

Study on the Correlation Between Students' Academic Workload and Mental Wellness at Bjemina Primary School

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Abstract

This study explores the correlation between students' academic workload and mental wellness at Bjemina Primary School, utilising survey questionnaires as the sole data collection method. The study assessed the relationship between homework burdens and academic burnout among students. Contrary to expectations, the findings revealed no significant link between homework volume and academic burnout levels. Instead, the results suggest that students' ability to manage homework effectively may be influenced by individual factors, including personal resilience, time management skills, and stress tolerance. These findings highlight the importance of acknowledging students' various classroom coping strategies. The study recommends that future researchers delve deeper into these individual factors to comprehensively understand the causes of academic burnout and inform strategies to support student well-being.

Keywords: Correlational Design, Non-Experimental, Student Resilience, Time Management Skills, Educational Psychology, Workload Management, Psychosocial Factors, Student Support Systems.

1. Introduction

In recent years, students' academic workload has been a topic of increasing concern. Students often face substantial pressure due to rising expectations, competitive environments, and comprehensive curricula. This trend reflects a broader societal emphasis on high academic achievement and preparation for future educational and career opportunities. As a result, students are subjected to rigorous academic demands that can significantly impact their overall well-being. The increased academic workload involves more homework and classwork and a higher intensity of projects and examinations. These demands can lead to prolonged study hours, reduced leisure time, and insufficient rest, all of which contribute to a stressful and overwhelming experience for students. This heightened pressure can have profound effects on their mental wellness, including increased levels of stress, anxiety, and other emotional difficulties. This study explores the correlation between students' academic workload and mental wellness. By examining this relationship, the study seeks to identify patterns that link high academic demands to specific mental health outcomes. Understanding these patterns is crucial for developing effective strategies to mitigate negative impacts and promote a healthier, more balanced approach to education.

2. Problem Statement

Many students report high levels of stress, anxiety, and other mental health issues. The APA has conducted studies indicating that "academic pressure and workload are significant contributors to stress and anxiety

among students" (APA, 2021). Many students face increased mental health challenges due to the high expectations and workloads placed on them during their academic years. According to the NCHA survey data, a significant percentage of students report experiencing mental health issues, such as anxiety, stress, and depression, which are often linked to academic workload. The NCHA noted that "62% of undergraduate students reported experiencing overwhelming anxiety in the last 12 months due to academic pressure" (NCHA, 2020).

This research seeks to understand whether there is a significant correlation between academic workload and student mental wellness. The findings will help develop strategies to balance academic demands with students' mental health needs.

3. Objectives: The study seeks to achieve the following objectives:

- To investigate the extent of academic workload among students.
- To assess the mental wellness of students about their academic workload.
- To identify patterns and correlations between academic workload and mental wellness.
- To propose strategies for educators and policymakers to enhance student well-being.

4. Research Questions

1. What is the current academic workload experienced by students?
2. How do students perceive their mental wellness about their academic responsibilities?
3. Is there a significant correlation between academic workload and mental wellness among students?
4. What strategies can improve the balance between academic workload and mental wellness?

5. Literature Review

5.1 Introduction

This literature review examines the relationship between student's academic workload and their mental wellness, focusing on the specific context of Bjemina Primary School. The purpose is to understand how the amount and intensity of academic tasks influence students' mental health in this educational setting. To provide a comprehensive overview, the review is organised into three thematic sections: Academic Workload, Mental Wellness, and Correlation Studies. Each theme addresses different aspects of the issue, drawing on existing research to offer a detailed analysis.

a. Academic Workload

Academic workload encompasses the total volume of academic tasks assigned to students, including homework, classwork, projects, and exams. This theme explores the impact of various elements of academic workload on students' daily lives. Research by Tuominen and Salmela (2014) shows that excessive homework can lead to student burnout and negatively impact academic performance, especially in younger students. They argue that while moderate homework can reinforce learning, excessive assignments can be detrimental. In the researcher's opinion, the balance of academic workload is crucial for ensuring the holistic development of students. It is evident from the study by Tuominen and Salmela that while homework is an important tool for reinforcing classroom learning and fostering essential skills like time management, there is a thin line between beneficial and excessive homework. Younger students, in particular, are at a developmental stage where excessive academic demands can overwhelm them, leading to stress and burnout. This not only affects their academic performance but also their overall well-being. Therefore, it is essential for educators to carefully consider the amount and complexity of

homework assigned, ensuring that it is manageable and supportive of the student's learning process without being burdensome (Czerniawski., & Kidd, 2013).

