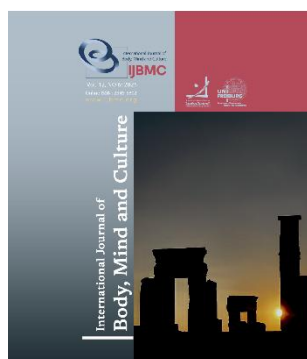


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Introduction

The accelerating pace of life and rapid technological development has led some people to feel anxious, fearful and tense, which creates maladjustment and false perceptions that have an impact on the self. The development and change that occurs in society are reflected in the reality of life for individuals, including university students, as these changes have led to an impact on the personality and lives of students and

Psychological Stress and Its Relationship with Academic Burnout among University Students

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ABSTRACT

Objective: This study aimed to assess the level of psychological stress among university students and examine its relationship with academic burnout, considering differences by gender, academic specialization, and type of study (public or private universities).

Methods and Materials: A descriptive-correlational design was adopted. The study population comprised undergraduate students from the University of Baghdad and Al-Salam University College during the 2023–2024 academic year. Using stratified random sampling, 550 students (280 females, 270 males) from scientific and humanities specializations were selected. Data were collected via a validated Psychological Stress Scale (30 items) and Academic Burnout Scale, both reviewed by a panel of experts (80% agreement). Statistical analyses included descriptive statistics, Pearson correlation, t-tests, and regression analysis, using SPSS.

Findings: The results indicated that university students reported high levels of psychological stress ($M = 91.79$, $SD = 19.61$), significantly exceeding the hypothetical mean. A strong positive correlation ($r = 0.617$, $p < 0.05$) was found between psychological stress and academic burnout. No significant differences were observed in stress and burnout levels by gender or academic specialization. However, significant differences were found by type of study, with public university students reporting higher stress and burnout than their private university counterparts.

Conclusion: Psychological stress is a prevalent issue among university students and is significantly associated with academic burnout. Addressing stress through targeted interventions—such as resilience training, stress management workshops, and improved academic support—could help mitigate burnout and enhance student well-being.

Keywords: Psychological stress, Academic burnout, University students, Gender differences.

consequently an impact on their thoughts and actions in dealing with life (Alwan & Muhammad, 2017).

University students represent the nucleus of society and its tool for progress because they are the effective and important elements that contribute to building and developing the nation and protecting it from the effects of destruction and backwardness caused by wars and conflicts. Universities are the edifice that works to develop this group by providing them with information and knowledge in various fields with their human and material capabilities that develop their personal mental,

physical and social aspects. Today, society is in dire need of individuals who possess a high degree of confrontation efficiency in order to overcome pressures and challenges and adapt to the givens of reality (Alwan & Fayyad, 2023).

The youth category in any society has an effective role in the process of construction and development. There will be no comprehensive development if the youth are not fully cared for, their values and privacy are not preserved, and their ambitious demands are not achieved in this category, especially university students (Ali & Al-Fraydawi, 2012).

The increase in the number of university students has necessitated the need to conduct research and studies on this important segment of society. The personality of the university student has clear and relatively recognizable dimensions after they pass the stage of adolescence, as their tendencies and tendencies begin to emerge (Salman, 2016).

The current research aims to identify psychological stress among university students and the correlation between academic burnout and psychological stress. The increase in psychological pressures, their continuation, and the individual's inability to confront them, leads to the individual feeling what is known as "psychological stress", which (Al-Sayrafi, 2009) defines as: "A condition that affects the individual; as a result of work burdens, and the excessive and continuous demands on the individual, which exceed his energies and capabilities, and this condition results in a group of symptoms: psychological, mental, and physical." Therefore, psychological stress - in light of the above - is considered nothing but the final product of the pressures placed on the individual, which make him feel that his energies are drained, and generate negative attitudes towards work represented in: low achievement, loss of motivation to work, feeling isolated, and depression. The study of Mahbadat (2021) entitled *The Predictive Ability of Managing Perceived Psychological Stress in Reducing Future Anxiety among Yarmouk University Students* aimed to reveal the levels of management of perceived psychological stress among Yarmouk University students and the level of future anxiety, and the predictive ability to understand the management of psychological stress in reducing future anxiety. The results of the study showed that the level of perceived stress management and the level of future anxiety were

within the average level. The results also indicate that there is a predictive ability for perceived stress management in reducing the level of future anxiety among Yarmouk University students (Mahbadat, 2021). The purpose of presenting previous studies is to gain broad knowledge related to the problem under study and to identify what others have accomplished so that the researcher can develop her research. The researcher benefited from previous studies in the following ways:

