LECTURER SUPPORT AND ACADEMIC BURNOUT: BASIC PSYCHOLOGICAL NEED SATISFACTION AS A MEDIATOR

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Abstract
The first year of college education is the most stressful year for students, because of the many stressors they must face. If this stress condition occurs repeatedly and cannot be overcome, then students will experience academic fatigue or what will later be termed academic burnout. This research will test whether basic psychological needs satisfaction acts as a mediator in the relationship between lecturer support and academic burnout. 315 first year students were used as respondents in this study with an age range of 18-22 years (mean age = 19.3 years). The measuring instruments used are the School Burnout Inventory, Basic Need Satisfaction in General Scale, Teacher Support Questionnaire. The three measuring instruments have been tested for validity and reliability, with good and reliable categories. The collected data was analysed using Structural Equation Modelling. The results of this research show that basic psychological needs satisfaction can mediate the relationship between lecturer support and academic burnout, so it is recommended that higher education institutions pay attention to lecturer support in the form of autonomy, structure and involvement to meet the basic psychological needs of students, especially first year students. Where basic psychological needs in students are needed to reduce the occurrence of academic burnout in first year students.
Keywords: Academic Burnout, Basic Psychological Need Satisfaction, Lecturer Support

INTRODUCTION

Students are individuals who are officially registered to participate in learning at universities. Students are expected to become highly intellectual scholars. When becoming a student, individuals experience various changes. The changes experienced by students are the many academic and non-academic demands compared to the previous level of education. The first and second years of the lecture period are difficult, important and crucial times for students. First-year students are those who have participated in higher education for less than three semesters or students who are attending higher education for approximately 15 months (Wijaya & Pratitis, 2012).

The first year of education in higher education is the most stressful year for students because of the many difficulties and obstacles they must face (Clinciu, 2013). Research conducted by Lee, Ang, & Dipolog-Ubanan (2019) also shows that the first year of college is a difficult time for new students. This happens because from the first year of college, students are already faced with various cognitive demands, rules of behavior that are very different from their previous level of education (Soledad, Carolina, Adelina, & Fernanda, 2012). This is in line with the results of research conducted by Rufaida & Kustanti (2017) stating that first-year students generally face various changes and differences in various aspects of their lives ranging from lifestyle, social interaction, and responsibility. It can be said that the problems faced by first-year students can be divided into two, namely academic and non-academic. Academic problems generally include study planning problems, changes in learning methods and the obligation to recognize the rules. The problems related to non-academic include having to adjust to the campus environment, friendship problems, problems in self-development and other personal problems (Adiwaty & Fitriyah, 2015).

Research by Conley, Traversm & Bryant (2013) found that the changes experienced by first-year students make them more susceptible to experiencing high levels of stress and potentially having mental health problems. In addition, when a person starts to become a student, there will be less support from his family and environment in overcoming problems. Therefore, a student is

required to be able to overcome his own problems. This condition adds pressure and causes stress in students (Cole, et al. 2004).

Several studies that have been conducted on first-year students show that most students who are undergoing their first year of study experience long-term stress with moderate to high degrees (Rahmayani, 2019). The impact that often occurs because of stress experienced by first-year students is a lack of energy from the body, decreased appetite, sleep pattern disturbances, and health problems such as headaches and stomach pains (Agustus, 2018). If this stress condition occurs repeatedly and cannot be overcome by students, then this psychological term is called burnout syndrome.

Burnout syndrome is a syndrome of emotional fatigue and cynicism that often occurs in individuals when doing a job (Maslach & Jackson, 1981). The term burnout was first introduced by Freudenberger (1974; Maslach 1982) which describes fatigue syndrome is specifically observed in the occupational setting, namely in the human service profession. In their development, Salmela-Aro, Kiuru, & Nurmi (2008) and Salmela-Aro, Kiuru, Pietikïnen, & Jokela (2008) found that the phenomenon of burnout is also found in school or educational settings. A person who undergoes education must be bound by activities that are structured and mandatory in nature (e.g. attending classes and completing assignments), and generally face certain demands (Karimi, 2019). In the research of Rahman, Simon, & Multisari (2020) and Shankland et al. (2019) found the phenomenon of burnout in college settings. Burnout in an educational setting is often termed academic burnout or henceforth will be termed academic burnout. Schaufeli, et al. (2002) introduced the term academic burnout, this term refers to the feeling of fatigue caused by the demands of study which has an impact on the cynical attitude of students towards lecture assignments and feelings of incompetence as a student. Schaufeli, et al. (2009) stated that there are three dimensions of academic burnout, namely: 1) Exhaustion or feeling tired in doing academic tasks. Furthermore, Leiter & Maslach (2016) stated this exhaustion indicates the presence of excessive negative emotions in the face of tasks or other people. 2) Cynisim is characterized by individual indifference or an attitude of distance from the academic activities being undertaken as well as an indifference given to tasks that have been given before. 3) Reduce of Professional Efficacy, Leiter & Maslach (2016) characterizes this dimension when the individual feels helpless and feels that all the tasks given are very heavy. This will make individuals feel ineffective so they will tend to develop a sense of inadequacy in the individual himself

