



# An Assessment of School Burnout Impact on Students Online Learning during Covid-19 in Nigeria

Okoro Chukwuji Nnanna<sup>1</sup>, Samira Saddieq<sup>2</sup>

Department of Psychology Baze University Abuja, Nigeria.

**ABSTRACT:** This study investigated the impact of School Burnout on Students Online Learning during Covid-19 in Nigeria. This study employed a survey design research methods. The study assessed school burnout by comparing student's level of school burnout during covid-19 lockdown (online teaching) and before covid-19 lockdown (Physical Class). This study adopted School Burnout Inventory developed by Khani et.al (2017). The study was conducted among undergraduate students who took part during online teaching during Covid-19 lockdown. One hundred students from the population of university students who got involved in online classes during Covid-19 in FCT Abuja took part in this study. The study's samples were chosen using a technique known as purposeful sampling. Religion, education level, or ethnicity was not taken into account in the study. The participants ranged in age from 18 to 40 years old. Participants were sourced through the lecturers who handed to the students the school Burnout inventory for completion in order to measure their school burnout level before and during the covid-19 lockdown. This study lasted for one month. The test was graded according to the test's scoring guidelines. The data was analyzed using the Statistical Package for Social Sciences. The hypothesis was tested using an independent sample t-test. the result indicated no significant difference between school burnout before covid-19 lockdown ( $M=43.80$ ,  $SD=13.676$ ) and during covid-19 lockdown ( $M=42.25$ ,  $SD=17.875$ ).  $t(98)$ , 308,  $p=165$ . This implies that the participant's school burnout level is the same both before and during covid-19 lockdown.

**Key words:** School Burnout, Covid-19.

## I. INTRODUCTION

Burnout is a psychological syndrome that may arise as a response to chronic interpersonal stressors at work ( Kilbourne, Beck, Spaeth-Ruble, Ramanuj, O'Brien, Tomoyasu & Pincus 2018). It is characterized by feelings of energy depletion and emotional exhaustion (Kaggwal , Kajjimul, Sserunkuma , Najjuka , Atim , Olum , Tagg, & Bongomin, 2018). These feelings of exhaustion can be caused by educational demands, increased mental distance from one's studies, and feelings of cynicism related to one's studies/job. They may be coupled with reduced personal/professional efficacy — the feeling of incompetence as a student (World Health Organisation 2019). Burnout can happen to anyone involved in a psychologically engaging activity like higher education (Kagwa et al.,2021). University education is an intrinsically demanding time in many students' lives (Wing, Pey, Subramaniam , Raof, Ting & Ahmad, 2018). There are several demands on a student's time including course work, relationships, examinations, part-time work, internship, pressure from parents and guardians, and practical/ward work for medical students (Galbraith & Merrill 2015 & Dyrbye & Shanafelt , 2016). This puts many students at risk of burnout (Rodriguez & Carlotto 2017). The literature has grouped burnout risk factors into three groups: individual factors, including socio demographic variables; education

characteristics, such as workload, time pressure, the course offered, part-time work, and emotional demands such as relationships; university characteristics.

These include hierarchies, operating rules, resources, values, management model, culture, psychological support, and curricular factors (Rodriguez & Carlotto 2017). Burnout is associated with poor academic performance, sleep disturbance, risk of severe mental illness or substance use disorder, an increased likelihood of cardiovascular disease, and neglect of physical and mental health (Kaggwa et al., 2021).

Coronavirus also known as Covid-19 is a virus that has affected many lives and looking at its massive spread, WHO has declared it as a pandemic. Therefore, most of the countries announced a lock down and everyone is required to work from home including those who are in the education sector. Due to the pandemic, students have gone through a roller coaster from attending physical classes every morning to studying online. (Chung, Noor & Mathew 2020a) mentioned, the rapid transitions of Covid-19 pandemic have impacted students and lecturers in higher education institutions critically. Teachers and students around the world have faced many challenges using online platforms for teaching and learning. It is supported by Shahzad, Hassan, Aremu, Hussain and Lodhi (2020), the effects of this pandemic are unpredictable and it gives impact to the education system; most of the countries had to adapt with the new teaching and learning method. These sorts of rapid changes could somehow affect their mental health or well-being. According to Chung et.al., (2020a), although it is undeniable that online learning is considered the best solution to ensure consistency of learning in the era of the "new norm", there may be certain setbacks such as loss of human presence, detecting the incomprehension of students by facial gestures, cracking small jokes to light up the mood, student participation (Khalid & Quick, 2016), and communication that can be achieved more effectively in class.

