

Academic Resilience as a Mediator in the Relationship between Academic Job Insecurity and Student Burnout

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ABSTRACT

Job insecurity is common among students and is usually reflected in their worries or anxiety about their future job prospects. This study aims to examine the relationship between job insecurity and academic burnout, with academic resilience as a mediator. The subject selection method used purposive sampling, with Indonesian students experiencing anxiety about their future. The Job Insecurity Scale (JIS) was used in this study, with a Cronbach's α score of 0.88. Furthermore, the Maslach Burnout Instrument-Student Survey, with a Cronbach's α score of 0.80, was used to measure academic burnout. Finally, the Academic Resilience scale, with a Cronbach's α score of 0.90, was also used. The results indicate that academic resilience can reduce academic burnout, especially in students experiencing academic job insecurity.

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Job Insecurity, Academic Burnout, Academic Resilience, Mediation, Students.

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1. Introduction

College is a stage where individuals can learn new things and new skills. The world of college is a new place for students to develop themselves and face challenges. They gain experiences they never had before in high school, such as improved organizational skills, friendships, demanding assignments, and higher GPAs. Not to mention, students studying outside their hometowns. These dynamics can contribute to burnout in students.

The phenomenon of burnout in college arises as a response to chronic stress experienced by students due to excessive and ongoing academic demands. Burnout is characterized by three main dimensions: emotional exhaustion, cynicism or a negative attitude towards studies, and feelings of reduced personal accomplishment (Maslach, et al., 2001; Weda et al., 2021). Psychologically, burnout can be understood as a failure to adapt to the pressures of the academic social environment that do not align with individual expectations or values, which can lead to an existential crisis and non-constructive communication disorders (Morozov & Sadokha, 2023; Anggriyani et al., 2026; Youngsun et al., 2024).

The phenomenon of burnout is common across countries and disciplines, and is often associated with decreased motivation, poorer academic performance, and an increased risk of psychological problems. A study in China found that approximately 60% of students experience academic burnout (Husna, et al., 2025; Rahman & Weda, 2018; Prihandoko et al., 2021). A large study in China reported that 59.9% of students experienced academic burnout with a total average score of 40.73, which included emotional exhaustion, cynicism, and reduced personal accomplishment (Liu, Z., et al., 2023). Among medical students in Indonesia, 63-76% experienced mild to moderate levels of burnout, and some were quite severe (Hutabarat & Tambunan, 2024). Furthermore, Hutabarat and Tambunan (2024) studied students at the Adventist University of Indonesia, specifically nursing students and FKIP students, and found that they experienced moderate levels of burnout. In low-income countries, such as Morocco and Pakistan, the prevalence of student burnout is around 12.1% with emotional exhaustion at 27.8% and cynicism at 32.6% (Kaggwa, 2021).

Burnout in adolescents, especially college students, is caused by academic pressure and burden, such as demanding assignments, exams, and parental pressure to achieve (Liu et al., 2023). Behaviors and lifestyles can also be major contributing factors to burnout, such as smoking, lack of sleep, and internet addiction (Langgi & Pratiwi, 2024; Paiting et al., 2025; Ko et al., 2025). The most common factor affecting college students is their dual roles. They work or are active in organizations, facing multiple roles that increase their risk. However, academic burnout is not solely caused by academic

burdens, but is also influenced by deeper psychological factors such as psychological stress, anxiety, depression, and self-esteem. Studies show that stress experienced by students is closely related to burnout levels, while self-efficacy and self-esteem act as protective factors that reduce the risk of burnout (Kong, et al., 2025). Further factors are academic motivation and mental resilience. Depression and low intrinsic motivation are associated with increased burnout, while intrinsic motivation can protect against decreased academic effectiveness due to burnout (Kiss & Pikó, 2025; Weda et al., 2022; Karubaba & Rahman, 2025).

