

# JEDPSY

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## Comparison of models of burnout dimensions relationship between students and employees in Indonesia

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### Abstract

Some previous researchers have tested the relationship model between the three dimensions of burnout. The results of their study are still diverse, about which dimensions first occur when individuals experience burnout. Research settings suspected to be the cause of these differences. This study aims to test the relationship model between the three dimensions of burnout, namely emotional exhaustion, depersonalization, and personal accomplishment. Four relationship models were examined in this study. This study used two sample groups with different characteristics, that is 365 students and 444 employees. This research used survey method by using questionnaire with non-probabilistic sampling method. By using the structural equation modeling technique with AMOS software, it was indicated that emotional exhaustion was the first dimension experienced by individuals when burnout. The results of this study also indicated a difference in the relationship model between students and employees. In addition, by using an independent sample t-test, it was indicated that there was a difference between students and employees in the emotional exhaustion and personal accomplishment dimension. Discussion of the results of this study is described in depth in this article.

**Keywords:** emotional exhaustion; depersonalization; personal accomplishment; employee; student

### 1. Introduction

Burnout is an important variable, not just because burnout is an indicator of poor individual well-being, but also because burnout is related to attitudes, health, and individual behavior (see e.g., Cordes & Dougherty, 1993; Lee & Ashforth, 1996; Maslach, 2003; Maslach & Goldberg, 1988; Maslach, Schaufeli, & Leiter, 2001). Burnout is known as an important social issue. Burnout is also a fundamental phenomenon, rooted in the reality experienced in the workplace, and not just a topic derived from a scholarly theory and empirical studies (Leiter & Maslach, 1988). Burnout was experienced by many individuals in big cities because of high job demands or tasks.

Burnout is described as a tripartite syndrome which includes feelings of emotional exhaustion, depersonalization, and lack of personal accomplishment which is a response to chronic stress in the work in which individual work with others (Maslach, Jackson, & Leiter, 1996). Burnout is a common problem that many people have experienced lately. Research over the past two decades has shown that burnout is not only associated with negative outcomes for individuals such as depression, feelings, failures, fatigue, and loss of motivation, but also with negative outcomes for the organization such as absenteeism, turnover rates, and productivity (Cordes & Dougherty, 1993).

Burnout often deals with the kinds of personal goals in terms of work and careers, and how they evaluate progress and ability to work toward achieving goals. Personal goals are important because they are responsible for regulating behavior, forming criteria for evaluating behavioral outcomes, influencing emotions, and motivating the formulation of strategies that are tied to the demands of the situation (Karoly, 1993; Nurmi, 1991). Previous research has shown that time pressure and work overload are

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also positively correlated with burnout (Hakanen, Bakker, & Schaufeli, 2006; Schaufeli & Bakker, 2004; Peeters & Rutte, 2005; Kokkinos, 2007). As a behavior, burnout is also influenced by personal and situational variables that are of course inseparable.

Burnout not only reflects problems at work like absences and does not come to work because of illness, but it is also a mental health problem (Maslach et al., 2001). Burnout is a different aspect of stress that is defined as a model of response to stressors at work and is a great extent as a result of demand (Shirom, 1989). The difference between burnout and stress is when stress is not followed by changes in attitude and behavior, while burnout is followed by changes in attitude and behavior. This has been tested by Schaufeli and Van Dierendonck (1993) which shows the discriminant validity of burnout as measured by the Maslach Burnout Inventory (MBI), especially for depersonalization and reduced personal accomplishment, as well as generic mental and physical symptoms of job stress. In addition, it has been claimed that everyone can experience stress, but burnout is only experienced by people who work enthusiastically with high goals and expectations. However, despite there is a consensus on the concept of burnout, the distinction between burnout and stress has not been clearly defined (Cordes & Dougherty, 1993). Meanwhile, the difference between burnout and depression is its relation to a particular context. Depression is not related to a definite context, while burnout is tied to work.

In addition, burnout is also associated with many workloads. Burnout is also believed to be the result of qualitative and quantitative overload (Cordes & Dougherty, 1993). Many researchers have examined the relationship between workload and burnout and have reported a positive relationship between the two constructs. Greater workload deals with greater burnout. Several studies have found that the relationship is only true for emotional exhaustion (Male & May 1997, 1998). Greenglass, Burke, and Fiksenbaum (2001) found that workloads correlated with the three dimensions of burnout. However, the insufficient workload size leads to the incompleteness of the model of the relationship between workloads and burnout (Koeske & Koeske, 1989).

Burnout is the result of several causes (Maslach et al. (2001). There is one theory that the most and most idealistic employees will experience burnout. Other theories suggest that burnout is the result of long-term chronic work pressure. It is still a debate whether burnout is the result of work overload or under load. There is plenty of evidence indicating a link between high job demands and level of burnout (Halbesleben & Buckley, 2004). There is even one personality characteristic that is strongly associated with burnout, namely perfectionism (Lemyre, Hall, & Roberts, 2008; Hill, Hall, Appleton, & Koeske, 2008).

According to Schaufeli and Buunk (1996), the most widely used definition of burnout is the definition according to Maslach and Jackson, that is an emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs in individuals who perform various types of work. Koeske and Koeske (1989) stated that emotional exhaustion is the essence of burnout and differs from depersonalization and accomplishment. Emotional exhaustion is characterized by a lack of energy, negative affect, and the perception that a person's emotional source has been lost (Maslach & Jackson, 1984). Maslach, Jackson, and Leiter (1996) identified emotional exhaustion as a key aspect of burnout. Meanwhile, previous researchers stated that emotional exhaustion also includes physical exhaustion shown by low energy and chronic fatigue (Skaalvik & Skaalvik, 2010).

