

Levels of Academic Burnout among Students of Psychology and Educational Sciences at the University of El Oued : An Exploratory Descriptive Study

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Abstract

The present study addressed an academic psychological disorder experienced by a considerable category of university students due to the accumulation of several factors. This disorder is academic burnout. The present study aims to reveal the levels of academic burnout among students of Psychology and Educational Sciences at the University of El Oued, by adopting the descriptive exploratory method. In this study, a questionnaire was designed to measure academic burnout among students, consisting of 34 items. After calculating the validity and reliability of the questionnaire, we found that the questionnaire has a high level of validity and a high level of reliability, which indicates excellent reliability of the instrument. The questionnaire was also administered to a sample consisting of one hundred male and female students, selected through a stratified random method from the various specializations of Psychology and Educational Sciences at the University of El Oued.

Several results were reached, the most important of which are: There are three levels of academic burnout among students of Psychology and Educational Sciences at the University of El Oued:

Low academic burnout

Moderate academic burnout

High academic burnout

- *Students who suffer from academic burnout need psychological assistance.*

Keywords: *Academic burnout, exhaustion, acceptance and commitment therapy.*

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Introduction

The Problem of the Study:

Many university students suffer from weak readiness for daily study, permanent or almost permanent absence from lectures, unserious and indifferent attendance in tutorial sessions, and neglect of preparing research papers at the required level. They also constantly complain about academic requirements.

They are also observed to be reluctant to go to libraries and read the basic books in their specialization, except to a limited extent in order to complete the minimum required research papers in tutorial sessions,

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due to their weak interest in scientific research methodology and their weak interest in academic training in the specialization.

They also constantly state that studying is useless and that the professional goals of study are unclear, according to their own expression.

They feel continuous boredom while being inside classrooms. Thus, they show constant complaints about the requirements of study. They are also absent without having justifications for that.

All these manifestations indicate that this category of students suffers from academic burnout, which has come to include a large number of students within the university. It continuously leads to a decline in their academic level and to their reliance on cheating methods in examinations and plagiarism in research papers and dissertations.

The term academic burnout was proposed by Neuman (1990). Students do not work as employees and do not have any special profession; however, from a psychological point of view, teaching and learning activities are considered work. Students attend classrooms and perform various tasks in order to succeed in examinations and obtain additional marks (Salmela-Aro, Kiuru, Pietikainen & Jokela, 2008). Students who suffer from academic burnout feel anxious about the content of educational courses, do not have the ability to continue attending classes, show reduced participation in classroom activities, feel unable to learn lessons, and feel that classroom activities are meaningless (Naami, 2009). At present, academic burnout is a source of concern for families and educational authorities, in addition to its negative effects on the national economy and on students' mental health (Eslam, 2011).

Therefore, these students need psychological assistance and need to be directed to university psychological assistance centers so that these symptoms do not increase, paralyze their ability to continue their university studies, and contribute to the emergence of other psychological disorders.

Academic burnout among university students is attributed to subjective factors related to the university student, and to other external factors related to the social and cultural environment and the extent to which guidance and counseling services are available during the stages of education and higher education.

With regard to the subjective factors of academic burnout, we mention, for example, the study of Nasr et al. (2023), entitled "Academic Burnout and Its Relationship with Cognitive Distortions among University Students." The research sample consisted of (205) male and female students from the Faculty of Education, Fayoum University. The results of the research revealed the existence of a statistically significant positive relationship between cognitive distortions and academic burnout at the significance level of (0.01).

As for environmental or external factors, we mention the study of Mahasneh et al. (2022), entitled "Academic Burnout and Its Relationship with Self-Regulation and Emotional Regulation." The study sample consisted of (736) male and female students from the Hashemite University. The most important results revealed the existence of statistically significant differences in the level of academic burnout attributed to the variable of academic specialization, as the level of academic burnout was lower among students of scientific faculties than among students of humanities faculties. The results also revealed the existence of statistically significant differences in the level of academic burnout attributed to the variable of academic level, as the level of academic burnout was lower among first-year students than among second- and fourth-year students.

The psychologist can observe the manifestations and indicators of academic burnout among students as follows:

The present study was conducted with the aim of revealing the level of academic burnout among university students, by designing a tool to measure academic burnout and applying it to a representative sample of Psychology students.

The study seeks to answer the following question:

What are the levels of academic burnout among Psychology students at the University of El Oued?

Operational Definition of the Study Concepts:

The Terminological Definition of Academic Burnout:

It is a phenomenon characterized by feelings of emotional, cognitive, and physical exhaustion due to study requirements, and by the individual's tendency toward non-participation and withdrawal from academic activities.

The components of academic burnout are as follows:

1. **Exhaustion:** It is the feeling of emotional, physical, and cognitive fatigue and the depletion of the student's energy resources due to increased levels of study requirements or due to subjective factors related to the student.
2. **Non-participation:** It is the individual's tendency toward non-participation and withdrawal from academic activities.

Academic Burnout Operationally:

It is the university student's expression of emotional, cognitive, and physical exhaustion through his attitudes and behaviors and his lack of participation in academic activities. This is what is measured by the academic burnout questionnaire designed in the present study.

Objectives of the Study:

The present study aims to identify the dimensions of academic burnout among university students.

It also aims to design a tool to measure academic burnout among university students.

It aims to identify the levels of academic burnout among university students through applying the academic burnout tool designed for the purposes of the study to a sample of students of Psychology and Educational Sciences.

It also aims to clarify the importance of psychological assistance for university students who suffer from academic burnout.

Importance of the Study:

The importance of the study lies in shedding light on the most important academic psychological disorders that appear increasingly among university students, making them in need of specialized psychological assistance to overcome these disorders.

Method of the Study:

The descriptive exploratory method was adopted because it is the most appropriate for revealing the levels of academic burnout among students.

