

# STRESSED AND SLEEPLESS: EXPLORING ACADEMIC BURNOUT AND SLEEP QUALITY AMONG NURSING STUDENTS: A CASE STUDY AT UNIVERSITAS GALUH

Tita Rohita<sup>1</sup>, Indra Lesmana<sup>2</sup>, Nina Rosdiana<sup>3</sup>

<sup>1,2,3,4</sup> Nursing Study Program, Faculty of Health Sciences, Universitas Galuh  
Corresponding author: [rohitatita@gmail.com](mailto:rohitatita@gmail.com)

## ABSTRACT

Final-year nursing students often face heavy academic demands during thesis completion, leading to academic burnout characterized by emotional exhaustion, cynicism, and reduced academic efficacy. This condition affects academic performance and disrupts sleep quality, which is essential for concentration and mental health. This study aimed to examine the relationship between academic burnout and sleep quality among final-year nursing students at the Faculty of Health Sciences, Universitas Galuh. A quantitative cross-sectional design was used, involving 68 students recruited through total sampling. Questionnaires based on Schaufeli's burnout theory and Buysse's sleep quality components were validated with Cronbach's  $\alpha > 0.7$ . Data were collected in June–July 2025 and analyzed using Spearman's rank correlation ( $p < 0.05$ ). Most respondents were female (70.6%;  $n=48$ ) and aged 22–26 years (89.7%;  $n=61$ ). The majority experienced moderate academic burnout (58.8%;  $n=40$ ) and poor sleep quality (58.8%;  $n=40$ ). Spearman's test showed a significant positive correlation between academic burnout and sleep quality ( $r = 0.484$ ,  $p = 0.000$ ), indicating that higher burnout is associated with poorer sleep quality. These findings highlight the need for psychosocial support and coping strategies to help final-year nursing students manage stress during thesis completion. This study provides a basis for interventions to enhance resilience, sleep health, and academic success.

**Keywords:** academic burnout; sleep quality; nursing students

## 1. Introduction

Final-year nursing students are frequently confronted with intense academic pressures during the thesis-writing process. These pressures may arise from difficulties in initiating writing, repeated revisions, ineffective communication with academic supervisors, limited deadlines, and high self-expectations. When such conditions persist, students may begin to lose motivation, withdraw from supervisory sessions, and develop excessive anxiety. If not managed properly, these pressures may progress into academic burnout (Nasution et al, 2024).

Academic burnout is a psychological condition characterized by exhaustion caused by academic demands, pessimism and cynicism toward studies, and a diminished sense of academic efficacy. According to (Schaufeli et al, 2002), burnout consists of three main dimensions: exhaustion (feeling drained by prolonged academic activities, such as thesis writing), cynicism (detachment or withdrawal from supervision), and reduced academic efficacy (perceiving oneself as incompetent as a final-year student). Previous studies have reported that burnout may lead to several adverse consequences, including decreased immunity, heightened anxiety, increased risk of depression, persistent fatigue, and poor sleep quality (Arlinkasari & Akmal, 2017; Septa et al, 2025).

Globally, this phenomenon has raised serious concern. A study involving 1,702 nursing students in Europe revealed that emotional exhaustion was the most dominant symptom of burnout (Cabras et al, 2023). Similarly (Orpina & Prahara, 2019; Yunalia et al, 2024) found that among final-year nursing students completing their theses, 33.5% experienced moderate levels of burnout, 27.4% high levels, and 25.1% low levels. In addition, a study conducted in Peru involving 300 nursing and medical students showed that 69.7% of participants reported

poor sleep quality as measured by the Pittsburgh Sleep Quality Index (PSQI) (Saintila et al, 2025). These findings confirm that academic burnout and poor sleep quality are interrelated issues that affect nursing and health students worldwide.

In Indonesia, a similar pattern has been reported. (Sarfika et al, 2025) found that 62.4% of nursing students experienced moderate to severe burnout, particularly in the final stages of their study. At Universitas Airlangga, (Rasyidah et al, 2020) reported that 32.5% of professional nursing students experienced moderate emotional exhaustion, while 15.9% reported severe levels. In West Java, a study at Universitas Padjadjaran found that among 278 undergraduate nursing students, 74.1% were classified as experiencing moderate burnout, 25.2% mild burnout, and 0.7% severe burnout (Sumarni, 2021). These findings illustrate that burnout is a significant academic issue among Indonesian nursing students.