According to Lee and Ashforth (1996), emotional exhaustion is associated with job stressors such as workload and role problems. Emotional exhaustion is the most common burnout component in research (Maslach & Florian, 1988). Emotional exhaustion is generally associated with unattainable expectations and a natural to working too hard response (Schwab, Jackson, & Schuller, 1986). Theories about burnout are focused primarily on the emotional exhaustion aspect of the two other components. In addition, the lack of theory of depersonalization and reduced personal accomplishment also led to at least hypotheses about the two dimensions of burnout.



Depersonalization involves a response that without feeling or no attention to others encountered in the workplace and can be viewed as an effort to cope with work stress by distancing themselves from others (Maslach & Jackson, 1984; Maslach et al., 2001). Depersonalization refers to negative attitudes and feelings toward others and is seen as a withdrawal behavior from others. The effort to stay away from others is a quick and direct reaction from emotional exhaustion. Therefore, there is a strong and consistent relationship of emotional exhaustion to depersonalization in various organizations and occupations (Maslach et al., 2001).

Reduced personal accomplishment shows a decrease in one's perceived professional efficacy (Maslach & Jackson, 1984). The employees feel confident that they can not perform in their work or fail to meet the goals related to their work. Reduced personal accomplishment refers to the tendency to self-evaluation negatively, such as the general feeling that they are unable to perform important tasks. The reduced personal accomplishment or inefficacy dimension is often rated as a dimension separate from the other two dimensions of burnout. This is because emotional exhaustion and depersonalization are considered as the core dimensions of burnout (Green, Walkey, & Taylor, 1991). In addition, the meta-analysis performed by Lee and Ashforth (1996) suggests that emotional exhaustion and depersonalization correlate more strongly with each other than with personal accomplishment. In other words, reduced personal accomplishment is the weakest burnout dimension in dealing with the other two variables.

Leiter and Maslach (1988) argue that employees will experience emotional exhaustion through depersonalization in their relationships with other employees, resulting in reduced personal accomplishment. According to Golembiewski, Munzenrider, and Stevenson in research article of Lee and Ashforth (1993) also argues that depersonalization is experienced first. Such depersonalization along with a decrease in performance will trigger emotional exhaustion. However, according to Shirom (1989), depersonalization is a burnout antecedent, while the consequences of burnout are reduced personal accomplishment. According to Maslach et al., (2001), work situations, chronic and extraordinary demands that contribute to exhaustion or depersonalization tend to follow the individual's effective feelings. In other words, exhaustion and depersonalization will interfere with effectiveness.

The controversy that often happens is whether emotional exhaustion experienced first or not. Findings Lee and Ashforth (1996) further support Leiter and Maslach (1988), i.e., emotional exhaustion predict depersonalization and lower personal accomplishment, although depersonalization does not predict decrease in personal accomplishment. Maslach et al. (2001) stated that emotional exhaustion occurs first, then leads to the development of cynicism or depersonalization, thus bringing consequences to inefficacy. However, previous research stated that the core burnout is emotional exhaustion and depersonalization, while the reduced personal accomplishment seems independent and apart from emotional exhaustion and depersonalization (Schaufeli & Taris, 2005).

According to Leiter (1993), reduced personal accomplishment or inefficacy is a parallel component with emotional exhaustion and depersonalization, not sequential. In other words, the lack of personal accomplishment or lack of efficacy arises from a lack of resources, while exhaustion and depersonalization and cynicism arises from work overload and social conflict. In some cases, inefficacy appears to be a function of exhaustion or cynicism or is a function of both components (Byrne, 1994; Lee & Ashforth, 1996).

Previous research indicated that the three dimensions of burnout cannot be taken as one measure (Byrne, 1994; Lee & Ashforth, 1996). Schaufeli and Salanova (2007) suggest that emotional exhaustion and depersonalization are the core elements of burnout. At the theoretical level, personal accomplishment reflects personal characteristics similar to self-efficacy (Cordes & Dougherty, 1993; Lee & Ashforth, 1996). Meanwhile, Pines and Aronson define burnout more broadly, i.e., as physical, mental, and emotional exhaustion caused by long-term involvement in situations where there are emotional demands (Enzmann, Schaufeli, Janssen, & Rozeman, 1998). Although there is a tendency that burnout is a unidimensional phenomenon, it

has been described in previous research that burnout is a multidimensional construct (Maslach & Jackson, 1984a) that still require more complex theorizing models. Although empirically related, but the three dimensions of burnout are conceptually different (Kokkinos, 2007). Previous research findings reveal a correlation between the three components of the construct (Mills & Huebner, 1998).

Emotional exhaustion and depersonalization can disrupt effectiveness. When individuals feel exhausted or indifferent towards others, it will be difficult to get a sense of accomplishment. According to Bandura (1997), self-efficacy reflects the individual's beliefs about his ability to perform actions to meet certain conditions. Therefore, individuals who inefficacy biases have lower competence feelings. Maslach et al. (2001) stated that the lack of efficacy appears more obvious than a lack of relevant resources, while emotional exhaustion and depersonalization arise from the presence of work overload and social conflict. Based on the exposure, this research tested several models of good relations between the three dimensions of burnout. Based on previous research results and the underlying theories, the hypothesis that can be formulated is:

H1: emotional exhaustion effect on depersonalization and personal accomplishment

H2: depersonalization effect on emotional exhaustion and personal accomplishment

H3: depersonalization mediates the influence of emotional exhaustion on personal accomplishment

H4: personal accomplishment mediates the influence of depersonalization on emotional exhaustion

In addition to these three hypotheses, this study also aims to examine the differences in the three dimensions of burnout to students and employees in Indonesia. This is because if analogous to stress, then age differences affect individual stress levels (Robbins & Judge, 2011). This difference test needs to be done because based on previous research, type of work, stress level, and age of individuals have an influence on individual burnout. Different occupations and job demands also affect individual stress (Robbins & Judge, 2011). In addition, Robbins and Judge (2011) also stated that the number of dependents or magnitude of responsibilities will affect individual stress. Employees have a greater responsibility because they work to meet the needs of their families, while students must be responsible only to get good achievement in school. Therefore, the hypothesis that can be compiled is:

H5: there is a difference between the three dimensions of burnout between students and employees.

