

The Role of School Burnout on Sleep Quality with Self-Control as a Mediator (Study on College Students during the COVID 19 Pandemic)

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Abstract

During the COVID-19 pandemic, a new policy was implemented that included conducting learning activities at home. Consequently, students adapt to online learning. According to previous research, it is recognized that online education causes student burnout. Poor sleep quality is significantly related to higher school burnout. Low levels of self-control can also be connected with poor sleep quality. This study intends to examine the relationship between academic burnout and sleep quality in students, using self-control as a mediator. This study featured a total of 406 students, 166 of whom were male and 240 of whom were female. The School Burnout Inventory (SBI), Pittsburgh Sleep Quality Index (PSQI), and the modified Self-Control Scale were utilized to collect data for this study. The data processing includes a test for regression using the mediator variable. The results showed that there was a strong link between school fatigue and the quality of sleep, with students' self-control acting as a link between the two.

Keywords: School burnout, quality of sleep, self-control

Introduction

In the previous year, all industries continued to feel the effects of the COVID-19 outbreak, which lasted quite a while. The epidemic has drastically affected all activities. According to the World Health Organization (WHO, 2021), COVID-19 is an infectious disease caused by a novel virus, the coronavirus, which is spread primarily through saliva droplets or nasal discharge when a person coughs or sneezes. The COVID-19 pandemic has had a significant impact on numerous industries, including education. Because of this, the government made a new policy for online education and activities that can be done at home.

Learning online has both positive and negative effects. According to Aung and Khaing (2015), developing nations will have a difficult time dealing with poor Internet access and a lack of expertise in the usage of information and communication technologies. It is also said that many students and even professors today complain about the effects of online

learning methods, which can result in exhaustion or burnout (Herdiana, et al., 2021). In addition, it is known that the online learning approach utilized during this pandemic requires individuals to stare at the screen for an extended period. It is believed that excessive screen time can increase stress and also lead to burnout (Mheidly et al., 2020).

It is also recognized that increasing stress is extremely vulnerable to being felt by students because the emerging maturity phase is a moment in an individual's life when many transitions occur (Matud et al., 2020). According to Love et al. (2019), many individuals in the emerging adulthood period experienced school burnout during their college years. School burnout is a behavioral reaction caused by stress (Salmela-Aro et al., 2009). School burnout is sometimes regarded as a reaction when individuals experience continuous fatigue or exhaustion as a result of a heavy workload and high learning pressure (Salmela-Aro et al., 2009). School burnout is also

characterized by cynicism, which refers to people who believe they have lost interest in learning, and by conditions in which individuals feel less competent in carrying out their obligations, or what is known as inadequacy (Salmela-Aro et al., 2009).

Furthermore, personal communication was conducted with the results of short interviews, which revealed a drop in motivation and enthusiasm for carrying out lectures during the online learning system. Furthermore, it is well recognized that students become bored and exhausted due to prolonged exposure to computer displays, especially when there are no classmates with whom they can converse, as in offline lectures. It is also known that, due to unstable networks, students turn off videos more frequently during lectures. When students are bored, they frequently divert their activities by using social media to find enjoyment. When taking online classes, students often tend to put off current work.

Students with limited self-control are those who are distracted by social media while listening to online courses. According to Beimester et al. (2007), self-control has a relationship with school burnout, with low self-control being related to features of school burnout such as lack of academic accomplishment, low degree of persistence, and inability to complete assignments well. Furthermore, it is claimed that social media distraction is generated by two factors: social conditions such as feeling affiliation motives and fear of loss (FoMO), and task-related distraction caused by self-regulation abilities (Koessmeier & Buttner, 2021).

