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iJOINED ETCOR  
P - ISSN 2984-7567  
E - ISSN 2945-3577



The Exigency  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## A Correlational Analysis on Stress, Self-Efficacy, and Academic Burnout among Student Nurses

Christian V. Villan<sup>1\*</sup>, Dr. Gloria M. Cunanan<sup>2</sup>, Dr. Samiel P. Macalaba<sup>3</sup>

<sup>1</sup>Liceo de Cagayan University, Cagayan de Oro City, Philippines

<sup>3</sup>Mindanao State University-Main Campus, Marawi City, Philippines

\*Corresponding Author email: [christianvillan23@gmail.com](mailto:christianvillan23@gmail.com)

**Received:** 16 February 2025

**Revised:** 17 March 2025

**Accepted:** 19 March 2025

**Available Online:** 19 March 2025

**Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

### Abstract

**Aim:** Enrolling in nursing school is demanding. Students participating in a nursing program frequently express feelings of academic burnout. As an educator, witnessing, engaging with, and instructing students experiencing burnout is challenging. Nurse educators must recognise this issue and take action to resolve it. Studies suggest that stress and self-efficacy correlate with academic burnout (Ma et al., 2022; Lin & Yang, 2021). Nonetheless, a gap persists as existing research has concentrated on evaluating these determinants in countries other than the Philippines and only within the framework of public or private educational institutions, neglecting a comprehensive analysis of both. This article sought to bridge the gap by clarifying the relationship between stress, self-efficacy, and academic burnout among nursing students at both public and private colleges.

**Methodology:** The study involved 719 nursing students from four private and public colleges in the Philippines, employing modified standardised questionnaires and a 5-point Likert scale. Pearson Product Moment Correlation and linear regression were utilised as statistical instruments.

**Results:** The findings indicated that student nurses exhibited elevated levels of stress ( $M=3.89$ ,  $SD=.977$ ), self-efficacy ( $M=4.22$ ,  $SD=.801$ ), and academic burnout ( $M=3.65$ ,  $SD=1.10$ ). Likewise, a notable connection was identified between academic burnout, stress, and self-efficacy.

**Conclusion:** The outcomes suggest that university nursing students experienced burnout and academic stress despite high self-efficacy. At the same time, these variables are significantly correlated with each other. Improving nursing education requires the identification of factors that lead to intellectual fatigue among nursing students. Furthermore, legislators, administrators, and educators can establish and implement policies that enhance the school environment by understanding students' challenges.

**Keywords:** academic stress, self-efficacy, academic burnout, nursing students, correlation

### INTRODUCTION

Admission to nursing school is rigorous. Students enrolled in a nursing program frequently report experiencing fatigue, exhaustion, or, in more extreme cases, academic burnout. Academic burnout refers to the physical, emotional, and mental fatigue resulting from sustained and intense academic pressure. This often results from a mismatch between the demands of academic assignments and the student's capacity to meet those expectations. Student nurses often experience stress in their studies due to heavy workloads from coursework and clinical rotations, time constraints for completing and submitting rigorous assignments, and criticisms from strict clinical instructors with high academic standards, among other factors. Monitoring, interacting with, and educating students suffering from burnout is difficult. Nurse educators must acknowledge these current issues and implement solutions to address them.

A recent study by Ma et al. (2022) revealed that 85.3% of nurses at a Chinese university experienced significant to severe academic stress, while 36.1% felt emotional tiredness. Liasi et al. (2021) performed a correlational study indicating that 16.3% of medical students encountered burnout, whilst 42.1% reported moderate



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E - ISSN 2945-3577



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to high levels of stress. Haile et al. (2019) indicated that 34% of medical students in Ethiopia had academic burnout, while 79.9% expressed academic stress attributed to dissatisfaction with courses and unengaging lectures. The statistics suggest that stress is a significant predictor of academic burnout.

Even though student nurses are experiencing stress and may suffer from burnout, they may also have ways and means to cope with these adversities because they are equipped to understand stress and how to respond to it. Sometimes, a good mindset can battle the effects of stress, and this is where the concept of self-efficacy comes into play. Academic self-efficacy refers to a student's belief in their ability to accomplish tasks and achieve educational goals. Kong et al. (2021), in their investigation, revealed that student nurses in China had high self-efficacy, which negatively impacts the occurrence of burnout. Likewise, Lopes and Nihei (2020), in a study at 5 universities in Brazil, found that only 6% of nursing students had burnout because they exhibited high levels of self-efficacy.

