

# Relationship Between Academic Burnout, Resilience And Self Efficacy Among University Students



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# **RELATIONSHIP BETWEEN ACADEMIC BURNOUT, RESILIENCE AND SELF-EFFICACY AMONG UNIVERSITY STUDENTS**



By

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A Research Thesis submitted to the  
DEPARTMENT OF PSYCHOLOGY  
In partial fulfillment of the requirements for the degree of  
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## CERTIFICATE OF APPROVAL

It is certified that the research thesis titled ““Relationship between Academic Burnout, Resilience and Self-Efficacy among university students” carried out by **Qurat-ul-Ain** Reg. No. BSP201019, under the supervision of **Miss Sadaf Zeb**, Capital University of Science and Technology, Islamabad, is fully adequate, in scope and in equality, as research thesis for the degree of BS Psychology.

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among University Students”**

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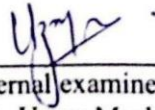
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### **Dedication**

*I humbly dedicate my thesis to my parents ,whose enduring love ,unwavering support and constant encouragement have been the guiding lights throughout my educational purist .I hope this achievement will fulfill the dream they envisioned for me .*

## **DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

**Qurat-Ul-Ain**

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**January, 2024**

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## ABSTRACT

The prevalence of academic burnout among university students is a significant issue, attributed to factors such as demanding schedules, multiple assignment deadlines, and high workloads. In this study, the aim was to investigate the relationship between academic burnout, resilience, and self-efficacy among university students. This study also explored the role of demographic variables in Academic burnout, Resilience and Self –efficacy among university students. This study recruited a sample of 300 participants aged between 18 to 25 years, from different educational institutions of Rawalpindi and Islamabad, Pakistan through convenient sampling. Data was collected using academic burnout scale (ABS), brief resilience scale (BRS), and general self-efficacy scale (GSE). IBM SPSS 21 was used for statistical analyses. Pearson correlation analysis can be used to measured association between Academic burnout, Resilience and Self –efficacy.. This study highlighted the importance of promoting resilience and self-efficacy among university students as potential protective factors against academic burnout. In order to develop successful interventions and support systems inside educational institutions, it is essential to comprehend the interactions between academic burnout, resilience, and self-efficacy. This research, aims to provide insightful information that might improve student development programs, counseling services, and academic policies. The study attempts to offer useful suggestions for creating a supportive and conducive learning environment by finding patterns and correlations among these variables.

Keywords; Academic burnout, Resilience, Self efficacy, University Students

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**List of Abbreviation**

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<b>ABS</b>	Academic Burnout Scale
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<b>BRS</b>	Brief Resilience Scale
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<b>GSE</b>	General Self Efficacy
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## Chapter 1

### INTRODUCTION

The prevalence of academic burnout among university students is a matter of worldwide concern due to its negative effects on mental health, academic performance, and overall quality of life (Al-Izzi et al. 2023). Academic burnout, resilience, and self-efficacy are critical factors that significantly influence the well-being and academic success of university students (Reis et al., 2020). The numerous educational systems and cultural contexts around the world have a significant impact on academic burnout, resilience, and self-efficacy, academic pressures, expectations, and support systems differ among nations for students (Smith & Robinson, 2020).

The impact of academic burnout, resilience, and self-efficacy extends beyond individual students. A high prevalence of academic burnout can lead to a decline in the quality of education, increased dropout rates, and decreased workforce productivity with the increasing demands and pressures of higher education, students often face immense academic stress, resulting in various negative outcomes. (Levecque et al., 2017).

In Pakistan, academic burnout is a common problem among students due to several factors, including high academic expectations, intense competition, a lack of support structures, and cultural pressures. Students may experience heightened stress levels due to the challenging academic environment, limited resources, and infrastructure (Abukir, 2022). Addressing academic burnout is crucial in the Pakistani educational system, as it negatively impacts students' mental health, engagement, and academic achievement. Given Pakistan's

socioeconomic and political circumstances, students may experience a variety of stressors, such as financial limitations, political instability, and societal pressures. Resilience is crucial for Pakistani students to navigate the challenges they face throughout their academic journey. By developing resilience skills, students can better handle these difficulties, recover from setbacks, and maintain their well-being and academic achievement. Similarly, strengthening self-efficacy among Pakistani students can have a positive impact on their educational outcomes and help them overcome challenges they may encounter during their studies.

The academic performance of students may be influenced by a number of variables; some of these characteristics may improve academic performance while others may have detrimental impacts. One of the factors that affect students' academic performance that has lately been studied is academic burnout. Academic burnout is typically viewed as a three-dimensional condition that encompasses emotional exhaustion, depersonalization, and a decline in personal success, according to Maslach et al., (1981).

According to Schaufeli et al., (2002), academic demands-induced weariness, a bad attitude and lack of interest in academic work, and feelings of ineptitude as a learner are all signs of burnout among university students. Symptoms of academic burnout include a lack of interest in academic subjects, an inability to concentrate, and difficulty learning new material, according to study (Yang et al .,2005). Academic burnout among students, according to Neumann (1990), is one of the most important areas of study in universities for a number of reasons. Because it occurs during the period of transition from childhood to adulthood, university life can be quite stressful and have an effect on students' immediate and long-term futures (Langland et al., 2006). These effects might be



advantageous or destructive depending on students' behavior and thought processes. During their studies, students are exposed to numerous academic stressors that can lead to burnout. Students often experience high levels of academic stress, which can significantly impact their mental health and overall well-being. For university students, resilience and self-efficacy are essential because academic life can be hard and challenging, requiring the capacity to manage one's finances, financial difficulties, study balance, and academic/coursework expectations (Shiroma van Droogenbroeck et al., 2018).

### **Global significance**

Academic burnout, resilience, and self-efficacy are of global significance due to their impact on the Well-being, academic performance, and overall educational experiences of individuals worldwide. These factors have cross-cultural relevance and implications for educational systems, workforce preparation, and student success. Academic burnout is a widespread issue faced by students globally, stemming from academic pressures and high expectations. It has detrimental effects on motivation, cognitive functioning, mental health, and dropout rates. Addressing academic burnout is crucial for promoting student well-being and optimizing their educational potential. Resilience is a valuable trait that transcends cultural boundaries. Students from diverse backgrounds encounter various challenges and stressors, and resilience helps them effectively cope, adapt, and maintain mental and emotional well-being. Developing resilience is vital for navigating academic demands and successfully overcoming setbacks. Self-efficacy beliefs significantly influence students' academic success worldwide.

High self-efficacy leads to greater motivation, persistence, and engagement (Bandura, 1997). Students with self-efficacy believe in their ability to perform well,

set challenging goals, and apply effective strategies to overcome difficulties (Pajares, 2002). Enhancing self-efficacy positively impacts educational outcomes and lifelong learning (Zimmerman, 2000). These factors extend beyond individual students and have implications for educational systems globally. Addressing academic burnout while promoting resilience and self-efficacy improves overall educational environments, student satisfaction, engagement, and learning outcomes (Schaufeli et al., 2002). In Pakistan, academic burnout, resilience, and self-efficacy are crucial for students' well-being and educational experiences. Many students in Pakistan face intense pressure to perform well academically, which can lead to stress and exhaustion (Khan et al., 2019). It's important to address academic burnout to protect students' mental health, reduce dropout rates, and promote a healthy approach to education. Resilience is crucial in Pakistan because students often face various challenges due to limited resources, societal expectations, and other difficulties (Ali & Nadeem, 2020). Building resilience helps students handle tough situations, adapt to changes, and stay mentally and emotionally well. It enables them to overcome obstacles and achieve their educational goals. Self-efficacy is about believing in your own abilities to succeed (Bandura, 1977).

