# The Effect of Academic Burnout and Quality of Life in Adolescents' Career Indecisiveness

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**Abstract**

Career decisions during adolescence are crucial and challenging. Most adolescents experience career indecisiveness, including dilemma, pressure, confusion, and difficulties which causes them to delay or leave their choices to others. Previous studies examined career indecision related to personality factors, social support, and school career programs. Aim of this study to examine the relationship and effect of academic burnout and quality on life towards career indecisiveness in adolescents. This quantitative study involved 575 adolescents in the Greater Jakarta area, which were selected through random sampling techniques. Data were collected by using google form questionnaires through a link. In this stage, the instrument consists of the Student Burnout Inventory, The WHO Quality of Life BREF, and The Career Indecisiveness Scale. Data were analyzed with multiple correlations and regression tests. The results showed that both academic burnout and quality of life have moderate correlations and effect in adolececnts' career indecisiveness at 18.3%. The psycho-emotional dimension was a role in predicting academic burnout and quality of life, meanwhile the lack of information was a major problem for adolescents' career indecisiveness.
**Keywords:** adolescent, academic burnout, quality of life, career indecisiveness

***Abstrak***

*Membuat keputusan karir pada masa remaja merupakan hal krusial sekaligus menantang. Sebagian besar remaja mengalami dilema, tekanan dan kebingungan yang berujung terjadinya kebimbangan karir. Akibatnya remaja memilih untuk menunda dan menyerahkan pilihan karirnya kepada orang lain. Penelitian terdahulu mengaitkan kebimbangan karir dengan faktor kepribadian, dukungan sosial, serta program karir di sekolah. Penelitian ini bertujuan menguji hubungan dan pengaruh kelelahan akademik dan kualitas hidup terhadap kebimbangan karir pada remaja. Penelitian kuantitatif ini melibatkan 575 remaja di wilayah Jabodetabek yang dipilih menggunakan teknik random sampling. Pengumpulan data dilakukan menggunakan kuesioner dalam bentuk google form melalui tautan daring. Kuesioner disusun dari tiga instrumen berikut: Student Burnout Inventory, WHO Quality of Life BREF dan Career Indecisiveness Scale. Analisa data menggunakan korelasi dan regresi berganda. Hasil penelitian menunjukan kelelahan dan kualitas hidup berkorelasi terhadap kebimbangan karir remaja dengan derajat keeratan moderat, serta secara simultan memiliki pengaruh terhadap terjadinya kebimbangan karir sebesar 18.3%. Dimensi psiko-emosi berperan dalam kelelahan akademik dan kualitas hidup, sementara faktor kurang informasi merupakan masalah utama yang menyebabkan terjadinya kebimbangan karir pada remaja.*
***Kata kunci**: kelelahan akademik, kualitas hidup, kebimbangan karir, remaja*

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## INTRODUCTION

The phase when adolescents attend high school is considered as crucial and important periods for career life. During this phase, early career decisions are expected to be established toward future determination. At least two implicit elements were observed in the decisions, that are (1) continuing education to the next level or continuing to the workforce, and (2) maturity in making making career decision (Hastuti & Winkel, 2006). The difficulties while making career decision at adolescents experiences universally and cross-culturally. Gianakos (Creed et al., 2006) also stated at least fifty percent of adolescents worldwide experienced career indecisiveness. The process of making career decisions is complex, stressful and confusing (Lipshits-Braziler et al., 2016). Career decisions are commonly used as benchmarks to predict future expectations and well-being, and also subsequently used to determine social status, job characteristics, personal attitudes and perspectives toward changes (Kazi & Akhlaq, 2017). Based on Rachel Premack at 2018 said "at least a worker would spent 90,000 hour of their life at the workplace" (Win & Thu, 2019). Then how we can imagine if someone felt unsure, hesitant, and trapped into a job or career through their lifetime. This dilemmatic, uncertain and doubtful situation while making a career decision known as career indecisiveness.