Moreover, university students from Davao, which is a huge city in Mindanao, reported high academic stress and moderate levels of burnout. Nonetheless, the students were coping well due to having moderate levels of self-efficacy (Gonzaga & Oblianda, 2022). The previous findings were supported by Compuesto et al. (2022), which explained the mitigating effects of students' self-efficacy in getting academic burnout.

However, a gap exists in that current studies focused on assessing these factors from countries outside the Philippines and only in the context of public or private educational institutions but not on both. Therefore, this article aims to close the gap by elucidating how stress and self-efficacy are associated with academic burnout in both public and private college nursing students.

This study may furnish university policymakers, administrators, guidance and counseling departments, and nursing educators with proof of the intricate links among academic burnout, stress, and self-efficacy. By comprehending students' difficulties in educational settings, these organizations may formulate and enforce policies that promote a more conducive school environment. Student nurses may recognize the elements influencing their mental well-being and identify strategies to cope with and control their circumstances. This study presents data that contribute to the corpus of knowledge in nursing education and psychology, which future researchers may utilize to address gaps in prior studies and develop strategies for subsequent research.

## Objectives

This study examined how stress and self-efficacy correlate with academic burnout among student nurses. This report aims to address the subsequent research inquiries:

1. What is the level of academic stress among student nurses in terms of:
  - 1.1. Fear of failure;
  - 1.2. Interpersonal difficulties with teachers;
  - 1.3. Personal inadequacy;
  - 1.4. Teachers' poor teaching methods; and
  - 1.5. Inadequate study facilities?
2. What is the level of self-efficacy among student nurses in terms of:
  - 2.1. Perceived control;
  - 2.2. Competence;
  - 2.3. Resilience; and
  - 2.4. Self-regulated learning?
3. What is the level of academic burnout among student nurses?
4. Is there a significant relationship between academic burnout, and academic stress and self-efficacy?

## Hypothesis

Given the stated research problem, the following hypothesis was tested on 0.05 level of significance:

Hypothesis: There is no significant relationship between academic burnout, and academic stress and self-efficacy.

## METHODS

### Research Design

The study utilized a descriptive-correlational approach. Descriptive studies examine the characteristics of a population, identify issues within a unit, organization, or population, or analyze variations in features or practices among institutions or countries (Siedlecki, 2020). In addition, correlational design is a type of nonexperimental study

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that facilitates the prediction and elucidation of correlations between variables (Seeram, 2019). The study will fulfill its aims through the application of a descriptive-correlational research design.

**Research Locale**

The study was conducted at the following institutions: Liceo de Cagayan University – Paseo del Rio Campus, Capitol University, Mindanao State University Campus, and Mindanao State University – Iligan Institute of Technology. The former refers to private universities, whereas the latter pertains to state universities. The chosen institutions guarantee the representation of student nurses from many sectors, addressing the deficiencies of prior research that concentrated solely on private or public colleges.

**Population and Sampling**

The study participants comprised level 3 and 4 nursing students from many campuses of the College of Nursing. Level 3 and Level 4 nursing students were selected specifically because they have previously undergone the majority of experiences offered by nursing education in both theoretical and clinical environments. Academic stress and burnout among junior and senior nursing students are markedly elevated compared to their early years (Valero-Chilleron et al., 2019).

The study participants were students with regular status, signifying their academic performance strictly conformed to the curriculum, with no recorded occurrences of failing grades or incomplete or withdrawn courses. The irregular pupils and transferees were excluded from the investigation. Moreover, the nursing students showed no mental or psychological discrepancies, facilitating their participation in the survey; engagement in the study necessitates a rational attitude and enough critical thinking abilities. Students deemed psychologically ill were excluded or advised to withdraw from participation.

The study employed a proportionate stratified random sampling procedure to determine the participant count. The overall population was divided into four categories according to the specific university campuses involved in the study. The total student population across the four universities was 1,446. The Raosoft sample size calculator calculated a total sample size of 719. The exact statistics for populations, samples, and participation percentages are presented in the table below.