Population and Sample of the Study:

The study population consists of students of Psychology and Educational Sciences at the University of El Oued, at the levels of second- and third-year Bachelor's degree and first-year Master's degree, in the

following specializations: second-year Psychology, second-year Educational Sciences, third-year School Psychology, third-year Clinical Psychology, third-year Work and Organizational Psychology, third-year Special Education, third-year Educational Psychology, first-year Master's in Clinical Psychology, first-year Master's in Guidance and Counseling, and first-year Master's in Special Education.

The study sample was selected using the stratified random method because it is the most appropriate for representing the population. A simple random sample consisting of 10 students from each specialization or stratum was selected; therefore, the total number of sample members was 100 male and female students.

Data Collection Tools:

Academic Burnout Questionnaire:

Due to the lack of available tools that measure academic burnout, an academic burnout questionnaire was designed with the help of field observations and by reviewing the learning burnout questionnaire adopted in a previous study (Shamkhi Jabr, Ahmed Jassam, 2021).

The academic burnout questionnaire was designed to consist of four dimensions as follows: emotional exhaustion, cognitive exhaustion, physical exhaustion, and negative attitude toward academic activities.

All items were formulated negatively, so that a score of 5 is given to "Strongly Agree," 4 to "Agree," 3 to "Neutral," 2 to "Disagree," and 1 to "Strongly Disagree." High scores on the questionnaire indicate a high level of academic burnout, while low scores indicate low academic burnout.

The dimensions contain the following items:

- **The first dimension:** Physical exhaustion: 1, 2, 3, 4, 5.
- **The second dimension:** Cognitive exhaustion: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.
- **The third dimension:** Emotional exhaustion: 16, 17, 18, 19.
- **The fourth dimension:** Non-participation in activities: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34.

Psychometric Properties Of The Questionnaire:

1. **Analysis of the Internal Consistency Results of the Academic Burnout Questionnaire (34 Items)**

Overall Cronbach's Alpha Value:

The value of Cronbach's Alpha coefficient for all 34 items of the questionnaire together reached **0.915**.

Table 1. Cronbach's Alpha for the Academic Burnout Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
,915	,914	34

This value is considered excellent (George & Mallery, 2003; Nunnally, 1978). An alpha value exceeding 0.90 indicates a very high degree of internal consistency and reliability for the scale as a whole. This means that the 34 items of the questionnaire are homogeneous and largely measure the same basic concept, namely academic burnout, consistently among the sample to which it was administered (N = 100).

Item-Total Correlation Statistics:

Corrected Item-Total Correlation: Table 2 shows the extent to which each item is correlated with the total score of the questionnaire after excluding the score of the item itself. Low values, usually less than 0.30, may indicate that the item does not align well with the rest of the scale items.

Table 2. Item-Total Correlation Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
a_phy1	101,08	507,872	,234	,339	,916
a_phy2	100,83	511,132	,210	,323	,916
a_phy3	101,35	508,129	,211	,432	,916
a_phy4	101,99	499,384	,348	,402	,915
a_phy5	101,94	492,905	,463	,455	,913
a_cog6	101,39	492,463	,507	,500	,912
a_cog7	101,21	505,764	,285	,404	,915
a_cog8	101,29	498,673	,403	,524	,914
a_cog9	101,00	505,172	,296	,563	,915
a_cog10	101,59	486,972	,567	,637	,912
a_cog11	102,12	488,187	,570	,604	,912
a_cog12	101,50	495,586	,405	,500	,914
a_cog13	101,25	489,684	,536	,676	,912
a_cog14	101,64	489,061	,537	,617	,912
a_cog15	101,84	488,439	,571	,623	,912
a_act16	102,51	495,626	,402	,573	,914
a_act17	101,79	494,794	,393	,706	,914
a_act18	102,00	488,343	,480	,689	,913
a_act19	102,24	480,346	,638	,620	,910
a_act20	101,85	499,725	,383	,599	,914
a_act21	101,24	487,356	,595	,639	,911
a_act22	101,78	485,547	,594	,727	,911
a_act23	102,51	487,545	,545	,642	,912
a_emo24	101,46	494,170	,410	,413	,914
a_emo25	101,95	488,270	,572	,614	,912
a_emo26	101,72	489,416	,509	,511	,912
a_emo27	102,30	491,263	,535	,646	,912
a_emo28	101,88	486,672	,562	,505	,912
a_emo29	102,20	487,253	,576	,637	,911
a_emo30	102,08	487,408	,508	,662	,912
a_emo31	102,39	496,220	,428	,539	,913

a_emo32	102,51	497,727	,406	,602	,914
a_emo33	102,50	483,586	,589	,697	,911
a_emo34	102,44	481,542	,612	,699	,911

Most items show acceptable to very good correlations greater than 0.30, and many of them exceed 0.40, 0.50, and even 0.60, which reinforces the high internal consistency.

There are some items with relatively weaker correlations:

- a_phy1 (0.234)
- a_phy2 (0.210)
- a_phy3 (0.211)
- a_cog7 (0.285) – close to the acceptable threshold
- a_cog9 (0.296) – very close to the acceptable threshold.

The first three items of the physical dimension (a_phy1, a_phy2, a_phy3) show the weakest correlations with the total score.

Cronbach's Alpha if Item Deleted: This column shows how the overall alpha value would change if a specific item were deleted. If the value here is much higher than the overall alpha value (0.915), it may be useful to consider deleting the item in order to improve reliability.

Deleting the items a_phy1, a_phy2, or a_phy3 would raise the alpha value very slightly to 0.916. This confirms our previous observation that these items are the weakest in terms of their contribution to the internal consistency of the overall scale. However, since the overall alpha value is already very high, deleting them would not make any substantial difference.

As for the remaining items, deleting any of them would either not change the alpha value or would lead to its decrease. For example, deleting a_act19 would reduce alpha to 0.910, which indicates the importance of these items in maintaining the reliability of the scale.