Career indecision describe as a situation occur when individuals are undecided about the direction of their career, mostly involving adolescents in highschool or University students (Gyarteng-Mensah et al., 2022). The state of being undecided of career related or the inability in making decisions due to work or education (Boo & Kim, 2020). The difficulty arise while fitting between an individual's interests, skills, values and knowledge with available occupations during the career decision-making process (Gati et al., 2011). Furthermore experts argued that the indecisiveness is divided into two types: situational and chronic. Situational indecisiveness is generally caused by inadequate personal and lack of information about career-related. The situational indecisiveness occur temporary and solvable by providing adequate information in accordance with they needs. Otherwise, chronic indecisiveness is more profound and persistent, triggered by individual factors such as personality characteristics, self-efficacy, and self-esteem, which are more difficult to handle and overcome. Even the provision of adequate information doesn't sufficient in reducing chronic indecisiveness (Guay et al., 2006). Individuals with chronic indecisiveness have more anxiety, less confidence, burdensome, and inability to make career decisions. Indecisiveness is expected to be the reason for many adolescents suffering from burnout, low personal accomplishment, and unsatisfaction with their career choices (Akmal, 2019).

Previous studies examined correlation among variables such as personality (Penn & Lent, 2019; Kin & Rameli, 2020; Park et al., 2020), social support (Mao et al., 2017; Marcionetti & Rossier, 2017; Baltacı et al., 2020; Kin & Rameli, 2020), career programs (Akyol & Bacanlı, 2019; Lam & Santos, 2018; Lipshits-Braziler, 2018), psychological traits (Mao et al., 2017; Muliasari et al., 2019; Phang et al., 2020; Arbona et al., 2021). In this study, we are trying to examine academic burnout and quality of life toward career indecisiveness in adolescents.

The relationship between burnout and career indecision among students has been researched, which is a study from the United states by Khalafallah, et al., (2020) found neurosurgeons students suffering burnout and encouraged feeling of uncertainty in

career pursuing. Similar outputs were reported in two studies from China. A Study from Bai et al., (2021) found evidence that tension and burnout during the pandemic raise intention to having options about other careers in nursing students. Another study from Yang et al., (2021) reported that burnout has triggered career regret. Burnout that is commonly experienced by students is known as academic burnout (Schaufeli et al., 2002), student burnout (Salmela-Aro et al., 2009). Academic burnout is a condition where students are often tired due to educational demands, decreased learning interest, pessimism, and feeling of incompetence. Some behaviors reflected regarding the experience of burnout are manifested through absenteeism, low motivation, reluctance to improve skills and knowledge, and thoughts of dropping out of school. In this case, the more severe the burnout experienced, the higher intention to drop out of school and select another career (Karakachian & Colbert, 2019), also led to higher difficulty in achieving performance, failure to complete assigned tasks, and cause of various interpersonal problems with teachers, classmates, and parents (Wahyuli & Ifdil, 2020).

Quality is also known as another factor related to career indecisiveness. Experts have realized the wide spectrum of quality of life and agreed that it had multidimensional terminology. The most popular and common to use is the health perspective terminology. Quality of life is defined as an individual's assessment of their health and well-being, including physical, psychological and social dimensions (Polonsky, 2000), Having a life that is free from illness and suffering (Eiser & Morse, 2001). Meanwhile, the World Health Organization stated that the quality of life has several dimensions: physical health, psychological well-being, level of independence, social relationships, environmental, and spiritual life. From a bottom-up perspective, career success and achievement often increase satisfaction or quality of life. For top-down perspective, satisfaction and quality of life helps in motivating individuals to achieve career success (Hagmaier et al., 2018). Having a good quality of life is an important modality for career exploration. Unfortunately, not all adolescents have adequate quality of life because of some reasons (Endarwati et al., 2016).

## METHOD

The study used a quantitative research design. This study aims to determine levels of burnout, quality of life and career indecisiveness in adolescents, and examine the relationship and effect among burnout and quality of life to career indecisiveness. In the study, burnout and quality of life acts as independent variables ($X_1$, $X_2$) , while career indecisiveness is the dependent variable (Y).

The study involved 575 adolescent participants, 44% male and 56% female. Purposive sampling was used to recruit participants. We sent letter to schools to inform about the study, and asked their consent. There are 10 school confirmed to be involved in this study. The participants have to met several criteria, as follows 1) they should aged between 15-20 y.o., 2) enrolled as students high school (SMA, SMK, MA), 3) they residing in the Jabodetabek area. The reason for selecting the study location area is to get a homogenous demographic profile of participants, such as urban culture, multi-ethnic, and access to advanced facilities and infrastructure.

