) 2,000,000 – 3,000,000	33
(5) >3,000,000	25
Part-time Job	
(1) Yes	206
(2) No	923

Table 2. The differences of burnout based on sex and part-time job

Statistics	Sex		Part-time Job	
	1	2	1	2
M	32.83	31.19	27.96	32.56
SD	11.87	11.58	10.90	11.70
Z		-2.187		-5.205
p		0.029		0.000

Note: Sex (1) = Female; Sex (2) = Male; Part-time job (1) = Yes; Part-time job (2) = No.

In the study, there were noticeable differences in burnout levels based on sex and part-time job status. For gender, female participants had an average burnout score of 31.19 with a variation of 11.58, while male participants had a slightly higher average score of 32.83 with a variation of 11.87. This difference was statistically significant with a Z-value of -2.187 and a p-value of 0.029. When considering part-time job status, those with a part-time job had an average burnout score of 27.96 with a variation of 10.90. In contrast, those without a part-time job had a higher average score of 32.56 with a variation of 11.70. This difference was also statistically significant, with a Z-value of -5.205 and a p-value of 0.000, indicating a strong association between part-time job status and burnout levels.

### Discussion

The results of this study provided light on the complex interaction among participant gender, part-time employment status, and burnout. First, although small, gender-based disparities in burnout levels are notable. Comparing female participants to male participants, female individuals showed slightly lower levels of burnout (Borgogni et al., 2022). Different coping methods, support networks, or gender-specific cultural expectations could all be to blame for this. Previous studies have shown that women may adopt coping mechanisms that are more emotion-focused, which may help to lessen the symptoms of burnout (Shin et al., 2014). The causes of the disparities that were found in this study need to be investigated further, though.

The participants with and without part-time jobs showed a more apparent variation in burnout levels. Part-time workers reported much lower levels of burnout (Rezaei, 2014). This could initially appear contradictory because one might anticipate that taking on more work would result in increased stress and exhaustion. But it's possible that having a part-time job gives students a sense of direction, financial freedom, or a vacation from academic obligations, which might serve as preventative measures against

burnout. Students without part-time jobs, on the other hand, may experience financial hardships or a lack of engagement (Mcinnis, 2002), which can exacerbate feelings of burnout.

The part-time job status's considerable statistical association with burnout highlights how significant it is. When creating student support systems, educational institutions and legislators might take this into account. Financial assistance or flexible part-time employment options could be offered as potential cures for student burnout.

## Conclusions

While both gender and the presence of part-time employment affect burnout levels, the latter seems to have a stronger impact. Future studies should investigate the underlying causes of these observations in greater detail and consider potential interventions to promote student well-being.

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