

## The Differences of Burnout among Students based on Gender

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**Abstract:** Vulnerable of burnout conditions are experienced by students, especially male students. The aim of this study was to see an overview and differences in the conditions of male and female burnout students. The sample of this research was 218 students of the Guiding and Counseling. Besides, the finding of this research showed that: (1) Female student burnout conditions of Guiding and Counseling are in the moderate category, (2) thus, male student burnout conditions are in the moderate category, (3) then, female student burnout conditions are in the moderate category, and (4) there are differences significant between male and female burnout conditions, where t count 2,306, and t table 1,653. Furthermore, the implications of the findings in this research are aimed at lecturers to pay attention to improvement the atmosphere of the lecture by applying learning models. Moreover, the lecture process is not monotonous. These efforts were carried out to overcome exhaustion, cynicism, ineffectiveness in students which had an impact on reducing burnout conditions for students, especially male students. In addition, burnout conditions for students can be overcome by Guidance and counseling services namely Individual counseling to improve self-concept and social support so as to prevent burnout.

**Keywords:** The burnout of student

### INTRODUCTION

Burnout conditions are a common phenomenon in the education aspect. According to Khairani, Y., & Ifdil, I (2015) burnout is an emotional condition which a person feels tired and saturated physically and emotionally caused by the intensity of hard and stiffwork but. The work requires the achievement of results with expectations, even though contrary with reality. The Conceptual definition of Burnout is as emotional fatigue syndrome, depersonalization, and reduced personal accomplishment that occur between individuals work provides services to others. (Indonesia, K. R., 2011). This is suitable with the Pines and Aranson opinion (in Santrock, 2003) who explains that "burnout will make the sufferers feel tired by physically and emotionally". Whereas, according to Namora (2009) explains that "burnout is a person's condition which is characterized by decreased productivity due to continuous stress". Taufik, T., & Ifdil, I. (2013) also explained that "learning activities that are anchored have an impact on this condition which will trigger stress on students, they study a long day, and this are can caused the effect in their learning activities.

The symptoms in burnout patients, namely: a) Exhaustion which is a process of less energy accompanied by fatigue. b) Run away from reality, is a tool to deny the suffering experienced. c) Boredom and cynicism. The patients feel no longer interested in the activities they do, even arising from bored feeling and pessimistic about the field of work. d) Emotional. This is because the individuals are able to do their jobs quickly. by decreasing the ability to do work quickly, it will cause emotional waves in individuals. e) Feel confident in his abilities, and always consider they are the best. f) Feeling unappreciated. g) Disorientation. h) Psychosomatic problems. i) Suspicious for no apparent reason. j) Depression. k) Denial of the reality of his own situation (Khairani, Y., & Ifdil, I, 2015).

Diana's (2010) has studied of the factors causing learning saturation in students included: 30% emotional exhaustion, 33% physical exhaustion, 17% cognitive exhaustion, 20% loss of motivation, 14% student characteristics, 48% learning environment, emotional involvement and learning environment 33%. While, the results of research conducted by Mubiar (2008) on 250 fifth-semester students of the Faculty of Education and the Faculty of Sciences, University Education of Indonesia showed that the factors that led to learning saturation were as follows: (1) difficult to finding learning resources 42, 5%; (2) difficult to meet lecturers for consultation 28.5%; (3) difficult to adaptation with the learning environment 18 %; (4) do not understand the lesson given by lecturers 45%; (5) a lot of costs for doing the assignments 25%; (6) difficult

to decline friend requests when studying 16%; (7) academic problems with lecturers 4,5%; (8) personal problems with lecturers 6%; (9) personal problems with friends 10%; (10) family problems 16.5%; (11) problems at boarding place 5.5%; (12) have difficulties in translating foreign language books (English and Japanese) 53.5%; (13) difficulties in making learning assignments 29.5% and (14) difficulties in dividing learning time 51.5%. Then, the research conducted by Skovholt (2003) in several universities in the United States showed that most of the factors that trigger student learning saturation in academic activities are because they do not change their routines and tend to be monotonous.