Table 1  
Distribution of Participants from Each University

Participants	Population	Sample Size	Percentages (%)
University A	549	227	31.6
University B	450	208	29.0
University C	236	147	20.4
University D	211	137	19.0
<b>Total</b>	<b>1446</b>	<b>719</b>	<b>100</b>

**Instrument**

This study utilized three modified questionnaires to correspond with its objectives. The primary element of the survey instrument is the Academic Stress Scale, revised by Rajendran and Kaliappan (1990), originally consisting of 40 items intended to assess academic stress. The investigator distilled the statements to 25 and modified them to ensure an accurate assessment of the variable. The second half of the questionnaire consists of five subsections, including fear of failure, which contain seven items. Initially, there were 8 statements, but 1 was deleted due to insufficient reliability: interpersonal issues with educators (9 items), personal deficiencies (8 items), inefficient teaching strategies adopted by teachers (7 items), and inadequate study resources (9 items). This tool was employed in a recent study by Berdida (2023), which clarified the relationship between academic stress and self-directed learning among nursing students.

The second part of the questionnaire is the Self-Efficacy Scale by Dullas (2018), which is a 62-item scale used to assess self-efficacy. The investigator carefully picked the statements which best catered to the goal of the study and the number was reduced to 32. This part of the questionnaire is divided into 4 sub-parts: perceived control



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(5 items), competence (10 items), resilience (9 items), and self-regulated learning (8 items). This questionnaire was utilized in a longitudinal study by Green (2022), which demonstrated the important role of generalized self-efficacy in improving online education for university students during the COVID-19 pandemic.

The final segment of the questionnaire is the Academic Burnout Scale, formulated by Maslach et al. (1997), comprising a 16-item survey intended to evaluate academic burnout. The investigator has condensed the statements to 10, excluding inquiries regarding diminished academic performance. Upon meticulous analysis of the aforementioned notion, the researcher has formulated and finalized 20 statements to evaluate the phenomena, encompassing the physical and physiological markers of academic burnout. Maslach's Burnout Inventory/Scale has been widely employed in recent research to evaluate the extent of academic burnout in nursing students (Chen et al., 2023; Ghods et al., 2023; Batista et al., 2021; Wang et al., 2021; Lopes & Nihei, 2020; Fard et al., 2020; Valero-Chilleron et al., 2019).

The research adviser evaluated the survey instrument for content and face validity to ensure that the questionnaire items were relevant to the study topics. Additionally, three specialists in nursing education, psychology, and research authenticated the questionnaire items to evaluate their pertinence to the research topics. A pilot test conducted a reliability assessment of the instrument. Thirty second-level student nurses completed the questionnaire items. The reliability of the survey items was evaluated using Cronbach's alpha, resulting in values surpassing 0.70: fear of failure = 0.824, interpersonal difficulties with teachers = 0.849, personal inadequacy = 0.881, ineffective teaching methods by teachers = 0.846, inadequate study facilities = 0.821, perceived control = 0.817, competence = 0.901, resilience = 0.876, self-regulated learning = 0.830, and academic burnout = 0.956.

### Data Collection

The subsequent methods were implemented to enhance data collection: The investigator first sought authorization to commence research and secured a letter of consent from the Deans of the College of Nursing at the relevant universities. The survey form and consent letter were converted into Google Forms and disseminated online through email. The investigator selected this survey dissemination method due to the unpredictability of participants' class schedules and clinical obligations. This approach also provided the participants with the opportunity to complete the survey at their leisure, without any time constraints. The letter of consent to the participants contained a detailed explanation of the terms and ethical considerations that serve as protection from data misuse and abuse.

Additionally, the informed consent form was located on a distinct site prior to the questionnaire, allowing participants to withdraw their participation by failing to confirm on the designated page. Data collection commenced subsequent to the university's confirmation of its participation in the investigation. The investigator meticulously compiled the responses and transmitted them to the university statistician for comprehensive data processing and analysis after all participants responded, thereby ensuring optimal accuracy and dependability.

### Treatment of Data

Descriptive statistics such as mean and standard deviation were used to measure the level of stress, self-efficacy, and academic burnout. Pearson Product Moment Correlation was employed to analyze the relationship between the aforementioned variables.

### Ethical Considerations

This study adhered to ethical standards. A survey instrument and participant consent letters were attached to the manuscript before it was sent to the Liceo Research Ethics Board (LREB). If the ethics board approved the study's procedures and techniques, it means they were done ethically.