In Pakistan, it's important for students to have confidence in their capabilities. When students believe in themselves and their capacity to overcome challenges, they become more motivated, set goals, and perform better in their studies (Siddique et al., 2019). The education system in Pakistan places a lot of emphasis on academic performance and exams. This can create pressure and contribute to burnout. Promoting resilience and self-efficacy helps create a supportive learning environment that focuses on overall development, well-being, and a positive mindset. Developing resilience and self-efficacy in Pakistani

students is important for their future careers. Being resilient and having self-belief helps students handle challenges, adapt to a changing job market, and stay determined in their professional lives.

These qualities are valuable for success in the competitive job market of Pakistan. In summary, academic burnout, resilience, and self-efficacy are significant in Pakistan because they impact students' well-being, educational outcomes, and future opportunities. By addressing burnout, building resilience, and fostering self-belief, we can create a supportive educational system that prepares students for success in their studies and careers in Pakistan (Rena et al., 2022). In summary, the global importance of academic burnout, resilience, and self-efficacy lies in their impact on student well-being, academic achievement, and future prospects. By addressing these factors and cultivating supportive educational environments, societies can foster the holistic development and success of their students. These factors can contribute to academic burnout, characterized by emotional exhaustion, cynicism, and reduced self-efficacy. Academic burnout negatively affects students' well-being and academic performance. However, resilience and self-efficacy are psychological resources that can help individuals cope with stress and adversity. Developing successful interventions, policies, and support systems that can improve student well-being, mental health, and academic achievement requires an understanding of and attention to these issues.

### **Academic Burnout**

The psychological concept of burnout was initially presented by Herbert Freudenberg in 1974. According to his definition, it means "to fail, to wear out, or become exhausted by excessive demands on energy, strength, or resources." Nuemann et al. (1990) developed the term "academic burnout," which was defined

by a number of characteristics including fatigue brought on by an overwhelming workload and expectations in the classroom (academic fatigue), a growing pessimism and lack of interest in schoolwork (academic apathy), and a weak personal development in matters of education (academic inefficiency). Disengaged in-class activities, not paying attention and feeling detached in class, high anxiety over assessments, absenteeism, low morale, cynicism, and pessimism over academic success are typical symptoms of academic burnout (Bikar et al., 2018; Demir et al.). Academic burnout was defined as a condition marked by prolonged unfavorable feelings towards burnout studying, improper learning behaviors, and a lack of local of academic performance. Academic burnout has been linked to decreased interest and motivation in schoolwork as well as higher levels of distressing feelings such stress, depression, exhaustion, and frustration (Lian et al., 2021). Academic burnout involves three dimensions: emotional exhaustion (feeling drained and overwhelmed) depersonalization (developing negative and detached attitudes towards academic work), and reduced personal accomplishment (a decline in one's sense of competence and achievement (Maslach et al., 2001).

### **Emotional exhaustion**

The sense of being emotionally exhausted and overburdened by academic demands is referred to as emotional exhaustion. It includes a sense of persistent exhaustion and a depletion of emotional reserves. Students who are emotionally worn out may feel drained, uninspired, and emotionally cut off from their academic pursuits (Son et al., 2019)

### **Cynicism**

Cynicism also referred to as depersonalization, is the process of adopting a critical or detached attitude towards academic pursuits, instructors, classmates, or

the educational system as a whole. Students who experience depersonalization may grow cynical or disinterested, viewing academic work as more of a burden than a worthwhile activity. (Stoeber et al, 2010; Rice et al., 2018).

### **Reduced Personal Accomplishment**

Reduced personal accomplishment describes a diminished sense of accomplishment and competence in academic activities. Students who have less personal success may believe that their efforts are useless. (Kalkan et al, 2018; Zhang et al., 2019).

### **Resilience**

Connor and Davidson (2003) described resilience as a trait that helps people to flourish in the face of hardship. Resilience is the capacity to overcome obstacles, deal with adversity, or recover from painful experiences. It encompasses the ability to withstand and overcome trying situations while maintaining one's physical, mental, and emotional health. The components of resilience involve Positive mindset and optimism, social support, adaptability and self-confidence (Rutter, 1992). Resilience is a concept that involves two terms: "situation" and "individual." Resilient individuals are those who, in spite of unfavorable living circumstances, are able to successfully adjust to their surroundings, achieve unexpected success in the face of adversity, and possess the capacity to adjust to unique circumstances and circumstances (Terzi, 2008). Three primary phenomena have been defined in the literature using the term resilience. First, it is employed as a distinguishing trait that permits people to rise above challenges and show more robust growth than anticipated in order to stand independently in spite of deficits (in high-risk situations) (Masten et al .,1990). To put it another way, there are unforeseen advantages in this situation. If such favorable outcomes are expected.

## **Self -Efficacy**

Self-efficacy, according to Albert Bandura, refers to people's opinions and judgment's about their own capacities it is a core concept in social cognitive theory, developed by psychologist Albert Bandura. According to Bandura, self-efficacy plays a crucial role in human motivation, behavior, and personal development. On side's the feeling of believing individual's self and abilities in a work or a situation (Sıgri Gürbüz et al., 2019). In an academic setting, self- efficacious students possess a strong belief in their academic capabilities and are confident in their ability to meet academic demands. They are more likely to set challenging goals, exert effort, and persevere in the face of difficulties. Higher levels of self-efficacy have been associated with increased motivation, improved academic performance, and reduced burnout (Bandura.1977). In the present study general self-efficacy is defined as an individual belief in his/her overall capability to successfully carry out the essential tasks across a wide variety of achievement situations (Scherbaum et al.,2006).General self-efficacy operationalized the construct of general self-efficacy .High scores o general self-efficacy scale signify higher level of general self-efficacy /

## **Literature review**

Tertiary education marks a time of change in life when levels of stress are typically high. Entering higher education generally comes at a time in an individual's life when they are experiencing and attempting to understand naturally occurring developmental changes and shifts (Royal College of Psychiatrists, 2003). There can be high levels of academic pressure to perform, reduced levels of academic support compared to secondary school, social isolation during the transition period and potential long term financial debt (Hartley, 2011). University

students generally also face increasing independence and may need to deal with separation from family and friends. Self-efficacy and resilience are two powerful personal concepts that help individuals, especially students, adapt and remain flexible in the face of change and academic challenges. Resilience is a valuable lifelong skill extending beyond the academic setting, playing a crucial role in maintaining emotional well-being. Studies show that students with higher levels of resilience are better equipped to manage stress, anxiety, and negative emotions associated with academic pressures.

Resilience is closely linked to persistence and goal achievement. Resilient students are more likely to set realistic goals, maintain focus, and persist in the face of obstacles. On the other hand, self-efficacy helps students cope with setbacks, reframe negative situations, and maintain a positive outlook (Masten et al., 2001). Researchers have focused on self-efficacy as a key personal component in explaining the burnout phenomenon over the past few decades (Schaufeli et al., 1993). Some earlier studies have supported the association between self-efficacy and burnout (Hobfoll et al., 1993).

