



The Correlation Of Excessive Assignment Between Student's Mental Health

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Abstrak

This research investigated the correlation of excessive assignments on the mental health of fifth-year English language students at State Islamic Religious Institution in Central Kalimantan. The research hypothesized a strong positive correlation between perceived assignment load and mental health problems. The method of this research used quantitative approach using a questionnaire. The Data was collected from 20 participants. The researchers, analyzed the data using pearson's correlation coefficient JASP to examine the relationship between excessive assignment and mental health condition. Based on the findings, the result showed a significant positive correlation ($r = 0.900$, $p < .001$) between excessive assignment and mental health condition, indicating that 81.0% of the variance in students' mental health could be attributed to their perceived workload. Educational institutions should take proactive steps to manage student workloads and provide mental health support services, such as counseling, time management training, and flexible deadlines. Promoting a balanced approach to academic assessment that prioritizes both academic excellence and student well-being is crucial for fostering the success and well-being of English language students. This research limited due to the small sample size and focus on a specific student population. Future research with larger and more diverse samples is needed to further explore the complex relationship between academic demands and student mental health. The findings highlight the urgent need for universities and educators to prioritize student mental health alongside academic achievement. Implementing practical strategies to manage workloads and provide mental health support can promote a more holistic and student-centered educational environment.

Kata Kunci : Correlation Analysis, Excessive assignment, Mental health

INTRODUCTION

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community (WHO, 2022). Mental health is something that is starting to be discussed and taken seriously nowadays. Mental health problems in Indonesia are still categorized as quite high at this moment, particularly among students, who have unpredictable emotions and already have good capacities to solve existing problems. However, it is a time when they frequently endure stress, particularly during specific events in their life (WHO, 2003). Students are seen as a susceptible group in terms of mental problems. As a result, more attention is required because it is a state asset and the next generation of the nation. (Rachmah, Mayangsari, & Akbar, 2015).

The mental health of students is to their state of psychological well-being, which can be influenced by many mental and psychological diseases (Muslihah, 2019). Common mental health illnesses among students encompass learning disabilities, melancholy, stress, tension, anxiety, panic, and exam phobia. The prevalence of these psychological symptoms can exert a significant influence on students emotional and cognitive states, leading to a decline in their ability to think creatively, their will to study, and their motivation to take initiative, ultimately impacting their academic achievements. Furthermore, matters pertaining to adolescent criminal behaviour, behaviour management, and psychiatric conditions can significantly impact the psychological welfare of pupils, impeding their capacity to regulate their emotions and conduct. Therefore, students mental health involves various concerns pertaining to the psychological and emotional well-being of students throughout their educational journey (Rahmat, 2014).

Excessive assignment refers to an overwhelming amount of homework or academic tasks that students are required to complete within a limited time frame. Excessive assignments, which significantly affects the mental well-being of English students. As the demand for excellence grows, the workload imposed upon students. The education system's emphasis on rigorous assignments, particularly in the domain of English studies, is raising concerns about the potential adverse effects on the mental health of students.

An prevalent issue frequently observed in the mental well-being of students is the escalating levels of stress and worry. The weight of academic pressure, fierce competition, and the expectation to excel in tests and assignments might be overwhelming for numerous kids. They have a sense of being overburdened by demanding workloads, strict timetables, and lofty standards, leading to an excessive amount of stress. Anxiety is a prevalent issue among students who have apprehension due to the worry of being judged and meeting others' expectations, as well as the dread of not succeeding. Impaired mental well-being can have adverse effects on pupils' cognitive aptitude, drive, and general well-being. Hence, it is crucial to acknowledge and tackle students mental health concerns in order to establish a more nurturing and salubrious educational milieu. The excessive academic burden can exert a substantial detrimental influence on the mental well-being of pupils. The potential adverse effects are : 1) Excessive stress : Students experience heightened pressure due to demanding academic tasks and strict time constraints. 2) Anxiety can be triggered by task overload : students may experience apprehension regarding their ability to fulfil all allocated duties, or they may be concerned about their end outcomes. Such anxiety can impact kids' sleep patterns, dietary habits, and ability to concentrate. 3) Fatigue and burnout can result from an excessive workload, leading to persistent exhaustion and potential burnout. Students who feel too weary to cope with school work may have diminished motivation, lose interest in studying, and even feel despondent. 4) Reduced Quality of Life : Task overload might impede students' overall well-being and satisfaction with life. They might experience a sense of being overwhelmed with their schedule, preventing them from engaging in extracurricular activities, socialising, or practising self-care. This can result in social alienation and a decline in general well-being. 5) Long-term Consequences : Sustained task overload can have enduring effects on pupils' mental well-being. It can establish a continuous cycle of stress and a lack of ability to handle future responsibilities.