1. The research problem was formulated for variables and provided methodological insights that helped the researcher write the chapters of the current research.
2. Previous studies helped the researcher define her research objectives.
3. Previous studies helped the researcher access sources and references for her current research.
4. Previous studies enabled the researcher to review and benefit from the statistical methods used.
5. Previous studies helped the researcher understand the extent of their agreement and disagreement with the current research.
6. The researcher reviewed the scales used and the steps for constructing them, which provided methodological insights into the steps involved in developing the scales.

Feeling stressed is part of an individual's daily life, and the processes involved in it motivate the individual to respond and adapt to internal and external requirements.

The feeling of stress is part of the individual's daily life, and the processes involved motivate the individual to respond and adapt to internal and external requirements. If stress is not managed appropriately by the individual, physiological and psychological problems may arise (Sawaleh & Bouras, 2023). Some individuals may be affected by stress in a low way, while others may be affected by stress in a high way, which leads to a negative impact on their mental health. Asberg Grape, Krakau, Nygren, Rodhe, Wahlberg & Währborg, 2010. Individual differences in stress resistance are due to what is called emotional regulation (Alwan & Muhammad, 2017). Stress affects students in many ways, as it affects physical health, and it also has psychological effects that affect mental health such as anxiety, tension, attention and concentration (Salman, 2016).

The university stage is one of the important educational stages in a student's life; during which the

individual's personality is refined, as his experiences increase, his horizons expand, and his growth and maturity are completed during his university studies, but the academic pressures he is exposed to - resulting from continuous exams and the accompanying anxiety, expectations of future performance, parents' expectations, and the student's future aspirations - drain his mental, emotional and physical energy; making him more vulnerable to burnout (Abu Hamad, 2013).

Psychological stress is one of the most prominent topics that has received - in the current period - great attention from researchers; due to its impact on human health; whether psychological or physical; Stress can also lead to one or all of the following disorders: psychological, physical, and behavioral; such as constant fatigue, insomnia, migraines, back pain, and psychosomatic disorders; such as gastric ulcers, high blood pressure, arthritis, colon diseases, and heart disorders, in addition to premature aging, which appears in the form of gray hair and wrinkled skin, all of which are due to a weak nervous system, immune system, and psychosomatic disorders. Such as gastric ulcers, high blood pressure, arthritis, and colon diseases. This study derives its importance from the importance of the topic it addresses, as the topic of psychological stress in the educational environment has become a major concern for all modern societies that make the student a fundamental pillar of the comprehensive development process, and which see that the student who can deal with this type of stress in a positive and sound manner is considered a psychologically and physically competent individual capable of achieving sound compatibility and thus reaching the highest levels

Methods and Materials

Everyone knew him

- Seeley (1962) that it is the body's non-specific response to any demand imposed on it, as Seeley links between physiological responses and the adaptation process, as the body makes an effort to adapt to external and internal conditions, creating a pattern of non-specific responses that cause a state of excessive pleasure or pain, and the reaction to it is not related to it as: "an unspecific response from the body to any environmental demand (Abu Al-Hussain, 2010).

- Hilal Hussein Abu Hamad (2013) that it is a state of physical fatigue, or exhaustion that affects the individual as a reaction to psychological pressures in life, and people often suffer from stress as a result of sudden events in their lives; such as death, divorce, or a problem at work, or illness, and it may occur as a reaction to daily problems (Abu Hamad, 2013).

As for the operational definition of psychological stress: it is the total score that the respondent obtains through his response on a scale Psychological stress.

The researcher adopted the theoretical definition of (Selly 1962) to construct his model of psychological stress and to develop his scale, which she based on the foundations and concepts of the model.

Theories Explaining Psychological Stress

Hans Selye's Theory of the Biological Analysis of Stress 1962

Selly (1962) is the Austrian physician who was the first to explain psychological stress medically through personal observation during his studies in general medicine; he linked the common organic symptoms of people with muscle weakness, high blood pressure, loss of appetite and motivation, and founded an international stress institute, and an institution bearing his name (Othman (2001).