Recent studies indicate that students' self-efficacy is a good indicator of academic burnout (Brouwers et al., 2000). Subsequent research on the connection between self-efficacy and burnout concludes that students' self-efficacy beliefs are positively connected with a decline in their sense of personal accomplishment (Evers et al., 2002). These results demonstrate a correlation between improved self-efficacy scores and fewer indications of student burnout. Earlier research in educational psychology associated burnout with negative effects such as absences, turnover, poor health, and higher levels of depression (Toppinen-Tanner et al., 2005).

### **Academic Burnout and Resilience**

Research consistently shows the relationship between academic burnout, resilience, and self-efficacy among students. A study by (Kim et al., 2018) involving 500 students found that higher levels of resilience were linked to reduced levels of academic burnout. Similarly, Li et al. (2021) discovered in their study with 200 participants that higher resilience levels were negatively linked with academic burnout.

Another study by Saberi et al., (2020) with 300 university students revealed a negative correlation between resilience and academic burnout. Hou et al. (2018) found in their investigation that higher levels of resilience were associated with lower levels of burnout.

Another study conducted by (Janatolmakan et al., 2021) with sample of 240 university students in Iran and the study result found that the relationship between academic burnout and resilience. Similarly in the study of (Khan et al., 2023) found the significant relationship between resilience and academic burnout among accounting students in Pakistan and sample size was 300 accounting students

### **Resilience and Self-efficacy**

Xing et al. (2019) found in their study that self-efficacy was positively associated with resilience in university students. Individuals with higher levels of self-efficacy were more likely to exhibit greater resilience in the face of difficulties.

A cross-sectional study by Chen et al. (2021) aimed to examine the relationship between resilience and self-efficacy among 500 undergraduate students. The results indicated a significant positive correlation between resilience



and self-efficacy, suggesting that higher levels of resilience are associated with greater self-efficacy among university students.

In a study by Sagone et al., (2013) involving 130 students, positive correlations between resilience and self-efficacy were observed. Similarly, Sharififar et al.,(2020) found in their study with 264 undergraduate students that self-efficacy played a crucial role in protecting against academic burnout. Resilience and Academic Self-Efficacy. A number of theories postulate an association between academic self-efficacy and resilience. For example, Lightsey's (2006) theory, which proposes that individual's self-efficacy is central to their level of resilience. This theory has been supported empirically, by a study conducted by Speight (2009) who found a positive relationship between self-efficacy and resilience in high school students.

### **Academic Burnout and Self-efficacy**

Li et al. (2019) examined the relationship between academic burnout, self-efficacy, and academic achievement in a sample of college students. They found that academic burnout negatively impacted self-efficacy, which, in turn, affected academic achievement. Salanova et al. (2010) explored this relationship in a sample of university students, suggesting that self-efficacy plays a significant role in modifying the negative impact of academic burnout. A study by Farhan et al. (2019) investigated the relationship between self-efficacy and academic burnout among university students, revealing a positive association between academic burnout and self-efficacy. Another study conducted by (Franklin et al., 2011) investigating the relationship between academic burnout and academic self-efficacy, it was discovered that there was a relationship between the self-efficacy and burnout of the university students under study. The findings of this

investigation are consistent with the findings of research conducted by (Aftab et al., 2012), Huang et al. (2012), demonstrated a strong but negative relationship between academic burnout and academic self-efficacy, meaning that a rise in academic burnout resulted in a drop in academic self-efficacy. Moreover, (Charkhabi et al., 201) found that the relationship between academic burnout and its components with self-efficacy were statistically significant.

### **Theoretical framework**

#### **Social Cognitive Theory**

The theory that supports Academic burnout resilience and self-efficacy is Bandura (1986) social Cognitive theory which state that self-efficacy plays an essential role in human motivation, shaping behavior and role of individual factor (cognitive processes, coping strategies) that promotes resilience. Burnout can be seen as a result of poor self-regulation in the face of chronic academic stressors. According to social cognitive theory, individuals learn and develop through a dynamic interaction between their personal characteristics, the environment, and their behavior. Social cognitive theory suggests that self-efficacy plays a crucial role in determining how people approach and handle challenging situations. Resilient individuals often possess high amounts of self-efficacy, as they believe in their capacity to overcome obstacles and accomplish their objectives. They perceive setbacks as opportunities for growth rather than impossible barriers. In any critical scenario, resilience is beneficial and positively correlated with beginning work (Shah et al., 2020; Tedeschi et al., 2007). Individuals that possess more resilience are less vulnerable to pre-established and perceived threats (Yeung & Li, 2021). They can rapidly overcome obstacles and go back to work (Naidu, 2021; Bullough et al., 2014). When someone is resilient, they respond and mobilize

quickly to get rid of the stress (Balua, 2021; Morales-Rodríguez, 2021; Torres, 2010). However, when challenges and difficulties are almost resilient, they are almost able to respond in inevitable circumstances, putting them in a great position to manage the dangerous scenario (Balua, 2021; Calhoun et al., 2010; Folkman et al., 2007). By fostering self-Efficacy, social cognitive theory highlights the importance of building confidence in one's abilities as a key component of resilience. Social cognitive theory relates to academic burnout, resilience and self-efficacy in terms of three components (Varga et al., 2019).

### **Vicarious Learning**

Social cognitive theory emphasizes the role of observational learning or vicarious learning. Individuals can learn from observing others' experiences, actions, and outcomes. In the context of resilience, observing others who display resilience in the face of adversity can positively influence an individual's beliefs about their own capacity to cope with challenges. By witnessing others' successful efforts and outcomes, individuals can develop greater self-efficacy and a belief that they, too, can overcome obstacles and bounce back from setbacks (Virga et al., 2019).

### **Mastery experience**

Mastery experience are essential in shaping self-efficacy and resilience is also emphasized in social cognitive theory. Successfully participating in tasks or activities and achieving desired outcomes are mastery experiences (Fayazi, et al., Bagherian et al.,2018) People can increase their self-efficacy and resilience by participating in challenging activities and achieving success. Every little

accomplishment builds up their confidence in their capacity to deal with future hardships and adds to their general strength Bandura (1997).

### **Social Support and Feedback**

The social cognitive theory emphasizes how social interactions and feedback affect resilience and self-efficacy. Positive social support from others, such as advice, validation, and encouragement, can increase one's self-confidence and offer emotional resources through trying times. Constructive criticism, both from oneself and from others, can also aid in the development of resilience by encouraging people to evaluate their performance, pinpoint problem areas, and adjust their tactics as necessary. Generally speaking, social cognitive theory places a strong emphasis on the role that self-efficacy, observational learning, mastery experiences, and social support have in the development of resilience (Zimmerman et al., 1992). Understanding and applying the concepts of social cognitive theory can help people develop their self-confidence, learn from others' experiences, produce positive mastery experiences, and seek out social support and resilience development. Individuals can improve their self-confidence, learn from others' experiences, develop good mastery experiences, and seek social support to increase their resilience in the face of adversity by understanding and applying the ideas of social cognitive theory into practice.

