

## INTRODUCTION

This study is aimed at identifying the relationships between medical school students' academic burnout, empathy, and calling, and determining whether their calling has a mediating effect on the relationship between academic burnout and empathy

## METHODS

- A mixed method study was conducted.
- 127 medical students completed a survey. Scales measuring academic burnout, medical students' empathy, and calling were utilized.
- For qualitative approach, 8 medical students participated in a focus group interview.

School Year	Gender		Total (%)
	Male (%)	Female (%)	
M1	19 (28.4)	16 (26.7)	35 (27.6)
M2	20 (29.9)	19 (31.7)	39 (30.7)
M3	17 (25.3)	17 (28.3)	34 (26.8)
M4	11 (16.4)	8 (13.3)	19 (14.9)
Total	67 (100.0)	60 (100.0)	127 (100.0)

## RESULTS

### 1. Descriptive Statistics for Academic Burnout, Calling and Empathy

Variables	M	SD
1. Academic burnout	4.64	0.66
1-1 Emotional exhaustion	5.25	1.07
1-2 Sense of incompetence	4.52	0.89
1-3 Cynicism	4.16	1.03
2. Calling	3.48	0.49
2-1 Work value	3.53	0.57
2-2 Goal orientation through work	3.66	0.55
2-3 Vocation	3.21	0.73
2-4 Motive for contribution and devotion	3.31	0.65
2-5 Selfless behavior	3.71	0.51
3. Empathy	4.36	0.37

### Academic burnout

*The education system whereby a medical student remains in the same class and repeats another year in a small class of 40 is a heartless system that prohibits development of a sympathetic attitude. Rather than expressing a sympathetic attitude towards my fellow students, the first thing that comes to mind is how to be better academically compared to my classmates (Third year female medical student).*

### Sense of calling

*I do not think that becoming a doctor is an accomplishment that one can achieve alone. My attitude towards my friends and fellow students should be the same as those towards a patient. The showing of my consideration towards others is the same as the starting of my studies (First year female medical student).*

### Mediating effect of calling

*I wanted to be person who could help others, and becoming a doctor was one of those ways. I received an opportunity to achieve this goal when I completed my high school exams and university entrance exams. I became someone who could help other people who were ill or sick. The process of becoming a doctor is arduous and difficult but I am sure that I will complete this task. Since this is a mountain that needs to be overcome I will grit my teeth and achieve my goal (Second year male medical student).*

### 2. Hierarchical Multiple Analysis of the Mediating Effect of Calling

Dependent Variable	Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	R <sup>2</sup> (Adj. R <sup>2</sup> )	ΔR <sup>2</sup>	F
		B	Std. Error	β				
Calling	Academic burnout	-.218	.064	-.291	-3.39	.085 (.077)		11.55
	Empathy	-.111	.049	-.198	-2.25	.039 (.031)		5.07
Empathy	Academic burnout	-.057	.049	-.101	-1.16	.139 (.126)	.100	10.04
	Calling	.249	.065	.331	3.80			

## CONCLUSION

We found the mediating effect of sense of calling on the relationship between academic burnout and medical students' empathy. We identified the importance of calling, an individual's internal psychological variable, in advancing medical students' empathy. By discovering sense of calling's mediating effect on the relationship between medical students' academic burnout and empathy, this study proved that sense of calling, plays an important role in enhancing students' empathy.