



Psychological Burnout and Its Relationship to Academic Stress Among Working Students

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Abstract This study aimed to examine the relationship between psychological burnout and academic stress among working students at certain faculties of the University of Constantine 2. It also sought to identify differences in the sample's scores on psychological burnout and academic stress according to various study variables, including gender and academic major. A descriptive correlational approach was adopted. The sample included 172 male and female students who were randomly selected. We used two research instruments : the Psychological Burnout Questionnaire and the Academic Stress Questionnaire. To analyze the results, the arithmetic mean and the t-test were used to determine differences between two independent samples, and the correlation coefficient was used to identify the relationship between psychological burnout and academic stress.

The study found a correlation between psychological burnout and academic stress, statistically significant differences in the sample's psychological burnout scores based on gender (in favor of females), and no statistically significant differences in functional stress among students at the University of Constantine 2 based on academic major.

Keywords: burnout, academic stress, working students.

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First : Defining the research problem and related issues :

1- Research Problem :

The university is considered one of the fundamental pillars upon which the development and progress of society depend. The development of society is measured by the speed with which its members respond to and adapt to the social changes and educational challenges posed by the information society. The university plays a vital role in ensuring scientific and technological development that helps various other institutions advance and prosper by cultivating an elite group of qualified human resources and competencies capable of driving growth and development.

The university seeks to achieve its goals through the efforts of its human resources, and university students are among the most important of these elements working toward progress and development in these academic institutions. If students face various types of problems and pressures, this will directly and indirectly affect the university's performance and its ability to adapt to changing environmental conditions and ensure its survival, continuity, and progress.

A student who engages in a particular job or profession is motivated toward that work or career, driving them to contribute to and feel a sense of belonging to it. However, personal obstacles—particularly academic pressures and environmental conditions—that university students face can lead to negative behaviors and feelings of distress, and their attempts to find harmony and balance between work and study place them under endless psychological pressure and a cycle of rumination, causing them to suffer from

emotional and personality disorders, exhaustion, and a sense of inability to contribute and fulfill their role in their studies. This often leads to imbalances that negatively impact their psychological, social, and academic well-being, preventing them from achieving their goals. This may even reach the point of exhaustion, depletion, and a feeling of severe mental and physical fatigue.

Pressures have increased and their sources have diversified, and new forms of work-related stress have emerged that were previously unknown, leading many employees to suffer from what is now known as burnout, which has numerous negative consequences and causes severe harm that affects employees in various ways. This has negatively impacted their job performance within the institutions where they work. (Hamayda, 2011: 298). As a result of the pressures faced by working university students—arising from the demands of university study, such as research, exams, and other requirements—these pressures have negative effects on the educational journey, the performance of working students, and the outcomes of the educational process. This, in turn, negatively impacts the university's pursuit of its goals of achieving cultural and technological development and progress, which is an inevitable outcome in a society fraught with changes and burdened by economic, social, environmental, health, and other factors.

Arnold et al. (1995) note that individuals sometimes go through a phase of severe stress, during which their coping mechanisms break down, reaching a point of exhaustion—or what is known as the burnout stage. Burnout occurs when work loses its meaning, and the ratio of stress to rewards tilts in favor of stress. Individuals prone to burnout are those who need and desire to feel that they are doing something useful and important so that they can perform at their best in a short period of time. (Jumaa, 38: 2007) Since university students are among the most important elements of this educational system, given their critical role in advancing society and achieving its goals and objectives, it has become necessary to care for them and provide the appropriate conditions to ensure their success. We must also strive to protect them from the problems and pressures they may face during their academic journey, which could negatively impact their performance. Our study was specifically designed to examine the relationship between burnout and academic stress among working university students, and through it, we will attempt to answer the following questions :

- Is there a correlation between burnout and academic stress among working students at the University of Constantine 2 ?
- Are there statistically significant differences in the sample participants' scores on psychological burnout among working students attributable to the gender variable (male-female)?
- Are there statistically significant differences in the sample participants' scores on academic stress among working students attributable to the academic major variable ?