### **Rationale of study**

As a university student in Pakistan, the issue of academic burnout, resilience, and self-efficacy among university students is one that deeply resonates with me and my peers. While there has been significant research conducted on medical students, there is a noticeable gap in the literature concerning the broader university student population.

University life can be challenging and demanding, often leading to academic burnout among students and demanding period in an individual's life, particularly in terms of academic expectations, workload, and social pressures. Education is the heart of every nation. It is the foundation of all forms of development and a way to give people the knowledge and skills they need for nation-building. As university students are often required to handle a high level of coursework, assignments, projects and exams. The pressure to complete these tasks with in deadline can lead to stress and burnout that can affect the well-being of students. According to the pervious researcher's academic burnout was higher in university students due to workload and hectic schedule of studies. This research was conducted to explore the relationship of resilience, academic burnout and self-efficacy among university students. As resilience is a personal and powerful resource that allows adverse situation to be handled in a successful way. This study can help in recognizing the signs and causes of burnout, by considering the factors (of mental health, personal development, and emotional well-being), educational institutions can create environments that support students' overall growth and prepare them for lifelong success (Pajares, F.2002. Previous research, as indicated by (Schaufelienzman et al., 2002), highlights that a substantial percentage (10 to 20%) of university students face academic burnout. This emphasizes the urgency of addressing the issue and finding effective solutions to enhance the overall well-being of students. The inclusion of resilience in the study is critical, as it is a personal resource that enables individuals to navigate adverse situations successfully. Understanding how resilience can act as a protective factor against academic burnout provides valuable insights for developing resilience-building interventions and support systems within educational institutions. Self-efficacy, or one's belief in their ability to

succeed in specific situations or accomplish tasks, plays a pivotal role in academic performance. Investigating the relationship between self-efficacy and academic burnout sheds light on how empowering students with a sense of control over their academic endeavors can contribute to their overall well-being and success. By conducting this research, educational institutions, parents, and students can gain insights into proactive measures to create supportive environments. This includes implementing strategies that promote self-care practices, recognize early signs of burnout, and foster a culture of mental health awareness and support. Considering factors related to mental health, personal development, and emotional well-being in the educational environment contributes to the holistic growth of students. This approach aligns with the broader goal of preparing students not only for academic success but also for lifelong success in their personal and professional lives.. This deeper understanding can inform evidence-based interventions and policies aimed at improving the overall student experience.

### **Objectives**

1. To find out the relationship between academic burnout, resilience and self – efficacy among university students.
2. To find out the relationship between demographic variables (gender, age, education level) with study variable among university students.

### **Hypothesis**

1. There will be a positive relationship between academic burnout, resilience and self-efficacy among university students.
2. There will be a relationship between gender and study variables among university students.

## Chapter 2

### Methodology

#### Research Design

The research design of this study was correlational quantitative design

#### Population and Sample

The sample of study was 300 participant that was selected from different universities of Rawalpindi/Islamabad. Both male and female students of age 18 to 25 years from private, semi-government and government universities of Rawalpindi and Islamabad was selected. The reason to selecting this specific population was the late adolescence and early adulthood period, typically encompassing ages 18-25, is a critical developmental stage characterized by significant transitions and challenges. University students in this age range are navigating the transition from adolescence to adulthood, including establishing independence, forming identity, and managing increased academic responsibilities. This transitional period presents unique stressors and opportunities for growth, making it particularly relevant to study factors such as burnout, resilience, and self-efficacy.

#### Sampling technique

Convenient sampling technique was used in this study. The participants were recruited from differential educational institutions of Rawalpindi and Islamabad. The questionnaire was given to students and responses were collected.

#### Inclusion criteria

- Age limit 18 - 25 currently enrolled in any university.

#### Exclusion criteria

- Graduated students were excluded in this study.

The study was conducted in colleges and universities of Rawalpindi and Islamabad namely National University of modern languages NUML, National University of Technology, Ibadat international university, the data was collected during the normal university days. Different departments were visited, and questionnaires were distributed

### ***Demographics***

The demographics that were included in this study was gender, age range, study levels, marital status, universities and current semesters which is also used in pervious literature.

### **Instruments and Measures**

#### ***Demographic questionnaire***

Participants filled a short demographic questionnaire that asked for information about age, gender, marital status, university (government and private sectors) and study level. The demographic form was created on the basis of aspects that emerged in literature related to academic burnout, resilience and self-efficacy.

#### ***Academic Burnout Inventory (Breso et al., 1997)***

Breso et al., (1997) designed this scale to measure the burnout level in students. This scale contains 15 items which evaluate the dimensions of emotional exhaustion (5 items), cynicism (4 items), and academic efficacy (6 items). Participants must indicate the amount of agreement to each item, which were scored on Likert response scale from 0 (never) to 6 (always). The reliability of these three dimensions (emotional exhaustion, cynicism, and academic efficacy) was 0.70, 0.82, and 0.75 respectively.



***General Self- efficacy Scale (GSES) (Schwarz & Jerusalem, 1995)***

Schwarzer and Jerusalem (1995) developed the general self-efficacy scale. The scale has ten items. The ratings range from 1 to 4 on a 4-point likert scale (not entirely true to completely true). The range of the internal consistency was 0.82 to 0.90. The responses to the 10 items are added up to produce a total score for the GSE, which can be between 10 and 40. Higher scores suggest stronger beliefs in one's capacity to manage various situations successfully, indicating a larger level of perceived self-efficacy.

***The Brief Resilience Scale (BRS; Smith et al., 2008)***

The brief resilience scale is developed by (Smith et al. 2008) evaluates one's capacity to rebound or bounce back from stress. It has six items, each of which is assessed on a 5-point Likert scale (strongly agree to disagree) from 1 to 4. Cronbach's alpha ranged from .80 to .91, indicating strong internal consistency. The responses to the six questions are added up to create the BRS score, which can be between 10 and 40. Higher scores indicate better beliefs in one's capacity to manage a variety of situations successfully, indicating a greater level of resilience.

**Procedure**

Participants were selected from different universities in Rawalpindi/Islamabad. Institutional Approval was obtained for data collection. Participants completed a consent form beforehand and were informed about the purpose and objectives of the study. Clear instructions were given to the participants and they are guaranteed of secrecy of their data.

**Ethical Considerations**

The Capital University of Science and Technology's research department was provided ethical approval for this study's conduct. Universities were contacted

for permission, and the authors gave their consent for the use of scales. The study's goal was explained to the volunteers who had been selected on a voluntary basis to participate. Participants' privacy was protected, and the research's final findings were made public. The study's participants gave their agreement in writing and were free to leave at any time. The American Psychological association's (APA) regulations were strictly followed to.

### **Data Analysis**

Data analysis was carried out using IBM SPSS 21 version. Correlation analysis was to measure association between academic burnout, resilience and self-efficacy. Frequencies, percentages for demographics and T-tests was computed for difference in study variables on the basis of

### Chapter 3

## RESULTS

This study was examine to the relationship between academic burnout, resilience and self-efficacy among university students. Data analysis was carried out using IBM SPSS 21 version. Descriptive analysis was done for demographics variables. Frequencies and percentage were calculated for categorical variables and mean, median, mode, standard deviation, skewness, kurtosis and Kolmogorov Smirnov test (K-S) were used for continuous variables. Histogram were presented for pictorial representation of distribution of data .Spearman correlations analysis was conducted to measure the association between the variables academic burnout ,resilience and self-efficacy among university students. Reliability analysis was by using Cronbach alpha reliability. Mann Whitney test was used for the differences of demographics variables.

