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Social support and thesis-related academic burnout among students based on maslach's theory: A systematic review

Kezia Catherine Siswoko*, Ayik Mirayanti Mandagi

Fakultas Ilmu Kesehatan, Kedokteran dan Ilmu Alam, Universitas Airlangga

Corresponding Author: *E-mail: kezia.catherine.siswoko-2022@fikkia.unair.ac.id

Abstract

Background: Thesis often causes anxiety and affects mental health for final year students. It is common for students preparing a thesis to experience various psychological disorders, including stress, panic, fear, depression, and frustration due to academic burnout. Social support can affect a person's level of academic burnout and their desire to complete academic tasks, such as a thesis.

Purpose: To analyse the findings from prior researches regarding the role of social support and academic burnout in final year students and determine the most dominant burnout dimension as stated in Maslach's burnout theory.

Method: By identifying, screening, and selecting eligible studies from databases including Scopus and Google Scholar, the study adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol.

Result: The result revealed the role and relationship between social support and academic burnout in students completing their thesis and indicated Maslach's three burnout dimensions (exhaustion, cynicism, and inefficacy).

Conclusion: Among students who are in the process of completing their thesis, a significant negative association was identified between academic burnout and social support, with the exhaustion dimension as the dimension most often experienced by students.

Keywords: Burnout; Maslach Dimension; Social Support; Thesis; Undergraduate Students.

INTRODUCTION

Final-year students are individuals in higher education who have reached their final semester, where they are working on their final project or thesis (Pebriani, Ferry, & Qadariah, 2024). Referring to Ministry of Education and Culture Regulation No. 49 of 2014 and Regulation No. 3 of 2020, a thesis is mandatory for undergraduate students as a final project and part of their educational journey. In most cases, students are required to finish their thesis successfully and graduate within a period of eight semesters. However, when writing their thesis, students often face various obstacles, both internal and external (Ariani & Indrawati, 2025). These

obstacles can include decreased motivation, fear of failure, time constraints, and technical barriers such as difficulty obtaining data or meeting with their thesis advisor. The high academic pressure they experience can trigger procrastination, which ultimately harms students' mental health, including burnout (Samuel & Novita, 2025). The fatigue felt as a result of burnout can trigger avoidance of college assignments, decreased motivation, or a decrease in the number of students who drop out of college (Purnamasari, Fitriana, & Ismah, 2024).

Burnout is a negative individual experience that includes problems, pressure, negative mood,

Social support and thesis-related academic burnout among students based on maslach's theory: A systematic review

dysfunction, and negative consequences (Dahlman, Jonsdottir, & Hansson, 2021). Meanwhile, academic burnout refers to a condition characterized by the emergence of emotional exhaustion, distancing oneself from academic tasks, and negative feelings about one's own achievements (Marchella, Matulesky, & Pratiti, 2023). Negative effects on concentration, psychological well-being, and academic performance can arise when students experience academic burnout (Wahdini, 2025). A study by on 46 students at Muhammadiyah University Gresik who were working on their theses found that a total of 79.1% of academic procrastination was influenced by academic burnout (Farkhah, 2022). Writing thesis process often causes various psychological problems among students, such as stress, depression, anxiety, and frustration (Agustriandri, 2021).

According to Maslach's theory, burnout can include three main dimensions, namely *exhaustion*, *cynicism*, and *inefficacy* (Maslach & Leiter, 2016). When a person faces constant demands or work-related pressure, *Exhaustion* may occur, leading to emotional and physical drain. The second dimension is *cynicism*, or what is commonly referred to as *depersonalization* in the MBI (*Maslach Burnout Inventory*) version. *Cynicism* is an attitude of indifference towards the tasks or roles being performed. Meanwhile, the dimension of *inefficacy* refers to lack of productivity, feelings of incompetence, as well as lack of confidence in completing tasks. The phenomenon of burnout not only makes it difficult for students to complete their theses but also impacts their motivation and academic well-being in the long term.