Selle (1965) identified two types of psychological stress resulting from psychological pressure; where the type that represents good stress is a motivator for individuals and increases their effectiveness, productivity and ability to overcome challenges and succeed, and the second type is represented by stressful stress, which is a negative type that causes hardship, and ends with feelings of frustration, failure and inferiority, and this is attributed, according to Selly, to the individual's ability to adapt and deal with the causes of stress.

Stress covers two different situations, one positive and the other negative, and accordingly stress can be classified into two types from the perspective of Seeley (1956): 1- Useful stress: It is evident in pleasant situations, which lead the individual to work productively and move motives or what is known as arousal through the hormones secreted by the glands and are represented by the pleasant events that the individual faces in a number of aspects of life, whether his family, school, professional or social environment,

which are beneficial for the person in order to adapt to the external environment. 2- Harmful stress: It is related to those serious events that threaten the person and cause him psychological tension and hinder him from satisfying his needs and goals and hinder his ability to adapt and is represented in feelings of sadness, worry and distress that result from negative events such as financial bankruptcy or dismissal from work, and other negative events related to personal, school, professional or social matters (Bahri, 2009).

Selly (1965) also identified stages of general adaptation to any stressors.

The first stage is warning: in which the body shows changes and responses that are characterized by the initial degree of exposure to stressors, and as a result of these changes, the body's resistance decreases.

The second stage is resistance: in which the individual tries to resist the source of the threat with all the psychological and physical energy he possesses so that the body returns to a state of balance.

The third stage is called stress: in which the individual's energy is drained and he becomes vulnerable to disease. This theory explains that cognitive assessment depends on the nature of the individual, while the perception of the threat is not only to perceive the source of stress but also the relationship between stressors (Alwan & Fayyad, 2023).

Research Methodology

The current researcher adopted the descriptive correlational approach because it studies the descriptions of the phenomenon and the connections found in these descriptions.

Research Community

The current research community is defined as undergraduate students, including students at the University of Baghdad (Baghdad Governorate) for morning studies for the academic year 2023-2024,

totaling 54,110 students, comprising 21,275 males and 32,835 females. According to the specialization variable (scientific-humanitarian), they are distributed as follows: 34,220 male and female students for scientific specializations and 19,890 male and female students for humanities. The study community also includes students at Al-Salam University College for morning studies for the academic year 2023-2024, totaling 10,418 male and female students, comprising 6,293 males and 4,125 females. According to the specialization variable (scientific-humanitarian), they are distributed as follows: 8,682 male and female students for scientific specializations and 1,736 male and female students for humanities. Table (1) shows the number of college students distributed. According to the research variables: gender (male-female), specialization (scientific-human), and type of study (governmental-private).

Research Sample

The researcher selected the sample of the current research using the random stratified method from the original community to be studied (governmental and private universities). The sample amounted to (550) male and female students and they were selected using the random stratified method distributed over (12) colleges (governmental and private) from the colleges of the University of Baghdad and the colleges of Al-Salam College, the private university, including (3) government colleges for scientific specialization and (3) government colleges for humanities specialization and (3) private colleges for scientific specialization and (3) private colleges for humanities specialization, noting that the basic sample of the current research is the same as the statistical analysis sample. Table 1 shows the distribution of individuals in the sample of the current research, university students, according to (gender, specialization, and type of study).

Table 1

Means and Standard Deviations for Research Variables (N = 400)

Universities	number	Specialization	number	Gender	number
governmental	286	scientific	147	mail	138
		humanitarian	139	femail	142
domestic	264	scientific	133	mail	142
		humanitarian	131	femail	128
					550

Psychological stress scale

Defining the concept

The researcher adopted the definition and theory of (Selly1962), that it is the body's non-specific response to any requirement imposed on it, as Selley links between physiological responses and the adaptation process, as the body makes an effort to adapt to external and internal conditions, creating a pattern of non-specific responses that cause a state of pleasure or pain"

Preparing and formulating paragraphs

1- For the purpose of formulating paragraphs, the researcher reviewed the previous scales and literature related to academic burnout that were mentioned previously

2- Follow some websites to view old and modern scales

Preparing scale instructions

It emphasized the necessity of the respondent choosing one of the five alternatives for the scale paragraphs and answering them with complete honesty and objectivity, as the purpose of applying the scale and how to answer was explained, and the respondent was warned not to leave any paragraph without answering or indicating more than one alternative, while giving him an example explaining how to choose one alternative from Five alternatives, as indicated not to mention the name and that the answer will not be seen by anyone except the researcher.