## 2. Methodology

### 2.1. Objective

The burnout process or sequence of all three components of burnout has also been conceptualized differently among burnout researchers. Maslach and Jackson (1981) stated that emotional exhaustion is the first order generated by demands in the workplace. To avoid these demands, employees limit their involvement with others so as to distance them psychologically from others. Therefore, the individual depersonalization occurs. Ultimately, individuals recognize or are aware of the deviations or differences between their present attitudes and expectations of their contribution to society or organizations. As a result, the individual experiences an inability to do his job. Another conceptualization of the burnout process is the sequence given by Golembiewski (1989). Golembiewski (1989) suggests that depersonalization is important for lowering personal accomplishment. Study of Golembiewski, Munzenrider, and Stevenson stated that personal accomplishment will increase emotional exhaustion (Lee & Ashforth, 1993). Depersonalization will develop first. Depersonalization will lead to a lack of personal accomplishment. Finally, because of feeling no successes are obtained, individuals will feel exhaustion. Personal accomplishment is also the result of a high level of emotional exhaustion. This study aims to test the model of the three dimensions of burnout.



## 2.2. Participants

The study was conducted in Yogyakarta with employees of private service companies and students of the private university in Yogyakarta as respondents. The researcher did not specify the characteristics of the service firms involved in this study. Selection of employees who were involved as respondents based on work tenure criteria, i.e., employees who had worked at least two years. With the same criteria, students were involved in this study as respondents were students on undergraduate programs in business and economics and had been studying for two years. Characteristics of the sample were used to convey the characteristics of the relative to the population. Research with individuals as the unit of analysis used the sample selection criteria. Sample selection method used in this study was non-probability sampling, in particular, purposive sampling.

Furthermore, the researcher determined the number of respondents used as samples of this study. The criteria used in determining the number of samples using minimal sample criteria in the factor analysis, i.e., as many as at least 300 people as suggested by Hair, Black, Babin, Anderson, and Tatham (2006). This study used questionnaires distributed by researchers to companies and universities that were willing to be surveyed. Primary data collection method using questionnaires survey conducted by the researcher is the best method (Cooper & Schindler, 2008; Neuman, 2006; Sekaran & Bougie, 2013). This study used a self-assessment. Employees and students that were selected as respondents of this study were guaranteed confidentiality.

Respondents of these study as many as 444 employees of 500 employees who were asked to fill out the questionnaire (response rate 88.8%). Respondents filled the questionnaires using paper and pen in the workplace for employees and on campus for students. The same amount was also used for determining the number of students who become respondents of this research. With minimum criteria of 300 people according to Hair et al. (2006), 365 students were used as research samples of 400 eligible students and asked to fill out the questionnaire (response rate 91.25%). The two sample groups were analyzed separately, especially in testing the inter-dimensional relationship model in burnout.

## 2.3. Instrument

The questionnaire as a measuring tool used in this study was designed for individuals as the unit of analysis. Each of the respondents used as the sample in this study filled out a questionnaire that measured the three constructs used. The three constructs used in this research were three dimensions of burnout, namely emotional exhaustion, depersonalization, and personal accomplishment. The three dimensions of burnout were measured using questionnaires from Maslach and Jackson (1981). The questionnaire was translated into Bahasa Indonesia and adapted to respondents' understanding in Yogyakarta, both employees, and students. All questionnaire items were measured using the Likert scale with scale 5 with number 1 as strongly disagree and 5 as strongly agree for positive question items. For reverse questions, using number 1 to mark strongly agree and 5 as strongly disagree. Questionnaires were filled in directly by respondents, both students and employees using paper and pencil.

## 2.4. Procedure

At an early stage, exploratory research was conducted to identify the presence or absence of burnout in students and employees of service companies in Yogyakarta. Although not too high, both students and employees apparently experienced burnout. Exploratory research was done by holding in-depth interviews with students and employees. After the questionnaire was prepared, a series of validity and reliability testing to ascertain whether the questionnaire to be used can be relied upon. Testing content validity was done by expert assessment in the field of organizational behavior, especially in burnout.

Meanwhile, construct validity testing was done by using factor analysis. Validity testing was used with loading factor 0.5 as suggested by Hair et al. (2006). The questions items that have been passed through the construct validity testing was tested for its reliability. Cronbach alpha as internal consistency measurement was used as the criterion for measuring instrument reliability in this study. Reliability test used Cronbach's alpha value of at least 0.6 as suggested by Hair et al. (2006). Before testing the model using structural equation modeling, I have used correlation to examine the relationship between all constructs. Testing of all models in this study used structural equation modeling (SEM) using AMOS software. Model testing was performed with a two-step approach as suggested by Byrne (2001). Model testing using SEM was used has been done to compare the relationship model between dimensions according to Leiter and Maslach (1988) and Golembiewski (1989). This study also tested the direct effect of emotional exhaustion on depersonalization and personal accomplishment and direct effect of depersonalization on emotional exhaustion and personal accomplishment. In addition, the study used independent sample test for examining the differences in the three dimensions of burnout between students and employees.