From the results of the research that has been described, it can be concluded that the burnout condition is experienced by students. The emergence of this burnout is because they work hard, feel helpless, have no hope, feel trapped, deep sadness, feel shy and constantly form a circle and produce feelings of fatigue and discomfort which in turn increases resentment, physical fatigue, mental and emotional. According to Santrock (2003) burnout in college is the most common reason that makes students break before they get a degree, and this there are 25 percent on some campuses. This condition is as same as the Namora opinion (2009) who explains that the impact of burnout for individuals, namely "burnout can cause depression".

To support the data, based on the results of observations and interviews conducted to 16 students at Padang State University, Faculty of Education on 10th -11th October 2015 it was revealed that students' physical, emotional and mental conditions related to the lecture were not good. There are some students who declare that they are currently stress in study that cause physical (Psychosomatic), feel there is pressure, and experience a decrease in the quality of work along time with the increasing semester level. Students who feel frustrated difficult to finding learning resources so that students take it from internet resources in ways that are not good such as plagiarism and there are students who lose trust because they take on assignments from seniors to make them easy to do their assignments. Meanwhile, there are students who feel hopeless because they difficult to meet the lecturers for consult and there are students who avoid certain lecturers because they think they will be complicated. Besides, there are students who are depressed about family problems, boarding problems and academic problems with the lecturers. So, that it becomes an emotional disturbance in lectures.

The results of interviews with 8 male students on October 11th, 2015 in the Department of Guiding and Counseling, Padang State University, the researcher obtained the information that, the male students experienced saturation in the lecture process; this was explained on the reason that they were reluctant to do the assignment because the assignment will finish by the time. This does not rule out the possibility that they will commit fraud in the process of making the task as described earlier. The tendency of the task and the lecture process that does not change (monotonous) this is also the reason caused they are bored in doing tasks and even bored in tuition process. Besides, Research on burnout in students was conducted by Jacobs et al in 2003 (in Mubiar, 2008: 1). Of the 149 students (103 women and 46 men) who were used as research subjects, it was found that 30% of female students experienced burnout in learning while the number of male students who experienced burnout reached 70%. The research suitable with the Gold and Rothopinions (1993). "Studies have consistently reported that burnout is more likely to occur in men than women". This opinion emphasizes that the burnout condition is more likely experienced by men than women. Therefore, based on the previous reality, the researcher is interested in study more deeply the burnout conditions experienced by students, where this research is aimed how the differences burnout conditions of male and female students at Guiding and Counseling Department.

## **METHOD**

This research used quantitative methods with descriptive and comparative approach. The populations in this study were students of the 2012, 2013, 2014, and 2015 Guiding and Counseling Department of Padang State University. Then, the sample consists of 218 students; they were selected by the Proportional Stratified Random Sampling technique. The instrument was used a questionnaire by using a Likert scale model. The data obtained were analyzed by using descriptive statistical techniques and to see the differences in burnout conditions among male and female students, the t test technique was used.

## **FINDINGS AND DISCUSSION**

Based on the results of data, the following conditions will be described the burnout of Guiding and Counseling Department students as well as differences in the conditions of burnout of Guiding and Counseling Department students in terms of gender.

### **Burnout Conditions for Guiding and Counseling Department Students**

Based on the data, the conditions for burnout of Guiding and Counseling Department students can be described as follows:

Table 1: Students' Burnout Conditions

Category	Interval Score	f	%
Very High	≥129	16	7,34
High	≥116 s/d <129	51	23,4
Medium	≥102 s/d <116	84	38,5
Low	≥ 88 s/d < 102	54	24,8
Very Low	< 88	13	5,96
<b>Total</b>		<b>218</b>	

From the table above it can be seen that 7.34% of students have very high burnout conditions. Then, 23.4% are in high conditions, 38.5% are in medium conditions. Next, 24.8% are in low conditions and 5.96% are in very low conditions. This illustrates that the burnout conditions of Guiding and Counseling Department students are generally in the medium category.