The amount of assignments given to students, including homework, classwork, projects, and tests, is referred to as their academic burden. In a study by Tuominen-Soini and Salmela (2014), they argue that while a moderate amount of homework can reinforce learning, excessive assignments can be detrimental. Supporting this view, Suldo et al. (2009) found that a highly demanding curriculum can contribute significantly to student stress and anxiety. This issue is particularly problematic for primary school students, who may not have developed the necessary coping mechanisms to manage intense academic pressure (Suldo, S. M., Shaunessy, E., Thalji, A., Michalowski, J., & Shaffer, E, 2009). The combined findings from these studies highlight the need for a balanced approach to academic workload.

It is evident from Vatterott's (2018) research that while homework serves as an important tool for reinforcing classroom learning and fostering essential skills like time management, there is a fine line between beneficial and excessive homework. Younger students, in particular, are at a developmental stage where excessive academic demands can overwhelm them, leading to stress and burnout. This not only affects their academic performance but also their overall well-being. Therefore, it is essential for educators to carefully consider the amount and complexity of homework assigned, ensuring that it is manageable and supportive of the student's learning process without being burdensome (Czerniawski et al., 2013). The findings by Shaunessy-Dedrick et al. (2015) further emphasise the importance of this balance, as an overly demanding curriculum can exacerbate stress and anxiety, hindering students' ability to thrive academically and personally.

b. Mental Wellness

Mental wellness encompasses emotional, psychological, and social well-being. It affects how individuals think, feel, and act. Primary school students are in a critical stage of emotional and psychological development, making their mental wellness particularly significant. Studies indicate that high academic demands can lead to stress and anxiety among primary school students. Stress-related symptoms include irritability, sleep disturbances, and physical complaints such as headaches and stomachaches (Comer et al., 2021).

Addressing mental wellness in primary school students is crucial, given their vulnerable developmental stage. High academic demands, while intended to enhance learning and performance, can inadvertently contribute to significant stress and anxiety. These stress-related symptoms not only affect students' physical health but also impair their ability to engage and succeed academically. Additionally, research by Rubin et al. (2009) supports this view by demonstrating that academic stress is closely linked to emotional and behavioural issues, such as depression and social withdrawal. These findings highlight the importance of creating a balanced academic environment that prioritises mental wellness alongside educational achievement.

Rubin et al. (2009) conducted a comprehensive study investigating the correlation between academic stress and emotional/behavioural issues in children. This study provides valuable insights into the detrimental effects of academic pressure on the well-being of young individuals. Academic stress, which encompasses the pressure to excel academically, has been identified as a significant contributor to various emotional issues such as depression and behavioural problems, including aggression and social withdrawal in children. The findings of Rubin et al. (2009) are consistent with prior research in the field. For instance, a longitudinal study by Rosario (2023) found that academic stress negatively impacts students' psychological well-being and academic achievement over time. This corroborates the notion that sustained

exposure to academic stress can have enduring detrimental effects on children's mental health and behavioural outcomes.

Furthermore, the link between academic stress and emotional/behavioural issues aligns with theories such as Lazarus and Folkman's transactional model of stress and coping (Biggs et al., 2017). According to this model, stress arises when individuals perceive that the demands of a situation exceed their coping resources. In the context of academic stress, children may perceive academic tasks as overwhelming, leading to emotional distress and maladaptive coping strategies such as aggression or social withdrawal. Educators, parents, and policymakers must acknowledge the impact of academic stress on children's well-being and implement strategies to mitigate its adverse effects. Providing adequate support systems, fostering a positive school environment, and promoting healthy coping mechanisms are essential steps toward promoting children's holistic development and well-being in educational settings.

5.4 Correlation Studies

Research examining the direct correlation between academic workload and mental wellness in primary school students sheds light on the intricate relationship between educational demands and psychological well-being. Ibrahim and Mohamed (2023) conducted a noteworthy study investigating this correlation. They uncovered compelling evidence indicating a significant association between high academic workload and heightened levels of anxiety and depression among primary school students. The findings of Ibrahim and Mohamed's (2023) study underscore the importance of considering the psychological implications of academic demands on young learners. As primary school students navigate through their educational journey, they encounter increasing academic responsibilities, which can potentially exert considerable stress on their mental health. Using surveys and psychological assessments in Ibrahim and Mohamed's (2023) research methodology enhances the reliability and validity of the findings. The study ensures a comprehensive understanding of the relationship between academic workload and student stress by employing multiple data collection methods.