2. Study Objectives :

This study was conducted to achieve the following objectives :

- To identify the level of psychological burnout among working students.
- To examine the relationship between burnout and academic stress among working students at the University of Constantine 2.
- To identify differences in the sample participants' levels of burnout among working students according to the gender variable (male-female).
- To identify differences in the sample's scores on academic stress among working students according to the academic major variable.

3. Significance of the Study :

The significance of this study lies in its subject matter, which is to identify burnout among a group of university students in certain faculties at Abdelhamid Mehri University and to identify the causes leading to burnout.

The current study also derives its significance from its focus on a sample of working university students and the academic and professional aspects, with the aim of protecting this group from the problems and pressures they may face so that they do not affect their health and academic achievement.

4. Scope of the Study :

The study was conducted in early March 2024 at several faculties of the University of Constantine 2, namely: the Faculty of Humanities and Social Sciences, the Faculty of Psychology and Educational Sciences, the Faculty of Modern Information and Communication Technologies, the Institute of Library Science, the Faculty of Economics, Business, and Management Sciences. Their ages ranged from 20 to 38, also they represented students in their first, second, and third years of undergraduate study, as well as first- and second-year master's students. The sample consisted of 172 students, including 103 female students and 69 male students.

5. Operational Definitions of Study Terms :

- **Burnout** : Maslach (1981) as: a set of symptoms of emotional stress, emotional numbness, and a decline in the sense of personal accomplishment that manifests in individuals professionally engaged with others. (Majid and Al-Fryhat, 2017)
- **In this study, it is operationally defined as** : the state that a working college student may reach as a result of the conflict between their surrounding circumstances and their desire to contribute and commit, as well as the pressures of study and the burdens of work. This manifests through mental stress, causing the student to feel physically unwell and experience a decline in performance at work and in their studies. This is determined by the scores obtained by the sample participants through their responses to the psychological burnout scale developed by the researchers.
- **Academic stress** : Taha Abdel-Azim Hussein (2006) defined it as a state of imbalance that arises in a student when they compare the environmental situations they face with their personal and social capabilities and resources; this state is accompanied by negative physiological, psychological, and behavioral symptoms. (Hussein, 2006 : 20)
- **In this study, academic stress is operationally defined as** : a state of tension and distress experienced by university students at various academic stages due to the mismatch between the demands of the environment in which these students live and their abilities and potential. Its sources are divided into internal and external, as revealed by the academic stress scale developed by the researchers, which measures stress related to coursework and the school environment.
- **Definition of academic course-related stress** : Lutfi Abdelbaset Ibrahim (2009) defines it as those interrelated factors that cause students to experience tension and perceived pressure, as manifested in the general curriculum, the teaching process, and the examination system. (Khaloufi, 2017 : 191)
- **In this study, it is operationally defined as** : the score obtained by the sample participants on the academic stress scale, which was developed by the researchers.
- **Definition of school environment stress** : Taha Abdel-Azim Hussein (2006) defined it as : "A state of imbalance that arises in students when they compare the environmental situations they face with their personal and social capabilities and resources; this state is accompanied by a range of negative psychological, physiological, and behavioral symptoms." (Hussein, 2006: 182)
- **In this study, it is operationally defined as**: the score obtained by the sample participants on the academic stress scale developed by the researchers.
- **Working student**: A student enrolled at the University of Constantine 2 who simultaneously holds a permanent position in either the public or private sector, causing them to experience stress resulting from the attempt to balance the demands of study with the requirements of work and their responsibilities.