Sleep disturbance often appears as an early symptom of burnout, although it has received relatively little academic attention. In fact, adequate and good-quality sleep is essential for maintaining focus and clear thinking during thesis preparation (Wang et al, 2025). The relationship between burnout and sleep is cyclical: burnout increases the risk of poor sleep quality, while inadequate sleep further exacerbates burnout. However, few studies have specifically examined the correlation between these two variables, particularly among nursing students in Indonesia.

At the Faculty of Health Sciences, Galuh University, this problem is also evident. A preliminary study conducted in April 2025 on 10 eighth-semester nursing students showed that seven reported experiencing fatigue, sleep difficulties, and doubts about completing their theses on time. Furthermore, cases were found of students unable to complete their theses due to burnout, as well as reports of mental health problems during the thesis-writing process. Despite these observations, no empirical research has yet directly investigated the relationship between academic burnout and sleep quality among nursing students at Galuh University.

Therefore, this study aims to analyze the relationship between academic burnout and sleep quality among eighth-semester nursing students at the Faculty of Health Sciences, Galuh University, in 2025. Theoretically, the findings are expected to enrich the literature regarding the relationship between psychological factors and sleep quality in nursing education. Practically, the results may serve as a foundation for faculty and academic supervisors in developing preventive and interventional strategies to reduce burnout, improve sleep quality, and enhance the academic success and mental well-being of final-year nursing students.

Based on this rationale, the hypothesis of this study is there is a significant relationship between academic burnout and sleep quality among eighth-semester nursing students at the Faculty of Health Sciences, Galuh University, in 2025.

## **2. Methodology**

### **Study Design**

This study employed a quantitative correlational approach with a cross-sectional design. A correlational approach is useful for identifying relationships between variables without manipulation, while a cross-sectional design refers to a research framework in which all variables are measured at a single point in time, thereby allowing an accurate depiction of the relationship between variables as they exist in the present context (Mackiewicz, 2018). This design was chosen because it aligns with the characteristics of the research problem, namely

to examine the relationship between academic burnout and sleep quality without applying any intervention. Moreover, a cross-sectional design is considered efficient in the context of student populations, as it enables data collection from all respondents simultaneously within a single timeframe.

### **Data Collection Procedures**

Data collection was carried out in June–July 2025 at the Faculty of Health Sciences, Galuh University. The data collection process was conducted directly by the researcher without involving research assistants or enumerators. The primary data were obtained from respondents through the distribution of questionnaires to eighth-semester nursing students at the Faculty of Health Sciences, Galuh University, Ciamis, in 2025, who were in the process of completing their undergraduate thesis. Respondents completed the academic burnout questionnaire to assess their level of academic burnout and the sleep quality questionnaire to evaluate their sleep quality. Prior to completing the questionnaires, participants were provided with a clear explanation regarding the study objectives, procedures, and their rights as research participants, after which they signed an informed consent form.

### **Quantitative Instrumentation**

The measurement instrument for the academic burnout variable was adapted from Schaufeli's theory, which developed the Maslach Burnout Inventory Student Survey (MBI-SS), and was further modified by the researcher. The academic burnout instrument consisted of three dimensions: exhaustion (referring to feelings of fatigue related to thesis completion), cynicism (detachment or indifference toward thesis supervision), and reduced academic efficacy (the perception of being incompetent as a final-year nursing student). The questionnaire contained 15 items measured on a four-point Likert scale (always, often, sometimes, never). The categorization of academic burnout was classified into three levels: high, moderate, and low. Validity testing on 30 respondents with similar characteristics showed that all item–total correlations were greater than the critical value ( $r_{\text{calculated}} > r_{\text{table}}$ ), with a Cronbach's alpha coefficient of 0.8, indicating that the instrument was both valid and reliable.

Meanwhile, the measurement instrument for the sleep quality variable was adapted from Buysse's theory, which developed the Pittsburgh Sleep Quality Index (PSQI), and was modified by the researcher. The sleep quality instrument assessed seven components, namely subjective sleep quality, sleep latency, sleep duration, sleep efficiency, sleep disturbances, use of sleep medication, and daytime dysfunction. The questionnaire contained 19 items measured on a four-point Likert scale ranging from 0 to 3. The categorization of sleep quality was divided into four levels: good, fair, poor, and very poor. Validity testing on 30 respondents with similar characteristics demonstrated that all item–total correlations exceeded the critical value ( $r_{\text{calculated}} > r_{\text{table}}$ ), with a Cronbach's alpha coefficient of 0.7, confirming that the instrument was valid and reliable.