Symptoms of academic burnout that often appear in students are the appearance of fatigue syndrome specifically in students, followed by apathy and a decrease in students' confidence that they can do their academic tasks. Although often unnoticed, this symptom can be classified as academic burnout. The phenomenon of academic burnout in first-year students has also been confirmed by several previous studies conducted in various faculties and universities in Indonesia. Previous research illustrates that most first-year students experience academic burnout in the moderate to high category (Alimah, Swati & Ekowati, 2016; Sari, Antari & Sanjiwani, 2021). Even in recent years, research shows that academic burnout is increasing among students (Moneta, 2011).

The occurrence of academic burnout can affect the functioning of students in carrying out their education and the success of their education. Academic burnout can have several psychological and physical impacts if not addressed immediately. The impact on the affective area can be in the form of feelings of depression, sadness and depression, the impact on the cognitive area can be in the form of hopeless thoughts, thoughts that they lack energy and thoughts that they are helpless. The impact on the physical area can be in the form of behavior of withdrawing from work/lectures, absenteeism and decreased performance in doing something. And in motivation, individuals who experience burnout will usually lose interest, enthusiasm and passion, leading to dissatisfaction and withdrawal from the activities they are doing (Schufeli & Buunk, 2003). The results of the study by Duru, Duru, & Balkis (2014) showed that burnout had a negative relationship with academic achievement. It can be said that the higher a person's burnout, the lower the achievement he has achieved. Bask & Salmela-Aro (2013) also found that burnout is positively

related to the tendency to drop out in school, meaning that the higher a person's burnout rate, the higher the likelihood of him dropping out of school. The findings from various previous studies further emphasize the importance of exploring the factors that affect academic fugitives.

Factors that can affect individual burnout are situational factors and factors in individuals (Maslach, et al., 2016). Several studies show that self-determination theory or better known as self-determination theory (SDT) is one of the theories that can be used to explain academic burnout in the realm of education (Eklund & Cresswell, 2007). In its development, SDT has the view that individuals have the possibility to continue to develop if their basic psychological needs are met (Ryan & Deci, 2017a). According to Ryan & Deci, basic psychological needs are universal needs that exist in every individual, across age, gender and culture. Therefore, it can be said that everyone has a need to feel competent in performing a task (need of competence), have a need to have freedom of choice (need of autonomy) and have a need to connect with the surrounding environment (need of relatedness) (Ryan & Deci, 2017a).

In various studies, it has been found that the fulfillment of these three basic psychological needs can increase intrinsic motivation in a person and improve their functioning in various areas of life, including in education (Ryan & Deci, 2017a). Meeting basic psychological needs or increasing intrinsic motivation is reported to reduce academic burnout among students (Van de Broeck et al, 2008)

Social context is believed to have a role in meeting all three basic psychological needs (Ryan & Deci, 2017a). This research will focus on the context of the educational environment, in this case lecturers in overcoming student academic burnout. This is because lecturers have an important role in building and developing a strong character in students (Azhari & Alaren, 2017).

Based on the SDT theory, there are three forms of support that can be shown by educators, in this case, lecturers, which can affect the instrical motivation of students which can ultimately affect whether academic burnout occurs. The three dimensions of educator support are: autonomy support, structure and involvement (Howard et al., 2021). The following is an explanation of the three forms of support: 1) support for student autonomy (autonomy support), in the form of opportunities given by lecturers to students to decide, for example by providing opportunities to students to choose reference sources from the material being studied, provide opportunities for students to develop their ideas in the given assignment project, choose learning media that students are interested in. 2) Support in the form of involvement or attention and concern. Involvement allows students to feel connected in relation and emotionally supported when they face various challenges in their lives. 3) Support in the form of structure. By providing a structure, it means that students are given clear and consistent guidelines regarding the expectations and rules of lecturers towards students.