Burnout caused by anxiety during college will result in feelings of job insecurity in students. In the student context, job insecurity usually appears as anxiety about work or employment anxiety. Job anxiety referred to here is the fear of not getting a job, only getting unsuitable work, or being trapped in a temporary contract after graduation. Rouvroye and Liefbroer (2023) reinforce this dynamic by stating that job uncertainty exacerbates feelings of helplessness in planning for the future (life-course insecurity) in the domains of work, finances, family, and self-development. Furthermore, for students who are already working while studying, contract uncertainty will also directly impact mental health and burnout. Research conducted by Creed, et al. (2022) on 224 working students stated that job insecurity is related to burnout. The pattern created is that job insecurity experienced by students due to work and financial pressures increases poor sleep quality, thus increasing burnout. Drăghici and Cazan (2022) also conducted research on working students, finding that long working hours, work-study role conflict, future concerns, and career uncertainty contributed to fatigue, depression, and a higher risk of burnout compared to unemployed students. Therefore, it can be concluded that students with uncertainty about the future can influence chronic anxiety in students and will increase fatigue or burnout.

While numerous studies have discussed the relationship between job insecurity and burnout, none have been able to explain how this psychological process occurs. Furthermore, there is still little research examining the relationship between job insecurity and burnout in the context of college students. These two points are novel in this study.

Because no research has addressed the psychological processes of job insecurity and burnout, researchers included academic resilience as a mediator. Academic resilience can be defined as a student's psychological ability to endure, adapt, and bounce back when faced with academic pressure and difficulties, thereby maintaining learning function and well-being. Specifically, academic resilience is a student's ability to cope with failure, stress, and academic pressure so that they can continue to pursue their learning goals and achieve academic success (Weny, et al., 2024). In this case, academic resilience acts as a "psychological shield" that can weaken the pathway from stress/job insecurity to burnout. However, in the context of low resilience, it can backfire or exacerbate burnout experienced by students. Wang, et al. (2022) studied medical students, and found that resilience mediated the relationship between academic burnout and psychological well-being or life satisfaction. This means that students with academic burnout will experience reduced resilience and thus lower their well-being. Meanwhile, a longitudinal study conducted by Wang, et al. (2022) also stated that higher burnout rates lead to lower resilience in students, which in turn impacts life satisfaction. Furthermore, Yang et al. (2025) also stated that resilience mediates the effect of academic stress on work or future anxiety (employment anxiety), which is closely related to job insecurity.

Based on the aforementioned studies, this study focuses on the mediating role of academic resilience, which mediates the relationship between job insecurity and burnout. This means that when students experience academic job insecurity, they feel they have no control over their academic future. This condition weakens their adaptive abilities (resilience). This decreased resilience then increases the risk of burnout in students. Therefore, this study aims to examine the role of academic resilience as a mediator in the relationship between academic job insecurity and student burnout.

2. Methodology

This study employed a quantitative approach with a mediation method. This approach was chosen because it aimed to objectively and structurally examine the relationships between variables. Job insecurity, academic resilience, and academic burnout are psychological constructs that can be operationalized into measurable indicators using a scale instrument. This study not only sought to determine whether academic job insecurity influences academic burnout but also to understand how this influence occurs, therefore, the researcher employed a mediation method.

The use of online questionnaires was utilized in this research. The subject selection technique used purposive sampling, meaning that respondents had the opportunity to become research subjects, with the criteria being university students in Indonesia, as this study aimed to measure academic contexts. Before completing the questionnaire, students were asked to carefully read the ethical clearance. If they agreed to participate, they could continue filling out the distributed questionnaire. The study was conducted for one month, from January 2026 to February 2026.

The Job Insecurity Scale (De Witte, 1999; $\alpha = 0.88$) was used to assess job insecurity, while academic burnout was measured using the Maslach Burnout Inventory–Student Survey (Schaufeli, et al., 2002; $\alpha = 0.80$). Academic resilience was assessed using the Academic Resilience Scale (Martin & Marsh, 2006; Cassidy, 2016; $\alpha = 0.90$). All instruments used a four-point Likert scale ranging from strongly agree to strongly disagree, with representative items including “I think I might lose my job in the near future,” “I feel very emotionally exhausted because of my studies,” and “I will use my past successes to help motivate myself.”

3. Results and Discussion

3.1. Results

The table below shows the results of descriptive statistics. The first thing to know from statistical tests is the data normality test. Table 1 shows that the data from the three variables show normal data. Data is said to be normal if the p-value > 0.05 . In the table below, Job Insecurity is said to be normal because $0.007 > 0.05$, while Resilience is said to be normal because $0.013 > 0.05$, and then Academic Burnout is also said to be normal because the p-value is $0.041 > 0.04$.

