The Relationship between Academic Burnout and Psychological Capital among Second-Year Nursing Students

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Abstract

Background: The nursing students in the second year go in-depth in studying medical surgical and critical nursing modules which may result in growing levels of academic burnout; therefore, the need to explore psychological capital as an effective coping strategy is crucial **Aim:** This study aimed to investigate the relationship between academic burnout and psychological capital among second-year nursing students at Ain Shams University. **Research Question:** What is the relation between academic burnout and psychological capital? **Setting:** The study was conducted in the faculty of nursing /Ain Shams University. **Subjects:** A convenient sample included 187 nursing students in the second year at the mean age. **Data collection tools:** The first tool was, a student interviewing questionnaire to gather data related to students' demographic and academic characteristics, the second tool was, The Maslach Burnout Inventory- Student Survey (MBI-SS) to assess the student burnout level, the third tool was the Psychological Capital Questionnaire (PCQ) to assess the student psychological capital level. **Results:** This study revealed that more than two-thirds of the students have a moderate level of academic burnout and more than half have a moderate level of psychological capital. **Conclusion:** It could be concluded that there was a highly statistically significant negative correlation between total academic burnout and total psychological capital among second-year nursing students. **Recommendation:** Nursing educators should focus on preventing academic burnout among students by early detection and implementing effective interventions using psychological capital as a positive coping strategy to reduce it.

Keywords: Nursing students, Academic Burnout, Psychological Capital.

Introduction

Nursing students face various stressors during their academic studies, including fear of failure, difficulty coping with overwhelming assignments and clinical exams, a lack of professional nursing skills, and unfamiliarity with patients' diagnoses and treatment options ***(Majrashi et al., 2021).*** Fear of making mistakes, especially while dealing with significant problems. Additionally, a lack of therapeutic communication skills can result in interpersonal conflicts, negatively impacting social life and family roles. Prolonged stress exposure among nursing students may result in academic burnout ***(Osman et al., 2022).***

For nursing students, becoming a nurse is a challenging and tough process. Nursing students are under considerable academic stress as they work to develop their professional knowledge and abilities, which may increase their risk of psychological issues like burnout ***Kong et al., (2021); Labrague et al., (2018).*** Academic burnout has been linked to poor academic achievement, impaired psychological health, lack of occupational readiness, and poor future clinical outcomes among nursing students ***(March-Amengual et al., 2022).***

One psychological indicator of ongoing academic stress in students is academic burnout. It is recognized to have three dimensions, which include cognitive and emotional elements:(a) Cynicism, a cognitive aspect that is defined as a detached attitude of being cynical and less enthusiastic towards study; (b) Inefficacy (reverse of efficacy), another cognitive aspect that is defined as the tendency to take a pessimistic view of one's academic achievements; (c) Emotional exhaustion, referring to an emotional aspect of being emotionally drained by overloaded academic demands and a lack of resources (***Gao, 2023).***

Compared to third- and fourth-year students, first- and second-year students with no prior clinical practice experience displayed higher stress levels ***(Cho & Kang, 2018).*** Nursing

students' academic burnout is significantly influenced by stress. Previous students' stress levels vary depending on the curriculum year and clinical practice experience ***(Shin & Hwang, 2020).***

To cope with the stress of college life, some students adopt active coping techniques, while others believe they have no control over the situation, which can lead to avoidance behaviors and passive coping strategies like substance addiction. This behavior can lead to critical and negative attitudes toward education, resulting in a loss of interest and confidence in one's ability to graduate ***(Alkhawaldeh et al., 2023).***

Psychological capital is a positive mental state that shows up during the process of growth and development. It is characterized by (self-efficacy), which is the belief that one can complete difficult tasks, (optimism), which is the belief that one will succeed in the present or the future, (resilience), which is the belief that one can persevere through hardships and setbacks and achieve goals, and (hope), which is the belief that one will succeed in pursuing goals and changing course when needed. The study of psychological capital has steadily shifted from human resources to education; prior research shows a negative correlation between job burnout and nurses' psychological capital ***(Li et al., 2019).***

