Perception of academic workload & its impact on performance

Group Assignment

by

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in partial fulfillment of the requirement of

the Statistical Data Analysis

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Declaration

We hereby declare that this submission is these research ideas, research works, results, analyses, and conclusions contained in this research are entirely my own work in partial fulfillment of the requirement of the Statistical Data Analysis and that, to the best of my knowledge; it contains no material previously published by another person or material which has been accepted for the award of any other degree of the University, except where acknowledgement has been made in the text.

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Abstract

This thesis investigates the relationship between students' perception of academic workload and its impact on their academic performance. A systematic questionnaire is used in the study to gather information from a broad sample of students from different educational institutions. This study intends to investigate the effects of perceived workload on students' academic success by examining students' perceptions, workload management techniques, and associated academic successes. The results of this study can give educators and decision-makers useful information that will help them design interventions that will improve kids' academic performance and experiences overall.

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Acknowledgement

We extend our sincere gratitude to all the esteemed members who wholeheartedly dedicated their efforts to the successful completion of the group assignment involving the survey questionnaire research thesis within the Statistical Data Analysis course module. Our foremost appreciation is directed towards Dr. Sanjaya Thilakarathne for graciously affording us the opportunity to acquire comprehensive experiences, assume collective responsibilities, and cultivate practical insights through the execution of this assignment.

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Chapter 1: Introduction

1.1 Introduction to the Study

Academic burden is crucial in determining how children learn and how they perform academically. Academic success is given a lot of weight in today's educational environment, which raises the bar for students and their aspirations. Students' impression of their academic burden becomes a crucial element impacting their motivation, engagement, stress levels, and ultimately, their overall academic success as they navigate through coursework, assignments, exams, and extracurricular activities.

Accurate workload perception is crucial since it affects students' learning attitudes and academic achievement. For educators, politicians, and institutions alike, it is crucial to comprehend how students feel about their academic workload and how that could affect how well they perform. While an excessive impression of burden may result in burnout and decreased academic accomplishment, effective workload management solutions may maximize students' learning experiences and increase their chances of academic success.

This study aims to explore the connection between students' perceptions of their academic burden and how it affects their performance in school. This research aims to offer useful insights that can help foster a supportive academic environment conducive to students' well-being and general success by looking at the factors influencing workload perception, investigating coping strategies used by students, and analyzing their academic outcomes.

1.2 Background of the study

The relationship between student performance and academic burden has received a lot of attention in modern education. The challenge for educational institutions is to offer challenging and thorough curriculum while also taking into account students' achievement in the classroom. While an excessive workload can cause academic stress and impede students' general progress, it is necessary for fostering deep learning, critical thinking, and skill development.

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Students' perceptions of their academic burden vary depending on the difficulty of the course, their availability, and other personal qualities. While some students could flourish under rigorous academic expectations and find inspiration in their schoolwork, others might feel more stressed out and overwhelmed. The nature of workload perception might change as students go through various academic levels and disciplines, influencing their learning outcomes.

The importance of workload perception is found in its capacity to affect students' mental health, motivation, and engagement, in addition to its direct impact on academic achievement. How students cope with stress connected to their workload and deal with academic obligations is greatly influenced by their coping mechanisms and time management abilities.

Although a number of studies have looked at different elements of workload perception, further study is required to fully comprehend its consequences for students' academic progress. By undertaking a detailed analysis into students' perceptions of academic burden and its possible impacts on their academic performance, this study seeks to add to the body of knowledge. This study aims to support educators, policymakers, and institutions in enhancing students' academic experiences and fostering an environment conducive to student achievement by shedding light on the factors influencing workload perception, identifying efficient coping mechanisms, and providing evidence-based recommendations.

1.3 Research Problem

Despite the significance of students' perceptions of their academic burden, there is still a vacuum in the evidence about how it affects their academic performance. While some research have looked at the connection between stress levels and workload perception, less have looked at how it directly affects students' academic performance. In order to provide specialized solutions for students with different requirements, more research must be done on individual differences, disciplinary variances, and coping strategies in response to workload perception.

By performing a thorough analysis into students' perceptions of academic burden and its possible effects on their academic performance, this study aims to fill this research vacuum. This study intends to offer useful insights into creating a supportive academic environment that improves students' overall performance and well-being by examining the variables impacting workload perception, coping methods used by students, and their academic outcomes.

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1.4 Research Objectives

The primary objective of this research is to explore the relationship between students' perception of academic workload and its impact on their academic performance. Specifically, this study seeks to:

1. To investigate how students perceive their academic workload across different academic levels and fields of study.

2. To examine the potential impact of academic workload perception on students' self-rated academic performance.

3. To explore the strategies students employ to manage their academic workload and their perceived effectiveness.

4. To identify factors contributing to academic workload and assess their relevance across different student populations.

5. To offer institutions and instructors ideas based on research that will improve how well students manage their workloads and succeed academically as a whole.

1.5 Research Questions

To achieve these objectives, the following research questions guide this study:

1. How do students' perceptions of academic workload vary across different academic levels and fields of study?

2. Is there a significant relationship between students' perception of academic workload and their self-rated academic performance?

3. What strategies do students employ to manage their academic workload, and how do they perceive the effectiveness of these strategies?

4. What factors contribute to students' academic workload, and do these factors differ among various student populations?

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5. What recommendations can be provided to institutions and instructors to enhance students' workload management and overall academic success, based on research findings?

1.5. Significance of the study

The results of this study are highly significant for many stakeholders in the education system. Understanding how students see their workload can help educators create effective teaching techniques and task distribution that are suited to the requirements of the students. The findings may be used by policymakers to create educational regulations that support a balanced workload and establish an atmosphere that is supportive of student performance. Additionally, by gaining knowledge about useful coping strategies, students may better handle the stress brought on by their workload, which will enhance their academic performance.

The study's contribution to the body of information on how students perceive their academic burden and how that affects performance will open the door for evidence-based policies, which will improve educational experiences and raise academic success levels among students.

1.6. Methodology

A structured questionnaire is used in this study's quantitative research methodology to gather information from a broad sample of students from different academic levels and fields. To gauge students' perceptions of their workload, stress levels, motivation, and academic success, the questionnaire will include Likert-scale items. Additionally, participants will be able to offer qualitative insights into their coping processes and methods for managing their workload through the use of open-ended questions.