Apparent validity

The apparent validity of the psychological stress instrument was calculated by presenting it to a group of arbitrators in the educational and psychological sciences departments, numbering (10), and a cut-off point of 80 percent was calculated and the percentages are calculated on the basis of the cut-off point. According to this procedure, some paragraphs were deleted and the table below explains this.

Table 2

Percentage of agreement between the opinions of experts and arbitrators regarding the validity of the psychological stress scale items

ت	Psychological stress scale	Paragraph number	Number of experts	Agree	Opponents	percentage
1		1-8 10-30	8	80%		
2		9-31-32-33-34-35			9	90%

After deleting the paragraphs, the researcher deleted some paragraphs, namely paragraphs 32, 31, 9, 33, 34, and 35. The final version of the scale was adopted, making it consist of (30) paragraphs instead of (36) paragraphs.

Scale Correction: After preparing the scale items, the five-point Likert method was adopted in designing the

questionnaire form, by placing a five-point scale in front of each item, starting with (always applies - often applies - sometimes applies - rarely applies - never applies). This scale corresponds to the negative items. [Table 3](#) shows the alternatives and the scale scale scale.

Table 3

Alternatives and scale of responses to the psychological stress scale.

Never applies	rarely applies	Sometimes applies	Often applies	Always apply	Paragraph
---------------	----------------	-------------------	---------------	--------------	-----------

1	2	3	4	5	Negative
---	---	---	---	---	----------

A- Extracting the discriminating power of the psychological stress scale

When comparing the results of the calculated (t-test) with the tabular form, which amounted to (1.96), it

became clear that all the paragraphs of the scale were distinctive, so the paragraphs, which amounted to (30) paragraphs, were kept.

Table 4 shows the discrimination coefficients of the psychological stress scale items with the results of the (t-test)

Table 4

Means and Standard Deviations for Research Variables (N = 400)

ت	The group			Calculated test(value)t	Significance level (0.05)at
		Arithmetic mean	Standard deviation		
1	The Supreme	4.68	0.795	8.25	دالة
	Lower	3.38	1.426	5.96	دالة
2	The Supreme	4.59	0.737	12.07	دالة
	Lower	3.66	1.454	11.56	دالة
3	The Supreme	4.36	0.971	11.88	دالة
	Lower	2.16	1.63	2.85	دالة
4	The Supreme	4.28	1.022	20.79	دالة
	Lower	2.26	1.5	17.49	دالة
5	The Supreme	4.2	1.134	1.97	دالة
	Lower	2	1.559	4.49	دالة
6	The Supreme	3.84	1.034	5.60	دالة
	Lower	3.31	1.627	6.14	دالة
7	The Supreme	4.22	0.97	22.50	دالة
	Lower	1.43	1.007	15.68	دالة
8	The Supreme	4.06	0.984	9.34	دالة
	Lower	1.35	1.27	10.16	دالة
9	The Supreme	3.8	1.236	22.00	دالة
	Lower	3.39	1.823	17.20	دالة
10	The Supreme	4.05	0.951	10.15	دالة
	Lower	3.21	1.68	14.62	دالة
11	The Supreme	3.93	1.1	8.19	دالة
	Lower	2.85	1.662	17.91	دالة
12	The Supreme	4.97	5.93	17.65	دالة
	Lower	1.44	0.835	16.30	دالة
13	The Supreme	4.31	1.054	19.86	دالة
	Lower	1.43	0.811	14.21	دالة
14	The Supreme	3.66	1.334	14.88	دالة
	Lower	1.39	0.695	15.19	دالة
15	The Supreme	3.56	1.248	4.64	دالة
	Lower	2	1.215	4.80	دالة
16	The Supreme	3.54	1.211	15.11	دالة
	Lower	1.84	1.239	21.05	دالة
17	The Supreme	4.28	1.066	19.25	دالة
	Lower	1.45	0.802	25.09	دالة
18	The Supreme	4.16	1.12	14.53	دالة
	Lower	1.63	1.038	17.66	دالة
19	The Supreme	3.78	1.263	19.64	دالة
	Lower	2	1.311	16.38	دالة
20	The Supreme	4.11	1.163	16.99	دالة
	Lower	1.81	1.145	13.34	دالة
21	The Supreme	3.92	1.185	19.10	دالة
	Lower	2.47	1.397	17.92	دالة
22	The Supreme	4.29	1.111	8.25	دالة
	Lower	1.73	0.982	5.96	دالة
23	The Supreme	3.81	1.169	12.07	دالة
	الدنيا	1.34	0.866	11.56	دالة