### 2.5. Data analysis

Data collection was conducted from March to August 2017. After the data was collected, the researcher checked the completeness of the questionnaire. Complete questionnaires were used to test validity and reliability, while unfilled questionnaires were discarded. Testing content validity was done before the questionnaire was given to the respondent to be completed according to the condition of the respondent. Before given to the respondent, content validity was performed by an expert judgment on organizational behavior, especially regarding burnout. After that, 20 respondents were also asked for feedback on the clarity of the questionnaire to be given to them.

The construct validity test was performed using factor analysis techniques with orthogonal and varimax rotation. Extraction factor was determined based on the theory used. The factor loading was chosen according to Hair et al. (2006), which is more than 0.50. This suggests that the results of validity testing are practically significant. Factor loading all items of the questionnaire is between 0.542 and 0.844 for employees and between 0.559 and 0.878 for students. Question items that have a factor loading less than 0.5 were not used in subsequent analysis.

Question items that have been qualified by construct validity were tested reliability. Reliability testing in this study used internal consistency with Cronbach's alpha values of more than 0.6. According to Zikmund, Babin, Carr, and Griffin (2010), reliability between 0.6 and 0.7 indicates fair reliability, between 0.7 and 0.8 indicating good reliability, and reliability between 0.8 and 0.95 are considered to have very good reliability. Results of testing the validity and reliability of the items that are valid and reliable questionnaire presented in Table 1.

**Table 1.** Valid and Reliable Questionnaires, Factor Loading, and Cronbach Alpha

Questionnaires	Emotional Exhaustion		Depersonalization		Extrinsic Motivation	
	Employees	Students	Employees	Students	Employees	Students
Emotional Exhaustion1	0.786	0.688				
Emotional Exhaustion2	0.798	0.703				
Emotional Exhaustion3	0.765	0.790				
Emotional Exhaustion4	0.785	0.846				
Emotional Exhaustion5	0.755	0.878				
Emotional Exhaustion6	0.774	0.858				

Emotional Exhaustion7	0.658	0.831				
Emotional Exhaustion8	0.844	0.751				
Emotional Exhaustion9	0.742	0.788				
Depersonalization1			0.542	0.727		
Depersonalization2			0.754	0.697		
Depersonalization3			0.703	0.765		
Depersonalization4			0.705	0.798		
Depersonalization5			0.728	0.707		
Personal Accomplishment1					0.578	0.659
Personal Accomplishment2					0.719	0.690
Personal Accomplishment3					0.805	0.750
Personal Accomplishment4					0.818	0.735
Personal Accomplishment5					0.747	0.752
Personal Accomplishment6					0.749	0.559
Personal Accomplishment7					0.694	0.699
Cronbach Alpha ( $\alpha$ )	0.905	0.926	0.704	0.791	0.852	0.832
N of items	9	9	5	5	7	7

Sources: Primary Data, processed

Based on the results of the validity and reliability testing, the instruments that were valid and reliable were used in subsequent testing in descriptive statistics. Cronbach's alpha values of all variables used in this study were above 0.6. Based on the results of the reliability testing, this study stated that the reliability of the measuring instrument of this study was far above the cut-off line reliability as recommended by Zikmund et al. (2010). For employees as respondents, Cronbach's alpha values as the reliability tests measuring instrument in this study were 0.905 for emotional exhaustion, 0.704 for depersonalization, and 0.852 for personal accomplishment construct. Meanwhile, for students as respondents, Cronbach's alpha values as the reliability test measuring instrument in this study were 0.926 for emotional exhaustion, 0.791 for depersonalization, and 0.832 for reduced personal accomplishment. In other words, all the questionnaire items used in this study are expressed as good reliability to very good reliability. Testing the relationship between variables or constructs that were used in the research was conducted after passing the validity and reliability testing of measuring instruments used and was declared valid and reliable.

For performing statistical analysis, this study used a series of analysis the relationship among all constructs or research variables using bivariate correlation



analysis. The correlation between the two constructs was done as the initial test before testing the relationship model between variables used in this study. Correlation between two constructs or variables used in this study was significant. Standard deviation, reliability scale, and correlations among all variables on this research are presented in Table 2 for employees and in Table 3 for students.

**Table 2.** Mean, Standard Deviation, and Correlations between Research Variables for Employees

	Mean	SD	$\alpha$	1	2	3
Emotional Exhaustion (1)	1.9229	0.8742	0.905	1.000		
Depersonalization (2)	2.0333	0.9317	0.704	0.453**	1.000	
Personal Accomplishment (3)	2.2992	0.9199	0.852	-0.337**	-0.104*	1.000

Notes: \*\*correlation is significant at the 0.01 level (2-tailed)

\*correlation is significant at the 0.05 level (2-tailed)

Sources: Primary Data, processed

Based on Table 2, the mean of three variables is moderate (mean values between 1.9229 and 2.2992) and the standard deviation is also moderate (standard deviation values between 0.8742 and 0.9317). In addition, a correlation between variables studied is not quite strong. Correlation between emotional exhaustion and depersonalization of employees is significantly positive ( $r = 0.453$ ,  $p < 0.01$ ). Correlation between emotional exhaustion and personal accomplishment of employees is significantly negative ( $r = -0.337$ ,  $p < 0.01$ ). Correlation between depersonalization and personal accomplishment of employees is also significantly negative ( $r = -0.104$ ,  $p < 0.05$ ). That is not a too strong correlation between these variables is likely due to the characteristics of the variables in this study.