Descriptive statistics will be used in the data analysis to summarize information on workload perception and academic performance. The links between workload perception, stress levels, and academic performance will be investigated by correlation analysis. In order to gain a deeper understanding of the experiences and coping mechanisms of the students, the qualitative responses will be analyzed using thematic analysis.

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1.7. Limitations

This study has certain limitations, despite its goal of offering insightful information on how students see academic burden and how it affects performance. The use of self-reported data, which might be biased by response, is one possible drawback. Additionally, because the study's scope is restricted to the data gathered through the questionnaire, it may be missing other outside elements that affect how students perceive their workload and their academic achievement.

Additionally, the generalizability of the results could only apply to the particular sample and research situation. As a result, care should be used when extrapolating the findings to different demographics or educational contexts.

Despite these drawbacks, the study aims to make significant advances in our knowledge of how students perceive their academic burden and how that affects their academic performance. The results can be used as the foundation for additional research and interventions targeted at improving students' academic progress and experiences.

1.8 Organization of the Thesis

The remainder of this thesis is structured as follows: Chapter 2 reviews relevant literature on workload perception, its impact on performance, and related factors. Chapter 3 details the research methodology, including the questionnaire design, data collection, and analysis procedures. Chapter 4 presents and discusses the results of the survey analysis, providing insights into the relationships explored in the study. Chapter 5 offers conclusions, implications, and recommendations based on the findings, concluding with suggestions for future research endeavors.

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Chapter 2: Background Literature

2.1 Introduction

The background literature chapter provides an in-depth exploration of the theoretical foundations and existing research relevant to the perception of academic workload and its impact on performance among students. By reviewing key theories, empirical studies, and conceptual frameworks, this chapter establishes the context within which the current study operates, offering insights into the complexities of workload perception and its multifaceted implications on students' academic experiences.

As students navigate through their educational journey, the perception of workload becomes a critical aspect influencing their motivation, engagement, and overall academic performance. This chapter delves into the existing body of knowledge, shedding light on the factors contributing to workload perception, the relationship between workload perception and academic performance, and the coping mechanisms students employ to manage the demands of their academic workload.

By critically examining the literature, this chapter aims to identify gaps, contradictions, and areas requiring further investigation. The insights gleaned from this literature review lay the foundation for the conceptual framework, research questions, and hypotheses of the study, enabling a comprehensive exploration of the intricate dynamics between workload perception and students' academic outcomes.

2.2 The Concept of Academic Workload

The concept of academic workload has gained prominence in educational research as it encompasses the range of academic tasks, responsibilities, and commitments that students undertake during their educational journey. This encompasses coursework, assignments, examinations, projects, and extracurricular activities, all of which contribute to the multifaceted nature of students' academic experiences. The perception of workload is subjective, shaped by individual interpretations of the demands placed upon students, and it plays a pivotal role in influencing their overall engagement and performance within the academic environment.

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2.3 Perception of Academic Workload

Understanding students' perceptions of their academic workload is fundamental in comprehending their educational experiences. Research has highlighted that students' workload perceptions can be influenced by cognitive factors, time management skills, and individual differences. The perception of workload is not solely tied to objective measurements but also takes into account students' beliefs, motivations, and personal contexts. These perceptions have been found to impact motivation, stress levels, and overall well-being.

2.4 Impact of Academic Performance

The link between workload perception and academic performance is a crucial area of investigation. Studies suggest that students who perceive their workload as manageable and balanced tend to experience higher levels of satisfaction and better academic outcomes. Conversely, students who perceive their workload as overwhelming or unmanageable might experience increased stress levels and compromised performance. This connection underscores the significance of understanding how workload perception contributes to shaping students' academic trajectories.

2.5 Strategies for Workload Management

Effective workload management strategies are essential for student success. Students employ a variety of strategies to navigate their workload, including time management, task prioritization, seeking support from peers and instructors, and self-care practices. Exploring these strategies can shed light on the adaptive mechanisms that students employ to balance academic and personal commitments, which, in turn, influence their workload perception and academic performance.

2.6 Factors Influencing Workload Perception and Management

Various factors can influence how students perceive and manage their workload. These include the number of courses, types of assignments, examination schedules, extracurricular engagements, part-time work, and personal responsibilities. Understanding the relative

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significance of these factors across different academic levels and fields of study can provide insights into the complexity of workload perception and its impact on performance.

2.7 Institutional Support and Interventions

Educational institutions play a pivotal role in shaping students' workload experiences. The availability of resources such as academic advisors, study support centers, and counseling services can impact how students manage their workload and cope with associated stress. Moreover, educational interventions that promote effective workload management skills can contribute to students' overall success and well-being.

2.8 Gaps in Existing Literature

While existing literature has illuminated various aspects of workload perception and its impact on performance, certain gaps remain. Few studies have comprehensively investigated how workload perception varies across academic levels and fields of study, and how it relates to actual academic performance. Additionally, further exploration is needed into the specific strategies that students employ to manage their workload effectively and the factors that contribute to their workload perceptions.

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Chapter 3: Methodology

3.1 Introduction

The methodology chapter outlines the research design, conceptual framework, hypotheses, and data collection procedures employed in investigating the perception of academic workload and its impact on performance among students. By providing a transparent and systematic approach to data collection and analysis, this chapter ensures the study's validity and reliability in addressing the research objectives.

3.2 Conceptual Framework

The conceptual framework guiding this study is founded on the premise that students' perception of academic workload directly influences their academic performance satisfaction. This relationship is mediated by the strategies employed for workload management and the diverse factors contributing to the perceived workload. The framework illustrates the intricate interplay of workload perception, management strategies, and academic outcomes.

Perception of Academic Workload

The independent variable, students' perception of academic workload, is a subjective construct shaped by individual interpretations of the demands placed upon them. This perception encompasses cognitive factors, time management skills, and personal contexts. It influences their motivation, stress levels, and overall approach to academic commitments.

Workload Management Strategies

Workload management strategies encompass the various methods students employ to handle their academic responsibilities effectively. These strategies involve prioritizing tasks, creating study schedules, seeking support, practicing self-care, and more. Effective workload

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management strategies directly influence how students handle their academic commitments and cope with associated stress.