In addition, it was discovered that school burnout itself has a substantial positive correlation with sleep quality ($r = 0.40$, $p .001$), indicating that an increase in school burnout will result in poor sleep quality (May et al., 2020). It is well-known that many students endure stress due to an abundance of tasks, which can lead to burnout and affect the duration of sleep deprivation. According to Shad et al. (2015), undergraduate students also frequently experience burnout. It was also discovered that the majority of students who were weary due to a large number of

tasks or academic expectations would forego sleep to extend their study time (Pagnin & Queiroz, 2015). It has also been suggested that burnout itself may be accompanied by symptoms that closely resemble those of anxiety, sadness, and sleep difficulties (Maslach & Leiter, 2008; Aydemir & Icalli, 2013).

Sleep is an essential physiological process in humans (Lemma et al., 2012). By obtaining a restful night's sleep, individuals can lessen feelings of burden and exhaustion. But without comprehending that excessive sleep deprivation will have negative health effects on those affected, Sleep quality is a measurement of the quantitative and qualitative components of sleep, where the quantitative component is the duration or length of sleep and the qualitative component is a subjective measurement of the depth and feelings upon waking (Buysse, 1988).

According to Suen et al. (2008), students' ability to comprehend, analyze, and assimilate constructive information during the study process is dependent on the quality of their sleep. According to Wolf and Rosenstock (2016), high rates of burnout are connected with sleeping less than 7 hours per night on average and experiencing daytime sleepiness. In Wolf and Rosenstock (2016), the National Sleep Foundation suggests that adults sleep between 7 and 9 hours per night, as sleeping less than 7 hours might negatively impact physical and mental health. Research (Wolf & Rosenstock, 2016) shows that people who sleep less than or equal to five hours a night have a high chance of getting burned out.

Poor sleep quality is also related to a lack of self-control in the individual. According to Liu et al. (2020), individuals with poor sleep quality can affect overcoming negative moods. This is related to a decrease in the ability of self-control or self-control in individuals, and it is also stated that good sleep quality will have a more positive effect, and that effect is self-control.

Self-discipline, or awareness, is an important component of self. High self will also contribute to an individual's survival. According to Marsela and Supriatna (2019), individuals with low self-control

are more likely to participate in deviant conduct, since self-control is a fundamental ability or innate characteristic that regulates activities that form behavior in cognitive, emotional, and psychomotor dimensions. It has also been suggested that self-control or self-control can be a crucial aspect of understanding the connection between burnout and sleep quality (May et al., 2020). Therefore, self-control may serve as a mediator between the variables of school burnout and sleep quality.

Method

This study applied a quantitative methodology with quota sampling. This quota sampling technique refers to the selection with control, which ensures that a specified number (quota) is obtained from any particular population subgroup, but there is no randomization of unit selection in subgroups (Elder, 2009). The purpose of using quota sampling in this research because it can identify relevant categories among the population that the group will sample to capture diversity between units (e.g. male and female; or age category 18-25 years old). In this study, research questionnaires were sent through Google Forms, which served as the sampling platform. In addition, the equipment used in this study is laptops and cellphones to create and prepare research online, as well as the device used by the participants to fill out the research questionnaire. The researcher also requires a blueprint of research measurement tools and informed consent as well as a brief description of the study and participant consent to follow the entire series of studies listed in the questionnaire on Google Forms. Due to the COVID-19 pandemic, researchers decided to do online sampling through social media, and people could fill out questionnaires from wherever they were, researchers use personal social media such as Line, WhatsApp, and Instagram to spread posters and questionnaire.

This study's participants are undergraduate students between the ages of 18 and 25 who attended online lectures during the COVID-19 pandemic. They are either male or female. Most participants in this

study, 177 in total, belonged to the 21-year-old age bracket (43.6 percent). While students between the ages of 24 and 25 made up the smallest proportion of this study's participants (1.5%), they were still the age group with the fewest participants (1.5%). In terms of gender, there were 240 female participants (59.1%) and 166 male participants (40.9%).