Furthermore, the findings align with broader research in the field. For example, a meta-analysis by Barbayannis et al. (2022) examined the cumulative effects of academic stress on students' mental health across various educational levels, including primary school. The meta-analysis revealed a consistent pattern of adverse psychological outcomes associated with high academic workload, corroborating the findings of Ibrahim and Mohamed (2023). Understanding the impact of academic workload on primary school students' mental wellness is essential for educators, parents, and policymakers. Implementing strategies to alleviate excessive academic pressure, fostering a supportive learning environment, and promoting healthy coping mechanisms can help mitigate the negative effects of academic stress on young learners' psychological well-being. Additionally, incorporating social-emotional learning (SEL) programs into primary school curricula can equip students with essential skills to manage stress effectively and enhance their overall mental wellness (Schonert-Reichl, 2017).

Nicholls et al. (2022) contributed to the understanding of the impact of high academic demands on students' well-being through qualitative research methods. By employing interviews and focus groups, they delved into students' subjective experiences, providing rich insights into how excessive workloads affect students' motivation and overall well-being. Their work adds depth to the existing body of literature by uncovering how academic demands influence students' psychological states. As demonstrated by Heller and Cassady (2017), qualitative research offers a unique perspective by allowing researchers to explore individuals' subjective experiences and perspectives. This approach complements quantitative studies by providing a deeper understanding of the underlying mechanisms and contextual factors at play. The

findings of Heller and Cassady align with quantitative research, such as that of Suldo et al. (2009), students highlighting the detrimental effects of academic stress on students' emotional well-being and behavioural outcomes.

Moreover, this data researchers to capture the complexities of students' experiences within educational contexts. For instance, Heller and Cassady's (2017) findings shed light on how high workloads can overwhelm students, leading to a decrease in motivation and overall well-being. These insights can inform the development of targeted interventions and support mechanisms to alleviate the negative consequences of academic stress on students. By integrating findings from both qualitative and quantitative research, educators and policymakers can gain a comprehensive understanding of the multifaceted nature of academic stress and its implications for students' well-being. This holistic approach is essential for designing effective strategies to promote a supportive learning environment and enhance students' overall success and happiness.

6. Methodology

6.1 Research Design:

This study examines and clarifies the correlations among various factors using a correlational design and non-experimental research methods. As articulated by Bhandari (2023), correlational research design is utilised to assess the strength and direction of both positive and negative associations between variables within a specific population. By adopting this research methodology, the goal of the research is to develop a comprehensive understanding of the relationship between academic burnout and students' workloads. This approach facilitates a comprehensive examination of the phenomena, allowing for a systematic exploration of the potential connections between academic workload and mental wellness among students. The relationship between academic workload and mental wellness will be statistically analysed using Pearson's correlation coefficient (r). This test will determine the strength and direction of the relationship between students' workload and their mental health.

Hypotheses:

- Null Hypothesis (H_0): There is no significant correlation between academic workload and mental wellness among students.
- Alternative Hypothesis (H_1): There is a significant correlation between academic workload and mental wellness among students.
- Expected Findings: A positive correlation would suggest that as the workload increases, students' stress, anxiety, and depression levels rise. If no correlation is found, it may suggest that factors other than academic workload contribute more to mental wellness outcomes.

6.2 Participants:

The study involved ten students from a variety of academic disciplines and levels from Bjemina Primary School (Class IV to VI)

6.3 Data Collection Methods:

In this study, survey questionnaires were the sole method used to collect data on the correlation between academic workload and students' mental wellness. The following sections describe the data collection process in detail, including the development, administration, and structure of the survey instruments used

6.3.1. Survey Questionnaire Design

Two main components of the survey addressed the academic workload and mental wellness of students.

These questionnaires incorporated closed-ended, Likert-scale questions to ensure that the data was quantifiable for correlation analysis.

6.3.1.2. Academic Workload: The workload section will focus on capturing students' time and effort in academic tasks.

6.3.1.3. Mental Wellness: To measure mental wellness, validated psychological scales were incorporated into the survey to assess levels of stress, anxiety, and depression among students

6.4 Data Analysis:

In this study, survey questionnaires served as the exclusive method for data collection, focusing on the correlation between academic workload and students' mental wellness. The data analysis process is outlined as follows:

6.4.1 Development of Survey Instruments:

- The survey was developed based on existing literature and frameworks that addressed academic workload and mental wellness.
- Questions were designed to measure various dimensions of academic workload (e.g., hours of homework, perceived difficulty) and mental wellness (e.g., stress levels, emotional well-being).
- The survey underwent a pilot test with a small group of students to ensure clarity, relevance, and reliability of the items. Feedback was used to refine the survey before full administration.