**Table 1.**
Demographic Characteristics of Participants

| Characteristics | *n* | % |
|---|---|---|
| **Gender** | | |
| Male | 253 | 44 |
| Female | 322 | 56 |
| **Year of birth** | | |
| 2003 | 1 | 0.17 |
| 2004 | 39 | 6.78 |
| 2005 | 136 | 23.65 |
| 2006 | 205 | 35.65 |
| 2007 | 187 | 32.52 |
| 2008 | 7 | 1.22 |
| **Class** | | |
| X | 255 | 44.35 |
| XI | 176 | 30.61 |
| XII | 144 | 25.04 |
| **Type of School** | | |
| Senior High School (SMA) | 298 | 51.82 |
| Vocational High School (SMK) | 154 | 26.78 |
| Islamic Senior High School (MA) | 123 | 21.39 |
| **Domicile** | | |
| Jakarta | 139 | 24.17 |
| Bogor | 21 | 3.65 |
| Depok | 82 | 14.26 |
| Tangerang | 166 | 28.87 |
| Bekasi | 167 | 29.04 |

The questionaire in this research developed from three different instruments. They are the school burnout inventory (SBI), the WHO Quality of life BREF (WHOQOL_BREF), and the Career Indecisiveness Scale (CIS). The SBI designed by Salmela-Aro & Näätänen in 2005, and had adapted into an Indonesian version by Rahman (2020). The SBI consist of three dimension and nine items. The WHOQOL BREF is a mini version of WHOQOL developed by WHO in 2012. Its has four domains and general health sections, with twenty-six items. We choose the mini version of WHOQOL for ease of administration procedure, filling and fullfilment the test. The CSI designed by Germeijs & De Boeck (2003), consist of three factors and seventeen items. We using an Indonesian version of CSI that has been used by Girianto (2017). The validity and reliability tests were also conducted on all three instruments. All instruments met the requirements and declared as valid and reliable.

**Table 2.**
Measuring Instruments

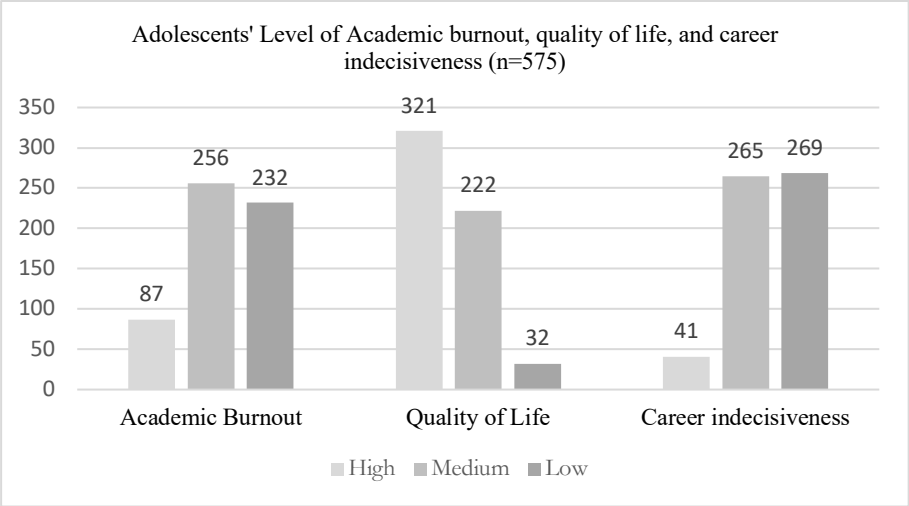
| Instruments | Dimensions / Domains/Factors | Items | Validity score | Reliablity score | Sig. |
|---|---|---|---|---|---|
| The Student Burnout Inventory | Emotional exhaustion<br>Cynicism the meaning of school<br>Diminished personal accomplishment | *9* | *.484 – .721* | *.807* | *.00* |
| The WHO Quality of life BREF | Physical<br>Psychological<br>Personal and social relationships<br>Environment<br>General health | *26* | *.428 – .721* | *.917* | *.00* |
| The Career Indecisiveness Scale | Lack of information<br>Unclear valuation (value conflict)<br>Uncertainty result / output | *17* | *.166 – .746* | *.852* | *.00* |