Factors Contributing to Workload

Diverse factors contribute to the perceived workload, including the number of courses, assignment complexity, examination schedules, extracurricular engagements, work responsibilities, and personal commitments. These factors shape the overall workload perception and, consequently, influence how students navigate their academic journey.

Academic Performance Satisfaction

The dependent variable, academic performance satisfaction, reflects students' self-rated contentment with their academic achievements. This satisfaction is influenced by their workload perception and how effectively they manage their tasks. It is an indicator of how students perceive their overall academic experience and success.

The conceptual framework illustrates a dynamic interplay among workload perception, management strategies, contributing factors, and academic performance satisfaction. It acknowledges that students' academic experiences are influenced by both internal perceptions and external demands, all of which ultimately shape their satisfaction with their academic performance. The ensuing analysis seeks to uncover the nuanced relationships within this framework, shedding light on the intricate connections that influence students' educational journeys.

3.3 Hypothesis

3.3.1 Dependent variable: Academic Performance Satisfaction

H0: There is no significant relationship between students' perception of academic workload and their self-rated academic performance satisfaction.

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H1: There is a significant relationship between students' perception of academic workload and their self-rated academic performance satisfaction.

3.3.2 Independent Variable: Perception of Academic Workload

H0: Students' perception of academic workload does not significantly impact their self-rated academic performance satisfaction.

H1: Students' perception of academic workload significantly impacts their self-rated academic performance satisfaction.

These hypotheses frame the investigation into whether a statistically significant relationship exists between students' perception of academic workload and their self-rated academic performance satisfaction. The null hypothesis (H0) suggests that there is no such relationship, while the alternative hypothesis (H1) posits that there is a significant relationship. The direction and strength of this relationship will be explored through data analysis.

3.4 Research Design

This study employs a quantitative research design to investigate the relationships and patterns revealed by the survey responses. This approach enables the systematic analysis of numerical data to explore the connections between students' perception of academic workload and their academic performance satisfaction.

3.4.1 Research approach

The research approach involves a cross-sectional design, where data is collected at a single point in time. By utilizing this approach, the study captures a snapshot of students' perceptions and experiences related to academic workload and performance satisfaction.

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3.4.2 Data collection

Data collection is facilitated through an online survey using a structured questionnaire. The questionnaire encompasses various sections designed to collect information on participants' demographic details, academic level, field of study, workload perception, workload management strategies, academic performance satisfaction, and other relevant factors.

Participants are recruited using purposive sampling to ensure representation across diverse academic levels and fields of study within different universities of Sri Lanka. The survey is distributed through appropriate communication channels, and participants are provided with clear instructions on how to complete the questionnaire.

The data collection process is conducted over a specific timeframe of two weeks to allow participants ample opportunity to respond. Ethical considerations, including anonymity and informed consent, are diligently upheld throughout the data collection process.

By adopting a quantitative research design and a systematic approach to data collection, this study aims to provide empirical insights into the intricate relationships between students' perception of academic workload and their academic performance satisfaction.

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Chapter 4: Data Presentation & Analysis

4.1 Introduction

This chapter presents the outcomes of the survey analysis, offering an in-depth exploration of the relationships scrutinized within the study. The results provide valuable insights into the intricate interplay between students' perception of academic workload and their academic performance satisfaction, shedding light on the patterns, correlations, and nuances observed in the collected data.

4.2 Reliability test

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	85	84.2
	Excluded^a	16	15.8
	Total	101	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.603	27

We had 101 responses in total.

- Out of these, we used 85 responses (about 84%) in our analysis.

- We couldn't use 16 responses (about 16%) because some information was missing.

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We calculated something called "Cronbach's Alpha." This tells us how well our questions match up and make sense together. Our Cronbach's Alpha was 0.603, which means our questions are somewhat consistent. We had 27 questions in total.

To put it simply, our questions are okay in terms of consistency, but there's room for improvement. This helps us understand if our survey is working well or if we need to make some changes.

4.3 Correlation analysis

4.3.1 Academic Workload and Academic Performance

H0: Academic performance depends on the Academic Workload

H1: Academic performance does not depend on the Academic Workload

		your academic workload	On a scale of 1-5, please rate your satisfaction with your academic performance:
your academic workload	Pearson Correlation	1	.067
	Sig. (2-tailed)		.510
	N	100	100
On a scale of 1-5, please rate your satisfaction with your academic performance:	Pearson Correlation	.067	1
	Sig. (2-tailed)	.510	
	N	100	100

Figure 4.3.1: Correlation Test 1

This value has a positive value, so there is a strong relationship between the variable of academic workload and variable of academic performance.

4.3.2 Overall wellbeing and Academic Performance

H0: Academic Performance depends on workload and the overall well being

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H1: Academic Performance does not depend workload and on overall well being

		On a scale of 1-2, please indicate your belief in the relationship between your workload and your overall well-being:	On a scale of 1-5, please rate your satisfaction with your academic performance:
On a scale of 1-2, please indicate your belief in the relationship between your workload and your overall well-being:	Pearson Correlation	1	-.046
	Sig. (2-tailed)		.651
	N	100	100
On a scale of 1-5, please rate your satisfaction with your academic performance:	Pearson Correlation	-.046	1
	Sig. (2-tailed)	.651	
	N	100	100

Figure 4.3.2: Correlation Test 2

This value has a negative value, so there is a weak relationship between the variable of overall wellbeing and variable of academic performance.

4.3.1 Grades and Academic Workload

H0: Grades depend on feel overwhelmed by academic workload

H1: Grades do not depend on feel overwhelmed by academic workload

		On a scale of 1-5, please rate how often you feel overwhelmed by your academic workload:	Have you noticed a correlation between your academic workload and your grades?
On a scale of 1-5, please rate how often you feel overwhelmed by your academic workload:	Pearson Correlation	1	.234*
	Sig. (2-tailed)		.020
	N	99	99
Have you noticed a correlation between your academic workload and your grades?	Pearson Correlation	.234*	1
	Sig. (2-tailed)	.020	
	N	99	100

|

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4.3.3: Correlation Test 3

This value has a positive value, so there is a strong relationship between the variable of grade and variable of academic workload.