6.4.1.1 Administration of Surveys:

- The finalised survey was administered to a representative sample of students at Bjemina Primary School, ensuring that the sample reflected the diverse demographics of the student population.
- Surveys were distributed in a controlled environment to maximise response rates, with clear instructions provided to participants regarding the purpose of the study and the confidentiality of their responses.
- Follow-up reminders may be sent to enhance participation.

6.4.1.2 Structure of the Survey:

The survey consisted of closed-ended questions using Likert scales, multiple-choice, and demographic questions. Key sections included:

- **Demographic Information:** Age, gender, grade level, etc.
- **Academic Workload Assessment:** Questions on the quantity and type of homework assigned, time spent on homework, and perceived difficulty.
- **Mental Wellness Indicators:** Items measuring stress, anxiety, and general well-being using validated scales.

7. Data Analysis Techniques:

- **Descriptive Statistics:** The initial analysis will involve calculating means, medians, and standard deviations for each variable to summarise the data.
- **Correlational Analysis:** Pearson correlation coefficients were computed to assess the strength and direction of the relationship between academic workload and mental wellness indicators. This analysis helped determine whether an increase in homework burdens was associated with changes in mental wellness.
- **Regression Analysis:** Multiple regression analyses were conducted to explore the predictive power of various aspects of academic workload on mental wellness, controlling for demographic variables.

- Qualitative Insights: Open-ended responses from the survey were qualitatively analysed to identify themes related to students' perceptions of workload and mental health

8. Interpretation of Results:

The results were interpreted in the context of existing literature, highlighting significant findings and their implications for educational practices. Any limitations of the study were acknowledged, and suggestions for future research were provided.

This structured approach to data analysis aimed to provide a comprehensive understanding of the correlation between academic workload and students' mental wellness, contributing valuable insights to the field of educational psychology.

9. Ethical Considerations

7.1 *Informed Consent*: Participants were fully informed about the research purpose, procedures, and their right to withdraw at any time

7.2 *Confidentiality*: Participant data was anonymised to protect their identities. Resources and support were provided for participants who may have experienced distress during the study.

10. Timeline

Preparation (Month 1): Develop research instruments and obtain ethical approval.

Data Collection (Month 1): Conduct surveys and interviews.

Data Analysis (Month 2-3): Analyze data.

Reporting (Month 4): Compile findings and develop recommendations.

Dissemination (Month 5): Share results with stakeholders and publish findings.

11. Expected Outcomes

A clear understanding of the correlation between academic workload and mental wellness among students. Identification of specific stressors and protective factors related to academic demands. Practical recommendations for educators and policymakers to improve students' mental wellness.

12. Result and Discussion

Hypothesis: Below, the following hypothesis was examined at the significant level: Academic Burnout and Homework Load do not significantly correlate.

13. The efficiency of homework

Table 1: Students' Views on Homework

Statements	N	Minimum	Maximum	Mean
I understand that homework is both essential and valuable for my learning	60	1	6	5.1167
I understand the purpose of homework	60	1	6	5.0667
I am aware that homework contributes to my overall grade	60	1	6	5.0333
I feel that homework does not benefit me	60	1	6	2.1
I believe that homework is merely a task to keep me busy	60	1	6	2.6
I enjoy working on homework by myself	60	1	6	5.0333
I enjoy doing homework with a partner	60	1	6	4.8
I enjoy working on homework in a group	60	1	6	4.8
I enjoy having a large amount of homework	60	1	6	3.9
I have sufficient time to complete my homework	60	1	6	4.45
Valid N (listwise)	60			

As per data in Table 1, almost all the students strongly agree that homework is necessary and valuable for their learning, with a mean score of 5.12 for the item "I understand that homework is both essential and valuable for my learning." Similarly, students show a good understanding of the purpose of homework (mean score of 5.07) and recognise that it contributes to their overall grade (mean score of 5.03). This indicates that students are strongly aware of homework's significance, intent, and impact on academic performance. However, some variability in student perceptions is evident in the lower mean scores for statements such as "I enjoy having a large amount of homework", with a mean score of 3.9 and "I have sufficient time to complete my homework" (mean score of 4.45). This suggests that while students understand the importance of homework, they may have concerns about the volume of homework assigned and the time available to complete it. These findings align with previous studies by Tuominen-Soini (2014), which reported a complex relationship between students' perceptions of homework and the amount required, potentially leading to academic burnout. Martin et al. (2022) also highlighted that differences in motivational beliefs significantly impact academic performance. These results suggest that individual factors, such as personal motivation, learning styles, and the relevance of homework, play a role in how students perceive and engage with homework.