Deci and Ryan stated that if the environment provides three forms of support in the form of autonomy support, structure and involvement, it will meet the needs of competence, autonomy and relatedness in a person (Ryan & Deci, 2000). This is because, with the experience he gains from the environment, an individual will judge whether his basic psychological needs are met or not (Ryan & Deci, 2017b). From these experiences, a person will cumulatively build a view of themselves. This view or assumption of the self is not a perception of the self that immediately disappears, but a lasting belief that forms a real reality in a person and guides a person's actions (Ryan & Deci, 2017). When an individual lives his basic psychological needs are met, it is characterized by a feeling that he is competent in achieving the goals he has set (sense of competence), has the freedom to manage his actions (sense of autonomy), and has a feeling that he is part of the surrounding environment (sense of relatedness).

Some previous studies that refer to SDT theory place the support of autonomy, structure, and involvement as separate dimensions. This study places the three dimensions of autonomy, structure, and involvement of lecturers as a construct, namely the lecturer support construct. This is based on the concept put forward by Ryan and Deci which states that together, both the support of autonomy, structure, and involvement from educators will supply nutrients to meet basic human psychological

needs and aim for students to be intrinsically motivated to act towards their goals, namely, to achieve their educational goals (Ryan et al, 2016).

According to the concept of SDT, the environment plays an important role in meeting a person's basic psychological needs. Whether or not these three basic psychological needs are satisfied will determine the presence of intrinsic motivation in a person (Ryan & Deci, 2000). Conceptually, when a person's psychological needs are met, that person not only has intrinsic motivation but is more resilient when faced with difficulties and hardships (Ryan et al, 2016). Including in dealing with academic stress which if not resolved causes students to experience academic burnout. According to Alimah (2016), high levels of stress are factors that cause students to experience academic burnout. Therefore, it can be concluded that lecturer support as an environmental factor plays a role in meeting a person's basic psychological needs, and the fulfillment of basic psychological needs can reduce the likelihood that a person will experience academic burnout. Based on the literature review above, it can be formulated that basic psychological needs are mediator variables that explain how environmental factors can affect academic burnout. The relationship between these three variables can be seen in Figure 1.
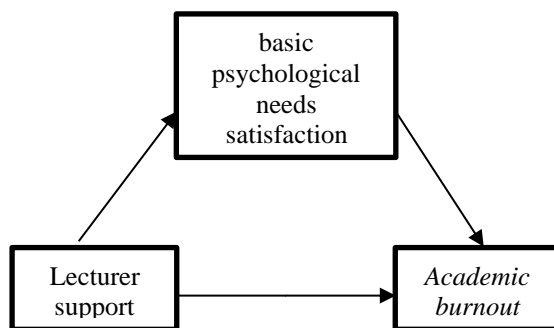

Figure 1.
The Relationship between Lecturer Support, Basic Psychological Needs Satisfaction and *Academic Burnout*

METHOD

The purpose of this study was to test whether basic psychological needs satisfaction plays a mediator role in the relationship between lecturer support and academic burnout.

The approach used in this study is a quantitative approach. Data collection was carried out online using survey techniques, using google forms. The data collection process was carried out for a period of three weeks. The data collected was 315 students. The sampling technique used is the sampling quota. Participants in the study are active students at private universities in the city of Bandung. All participants in this study have expressed their agreement through an informed consent sheet.