Lack of social support can be a cause of academic (Fun, Kartikawati, Imelia, & Silvia, 2021). Help given by close individuals through motivation, advice, or direction that enables someone to feel loved and appreciated during difficult life situations is known as social support (Noorrahman, Sairin, & Janati, 2023). Indicate that the parties expected to be sources of social support, especially for final-year students, are parents, friends, and academic advisors (Wardani, Prasetyo, & Gunarsi, 2023). Support that can motivate and build students' self-confidence is needed. An individual's self-confidence and optimism in facing problems often grow from strong social support (Syahrinnisa, Zubair, & Saudi, 2022). Strong social support helps students feel more psychologically stable and motivated to complete their thesis. In addition, social support can give them the confidence that they

are cared for, loved, and appreciated (Hasbi & Alwi, 2022). This study will be more focused in its approach, making greater use of Maslach's theory to analyse the role and connection between academic burnout and social support to identify the dominant dimension of burnout. Although several previous studies have shown a negative relationship between social support and burnout in students, most of them still discuss it in general constructs with limited emphasis on specific burnout dimensions based on Maslach's theory. It is hoped that the outcomes of this study will deliver a more detailed perspective on the types of social support suited to overcoming particular burnout components in students completing their final projects (Wakhyudin & Putri, 2020).

RESEARCH METHOD

This study used a Systematic Literature Review (SLR) method, which was conducted using systematic and organized procedures to collect and analyze data from relevant studies. The article search was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, which involved identifying, screening, and selecting articles from databases such as Google Scholar and Scopus. Inclusion criteria consisted of journal publications or articles from the last five years with keywords relevant to the title. Articles were searched for using keywords in the database with the following search format: ("academic burnout" OR "student burnout" OR "learning burnout") AND ("social support" OR "peer support" OR "family support" OR "institutional support") AND ("undergraduate students" OR "college students" OR "university students") AND ("thesis writing" OR "final project" OR "academic stress"). Studies with topics or titles not relevant to academic burnout or social support among students, articles that did not address burnout in an academic or educational context, publications without full-text access, and articles that could not be retrieved or accessed after screening were excluded.

At this stage, there were 3.053 articles. After the initial screening process to remove duplicates and filter based on the 2020-2025 range, 2.412 articles remained for further screening. Of the 500 articles, 493 were excluded for reasons such as inappropriate topic or title (250 articles), inaccessible content (120 articles), and no full text available (123 articles). Finally, 7 articles were selected for further analysis in this literature review.

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Fakultas Ilmu Kesehatan, Kedokteran dan Ilmu Alam, Universitas Airlangga
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RESEARCH RESULTS