**Table 3.** Mean, Standard Deviation, and Correlations between Research Variables for Students

	Mean	SD	$\alpha$	1	2	3
Emotional Exhaustion (1)	2.7613	0.8506	0.926	1.000		
Depersonalization (2)	2.2530	0.6585	0.791	0.595**	1.000	
Personal Accomplishment (3)	3.9490	0.4627	0.832	-0.222**	-0.186*	1.000

Notes: \*\*correlation is significant at the 0.01 level (2-tailed)

\*correlation is significant at the 0.05 level (2-tailed)

Sources: Primary Data, processed

Based on Table 3, the mean of the three variables is moderate and high (mean values between 2.2530 and 3.9490) and the standard deviation is moderate (standard deviation values between 0.4627 and 0.8506). In addition, the correlation between variables studied is not quite strong. Correlation between emotional exhaustion and depersonalization of students is significantly positive ( $r = 0.595$ ,  $p < 0.01$ ). Correlation between emotional exhaustion and personal accomplishment of students is significantly negative ( $r = -0.222$ ,  $p < 0.01$ ). Correlation between depersonalization and personal accomplishment of students is also significantly negative ( $r = -0.186$ ,  $p < 0.05$ ). The correlation between the two variables with the students as the sample used in this study is also not very strong.

### 3. Results

In the first model, it was found that emotional exhaustion had a significant positive influence on depersonalization and a significantly negative effect on personal accomplishment. This suggested that emotional exhaustion was indeed a variable that directly affected both of other burnout dimensions, depersonalization, and personal accomplishment. Individual exhaustion will result in the individual's desire to stay away from his or her peers and decrease personal achievement. This model supported the results of Maslach and Jackson (1981) research. Maslach et al. (1996) stated that emotional exhaustion occurs first when individuals experience burnout. This was also consistent with the results of Leiter and Maslach (1988) research which suggested that

the exhaustion component represents the basic individual stress experienced first. Model 1 test results are presented in Table 4.

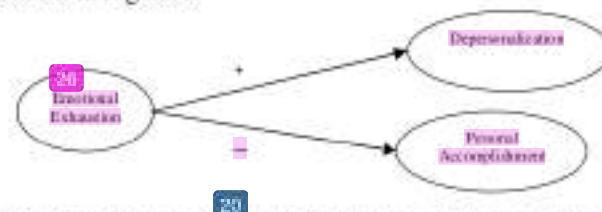
**Table 4.** Testing Results of The Direct Relationship Model Using SEM, Emotional Exhaustion as The First Variable

	Standardized Regression Weights		Critical Ratio	
	Employees	Students	Employees	Students
Emotional Exhaustion → Depersonalization	0.570**	0.791**	10.986	16.918
Emotional Exhaustion → Personal Accomplishment	-0.426**	-0.247**	-8.607	-4.259
Employees: GFI = 0.999 df = 1 AGFI = 0.995 Chi-square = 0.543 CFI = 0.999 RMR = 0.008 RMSEA = 0.001				
Students: GFI = 0.994 df = 1 AGFI = 0.967 Chi-square = 3.046 CFI = 0.991 RMR = 0.005 RMSEA = 0.075				

Sources: Primary Data, processed

Based on Table 4, it appears that the model is fit with the existing data, both for students and employees. This is indicated by the value of goodness-of-fit index (GFI) and comparative fit index (AGFI) greater than 0.90 or close to 1 (GFI = 0.999 and CFI = 0.999 for employees and GFI = 0.994 and CFI = 0.991 for students). The chi-square value required for goodness-of-fit is low ( $\chi^2 = 0.543$  for employees and  $\chi^2 = 3.046$  for students). The difference between the value of adjusted goodness-of-fit index (AGFI = 0.995 for employees and AGFI = 0.967 for students) and the value of GFI that is not too high indicates that the model does not need to be modified anymore because it is fitted with the data (GFI - AGFI = 0.004 for employees and GFI - AGFI = 0.027 for students). The value of root mean square error (RMR = 0.008 for employee and RMR = 0.005 for students) shows less than 0.05 indicating a small residual value and can be interpreted as having good of goodness-of-fit and the value of root mean square error of approximation (RMSEA = 0.001 for employees and RMSEA = 0.075 for students) is below 0.08 or means the goodness of fit is good. Based on the results of testing the first model in Table 4 it can be said that emotional exhaustion affects depersonalization significantly positive and the personal accomplishment significantly negative. Hypothesis 1 is supported. In other words, emotional exhaustion can increase depersonalization and decrease personal accomplishment. Based on the results of model testing using SEM, then the relationship model in this study is shown in Figure 1.

shown in Figure 1.



**Fig.1.** Direct Influence of Emotional Exhaustion on Depersonalization and Personal Accomplishment

The second model examined the relationship model that was proposed by Leiter and Maslach (1988) in which depersonalization mediates the influence of emotional exhaustion on personal accomplishment. The second model showed that emotional exhaustion had a positive influence on depersonalization, while depersonalization affected personal accomplishment negatively. In other words, depersonalization mediates the effect of emotional exhaustion on personal accomplishment. This second

model examined the results of previous research which stated that the third dimension of burnout was a sequential process (Maslach & Goldberg, 1988). Emotional exhaustion occurred first, then it encouraged the development of depersonalization, then reduced personal accomplishment developed separately (Leiter & Maslach, 1988; Maslach & Goldberg, 1988). Based on the previous studies the second relationship model in this study is shown in Figure 2 and the test results of Model 2 are presented in Table 5.