Descriptive Statistics of the Scale Items

The results of the summarized item statistics show that the mean of all 34 scale items is (3.09), with a standard deviation of (0.48). The means ranged between the minimum value (2.38) and the maximum value (4.06), with a range of (1.68). These values indicate that the participants' responses tended toward the average on the rating scale used, with a moderate variation among the items.

Table 3. Summary Item Statistics

Statistical Indicator	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	Number of Items
Item Means	3.085	2.380	4.060	1.680	1.706	0.232	34
Inter-Item Correlations	0.238	-0.057	0.710	0.767	-12.501	0.017	34

Regarding the inter-item correlations, the mean correlation coefficients among the items reached (0.24). This value indicates a weak to moderate positive correlation, which is considered acceptable in multidimensional psychological trait scales, as it indicates that the items are sufficiently correlated to

measure the same concept, namely academic burnout. The correlation values ranged between the minimum value (-0.06) and the maximum value (0.71), with a range of (0.77), reflecting a considerable variation in the strength of relationships among the different items.

Summary:

The Academic Burnout Questionnaire, in its full form consisting of 34 items, has an excellent degree of reliability ($\alpha = 0.915$), indicating very high reliability in measuring the concept as a whole in this sample.

Despite the excellent overall reliability, it is noted that the first three items related to the physical dimension (a_phy1, a_phy2, a_phy3) show a relatively weaker correlation with the rest of the scale items. This may indicate that they do not integrate as strongly with the other dimensions, namely cognitive, emotional, and non-participation dimensions, in measuring the general concept of academic burnout, or that their wording may be less related to the general concept compared to the other items.

ANALYSIS OF DESCRIPTIVE STATISTICS AND THE NORMALITY TEST FOR THE DIMENSIONS OF ACADEMIC BURNOUT AND THE TOTAL SCORE (N = 100)

Physical Dimension (a_phy-tot)

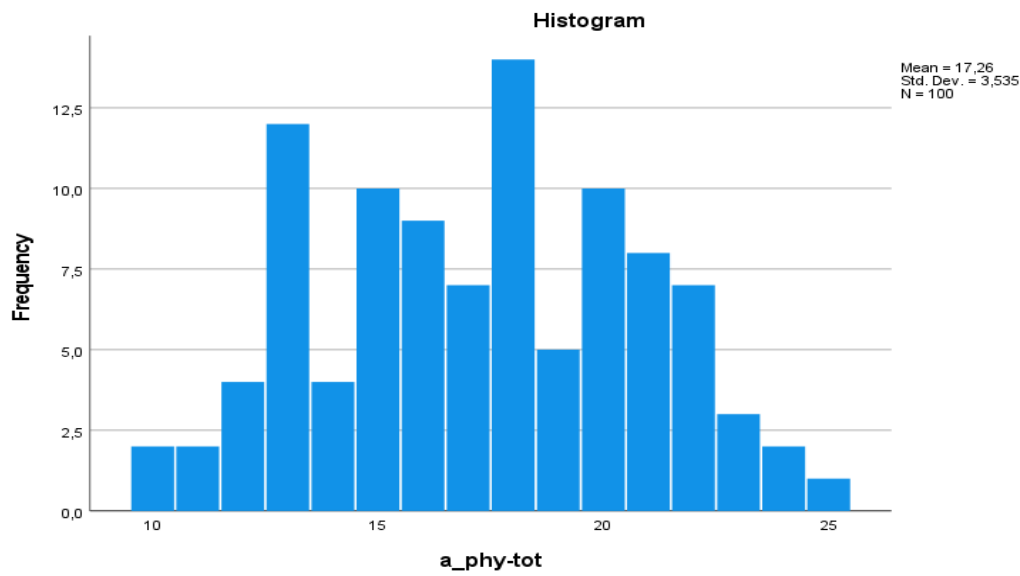
The arithmetic mean (Mean) = 17.26 (Std. Deviation = 3.535).

The median (Median) = 17.50. The mean and median are very close, which suggests an approximately symmetrical distribution.

The range (Range): scores ranged from a minimum of 10 to a maximum of 25 (the possible theoretical range is 5–25, assuming a 1–5 scale). This indicates the presence of good variation in responses and the use of the full upper end of the scale.

The skewness coefficient is very close to zero (0.002), and the kurtosis coefficient is slightly negative (-0.821), indicating a slightly flat distribution (platykurtic). However, the skewness and kurtosis values are not statistically significant when divided by the standard error.

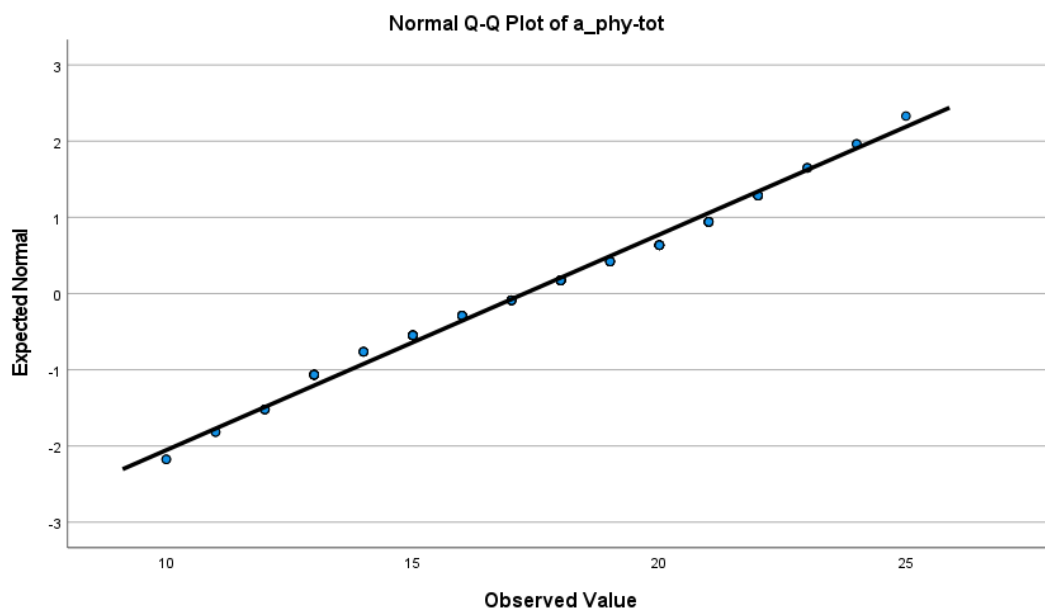
Variable	Statistic	Value	Standard Error
a_phy-tot	Mean	17.26	0.354
	95% Confidence Interval for the Mean		
	Lower Bound	16.56	
	Upper Bound	17.96	
	5% Trimmed Mean	17.26	
	Median	17.50	
	Variance	12.497	
	Standard Deviation	3.535	
	Minimum	10	
	Maximum	25	
	Range	15	
	Interquartile Range	5	
	Skewness	0.002	0.241
	Kurtosis	-0.821	0.478