24	The Supreme	3.64	1.363	11.88	دالة
	Lower	1.23	0.705	2.85	دالة
25	The Supreme	4.04	1.11	20.79	دالة
	Lower	1.44	0.789	17.49	دالة
26	The Supreme	3.76	1.214	1.99	دالة
	Lower	1.39	1.237	4.49	دالة
27	The Supreme	3.73	1.337	5.60	دالة
	Lower	1.38	0.954	6.14	دالة
28	The Supreme	3.42	1.224	22.50	دالة
	Lower	1.31	0.767	15.68	دالة
29	The Supreme	3.31	1.537	9.34	دالة
	Lower	2.33	1.541	10.16	دالة
30	The Supreme	4.13	3.02	22.00	دالة
	Lower	2.56	1.585	17.20	دالة

Internal consistency coefficient: The researcher used the internal consistency coefficient, as this scale provides evidence of homogeneity between the paragraphs. The internal consistency coefficient is the correlation coefficient between the scores of each paragraph and the total score of the scale. Pearson's correlation coefficient was used to obtain the correlation between the scores of the sample members on each paragraph and the total

score of the scale. The test was conducted statistically at the value of the table correlation (0.178) and at a significance level of (0.05) and a degree of freedom of (553). The relationship of the paragraph score to the total score of the psychological stress scale

Table 5 shows the results of the correlation values for the first scale.

Table 5

Means and Standard Deviations for Research Variables (N = 400)

Paragraph	Link value	Significance	Paragraph	Link value	Significance
1	0.457	Function	20	0.515	Function
2	0.444	Function	21	0.535	Function
3	0.435	Function	22	0.437	Function
4	0.413	Function	23	0.479	Function
5	0.483	Function	24	0.457	Function
6	0.378	Function	25	0.363	Function
7	0.475	Function	26	0.431	Function
8	0.568	Function	27	0.371	Function
9	0.482	Function	28	0.481	Function
10	0.499	Function	29	0.490	Function
11	0.481	Function	30	0.421	Function
12	0.524	Function			
13	0.321	Function			
14	0.559	Function			
15	0.457	Function			
16	0.442	Function			
17	0.435	Function			
18	0.413	Function			
19	0.422	Function			

The statistical treatment in the table above shows that all the paragraphs of the psychological stress scale and their correlation values are significant because they are higher than the tabular correlation value of (0.178).

Second - Statistical properties of the psychological stress scale:

The researcher analyzed the results of the questionnaire and obtained from its data the descriptive statistical properties of the scale

The statistical properties to describe this scale according to the sample data are shown in Table No. (16)

It shows the results of the descriptive analysis of the study sample for the psychological stress scale, as the sample size used in the study was (550) and the arithmetic mean was (91.792), while the standard

deviation of the arithmetic mean was (19.61) and the value of skewness and flatness.

Table 6 shows the descriptive characteristics of the psychological stress scale.

Table 6

Means and Standard Deviations for Research Variables (N = 400)

Statistics	Its value
N	550
Missing	0
Arithmetic mean	91.7927
Std. Error of Mean	0.83631
Median ^l	91
Mode ^l	93
Std. Deviation	19.61322
Variance	384.678
Skewness	0.157
Std. Error of Skewness	0.104
Kurtosis	-.026-
Std. Error of Kurtosis	0.208
Range	114
Minimum	38
Maximum	152
Sum	50486

Internal consistency coefficient of the stress scale Internal consistency coefficient of the psychological stress scale: The internal consistency coefficient of the scale was calculated by calculating the (Cronbach's alpha) coefficient and the value of the coefficient for the

(psychological stress) scale was using and the stability of the scale was (.8720) which is a good stability coefficient for the scale and the following table shows the results of the scale while the value of the statistic for the total axes was (0.92) and according to the results of Table 7.