Fig. 2. Depersonalization as Mediating Variables

Table 5. Testing Results of Depersonalization as Mediating Variable Using SEM

	Standardized Regression Weights		Critical Ratio	
	Employees	Students	Employees	Students
Emotional Exhaustion → Depersonalization	0.603**	0.792**	11.801	16.949
Depersonalization → Personal Accomplishment	-0.291**	-0.282**	-5.043	-4.563
Employees: GFI = 0.939 df = 1 AGFI = 0.634 Chi-square = 44.778 CFI = 0.748 RMR = 0.084 RMSEA = 0.314	Students: GFI = 0.999 df = 1 AGFI = 0.997 Chi-square = 0.285 CFI = 0.999 RMR = 0.001 RMSEA = 0.001			

Sources: Primary Data, processed

Based on Table 5, it appears that the model is fit with the existing data, both for students and employees. This is indicated by the value of the goodness-of-fit index (GFI) greater than 0.90 or close to 1 (GFI = 0.939 for employees and GFI = 0.999 for students). However, the value of the comparative fit index (CFI) for employees is 0.748 indicates that the model is less fit with the data. This is supported by the adjusted goodness-of-fit index (AGFI) 0.634 which indicates that the model should be modified because it is not fit with the data. The comparative fit index (CFI) value for students is 0.999 indicates that the model is fit with the data. This is supported by the adjusted goodness-of-fit index (AGFI) 0.997 which indicates that the model does not need to be modified because it has fit with the data. The difference between the value of the adjusted goodness-of-fit index and the value of GFI that is not too high indicates that the model does not need to be modified anymore because it is fitted with the data (GFI - AGFI = 0.002 for students). The high differences between GFI and AGFI for employees (GFI - AGFI = 0.305) indicate that modification of the model needs to be done. Modification of this model can be done on condition that there is support theory. The chi-square value required for goodness-of-fit is low ( $\chi^2 = 44.778$  for employees and  $\chi^2 = 0.285$  for students).

The value of root mean square error (RMR = 0.001 for students) shows less than 0.05 indicating a small residual value and can be interpreted as having good of goodness-of-fit and the value of root mean square error of approximation (RMSEA = 0.001 for students) is below 0.08 or means the goodness of fit is good. The RMR value of employees (RMR = 0.084) is greater than 0.05 and the RMSEA value for employees (RMSEA = 0.314) is also above 0.08 indicating that the model is less fit with the data and should be modified if supported by the theory. Meanwhile, the RMR value for students (RMR = 0.001) is less than 0.05 and the RMSEA score for students (RMSEA = 0.001) is also less than 0.08 indicating that the model does not need to be modified because it has fit with the data.



Based on the results of testing the second model in Table 5, it can be said that depersonalization mediates the influence of emotional exhaustion on personal accomplishment for students, but not for employees it is not. In other words, students' emotional exhaustion does not influence directly personal accomplishment but is mediated by depersonalization. Based on the results of testing the first model in Table 5, it can be said that depersonalization mediates the influence of emotional exhaustion on personal accomplishment for students, but not for employees. Hypothesis 3 is partially supported. Depersonalization mediates the effect of emotional exhaustion on personal accomplishment just fit with students as the data. In other words, the emotional exhaustion of employees directly influences both depersonalization and emotional exhaustion as in the first model.

The third model examined that depersonalization had a negative effect on personal accomplishment, while personal accomplishment also influenced negatively on emotional exhaustion. In other words, personal accomplishment mediated the effect of depersonalization on emotional exhaustion. The relationship model in this study is shown in Figure 3, and the test results of Model 3 are presented in Table 6.



Fig. 3. Depersonalization as Mediating Variables

Table 6. Testing Results of Personal Accomplishment as Mediating Variable Using SEM

		Standardized Regression Weights		Critical Ratio	
		Employees	Students	Employees	Students
Depersonalization	→ Personal Accomplishment	-0.244**	-0.312**	-4.121	-4.882
Personal Accomplishment	→ Emotional Exhaustion	-0.441**	-0.276**	-9.942	-4.776
Employees:		Students:			
GFI = 0.889 df = 1		GFI = 0.784 df = 1			
AGFI = 0.336		AGFI = 0.298			
Chi-square = 91.033		Chi-square = 192.882			
CFI = 0.482		CFI = 0.164			
RMR = 0.077		RMR = 0.091			
RMSEA = 0.451		RMSEA = 0.726			

Sources: Primary Data, processed

Based on Table 6, it indicates that the model is not fit with the existing data, both for students and employees. This is indicated by the value of the goodness-of-fit index (GFI) lower than 0.90 (GFI = 0.889 for employees and GFI = 0.784 for students). The value of the comparative fit index (CFI) for employees is 0.482 and 0.164 for students which indicate that the model is less fit with the data. This is supported by the adjusted goodness-of-fit index (AGFI) is 0.336 for employees and 0.298 for students which indicates that the model should be modified if it is possible because it is not fit with the data. However, the chi-square value required for goodness-of-fit is low ( $\chi^2 = 44.778$  for employees and  $\chi^2 = 0.285$  for students). The value of the root means square error (RMR is 0.091 for students) shows higher than 0.05 indicating a big residual value and can be interpreted as does not have the high goodness-of-fit index. The value of the root means square error of approximation (RMSEA = 0.726 for students) is also higher than 0.08 which means that the goodness of fit index is not good. The RMR value of employees 0.077 or greater than 0.05 and the RMSEA value for employees also above 0.08 (RMSEA = 0.451) indicating that the model is less fit with the data and should be modified if supported by the theory.