Normality Test (Shapiro-Wilk):

The significance value (Sig.) = 0.061. This value is greater than 0.05. Therefore, we fail to reject the null hypothesis stating that the data follow a normal distribution. Accordingly, **normal distribution can be assumed for the data of the physical dimension.**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
a_phy-tot	0.091	100	0.041	0.976	100	0.061



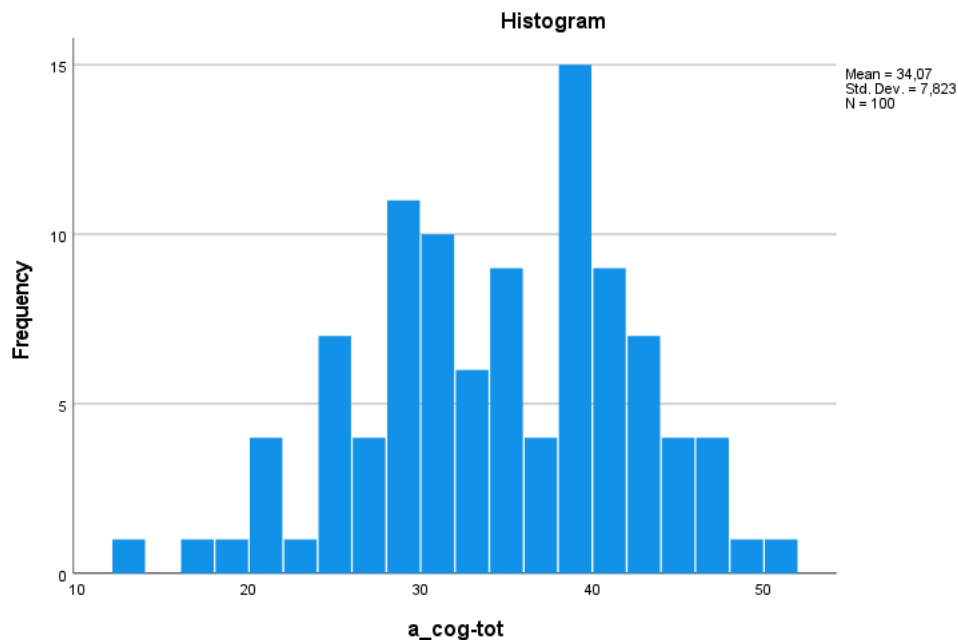
Cognitive Dimension (a_cog-tot)

The arithmetic mean = 34.07 (standard deviation = 7.823). The median = 34.00. The mean and median are almost identical, which suggests a symmetrical distribution.

Range: The scores ranged between 13 and 50 (the theoretical range is 10–50). This covers a wide range of scores and reaches the maximum limit.

Skewness is slightly negative (-0.242), and kurtosis is also slightly negative (-0.495). Both are not statistically significant.

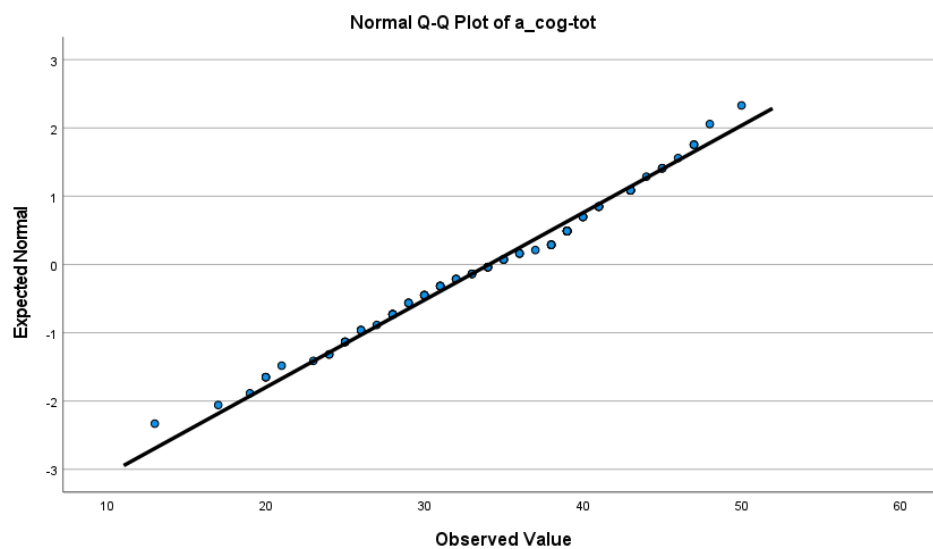
Variable	Statistic	Value	Standard Error
a_cog-tot	Mean	34.07	0.782
	95% Confidence Interval for the Mean		
	Lower Bound	32.52	
	Upper Bound	35.62	
	5% Trimmed Mean	34.21	
	Median	34.00	
	Variance	61.197	
	Standard Deviation	7.823	
	Minimum	13	
	Maximum	50	
	Range	37	
	Interquartile Range	12	
	Skewness	-0.242	0.241
	Kurtosis	-0.495	0.478