6-Previous studies :

- **Study by Aisha bint Ali Hijazi and Amira Abdulhafiz (2017)**: The study aimed to identify the level of burnout and its relationship to academic stress among a sample of married female students at Princess Noura bint Abdulrahman University, using a descriptive-analytical approach appropriate to the nature of the study. The study was conducted on a sample of 85 married female students in the Department of Psychology, College of Education, at Princess Noura University in the Kingdom of Saudi Arabia. The study examined the level of psychological burnout and its relationship to academic stress from the students' perspective. Participants were selected using simple random sampling, and the researchers relied on Maslow's Psychological Burnout Scale and the Academic Stress Scale. The data were analyzed using descriptive statistics, including frequencies, percentages, arithmetic means, and standard deviations. The

study's hypotheses were tested using one-way ANOVA and Tukey's test, and Pearson's correlation coefficient was used to determine the relationship. The study concluded that the level of psychological burnout among married female students in the Department of Psychology—College of Education—Princess Noura bint Abdulrahman University ranges from moderate to low according to the scale's three dimensions : emotional exhaustion, emotional detachment, and personal accomplishment. The level of academic stress among married female students was moderate. There were no statistically significant differences in the means of psychological burnout from the perspective of married female students based on the variable of years of marriage. There were no statistically significant differences in the means of psychological burnout from the perspective of married female students based on the variable of number of children, There were no statistically significant differences in the means of psychological burnout from the perspective of married female students based on the variable of years of study, and there were no statistically significant differences in the means of academic stress among married female students at Princess Noura bint Abdulrahman University based on the variable of years of study on the total score of academic stress. There is a positive relationship between the means of emotional stress and both emotional numbness and the total score for psychological burnout, as well as academic stress, and there is a positive relationship between the means of emotional numbness and both the total score for psychological burnout and academic stress. Meanwhile, a negative relationship was found between emotional numbness and personal achievement, a negative relationship between the means of personal achievement and academic stress, and a statistically significant positive relationship between the means of psychological burnout and the means of academic stress. (Bint Ali Hijazi and Abdul Hafeez, 2017)

- **Study by Nabila Bawya (2012):** The study aimed to identify the level of burnout among undergraduate students in the Faculty of Social Sciences at Qasdi Marbah University in Bouglala, taking into account the following variables: Gender (male–female), field of study (psychology–education), and living arrangement (residents vs. non-residents), and the impact of these variables on psychological burnout. To collect data for this study, the researcher used a psychological burnout scale designed for this purpose, which was administered to fourth-year students in the Psychology and Education Department at the College of Social Sciences, comprising a sample of 170 male and female students selected randomly. Statistical analysis of the data relied on frequencies, percentages, arithmetic means, and the "t" value to indicate differences, The study concluded that the level of psychological burnout among university students is high, and that there are no differences in the means of university students based on the gender variable (male-female), and there are no statistically significant differences between the means of university students based on the residence status variable (residents vs. non-residents), and there are no statistically significant differences between the means of university students according to the major variable (psychology, educational sciences). (Bawaya, 2012)

- **Study by Asma Al-Jaafara et al. (2013):** The study aimed to identify the level of burnout among university students at public and private universities living in dormitories and its relationship to gender, academic level, major, and academic achievement. The study sample consisted of 329 male and female students selected from 17 dormitories. The Psychological Burnout Scale developed by Maslach and adapted for the Jordanian context was administered to them. The researchers reached the following conclusions : There is a higher level of psychological burnout among university students living in dormitories, specifically across the three dimensions (emotional exhaustion, emotional detachment, and reduced sense of accomplishment), with clear statistical significance. There are clear, statistically significant differences in the dimensions of psychological burnout according to the gender variable, as it was found that there is a higher level of psychological burnout among males in the dimensions of emotional exhaustion and emotional numbness compared to females, who scored higher in the dimension of lack of a sense of accomplishment, There were no statistically significant differences in the dimensions of burnout based on the academic major variable. There were clear, statistically significant differences in the dimensions of burnout based on the GPA variable in the emotional exhaustion and emotional detachment dimensions among students with low GPAs, However, in the area of lack of sense of accomplishment, the differences did not reach statistical significance. There were no statistically significant differences in the dimensions of burnout according to the grade level variable. There was an interaction effect between the variables :

gender and academic achievement in the area of emotional stress, an interaction between academic level and achievement in the area of emotional numbness, and an interaction between gender and achievement in the area of lack of sense of accomplishment. (Al-Jaafara et al., 2013)