The Covid-19 pandemic has affected the world in many aspects. According to Akat and Karatas (2020), each pandemic has had a sociological, economic and psychological impact on society and all the pandemics that occur have harmed and killed a lot of people. Throughout the period of time, all the countries affected by the pandemic were required to take action, including the education sector by enforcing the Standard Operating Procedure (SOP). As most countries started enforcing Movement Control Order (MCO), all sectors such as economy and health were required to find a solution to make their routine operate as usual and follow the procedure set by their respected government. Not to forget the education sector, where they have to stop all physical contact in school and start working from home. This is to ensure that teachers and students are not exposed to the virus.

Most education sectors chose to conduct online teaching-learning as a way to prevent the virus from spreading. Dhawan (2020), mentioned that, there was no choice but to switch completely to online teaching and learning for many academic institutions that were previously hesitant to change their traditional pedagogical approach. During this pandemic, students were unable to be at school and the lesson solely took part via online learning. Students often do not have physical interaction with the outside world and their psychological condition is somehow influenced by it.

However, online is a medium that has multiple names in academic articles, including cyber media, news websites, virtual media, e-media, network media, and modern media (Nasrullah, 2014; Nasir, 2020). As reported by Sujarwo, Sukmawati, Akhiruddin, Ridwan, and Siradjuddin, (2020) online learning is an education that takes place over the Internet. It's generally claimed to be e-learning between new phrases. However, several studies have discussed the challenges related to the implementation of e-learning. The pandemic has caused a lot of changes, learning activities that were previously in a traditional classroom setting switched to an online learning environment. Changes as such could lead to minor disruption in students' wellbeing and ability to cope during the lessons. Students have found that online learning is beneficial for them, as they can get ample of access while listening to lectures and doing assignments. Based on prior experience with technology, students gain self-efficacy with online learning and may need preparation and assistance to use learning resources and platforms before beginning an online course (Heckel & Ringeisen, 2019). Martin and Boliger (2018) discovered that introducing and working with online communication tools were essential communication among students while sending reminders and providing rubrics for assignments represented

the most important benefit in student-teacher interactions (Nasir, 2020). Ultimately, once the student feels they have knowledge and information to help them, their use of the program would have a positive impact (Alghamdi, Karpinski, Lepp, & Barkley, 2020; Yakubu & Dasuki, 2019).

Zaheer, Babar, Gondal and Qadri (2015) found that many students were happy with online education, which further revealed that e-learning in countries where higher education institutions are small would help higher education. Besides that, Popovici and Mironov (2014) notice that it becomes very clear that by their effect on the learning experience, students are profoundly aware of the changes brought about by digital technologies. The involvement of technology allows students to think out of the box. Through online learning, students are able to sharpen their ideas by thinking critically and creatively. It also will enhance their participation by involving in all the activities conducted by teachers. Chisega-Negrilă (2015) and Nasir et al. (2018) disclosed that implementing online learning resources can contribute to enhancement in critical thought, maximization of student learning, and the quality of students' participation.

Sufian, Nordin, Tauji and Nasir, (2020) investigates students' perception of the Online Learning System due to the COVID-19 pandemic. Students find that learning using online tools is interactive despite always having network connection problems. Students stated that using online tools are not difficult and at the same time trains them to get the work done. It shows a positive outcome on the use of online learning tools among students. While Agung Surtikanti, and Quinones, (2020) mentioned that carrying out online learning has many impacts. Some students found that during online learning, their IT literacy made strong progress. Students get to enjoy the experience of using online learning and it improves their skills on finding information. It also helps them to become independent and responsible in completing their task. Students have also mentioned it is a challenge because it required more reading on their own. On the other hand, it also showed that even though most of them had a poor internet connection and ample internet data/quota at their home, the students were committed to joining the online course. This is because they can get access to the resources used in the class anytime. Therefore amidst these disparities, this study seeks to investigate Academic Burnout Impact on Students Online Learning during Covid-19 in Nigeria. Furthermore most of the study of this nature has been carried out among high technology driven countries which therefore make their finding unfair to be generalized to others who are low technology especially the third world countries particularly Nigeria.

## II. METHODS

### PARTICIPANTS

This study included 100 individuals from the population of University students who got online classes during Covid-19 in FCT Abuja. The study's samples were chosen using a technique known as purposeful sampling. Religion, education level, or ethnicity was not taken into account in the study. The participants ranged in age from 18 to 40 years old.

### DESIGN

A within-subject design was used in this investigation. The participant's school burnout was assessed both before and after the Covid 19 lockdown. The study's independent variable is Covid-19, and the dependent variable is School Burnout.