Normality Test (Shapiro-Wilk):

The significance value (Sig.) = 0.234. This value is greater than 0.05. Therefore, we fail to reject the hypothesis of normal distribution. Accordingly, **normal distribution can be assumed for the data of the cognitive dimension.**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
a_cog-tot	0.102	100	0.012	0.983	100	0.234

**Non-Participation in Activities Dimension (a_act_tot)**

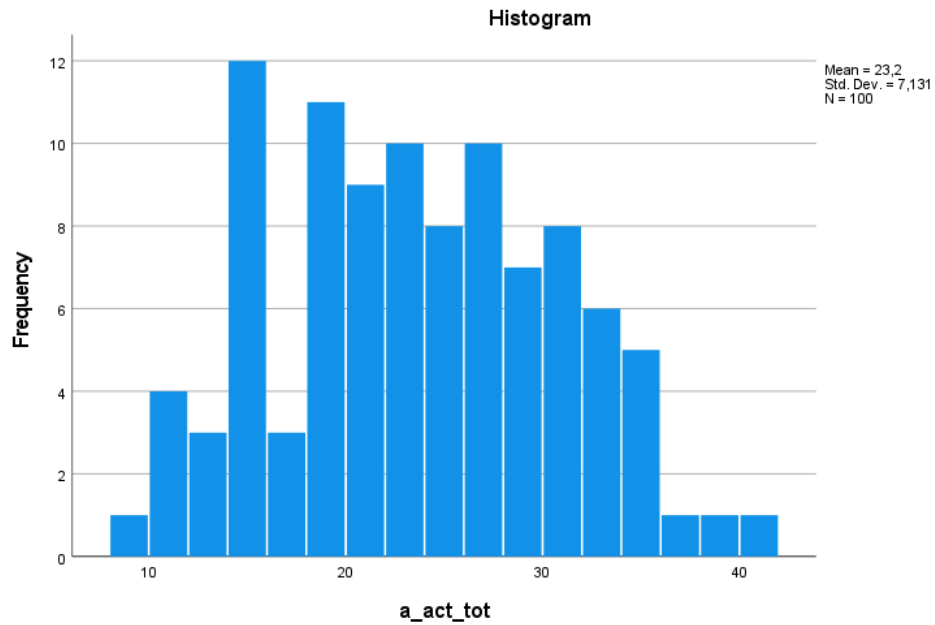
The arithmetic mean = 23.20 (standard deviation = 7.131). The median = 23.00. The mean and median are very close, which suggests symmetry.

Range: The scores ranged between 9 and 40 (the theoretical range is 8–40). This almost covers the full possible range.

Skewness is slightly positive (0.095), and kurtosis is slightly negative (-0.746). Both are not statistically significant.

Variable	Statistic	Value	Standard Error
a_act_tot	Mean	23.20	0.713
	95% Confidence Interval for the Mean		
	Lower Bound	21.79	
	Upper Bound	24.61	
	5% Trimmed Mean	23.14	
	Median	23.00	
	Variance	50.848	
	Standard Deviation	7.131	
	Minimum	9	
	Maximum	40	

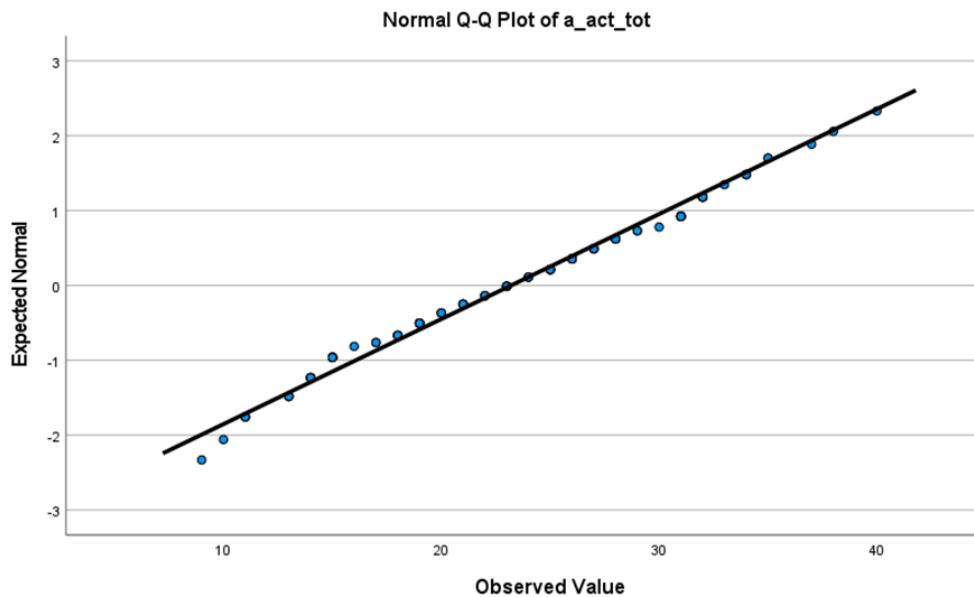
	Range	31	
	Interquartile Range	10	
	Skewness	0.095	0.241
	Kurtosis	-0.746	0.478



Normality Test (Shapiro-Wilk):

The significance value (Sig.) = 0.198. This value is greater than 0.05. Therefore, we fail to reject the hypothesis of normal distribution. Accordingly, **normal distribution can be assumed for the data of the non-participation dimension.**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
a_act_tot	0.075	100	0.185	0.982	100	0.198



Emotional Dimension (a_emo-tot)