The informed consent document delineates the study's objectives and the anticipated participation timeline for volunteers (October to November 2024). Participants were apprised of the potential advantages and disadvantages, encompassing privacy and security issues. The investigator assured the participants that adherence to the following safety standards would ensure the security of their data. The researcher underscored that participants must recognize that their involvement was entirely optional and that they might withdraw or decline at any moment, particularly if they were unwell or unable to complete the survey. The participants were assured anonymity, and the information provided to the investigator would remain confidential.

Further, the files containing the participants' information and responses were stored on the investigator's computer, and the emails containing these files were erased immediately upon receipt by the investigator. All data was transparent and truthful, and the researcher disclosed no bias or conflict of interest in the study. The participants were not offered any incentives, as they were made aware that their involvement was voluntary.



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**RESULTS and DISCUSSION**

**Level of academic stress among student nurses**

Table 2 presents a summary of mean scores on the level of academic stress among student nurses. The data reveals that students achieved a mean score of  $M=4.28$  ( $SD=.830$ ) for Fear of Failure, succeeded by Personal Inadequacy ( $M=3.92$ ,  $SD=.942$ ), Interpersonal Difficulties with Teachers ( $M=3.85$ ,  $SD=.979$ ), Poor Teaching Methods by Teachers ( $M=3.84$ ,  $SD=.994$ ), and lastly, Inadequate Study Facilities ( $M=3.57$ ,  $SD=1.14$ ). The overall mean score is  $M=3.89$ ,  $SD=.977$ , signifying a positive evaluation and heightened academic stress among student nurses. Meanwhile, the overall mean standard deviation of .977 signifies that the data exhibit greater dispersion around the mean.

Table 2  
Summary of Mean Scores for the Level of Academic Stress among Student Nurses

Academic Stress	Mean	SD	Description	Interpretation
Fear of failure	4.28	0.83	Agree	High
Interpersonal difficulties with teachers	3.85	0.979	Agree	High
Personal inadequacy	3.92	0.942	Agree	High
Teachers' poor teaching methods	3.84	0.994	Agree	High
Inadequate study facilities	3.57	1.14	Agree	High
<b>Overall Mean</b>	<b>3.89</b>	<b>0.977</b>	<b>Agree</b>	<b>High</b>

**Legend**

Range	Description	Interpretation
4.51-5.00	Strongly Agree	Very High Academic Stress
3.51-4.50	Agree	High Academic Stress
2.51-3.50	Neutral	Moderately High Academic Stress
1.51-2.50	Disagree	Low Academic Stress
1.00-1.50	Strongly Disagree	Very Low Academic Stress

The results indicate that student nurses experienced significant academic stress due to their fear of failure. The apprehension of failing an examination and, consequently, a specific course constitutes a considerable cause of stress for numerous students. The results are supported by Alabduljabbar et al. (2022), who claim that fear of failure often correlates with adverse behavioral outcomes, including heightened stress levels. Nursing students encounter stress in academic settings, including performing return demonstrations of healthcare procedures, defending case presentations, and especially during quizzes or examinations, which drives them to avoid failure, as failure is considered intolerable in their quest to become healthcare professionals.

Correspondingly, Conflicts with professors or clinical instructors markedly heightened academic pressure among nursing students. The study conducted by Wang and Xian (2024) substantiates that conflicts between instructors and students have a profound impact on students' motivation, engagement, and psychological well-being within the educational environment. Students regard their educators with great respect and invest considerable effort to attain their approval. Students who demonstrate exceptional academic prowess and leave a lasting impression on their clinical instructors foster a productive partnership.

Furthermore, student nurses faced considerable academic pressure stemming from a sense of personal inadequacy. The experience of feeling personally inadequate is intrinsically connected to diminished focus during academic endeavors. The study undertaken by Ghods et al. (2023) has received validation, demonstrating that personal inadequacy, frequently manifested through sentiments of inefficacy and self-doubt, significantly contributes to the emergence of psychological issues, including elevated stress levels. The failure to exhibit competence in nursing and related medical fields profoundly impacts students. Professionals within the health sector must possess the requisite knowledge and skills to deliver competent service to clients, concurrently aiming to minimize or eliminate errors.



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Moreover, Liasi et al. (2021) established a relationship between personal inefficacy and reduced focus and concentration, which negatively impacts learning and performance among medical students. The perception of personal inadequacy among student nurses stems from shortcomings in the knowledge, skills, and attitudes anticipated by an ideal nursing professional. The comprehensive examination of health literature, the continual fulfillment of various obligations, the implementation of return demonstrations, oral defenses, quizzes, and assessments, coupled with the imperative of sustaining appropriate interactions with peers and clinical instructors, may pose significant challenges for student nurses should they lack concentration in executing these responsibilities.