**Table 1***Demographic characteristics of participants (N=300)*

Demographics	Categories	N	%
Gender	Male	145	48.3
	Female	155	51.7
Age	18-20	126	42
	21-24	166	55.3
	25 above	8	2.7
Marital status	Single	191	63.7
	Married	80	26.7
	Engaged	26	8.3
	Others	4	1.3
Study level	1 <sup>st</sup> year	75	25.0
	2 <sup>nd</sup> year	77	25.7
	3 <sup>rd</sup> year	34	11.3
	4 <sup>th</sup> year	110	36.7
	5 <sup>th</sup> year	4	1.3
University	Government	90	33.0
	Private	113	33.7
	Semi government	88	29.3
Current Semester	1 <sup>st</sup> -3 <sup>rd</sup> semester	137	45.7
	4 <sup>th</sup> -6 <sup>th</sup> semester	67	22.3
Enrolled	7 <sup>th</sup> -9 <sup>th</sup> semester	96	32.0

**Note.** n= frequency, %=percentage

Table 1 shows the demographic information of the sample variables and intend that greater number of female students ( $n=155$ , 51.7%) participated in the study compared to men students ( $n=145$ , 48.3%). Majority of students were from age group 18 – 20 ( $n=126$ , 42%) and age group 21 – 24 ( $n=166$ , 55.3%) while few students were from age group 25 above ( $n=8$ , 2.7%). Data was collected from government institutes ( $n=99$ , %33.0), private universities ( $n=113$ , 37.7%) and semi-government institutes ( $n=88$ , 29.3%), Students were from different years of education like 1<sup>st</sup> year ( $n=75$ , 25.0%), 2<sup>nd</sup> year ( $n=77$ , 25.7%), 3<sup>rd</sup> year ( $n=34$ , 11.3%), 4<sup>th</sup> year ( $n= 110$ , 36.7%) and 5<sup>th</sup> year ( $n=4$ , 1.3%). The majority of the

participant are from 1<sup>st</sup> -3<sup>rd</sup> semester (n=137, %=45.7), 4<sup>th</sup> -6<sup>th</sup> semester (n=67, 22.3), 7<sup>th</sup>-9<sup>th</sup> semester (n=96, 32.0).

**Table 2**

To find out reliability of scales used in current study, alpha reliability was calculated. The results of the reliability analyses are presented in table 2.

Variables	Items	M	SD	$\alpha$	Range	
					Potential	Actual
ABS	15	44.74	13.4	.70	15-90	5-67
BRS	06	15.93	3.11	.05	6-30	7-26
GSE	10	26.70	5.36	.74	10-40	9-62

*Note, M=Mean, SD=standard deviation,  $\alpha$ = corbanch alpha reliability*

Table 2 indicates the reliability coefficients for Academic burnout scale (ABS,  $\alpha=.702$ ), Brief resilience scale (BRS,  $\alpha= .49$ ) and Generalized self-efficacy scale (GSE,  $\alpha=.736$ ) which shows that the instruments had a good reliability in this study. Therefore, it is concluded that all the instruments were internally consistent and were reliable measures of the constructs.

### Descriptive Statistics for Instruments Used in Study

The descriptive statistics for Academic burnout scale, Brief Resilience scale and General self-efficacy scale are presented in the following table.

**Table 3**

*Descriptive Statistics for Academic Burnout Scale, Brief Resilience Scale and General Self efficacy Scale (N=300).*

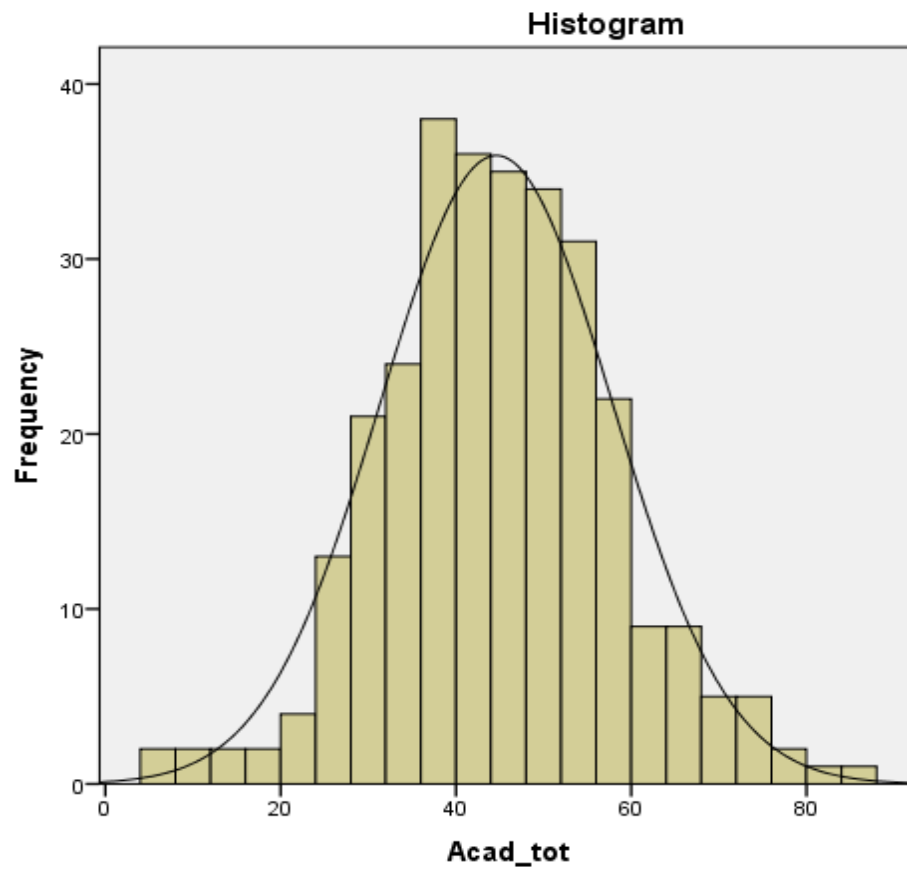
	M	ME	MD	SD	SK	K	K-S	P
ABS	44.61	44.38	42	13.2	.11	.524	0.34	.200
BRS	15.95	60.14	19	3.11	.05	.230	0.50	0.68
GSE	59.67	58.14	31.4	5.38	.37	-.333	0.86	.000

*Note=M=Mean,ME=Median,MD=Mode,SD=Standerddeviation,SK=Skewness,K=Kurtosis,KS=Kolmogrov mirnov,P=Significance*

Table 3 shows the mean, median, mode and standard deviations of all variables. The value of K-S test, skewness and kurtosis in above table gives details of the non-normal distribution of the data for all study variables.