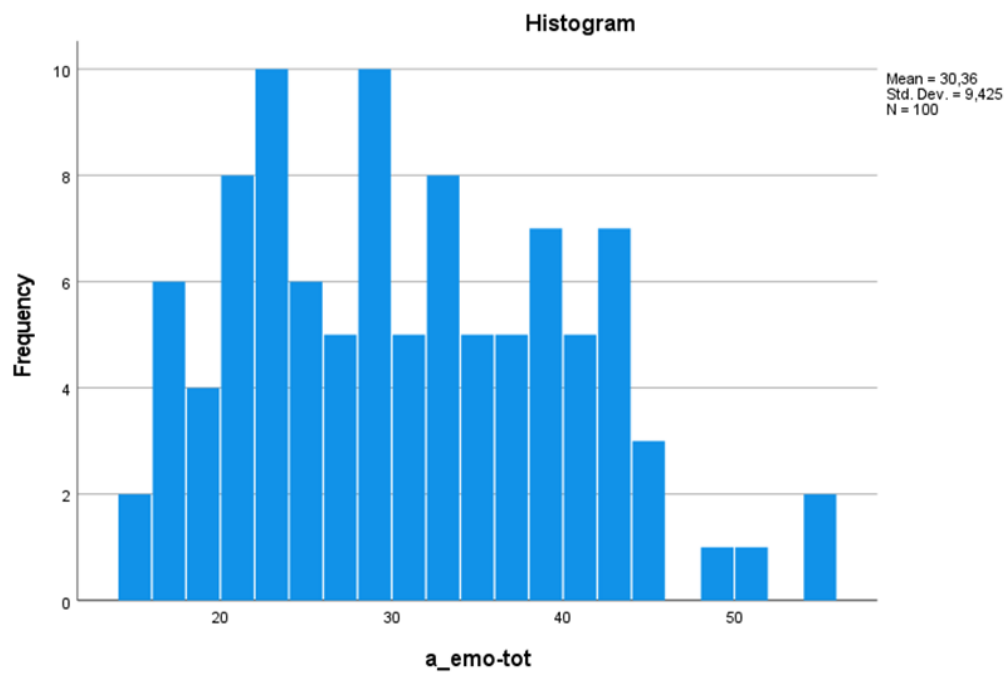
The arithmetic mean = 30.36 (standard deviation = 9.425). The median = 29.00. The mean is slightly higher than the median, which indicates the possibility of positive skewness toward the right.

Range: The scores ranged between 15 and 55 (the theoretical range is 11–55). This covers a wide range and reaches the maximum limit.

Skewness is positive (0.376). When divided by the standard error ($0.376 / 0.241 \approx 1.56$), it approaches statistical significance, but it is not very large.

Kurtosis is slightly negative (-0.517) and is not statistically significant.

Variable	Statistic	Value	Standard Error	
a_emo-tot	Mean	30.36	0.943	
	95% Confidence Interval for the Mean			
	Lower Bound	28.49		
	Upper Bound	32.23		
	5% Trimmed Mean	30.06		
	Median	29.00		
	Variance	88.839		
	Standard Deviation	9.425		
	Minimum	15		
	Maximum	55		
	Range	40		
	Interquartile Range	16		
	Skewness	0.376	0.241	
	Kurtosis	-0.517	0.478	

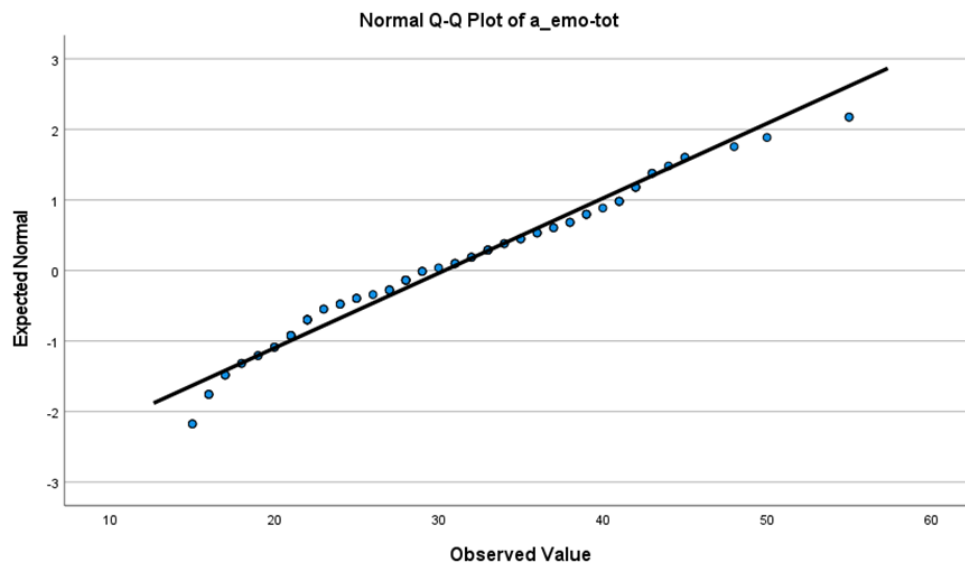


Normality Test (Shapiro-Wilk):

The significance value (Sig.) = 0.015. This value is less than 0.05. Therefore, we reject the null hypothesis stating that the data follow a normal distribution.

Accordingly, **the data of the emotional dimension do not follow a normal distribution in a statistically significant manner.**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
a_emo-tot	0.092	100	0.035	0.968	100	0.015