- **Al-Shaabi's study (2003)** : The study aimed to identify the phenomenon of burnout among Arab international students at Mu'tah University and its association with academic major and gender. The study sample consisted of 309 male and female students. The results indicated that the level of burnout among Arab international students at Mu'tah University was low, and they also indicated that academic major had no effect on burnout levels. The results showed that gender had an effect on the emotional distress dimension of psychological burnout, favoring females, while the results indicated no effect of the interaction between gender and academic major on the level of psychological burnout. (Al-Shaabi, 2013)

Commentary on Previous Studies :

A review of previous studies reveals the following : All previous studies used the Maslach Burnout Inventory (MBI) to measure burnout, and most previous studies examined burnout among university students in general ; some addressed burnout among students living in university dormitories, while others addressed burnout among married female students. While the remaining studies addressed psychological stress among working university students. The researchers did not find any studies that addressed burnout among working university students and its relationship to academic stress, which indicates the need for such research, given that burnout is an universal phenomenon not limited solely to professionals.

There are also discrepancies in the results of previous studies regarding the impact of gender and academic major on burnout levels. Regarding the impact of gender, some studies indicated statistically significant differences in favor of males, while others indicated significant differences in favor of females, while others indicated no statistically significant differences in burnout levels attributable to gender; the same applies to academic specialization.

Second : Research Methodology:

1- Research Methodology, Population, Sample, and Statistical Methods Used :

a- Research Methodology : The choice of methodology depends on the nature of the problem to be addressed in the study, as the latter determines the nature of the methodology. In other words, methodologies vary depending on the subject matter ; each methodology has its own function and characteristics, and it is the approach the researcher follows to study the problem and uncover the truth (Bouhoush, 1999 : 99). Given the nature of the current research, which is considered a descriptive study in psychology and educational sciences, the appropriate methodology for this study is the descriptive approach.

b- Research Population and Sample : This study focuses on university students, who are distributed across the faculties of the University of Constantine 2. In total, there are five faculties : the Faculty of Humanities and Social Sciences, the Faculty of Psychology and Educational Sciences, the Faculty of Modern Information and Communication Technologies, the Institute of Library Sciences, the Faculty of Economics, Business, and Management. Their ages range from 20 to 38 years, and they represent the first, second, and third years of undergraduate study, as well as the first and second years of the master's program. They were selected randomly, and the sample was finalized after verification and tabulation of the returned questionnaires, in addition to assessing compliance with the instrument's instructions. The sample consisted of 172 students, distributed by gender as follows :

Table No. (1) shows the distribution of the research sample by gender (male/female)

Year	Gender		Total	Percentages
	Male	Females		
First-year university students	25	37	62	36.05%
Second University	18	29	47	27.32%
Third University	13	17	30	17.44%

First Master's	09	12	21	12.21%
Second Master	04	08	12	06.98%
Total	69	103	172	100

The research sample was distributed by academic major as follows :

Table No. (2) shows the distribution of the research sample by academic discipline

Year	Specialization					Total	Percentage
	College of Humanities and Social Sciences	Faculty of Psychology and Educational Sciences	Faculty of Modern Media and Communication Technologies	Institute of Library Science	Faculty of Economics, Business, and Management Sciences		
First Cycle	42	0	0	0	0	42	24.42%
Second University	0	37	16	07	04	64	37.21%
Third University	0	18	11	04	02	35	20.35%
First Master	0	09	8	02	01	20	11.63%
Second Master	0	03	4	02	02	11	06.39%
Total	42	67	39	15	09	172	100%

C. Statistical Methods Used : In this study, we relied on the arithmetic mean and correlation coefficient to calculate the relationship between burnout and academic stress. We also used the t-test to calculate differences in burnout scores among sample participants according to gender and to calculate differences in academic stress according to academic major.