This study started from December 2022 to February 2023 in the Greater Jakarta area, coinciding with the even semester of the Indonesian education calendar. The following procedures were adopted in this case: (1) The literature review stage, focus on the exploration of previous studies about career indecisiveness at adolescence, and relations with some variables, (2) constructing the variables of study to be analyzed, (3) choosing on the major referential theories and the method of study, (4) preparing the measure instruments, (5) determining the participants, (6) obtaining data. In this stage, a link of the questionnaire was provided through the school representative, then conveyance to students via whatsapp chat. Regarding the small number of samples that had problems with devices and networks, the questionnaire was given directly with adequate supervision from the school (7) statiscally analyzing data, (8) Discussing the result, (9) Reporting. The data were analyzed by using multiple correlation and regression test through SPSS version 26.0. This analysis emphasized the R, F, and $R^2$ values.

## RESULT AND DISCUSSION

The sampled adolescents experienced low-moderate of burnout (84.9%), moderate-high of quality of life (94.4%) and moderate-low of career indecisiveness (92.9%). These results were quite surprising positively, due to contradicting results from several studies and surveys, including (Herawati et al., 2022), (Azzi et al., 2021),(Bai et al., 2021), (Khalafallah et al., 2020), (Winahyu & Wiryosutomo, 2020), (Tay et al., 2019).

**Graphic 1.**
The Level of Academic Burnout, Quality of Life and Career Indecisivenes




We looking the contribution of each dimension / domain of variables to determine in which parts have bigger contribution. From the information, we can have a thread of relationship among variables. Table 3. Showed us the highest contribution for each variable consecutively: the emotional exhaustion increasing academic burnout, the psychological decreasing quality of life and the lack of information increasing career indecisiveness.

**Table 3.**
The Contribution Inside Variables

| Variable | Dimensions/domains/factors | Score |
|---|---|---|
| Burnout | Emotional exhaustion | 2.86 |
| | Cynicism about the meaning of school | 2.62 |
| | Deminished personal accomplishment | 2.51 |
| Quality of Life | Physical | 3.46 |
| | Psychological | 3.27 |
| | Social relationships | 3.61 |
| | Environment | 3.67 |
| Career Indecisiveness | Lack of information and alternative choice | 2.45 |
| | Unclear valuation (value conflict) | 2.75 |
| | Uncertainty Result / Output | 2.52 |

The multiple correlation analysis conducted to predict the direction and strength of the relationship among burnout and quality of life on adolescent's career indecisiveness. The Score of multiple correlation analysis: R = .428, sig. .00 ($\alpha < .05$). The result showed a moderate correlation among predictor variables toward adolescents' career indecisiveness.

The multiple regression analysis (F-test) was used to determine the effect of academic burnout and quality of life on adolescents' career indecisiveness. Output of multiple regression: F = 64.215 (> 3.00), Sig .00 ($\alpha<0.05$), and $R^2$ = .183. The result indicated burnout and quality of life have an effect toward career indecisiveness about 18.3%.

The 85% sample experienced low-moderate levels of burnout, and only about 15% suffered high levels of burnout. Result of this study contradicting with results from several previous studies, where many adolescents were affected by academic burnout syndrome (Khoirin & Syah, 2017; ; Irawan et al., 2020; Arif et al., 2021; Herawati et al., 2022). Although we were charmed by the positive result, attention and vigilance still needed, specifically to adolescents with high levels of burnout. According to Schaufeli et al., (2002) burnout led to a decrease in academic performance and school achievement. Bask & Salmela-Aro (2013), Karakachian & Colbert (2019) mentioned that burnout triggered intention to leave or dropouts from school and/or pursued another career (Kajjimu et al., 2021).

The result also showed that the lack of personal accomplishment dimension played the most dominant role in causing adolescents' burnout than others dimension. The decreasing personal accomplishment is a lack of appreciation for achieved results causing negative feeling that the outputs obtained are insignificant and ineffective (Rosyid, 1996). Some indicators related to this dimension included feeling incapable of completing school tasks, less intention to achieve high performance during the study. This information was important and can be used as a guidance for counseling programs for helping adolescents with burnout. At school, college or other institutions, this might be consideration and evaluation the urgency of giving tasks for students, regarding quantity, quality and frequency. The tasks should not be seen as a burden, hurdle, or obstacles, but it should be helping students to understand the subject by continuous practice.