The measuring tool used in this study is in the form of a self-reported inventory. There are three measuring tools used to measure variables in this study:

1) School Burnout Inventory

The Academic Burnout variable in this study was measured using the School Burnout Inventory (SBI) scale developed by Salmela-Aro & Naatanen (2005) and has been adapted in Indonesian Language by the previous researcher, Diniy Hidayatur Rahman (2020). This measuring tool aims to measure the tendency of academic burnout among students. In SBI, the academic burnot is measured through three dimensions, namely: exhaustion which refers to emotional fatigue due to the demands of the study, cynicism where in this dimension refers to a cynical attitude towards the meaning of the study, and finally there is reduced academic efficacy where this refers to the feeling of inadequacy at school. In the SBI, there are 9 items of statements, with details of 5 items in the exhaustion dimension, 2 items in the cynicism dimension, and 2 items in the reduced academic efficacy dimension. The validity test of this measuring tool uses the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO-MSA), which shows a KMO-MSA value of 0.868, which

means that the measuring tool is declared valid. All these measuring instrument items have a loading factor of > 0.50 so that it can be stated that nine measuring instrument items are declared valid. The reliability test using alpha Cronbach showed an alpha cronbach value of 0.831, so it can be said that this measuring tool is a reliable measuring tool.

2) Basic Need Satisfaction in General Scale

Basic Need Satisfaction in General Scale (BNSG-S) is compiled based on the theoretical construct from Ryan and Deci, 2017. This measuring tool is used to assess the extent to which students perceive themselves to have sense of autonomy, sense of relatednessand sense of competenc. This measurement consists of 3 dimensions consisting of 17 indicators. The original questionnaire was translated into Indonesian by the first author and has been checked by linguists. Internal consistency, measured through Alpha Cronbach with a result of 0.77 which can be categorized in Respectable (DeVellis, 1991). This means that this measuring tool has good reliability and is reliable

3) Teacher Support Questionnaire

The Teacher Support Questionnaire (TSQ) is compiled based on the theory of Skinner & Belmont (2012). Through this measuring tool, students are asked to assess their experience regarding 3 forms of lecturer support. The 3 forms of lecturer support are: (1) involvement, which is measured through 16 items regarding the extent to which students appreciate their lecturers, pay attention and spend time with their students; (2) structure, which is measured through 29 items regarding the extent to which students live their lecturers consistently in applying the rules, provides meaningful assistance

for academics); (3) autonomy support, which is measured through 29 items regarding the extent to which students appreciate their lecturers, providing flexibility for students to regulate their actions. The original questionnaire was translated into Indonesian by the first author and has been checked by linguists. Internal consistency, measured through alpha cronbach with a result of 0.78 for autonomy support, 0.78 to involvement, 0.79 to structure, which means that these three forms of lecturer support can be categorized as Respectable (DeVellis, 1991). This means that this measuring tool has good reliability and is reliable.

To achieve the objectives of this study, the collected data will be analyzed using the Structural Equation Modelling.

RESULTS AND DISCUSSION
Result

This research was conducted on 315 first-year students at one of the universities in the city of Bandung. The respondents consisted of 148 students and 167 female students. The age of the respondents in this study ranged from 18-22 years old (*mean* age = 19.3 years). The following will be presented the results of data processing of this research.

Table 1.
Correlation Coefficient Matrix

	Variable	1	2	3
1	Lecturer Support	-		
2	Basic Psychological Needs Satisfaction	0,46**	-	
3	*Academic Burnout*	0,37**	-0,27*	-

**p<0,01; p,0.05

Data in Table 1. showed that all relationships between all research variables were significant with a p < 0.01.

Table 2.
Final Model Fit

Fitness index Model	X2	Df	X2/df	GFI	AGFI	YOUTH	CFI	NFI	RMSEA
Final Model	16,71	3	5,56	0,91	0,93	0,97	0,96	0,95	0,05

Data in Table 2. It shows that the proposed model has a relatively good fit.

Table 3.
Path Structural Model

Path	ß	L
Academic Burnout Lecturer Support →	-0.32	0.43
Basic Psychological Needs Satisfaction → of Academic Burnout	-0.37	0.001
Lecturer Support → for Basic Psychological Needs Satisfaction	0.12	0,03

Data in Table 3. Showing all pathway coefficients to *academic burnout* is significant.