Teachers should consider these differing perceptions and experiences to maximise the effectiveness of homework in promoting student learning. Reducing homework stress and increasing student engagement may be achieved by designing assignments to take individual characteristics into consideration.

Table 2: Students Attitudes Towards How Teachers Assign Homework

Statements	N	Minimum	Maximum	Mean
Teachers clearly explain the purpose of homework	60	1	6	5.35
Some teachers assign homework without clarifying its purpose.	60	1	6	3.3333
Teachers assign homework that is relevant to the courses for students	60	1	6	4.3667
Teachers monitor and follow up on homework assignments	60	1	6	4.95
Teachers promptly check homework and return it to students.	60	2	6	5.3333
Teachers care about students' feelings regarding homework	60	3	6	5.0667
Valid N (listwise)	60			

Students generally report good emotions toward how teachers assign and manage homework, according to the statistics in Table 2. The item "Teachers clearly explain the purpose of homework" has the highest mean score (mean score of 5.35), indicating that most students believe teachers do a good job of explaining the purpose of homework assignments. The high mean score of 5.33 for the statement "Teachers promptly check homework and return it to students" supports this, showing that students believe that timely feedback is a regular practice.

The data also reveal that students believe teachers assign homework that is relevant to the courses they are studying (mean score of 4.37). Additionally, the mean score for "Teachers monitor and follow up on homework assignments" is 4.95, indicating that students appreciate the efforts of teachers in keeping track of their progress. However, there is a moderate level of agreement with the statement "Some teachers assign homework without clarifying its purpose" (mean score of 3.33), implying that while most teachers clearly explain homework, there are instances where this explanation might be lacking. These results are in line with the study conducted by Fernández-Alonso et al. (2021), which showed that students are more likely to interact favourably with their assignments when they understand their goals and receive

assignments that are related to them. Furthermore, the research conducted by Xu and Fan (2019) highlighted the significance of competent teacher-student communication in cultivating a positive outlook towards homework. The findings suggest that while giving homework, teachers should keep putting a high priority on follow-up, relevance, and clear communication. By doing this, they can enhance homework's effectiveness as a tool for reinforcing learning and raising student engagement even more.

Table 3: Impact of Homework on Students' Academic Achievement

Statements	N	Minimum	Maximum	Mean
Completing homework enhances my academic performance	60	2	6	4.9833
Completing homework leads to lower academic performance for me.	60	1	6	3.2333
Doing homework helps me perform well on tests and achieve high scores.	60	1	6	5.4833
When I don't complete my homework, I struggle on tests and receive low scores	60	1	6	4.6
Completing homework has no impact on my academic performance	60	1	6	3.0167
Valid N (listwise)	60			

Students believe that homework has a good effect on their academic progress in general, according to statistics in Table 3. With the highest mean score of 5.48 for the item "Doing homework helps me perform well on tests and achieve high scores" (Item 3), students firmly feel that homework helps them succeed on assessments. Likewise, the high mean score of 4.98 for (Item 1) indicates that students perceive a direct correlation between doing their homework and achieving better academic results. By comparison, the mean scores of items 1 and 5 are rather low, at 3.23 and 3.02, respectively. According to these results, the majority of students disagree that homework either has no effect at all or hurts their performance. Furthermore, the item "When I don't complete my homework, I struggle on tests and receive low scores" (Item 4) has a mean score of 4.6, which supports the notion that students understand the significance of homework for their test-taking performance. These results are consistent with a study conducted in 2022 by Tsang et al., which found that kids who consistently turn in their homework do better academically. This shows that improving student comprehension of the subject matter and overall academic success requires continuous homework routines. It implies that educators should continue emphasising the importance of homework as a tool for reinforcing learning and preparing students for tests.

Table 4: Impact of Homework on Students' Emotions, Motivation, and Time Management

Statements	N	Minimum	Maximum	Mean
I recognize that homework inspires me to learn	60	1	6	5.3833
Homework develops my sense of responsibility	60	2	6	5.35
I feel that homework causes me stress	60	1	6	2.7
I feel that homework causes me stress	60	1	6	4.1667
I believe that homework prevents me from managing my free time effectively	60	2	6	4.7
Valid N (listwise)	60			

Table 4 examined the effects of homework on students' emotions, motivation, and free time management. The data on the impact of homework on students' emotions, motivation, and time management provides a nuanced view of its effects. The mean score for the first item, which measures the extent to which students feel inspired to learn by homework, is 5.38. This high score suggests that a significant number of students

see homework as a motivating factor in their learning process, indicating a positive influence on their engagement.