Additionally, the results suggest that student nurses experienced considerable academic stress as a consequence of the inadequate pedagogical approaches employed by their educators or clinical instructors. Insufficient time allocated by educators for the submission of academic requirements substantiates the claims made by De la Fuente et al. (2021) regarding the stress induced by inadequate teaching methodologies during the COVID-19 pandemic. The research indicated that rigid and unyielding pedagogical approaches intensified students' academic pressure, underscoring the necessity for educator development in adaptable and engaging teaching strategies. The majority of knowledge that students gain originates from their lectures and clinical instructors, as nursing represents a dynamic program defined by the concurrent interaction and collaborative pursuit of objectives between students and educators. As a result, suboptimal teaching methods and styles can hinder a learner's intellectual growth. Student nurses encounter challenges with their instructors' rigid stance on evaluation methods, submission of work, and management strategies.

The findings indicate that student nurses encountered significant academic stress due to the insufficient study facilities and resources provided by their institutions. A significant deficiency exists in the availability of classrooms designated for group discussions, encompassing case presentations and research endeavors. The claims put forth by Jagodics and Szabó (2023) align with these findings, as they broadened the demand-resource model to encompass higher education, emphasizing that a lack of adequate study resources (such as insufficient access to technology, academic materials, and conducive study environments) negatively impacted students' engagement and mental well-being. Spacious classrooms and dedicated study areas can enhance student focus by reducing distractions from neighboring classes. The findings underscore the necessity of harmonizing expectations with adequate resources to promote student well-being (Jagodics et al., 2023).

Given the considerable academic pressure faced by student nurses, it is imperative to implement customized interventions for high-risk populations, particularly those engaged in clinical or rigorous academic programs, to alleviate negative consequences (Hwang & Kim, 2022; Ma et al., 2022).

### Level of self-efficacy among student nurses

Table 3 presents the Summary of Mean Scores for the Level of Self-Efficacy among Student Nurses. As shown in the table, students obtained the highest mean score of  $M=4.42$ ,  $SD=.758$  for Perceived control followed by Resilience ( $M=4.21$ ,  $SD=.812$ ), Self-regulated learning ( $M=4.14$ ,  $SD=.825$ ), and last is Competence ( $M=4.10$ ,  $SD=.81$ ). The overall mean score is  $M=4.22$ ,  $SD=.801$  described as agree and can be interpreted as that the level of Self-Efficacy among Student Nurses is high. Meanwhile, the overall mean  $SD=.801$  implies that the data are scattered around the mean.

Table 3  
Summary of Mean Scores for the Level of Self-Efficacy among Student Nurses

Self-Efficacy	Mean	SD	Description	Interpretation
Perceived control	4.42	0.758	Agree	High
Competence	4.10	0.81	Agree	High
Resilience	4.21	0.812	Agree	High
Self-regulated learning	4.14	0.825	Agree	High
<b>Overall Mean</b>	<b>4.22</b>	<b>0.801</b>	<b>Agree</b>	<b>High</b>

**Legend**

Range	Description	Interpretation
4.51-5.00	Strongly Agree	Very High Self-Efficacy



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3.51-4.50	Agree	High Self-Efficacy
2.51-3.50	Neutral	Moderately High Self-Efficacy
1.51-2.50	Disagree	Low Self-Efficacy
1.00-1.50	Strongly Disagree	Very Low Self-Efficacy

The results indicate that student nurses have high self-efficacy due to the belief that they are in control of their lives. This is further characterized by believing that good decisions will lead to a better future. These findings are confirmed by the accounts of Singh et al. (2021) and Nazri et al. (2023), defining perceived control as the belief in one's ability to influence outcomes as a critical psychological construct associated with mental health, academic performance, and coping mechanisms. Student nurses are in the stage of early adulthood wherein they are already mature enough to decide on their futures especially concerning their career paths. Many enrolled in the nursing program know very well that they are destined to go abroad, while others are aware of the challenging endeavors students face when committing to such a program. Being in control of their decisions is part of what an adult is, and student nurses are no different.