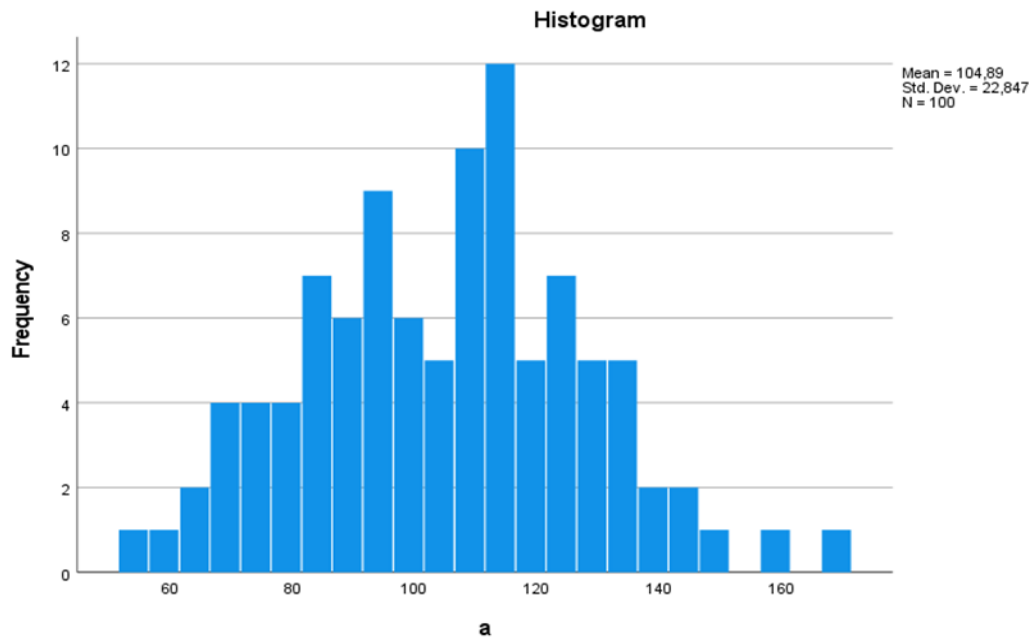
Total Score of Academic Burnout (a)

The arithmetic mean = 104.89 (standard deviation = 22.847). The median = 107.50. The median is slightly higher than the mean, which may suggest a slight negative skewness, contrary to the slight positive skewness coefficient. In general, the distribution appears to be close to symmetry.

Range: The scores ranged between 54 and 170 (the theoretical range is 34–170). This indicates a very large variation in the total academic burnout scores.

Skewness is slightly positive (0.116), and kurtosis is slightly negative (-0.216). Both are not statistically significant.

Variable	Statistic	Value	Standard Error	
a (Total Score)	Mean	104.89	2.285	
	95% Confidence Interval for the Mean			
	Lower Bound	100.36		
	Upper Bound	109.42		
	5% Trimmed Mean	104.66		
	Median	107.50		
	Variance	521.998		
	Standard Deviation	22.847		
	Minimum	54		
	Maximum	170		
	Range	116		
	Interquartile Range	32		
	Skewness	0.116	0.241	
	Kurtosis	-0.216	0.478	

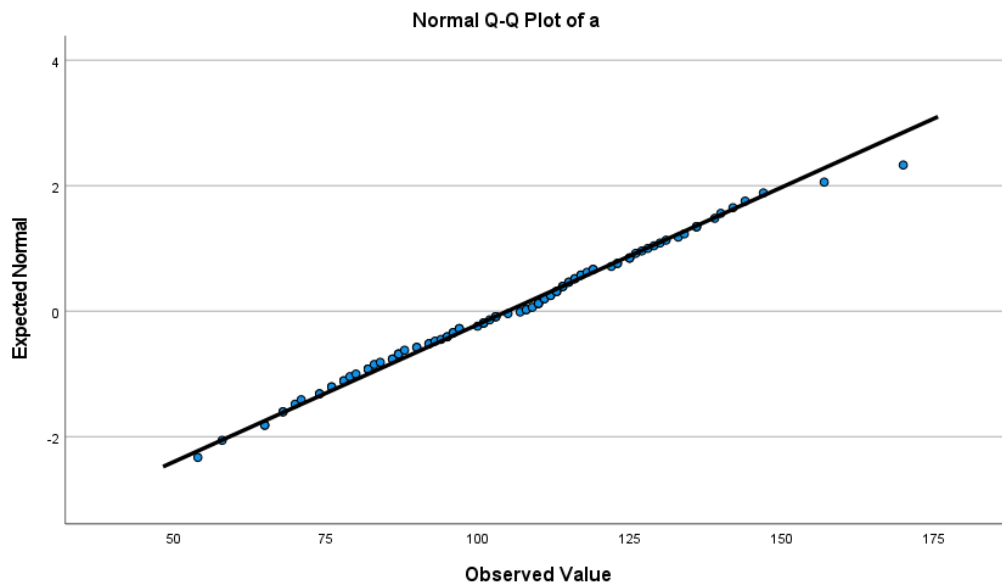


Normality Test (Shapiro-Wilk):

The significance value (Sig.) = 0.908. This value is much greater than 0.05. Therefore, we fail to reject the hypothesis of normal distribution.

Accordingly, **normal distribution can be assumed for the data of the total score of academic burnout.**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
a (Total Score)	0.058	100	0.200*	0.993	100	0.908



Summary:

The mean scores of the academic burnout dimensions — physical, cognitive, and non-participation — as well as the total score, show levels that can be considered moderate to slightly above moderate when compared with the theoretical midpoints of the scales. Meanwhile, the emotional dimension shows a mean slightly below the midpoint. There is clear variation in responses across all dimensions.

The normality tests (Shapiro-Wilk) showed that the emotional dimension ($a_{emo-tot}$) does not follow a normal distribution (Sig. = 0.015). However, the other dimensions — physical, cognitive, and non-participation — as well as the total score of academic burnout (a), can be considered normally distributed (Sig. > 0.05).

Analysis Of The Results:**2. Understanding the Analysis:**

- It appears that the sample was divided into three groups based on the level of total academic burnout (a):
 - **Group 1:** Students with low academic burnout, below the 33rd percentile (N = 33).
 - **Group 2:** Students with moderate academic burnout, between the 33rd and 66th percentiles (N = 34).
 - **Group 3:** Students with high academic burnout, above the 66th percentile (N = 33).

3. Analysis of the Results:**1. Descriptive Statistics:**

The arithmetic means for each group show that the low burnout group (Group 1) is the most adjusted group. The second and third groups, namely the moderate and high burnout groups, show lower means, with slight variation between them. The general trend indicates that the group with low burnout is the most adjusted.