In terms of responsibility, the second item has a mean score of 5.35, reflecting that students generally agree that homework helps develop their sense of responsibility. This indicates that many students perceive homework as a constructive tool in building their self-discipline and accountability skills. When looking at the emotional impact of homework, the data reveals a mixed response. It is possible to compare the results of this data analysis with previous studies on how homework affects students' stress levels and time management. Research usually indicates that although homework can be beneficial for student's academic performance, it also adds a great deal of stress and interferes with their leisure time. For example, according to a study by Vatterott (2018), 56% of students said that their schoolwork was their main source of stress, and many of them said that the workload was causing them to feel anxious and exhausted. This is consistent with the fourth item in this data, where a significant proportion of student's report feeling stressed out by their schoolwork, as indicated by the mean score of 4.17. Although the score of 4.17 is lower than what was observed in Vatterott's study, it still indicates that stress is a notable concern among students. The third item in our data, however, had a lower mean score of 2.7, suggesting that not all children experience stress from homework. This could be due to various reasons, including variations in academic expectations, school support systems, or personal stress-reduction techniques. This lower score is in contrast to research results that consistently show pupils to be more stressed out about their schoolwork. According to a study by Farrell and Brunton (2020), students frequently find it difficult to manage their time well when they are overburdened with schoolwork, which causes them to lose balance between their personal and academic lives. This finding is consistent with the results obtained from the fifth question, which revealed that students express concerns about homework interfering with their ability to manage their free time, reflected in a mean score of 4.7. This observation aligns with a broader body of research highlighting the detrimental effects of excessive academic workload on students' participation in extracurricular activities, quality of family time, and sleep patterns.

While there is some consistency between this data and prior research on the effects of homework on stress and time management, variations exist in students' perceptions of stress.

Table 5: Students' skills in managing homework

Statements	N	Minimum	Maximum	Mean
I complete my homework independently	59	1	6	4.6441
Someone else takes care of all my homework	59	1	6	2.0339
I finish and turn in my homework to my teachers on time	59	1	6	4.7797
I seek assistance from my teachers if my homework is too challenging.	59	1	6	4.6102
When homework is challenging, I directly copy from the internet without summarizing and submit it to my teachers.	59	1	6	4.1017
If homework is difficult, I research and summarize information from the internet before submitting it to my teachers.	59	3	6	4.7288
If homework is challenging, I take answers from my friends and submit them to my teachers.	59	1	6	3.4237
If homework is difficult, I seek help and collaborate with my friends to finish it.	59	1	6	4.4576
Valid N (listwise)	59			

Table 5 shows the analysis of students' skills in managing homework highlights varied strategies, with a focus on independent efforts, collaborative learning, and concerns about academic integrity. The mean score of 4.64 for independent homework completion indicates that most students show responsibility and

self-discipline, aligning with studies such as Cigdem and Oncu (2024), which emphasise the role of self-regulated learning in academic success.

In contrast, the low mean score of 2.03 for relying on others suggests strong student accountability. The findings of Langberg et al. (2016) indicate that timely completion of assignments is associated with improved academic performance, which aligns with the high submission timeliness observed in this study (mean score of 4.78). However, the mean score of 4.10 for the practice of directly copying content from the internet raises significant concerns and underscores the necessity for enhanced academic integrity measures. Furthermore, consistent with the behaviours identified in this research, Singh and Thambusamy's (2016) study revealed that approximately 50% of students admitted to engaging in academic dishonesty.

Encouragingly, the mean score of 4.73 for summarising information from the internet suggests that many students adopt ethical research practices. Collaborative learning, reflected by a mean of 4.46 for working with peers, supports Vygotsky's (1978) theory on the benefits of social learning in problem-solving (Nurfaidah, 2018). While this analysis shows that students largely demonstrate positive skills in managing homework, areas such as academic integrity require attention, aligning with broader research findings in educational psychology.

14. Academic Burnout Level

Table 6: Emotional Exhaustion

Statements	N	Minimum	Maximum	Mean
I feel emotionally drained from my studies.	60	1	6	2.95
I feel drained by the end of the school day.	60	1	6	3.7833
I feel burned out from my studies.	60	1	6	3.2667
I feel exhausted in the morning when I have to face another day at school.	60	1	5	2.8333
Studying or attending a class is a strain for me.	60	1	6	2.6333
Valid N (listwise)	60			

Emotional exhaustion revealed varying degrees of stress and burnout associated with their academic experiences Table 6. The findings provide insight into how students perceive their emotional and physical energy levels when dealing with their studies.