Furthermore, the findings indicate that student nurses possess a strong sense of self-efficacy caused by their proficiency in their academic pursuits. This is elaborated upon by having confidence in their ability to manage patient care in accordance with legal and ethical standards. These findings are confirmed by the claims of Ariani (2019) that competence showed a direct positive influence on academic engagement, demonstrating its centrality in fostering a positive academic experience among university students in Indonesia. Competence is a definite characteristic needed to become a professional nurse. That is why competent student nurses are confident in their futures. Those who are having trouble in their academics may have lower self-efficacy compared to those who excel. Nursing competence does not just involve getting high marks in quizzes, examinations, return demonstrations, oral defense, and case presentations; it is also shown in performing well in clinical duties like providing adequate bedside care to clients, making less to no errors in medication administration, collaborating with fellow student nurses and hospital staff, and many more. Those who excel both in schoolwork and clinical rotations have good self-efficacy.

On top of that, the results imply that student nurses have high self-efficacy due to their resilience in their studies. This is further displayed by their determination to conquer one's obstacles and move towards their goal. These findings are confirmed by the claims of Smith and Emerson (2021), which reinforce resilience's role as a crucial factor in reducing vulnerability to stressors in demanding academic environments. Moreover, Wang et al. (2021) explained that resilience was positively associated with academic engagement. Resilience, being the element of pushing toward your goal, gives students and nurses a reason to pursue difficulties and pressures encountered in their studies. A student nurse's daily life includes the struggle of attaining equilibrium between schoolwork and personal life. Sometimes, the weight of balancing both worlds affects students not just physically but mentally and emotionally as well. However, student nurses possess the characteristics of resilience and recall their purpose of taking up the course. This gives them the strength to go on and finish their studies.

Additionally, the results imply that student nurses have high self-efficacy due to exhibiting regulation of their learning. This is further characterized by openness to suggestions for improvement of their study habits. These findings are confirmed by the claims of Poorgholamy et al. (2020) which demonstrated that self-regulated learning supports motivational orientation, which influences academic success, depending on the nature of goal setting. The findings highlight the importance of aligning learning strategies with appropriate achievement goals to enhance long-term outcomes. Student nurses are open to constructive criticism regarding their school performance, treating these as opportunities for enhancing their skills and clinical decision-making.

**Level of academid burnout among student nurses**

Table 4  
Level of Academic Burnout among Student Nurses

Variable	Mean	SD	Description	Interpretation
Academic Burnout	3.65	1.10	Agree	High

**Legend**

Range	Description	Interpretation
4.51-5.00	Strongly Agree	Very High Burnout



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3.51-4.50	Agree	High Burnout
2.51-3.50	Neutral	Moderately High Burnout
1.51-2.50	Disagree	Low Burnout
1.00-1.50	Strongly Disagree	Very Low Burnout

Table 4 delineates the prevalence of academic burnout within the cohort of student nurses. The data presented reveals a mean score of  $M=3.65$ ,  $SD=1.10$ , suggesting a level of agreeability and signifying notable academic burnout within the cohort of student nurses. In the interim, the overall mean, standard deviation of 1.10 suggests a greater dispersion of the data in relation to the mean. The results reveal that student nurses are experiencing considerable academic burnout as a consequence of overwhelming academic demands and emotionally challenging situations.

The research has been corroborated by Fard et al. (2020) and Aguayo et al. (2019), who contend that students face academic burnout as a result of emotional exhaustion, depersonalization, and a reduction in feelings of personal achievement. It emerges from ongoing scholarly pressure and is influenced by a multifaceted interplay of personal, organizational, and situational elements. Bauernhofer et al. (2019) noted that an overwhelming workload and heightened academic involvement exacerbate symptoms of burnout. Student nurses frequently engage in scholarly endeavors and clinical duties as a result of their demanding schedules. The relentless demands of excessive work coupled with an inability to manage personal responsibilities contribute substantially to the phenomenon of student burnout. Medical students exhibit a notable increase in burnout symptoms during graduation, a period characterized by an overwhelming workload (Kilic et al., 2021; Shadid et al., 2020).

Research conducted in China indicated that a significant number of nursing students experienced emotional fatigue, a common manifestation of academic burnout. This transpired due to persistent exposure to challenging situations and inadequate strategies for managing stress (Ma et al., 2022; Wang et al., 2021; Kong et al., 2021). A similar situation unfolded in Spain, where a significant number of nursing students in their first to third years encountered burnout, with symptoms becoming more pronounced as the academic year progressed (Valero-Chilleron et al., 2019). Furthermore, five state colleges in Brazil reported that 36.3% of their students displayed considerable symptoms of burnout, particularly characterized by emotional exhaustion. This study underscores the difficulties faced by student nurses in demanding academic environments characterized by overwhelming workloads and emotionally strenuous situations.