We were quite surprised about the result of quality of life. Almost 95% of the sample have a high-moderate level in quality of life, and only 5% remain have low scores in quality of life. It is very interesting, even though some of the samples came from underprivileged families, such as parents who don't work, have minimum income, live in a rented house, are poor and deprived, have less devices, have limited access to the internet, public facilities and more. But in fact, they still have a high quality of life. We argued that adolescents who came from underprivileged families made their limitation as a motivation to success, push themselves to pursue best performance, higher achieving and good career in the future. A positive perspective leads them to using limitations as their strengths. Experts stated that quality of life has a crucial role to a student's academic success. According to Ross and Willigen (Endarwati et al., 2016) a positive correlation was observed among the quality of life to academic achievement, completion of time-study and satisfaction with school facilities.

The psychological domain was the dominant role in reducing quality of life, on the contrary the environmental domain was the dominant role in increasing quality of life. Some indicators related to psychological domains such as ability to understand meaning in life, acceptance to self-body image, and managing negative emotions (sadness, loneliness, stress, blues, etc,.). Meanwhile, in the environmental domain, adolescents showed satisfaction with their living environment, owned transportation or transportation used, access to health facilities, and sources of funds, including financial ability to their

needs.

We guessed the geographical situations, where are the sample lives, also became mediating role for quality of life. As we stated before, the samples in this study come from greater Jakarta area. As the capital of Indonesia, Jakarta surrounded by urban area such as Bogor, Depok, Tangerang and Bekasi. This location had many advantages than other cities and regions, regarding infrastructures, public facilities, access to services, transportation, communication, education, employment, trade center, entertainment, and more. All of this advantages can be accounted as modality for reach better quality in life.

In the career indecisiveness variable, agains the study shown contrary result with some previous studies. In the 2018, SMSG survey stated that 90% of students in Indonesia experienced career indecision when choosing a major in college. Similar result came from a survey by Universitas Media Nusantara, where 92% of high school students were hesitant to decide their future choices (Akmal, 2019). Meanwhile, in this study found that 93% of adolescents as high school students had less career indecisiveness. There is no issued about difficulty in making career decision, include future education option. The difference of result might be influenced by many factors, such as the sample, the measuring tools, time and situations during the obtaining data.

Further, We found that the lack of information and available alternatives was the most significant factor causing career indecisiveness. Some indicators for these factors were adolescents often complaining about inadequate information of post study or career options, confusion in understanding the differences of various institutions (such as university, institute, vocational academy), and having inadequate exploration in study or career options. In this context, the indicators can be used as a reference for developing career programs in school. It's also straight to the point, that accurate and adequate information of study or career options was the priority to help adolescents avoid career indecisiveness.

Based on the statistical analysis of the multiple correlation test, a moderate relationship was observed among burnout and quality of life toward adolescents' career indecisiveness. The burnout has positively correlated with the career indecisiveness, proving existence of academic stress increased students' indecision. Meanwhile, the quality of life was negatively correlated with career indecisiveness, indicating that the existence of high quality of life decreased students' indecision, and vice versa.

The result was similar to some previous studies. Doganülkü & Kırdök, (2021) found a correlation between burnout and career adaptability in medical students, where students experiencing stress regretted their profession choice. The study by Khalafallah et al., (2020) found neurosurgery students considered switching to another career due to burnout. A study by Deng et al., (2021) proved the influence of quality of life on career indecisiveness among Chinese medical students during the pandemic. The study described some individual characteristic which can resist from suffering career indecisiveness, they are: young age, low income or funding source (the limitation making people focus and responsible to their choice), less exposure to negative media coverage (in this study, related with pandemic news), less likely suffering mental health problems such as burnout, stress and depression.

By statistical analysis multiple regression tests proved that burnout and quality of life simultaneously influenced adolescents' career indecisiveness at an influential value of 18.3%. This also means both of predictors have less influence, and most of the

indecisions (81.7%) was affected by other variables. This was consistent with the explanation before, that burnout and quality of life are influenced by psychological dimensions, meanwhile career indecisiveness occurs because of a lack of information needed. The influence of the two predictors on career indecisiveness is shown in the following figure.