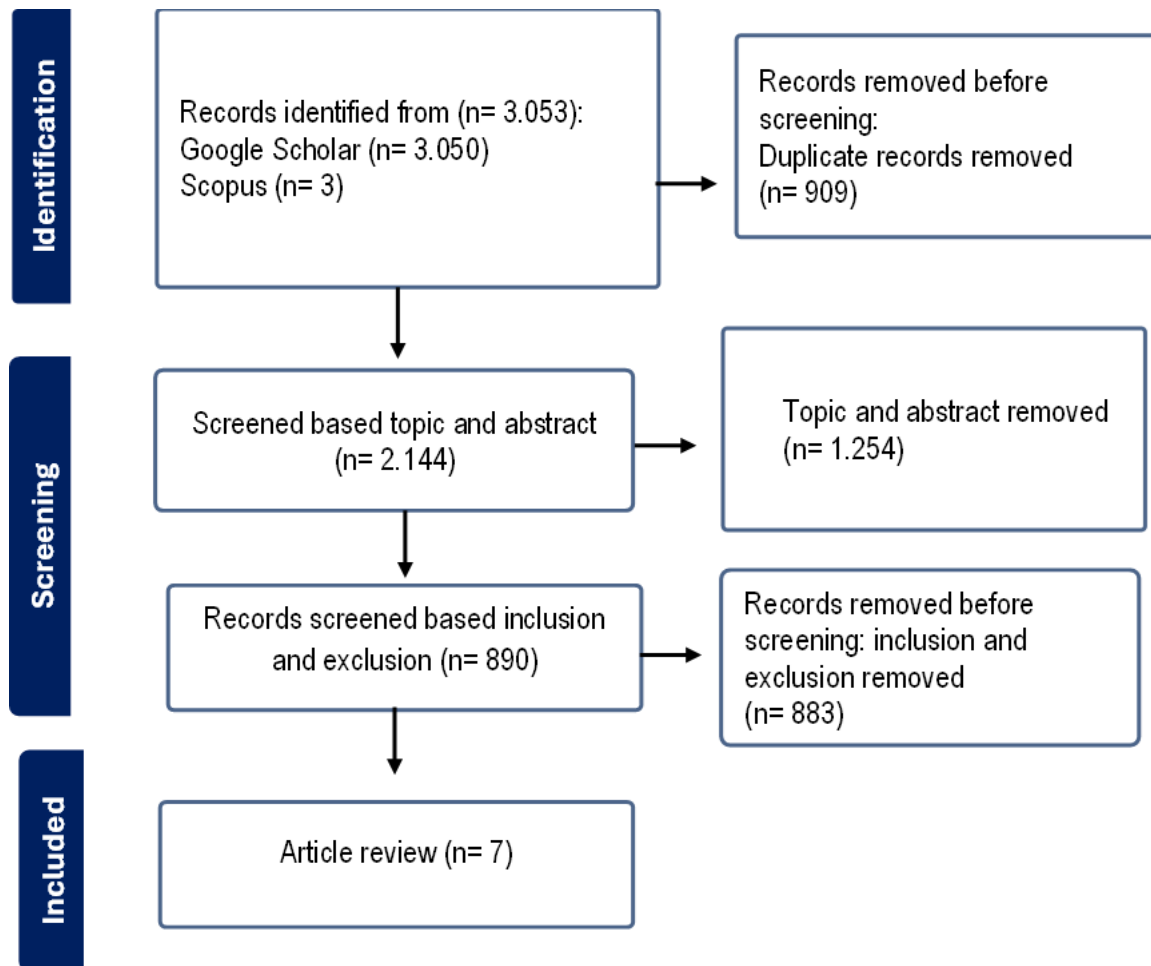


Figure. Diagram Prisma Flow

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Table 1. Article Data Mapping

(Author, Year) (Country)	Purpose	Method	Results
(Oktaviani & Rozi, 2024) (Indonesia)	To examine the influence of social support and academic resilience on academic burnout among students	Quantitative method with non-probability sampling	Results reveal that burnout is not significantly affected by social support, but academic resilience demonstrates a significant impact. Collectively, both variables account for 2.35% of burnout variance, indicated by an F score of 4.89 and a significance value of 0.008 ($p < 0.05$).
(Basari & Widyana, 2024) (Indonesia)	To determine the relationship between family social support and academic burnout in students working on their thesis	Quantitative Approach	Through the product-moment correlation test, with a correlation coefficient (r_{xy}) of -0.276 and a significance of 0.001 ($p < 0.050$), the results indicate that family social support is negatively correlated with academic burnout. Higher family social support was associated with lower levels of academic burnout in students preparing their thesis. In conclusion, the more support students received from their families, the lower their academic burnout, and vice versa.
(Fatikasari et al., 2024) (Indonesia)	To analyze the effect of social support on academic burnout among students	Quantitative	An R^2 value of 0.872 shows that social support significantly influences academic burnout, as confirmed by the results of the analysis. This shows that this variable influences the behaviour of experiencing academic fatigue.
(Chairul et al., 2024) (Indonesia)	To examine the relationship between parental social support and academic burnout in students	Quantitative approach with purposive	Based on the correlation test, with $r = -0.447$ and $p = 0.000$, the results demonstrate that students tend to report lower burnout when greater social support is provided by their parents. The results show

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		sampling technique	that parental support protects children from the adverse effects of academic pressure.
(Qur'ani & Syah, 2024) (Indonesia)	To analyze the effect of social support on academic burnout in final-year students	Quantitative research using purposive sampling	Based on the research results, the significance values (sig) obtained were 0.001, 0.000, and 0.000. Therefore, the hypothesis previously formulated about the influence of social support on academic burnout in final-year students was supported by the findings.
(Yosalia & Soetjningsih, 2023) (Indonesia)	To determine the relationship between social support and academic burnout among students completing final assignments	Quantitative approach with a correlational design.	Research on students found during the completion of final assignments, academic burnout showed a significant negative correlation with social support ($r = -0.742$; $p = 0.000 < 0.05$). In other words, lower academic <i>burnout</i> is associated with increased social support, while the absence of adequate support contributes to a greater risk of <i>burnout</i> .
(Putri et al., 2020) (Indonesia)	To examine the effect of social support on burnout dimensions (depersonalization and personal achievement)	Cross-sectional study	Social support can influence depersonalization ($p: 0.01$) and self-achievement ($p: 0.00$). Lower depersonalization tends to occur when social support is higher. Social support can also influence personal achievement (with a p -value of 0.01). Students' levels of self-achievement increase in line with the level of social support they receive (B value: 4.04).

