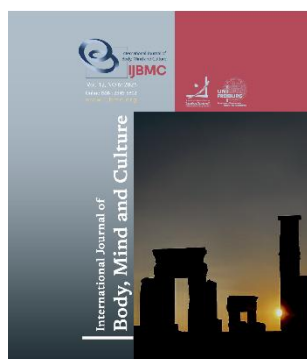


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## Introduction

The accelerating pace of life and rapid technological development have led some people to feel anxious, fearful, and tense, creating maladjustment and false perceptions that affect the self. The development and change that occur in society are reflected in the realities of life for individuals, including university students, as these changes have impacted their personalities and lives, and, consequently, their thoughts and actions (Alwan & Muhammad, 2017).

# 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, while accounting for differences by gender, academic specialization, and university type (public or private).

**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 the sciences and humanities were selected. Data were collected using the validated Psychological Stress Scale (30 items) and the 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:** University students reported high levels of psychological stress ( $M = 91.79$ ,  $SD = 19.61$ ), which was significantly above the hypothetical mean. A strong positive correlation ( $r = 0.617$ ,  $p < 0.05$ ) was found between psychological stress and academic burnout. No significant differences in stress and burnout levels were observed by gender or academic specialization. However, significant differences were found by study type, 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.

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 across various fields, leveraging their human and material capabilities to develop their personal mental, physical, and social aspects. Today, society is in dire need of individuals who possess a high

degree of confrontation efficiency to overcome pressures and challenges and adapt to the realities of the world (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 met in this category, especially among university students (Ali & Al-Fraydawi, 2012).

The increase in the number of university students has necessitated research into this vital 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 study aims to identify psychological stress among university students and to examine 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 perceived stress management has predictive ability in reducing future anxiety among

Yarmouk University students (Mahbadat, 2021). The purpose of presenting previous studies is to gain a broad understanding of the problem under study and to identify what others have accomplished so that the researcher can develop their 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 motivate the individual to respond and adapt to internal and external demands.

Stress is part of the individual's daily life, and the processes involved motivate the individual to respond and adapt to internal and external demands. If an individual does not manage stress appropriately, 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 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 he completes his growth and maturity. Still, 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 positively and soundly 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 the respondent obtains from their responses to a psychological stress scale.

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

### *Theories Explaining Psychological Stress*

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

Selly (1962) was 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 kind 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 defined 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 several aspects of life, whether his family, school, professional or social environment, which are beneficial for the person 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 adverse events such as financial bankruptcy or dismissal from work, and other adverse 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 the warning stage, during which the body shows changes and responses characteristic of the initial degree of exposure to stressors, and, as a result, its 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. At the same time, the perception of threat involves not only the source of stress but also the relationship between stressors (Alwan & Fayyad, 2023).

#### Research Methodology

The current researcher adopted a descriptive correlational approach because it examines the descriptions of the phenomenon and the connections found within them.

#### Research Community

The current research community comprises undergraduate students at the University of Baghdad (Baghdad Governorate) enrolled in 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 who attend morning studies for the academic year 2023-2024, totaling 10,418 students: 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 distribution of college students. According to the research variables: gender (male/female), specialization (scientific/human), and type of study (governmental/private).

#### Research Sample

The researcher selected the sample for the current research using a random stratified sampling method from the original community to be studied (governmental and private universities). The sample amounted to (550) male and female students. 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 (Selly (1962), which states that it is the body's non-specific response to any requirement imposed on it, as Selley links 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 reactions 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 scale alternatives and answering them honestly and objectively, as the purpose of the scale and how to respond were explained. The respondent was warned not to leave any paragraph without answering or indicating more than one alternative, while giving him an example describing how to choose one alternative from five, and to avoid mentioning the name and to state that no one except the researcher will see the answer.

### Apparent validity

The apparent validity of the psychological stress instrument was assessed by presenting it to a group of 10 arbitrators from the educational and psychological sciences departments; an 80% cut-off was determined, and the percentages are based on this cut-off. 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*

Number	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 paragraphs 32, 31, 9, 33, 34, and 35. The final version of the scale was adopted, consisting of (30) paragraphs instead of (36).

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

questionnaire, with a five-point scale placed before each item, ranging from (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.

**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](#) presents the discrimination coefficients for the psychological stress scale items, along with the results of the t-test.