The English learning is extensive and multifaceted, requiring students to engage in complex tasks like analyzing literature, writing essays, conducting research, and honing language skills. These tasks demand a considerable amount of time, effort, and intellectual dedication. However, an excessive assignment load can overwhelm students, leading to heightened stress, anxiety, burnout, and, in severe cases, even depression. The negative impact of overwhelming assignments on mental health cannot be understated, as it affects a student's ability to perform well academically and, more importantly, leads to long-term detrimental effects on their overall well-being. Previous study by (McKenzie Courtney, Samantha, 2018) investigated the impact of academic stress on the social and emotional health of elementary school students. Surveys were conducted among students, parents and teachers to gather their perspectives on homework and its impact on students well-being.

This article aims to find out how excessive assignment affect the mental health of English students. The purpose is to investigate the effects of academic assignment overload in the field of English studies. By understanding how excessive assignment affects students, researcher can highlight on the challenges they face in maintaining good mental health. The focus is on outlining the negative consequences that arise when students are burdened with too much work. Specifically, researcher are interested in how this assignment to affects the well-being and mental health of students studying English or related subjects. Through this research, researcher hope to highlight the need for a balanced approach to academic assessment that prioritizes both academic excellence and student mental health.

METODE

This study used quantitative method. This study used questionnaire to collect quantitative data on the variables of interest. The questionnaire will include questions related to the students' experiences with excessive assignment, their levels of stress, anxiety, burnout, and overall mental well-being.

Variables : Excessive Assignment (Independent Variable): This variable refers to the overwhelming amount of academic tasks that students are required to complete within a limited time frame. It will be measured quantitatively by assessing the number of assignments, the time required to complete them, and the perceived workload.

Mental Health Condition (Dependent Variable): This variable represents the mental well-being of English students. It will be measured quantitatively using established scales and measures related to mental health.

Data Collection : The questionnaire will be administered online used Google form. The sample will include English students of fifth semester class B at a state Islamic religious institution in Central Kalimantan, with total 20 participant.

Data Analysis : This study using appropriate JASP (JASP Team, 2023) methods. Then, used correlation statistics (such as Pearson’s correlation coefficient) to examine the relationship between the variables of excessive assignment and mental health.

RESULT AND DISCUSSION

The first table shows the correlation matrix with Pearson’s r value and its p-value. This shows a highly significant correlation ($p < .001$) with a larger r value close to 1 ($r = 0.900$).

Table 1. Pearson's Correlations

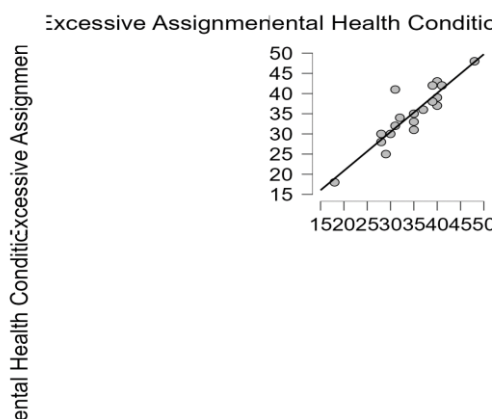
Variable		Excessive Assignment Mental Health Condition		
1. Excessive Assignment	Pearson's r	—		
	p-value	—		
2. Mental Health Condition	Pearson's r	0.900	***	—
	p-value	< .001		—

* $p < .05$, ** $p < .01$, *** $p < .001$

The plot provides a simple visualization of this strong positive correlation ($r = 0.900$, $p < .001$) which is also highlighted by the heatmap.