The analysis revealed that students experience moderate levels of emotional exhaustion about their studies. The mean score of 2.95 for emotional tiredness suggests that, while some students do experience emotional fatigue, it is not a significant issue for the majority. This finding is consistent with the research conducted by Li et al. (2017), which identified acceptable levels of emotional exhaustion among students. Conversely, the higher mean score of 3.78 reported by Shankland et al. (2019) for feelings of fatigue by the end of the school day indicates that physical and mental exhaustion is more prevalent. Furthermore, Graham (2016) reported that students experience moderate burnout, as reflected in a mean score of 3.27, indicating challenges in managing their workloads effectively. The comparatively lower mean score of 2.83 for morning exhaustion indicates a degree of resilience among students in the face of daily academic demands. In contrast to Johnson et al.'s (2019) conceptualisation of academic strain, the lowest mean score of 2.63 for perceiving class attendance as a strain suggests that most students do not find studying excessively stressful. These findings indicate that, while mental exhaustion and burnout are present, they do not prevail among the student population. Nevertheless, the elevated levels of fatigue reported by the end of the day highlight the necessity for effective stress-reduction strategies and improved task-management techniques.

Table 7: Sense of Skepticism

Statements	N	Minimum	Maximum	Mean
I have lost interest in my studies since I started at the school	60	1	6	2.25
have become less passionate about my studies	60	1	6	2.7667
I have grown more skeptical about the potential value of my studies.	60	2	6	4.6667
I doubt the significance of my studies	60	2	6	3.95
Valid N (listwise)	60			

The analysis of data concerning students' scepticism toward their studies reveals a spectrum of engagement and uncertainty regarding their learning experiences. The results indicate that while some students remain motivated and intrigued, others exhibit signs of increasing scepticism. The statement "I have lost interest in my studies since I started at the school" has a mean score of 2.25, suggesting that most students do not experience a significant decline in their interest in academic pursuits. This relatively low score aligns with findings from the study by Barkley and Major (2020), which highlights the importance of intrinsic motivation in maintaining student engagement, reflecting a general trend of sustained motivation among the student population.

While the view that "I have become less passionate about my studies" is not prevalent among most students, this statement does have a slightly higher mean score of 2.77, indicating that some students may be experiencing a decline in motivation regarding their academic work. In contrast, the statement "I have grown more sceptical about the potential value of my studies" received a significantly higher mean score of 4.67, suggesting that students are generally unconvinced about the relevance or long-term benefits of their education. Research by Teixeira (2019) and other educational literature has emphasised a perceived disconnect between academic content and its real-world applicability, which may contribute to this scepticism.

The mean score for the statement "I doubt the significance of my studies" is 3.95, reflecting a moderate level of doubt among students about the importance of their educational experiences. This finding suggests that while scepticism exists, it does not dominate students' perceptions but still highlights a need for addressing the relevance and value of the curriculum to reinforce student engagement. This data indicates that while a significant number of students maintain interest and passion for their studies, there is a noticeable trend of scepticism about the value and significance of their academic pursuits, pointing to the importance of curricular alignment with students' real-life goals and aspirations.

Table 8: Academic Effectiveness

Statements	N	Minimum	Maximum	Mean
I am able to solve the problems that come up in my studies effectively.	60	1	6	4.4667
"I believe that I make an effective contribution to the classes I attend."	60	1	6	4.2833
In my opinion, I am a good student.	60	4	6	5.9167
I have learned many interesting things during my studies.	60	4	6	5.6333
I feel motivated when I accomplish my study goals	60	1	6	5.1333
During class, I feel confident in my ability to accomplish tasks effectively	60	2	6	4.9167
Valid N (listwise)	60			

Table 8 shows the analysis of students' perceptions of their academic effectiveness reveals generally positive self-assessments of their abilities and experiences in the classroom.

The statement "I can solve the problems that come up in my studies effectively" has a mean score of 4.47, indicating that most students feel confident in their problem-solving skills. This level of confidence is

essential for academic success, as highlighted by Schunk and DiBenedetto (2021), who emphasise the role of self-efficacy in enhancing students' performance and motivation. For the statement "I believe that I make an effective contribution to the classes I attend," the mean score is 4.28, suggesting that students feel moderately assured of their active participation and value in classroom settings. This aligns with studies that show students who perceive themselves as valuable contributors tend to be more engaged and motivated (Barkley & Major, 2020). The mean score for "In my opinion, I am a good student" is 5.92, one of the highest in this set. This score indicates a strong sense of self-identity and confidence among students regarding their academic capabilities, reflecting a positive self-concept.