Table 1. Descriptive Statistics

	JobInsecurity	Resiliency	Burnout
Valid	127	127	127
Missing	0	0	0
Mean	17.07	93.09	31.85
Std. Deviation	3.553	8.942	6.941
Shapiro–Wilk	0.970	0.973	0.979
P–value of Shapiro–Wilk	.007	.013	.041
Minimum	8.000	74.00	15.00
Maximum	30.00	119.0	52.00

Next, the figure below demonstrates the linearity of the data using a Q-Q plot. The closer the points are to a straight line, the more linear the data is. In Figures 1, 2, and 3, each curve shows that the points are close to a straight line. This means that the data for job insecurity, academic resilience, and academic burnout are linear.

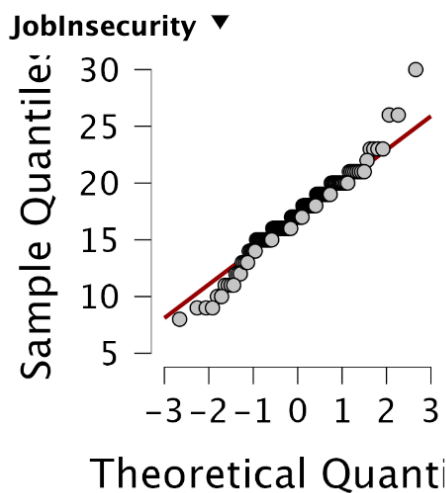


Figure 1. Job Insecurity Q-Q Plots

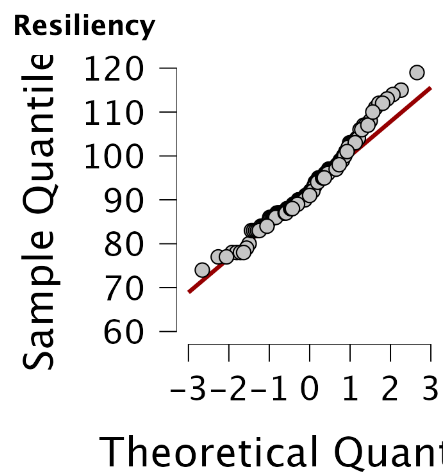


Figure 2. Resiliency Q-Q Plots

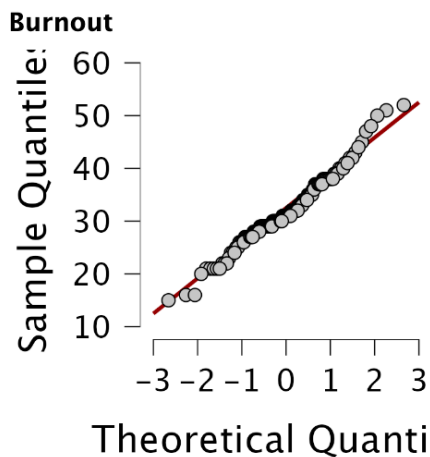


Figure 3. Burnout Academic Q-Q Plots

Furthermore, regarding the R-square values as shown in Table 2. The R-square value for academic resilience is 0.248. This indicates that job insecurity does not fully explain the variation in academic resilience, but explains 24.8% of the variance. Meanwhile, the R-square value for academic burnout is 0.450, indicating that job insecurity and academic resilience together explain 45% of the variance in academic burnout.

Table 2. Nilai R Square

<i>R-squared</i>	
R ²	
Model 1	
M	0.248
Y	0.450

Further findings are presented in Table 3, which explains the path coefficients. The path coefficient results indicate that the relationship between job insecurity and academic resilience cannot be ignored ($p < 0.05$), indicating a significant negative effect. This means that individuals with low job insecurity are associated with higher academic resilience. Furthermore, the direct effect of job insecurity on academic burnout cannot be ignored either with the result ($Z = 4.903$, $p = 0.001$), confirming a significant positive relationship. This means that job insecurity is directly related to academic burnout. Conversely, the effect of academic resilience on academic burnout cannot be ignored with the result ($Z = -5.302$, $p = 0.001$), this means there is a significant negative relationship. From these results, it can be concluded that individuals with lower academic resilience are associated with higher levels of burnout.