4.3.4 Academic Workload and Age

H0: Academic Workload depend on Age

H1: Academic Workload does not depend on Age

Correlations		AGE	your academic workload
AGE	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.899
	N	100	100
your academic workload	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.899	
	N	100	100

Figure 4.3.4: Correlation Test 4

This value has a negative value, so there is a weak relationship between the variable of Age and variable of academic workload.

4.4 Hypothesis Testing (t Test)

4.4.1 T test 01: Academic Workload and Academic Performance

H0: Academic performance depends on the Academic Workload

H1: Academic performance does not depend on the Academic Workload

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T-Test

Group Statistics					
	your academic workload	N	Mean	Std. Deviation	Std. Error Mean
On a scale of 1-5, please rate your satisfaction with your academic performance:	Very light	2	3.50	2.121	1.500
	Light	6	2.33	.816	.333

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
On a scale of 1-5, please rate your satisfaction with your academic performance:	Equal variances assumed	9.375	.022	1.251	6	.258	1.167	.933	-1.116	3.449
	Equal variances not assumed			.759	1.101	.577	1.167	1.537	-14.605	16.938

Figure 4.4.1-1: t Test 1
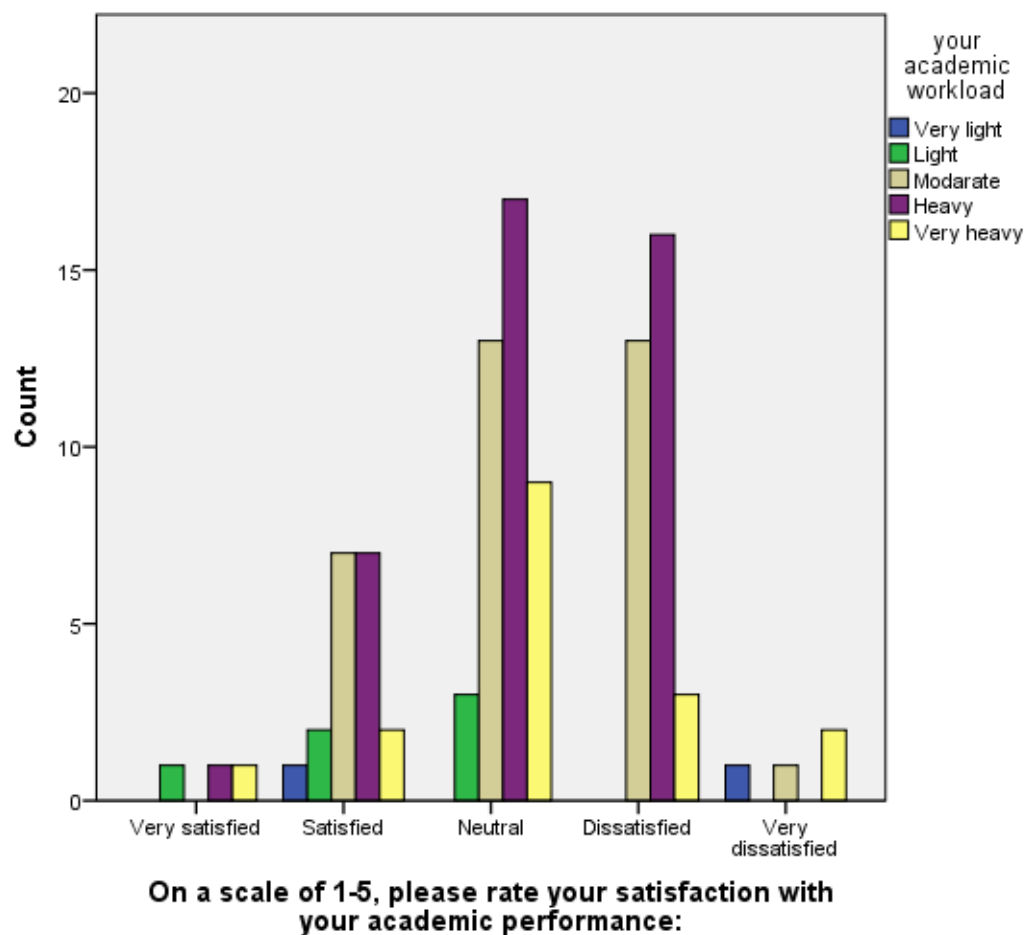
Figure 4.4.1-2: t Test Graph 1

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In this test first we consider about the equal variances assumed and then check the p value.

1. Equal variances assumed as .022> 0.05
2. P value (sign. 2 -tailed) = 0.258

   0.258> 0.05

So, we cannot reject the null hypothesis. Therefore, we conclude the academic performance depend on the academic workload.

4.4.2 T test 02: Overall Wellbeing and Academic Performance

H0: Academic Performance depends on workload overall well being

H1: Academic Performance does not depend on workload overall well being

T-Test

Group Statistics

	On a scale of 1-2, please indicate your belief in the relationship between your workload and your overall well-being:	N	Mean	Std. Deviation	Std. Error Mean
On a scale of 1-5, please rate your satisfaction with your academic performance:	Yes, workload affects my well-being	34	3.21	.729	.125
	No, workload does not affect my well-being	66	3.12	.953	.117

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
On a scale of 1-5, please rate your satisfaction with your academic performance:	Equal variances assumed	2.692	.104	.454	98	.651	.085	.187	-.286	.455
	Equal variances not assumed			.494	83.694	.623	.085	.171	-.256	.426

* Chart Builder.

Figure 4.4.2-1: t Test 2

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Figure 4.4.2-2: t Test Graph 2

In this test first we consider about the equal variances assumed and then check the p value.

1. Equal variances assumed as .104> 0.05
2. P value (sign. 2 -tailed) = 0.651

$$0.651 > 0.05$$

So, we cannot reject the null hypothesis. Therefore, we conclude the academic performance depend on workload and the overall well-being.