Variable	Category	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for the Mean	Minimum	Maximum
b_res-tot	1	33	30.55	3.401	0.592	29.34 – 31.75	21	35
	2	34	27.88	4.096	0.702	26.45 – 29.31	17	35
	3	33	28.64	4.629	0.806	27.00 – 30.28	15	35
	Total	100	29.01	4.186	0.419	28.18 – 29.84	15	35
b_opt-tot	1	33	27.06	3.288	0.572	25.89 – 28.23	20	33
	2	34	24.65	4.631	0.794	23.03 – 26.26	16	35
	3	33	25.21	4.904	0.854	23.47 – 26.95	13	33
	Total	100	25.63	4.415	0.441	24.75 – 26.51	13	35

b_source- tot	1	33	25.67	2.189	0.381	24.89 26.44	–	20	30
	2	34	23.97	4.502	0.772	22.40 25.54	–	11	30
	3	33	23.30	4.305	0.749	21.78 24.83	–	13	30
	Total	100	24.31	3.910	0.391	23.53 25.09	–	11	30
b_goal- tot	1	33	21.64	1.765	0.307	21.01 22.26	–	17	25
	2	34	20.06	3.805	0.653	18.73 21.39	–	6	25
	3	33	19.97	4.268	0.743	18.46 21.48	–	5	25
	Total	100	20.55	3.509	0.351	19.85 21.25	–	5	25
b (Total)	1	33	104.91	7.451	1.297	102.27 107.55	–	85	120
	2	34	96.56	13.784	2.364	91.75 101.37	–	62	122
	3	33	97.12	14.752	2.568	91.89 102.35	–	66	123
	Total	100	99.50	12.893	1.289	96.94 102.06	–	62	123

Summary Of The Results And Statistical Analyses

1. Quality of the Measurement Tools (Reliability):

- The Academic Burnout Questionnaire (Scale “A”) showed excellent overall reliability (Cronbach’s Alpha = 0.915), making it a strong tool for measuring this concept in the sample.

Description of the Sample (Descriptive Statistics and Normal Distribution):

- The sample generally showed moderate levels of academic burnout.
- In terms of distribution, most academic burnout scores, except for the emotional dimension, followed the normal distribution.

Interpretation of the Study Results:

The results of the study indicate the presence of academic burnout among Psychology students to varying degrees. There are students with high academic burnout, students with moderate academic burnout, and students with low academic burnout.

This can be explained by the fact that these students, who suffer from academic burnout to varying degrees, become fused with painful thoughts and feelings in a way that makes them emotionally, cognitively, and physically exhausted, so that their energy is depleted and they become unable to pursue their studies normally.

Fusion with painful thoughts and feelings, as stated by the theory of counseling and acceptance and commitment therapy, makes these students vulnerable to burnout disorder. This reduces their effectiveness and performance, causing them to completely avoid engaging in research activities and academic scientific activities. They do not feel the value of scientific research and academic achievement, and they move away from their academic goals.

They do not realize that thoughts, feelings, and emotions are products of the individual's mind and are not an inevitable fate or life necessities that they cannot approach or deconstruct. Thus, they fuse with them, focus on them, and become absorbed in them. A thought is a symbol or indication of a person's history and previous life. Accordingly, the problem does not lie in what we think and believe, but rather in the pattern of our relationship with our thoughts (Abu Halawa, 2020).

Discussion of the Study Results:

Psychology students suffer from academic burnout to varying degrees.

This result is consistent with the findings of many previous studies, including:

The study of Al-Shehri (2020), entitled "Academic Burnout and Its Relationship with Academic Subjective Well-Being among Secondary School Students."

The study of Othman Issa and Al-Khouli (2021), entitled "Academic Burnout among University Students during the COVID-19 Pandemic in Light of Psychological Resilience and Achievement Goal Orientations."

General Conclusion:

In this study, the levels of academic burnout among Psychology students at the University of El Oued were revealed.

Through the application of the Academic Burnout Questionnaire, which was designed in the present study, it was found that Psychology students suffer from academic burnout at three levels:

- Students with high academic burnout.
- Students with moderate academic burnout.
- Students with low academic burnout.

The sample consisted of 100 male and female students from Psychology and Educational Sciences, who were selected using the stratified random method.

From this, we conclude that many Psychology students chose to study Psychology in order to overcome the psychological difficulties they experience in their daily lives, as well as those related to their studies and their professional and social future.

This is primarily why they need a type of specialized psychotherapy that focuses on the individual's ability to help himself overcome the psychological problems or psychological disorders from which he suffers.

This therapeutic pattern that they need is represented in acceptance and commitment therapy, or counseling and acceptance and commitment therapy. The theory of counseling and acceptance and commitment therapy states that a novice psychologist or a practitioner of the profession cannot help others overcome their psychological disorders unless he enjoys mental health and complete well-being. This means that a psychologist cannot succeed in his work as a psychologist while suffering from several psychological disorders. Therefore, he must first work on himself, free himself from his psychological disorders, and treat himself by himself in order to succeed in treating others.

Thus, it can be predicted that these individuals will continue to develop psychological disorders unless they receive training courses in acceptance and commitment therapy in order to get rid of their psychological suffering before entering the profession of psychologist. In this way, they will first enjoy mental health and be able to provide psychological services of a distinguished level to their clients.

The involvement of such students in training courses on acceptance and commitment therapy is considered an inevitable necessity for treating them from psychological disorders and enabling them to treat themselves by themselves, as stated by the theory of acceptance and commitment therapy.

Reaching a high level of mental health is considered a necessary condition for the psychologist's entry into his profession.

We also conclude that students of Educational Sciences also suffer from psychological disorders.

Future Perspectives:

These results highlight the importance of studying the student's subjective factors, as well as the factors related to the academic environment, the social and economic environment, and other environments that enhance psychological resilience as a key strategy provided by university psychological assistance centers to prevent academic burnout in educational settings.

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