#### The Male Burnout Conditions at Guiding and Counseling Department

From the result of data, it can be described that the Male Burnout Conditions at Guiding and Counseling Department is as follows:

Table 2: Male Burnout Conditions

Category	Interval Score	f	%
Very High	≥129	6	15,0
High	≥116 s/d <129	12	30,0
Medium	≥102 s/d <116	16	40,0
Low	≥ 88 s/d < 102	5	12,5
Very Low	< 88	1	2,5
<b>Total</b>		<b>40</b>	

From the table above it can be seen that 15,0% of students have very high burnout conditions. Then, 30,0% are in high conditions, 40,0% are in medium conditions. Next, 12,5% are in low conditions and 2,5% are in very low conditions. This illustrates that the male burnout conditions of Guiding and Counseling Department students are generally in the medium category.

#### The Female Burnout Conditions at Guiding and Counseling Department

Based on the data that have been counting, it can be described the Female Burnout Conditions at Guiding and Counseling Department as follows:

Table 3: Female Burnout Conditions

Category	Interval Score	f	%
Very High	≥129	10	5,618
High	≥116 s/d <129	39	21,91
Medium	≥102 s/d <116	68	38,2
Low	≥ 88 s/d < 102	49	27,53
Very Low	< 88	12	6,742
<b>Total</b>		<b>178</b>	

From the table above it can be seen that 5,618% of students have very high burnout conditions. Then, 21,91% are in high conditions, 38,2% are in medium conditions. Next, 27,53% are in low conditions and 6,742% are in very low conditions. This illustrates that the female burnout conditions of Guiding and Counseling Department students are generally in the medium category.

#### The Differences of Burnout condition among Male and Female students

Based on the results of the t-test that the researcher have done by using SPSS version 20, it was found that the differences of Burnout condition among Male and Female students as the following table:

Table 4: The Differences of Burnout condition among Male and Female students

Gender	N	t-count	t-table	Sig
Male	40	2,306	1,653	0,084

**Female**

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From the table above it appears that the significance of 0.084 is greater than 0.05 ( $0.084 > 0.05$ ), the t value used is Equal variances assumed. Furthermore, the results of data analysis of t-count are 2.306 with degrees of freedom (df), then t table of significance 5% is 1.653. It means that t-count is greater than t-table with significance 5%. Besides, the hypothesis is accepted at the level of 0.05. Thus, it can be concluded that there are significant differences among the burnout conditions of male and female students.

From the description of students' burnout conditions that have been described, it can be seen the results of the analysis of burnout conditions at Guiding and Counseling students as follows:

Table 5: Recapitulation of Burnout Conditions of Guiding and Counseling Students

<i>Burnout Aspect</i>	<b>Category and %</b>														
	Male					Female					Total				
	SR	R	S	T	ST	SR	R	S	T	ST	SR	R	S	T	ST
<b>Exhaustion</b>	2,5	12,5	37,5	40,0	7,5	6,18	26,4	35,96	23,6	7,86	5,5	23,9	36,2	26,6	7,8
<b>Cynicism</b>	2,5	15,0	35,0	35,0	12,5	6,18	24,72	36,52	23,6	8,98	5,50	22,94	36,24	25,69	9,63
<b>Ineffectiveness</b>	2,5	2,5	65,0	20,0	10,0	7,86	22,472	41,573	21,91	6,18	6,88	18,81	45,87	21,56	6,88
<b>T-Count</b>	<b>: 2,306</b>														
<b>T table</b>	<b>: 1,653</b>														
<b>Df</b>	<b>: 216</b>														

From the table above it can be seen that there are 36.2% of Guiding and Counseling students have burnout conditions in the Exhaustion sub-variable (fatigue), 40.0% male students and 35.96% female students. Furthermore, in the sub-variable Cynicism (cynicism) there are 36.24% of students, 35.0% of male students and 36.52 female students. Besides, in sub-effectiveness variable there are 45.87% of students, 65.0% of male students, 41.573% of female students.

This illustrates that the burnout conditions in the exhaustion and cynicism tend to be experienced by male students in the high category, while the subeffectiveness variable tends to be experienced by the female students with the moderate category. Overall, the Guiding and Counseling students tend to experience ineffectiveness in the moderate category.

## DISCUSSION

This discussion contains analysis of the findings of the research that has been conducted which refers to the hypothesis stated earlier, that is there are significant differences burnout conditions among male and female students. Besides, based on the results of data, it was concluded that the male student's burnout conditions are in the high category than female students.