### INSTRUMENT

The instrument used in this study was the School Burnout Inventory developed by Khani et.al (2017). The School Burnout Inventory (SBI) is a 17-item designed to measure school burnout among participants. The response format of the scale ranged from 1 (strongly disagree) to 5 (strongly agree). The higher the response the more burnout is indicated. This instrument has been standardised with the internal consistency coefficient of 0.83

### PROCEDURE

This study population comprises of those Universities in Abuja that conducted online teaching during Covid-19 lockdown. Students were sourced through the lecturers who handed to the students the school Burnout inventory for completion in order to measure their school burnout level before and during the covid-19 lockdown. This study lasted for one month.

## DATA ANALYSIS

The test was graded according to the test's scoring guidelines. The data was analyzed using the Statistical Package for Social Sciences. The hypothesis was tested using an independent sample t-test.

## III. RESULT

This study assessed School Burnout Impact on Student's Online Learning during Covid-19 in Nigeria. To achieve this, this study assessed school burnout impact on student before covid-19 and during covid-19 to see if there will be a significant difference between learning before covid-19 and during covid-19 lockdown (online learning). However the result indicated no significant difference between school burnout before covid-19 lockdown ( $M=43.80$ ,  $SD=13.676$ ) and during covid-19 lockdown ( $M=42.25$ ,  $SD=17.875$ ).  $t(98)$ ,  $308$ ,  $p=165$ . The table below explains the mean and standard deviation.

Table1. The mean and standard deviation of learning before covid-19 and during covid-19 lockdown (online learning)

	Mean	SD
Before Covid-19	43.80	17.873
During Covid-19	42.25	13.676

## IV. DISCUSSION

The result indicated no significant difference between school burnout before covid-19 lockdown ( $M=43.80$ ,  $SD=13.676$ ) and during covid-19 lockdown ( $M=42.25$ ,  $SD=17.875$ ).  $t(98)$ ,  $308$ ,  $p=165$ . However, looking at the mean score, it is evident that students experienced more burnout before covid-19 lockdown than during covid-19 lockdown. One of the reason as to why the result showed no significant difference between learning before covid-19 lockdown (physical classes) and during covid-19 lockdown is that Africa especially Nigeria is among the third world countries. Most third world countries particularly Nigeria lack some basic amenities that makes life less stressful such as good road network, steady power supply, strong internet facilities etcetera. Therefore during the online class as a result the menace of the pandemic, students who usually spend at least 4hrs in car traffic did not have to go through such stress as a result of the online class.

Another reason to explain the differences found in the mean score of this study is consistent with some previous research on student burnout before the Covid-19 lockdown and during Covid-19 lockdown online class (Zaheer, Babar, Gondal, & Qadri, 2015; Popovici & Mironov 2014). Zaheer et al. (2015) found that many students were happy with online education during covid-19 lockdown as compared to before covid-19 lockdown. Besides that, Popovici and Mironov (2014), the involvement of technology allows students to think out of the box. Through the online learning, students were able to sharpen their ideas by thinking critically and creatively. It also enhances their participation by involving in all the activities conducted by teachers.

Sufian et al. (2020) investigates students' perception of the Online Learning System due to the COVID-19 pandemic. Students revealed that learning using online tools is interactive despite always having network connection problems. Students stated that using online tools are not difficult and at the same time trains them to get the work done. It shows a positive outcome on the use of online learning tools among students. While Agung et al. (2020) mentioned that carrying out online learning has many impacts. Some students found that during online learning, their ICT literacy made strong progress. Students get to enjoy the experience of using online learning and it improves their skills on finding information. It also helps them to become independent and responsible in completing their task. Students have also mentioned it is a challenge because it required more reading on their own. On the other hand, it also showed that even though most of them had a poor

internet connection and ample internet data/quota at their home, the students were committed to joining the online course. This is because they can get access to the resources used in the class anytime.

Ana et al. (2020) study on students' perception on preparing themselves before joining the learning activities found that 24% of students stated it was easy for them to prepare for e-learning activities, 26% of students stated the learning material was sufficient, 21% stated the teaching material for online class were provided and 20% of the students mentioned the lesson plan aspect was adequate during the covid-19 lockdown online teaching.

## V. CONCLUSION

There are many studies that have proven psychological impact on students due to COVID-19 and the changes of traditional classrooms to an online environment. For instance, students could have trouble accessing online learning due to an insufficient network and have to use their mobile phones on an ongoing basis. This causes them to be left out from the lessons that were conducted and it affects their academic achievement. However this study debunked the above statement by highlighting the positive effect of the online teachings. This is because learning practices can be conveniently carried out by learners anywhere as they are not constrained by time and space. Online learning seems to be the best choice for teaching and learning in a pandemic Covid-19, particularly for students who have good internet facilities.

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