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4.4.3 T test 03: Grades and Academic Workload

H0: Grades depend on feel overwhelmed by academic workload

H1: Grades do not depend on feel overwhelmed by academic workload

T-Test

Group Statistics

	Have you noticed a correlation between your academic workload and your grades?	N	Mean	Std. Deviation	Std. Error Mean
On a scale of 1-5, please rate how often you feel overwhelmed by your academic workload:	Not sure	13	1.62	.650	.180
	No, workload does not affect my grades	21	1.76	.700	.153

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
On a scale of 1-5, please rate how often you feel overwhelmed by your academic workload:	Equal variances assumed	.011	.917	-.609	32	.547	-.147	.241	-.637	.344
	Equal variances not assumed			-.620	27.046	.541	-.147	.236	-.632	.339

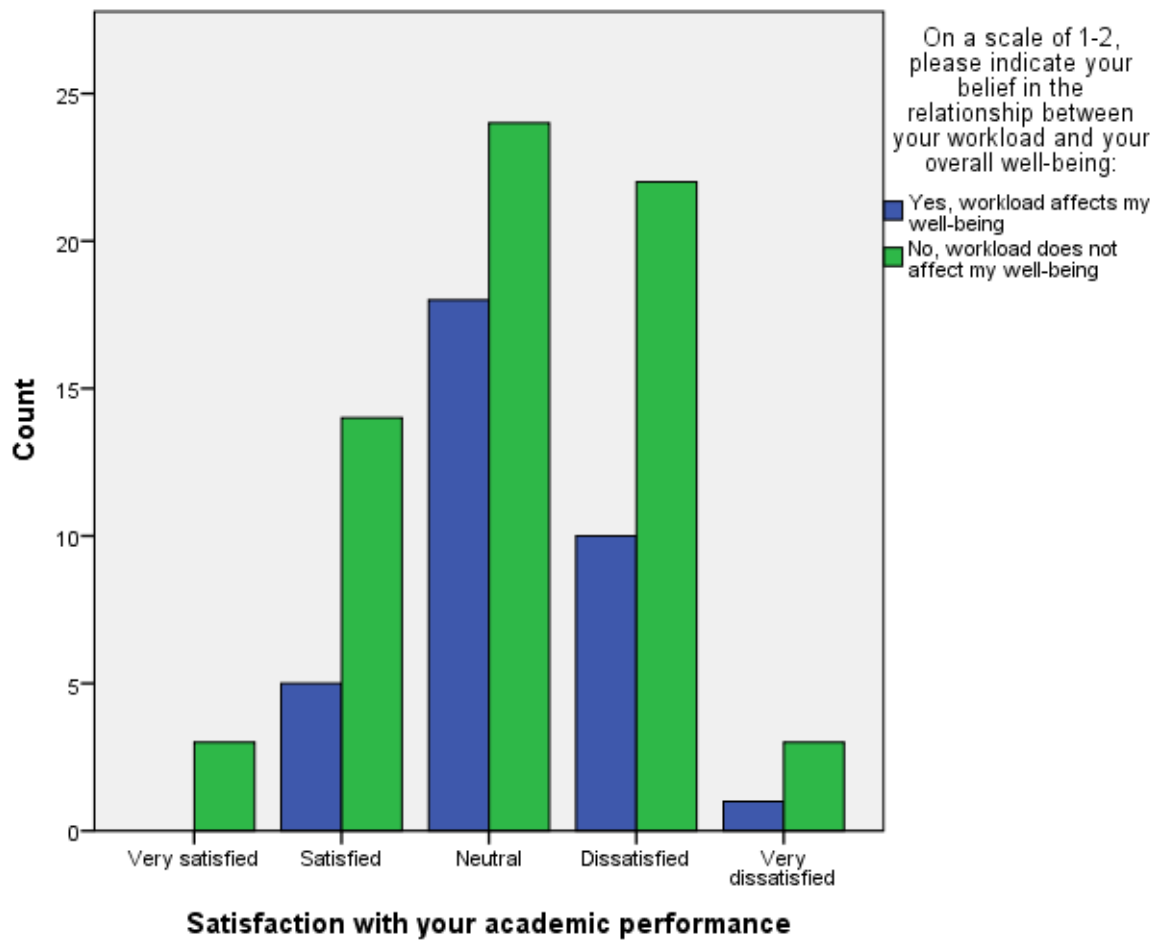*Figure 4.4.3-1: t Test 3*
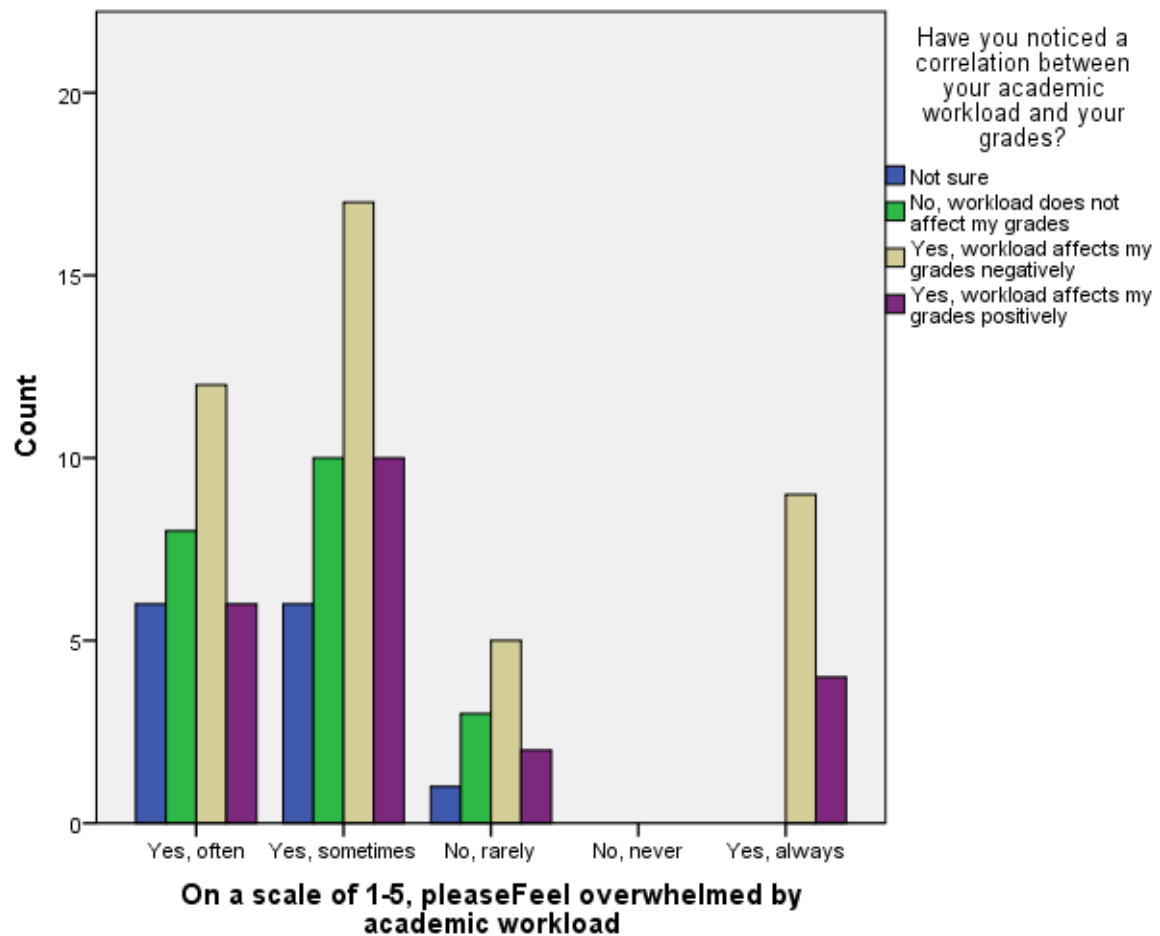
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Figure 4.4.3-2: t Test Graph 3