2- **Research Tools :** In this study, we used two tools : the Psychological Burnout Questionnaire and the Academic Stress Questionnaire, as follows:

12.. Burnout Questionnaire :

A. Formulation of the Psychological Burnout Questionnaire Items: Based on the responses obtained from an open-ended question asking, "Do you suffer from psychological burnout?" posed to a group of students at the University of Constantine 2, representing the following colleges: the College of Humanities and Social Sciences, the College of Psychology and Educational Sciences, the Faculty of Modern Information and Communication Technologies, the Institute of Library Science, and the Faculty of Economics, Business, and Management Sciences. The sample consisted of 30 students selected at random, based on previous studies such as the study by Hana Mahmoud Al-Faryhat (2017) and the study by Nabila Bawaya (2011) and the study by Aisha bint Ali Hijazi and Amira Abdulhafiz (2017). Modifications were made to adapt it to the current research sample, resulting in 42 items that collectively describe indicators of psychological burnout among university students. Three indicators of psychological burnout were identified : (emotional exhaustion, emotional numbness, and lack of personal accomplishment). Student responses were categorized into three options : (Yes, Sometimes, No), and participants were asked to indicate the extent to which these statements applied to them.

To assess face validity, a preliminary version was presented to a panel of experts comprising professors of psychology and education at the University of Constantine 2, They were asked to modify or delete any items they deemed inappropriate or unsuitable for measuring the trait. A minimum acceptance rate of 85% was set for each item. Upon reviewing the items, the following modifications were made : the deleted items (3,

6, 12, 15, 18, 27, 31, 37, 42) and the following were modified : (4, 9, 13, 32, 41).

After making the amendments in accordance with their opinions, the questionnaire consisted of 33 items, as follows :

- **Emotional exhaustion** : This includes 12 statements (1–12)
- **Emotional numbness** : This includes 11 items (13–23)
- **Lack of personal accomplishment** : This includes 10 items (24–33)

b- Calculation of the psychometric properties of the burnout questionnaire:

To calculate the psychometric properties of the Burnout Questionnaire, it was administered to a pilot sample of 30 male and female students from the University of Constantine 2, as specified in the research population and sample. Reliability was calculated as follows :

- **Discriminant Validity (End-Point Comparison)** : Discriminant validity was calculated on the exploratory research sample, and the results are shown in Table 3 below :

Table 3 shows the discriminant validity of the psychological burnout questionnaire

Psychological Burnout Indicators Questionnaire	Highest category = 8		Lowest category= 8		T-value	Statistical Significance Significant at 0.01
	M1	A1	M2	S2		
	4.16	0.46	2.0	0.32		

Table 3 above indicates that the calculated T-test value was 16.02, which is significant at the 0.01 level. This means that the questionnaire has a high discrimination coefficient, allowing us to rely on the instrument in the main study.

- **Reliability** : It was calculated using the split-half method, whereby Pearson’s correlation coefficient (Mukaddem, 1978 : 21) was calculated between the scores of the pilot sample participants on the half of the scale consisting of odd-numbered items and their scores on the half of the scale consisting of even-numbered items. The result represents the correlation coefficient between the two halves of the test, which was estimated at 0.67, while the correlation coefficient for the questionnaire as a whole was calculated using Spearman-Brown’s equation. (Al-Tayyib, 1999 : 226), which reached a value of 0.80, indicating that the questionnaire has high reliability, allowing us to rely on it in the main study.

It should be noted that this scale follows a scoring method based on the positive score of the item ; that is, in items with an even-numbered ranking, the alternatives are assigned scores of (3, 2, 1) in that order. For items with a negative scale, the order is reversed, with scores of (1, 2, 3) assigned in that order. According to this system, the maximum score a respondent can achieve on the questionnaire is 99, and the minimum is 33.

2.2. Academic Stress Questionnaire :

A. Formulation of Academic Stress Questionnaire Items: Based on the responses obtained from an open-ended question asking, “Do you experience stress related to your studies?” administered to a group of students at Abdelhamid Mehri University, representing the following colleges: the College of Humanities and Social Sciences, the College of Psychology and Educational Sciences, the Faculty of Modern Information and Communication Technologies, the Institute of Library and Information Science, and the Faculty of Economics, Business, and Management Sciences—which were identified within the research community and sample, comprising 30 male and female students selected randomly. Based on previous studies such as those by Khloufi Saha (2017) and Shrab Abdullah (2015). Modifications were made to the questionnaire and adapted to the current study sample by formulating 45 items that collectively describe instances of academic stress among university students. Two main dimensions were identified : (the academic course stress dimension and the school environment stress dimension). Each item has three response options : (Yes, Sometimes, No), and individuals are asked to indicate the extent to which these statements apply to them.