The technology used in this study included laptops, mobile phones, and gadgets used by participants to complete research questionnaires for 10-15 minutes. In addition to a description of the research and participant consent to engage in the whole series of experiments stated on the Google Form questionnaire, researchers require a blueprint of research measurement instruments and informed consent. In addition, utilizing an editing application, specifically Canva, to design a poster with information about the required criteria and a link for completing research questionnaires. The researchers used Microsoft Excel to organize information about the participants and SPSS version 25.0 to look at the information. The data retrieval runs from February 22, 2022, to March 22, 2022.

Results

The correlation test on the school burnout variable with sleep quality shows a correlation value (r) of 0.375 and a significance value (p) of 0.000 (<0.05). Significance results show <0.05 , which means that the correlation between variables is significant. Positive Pearson Correlation data also indicate that the higher the school burnout, the higher the score for sleep quality, which predicts poorer sleep. This indicates that school burnout is positively and strongly connected with sleep quality, as indicated by the correlation and significance values.

Furthermore, a correlation test was also carried out on the school burnout and self-control variables, which showed a correlation value (r) -0.463 and had a significance level (p) of 0.000 (<0.05). Significance results show <0.05 , which means that the correlation between variables is significant. The results of the negative Pearson Correlation also mean that the

higher the school burnout, the lower the self-control value, and vice versa. As shown by the correlation and significance values, this means that school burnout is strongly and negatively linked to self-control.

Third, a correlation test was also conducted on the sleep quality and self-control variables, which showed a correlation value (r) -0.265 and had a significance level (p) of 0.000. Significance results show <0.05 , which means that the correlation between variables is significant. Pearson's correlation is negative. This indicates that the score for self-control will decrease when the score for poor sleep increases, and vice versa. The correlation and

significance values show that self-control and how well you sleep are significantly and negatively linked.

Furthermore, there are multiple linear regression test results on the variables of school burnout, sleep quality, and self-control as a mediator, which show a significant number of 0.031 (<0.05), which means that there is a role for self-control in sleep quality. The magnitude of the role in the three variables resulted in an R -value of 0.388 and an R^2 of 0.146. The R^2 means that 14.6% of the sleep quality variable is influenced by school burnout and self-control. While the remaining percentage of 85.4% can be influenced by other factors not measured in this study.

Table 1. Hasil Uji Regresi Linear Berganda Variabel School Burnout, Kualitas Tidur, dan Self-Control

Model	t	Sig.
(Constant)	4.703	0.000
School Burnout	6.150	0.000
Self-Control	-2.161	0.031

Dependent Variable: Total_KTidur (Kualitas Tidur)

Discussion

The results of this study support the results of the hypotheses and theories that school burnout is positively and significantly correlated with the quality of sleep. This was also stated by May et al. (2020) that school burnout has a positive and significant relationship with sleep quality, it can be interpreted also that the greater the burnout, the worse the quality of sleep experienced. However, the theory put forward by May et al. (2020) gives input for further research by adding self-control variables to better understand the relationship between school burnout and sleep quality. In this study, it is known that self-control can act as a mediator between school burnout and sleep quality

This research has a limitation. The first limitation is the concept of school burnout and sleeps quality online, which has been going on for about a year, such that pupils have adapted and are becoming accustomed to the present cycle. Second, the researchers did not provide additional information regarding student status (while working or not), the

cause of the high or low quality of the participants' sleep, such as if the participants had poor sleep quality (could be due to studying, or excessive screen time spent playing on the internet). The researchers did not count the number of students in each science cluster in an even way, so the number of students in each science cluster was not the same.

Conclusions

The results of the regression test that has been carried out state that school burnout has a positive and significant role in sleep quality. In addition, it was also found that self-control can function as a mediator in this study. Thus, the hypothesis in this study is accepted. According to the results of the regression analysis performed based on the research data, school burnout has a positive and statistically significant effect on sleep quality. In this study, it was also discovered that self-control can serve as a mediator. It all means that if some college students have a high level of school burnout, they will have poor sleep quality. Both effects can cause them to

have low self-control either. Thus, the hypothesis is confirmed by this research.

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