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DISCUSSION

Psychologically, burnout is a negative experience that affects a person's feelings, attitudes, and motivation. This condition often causes problems, discomfort, or adverse consequences for individuals. Burnout has three main dimensions, consisting of exhaustion, cynicism toward work or depersonalization, and inefficacy or lack of personal achievement (Maslach & Leiter, 2016). Based on this definition, prolonged academic pressure may lead students to experience emotional and mental exhaustion, a condition known as academic burnout, where the constant demands of study are no longer in line with personal capacity, values, or individual motivation. This condition not only makes a person feel physically and emotionally exhausted but can also erode self-confidence, enthusiasm for learning, and the meaning of the academic process itself. Students experiencing academic burnout may also exhibit symptoms from the three dimensions described by Maslach's theory, namely exhaustion, depersonalization, and reduced self-achievement. Therefore, it is important to identify which dimension is most prominent so that the intervention approach provided can be more effective and appropriate for the problem at hand.

Exhaustion is the core of burnout syndrome and the most discussed and reported aspect of burnout in the research literature (Maslach & Leiter, 2016). The *exhaustion* indicator was the most dominant domain experienced by the majority (76.4%, n=42) of final year students, with an average score of 12.55 (SD = 3.31) (Yosalia & Soetjningsih, 2023). Students also experienced *cynicism* in working on their theses when experiencing academic burnout, characterized by a loss of interest in working on their theses. A strong negative correlation was revealed in this research ($r = -0.742$; $p < 0.05$) among social support and academic exhaustion. Questionnaire data from the study " also revealed that students who felt strong social support from those closest to them had a lower tendency to experience *academic burnout*, as evidenced by the absence of feelings of loss of interest or cynicism towards completing their thesis. Academic fatigue levels are most strongly influenced by the exhaustion dimension, as indicated by the mean analysis findings.

Meanwhile, implicitly shows that emotional exhaustion is the most dominant symptom. This is evident from the description of physical and mental fatigue, sleep disturbances, and intense pressure experienced by students while working on their theses. However, the results in the study conclude that academic resilience is more closely related to burnout than social support. Most students (59.0%) were categorized as experiencing moderate burnout, indicating significant academic pressure (Oktaviani & Rozi, 2024). The study's findings indicate that fatigue levels were not shown to have a significant relationship with social support, as the form and availability of such support depend heavily on the students' own initiative. Conversely, academic resilience shows a positive contribution to reducing fatigue.

In UMBY students who are writing their theses, the relationship between family support and academic exhaustion is most strongly reflected in the exhaustion dimension (Basari & Widyana, 2024). Using the MBI-SS (*Maslach Burnout Inventory-Student Survey*) for data collection, the study found that students with greater family support tended to experience lower academic burnout. Conversely, when students felt minimal family support, the tendency to experience academic burnout increased ($r_{xy} = -0.276$, $p < 0.050$). In addition, the researchers also conducted interviews with UMBY students, which showed that in terms of *emotional exhaustion*, 11 students reported feeling tired and depressed during the thesis writing process, with 9 of them experiencing sleep disorders, and the majority still felt tired even after resting. In addition, all respondents also reported physical symptoms such as dizziness, nausea, and muscle tension. In the cynicism dimension, 7 students showed changes in attitude during the thesis writing process, with 4 of them often avoiding guidance and 10 others delaying revisions. Meanwhile, in the academic inefficacy dimension, 9 students felt unsure of their ability to complete their thesis, and 8 students felt dissatisfied with the results of their work.

A negative effect of social support, particularly from parents, on the cynicism dimension of burnout (Cooper & Quick, 2017). Cynicism is one dimension

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of interpersonal burnout, which describes negative, indifferent, or overly detached responses to aspects of work (Maslach, Schaufeli, & Leiter, 2021). The analysis demonstrates that higher parental social support corresponds to lower levels of cynicism ($r = -0.380$, $p < 0.000$). In other words, the more support students receive from their parents, the lower their cynicism levels in completing their final assignments. A decrease in cynicism levels may occur when parental support strengthens an individual's sense of security and confidence. Inefficacy, often referred to as reduced personal accomplishment in the MBI (*Maslach Burnout Inventory*), is the feeling that an individual is unable or ineffective in performing their role or tasks. The correlation between self-motivation, social support, and burnout syndrome experienced by final-year students (Putri, Maurida, Novitasari, Rosalina, & Afandi, 2020). Through the 3 dimensions introduced by Maslach and Jackson, the study examined burnout syndrome. The results showed that each dimension of burnout was influenced by different factors. Specifically, with a significance value of $p = 0.00$, emotional exhaustion was found to be significantly linked to self-motivation, meaning that greater student motivation is associated with lower emotional exhaustion.