In this test first we consider about the equal variances assumed and then check the p value.

1. Equal variances assumed as 0.917> 0.05
2. P value (sign. 2 -tailed) = 0.547

    0.547> 0.05

So, we cannot reject the null hypothesis. Therefore, we conclude the academic grades depend on the feel overwhelmed by academic workload.

4.4.4 T test 04: Academic Workload and Age

H0: Academic Workload depends on Age

H1: Academic Workload does not depend on Age

Group Statistics

	your academic workload	N	Mean	Std. Deviation	Std. Error Mean
AGE	Very light	2	24.50	.707	.500
	Light	6	24.17	2.483	1.014

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
AGE	Equal variances assumed	1.500	.267	.179	6	.864	.333	1.866	-4.232	4.899
	Equal variances not assumed			.295	5.964	.778	.333	1.130	-2.437	3.103

Figure 4.4.4-1: t Test 4

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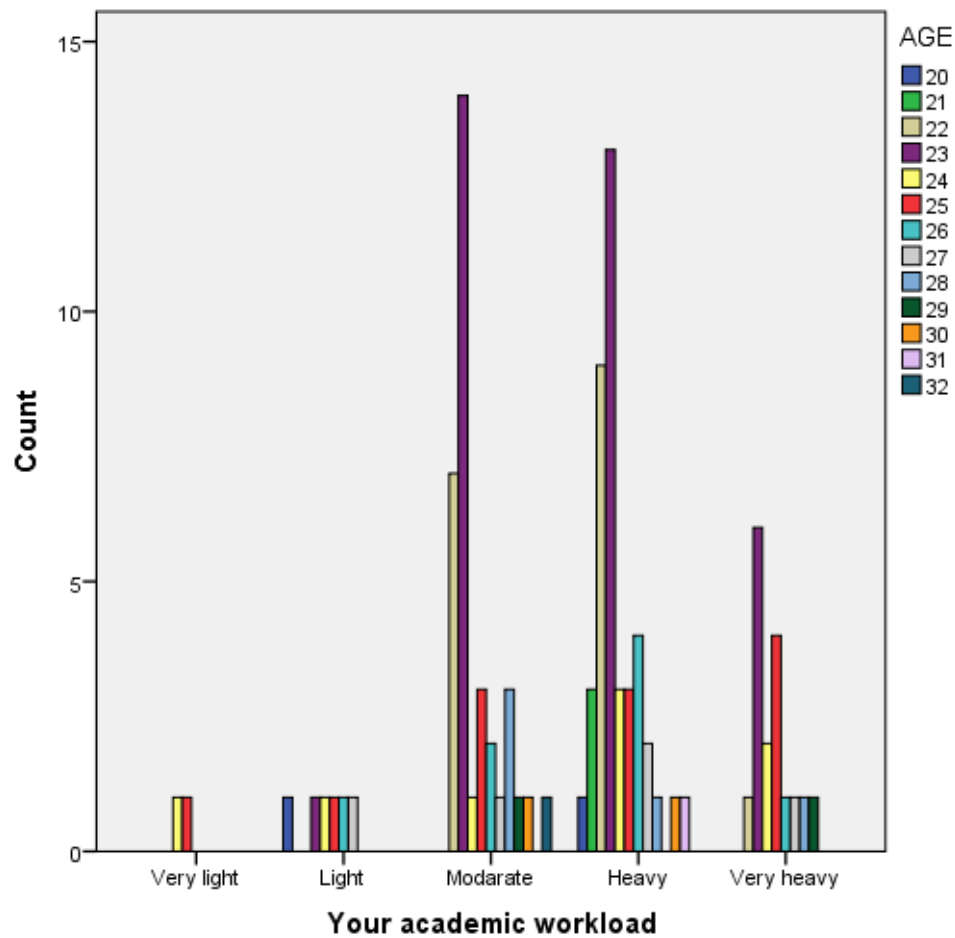
Figure 4.4.4-2: t Test Graph 4

In this test first we consider about the equal variances assumed and then check the p value.

1. Equal variances assumed as .267> 0.05
2. P value (sign. 2 -tailed) = 0.864

    0.864> 0.05

So, we cannot reject the null hypothesis. Therefore, we Academic Workload depend on Age.

4.5 Regression Testing

H0: Academic performance depends on the Academic Workload

H1: Academic performance does not depend on the Academic Workload

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Descriptive Statistics

	Mean	Std. Deviation	N
On a scale of 1-5, please rate your satisfaction with your academic performance:	3.15	.880	100
your academic workload	3.65	.903	100

Figure 4.5.1

Correlations

		On a scale of 1-5, please rate your satisfaction with your academic performance:	your academic workload
Pearson Correlation	On a scale of 1-5, please rate your satisfaction with your academic performance:	1.000	.067
	your academic workload	.067	1.000
Sig. (1-tailed)	On a scale of 1-5, please rate your satisfaction with your academic performance:	.	.255
	your academic workload	.255	.
N	On a scale of 1-5, please rate your satisfaction with your academic performance:	100	100
	your academic workload	100	100

Figure 4.5.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	your academic workload[b]	.	Enter

Figure 4.5.3

a. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

b. All requested variables entered.