Table 7

Means and Standard Deviations for Research Variables (N = 400)

Cronbach's alpha statistic	
The scale	number
Psychological stress scale	30
	The value
	0.872

Final Formula of the Psychological Stress Scale

After conducting the statistical analysis process and applying the psychometric properties of validity and reliability, the psychological stress scale now consists of (30) items. A five-point scale for responses was placed in front of each item: "Always Applies to", "Often Applies to", "Applies to", "Applies to", "Applies to" Sometimes it applies to me, rarely - never applies to me. The total score for the scale is calculated by adding the scores the respondent receives for each alternative chosen and for each paragraph of the scale. Thus, the scale becomes ready for final application.

Statistical Methods

The researcher relied on the Statistical Package for Social Sciences for all statistical processing, both in verifying the psychometric properties of the research tools and in extracting the results. She used the following statistical methods:

- Second test for an independent sample
- Second test for two independent samples
- Pearson's correlation coefficient
- Alpha equation for internal consistency
- Z-test
- Simple regression analysis

Findings and Results

The first objective is psychological stress among university students. To achieve this objective, the psychological stress scale was applied to the research sample members and the t-test was used for one sample. The results of this test indicate that the arithmetic mean of the scores of the research sample members, numbering (550), was (91.79), a standard deviation of (19.613), and a hypothetical mean of (90). When

comparing the hypothetical mean of the scale with the calculated mean, it was found that the arithmetic mean of the scale is greater than the hypothetical mean. When testing this difference, it was found that the difference was statistically significant at a significance level of (0.05), as the calculated value (2.144) was greater than the tabular value (1.96) with a degree of freedom of (549) Which indicates that the research sample (university students) have high psychological stress., as shown in [Table 8](#).

Table 8

Means and Standard Deviations for Research Variables (N = 400)

n	Arithmetic mean	Standard deviation	Hypothetical medium	degree of freedom	T value		Significance level
					calculated	Tabular	
550	91.79	19.613	90	549	2.144	1.96	significant

The above result indicates a high level of psychological stress in the current research sample. This result was interpreted according to the adopted model (Sealy's model) by the fact that most students are exposed to various life pressures, especially academic pressures, which push students to stress, especially when this stress is repeated in the student. When the stress factor continues, the body's defense process stops and he suffers from a state of fatigue and stress and his activity decreases, which causes a state of frustration that leads to burnout. In it, Sealy decides that repeated exposure to stress has negative effects on the lives of students. The researcher explains this by the fact that students live in an academic environment where they are exposed to multiple stimuli, some of which they may be able to confront and challenge, or they may not be able to bear the hardships that affect their physical and

psychological state, leading them to a recurring series of stresses that make them unable to bear them.

The second objective is the correlation between academic burnout and psychological stress among university students and its significance. To achieve this goal, Pearson's correlation coefficient was used between the total scores obtained by the research sample members, numbering (550) male and female students in public and private universities, on the psychological stress and academic burnout scale. The value of the correlation coefficient between psychological stress and academic burnout reached (0.617) degrees. When calculating the moral significance of the correlation coefficients using the t-test, it appeared that this value was statistically significant because it was higher than the tabular correlation value of (0.178) at the level of (0.05) and a degree of freedom of (549). [Table 9](#) shows this.

Table 9

Means and Standard Deviations for Research Variables (N = 400)

Calculated correlation coefficient value	Table correlation coefficient value	T-test		Significance level
		Calculated	Tabular	
0.617	0.178	15.35	1.964	significant

The third objective is the correlation between academic burnout and psychological stress among university students and its significance. To achieve this goal, Pearson's coefficient correlation was used between the total scores obtained by the research sample

members, numbering (550) male and female students in public and private universities, on the psychological stress and academic burnout scale. The value of the correlation coefficient between psychological stress and academic burnout reached (0.617) degrees. When

calculating the moral significance of the correlations using the t-test, it appeared that this value was statistically significant because it was higher than the

tabular correlation value of (0.178) at the level of (0.05) and a degree of freedom of (549). [Table 10](#) shows this.