### **Ethical Considerations**

This study received ethical approval from the Health Research Ethics Committee of Bakti Tunas Husada University, Tasikmalaya, with approval letter number No. 211-01/E.01/KEPK-BTH/VII/2025. Participation was entirely voluntary, with respondents providing written

informed consent prior to data collection. The confidentiality of respondents' identities was strictly maintained, and all data were collected anonymously.

**Data Analysis**

The collected data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) version 24. Univariate analysis was conducted to describe the frequency distribution and percentages of respondents' characteristics, levels of academic burnout, and levels of sleep quality. Bivariate analysis was performed using the Spearman Rank correlation test to examine the relationship between academic burnout and sleep quality. A significance level of p-value < 0.05 was applied.

**4. Results**

Table 1 Distribution of Respondents Characteristics (n=68)

<b>Characteristics</b>	<b>n</b>	<b>%</b>
<b>Gender</b>		
Male	20	29,4
Female	48	70,6
<b>Age</b>		
18-21 years old	7	10,3
22-26 years old	61	89,7

Table 1 presents the distribution of respondents' characteristics based on gender and age. The majority of respondents were female (70.6%; n = 48). Nearly all respondents were between 22 and 26 years old (89.7%; n = 61).

Table 2 Frequency distribution of respondents based on academic burnout (n=68)

<b>Category</b>	<b>n</b>	<b>%</b>
Low	18	26,5
Medium	40	58,8
High	10	14,7

Table 2 presents the levels of academic burnout among respondents. The majority of respondents were classified in the moderate category (58.8%; n = 40).

Table 3 Frequency distribution of respondents based on sleep quality (n=68)

<b>Category</b>	<b>n</b>	<b>%</b>
Good	10	14,7
Sufficient	12	17,6
Not good	40	58,8
Very poor	6	8,8

Table 3 presents the levels of sleep quality among respondents. The majority of respondents were categorized as having poor sleep quality (58.8%; n = 40).

Table 4 The relationship between academic burnout and sleep quality (n=68)

		Correlations		
			Category Academic Burnout	Category Sleep Quality
Spearman's rho	Category Academic Burnout	Correlation Coefficient	1.000	.484**
		Sig. (2-tailed)	.	.000
	N		68	68
	Category Sleep Quality	Correlation Coefficient	.484**	1.0000
		Sig. (2-tailed)	.000	.
		N		68

\*\* .Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents the results of the Spearman's Rank test, which indicate a significant relationship between academic burnout and sleep quality (p-value < 0.05). The correlation coefficient of 0.484 demonstrates a positive direction with a moderately strong relationship.

**5. Discussion**

Nearly all respondents (89.7%) were between the ages of 22 and 26, and the majority (70.6%) were female. This age range falls into early adulthood, a developmental stage characterized by challenges in completing higher education. According to Erikson's theory (Lawford et al, 2020), individuals in this phase face a conflict between intimacy and isolation, which can influence their academic concentration. These findings are consistent with research states that female students are more vulnerable to academic burnout due to perfectionism demands and internal pressure (Cabras et al, 2023).

Furthermore, this study found that the majority of students were in the moderate category of academic burnout, which aligns with the concept of academic burnout which includes emotional exhaustion, a cynical attitude toward studies, and a decline in academic efficacy. (Schaufeli et al, 2002). This condition is in line with findings from other researchers, who emphasize that final-year students are particularly vulnerable to academic burnout due to high academic workloads and the pressure of thesis completion deadlines.(Putrii & Chusair, 2019) (Novianty et al, 2025)

Moreover, the majority of respondents also reported poor sleep quality, a condition that can be explained by the Pittsburgh Sleep Quality Index (PSQI) theory, which assesses sleep quality based on seven components, including duration, latency, efficiency, and daytime dysfunction (Buysse, 1989). This is consistent with findings that report final-year students tend to have poorer sleep quality compared to early-semester students due to the intensive burden of thesis writing (Pradana, A. R., & Listyawati, 2023) (Roeper et al, 2023)

The main findings of this study indicate a significant relationship between academic burnout and sleep quality (r = 0.484; p < 0.01), meaning that higher levels of burnout are associated with poorer sleep quality among students. This result aligns with research showing

that emotional exhaustion, one dimension of academic burnout, directly contributes to sleep disturbances in students (Naderi et al, 2021), (Amaral et al, 2021)

Thus, this study confirms that academic burnout plays a significant role in reducing the sleep quality of final-year students. These findings have practical implications, suggesting that educational institutions, particularly Nursing Study Programs, need to pay close attention to the psychosocial aspects of students through early assessments, supportive academic guidance, and promotive interventions focused on stress management and healthy sleep habits as efforts to improve student well-being during thesis preparation.