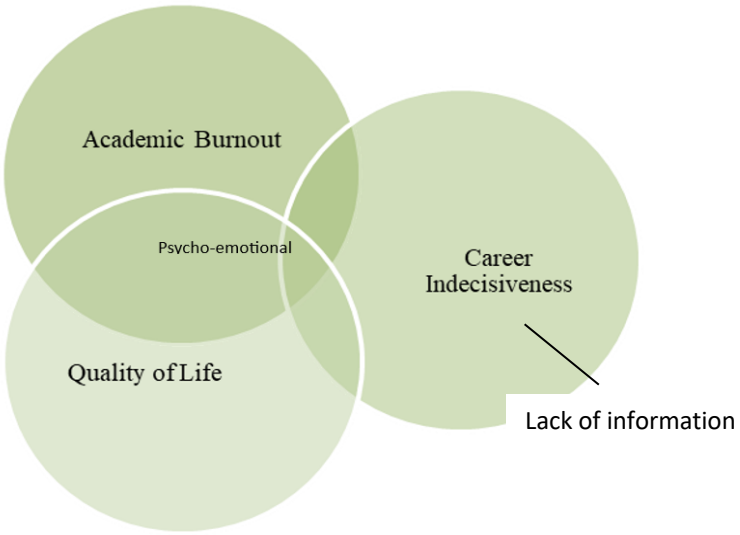



**Figure 1.** The Effect of Predictors in Career Indecisiveness

According to the result, we proposed stakeholders giving priorities in providing an advanced information system of career and education. The information system should be reliable, adequate, accurate, accessable, and updated for everyone, such as students, teachers, schools, and communities. A notice from a study by Girianto, (2017) about the negative side of unfiltered information flow. He said the unfiltered information flow obtained by adolescents, will cause confusion, stress, and overwhelming feelings. Instead helping them, it's more increasing of career indecision.Adolescents' should proactive attitude, curiosity and openness minded are needed. Parents, teachers, school counselors should evoke the students to be robust in seeking and exploring careers. They can be a part of the information system of career, by sharing experiences, providing chances, supporting, and many more. The school and education institutions also have an important role as a bridge between students and external stakeholders, mainly becoming adaptive with ongoing changes in the real world, preparing skills and competencies of the students.

In the context of the existence of each variable, academic burnout and quality of life are subjective variables. This can be seen from the form of the questions in the instrument, and the standards of reference for assessment that come from within the individual, such as likes – dislikes, satisfaction – dissatisfaction, sure – not sure. Meanwhile for the career indecision variable, although the assessment given is also subjective and comes from within the individual, the existence of the question cannot be separated from the situational and environmental context. Questions regarding future

prospects, various alternative choices, family and social support for career choices made, make the response that appears a relational product. In the equity theory approach put forward by Adam J.S., (Sunarta, 2019) that satisfaction will emerge and be felt by individuals when there is fairness between the expected inputs and outcomes. Students will be eager to explore careers and seek relevant information, if they think that they will receive support from parents and teachers, or get the benefits for themselves in the future.

## CONCLUSION

Based on the result Burnout and Quality of life proved to have moderate correlation and simultaneous influence toward adolescents' career indecisiveness. Even though the contribution predictors only 18.3% to adolescents' career indecisiveness. To emphasize the most dominant causes for the three variables was difficult. But we can conclude that the psychological dimension or domain has a role as the predictor for burnout and quality of life, meanwhile the lack of information was a major problem for adolescents' career indecisiveness. The decreased achievement outcomes and psychological factors come from inner self, and influencing one to another respectively. But the lack of information comes from external factors. A possible relation between burnout and quality of life, which are psychological problems, leads to depersonalization and declining achievement. However, from this explanation, we saw that burnout and quality of life did not directly influence adolescents' career indecisiveness.

This study has several limitations. The data were only obtained and tested through questionnaire and specific statistical analysis, leading limited in-depth outputs. It will be better if collaborating with other techniques, such as interviews, observations, or group discussions. The study needs more improvement. We suggest using different samples, who live in other cities, or from rural areas, to compare with this study result.

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