Based on the results of testing the third model in Table 6, it can be said that personal accomplishment does not mediate the influence of depersonalization on emotional exhaustion both for students and for employees. Hypothesis 4 is not supported. This third model does not support the results of previous research of Golembiewski which stated that the third dimension of burnout is a sequential process as depersonalization  $\rightarrow$  personal accomplishment  $\rightarrow$  emotional exhaustion (Lee & Asforth, 1993). Based on the results of testing the third model using SEM indicates the model does not fit with the existing data.

Furthermore, for ensuring that depersonalization can emerge as the earliest dimension in the burnout, the fourth model was tested to provide support for that opinion. The fourth model is drawn in Figure 4 and the fourth model test results are presented in Table 7.

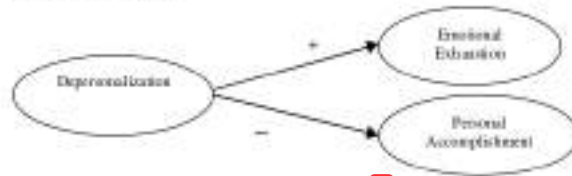


Fig. 4. Direct Influence of Depersonalization on Emotional Exhaustion and Personal Accomplishment

Table 7. Testing Results of the Direct Relationship Model Using SEM, Depersonalization as the First Variable

			Standardized Regression Weights		Critical Ratio	
			Employees	Students	Employees	Students
Depersonalization	$\rightarrow$	Emotional Exhaustion	0.603**	0.792**	11.336	15.894
Depersonalization	$\rightarrow$	Personal Accomplishment	-0.291**	-0.282**	-5.043	-4.563
Employees:			Students:			
GFI = 0.939 df = 1			GFI = 0.999 df = 1			
AGFI = 0.634			AGFI = 0.997			
Chi-square = 44.778			Chi-square = 0.285			
CFI = 0.748			CFI = 0.999			
RMR = 0.084			RMR = 0.001			
RMSEA = 0.314			RMSEA = 0.001			

Sources: Primary Data, processed

Based on Table 7, it appears that the model is fit with the existing data only for students, not employees. This is indicated by the value of goodness-of-fit index (GFI) and comparative fit index (CFI) for students greater than 0.90 or close to 1 (GFI = 0.999 and CFI = 0.999). The chi-square value required for goodness-of-fit for students is low ( $\chi^2 = 0.285$ ). The difference between the value of the adjusted goodness-of-fit index (AGFI = 0.997 for students) and the value of GFI that is not too high indicates that the model does not need to be modified anymore because it is fitted with the data (GFI - AGFI = 0.002 for students). The value of the root mean square error for students (RMR) is 0.001, (less than 0.05) indicating a small residual value and can be interpreted as having a high of the goodness-of-fit index. The value of the root means square error of approximation (RMSEA = 0.001 for students) is below 0.08 which means the goodness-of-fit is good. Based on the results testing the fourth model in Table 7 it can be said that depersonalization affects both the emotional exhaustion significantly positive and the personal accomplishment significantly negative for students. In other words, hypothesis 2 is partially supported. Furthermore, this study also investigated whether there are any differences in each burnout dimension between students and employees. Different test results using an independent sample t-test are presented in Table 8

**Table 8.** Test Results of Difference on Burnout Dimensions between Students and Employees Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
EE	Equal variances assumed	72.127	.000	2.504	807	.012	.1271	.05076	.02744	.22671
	Equal variances not assumed			2.645	697.836	.008	.1271	.04804	.03275	.22140
DP	Equal variances assumed	.012	.912	11.500	807	.000	.7280	.06331	.60374	.85227
	Equal variances not assumed			11.602	798.151	.000	.7280	.06275	.60484	.85118
PA	Equal variances assumed	105.098	.000	4.067	807	.000	.2838	.06979	.14680	.42077
	Equal variances not assumed			4.284	713.346	.000	.2838	.06624	.15373	.41384

Sources: Primary Data, processed

Based on Table 8 it can be seen the difference between students and employees in emotional exhaustion, and personal accomplishment. However, there are no differences between students and employees in depersonalization dimensions. In other words, hypothesis 5 is partially supported. This suggested that depersonalization or so-called dehumanization between students and employees is no different. In general, individuals who experience emotional exhaustion will stay away from and can not sympathize with their friends. They also do not care about others and do not want to engage in activities together with his friends. This form of depersonalization is no difference between students and employees.

#### 4. Discussions

The results of this study indicated that the three dimensions of burnout have a significant correlation, although the value was not too large. These results are confirmed to previous research results (e.g., Maslach & Jackson, 1984a; Kokkinos, 2007; Mills & Huebner, 1998). Emotional exhaustion was significantly associated positively with depersonalization and significantly negative with personal accomplishment. Depersonalization related significantly negative with personal accomplishment. In other words, both emotional exhaustion and depersonalization can reduce personal accomplishment for both students and employees.

The results of the testing model of the relationship between the three dimensions of burnout showed some differences between students and employees. For students and employees, emotional exhaustion directly influenced depersonalization and personal accomplishment. Emotional exhaustion experienced by students and employees can cause students to distance themselves from their friends or behave cynically at their



friends. In addition, emotional exhaustion<sup>9</sup> can also reduce personal accomplishment. However, the second model, where depersonalization mediates the relationship between emotional exhaustion and personal accomplishment, is also a model appropriate to the data. In other words, the emotional exhaustion experienced by students can decrease their achievements or achievements either directly or mediate by depersonalization or dehumanizing behavior.

For employees, a more appropriate model of the relationship with data was in the first model, where emotional exhaustion increased depersonalization and decreased personal accomplishment directly both for students and employees. It can be said that both students and employees will experience emotional exhaustion first among the three dimensions of burnout. This is consistent with the results of previous studies which suggest that emotional exhaustion is always experienced first before the other two dimensions in burnout (Lee & Ashforth, 1996; Leiter & Maslach, 1988; Maslach et al., 2001). Therefore, employee engagement is often referred to as burnout or represents burnout.