Table 10

Means and Standard Deviations for Research Variables (N = 400)

Gender	n	Calculated correlation coefficient value	(Z) Table correlation coefficient value	(Z)		Significance level
				Calculated	Tabular	
mail	280	0.33	0.342	1.371-	1.96	Not significant
femail	270	0.43	0.459			

B- The significance of the correlation between the scales of psychological stress and academic burnout according to the variable of specialization (scientific, humanities) in the research sample. To achieve this goal, the following was done:

Extracting the values of the Pearson correlation coefficient between the scales of psychological stress and

academic burnout according to the variable of academic specialization, each separately, and calculating the Z-test to reveal the significance of the differences between the correlation coefficients and their significance. [Table 11](#) shows the results.

Table 11

Means and Standard Deviations for Research Variables (N = 400)

	number	calculated correlation	(Z)			
				Calculated	Tabular	
scientific	280	0.59	0.677	2.61	1.96	Not significant
humanitarian	270	0.42	0.447			

There were significant differences in the relationship between the measures of psychological stress and academic burnout according to the variable of specialization, as the calculated value of (z) is greater than the tabular value at a significance level of (0.05).

C- The significance of the correlation between the psychological stress and academic burnout scales according to the study type variable (governmental,

private) for the research sample. To achieve this goal, the following was done:

Extracting the Pearson correlation coefficient values between the psychological stress and academic burnout scales according to the university variable, each separately, and calculating the Z-test to reveal the significance of the differences between the correlation coefficients and their significance. The table below shows the results, [Table 12](#).

Table 12

Means and Standard Deviations for Research Variables (N = 400)

	number	calculated correlation	(Z)			
				Calculated	Tabular	
governmental	280	0.50	0.459	2.03	1.96	significant
private	270	0.36	0.376			

There are significant differences in the relationship between the measures of psychological stress and academic burnout depending on the educational variable (government, private), as the calculated z-value is

greater than the tabulated value at a significance level of 0.05.

The researcher explains this result by suggesting that government colleges are more deficient in the structural qualifications, such as the availability of laboratories and

the equipment and tools these labs are equipped with to assist students in completing their research. During her visits to some private colleges, the researcher observed that students enjoy privacy while at a private college, which meets the requirements of university students in terms of fields, laboratories, modern equipment, technologies, and tools within these labs. Based on this, we believe that what happens at government colleges makes students preoccupied, as they face a great responsibility, having entered college through their own hard work. It is essential that they ensure intensive academic follow-up by the academic staff.

The researcher believes that the student in the government college has a proactive and competitive motive to prove himself to achieve success and to reach high academic achievement because he takes into consideration that this university will achieve his current and future goals. As for the student in the private college, everything he aspires to has been achieved and he will graduate and achieve his goals in life and that he has taken his share of knowledge and study like the student in the government college and will also enjoy the advantages of appointment like his peers in the government colleges.

Discussion and Conclusion

1 - The results obtained by the researcher revealed that university students suffer from academic burnout. This is a result of the amount of pressure they are exposed to, which leads to high stress, which in turn leads to academic burnout.

2 - The results revealed that university students in science colleges suffer from academic burnout due to the nature of their academic subjects and the academic tasks they perform in laboratories and fields.

3 - Students in public colleges suffer from high academic burnout due to the amount of stress they are exposed to inside colleges and their lack of some basic supplies in laboratories.

Recommendations

1- Guidance units in various colleges should guide students correctly and properly on how to deal with stress by holding regular periodic training workshops.

2- Encourage all students to attend seminars and training workshops that give them awareness (psychological) ideas that enhance psychological

immunity among students by identifying these variables and how to avoid them and developing solutions to address them.

Suggestions

In light of the results of the current research, the researcher proposes conducting the following studies:

1- Conducting a similar study on other samples (graduate students and school students).

2- Conducting correlational studies to reveal the relationship between academic burnout and other variables such as (the concept of achievement motivation, personality type, psychological security, emotional or psychological deprivation and self-concept).

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study were that participation was entirely optional.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contribute to this study.

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