## 6. Conclusion

This study revealed that the majority of eighth-semester nursing students at the Faculty of Health Sciences, Universitas Galuh in 2025, fell into the moderate academic burnout category (58.8%) and experienced poor sleep quality (58.8%). Further analysis found a significant relationship between academic burnout and sleep quality ( $p = 0.000$ ;  $p < 0.05$ ), indicating that higher levels of academic burnout are associated with poorer sleep quality among students.

These findings carry important implications for educational institutions to provide more comprehensive academic and psychosocial support, such as counseling services, mental health seminars, and more supportive thesis guidance. For students, the results highlight the importance of awareness in maintaining mental health, managing time effectively, and paying attention to sleep quality during thesis preparation. For academic advisors, this study underscores the need to foster empathetic and responsive communication during the mentoring process to help reduce academic pressure. Additionally, this research can serve as a foundational reference for future studies to explore other psychosocial factors such as anxiety, stress, social support, and lifestyle using a more comprehensive approach

## Acknowledgments

The authors sincerely thank the nursing students of Universitas Galuh for their valuable participation in this research. Gratitude is also extended to the Faculty of Health Sciences for their ongoing support and assistance throughout the study. This research was carried out independently, without the aid of external funding.

## References

- Amaral, K. V., Galdino, M. J. Q., & Martins, J. T. (2021). Burnout, daytime sleepiness and sleep quality among technical-level Nursing students. *Revista Latino-Americana de Enfermagem*, 29. <https://doi.org/10.1590/1518-8345.5180.3487>
- Arlinkasari, F., & Akmal, S. Z. (2017). Hubungan antara School Engagement, Academic Self-Efficacy dan Academic Burnout pada Mahasiswa. *Humanitas (Jurnal Psikologi)*, 1(2), 81. <https://doi.org/10.28932/humanitas.v1i2.418>
- Buysse, et al. (1989). *The Pittsburgh Sleep Quality Index: A new instrument for psychiatric practice and research. Psychiatry Research*, 28(2), 193–213. [https://doi.org/10.1016/0165-1781\(89\)90047-4](https://doi.org/10.1016/0165-1781(89)90047-4)
- Cabras, C., Konyukhova, T., Lukianova, N., Mondo, M., & Sechi, C. (2023). Gender and country differences in academic motivation, coping strategies, and academic burnout in a sample of Italian and Russian first-year university students. *Heliyon*, 9(6), e16617. <https://doi.org/10.1016/j.heliyon.2023.e16617>