To assess face validity, a preliminary version was presented to a panel of experts comprising professors of psychology and educational sciences at the University of Constantine 2, who were asked to modify or delete items they deemed inappropriate or unsuitable for measuring the trait. A minimum score of 85% was set as the threshold for accepting an item. Upon reviewing the items, the following modifications were made :

the deleted items (1, 9, 13, 16, 19, 22, 23, 37, 44) and the following items were modified : (4, 20, 33, 38, 42). After making the modifications in accordance with their opinions, the questionnaire consisted of 36 items distributed across the two aforementioned dimensions as follows :

- **Curriculum Pressure** : Consists of 19 items (1–19)
- **School environment stress** : Consists of 17 items (20–36)
- b- Calculation of the psychometric properties of the academic stress questionnaire :**

To calculate the psychometric properties of the Academic Stress Questionnaire, it was administered to a pilot sample of 30 randomly selected male and female students from the University of Constantine 2. Reliability was calculated as follows :

- **Discriminant Validity (End-Point Comparison)** : We calculated the discriminant validity on the exploratory sample, and the results are shown in Table 4 below:

Table 4 shows the discriminant validity of the Academic Stress Questionnaire

Academic Stress Questionnaire	Highest category = 8		Lowest category = 8		T-value	Statistical Significance
	M ₁	p ₁	M ₂	S ₂		
		21.33	2.12	35.44	1.94	14.71

TABLE 4 INDICATES THAT THE t-test VALUE WAS 14.71, WHICH IS SIGNIFICANT AT THE 0.01 LEVEL. THIS MEANS THAT THE TEST HAS A HIGH DISCRIMINANT COEFFICIENT, ALLOWING US TO RELY ON THE INSTRUMENT IN THE MAIN STUDY.

- **Reliability** :It was calculated using the split-half method, whereby Pearson’s correlation coefficient (Mukaddam, 1978: 21) was calculated between the scores of the survey sample participants on the half of the scale consisting of odd-numbered items and their scores on the half of the scale consisting of even-numbered items. The result represents the correlation coefficient between the two halves of the test, which was estimated at 0.66 , while the correlation coefficient for the questionnaire as a whole was calculated using the Spearman-Brown equation (Al-Tayyib, 1999: 226), yielding a value of 0.79. This indicates that the questionnaire exhibits high reliability, allowing us to rely on it in the main study.

It should be noted here that this questionnaire follows a scoring scale based on the positive nature of the item; that is, in positive items, the alternatives are scored as (3, 2, 1) in that order. In the negative items, the order is reversed, with the options scored as (1, 2, 3) in that order. According to this system, the maximum score a respondent can achieve on the questionnaire is 108 points, and the minimum is 36 points.

Third : Presentation and Analysis of Research Results :

- **Presentation of results related to the answer to the first question : The text of the first research question is :** Is there a correlation between burnout and academic stress among working students at the University of Constantine 2 ?

To answer this question, we calculated Karl Pearson’s correlation coefficient (Mouad, 1978 : 21) between students’ overall questionnaire scores and their scores on the questionnaire’s subscales. The results are presented in Table 5 as follows :

Table 5 illustrates the correlation between burnout indicators and academic stress among the study participants

Type of Relationship	Correlation Coefficient	Degrees of Freedom	Correlation Coefficient	Significance Level
Emotional Exhaustion and Academic Stress	0.72-	170	0.25	0.01
Emotional Blunting and Academic Stress	0.83-	170	0.25	0.01
Lack of sense of personal	0.75-	170	0.25	0.01

accomplishment and academic stress				
Burnout and academic stress	0.81-	170	0.25	0.01

The results recorded in Table 5 above indicate that the correlation coefficient is -0.72 for the emotional exhaustion dimension in relation to academic stress, -0.83 for the emotional detachment dimension in relation to academic stress, and -0.75 in the relationship between the lack of a sense of personal accomplishment and academic stress, while it is 0.81 in the relationship between the psychological burnout questionnaire as a whole and the academic stress questionnaire, all of which are statistically significant at the 0.01 level. This result indicates a positive correlation between burnout and academic stress; that is, the greater the academic stress experienced by working students, the more it contributes to an increase in their burnout.