Table 3. Path Coefficients

							95% Confidence Interval	
			Estimate	Std. error	z-value	p	Lower	Upper
Resiliency	→	Burnout	-0.312	0.059	-5.302	< .001	-0.428	-0.197
JobInsecurity	→	Burnout	0.727	0.148	4.903	< .001	0.437	1.018
JobInsecurity	→	Resiliency	-1.254	0.194	-6.474	< .001	-1.633	-0.874

Table 4 discusses the direct effect explaining the relationship between the independent and dependent variables with the results ($Z = 4.903$, $p = 0.001 < 0.05$) which indicates a significant direct effect between job insecurity and academic burnout. If job insecurity and academic burnout are proven significant, it means this relationship can be called partial

mediation. This indicates that there are other variables outside of academic resilience that mediate job insecurity and academic burnout.

Table 4. Direct Effects

		Estimate	Std. error	z-value	p	95% Confidence Interval	
						Lower	Upper
JobInsecurity	→ Burnout	0.727	0.148	4.903	< .001	0.437	1.018

Note. Estimator is ML.

Furthermore, Table 5 shows the indirect effects. The indirect effect through academic resilience is also indicated by a score ($Z = 4.102$, $p < 0.001$), indicating that job insecurity significantly influences academic burnout through academic resilience.

Table 5. Indirect Effects

			Estimate	Std. error	z-value	p	95% Confidence Interval	
							Lower	Upper
JobInsecurity	→ Resiliency	→ Burnout	0.392	0.095	4.102	< .001	0.205	0.579

Table 6 presents the total effect results of this study. The findings indicate that there is a total effect of job insecurity on academic burnout with the following score ($\beta = 1.119$, $p < 0.001$). This result indicates a positive and significant relationship. This coefficient indicates that higher levels of job insecurity are associated with increased academic burnout. In addition, an indirect effect through academic resilience is also seen with a score ($\beta = 0.392$, $p < 0.001$). This result indicates that academic resilience significantly mediates this relationship, but only partially. This result implies that some of the effect of job insecurity on academic burnout is transmitted through academic resilience.

Table 6. Total Effects

		Estimate	Std. error	z-value	p	95% Confidence Interval	
						Lower	Upper
JobInsecurity	→ Burnout	1.119	0.142	7.873	< .001	0.840	1.397

Furthermore, Figure 4, which shows the path plot, strengthens the findings of this study. The analysis shows that job insecurity has a positive effect on academic burnout ($\beta = 0.73$), meaning that the higher the level of job insecurity, the higher the academic burnout experienced by individuals. Furthermore, job insecurity negatively affects resilience ($\beta = -1.20$), so that increasing job insecurity tends to decrease individual resilience. Resilience was also found to have a negative effect on burnout ($\beta = -0.31$), indicating that individuals with higher resilience tend to have lower levels of burnout.

The calculation of the indirect effect showed a value of 0.372, indicating an indirect effect of job insecurity on burnout through resilience. This finding suggests that resilience acts as a mediator in the relationship between job insecurity and burnout. In other words, job insecurity not only directly increases burnout but also indirectly by decreasing individual resilience. Higher job insecurity decreases individual resilience, ultimately contributing to increased burnout.

Because the direct effect of job insecurity on burnout was still found after the mediator was included in the model, resilience can be said to be a partial mediator (partial model). This indicates that resilience only explains part of the effect of job insecurity on burnout, while the other part of the effect occurs directly.

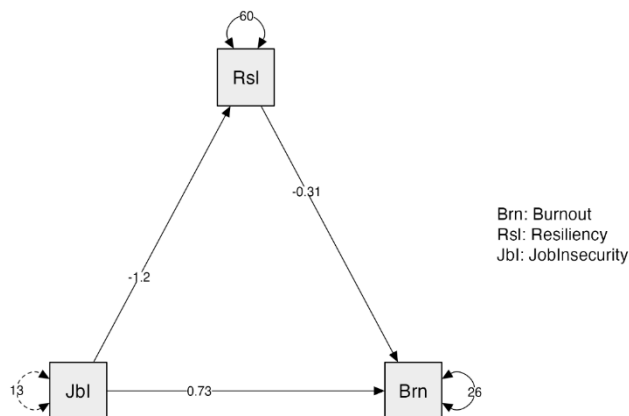


Figure 4. Path Plot

3.2 Discussion

Based on the test results above, job insecurity is significantly related to academic resilience, directly and negatively. The findings indicate that lower levels of job insecurity are associated with higher academic resilience, while higher perceptions of insecurity are associated with lower resilience. This pattern is consistent with stress theory, which suggests that perceived uncertainty can influence an individual's ability to adapt to academic demands. When students are able to manage academic challenges more effectively, they tend to develop stronger resilience and a greater sense of security. These findings are supported by Sverke, et al., (2002), who found that job insecurity is negatively related to psychological well-being, and by Martin and Marsh (2006), who emphasized that resilience develops through adaptive responses to academic stress.