### Relationship between academic burnout, and academic stress and self-efficacy

Table 5 displays the Correlation Analysis among Students' Academic Burnout, Academic Stress, and Self-Efficacy. The table illustrates that self-efficacy ( $p>.05$ ), perceived control ( $p>.05$ ), competence ( $p>.05$ ), and self-regulated learning ( $p>.05$ ) do not exhibit a significant correlation with students' academic burnout. Nonetheless, the Fear of Failure ( $p<.05$ ,  $r=.434$ ), Interpersonal Difficulties with Teachers ( $p<.05$ ,  $r=.341$ ), Teachers' Ineffective Teaching Methods ( $p<.05$ ,  $r=.378$ ), and Inadequate Study Facilities ( $p<.05$ ,  $r=.346$ ) exhibit a moderate positive significant correlation with students' academic burnout; this indicates that a moderate increase in these variables will correspondingly elevate students' academic burnout. Moreover, the variables Personal Inadequacy ( $p<.05$ ,  $r=.529$ ) and Academic Stress ( $p<.05$ ,  $r=.541$ ) exhibit a substantial positive correlation with students' academic burnout, indicating that a rise in these two variables will likely lead to an increase in students' academic burnout. On the one hand, Resilience ( $p<.05$ ,  $r=-.110$ ) exhibits a small negative significant correlation with students' academic burnout, indicating that a little increase in resilience corresponds with a decrease in academic burnout.

Table 5  
Correlation Analysis between Students' Academic Burnout, and Academic Stress, and Self-efficacy

Variables	Academic Burnout			Remarks
	R-value	Effect Size	P-value	
<b>Academic Stress</b>	.541	Large	.000	Significant
Fear of failure	.434	Moderate	.000	Significant
Interpersonal difficulties with teachers	.341	Moderate	.000	Significant



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Personal inadequacy	.529	Large	.000	Significant
Teachers' poor teaching methods	.378	Moderate	.000	Significant
Inadequate study facilities	.346	Moderate	.000	Significant
<b>Self-Efficacy</b>				
Perceived control	-.061	Small	.101	Not Significant
Competence	-.042	Small	.256	Not Significant
Resilience	-.016	Small	.674	Not Significant
Resilience	-.110	Small	.003	Significant
Self-regulated learning	-.047	Small	.204	Not Significant

**Legend:**

Correlation Coefficient Range	Effect Size/Strength of Relationship
.50 and Above	Strong/Large Correlation
.30 to .49	Moderate Correlation
.10 to .29	Weak/Small Correlation

Yıldırım et al. (2023) contend that there exists a significant correlation between burnout and the fear of failure, with resilience acting as a mediating factor in this dynamic, thus reinforcing these conclusions. Wang and Xian (2024) found that a positive relationship between teachers and students, nurtured by a supportive school environment, correlates negatively with student burnout. Haile et al. (2019) discovered that the dissatisfaction of medical students with their instructors' teaching methods exacerbated feelings of burnout, particularly during clinical rotations. The lack of engaging, learner-focused activities and insufficient educational methodologies exacerbated emotional exhaustion and a sense of depersonalization, culminating in burnout. Cornér et al. (2023) elucidated that insufficient frequency and quality of supervision, alongside unequal access to research assistance, intensified the stress, fatigue, and cynicism experienced by doctoral students.

Moreover, Rahmatpour et al. (2019) demonstrated a significant relationship between academic burnout and various factors such as interest in the field of study, GPA, and study habits. Students demonstrating a lack of engagement in their studies or displaying insufficient academic performance were more susceptible to experiencing feelings of inadequacy and burnout. Ultimately, Allen et al. (2021) demonstrate a positive correlation between stress and burnout in graduate students, characterized by feelings of weariness and cynicism, while highlighting that sleep quality serves to mitigate certain correlations. Conversely, Kwan (2022) examined the phenomenon of resilience among undergraduates in Singapore amidst the COVID-19 pandemic, revealing a negative correlation between elevated resilience levels and academic burnout.