- **Presentation of results regarding the answer to the second question:** The text of the second research question is: Are there statistically significant differences in the working students' burnout scores within the sample attributable to the gender variable (male-female)?

To answer this question, a t-test was used to compare the means of the research sample's responses on the psychological burnout questionnaire, as well as on each of its dimensions individually. The results are presented in Table 6 below:

Table 6 shows the T-test values and their statistical significance for the differences between the sample participants' mean scores on the psychological burnout questionnaire and its three dimensions.

The Psychological Burnout Questionnaire and its three dimensions	Males = 69		Females = 103		Value T-test
	M1	A1	M2	C2	
Emotional Exhaustion Dimension	37.42	9.02	54.78	4.50	13.87
Axis of Emotional Stagnation	26.00	10.07	46.54	0.00	7.87
Dimension of Lack of Personal Accomplishment	7.40	2.06	12.13	1.99	6.38
Survey as a whole	11.93	1.98	13.06	1.66	4.14

The results recorded in Table 6 above indicate that the T-test values for the psychological burnout questionnaire, as well as each of its subscales individually, are statistically significant at the 0.01 level. These results indicate the existence of statistically significant differences in the psychological burnout scores of the research sample members attributable to the gender variable, in favor of females.

- **Presentation of results related to the answer to the third question:** The text of the third research question is: Are there statistically significant differences between the scores of the sample members on academic stress among working students attributable to the academic major variable?

To answer this question, a t-test was used to compare the means of the research sample's responses on the academic stress questionnaire, as well as on each of its dimensions individually. The results are presented in Table 7 below:

Table 7 shows the T-test values and their statistical significance for the differences between the mean scores of the sample participants on the academic stress questionnaire for working students, by academic major

Academic Major	Males = 69		Females = 103		T-value	Statistical Significance
	M1	P1	M2	Q2		
College of Humanities and Social Sciences	30.00	6.05	30.18	5.75	0.14-	Not applicable
Faculty of Psychology and Educational Sciences	30.29	5.82	28.00	6.41	1.05-	Not applicable

Faculty of Modern Information and Communication Technologies	36.66	4.63	36.81	4.69	0.29	Not significant
Institute of Library Science	14.53	2.78	14.78	2.68	0.52-	Not applicable
Faculty of Economics Business, and Management Sciences	15.87	3.79	16.33	4.06	0.68	Not significant

The results recorded in Table 7 above indicate that the T-test values calculated for all academic majors are not statistically significant. These results indicate that there are no statistically significant differences between the sample participants' scores on academic stress among working students based on the variable of academic major. All working students, across all majors, face the same academic stress.

IV. Discussion and Interpretation of Results :

1- Discussion and interpretation of the results related to the first question :

The results related to the first question indicated a positive correlation between burnout and academic stress ; that is, the greater the academic stress experienced by a working university student, the more this contributes to an increase in their burnout. This finding is consistent with the study by Aisha bint Ali Hijazi and Amira Abdulhafiz (2017), which found a positive relationship between emotional stress scores and both emotional numbness and the total score for burnout, as well as academic stress.

This finding can be explained by the fact that most working students who experience academic stress also suffer from psychological burnout, as the juggling of responsibilities between work and study traps the student in a cycle of rumination, which leads to the emergence of psychological burnout indicators—such as negative behaviors and feelings of distress— and a cycle of rumination that leads to emotional and personality disturbances, exhaustion, and a sense of inability to contribute and fulfill their role in their studies. This often results in states of imbalance, which causes stress that negatively impacts their psychological, social, and academic well-being and prevents them from achieving their goals, and may even reach the point of exhaustion, depletion, and a feeling of severe mental and physical fatigue, This is a result of what the working university student endures due to the pressures imposed by the nature of university studies—such as research, exams, and other requirements—which leave negative effects on the educational journey and the performance level of the working student in particular, as well as the outcomes of the educational process in general.