For the second model in which depersonalization mediated the relationship between emotional exhaustion and personal accomplishment was a model that fit for the students but still can be modified for employees. In the third model, depersonalization occurred first, depersonalization affected the decrease in personal accomplishment then, reducing personal accomplishment improves emotional exhaustion, does not fit with data. In other words, the current model was not fit either with students or employees as a sample of this study. Meanwhile, the fourth model in which depersonalization increased emotional exhaustion and decreased personal accomplishment is only fit with students but is not fit with employees.

Burnout is described as the three component factors that include emotional exhaustion (feeling overextended and worn out from work), depersonalization (lack of reactivity or impersonal response to others), and reduced personal accomplishment (feeling competent and successful on the job) (Corr<sup>31</sup>, Holmes, Luchins, & Buican, 1994). Burnout is also a process that starts with an imbalance between resources owned and demand or demand. The next stage<sup>22</sup> is the emotional tension, fatigue, and exhaustion. The third stage is the change in attitudes and behaviors such as the tendency<sup>66</sup> to treat others by not being humane (Schaufeli & Buunk, 1996).

The results of this study indicated that emotional exhaustion is the earliest experienced dimension when individuals perceive burnout. Based on the results of this study, the exhaustion component does represent the basic individual stress. Exhaustion refers to the overwhelming feeling of running out of emotional and physical resources. According to Maslach et al. (2001), exhaustion is also called the most widespread and most frequently reported and analyzed burnout dimension. Shirom (1989) even states that two other aspects of burnout are less important or are called incidental. However, exhaustion is a necessary but insufficient aspect for burnout (Maslach et al., 2001). Burnout still requires two other components. In other words, exhaustion cannot be said to represent burnout, so it still needs another dimension. Depersonalization is the result of emotional exhaustion in this study. Depersonalization or cynicism usually develops due to the overload of exhaustion and is strongly associated with exhaustion. It also supports the results of research Maslach et al. (1996). According to Chang (2009), exhaustion and depersonalization can disrupt effectiveness. When a person feels exhausted or indifferent to the help of others, it can be difficult to get a sense of accomplishment.

The results of this study supported the results of research Maslach et al. (2001) which stated that exhaustion is the core of burnout. When individuals describe themselves or others experiencing burnout, they show that they are actually experiencing emotional exhaustion. In addition, depersonalization or cynicism component represents the interpersonal context dimension of burnout. This shows that depersonalization is a negative response to emotional fatigue experienced. The reduced personal accomplishment or reduced efficacy component represents the self-evaluation dimension of emotional exhaustion. This refers to feelings of incompetence and a lack of achievement and productivity at work or at school.

Furthermore, there were significant differences between students and employees in Indonesia as a sample in this study in terms of employee exhaustion and personal accomplishment. In students as a sample, emotional exhaustion directly affected the depersonalization and personal accomplishment, and the effect of emotional exhaustion on personal accomplishment was mediated by depersonalization. Meanwhile, for employees, the effect of emotional exhaustion was directly on depersonalization and personal accomplishment. This difference is caused by the age range of the two sample groups is different, so the ability to control emotions is also different (Robbins & Judge, 2011). In addition, job demands and tasks related to their responsibilities to family and self also made a difference especially in the personal accomplishment between employees and students.

The results of this study showed that there was a difference in emotional exhaustion and personal accomplishment between students and employees. This is due to the emotional exhaustion of employees in general related to their work because they have to support their families. While the emotional exhaustion of students was less related to their academic activities on campus and the achievement demands to be achieved precisely derive from self-interest. In addition, students who are generally aged between 19 and 21 are still not able to control their emotional state compared with employees aged 25 to 40 years. Furthermore, differences in personal accomplishment, especially in terms of achievement for students and work effectively for employees. In addition, the personal accomplishment that can be achieved only will be felt directly on students and no effect on their life or future. Meanwhile, the personal accomplishment of employees was different from perceived directly by students because the assessment of performance will affect the income received by employees.

Based on the mean calculation result of each burnout dimension, it can be seen that the mean burnout for students in each dimension is higher than the employee. This supports the results of research Maslach et al. (2001) which stated that age differences influenced the high or low turnout. The younger the age, the higher the turnout will be. In addition, Maslach and Leiter (1997) also stated that different types of work also affected the burnout rate experienced. From the test results of the differences between the two sample groups used in this study, there is a difference between employees and students in emotional exhaustion and personal accomplishment dimensions. This is because basically, marital status in Indonesia is able to control this emotional exhaustion. Students who are samples in this study are students who are single, while employees who become samples in this study status have been married. Marital status in Indonesia is able to control them so that they do not exhaustion.

Burnout has been defined as the syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur in individuals who work with others. These three dimensions are a requirement to always exist as the three dimensions of burnout. The results of this study further reinforce that emotional exhaustion is the first dimension experienced when individuals experience burnout. This condition is consistent both for students and employees. However, to be able to say that the individual experience burnout, they are not just said to experience emotional exhaustion condition. In addition, the results of the study showed that differences in characteristics of respondents especially work and age affect the differences in burnout dimensions, especially emotional exhaustion and personal accomplishment.

At least three limitations should be mentioned when evaluating the present study. First, all of my measures are based on self-reports, thus causing a concern for a common method of bias. Second, the number of samples of students and employees is not the same so there are differences that occur due to the number of research samples used. Third, the measurement of the three dimensions of burnout is done at a certain time (cross-sectional) that is not very appropriate in testing the mediating model.

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