**Table 4***Means and Standard Deviations for Research Variables (N = 400)*

Number	The group			T-value	P
		Arithmetic mean	Standard deviation		
1	The Supreme	4.68	0.795	8.25	0.05
	Lower	3.38	1.426	5.96	0.05
2	The Supreme	4.59	0.737	12.07	0.05
	Lower	3.66	1.454	11.56	0.05
3	The Supreme	4.36	0.971	11.88	0.05
	Lower	2.16	1.63	2.85	0.05
4	The Supreme	4.28	1.022	20.79	0.05
	Lower	2.26	1.5	17.49	0.05
5	The Supreme	4.2	1.134	1.97	0.05
	Lower	2	1.559	4.49	0.05
6	The Supreme	3.84	1.034	5.60	0.05
	Lower	3.31	1.627	6.14	0.05
7	The Supreme	4.22	0.97	22.50	0.05
	Lower	1.43	1.007	15.68	0.05
8	The Supreme	4.06	0.984	9.34	0.05
	Lower	1.35	1.27	10.16	0.05
9	The Supreme	3.8	1.236	22.00	0.05
	Lower	3.39	1.823	17.20	0.05
10	The Supreme	4.05	0.951	10.15	0.05
	Lower	3.21	1.68	14.62	0.05
11	The Supreme	3.93	1.1	8.19	0.05
	Lower	2.85	1.662	17.91	0.05
12	The Supreme	4.97	5.93	17.65	0.05
	Lower	1.44	0.835	16.30	0.05
13	The Supreme	4.31	1.054	19.86	0.05
	Lower	1.43	0.811	14.21	0.05
14	The Supreme	3.66	1.334	14.88	0.05
	Lower	1.39	0.695	15.19	0.05
15	The Supreme	3.56	1.248	4.64	0.05
	Lower	2	1.215	4.80	0.05
16	The Supreme	3.54	1.211	15.11	0.05
	Lower	1.84	1.239	21.05	0.05
17	The Supreme	4.28	1.066	19.25	0.05
	Lower	1.45	0.802	25.09	0.05
18	The Supreme	4.16	1.12	14.53	0.05
	Lower	1.63	1.038	17.66	0.05
19	The Supreme	3.78	1.263	19.64	0.05
	Lower	2	1.311	16.38	0.05
20	The Supreme	4.11	1.163	16.99	0.05
	Lower	1.81	1.145	13.34	0.05
21	The Supreme	3.92	1.185	19.10	0.05
	Lower	2.47	1.397	17.92	0.05
22	The Supreme	4.29	1.111	8.25	0.05
	Lower	1.73	0.982	5.96	0.05
23	The Supreme	3.81	1.169	12.07	0.05
	الدنيا	1.34	0.866	11.56	0.05
24	The Supreme	3.64	1.363	11.88	0.05
	Lower	1.23	0.705	2.85	0.05
25	The Supreme	4.04	1.11	20.79	0.05
	Lower	1.44	0.789	17.49	0.05
26	The Supreme	3.76	1.214	1.99	0.05
	Lower	1.39	1.237	4.49	0.05
27	The Supreme	3.73	1.337	5.60	0.05
	Lower	1.38	0.954	6.14	0.05
28	The Supreme	3.42	1.224	22.50	0.05
	Lower	1.31	0.767	15.68	0.05
29	The Supreme	3.31	1.537	9.34	0.05



	Lower	2.33	1.541	10.16	0.05
30	The Supreme	4.13	3.02	22.00	0.05
	Lower	2.56	1.585	17.20	0.05

Internal consistency coefficient: The researcher used the internal consistency coefficient because this scale provides evidence of homogeneity across the paragraphs. The internal consistency coefficient is the correlation between each section's scores and the scale's total score. 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 correlation coefficients 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 paragraphs of the psychological stress scale and their correlation values are significant, as they exceed 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 describing this scale, based on the sample data, are shown in Table 6. It shows the results of the descriptive analysis of the study sample for the psychological stress scale. The sample size was 550, with an arithmetic mean of 91.792 and a standard deviation of 19.61. The values of skewness and flatness are also shown.

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 <sup>l</sup>		91
Mode <sup>l</sup>		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: Cronbach's alpha was used to calculate the internal consistency coefficient. The value of the coefficient for the (psychological stress) scale was used.

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), 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	The value
Psychological stress scale	30	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. Thus, the scale becomes ready for final application.

### *Statistical Methods*

The researcher relied on the Statistical Package for the Social Sciences for all statistical analyses, both to verify the psychometric properties of the research tools and to extract 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, and Simple regression analysis.

### **Findings and Results**

The first objective is psychological stress among university students. To achieve this objective, the psychological stress scale was administered to the research sample, and a one-sample t-test was used. The results of this test indicate that the arithmetic mean of the scores of the research sample, numbering 550, was 91.79, with a standard deviation of 19.613, and a hypothetical mean of 90. When comparing the hypothetical mean of the scale with the calculated mean, the arithmetic mean of the scale was found to be greater. 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), namely that most students are exposed to various life pressures, especially academic pressures, which push them to stress, especially when this stress is repeated. When the stress factor persists, the body's defense mechanisms stop, and he experiences fatigue and stress; his activity decreases, leading to frustration and burnout. In it, Sealy concludes that repeated exposure to stress negatively affects students' lives. 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 to examine the relationship between the total scores of the research sample (550 male and female students from public and private universities) and the psychological stress and academic burnout scale. The correlation coefficient between psychological stress and academic burnout was 0.617. 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 correlation coefficient was used to examine the relationship between the total scores of the research sample (550 male and female students from public and private universities) and the psychological stress and academic burnout scale. The correlation

coefficient between psychological stress and academic burnout was 0.617. 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. 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. 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 psychological stress and academic burnout across educational sectors (government vs. private), as the calculated z-value exceeds the tabulated value at the 0.05 significance level.

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 and that these colleges meet the requirements of university students in terms of fields, laboratories, modern equipment, technologies, and tools. Based on this, we believe that what happens at government colleges makes students preoccupied, as they face a great responsibility after entering college

through their own hard work. They must ensure intensive academic follow-up by the academic staff.

The researcher believes that the student at the government college has a proactive, competitive motive to prove himself and achieve success, and to attain high academic achievement, because he believes this university will help him achieve his current and future goals. As for the student in the private college, everything he aspires to has been completed, and he will graduate and achieve his goals in life. He has taken his share of knowledge and study, like a student in a government college. He will also enjoy the advantages of an appointment, like his peers in 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 pressure they are exposed to, which leads to high stress and, in turn, 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 included the fact 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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