Furthermore, analysis revealed that social support significantly influences both *depersonalization* and *reduced personal accomplishment*. The effect is more pronounced in strengthening students' personal accomplishment ($B = 4.04$; $p = 0.00$) than in minimizing cynical attitudes toward academic work ($B = -2.99$; $p = 0.01$). It indicates that greater social support is associated with increased confidence in completing final assignments. Decreased academic self-confidence (*professional efficacy*) was the dimension most strongly affected by social support, as indicated by an F score of 59.571 (Sig. = 0.000, $p < 0.05$) (Qur'ani & Syah, 2024). While the strongest effect appeared in cynicism after the primary dimension, the exhaustion dimension showed the weakest impact. Furthermore, the research verifies a significant association between social support and academic burnout among students in their final year.

Meanwhile, the research's result used the MBI-SS instrument, which focuses on measuring

emotional exhaustion, cynical attitudes, and decreased self-achievement as the three key aspects of academic burnout. However, this article does not describe in detail which dimension is most dominant among students. The focus of this research lies on the association between social support and academic burnout, with results demonstrating a substantial impact of 87.2% (Fatikasari, Imawati, & Umaroh, 2025). The results show that the most dominant dimension of burnout in Maslach's theory is the dimension of exhaustion. Exhaustion is the most prominent aspect and is commonly associated with burnout, which is often the main indicator referred to by individuals when describing burnout conditions, as well as being the most widely reported and most deeply studied dimension compared to the other two aspects (Maslach et al., 2021).

A negative association between social support and academic burnout in students preparing their theses was identified in six of the seven studies. In other words, as students obtain more social support, their chances of encountering academic burnout decrease. The presence of social support may minimize or eliminate academic burnout through the enhancement of internal perceptions, such as meeting one's need for life satisfaction (Ye, Huang, & Liu, 2021). In addition of these findings, another theory, such as the Stress-Buffering Model, can be the basis for the strong negative relationship between social support and burnout (Cohen & McKay, 2020). As described in this model, the effects of stress can be mitigated because social support acts as a protective buffer. Students may experience emotional exhaustion and stress due to high academic pressure when writing their thesis. Students can cope with pressure by obtaining social support, such as from parents, peers, and teachers. The support provided can be emotional, such as psychological support, empathy, or instrumental, such as guidance and direction.

Most of the results of a systematic review of this literature are relevant to several researchers. Social support has a positive impact, where strong support can help students reduce anxiety and complete their thesis on time. During the thesis writing period, a sense of security, stronger motivation, and better mental health can be developed through social

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Fakultas Ilmu Kesehatan, Kedokteran dan Ilmu Alam, Universitas Airlangga
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support provided by friends, family, and supervisors (Chusnah & Fahmawati, 2024). A negative correlation between social support and academic burnout was also reported particularly in the context of students' academic responsibilities and obligations (Redityani & Susilawati, 2021).

CONCLUSION

A decrease in academic burnout is often observed when final-year students receive greater social support from their environment, highlighting the important role of such support. Of the three dimensions of burnout analyzed using Maslach's theory (*exhaustion*, *cynicism*, and *inefficacy*), the dimension of *exhaustion* was found to be the most prominent. The majority of studies show that students experience complaints such as mental fatigue, sleep disturbances, and depleted energy when working on their thesis. However, social support also has a strong impact on reducing cynical attitudes and increasing academic efficacy, which shows that an intervention approach through social support is very effective in addressing all three aspects of burnout. Emotional support, such as empathy, attention from those around them, or moral encouragement, can increase students' mental resilience when under academic pressure. The role of social support is not only emotional, but also instrumental and informative. Assistance is one way in which instrumental support can be offered, such as help from a supervisor or friends in understanding the material, as well as informative support.

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Fakultas Ilmu Kesehatan, Kedokteran dan Ilmu Alam, Universitas Airlangga
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Fakultas Ilmu Kesehatan, Kedokteran dan Ilmu Alam, Universitas Airlangga
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