### Distribution of Academic Burnout Scale

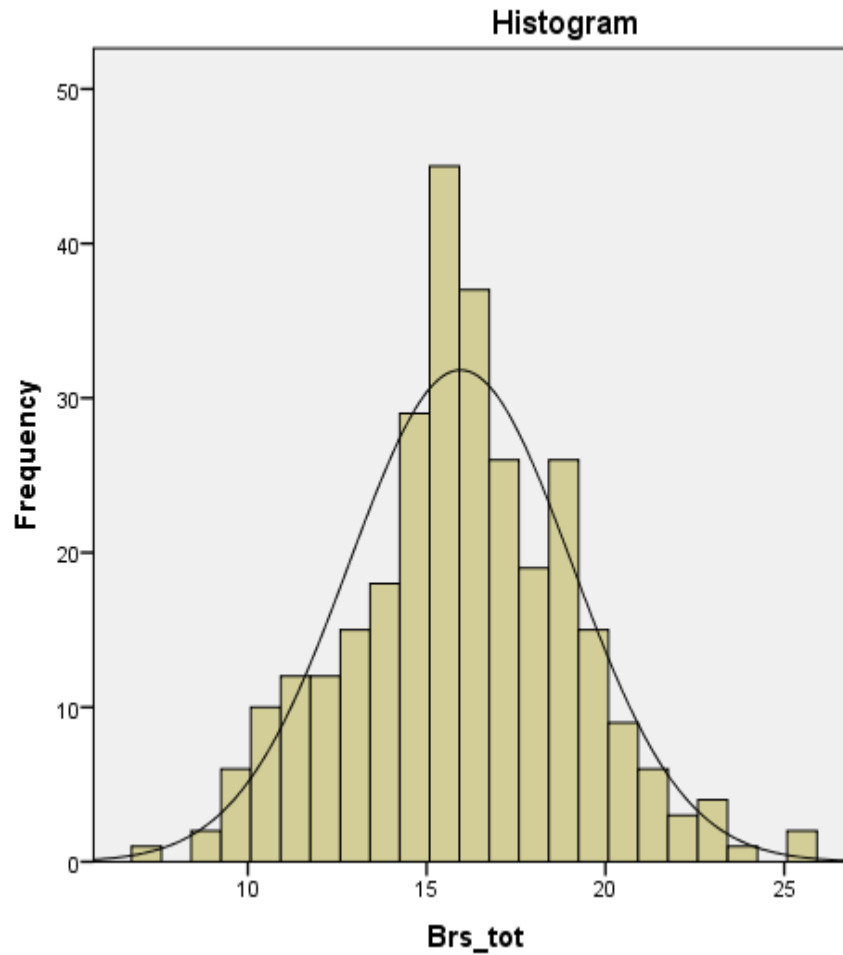
The graph illustrates the distribution of academic burnout scale among 300 sample of university students.



This figure demonstrates the distribution of academic burnout of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly show the normal distribution of data.

### Distribution of Brief Resilience Scale

The graph illustrates the distribution of brief resilience scale among 300 sample of university students.

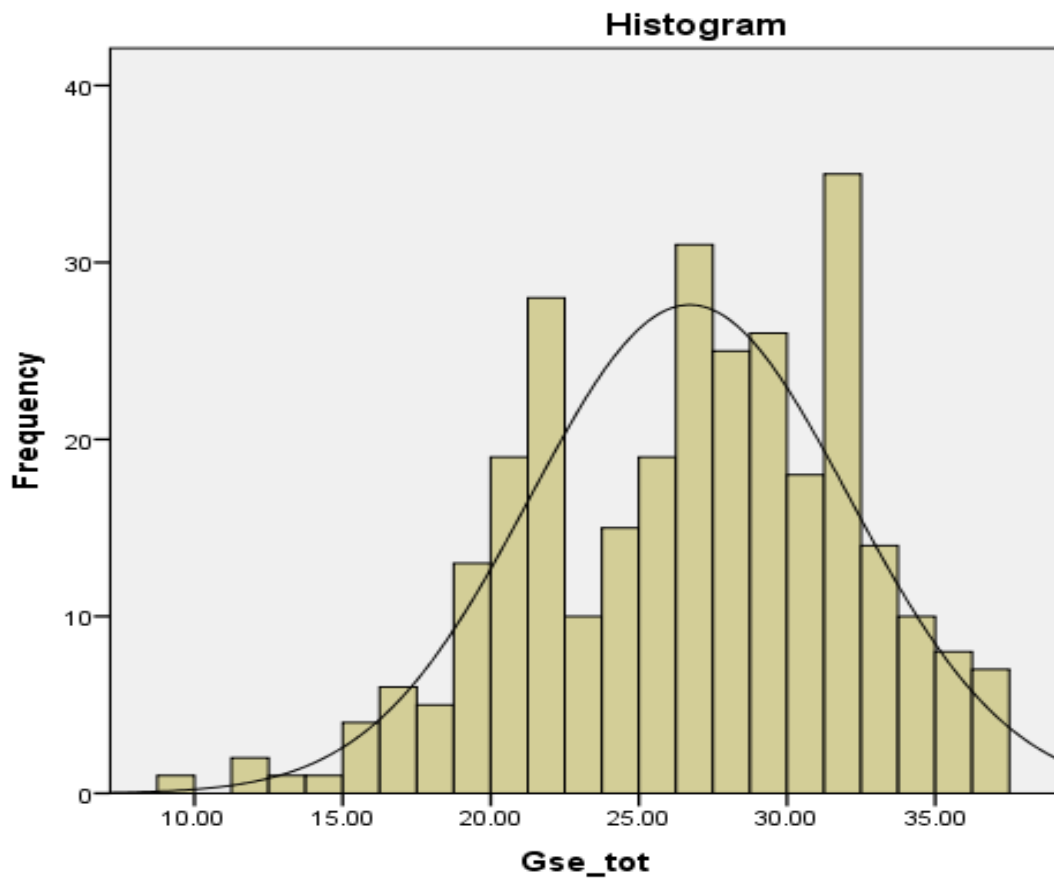


This figure demonstrates the distribution of brief resilience of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly normal distribution of data.



### Distribution of General Self efficacy Scale

The graph illustrates the distribution of general self-efficacy scale among 300 sample of university students.



This figure demonstrates the distribution of general self-efficacy of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly deviates from a normal distribution.

**Table 4****Positive association between Academic burnout, Brief resilience and generalized self-efficacy.**

A correlation analysis was conducted to investigate the association between Academic burnout, brief Resilience and General self-efficacy. Spearman correlation test was used for the variables due to non-normal distribution (see table 3 for values of normality test). Results are shown in table 4.

Variables	N	1	2	3
ABS	300	-	-	.153**
BRS	300	-101	-	.419**
GSE	300	-	.101	.153**

*Note: ABS=Academic burnout scale, BRS= Brief resilience scale, GSE= General self-efficacy, Scale.*

The table show the association of academic burnout, resilience and self-efficacy among university students. The strong positive correlation between general self-efficacy and brief resilience suggests that higher levels of general self-efficacy are associated with higher levels of resilience the correlation coefficient between general self-efficacy and academic burnout is 0.153. The moderate positive correlation between general self-efficacy and academic burnout indicates that higher general self-efficacy is associated with lower levels of academic burnout. The correlation coefficient between brief resilience and academic burnout is 0.101. The weak positive correlation between brief resilience and academic burnout suggests that higher resilience is associated with lower academic burnout, although the correlation is not as strong as the relationship between general self-efficacy and resilience. The table suggests significant correlations between general self-efficacy, resilience, and academic burnout among the studied population. The

findings support the idea that fostering self-efficacy and resilience may be valuable strategies for addressing academic burnout among university students.