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Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.067[a]	.004	-.006	.883	.004	.438	1	98	.510

Figure 4.5.4

a. Predictors: (Constant), your academic workload

b. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.341	1	.341	.438	.510[b]
	Residual	76.409	98	.780		
	Total	76.750	99			

Figure 4.5.5

a. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

b. Predictors: (Constant), your academic workload

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.913	.369		7.886	.000					
	your academic workload	.065	.098	.067	.662	.510	.067	.067	.067	1.000	1.000

a. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

Figure 4.5.6

Collinearity Diagnostics[a]

| Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	your academic workload
1	1	1.971	1.000	.01	.01
	2	.029	8.245	.99	.99

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a. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

Figure 4.5.7

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.98	3.24	3.15	.059	100
Residual	-2.238	2.022	.000	.879	100
Std. Predicted Value	-2.934	1.495	.000	1.000	100
Std. Residual	-2.534	2.290	.000	.995	100

a. Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

Figure 4.5.8

Histogram

Dependent Variable: On a scale of 1-5, please rate your satisfaction with your academic performance:

Mean = 2.60E-16
Std. Dev. = 0.995
N = 100

Figure 4.5.9

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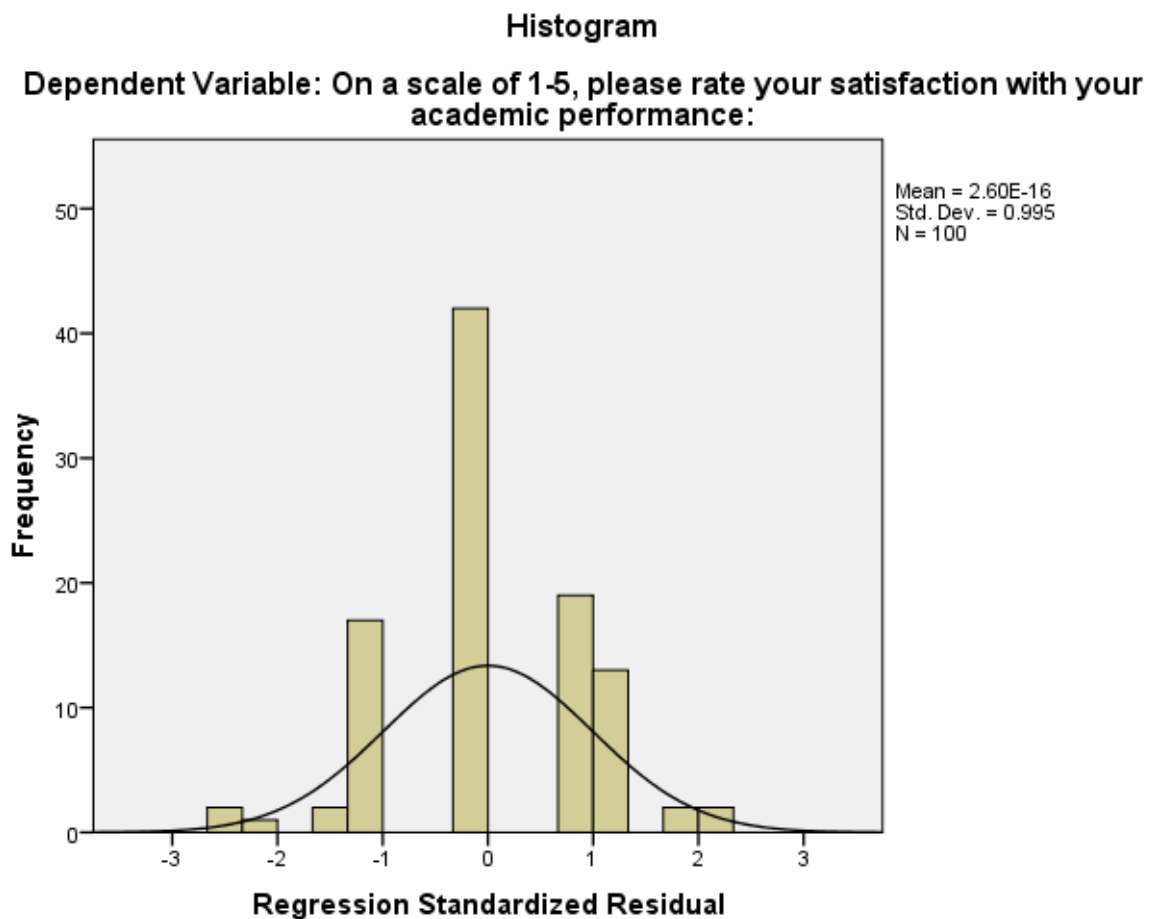
Chapter 5: Conclusion & Recommendations

5.1 Introduction

Using the information gathered from the analysis of the questionnaire data, the conclusion chapter gives a thorough review of the study's major conclusions. The chapter seeks to offer insightful information about how students view their academic burden and how it affects their academic achievement. Furthermore, evidence-based suggestions are put forth for educators and decision-makers to improve workload administration and create a climate that supports students' general academic performance. The chapter concludes by outlining potential directions for more study to advance our understanding of this field.

5.2 Overall summary of study

The complicated link between students' perceptions of their academic burden and its effects on their academic performance was examined over the course of this study. We learned important information on the variables impacting workload perception, the mediating role of stress, and the coping mechanisms used by students to manage their academic demands by examining the data gathered through the structured questionnaire.

The study covered a broad spectrum of students from different academic backgrounds and disciplines, allowing for a thorough knowledge of the subtle differences in workload perception across a range of educational contexts. We investigated the relationships between workload perception and academic performance using quantitative analysis to provide insight on the possible influence of workload perception on students' accomplishments.

5.3 Key findings

The key findings of this study are as follows:

- Depending on the difficulty of the course, available time, and personal preferences, students' perceptions of the academic burden range greatly.

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- Students' motivation and engagement are favorably correlated with a reasonable impression of workload, which leads to better academic results.

- However, a sense of an extremely heavy workload is linked to higher levels of stress and a detrimental effect on academic achievement.

- Effective coping techniques, such problem- and emotion-focused methods, are essential for reducing workload-related stress and improving academic performance.