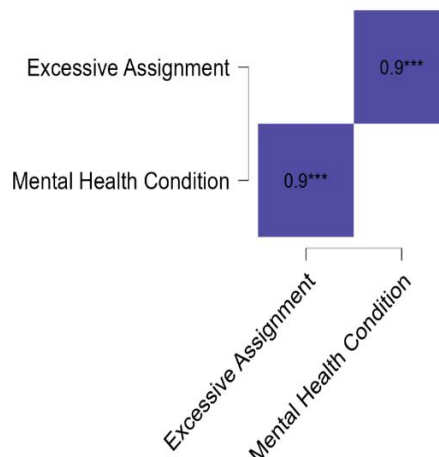
Correlation plot

Tabel 2. Correlation plot



Pearson's r heatmap

Tabel 3. Pearson's r heatmap





Pearson's correlation showed a significant correlation between excessive assignment and mental health condition ($r = 0.900$, $p < .001$) with excessive assignment accounting for 81.0% of the variance mental health.

This finding is consistent with a wealth of previous research establishing links between high academic demands/pressure and mental wellbeing issues. For example, studies have consistently shown that greater perceived academic stress predicts elevated symptoms of depression and anxiety. Muslihah et al. (2019) found this relationship in Indonesian university students, while Beiter et al. (2015) surveyed over 1500 American college students and reported that higher stress was tied to higher depression, anxiety, and other mental health problems. A meta-analysis by Lee et al. (2019) synthesizing 74 studies also reported moderate to high correlations between academic stress and depression/anxiety across diverse populations and contexts, underscoring the robustness of this association.

The present results add to this evidence by quantifying just how strongly assignment loads relate to mental health conditions. The r^2 value of 81.0% indicates that excessive assignments account for the vast majority of variance in students' psychological functioning. This lends support to theoretical models linking academic stress to mental health outcomes. For instance, Dusselier et al. (2005) proposed stress activates physiological systems like the HPA axis that influence mood when prolonged over time. Rahmat (2014) also suggested high workloads increase stress as students juggle assignments with other responsibilities and personal lives.

While correlation does not prove causation, longitudinal research provides some confirmation of causal pathways. For example, Misra and McKean (2000) conducted a 1-year prospective study and found that greater academic stress at baseline predicted increased depression and anxiety symptoms later on. When assignment demands are perceived as overwhelming or unmanageable, it can increase feelings of being overwhelmed, hopeless, and worried (American College Health Association, 2019). Managing assignment loads may be an important factor in promoting student well-being and mental health. This implies the direction of the relationship is from academic demands to mental health impacts, rather than vice versa. Findings can be generalized to the population of high school students in the study area. However, they may differ due to different education systems and academic pressures (Jones et al., 2018). Cultural and socioeconomic factors are also influential.

In light of these findings, universities must take proactive steps to manage student workloads and provide support services. Recommendations include counseling, time management training, and flexible deadlines (Trombitas, 2012). Such strategies aim to reduce chronic stress and protect mental wellbeing in this high-risk population. Overall, the present results and past literature demonstrate excessive assignments seriously endanger students' psychological health.

CONCLUSION

In conclusion, the result showed a significant positive correlation between excessive assignment and mental health condition ($r = 0.900$, $p < .001$), it can be concluded that excessive assignment can explain 81% of the variation in students' mental health conditions so that it is the main factor affecting their psychological well-being. This finding is consistent with previous studies that have also shown a relationship between academic stress and mental health problems. Longitudinal studies have also revealed that early academic stress is associated with later increases in depressive and anxiety symptoms, indicating the direction of the relationship from task load to its impact on mental health. Therefore, management of students' task load and support services such as counseling are necessary to reduce stress and protect students' mental health, given that excessive task load may harm their psychological well-being.

ACKNOWLEDGMENTS

The authors would like to thank the various parties who have supported and contributed to the completion of this research. First of all, we would like to thank the supervisors who helped us with this research. We are also especially grateful to the 20 students who voluntarily participated in this study and provided valuable feedback through the questionnaire. This research would not have been possible without the support and contributions of all the parties mentioned above.

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