- Lawford, H. L., Astrologo, L., Ramey, H. L., & Linden-Andersen, S. (2020). Identity, Intimacy, and Generativity in Adolescence and Young Adulthood: A Test of the Psychosocial Model. *Identity*, 20(1), 9–21. <https://doi.org/10.1080/15283488.2019.1697271>
- Mackiewicz, J. (2018). A Mixed-Method Approach. *Y Writing Center Talk over Time*. <https://doi.org/10.4324/9780429469237-3>
- Naderi, H., Dehghan, H., Dehrouyeh, S., & Tajik, E. (2021). Academic burnout among undergraduate nursing students: Predicting the role of sleep quality and healthy lifestyle. *Research and Development in Medical Education*, 10(1), 16–16. <https://doi.org/10.34172/rdme.2021.016>
- Nasution, T., Suriyanto, M. A., Agustina, A., Dewi, S., Putri, N. K., & Wirda, M. A. (2024). Pengaruh Academic Burnout Terhadap Tingkat Stress Mahasiswa Unimed. *Indonesian Journal of Education and Development Research*, 3(1), 763–769. <https://doi.org/10.57235/ijedr.v3i1.4922>
- Novianty, L., Said, F., & Nambiar, N. (2025). Factors Affecting Academic Burnout Among Nursing Students. *Jurnal Keperawatan Komprehensif (Comprehensive Nursing Journal)*, 11, 181–188. <https://doi.org/10.33755/jkk.v11i1.795>
- Orpina, S., & Prahara, S. A. (2019). Self-Efficacy dan Burnout Akademik pada Mahasiswa yang Bekerja. *Indonesian Journal of Educational Counseling*, 3(2), 119–130. <https://doi.org/10.30653/001.201932.93>
- Pradana, A. R., & Listyawati, S. (2023). (2023). Hubungan antara academic burnout dengan kualitas tidur mahasiswa keperawatan tingkat akhir. <https://ejournal.upi.edu/index.php/JPPKI/article/view/34908>.
- Putrii, A. S. B., & Chusair, A. (2019). Peran Dukungan Sosial dan Psychological Well-Being Terhadap Academic Burnout Pada Mahasiswa Tingkat Akhir di Universitas Airlangga. *Riset Psikologi dan Kesehatan Mental*. [https://repository.unair.ac.id/128841/%0Ahttps://repository.unair.ac.id/128841/1/Jurnal\\_Aurelia Salsabilla Belvana Putri.pdf](https://repository.unair.ac.id/128841/%0Ahttps://repository.unair.ac.id/128841/1/Jurnal_Aurelia%20Salsabilla%20Belvana%20Putri.pdf)
- Rasyidah, Q. A., Fitryasari, R., & Wahyudi, A. S. (2020). Hubungan Tingkat Stres Dan Burnout Syndrome Dengan Kualitas Tidur Pada Mahasiswa Profesi Ners Fakultas Keperawatan Universitas Airlangga (A Relationship Between Stress Level And Burnout Syndrome With Sleep Quality On Clinical Nursing Students In Faculty O. *Psychiatry Nursing Journal*, 2(1), 16–25. <http://e-journal.unair.ac.id/PNJ>
- Roeper, A., Covington, L., Ji, X., & Brownlow, J. (2023). 0645 Prevalence of sleep disorders and their association with posttraumatic stress and anxiety symptoms among college students. *SLEEP*, 46, A283–A284. <https://doi.org/10.1093/sleep/zsad077.0645>
- Saintila, J., Javier-Aliaga, D., del Carmen Gálvez-Díaz, N., Barreto-Espinoza, L. A., Buenaño-Cervera, N. A., & Calizaya-Milla, Y. E. (2025). Association of sleep hygiene knowledge and physical activity with sleep quality in nursing and medical students: a cross-sectional study. *Frontiers in Sports and Active Living*, 7(March). <https://doi.org/10.3389/fspor.2025.1453404>
- Sarfika, R., Azzahra, W., Ananda, Y., Saifudin, I. M. M. Y., & Abdullah, K. L. (2025). Academic burnout among nursing students: The role of stress, depression, and anxiety within the Demand Control Model. *Teaching and Learning in Nursing*. <https://doi.org/https://doi.org/10.1016/j.teln.2025.02.019>
- Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Barker, A. B. (2002). Burnout and engagement in university students a cross-national study. *Journal of Cross-Cultural Psychology*, 33(5), 464–481. <https://doi.org/10.1177/0022022102033005003>
- Septa, A., Hartini, S., Wijaya, A. P., & Husadi, L. (2025). *Academic Burnout Ditinjau dari Self-Efficacy pada Mahasiswa Bekerja*. 3853–3857.

- Sumarni, et al. (2021). *Gambaran Burnout Mahasiswa Fakultas Keperawatan UNPAD Angkatan 2019 yang Sedang Menyusun Skripsi di Masa Adaptasi Kebiasaan Baru Pasca Pandemi COVID-19. Skripsi. Fakultas Keperawatan, Universitas Padjadjaran.*
- Wang, H., Ding, Y., Dai, Y., Fan, Z., Wen, S., Wang, X., Yuan, J., Wu, Y., & Yu, L. (2025). Associations of physical activity and sleep with mental health during and post-COVID-19 pandemic in chinese college students: a longitudinal cohort study. *Comprehensive Psychiatry*, 139(March), 152591. <https://doi.org/10.1016/j.comppsy.2025.152591>
- Yunalia, E. M., Suharto, I. P. S., Samudera, W. S., & Radiah, S. (2024). Hubungan Academic Burnout dengan Academic Procrastination pada Mahasiswa. *Jurnal Gema Keperawatan*, 16(2), 343–353. <https://doi.org/10.33992/jgk.v16i2.3084>