- Support from the institution and initiatives that encourage a balanced workload can greatly enhance students' ability to manage their workload and general wellbeing.

5.4 Conclusion

In conclusion, this study offers insightful information on how academic burden is perceived and how it affects students' academic performance. The way that students feel about their workload has a big impact on their involvement, stress, and overall academic achievement. The results highlight how crucial it is to strike the ideal balance in task allocation to support effective learning experiences and student accomplishment.

5.5 Recommendation

Based on the study's findings, we propose the following evidence-based recommendations:

- To encourage intrinsic motivation and engagement, educators should work to create projects and assignments that complement students' interests and skills.

- Institutions must to provide tools and support services to aid students in mastering efficient time management and coping techniques.

- Regularly implementing workload evaluations and surveys can help to monitor perceptions of workload and make the required corrections to improve students' learning experiences.

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- When formulating educational regulations, decision-makers should take into account the workload and stress levels of students in order to foster a balanced and encouraging learning environment.

5.6 Area for further research

Although this study offers insightful information on how students perceive their workload and how it affects their academic performance, further research is needed to fully grasp this topic. Future research should explore how workload perception during the early academic years affects future academic choices and accomplishments, as well as the long-term consequences of workload perception on students' academic trajectories. Further research on discipline-specific differences in workload perception and coping strategies might also provide students pursuing various academic disciplines with focused help. Additionally, qualitative research techniques like focus groups and interviews can give in-depth insights into students' experiences in addition to the quantitative results of this study.

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6. References

[1] *SPSS data analysis: Cronbach Alpha Reliability - analysis, interpretation, and reporting* (2021) *YouTube*. Available at: https://youtu.be/UAlse6IW5EY (Accessed: 05 August 2023).

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7. Annexure

7.1 Questionnaire

Perception of academic workload and its impact on performance

I extend my sincere gratitude to all participants for completing the questionnaire on academic workload perception and its impact on performance. Your valuable insights are essential for the success of this research. I appreciate the support of the institution in data collection, and the expertise and collaboration of the research team in developing the questionnaire.

Section 1: Personal Information:

1. Gender:

2. Age:

Section 2: Academic Level and Field of Study

3. Current academic level: _____

    - Undergraduate/ Postgraduate/ Ph.D. candidate/ Other (please specify)

4. Undergraduate academic level (Optional): _____

    - Freshman/ Sophomore/ Junior/ Senior/ Graduate/Postgraduate

5. Field of Study: _____

Section 3: Perception of Academic Workload

6. On a scale of 1-5, please rate your perception of your academic workload:

  -1: Very light

  - 2: Light

  - 3: Moderate

  - 4: Heavy

  - 5: Very heavy

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7. On average, how many hours do you spend on academic activities (including classes, studying, assignments, etc.) per day?

   - Less than 1 hour

   - 1-2 hours

   - 2-4 hours

   - 4-6 hours

   - More than 6 hours

8. On a scale of 1-5, please rate the impact of academic workload on your academic performance:

   - 1: Very positive

   - 2: Positive

   - 3: Neutral

   - 4: Negative

   - 5: Very negative

9. On a scale of 1-5, please rate how often you feel overwhelmed by your academic workload:

   - 1: Yes, always

   - 2: Yes, often

   - 3: Yes, sometimes

   - 4: No, rarely

   - 5: No, never

Section 4: Academic Workload Management

10. How do you manage your academic workload? (Select all that apply)

   - Prioritizing tasks

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- Creating a study schedule

- Seeking help from professors or classmates

- Taking breaks and practicing self-care

- Other (please specify) _____

11. What are the factors that contribute to your academic workload? (Select all that apply)

- Number of courses

- Assignments and projects

- Exams and tests

- Research papers or theses

- Extracurricular activities

- Work or job responsibilities

- Other (please specify) _____

12. On a scale of 1-5, please rate your satisfaction with your academic performance:

- 1: Very satisfied

- 2: Satisfied

- 3: Neutral

- 4: Dissatisfied

- 5: Very dissatisfied

13. What resources or support do you think would help you manage your academic workload more effectively? (Open-ended question)

Section 5: Course Information

14. How many credit hours are you currently enrolled in this semester?

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15. On a scale of 1-5, please rate the support and resources provided by your university to help you manage your academic workload effectively:

- 1: Excellent

- 2: Good

- 3: Average

- 4: Below average

- 5: Poor

Section 6: Task Prioritization and Improvements

16. Please rank the following factors in order of importance when prioritizing your academic tasks and assignments:

- Based on deadlines

- Based on the difficulty level

- Based on personal interest

- Based on importance to overall grade

17. What changes or improvements would you suggest for helping students better manage their academic workload and improve their performance? (Open-ended question)

Section 7: Stress and Well-being

18. On a scale of 1-5, please rate how often you experience stress or anxiety due to academic workload:

- 1: Rarely

- 2: Occasionally

- 3: Sometimes

- 4: Often

- 5: Always

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19. On a scale of 1-3, please indicate your perception of the manageability of your academic workload:

  - 1: Yes, it is manageable.

  - 2: It is sometimes manageable.

  - 3: No, it is not manageable.

20. How do you cope with academic workload-related stress? (Select all that apply)

  - Time management strategies

  - Seeking support from peers or professors

  - Engaging in relaxation techniques (e.g., meditation, yoga)

  - Prioritizing tasks

  - Taking breaks and self-care activities

  - Other (please specify) _____

21. On a scale of 1-3, please rate your perception of the fairness of workload distribution across different courses:

  - 1: Yes, workload distribution is fair.

  - 2: Workload distribution is somewhat fair.

  - 3: No, workload distribution is unfair.

22. On a scale of 1-2, please indicate your belief in the relationship between your workload and your overall well-being:

  - 1: Yes, workload affects my well-being.

  - 2: No, the workload does not affect my well-being.

Section 8: Workload and Grades

23. Have you noticed a correlation between your academic workload and your grades?

  - Yes, workload affects my grades positively

|

   - Yes, workload affects my grades negatively

   - No, workload does not affect my grades

   - Not sure

Section 9: Additional Comments

24. Would you like to provide any additional comments or suggestions regarding your perception of academic workload and performance? (Open-ended question)

Thank you for participating in this questionnaire! Your feedback is valuable in understanding the perception of academic workload and its impact on performance.