2- Discussion and interpretation of the results related to the answer to the second question :

The results regarding the second question indicated the presence of statistically significant differences in the scores of the research sample regarding psychological burnout among working students, attributable to the gender variable and favoring females. This finding is consistent with the conclusions of a study by Asma Al-Jaafari and Ahmed Badah (2013), which found statistically significant differences in the dimensions of burnout based on gender. The study revealed that males exhibited higher levels of burnout in the emotional exhaustion and emotional detachment dimensions compared to females, who scored higher on the sense of accomplishment dimension. It also concurred with the findings of Al-Shaabi's (2003) study, which concluded that gender had no effect on the emotional distress dimension of psychological burnout, favoring females. However, the results of the current study differed from those of the study by Bawya Nabila (2012), which found no differences in the level of psychological burnout among university students based on gender.

This result can be explained by the fact that females experience greater emotional stress and emotional numbness than males, and this may be due to the magnitude of the responsibilities and burdens placed upon them in the current era, as they have come to share all of a man's responsibilities—working and studying—as well as their family responsibilities upon returning home, which causes them severe psychological exhaustion, leading to burnout.

3- Discussion and interpretation of the results related to the third question :

The results regarding the third question indicated no statistically significant differences in the sample participants' scores on academic stress among working students according to their academic major. All working students, across all majors, face the same academic stress, depending on their work circumstances and the type of study they pursue. This finding is consistent with the results of a study by Asma Al-Jaafari and Ahmed Badah (2013), which found no statistically significant differences in the dimensions of burnout based on the variable of academic major. The absence of differences in the sample participants' scores can be attributed to several reasons, including : Regardless of the major the working student is pursuing, the mere act of thinking about studying and then leaving for work causes the university student to feel pressure, mental exhaustion, and a depletion of their energy. This pressure stems from academic demands, as they feel they cannot leave their job—which serves as their source of livelihood—while the responsibilities of studying, such as attendance and completing academic tasks like research and attending lectures, etc., create additional pressure that leads to burnout.

Conclusion :

The high level of academic pressure on the working student (research, coursework, attendance, and work completion) causes them mental exhaustion and drains their energy, leading them to dwell on their situation and enter a cycle of breakdowns and conflicts. This ultimately results in burnout and reduced motivation in both their studies and work, which in turn leads to conflicts, disputes, and an increase in tardiness and absenteeism. It is essential for them to manage their affairs rationally and seriously consider how to balance all these responsibilities so they do not ultimately suffer from frustration and burnout, leaving them vulnerable to various mental and physical illnesses, which in turn negatively impacts their work and studies. He must possess the ability to perform specific tasks that align with his studies so that he can respond to and adapt to the pressures resulting from the nature of his studies, conflicts, and workload.

Recommendations and Suggestions :

Based on these findings, we propose and recommend the following :

In light of the findings of the current study, we will present some recommendations and suggestions, which we will outline in the following points:

- In order to address the problem of burnout, we must understand its causes, which is why we have put forward these proposals and recommendations; if implemented, they may help us overcome the root causes of this problem.
- Appointing a clinical psychologist at the university specifically for working students to help them overcome their psychological problems.
- Strive to create favorable material, psychological, and social conditions for working students and assist them in a way that ensures their satisfaction, peace of mind, and psychological well-being, leading to improved academic performance and minimal absences.
- Conducting ongoing and continuous studies on the conditions of working students, improving their academic environment, developing their competencies, and recognizing their initiatives and activities.
- Conducting a survey to identify and investigate the causes and conditions that lead to psychological stress and burnout among working students.
- Conducting studies to reveal the level of burnout among working students.
- Conducting further studies on strategies for coping with academic stress and burnout in various educational institutions.

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