### Burnout Conditions for Guiding and Counseling Students

Someone claims that the experience of burnout is the emotional condition unstable as a result of the demands of increased work where someone feels helpless, unhope even saturated mentally or physically (Santrock, 2003). The results showed that 7.34% of students have very high burnout conditions, 23.4% were high, 38.5% were medium, 24.8% were low and 5.96% were very low.

Based on the results of the research there were 69.24% of Guiding and Counseling students in the class of 2012, 2013, 2014 and 2015 experiencing burnout conditions. This means that Guiding and Counseling students generally experience burnout in study with the condition students feel stuck when they don't get the material to make assignments, refuse friends who ask for help in harsh words, feel lethargic in the morning when they return to their activities on campus, feel unsure about getting good grades, get cold when working on assignments late at night, feel uncomfortable when waiting for lecturers for hours, feel difficulty doing new tasks, silent during discussions in class, experiencing headaches due to fatigue, difficult to finding the title of the thesis and feel tired after the lecture.

Burnout behavior can occur due to various things. As explained by Maslach and Laiter (1997) burnout conditions can occur in a person because the atmosphere of the workplace is rigid, hard, very demanding perfection. This is same as what happens in the student environment. Most students currently experience burnout because the demands of lectures are increasing but the study process remains monotonous.

Burnout is not always experienced by students. The fact is that burnout conditions in students are seen from the frequency of symptoms that occur in these students. This burnout condition is a form of response given by students for actions or stimuli that occur in the environment as well as hard but rigid lectures. This

requires the achievement of results in with expectations even though dramatically contrary to reality. This is same with proposed by Gold and Roth (1993) who explain that the levels of expectation dramatically conflict with reality and people continue to try to achieve that expectation, it will be a problem. Burnout conditions often occur among students, both in low and high levels. Almost every day this condition is experienced by students in their daily lives, causing low productivity of students to follow the lecture process. Stress in the workplace continuously results in a decrease in the productivity of one's work. (Namora, 2009). Based on the results of these studies it appears that the condition of burnout students really requires prevention efforts and coaching from people who are around the individual. These people are such as parents, friends, lecturers and counselors.

### **The Male burnout conditions**

Burnout conditions tend to be owned by male students. This is based on the results of research showed that 15.0% of male students have very high burnout conditions, 30.0% are high, 40.0% are meduim, 12.5% are low and 2.5% are very low.

Based on the results of the study there were 85.0% of male Guiding and Counseling students experiencing burnout conditions. Generally they are experience burnout with the condition feel stuck when not getting materials to make assignments, feel they will get good grades even though they take classes casually, feel lethargic in the morning when they return to activities on campus, maintaining distance from someone who is not liked, feels not at home while waiting for the lecturer for hours, feels success will depend on fate, feels difficult to do new tasks, choosing to play with friends from working on assignments, cheating on completing the final assignment, experiencing headaches due to fatigue, difficulty finding the title of the thesis and feel tired after study.

This is because male students tend to have bad habits in their daily lives. According to Fauzul (2015) most male students have a habit of staying up late, spending time overnight, chatting and not doing anything else or by playing online games. So, if students sit in the classroom following monotonous learning and make assignments that are difficult to do, it caused the burnout in students. This explanation relates to the results of research on male burnout conditions on high exhaustion (fatigue) aspects. With the habit of staying up, the male student causes physical, mental fatigue and feels all energy is used up.

Another thing that causes male students to experience burnout is social support. Male students need more social support. Lack of social support for men can lead to feelings of alienation and disappointment, which leads to failure if not identified with the preventive measures taken. Gold and Roth (1993).

From this explanation, it is clear that male students need self-control to change bad habits that are inherent in individuals. With optimal self-control students can study well at the university. This is where the demand as a moral responsibility for each individual as an individual to be able to live a life that is responsible and in accordance with the moral life in society.

### **The Female Burnout Conditions**

The results of the study related to female burnout conditions showed that only 5.618% were in the very high and 21.91% high category. While, 38.2% of female students are in the medium category, 27.53% are low, and 6.742% are very low.