Table 4.
Bootstrap Results for Indirect Pathway of Lecturer Support and Academic Burnout through Mediation of Basic Psychological Needs Satisfaction

Jalur	Data	Boot	Bias	Standard Error	Min	Max
Lecturer Support → for Basic Psychological Needs Satisfaction→ Academic Burnout	0.1656	0.1656	0.0001	0.289	0.1167	0.2265

Table 4. Showing bootstrap results in relation to the indirect path of lecturer support for *academic burnout* with mediation to meet basic psychological needs. Where the indirect path of lecturer support is significantly related to *academic burnout* with the mediation of basic psychological need satisfaction. Therefore, the basic psychological needs satisfaction plays a mediating role in the relationship between lecturer support and *academic burnout.*

Discussion

In this study, the relationship between lecturer support and academic burnout is investigated through the basic psychological needs satisfaction. The conformance index value shows a relatively good fit, as well as the proposed model with data. The results showed that there was a positive and significant relationship between teacher support and the basic psychological needs satisfaction, and there was a significant negative relationship between the basic psychological needs satisfaction and academic burnout.

Furthermore, the statistical significance of the indirect influence of the basic psychological needs satisfaction in the relationship between teacher support and academic burnout is supported by the partial mediating effect of the basic psychological needs satisfaction .

Based on the findings of this study, lecturer support has a negative and significant prediction of academic burnout. Therefore, students who perceive their lecturers to provide high support to them, have low academic burnout . These findings are consistent with the results of research from Frymier 1993; Karimi et al 2019, which found that teacher support has a significant contribution to reducing the rate of academic burnout from students. According to SDT, there are three forms of support provided by lecturers, namely support in the form of autonomy, structure and care. These three forms of support help create a safe and conducive learning environment, with a warm and sincere atmosphere of acceptance, and accompanied by clear, consistent rules and at the same time emphasizing the growth of student autonomy. In this kind of learning environment and atmosphere, lecturers can provide students with a sense of security that helps them explore their learning

activities, as well as can increase opportunities for comfortable social interaction between students and lecturers (Bakker, 2006). Along with the comfort of the academic atmosphere that is awakened, it can also relieve the negative emotions possessed by new students, they are no longer focused on the difficulties they face, thereby reducing stress and in turn causing the level of academic burnout in new students to decrease (Karimi et.al., 2019). The decrease in the level of academic burnout occurs because they feel accepted, given direction and trust by their lecturers (Fallah, 2014).

Interestingly, the findings of this study, lecturer support can also contribute indirectly to academic burnout, namely through the role of meeting basic psychological needs. In other words, the role of lecturer support in reducing academic burnout in first-year students can be mediated by meeting basic psychological needs. The direct path of lecturer support towards the fulfillment of basic psychological needs has been confirmed by previous research (Frymier, 1993) which noted that lecturer support is positively related to the fulfillment of students' basic psychological needs or students' intrinsic motivation level.

As discussed above, support in the form of autonomy, structure and care can create a comfortable and conducive learning atmosphere (Fallah, 2014). Such a supportive environment can in turn meet the basic psychological needs of students. Therefore, students who perceive their lecturers to provide high support to them, will live themselves to have a sense of autonomy, a sense of competence and a sense of relatedness or have intrinsic motivation (Ryan & Deci, 2000). By having intrinsic motivation and intuition, students are willing to accept challenges and meet their learning demands (Ryan & Deci, 2017).

The significant pathway between basic psychological needs satisfaction and academic burnout is in line with the findings reported by Pisarik (2009); Karimi et. al., 2019, which shows that those who meet their basic psychological needs have a lower likelihood of experiencing academic burnout while running lectures. Rubino et.al (2009) states that individuals who meet their basic psychological needs will be able to control their behavior, individuals who meet their basic psychological needs will not be easily disappointed in their efforts to achieve their goals, and this will reduce the possibility of experiencing academic burnout. Research has also shown that the basic psychological needs satisfaction can have a positive impact on mental health and a negative impact on academic burnout (Ryan & Decii, 2017; Schaufeli & Bakker, 2004).

CONCLUSION

Regarding the theoretical scope and findings of this study, it can be concluded that lecturer support is very necessary to meet the basic psychological needs of students, and the basic psychological needs is the key psychological satiscftion factor that can reduce the risk of students experiencing academic burnout.

The fact that the basic psychological needs satisfaction can mediate the relationship between lecturer support for academic burnout, it is recommended that higher education institutions pay attention to lecturer support in the form of autonomy, structure and care to meet the basic psychological needs of students, especially in the first year. Where the basic psychological needs in students are needed to reduce the occurrence of academic burnout in first-year students.

Every research must have limitations and obstacles. One of the limitations of this study is the implementation of the student sample at the university where this research was carried out, and its generalization to other universities and other levels of education must be done carefully.

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