**Significant gender differences between Academic burnout, Brief resilience and Generalized Self efficacy.**

To study the gender wise difference among study variables (Academic burnout, Brief resilience and General Self efficacy). Man Whitney U-test was used for the scales due to non-normal distribution (see table 5 for values of normality test). Results are shown in table 5.

Variables	Male	Female	<i>U</i>	<i>P</i>
	Mean Rank	Mean Rank		
ABS	141.09	158.39	9872.5	.84
BRS	163.82	137.16	9170.0	.008
GSE	158.64	142.89	10057.5	.116

*Note=ABS=Academic burnout scale, BRS= Brief resilience scale, GSE= Generalized self-efficacy, P=significance*

The table provides the results of the Mann-Whitney U test for three psychological scales (ABS, BRS, and GSE) based on gender (Male and Female). There is no statistically significant difference in academic burnout scores between males and females ( $p = .084$ ). The Z statistic of -1.730 indicates that the mean rank for males is lower than that for females, but this difference is not significant. There is a statistically significant difference in brief resilience scores between males and females ( $p = .008$ ). The Z statistic of -2.666 indicates that the mean rank for males is significantly lower than that for females. There is no statistically significant difference in generalized self-efficacy scores between males and female ( $p = .116$ ). The Z statistic of -1.572 suggests a non-significant difference in mean ranks

between the two groups. the Mann-Whitney U test results suggest significant gender differences in brief resilience (BRS) scores, while no significant differences were found in academic burnout (ABS) and generalized self-efficacy (GSE) scores between males and females.

## Chapter 4

### DISCUSSION

The study's findings can provide insights into how resilience and self-efficacy influence academic success. As students, we constantly strive for high academic achievements, and understanding these psychological factors can help us enhance our study habits, coping mechanisms, and overall approach to learning. According to the scale author; the Cornbrash's alpha reliability of the academic burnout scale (ABS) was found to be 0.89. In current study, the reliability of the scale stands at 0.72 (Table 2) which is a valid reliability and the current reliability of this scale is also aligned with the previous study of (Naami 2019) in which the scale reliability is .075. The brief resilience scale is developed by (Smith teal. 2008) evaluates one's capacity to rebound or Bounce back from stress. It has six items, each of which is assessed on a 5-point Likert scale (strongly agree to disagree) from 1 to 4. Cranach's alpha ranged from .80 to .91, indicates strong internal consistency. In current study, the reliability of brief resilience stands at 0.49 (Table 2). The General self-efficacy scale consist of 10 items. The scale reliability according to author was 0.89. Its reliability stands at 0.73 in current study (Table 2). The general self-efficacy scale has been employed in a Pakistani sample, the alpha reliability for the English version in a few studies ranged from 0.75 to 0.84 (Aftab shah et al.,2015). The first hypothesis of this research was to explore the relationship between academic burnout, resilience and self-efficacy among university students. Previous studies and the findings presented in (Table3) of this research provide evidence to support this objective. The current study adds to the growing body of research highlighting the complex association between general self-efficacy, resilience, and academic burnout among university students. Our findings confirm

previous studies demonstrating a strong positive association between general self-efficacy and resilience. This suggests that students with higher self-belief in their abilities to cope with challenges are more likely to possess the resources necessary to bounce back from adversity, such as academic setbacks.

Furthermore, our analysis reveals a moderate positive correlation aligned with existing literature some prior researchers have confirmed the relationship between self-efficacy and burnout to describe the association between burnout and physiological states (Cherniss et al., 1993) Individuals with strong self-efficacy are more likely to engage in effective coping strategies, manage stress effectively, and persist in the face of difficulties, contributing to lower levels of burnout. While the relationship between resilience and academic burnout is positive, our findings suggest a weaker association between these two variables. These finding are congruent with their pervious literature (Rios-Risquez et al., 2016). The result of current study shows significant positive relationship between resilience and self-efficacy among university students. Thus, supporting ability to bounce back and overcome adversity. This study supports the findings of (Flach et al., 1988) that found a good association between self-efficacy and resilience. It explains how resilience had a strong and positive significant relationship with students' self-efficacy. In a similar vein, the present findings corroborate the research of (Hamad et al .2020), which discovered a substantial correlation between resilience and self-efficacy. Within the same framework, the results of this study corroborate those of Speight (2009), who found a favorable correlation between resilience and self-efficacy. Likewise, the outcomes of this investigation corroborate the conclusions of carried out by (Li et al. al., 2018) there is a positive association between resilience, and self-efficacy. Likewise, our study's outcomes

concurrent with the results of (Fayazi et al., 2018) resilience and self-efficacy are positively correlated. The current study's findings also supported the moderately positive link shown in the Italian study by (Sagone et al.2020) between resilience and self-efficacy. The results of the current study corroborate a research study on students done in Korea, which found a high and favorable association between self-efficacy and resilience (Moon et al., 2002). The association between academic burnout and self-efficacy and finding indicates positive relation between these two variables, as the finding support previous result by (Charkhabi et al., 2012) found that the relationship between academic burnout and its components with self-efficacy were statistically significant. This hypothesis results supports findings of (Speight, 2009) that a resilience is positively correlated with self-efficacy. The relationship between academic burnout and resilience is not significant in this study which support the previous finding of (Wang et al 2022).

The second hypothesis of this study is to find association of gender with study variable and there is no significant difference in male and female regarding burnout and these finding support with the exiting study of (Lin Hong et al., 2014) within the research related to academic burnout, there are not many differences between females and males both genders have the same feelings about their program of study (Backović et al., 2012). Another study that support our hypothesis showed that there is no significant difference in mean academic burnout among the students. This finding is in line with a study which explored gender differences in burnout of students in Nigeria (Arumede et al., 2019). Furthermore, a previous study showed among 36 postgraduate students, a no significant difference in present in mean burnout scores (Escudo, et al., 2019).Our finding also construct with the previous study of (Oyoo's et al., 2018) findings in this study, older students

experienced more academic burnout than younger students. It is predicted that as students age, they will have more life experiences and self-confidence, which will help them become more resilient and less likely to develop academic burnout. Researchers also indicated the relationship between resilience and gender among university students. Our finding also support the previous literature in the study by (Abu-Bakr et al., 2021) Female students demonstrated a higher score on resilience than men. The finding of self-efficacy and gender align with the pervious study of Shikullaku (2013), which states no significant differences were found in levels of self-efficacy among male and female