Furthermore, academic resilience demonstrated a significant negative effect on academic burnout, indicating that students with higher resilience tend to experience lower levels of burnout. Conversely, those with lower resilience are more susceptible to emotional exhaustion, decreased motivation, and difficulty coping with academic demands. These findings are supported by Rachmawati et al. (2024), who reported a negative relationship between resilience and burnout, and by Serafica and Muria (2023), who highlighted resilience as a psychological resource that mitigates the impact of academic stress. Thus, academic resilience functions not only as an adaptive capacity but also as a protective mechanism against prolonged academic stress.

Furthermore, job insecurity had a significant positive effect on academic burnout. Higher levels of perceived academic uncertainty were associated with increased burnout, while a stronger sense of academic security was associated with lower burnout. These findings reinforce the view that job insecurity acts as a psychological stressor that can trigger burnout. Uncertainty related to academic achievement, demands, and future career prospects can lead to ongoing emotional tension, ultimately reducing academic engagement. Consistent with this, Jiang and Lavaysse (2023) found that perceived insecurity was positively associated with burnout, while Blom, et al. (2024) demonstrated that prolonged uncertainty accelerates psychological burnout due to constant pressure and vigilance.

From the three results above, it can be affirmed that job insecurity has a significant effect on academic burnout through academic resilience. In other words, job insecurity indirectly has a significant effect on academic burnout through academic resilience. This finding indicates that academic resilience plays a role as a mediator that bridges the relationship between job insecurity and burnout. In other words, job insecurity not only has a direct impact on burnout but also influences the level of burnout through a decrease or increase in an individual's academic resilience. Individuals who experience academic job insecurity tend to face pressure and uncertainty that can weaken their adaptive capacity, which can reduce academic resilience, which ultimately increases the risk of academic burnout. Conversely, if individuals are able to maintain good academic resilience, the negative impact of job insecurity on burnout can be minimized. This is supported by Liu, et al. (2024) who found that resilience significantly mediates the relationship between psychological distress (such as anxiety and depression) and academic burnout, so that individuals with high resilience tend to be protected from academic burnout. Furthermore, research conducted by Nabias, et al., (2024) shows that various psychological factors can mediate the relationship between academic stress and burnout, which emphasizes the importance of internal mechanisms such as resilience in explaining the process of burnout. This finding confirms that the

relationship between academic job insecurity and burnout is indirect and depends on the individual's adaptive capacity, so that interventions that focus on improving academic resilience are a potential strategy in reducing student burnout.

4. Conclusion

This study investigates the role of academic job insecurity experienced by individuals in predicting academic burnout, with academic resilience as a mediating variable among college students. The findings indicate that academic job insecurity is positively and significantly associated with academic burnout, with higher levels of perceived insecurity associated with increased burnout. On the other hand, academic job insecurity was shown to have a significant negative effect on academic resilience, meaning that increasing job insecurity is associated with a decrease in an individual's capability to adapt to and cope with academic demands.

Furthermore, academic resilience was found to have a significant negative effect on academic burnout, confirming its role as a protective factor in reducing student burnout levels. The mediation analysis revealed that academic resilience played a significant role as a mediator in the relationship between job insecurity and academic burnout. This suggests that the impact of job insecurity on burnout occurs not only directly but also through mechanisms that weaken academic resilience.

This study found that academic resilience plays a significant role in reducing academic burnout, particularly in students experiencing academic job insecurity. Therefore, educational institutions, particularly study programs and guidance and counseling services, need to develop interventions focused on enhancing academic resilience, such as adaptive coping training, stress management, and strengthening emotional regulation. Furthermore, it is crucial for institutions to create a supportive and low-uncertainty academic environment. Future researchers are advised to develop a more comprehensive model by considering other variables that potentially influence academic burnout, such as social support, self-efficacy, or coping strategies. Finally, future research can expand the research subjects to different educational contexts or levels to increase the generalizability of the findings.

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