Similarly, the statement "I have learned many interesting things during my studies" has a mean of 5.63, suggesting that the majority of students find their studies engaging and enriching. Such engagement is crucial for fostering a deep understanding of the material and promoting a love of learning. The mean score of 5.13 for the statement "I feel motivated when I accomplish my study goals" highlights the importance of goal-setting in maintaining student motivation. Ghaleb et al. (2015) argue that setting clear academic goals significantly enhances motivation and achievement, which is consistent with these findings. The last statement, "During class, I feel confident in my ability to accomplish tasks effectively", has a mean of 4.92, indicating a strong level of confidence among students in handling classroom tasks. This high confidence level is essential for active participation and success in academic activities. Data suggests that students generally have a positive view of their academic abilities, with high levels of confidence, motivation, and engagement in their studies.

Table 9: Correlation Matrix

		Home Work Load	Academic Burnout
Home Work Load	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	60	60
Academic Burnout	Pearson Correlation	.141	1
	Sig. (2-tailed)	.181	
	N	60	60

An exploration of the relationship between academic burnout and homework load reveals a weak positive correlation, as evidenced by a Pearson correlation coefficient of 0.141. This suggests a minor, yet statistically observable, association between the quantity of homework assigned and the incidence of academic burnout. While the correlation is not particularly strong, it indicates that as the homework load increases, there is a slight tendency for the likelihood of academic burnout to also rise. However, this relationship is not substantial, implying that other factors may play a more significant role in contributing to academic burnout. The significance level (Sig. 2-tailed) is reported at 0.131, which exceeds the conventional threshold of 0.05 for statistical significance. This suggests that there is a considerable possibility that the observed association between homework load and academic burnout is due to chance rather than a genuine effect, as the correlation is not statistically significant. Based on these findings, we can conclude that there is limited evidence to support a significant relationship between homework load and academic burnout for this particular group of students. This suggests that factors beyond the amount of assigned schoolwork—such as time management, stress-reduction strategies, study habits, and intrinsic motivation—might play a more critical role in contributing to academic burnout. Future studies should concentrate on a wider range of variables, such as stress levels, social support, extracurricular activities,

and individual psychological aspects, that may interact with the homework load to gain a more thorough knowledge of academic burnout. This strategy could assist in determining more accurate indicators of student burnout.

15. Implications for Future Research

To better understand the factors contributing to academic burnout, future studies should consider examining a broader range of variables that might affect students' stress and well-being, such as time management skills, coping mechanisms, social support, and academic pressures. By looking at these factors in conjunction with homework load, researchers might gain more insight into how different elements interact to impact academic burnout. Additionally, a larger sample size and diverse student groups could help draw more generalised conclusions.

16. Limitation of the Study

As with many studies, this research has its own set of limitations. According to Theofanidis and Fountouki (2018), research limitations refer to challenges and constraints that emerge during the investigation, often beyond the researcher's control. While the study benefits from its robust methodology and large sample size, several important drawbacks should be acknowledged. One notable limitation is the study's focus on a specific group of children, which may limit the generalizability of the findings to other schools or educational settings. Additionally, the research only considered a single variable, neglecting other potential factors that might have influenced the results. This narrow focus may overlook complex interactions that could provide deeper insights into the topic. Future research should aim to incorporate a broader range of variables and consider objective data collection methods to capture a more holistic picture. Expanding the study to include a more diverse sample could also enhance its applicability, allowing the findings to be relevant across different demographics and educational contexts. This comprehensive approach could lead to more robust conclusions that better inform educational practices and policies.

17. Conclusion and Recommendations

The study revealed a complex relationship between college students' academic burnout and their homework load, showing a negative association between the two. While the data suggests that academic burnout does not directly correlate with the amount of homework assigned to students, it also highlights that different students have varying levels of success in managing their homework load. This variation indicates that factors other than homework volume play a significant role in contributing to or mitigating burnout.

Interestingly, the study found no significant link between homework burdens and academic burnout, suggesting that students' ability to cope with homework may depend on individual factors such as personal resilience, time management skills, and stress tolerance. The study recommends that to gain a more comprehensive understanding of the causes of academic burnout, future researchers should explore these various elements in greater depth.

To prevent academic burnout, the study emphasises the importance of equipping students with effective time management and stress-reduction techniques. By learning to balance their academic responsibilities with leisure activities, students can maintain better mental and emotional well-being. Teaching these skills

can help students avoid burnout and reduce the risk of mental and emotional breakdowns, ensuring they have the resilience needed to succeed both academically and personally.

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