Based on the results of the reaserch there were 65.728% of female Guiding and Counseling experiencing burnout conditions. This means that female students generally experience burnout with the condition that students who do not talk to friends who are in the class, choose not go to college when they feel bored, pressured by lecturers while attending the lecture process, friends are not invited to discuss lecture material , not given the opportunity to submit opinions during discussions, feel regulated by people around them, not appreciated by friends on campus, hard work is not respected by lecturers, does not care about problems that occur in the lecture process and experiences conflicts with friends because of stress in lecture. Diana Septi (2010) explains that in the personality of women are vulnerable to burnout. This is because women are identical with idealistic and enthusiastic attitudes. They are individuals who have something valuable in fulfilling their job aspirations. Jacobs et al., 2003 (in diana, 2010) found that obsessive, idealistic and dedicated women tended to be more vulnerable to burnout. This condition occurs because they have excessive commitment, and involve themselves deeply in learning activities. Usually they will be disappointed when the rewards of the business are not balanced. They will feel like a failure and have an impact on decreasing the assessment of competence. On the other hand, perfectionist women who are always trying to do the job perfectly will easyfrustrate if the perfectly is not achieved. Therefore, they are vulnerable to burnout. The aspects are based on Maslach and Leiter opinions (1997) which explains that the causes of

burnout include: overloaded work; less of control; inadequate reward system; disruption of the community system at work; loss of justice; and conflict of values.

From this explanation it can be concluded that the students need development of communication skills, self-understanding, decision-making skills and conflict resolution. Therefore, guiding and counseling services are needed to help individuals control themselves so they are able to teach well and smoothly.

### **The Differences Burnout conditions among male and female students**

The results showed that there are significant differences burnout conditions among male and female students. This is related to the characteristics that should be possessed by a student including: passionate, creative, innovative, disciplined, and have high aspirations (Finny, 2014) support that it can be realized through the lecture process and activities outside the lecture. These demands can be a trigger for students to work at high intensity which can cause students to experience burnout conditions if reality does not match what is expected. The results of the study also showed that male student's burnout conditions were higher than female students. It is clear that burnout conditions can be influenced by demographic factors (sex), it means that there are differences in male and female burnout conditions. Furthermore, this burnout condition can occur due to various things and more students tend to experience burnout because of the achievement of their role as Agent of change and social control. Budi (2012) explained that students as change agents and students as controllers of social life. For this reason, it's need to be done by lecturers / counselors in preventing and overcoming burnout conditions, especially among students, it to recognize the characteristics and abilities of students in terms of gender in order to achieve the concept of ideal students who have a moral force.

### **IMPLEMENTATION IN GUIDING AND COUNSELING**

This research is recommended to lecturers/counselors to pay more attention to improve burnout conditions for students, including exhaustion (cynicism), cynicism (cynicism), ineffectiveness (ineffectiveness) in the learning process by collaborating learning models in creating effective learning environments and so that the lectures are not rigid, it can improve student learning skills which have an impact on reducing burnout conditions for students, especially male students. In addition, burnout conditions for students can be overcome by Guidance and counseling services namely Individual counseling to improve self-concept and social support to prevent burnout.

### **CONCLUSION**

Based on research conducted at the Guiding and Counseling Department regarding the differences burnout conditions among male and female students, it can be concluded as follows: 1) Burnout conditions of guiding and counseling students are generally in the medium category. 2) the burnout conditions of male students are in the medium category. 3) The burnout conditions of female students are in the medium category. 3) There is a significant differences burnout conditions among male and female students, where male student's burnout conditions are higher than female, with 40.0% male students and 38.2% female students.

### **SUGGESTION**

In this case it is expected that Counselors can play an active role in preventing and overcoming student burnout conditions. Counselors can arrange and develop programs and provide services to deal with student burnout appropriately according to the characteristics of each student. Some students, whose burnout conditions are in the very high, high, and medium categories, should be of particular concern to counselors in realizing the guiding and counseling learning methods and service programs related to student burnout conditions.

Burnout conditions can occur to students who are less able to control themselves. Therefore, students who have experienced burnout must be able to do self-control to prevent the occurrence of higher stress levels by doing the best work possible and not demanding the perfection of the results to be achieved. Students who are susceptible to burnout need to improve socialization of people around both friends at boarding houses, friends on campus and lecturers to increase their willingness and skill in making decisions.

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