**Conclusions**

The research demonstrates that student nurses experienced considerable academic stress stemming from heightened anxiety regarding failure, interpersonal difficulties with instructors, perceptions of personal inadequacy, suboptimal teaching methodologies, and a lack of adequate study resources. Nonetheless, student nurses exhibit elevated levels of self-efficacy, as evidenced by their strong sense of perceived control, competence, resilience, and capacity for self-regulated learning. Nevertheless, nursing students persisted in encountering considerable academic fatigue.

The inquiry uncovered a favorable association between academic burnout and various elements, including academic stress, apprehension of failure, interpersonal difficulties with educators, sentiments of personal inadequacy, suboptimal teaching methodologies, and a lack of adequate study resources. The relationship between academic burnout and resilience is inversely correlated, suggesting that nursing students who exhibit resilience are less susceptible to experiencing burnout.

**Recommendations**

The following suggestions were put out in light of the study's findings and conclusions:

University policymakers might consider developing frameworks that highlight the necessity of understanding the elements that lead to academic stress, including concerns about failure, perceptions of personal inadequacy, dynamics between students and instructors, and the phenomenon of academic burnout. Effective counseling may arise from the discernment of these components. A policy could be established to emphasize the importance of ensuring sufficient classrooms, study spaces, facilities, equipment, and instructional resources for the College of Nursing, thus reducing unnecessary pressure and improving the overall educational experience for nursing students.



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Policymakers should engage in a comprehensive assessment of the efficacy of their educators and clinical instructors, necessitating appropriate training or coaching in effective classroom management and pedagogical methodologies. Initiatives focused on self-efficacy could be introduced to enhance students' resilience, enabling them to persist in their pursuit of goals.

University administrators might provide staff training aimed at recognizing initial signs of academic stress and burnout alongside coaching sessions designed to enhance pedagogical methods and foster a constructive rapport between educators and students. They might also designate funds for the construction of ample classrooms, study spaces, and teaching facilities while ensuring that the nursing department is equipped with sufficient resources and instructional tools to alleviate academic pressure and improve the engagement of student nurses in their classes. Moreover, the administrators could enhance their resources to guarantee that mental health services, such as counseling and self-efficacy workshops, are accessible to all students. University administrators might implement a comprehensive performance monitoring system for all lecturers and clinical instructors involved in nursing courses, working in conjunction with the College of Nursing to facilitate this initiative.

The Colleges of Nursing may work in partnership with the university to evaluate the efficacy of faculty in their pedagogical approaches and classroom governance, pinpointing opportunities for additional training as needed. Moreover, the institutions might offer coaching sessions focused on the implementation of effective strategies for student management. Such actions have the potential to foster a more profound connection between educators and their students. The nursing departments should encourage their instructors to remain attentive to the early signs of academic stress and burnout and to work in conjunction with the university's guidance and counseling department to effectively address the mental health concerns of student nurses.

Student nurses facing academic stress and burnout can access extensive mental health support through the institution's guidance and counseling services, which emphasize practical coping strategies. Departments might engage in a partnership with the School of Nursing to evaluate and recognize students encountering mental health difficulties. They might also contribute to the formulation of workshops aimed at enhancing self-efficacy, thereby fostering students' resilience.

Nursing educators may focus on teaching their students about the signs of stress and academic burnout while also providing strategies for effective reduction and management. Educators and clinical mentors might participate in training sessions and workshops that emphasize effective teaching methodologies, all while cultivating a positive academic rapport with their students. The faculty might consider implementing a more flexible approach to overseeing their students, focusing on fostering resilience among student nurses to alleviate the adverse effects of stress and burnout.

Student nurses facing stress and academic burnout may consider engaging in mental health therapy and taking full advantage of the supplementary services offered by their universities' guidance and counseling departments. They might also interact with individuals who have undergone comparable experiences, enabling them to express their emotions to those capable of authentic empathy and share strategies for coping and managing stress. Nursing students have the opportunity to engage in workshops designed to enhance self-efficacy, thereby strengthening their resilience and improving their involvement in classroom activities.

Finally, the limitations and methodologies discussed in this paper could provide essential groundwork for emerging scholars to enhance their endeavors. Future scholars might undertake experimental investigations to evaluate the effectiveness of specific stress-reduction techniques, strategies, and practices in mitigating academic burnout. They might also explore the enduring implications of self-efficacy on the professional achievements and psychological health of nursing students.

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