### **Conclusion**

In conclusion, this study delved into the association between academic burnout, resilience, self-efficacy, and among university students. Analysis was also done on demographic variables including gender. The findings shed light on critical psychological factors that influence academic success and contribute valuable insights for students striving for high academic achievements. The reliability analysis of measurement scales, including the Academic Burnout Scale (ABS), Brief Resilience Scale, and General Self-Efficacy Scale, demonstrated satisfactory internal consistency, aligning with previous research in the field. Notably, the study's results indicated a significant positive relationship between general self-efficacy and resilience, reinforcing the idea that students with higher self-belief in their abilities are more equipped to rebound from challenges, potentially mitigating academic burnout. While the study confirmed a positive correlation between resilience and academic burnout, the association was found to be weaker compared to the robust link between general self-efficacy and resilience. This nuanced understanding emphasizes the importance of self-belief in coping with academic



setbacks and stresses the need for targeted interventions to enhance students' self-efficacy. Moreover, the study found a significant positive relationship between resilience and self-efficacy among university students, supporting the notion that the ability to bounce back from adversity is closely tied to one's self-belief. These findings echo existing research and contribute to the growing body of evidence highlighting the integral connection between resilience and self-efficacy in academic settings. In exploring gender differences, the study found no significant variation in academic burnout between male and female students, aligning with previous research. The gender-related findings also revealed that female students demonstrated higher levels of resilience, consistent with prior studies, while no significant differences in self-efficacy were observed between male and female students. Finally, the study validated the hypothesis proposing a positive association between academic burnout and self-efficacy. This underscores the importance of addressing self-efficacy in academic settings to potentially mitigate the risk of burnout. The results contribute to the existing body of knowledge and offer practical implications for designing interventions and support systems to enhance students' psychological well-being and academic success. Overall, this research advances our understanding of the complex dynamics influencing students' mental health and academic outcomes

**Limitations.**

Following were the limitations of this study: The study used a correlational design, which means that the data was collected at one point in time. This thing limits its responses and its generalizability. Furthermore, the study is correlational design, which means that it cannot establish cause-and-effect relationships. Longitudinal studies could provide insights into the temporal dynamics and long-

term effects of these factors. The study used scales, which are self-administered, and self-report measures are subject to bias so, element of social desirability may hinder performance of participants.

### **Implications**

- By conducting this research, we will gain a deeper understanding of the factors that contribute to academic burnout, as well as protective factors such as resilience and self-efficacy. This increased awareness can help students, faculty, and university administrators recognize signs of burnout earlier and implement effective interventions.
- By better understanding the interactions between burnout, resilience and self-efficacy, universities can improve their mental health services. This may include providing more comprehensive counseling services, workshops on stress management and resilience-building techniques, and resources to improve self-efficacy.
- Building resilience and self-efficacy not only protects against burnout but is also essential for academic success. The study results can guide initiatives aimed at promoting these qualities in students, thereby improving their academic performance and overall health.
- This research will help researchers to identify the risk factors that lead to burnout and interventions can also be developed to help students manage their workload and obtain adequate amount of support Educational institutions can support the development of resilience in students through various means, such as providing resources for mental health support, promoting a positive school climate, teaching stress management techniques, and fostering a growth mindset.

## **Future Suggestion**

Qualitative studies are also suggested to get deeper insight of academic burnout with other factors like (study motivation, emotional exhaustion and other demographics variables).Future researches could benefit from investigating the various dimensions within each construct to gain a deeper understanding of their individual and combined effect. Future studies could aim to recruit a larger and more diverse sample to increase the external validity of the findings. Conducting longitudinal studies would provide a more in-depth understanding of the dynamic nature of academic burnout, resilience, and self-efficacy over an extended period. Future researches could explore the effectiveness of interventions targeting resilience and self-efficacy in reducing academic burnout. Implementing and evaluating such interventions would contribute valuable insights to preventative measures. Designing and implementing intervention programs that specifically target the enhancement of resilience and self-efficacy skills among students could be explored and evaluated for their impact on well-being.

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## APPENDIX-A

### Consent Form

I am Quratulain, student of BS Psychology at Capital University of Science and Technology, Islamabad. I conduct research about “Relationship between Academic burnout, Resilience and Self-efficacy among University Students”. It is requested to you to solve the given questionnaire and fill demographic sheet too. Your given information remains confidential. Your identity will be kept anonymous, and any data you provide will be coded and stored securely. Your participation In this study Is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty. By signing below, you confirm that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the research study and provide your informed consent.

Participant’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX-B****Demographic Information Sheet**

**For the following items, please select the response that is most descriptive of you or fill in the Blanks as appropriate.**

Gender  male    female

Age  18 -20     21-24     25 -26

Marital status  single     married     engaged     others

Study level  1<sup>st</sup> year     2<sup>nd</sup> year     3<sup>rd</sup> year     4<sup>th</sup> year

University  government     private     semi government

Current semester enrolled     1-3     3-6     6-9



## APPENDIX -C

### SCALES-1

5 I doubt the significance of my studies.					
6 Studying or attending a class is really a strain for me.					
7 In my opinion, I am a good student.					
8 I feel tired when I get up in the morning and I have to face another day at the university					
9 I feel used up at the end of a day at university.					
10 I have become less enthusiastic about my studies.					
11 During class I feel confident that I am effective in getting things done.					
12 I have become more cynical about the potential usefulness of my studies.					
13 I feel stimulated when I achieve my study goals.					
14 I have become less interested in my studies since my enrollment at the university.					
15 I can effectively solve the problems that arise in my studies.					

**SCALE-2**

**Respond to each statement below by circling one answer per row.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I tend to bounce back quickly after hard times.					
2. I have a hard time making it through stressful events.					
3. It does not take me long to recover from a stressful event.					
4. It is hard for me to snap back when something bad happens.					
5. I usually come through difficult times with little trouble.					
6. I tend to take a long time to get over setbacks in my life.					

**SCALE-3**

1 I can always manage to solve difficult problem if I try hard enough.				
2 if someone oppose me, I can find means and ways to get what I want,				
3 It is easy for me to stick to my aims and accomplish my goals.				
4 I am confident that I could deal efficiently with unexpected events.				
5 Thanks to my resourcefulness, I know how to handle unforeseen situation.				
6 I can solve most problems if I invest the necessary effort.				
7 I can remain calm when facing difficulties because I can rely on my coping abilities.				
8 When I am confronted with a problem, I can usually find several solutions.				
9 If I am in trouble, I can usually think of a solution.				
10 I can usually handle whatever comes my way.				



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August 7, 2023

**TO WHOM IT MAY CONCERN**

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Qurat Ul Ain**, registration number **BSP201019** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between academic burnout, resilience and self-efficacy among university students". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk



Permission to use your scale

Inbox



**Qurat ul ain** 5/18/2023

Respected author, I am Quratulain student of capital University of Science and technology. I



**Edgar Bresó...** 5/18/2023

to me ▾



Hi,

Find enclosed the questionnaire and cues to score it

Best

Missatge de Qurat ul ain <[arhamzoh123@gmail.com](mailto:arhamzoh123@gmail.com)> del dia dj., 18 de maig 2023 a les 5:12:

[Show quoted text](#)

—  
Edgar Bresó Esteve  
Director del Máster en Inteligencia Emocional y Coaching  
Departamento de Psicología Social  
Universitat Jaume I de Castelló  
Tlf: 964729568

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Permission to use your scale Inbox



**Qurat ul ain** 5/25/2023

Respected author, I am Quratulain student of capital University of Science and technology. I



**Schwarzer, R...** 5/25/2023

to me, health@zeda... ▾



<http://www.psyc.de/WORDPRESS/wordpress/requests/>

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Google Scholar | <https://scholar.google.de/citations?user=w2M4eIUAAAAJ&hl=en>

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**From:** Qurat ul ain <[arhamzoh123@gmail.com](mailto:arhamzoh123@gmail.com)>  
**Sent:** Thursday, May 25, 2023 7:31:07 PM  
**To:** [health@zedat.fu-berlin.de](mailto:health@zedat.fu-berlin.de)  
**Subject:** Permission to use your scale

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