The proportional influence of psychological capital in identifying favorable outcomes has been reported in the literature. Self-efficacy, optimism, hope, and resilience make up Psychological Capital (PsyCap), a well-known and studied set of psychological resources that have been empirically shown to be a good predictor of many significant positive attitudes and behaviors, including psychological well-being, job performance, and goal achievement ***(Salanova, & Ortega-Maldonado, 2019).***

Academic burnout and academic engagement were positively and inversely correlated with students' psychological capital; the greater their academic engagement, the lower their burnout ***(Wang et al., 2021).*** Most psychological capital's effects on learning are beneficial. For instance, psychological capital can decrease academic burnout, raise motivation, enhance engagement, enhance academic success, and improve students' adaptability to learning. Psychological capital can mediate or moderate interactions between other variables and act directly on learning-related variables ***(Li et al., 2023).***

Nursing students must participate in psychological capital interventions since they can be developed and efficiently controlled. This is especially important when it comes to the negative psychological impacts of the COVID-19 pandemic, such as disorientation, anxiety, and symptoms of post-traumatic stress disorder ***(Brooks et al., 2020; Cao et al., 2020).***

Significance of the study:

Under the pressure of long-term learning, students begin to retreat or do not want to participate in the process of learning, and this finally leads to physical or emotional exhaustion, academic inefficacy, and cynicism toward studying ***(Wang et al., 2019).*** The observed prevalence of academic burnout among nursing students indicated that 46% of nursing students experienced burnout overall, with mild burnout coming in at 26.1%, moderate burnout at 47.7%, and severe burnout at 22.5%. The high rate of burnout among nursing students can have negative effects on future care quality, academic progress, and dropout rates ***(Arian et al., 2023).***

Individuals with higher levels of psychological capital are less likely to experience academic burnout, psychological capital provides individuals with the resources and coping mechanisms to deal with the challenges and stressors of academic life ***(Wang et al., 2021).*** Therefore, it is important to assess the relationship between academic burnout and psychological capital among second-year nursing students to improve the level of students' psychological capital and help reduce their learning burnout.

Aim of the Study:

This study aims to assess the relationship between academic burnout and psychological capital among second-year nursing students at Ain Shams University.

Research question:

What is the level of academic burnout among second-year nursing students?

What is the level of psychological capital among second-year nursing students?

What is the relation between academic burnout and psychological capital?

Subjects and Methods

Technical Design:

Research Design:

A descriptive explanatory design was used to conduct this study.

Research Setting:

The study was conducted in the Faculty of Nursing at Ain Shams University in the lecture hall allocated for second-year students **(Professor: Zeinab Lotfy)** on the ground floor in front of the college council hall in the faculty building.

Subjects:

Our sample included 187 students studying in the second year. The selection of the sample was made by **the Community, Environmental and Occupational Medicine Department, Faculty of Medicine, Ain Shams University, 2021,** which determined a convenience sample of nursing students selected according to using the G power program for sample size calculation, setting power at 80%, alpha error at 5%, and effect size difference d= 0.2, a sample size of at least 180 students was needed.

Tools for data collection:

Data were collected using the following tools:

The tool I: I- Student's Interviewing questionnaire: It was designed by the researcher in the English language to assess the socio-demographic data, it included two parts as the following:

Part 1: Student's demographic characteristics: It included demographic data about students such as age, gender, residence, marital status, nationality, family size, living during studying, and financial support.

Part 2: b) Student's academic characteristics: It included data about student's academic characteristics such as educational level before admission to the faculty, reasons for joining the faculty, satisfaction with studying nursing, grade in the previous year, ambitions after graduation, and problems that the student face while studying.

Tool II: The Maslach Burnout Inventory-Student Survey (MBI-SS): This tool was adopted by ***Schaufeli, et al., (2002)*** to assess student burnout. It consisted of 15 items. The MBI-SS has three subscales that evaluate the three dimensions of burnout. These include Emotional Exhaustion (5 Items), Cynicism (4 Items), and Academic Efficacy (6 items).

Scoring system

All items on the MBI-SS are rated on a 7-point rating scale ranging from (0) to (6), as 6= always, 5= very often, 4= often, 3= regularly, 2= rarely, 1= very rarely, and 0= never. Emotional exhaustion and cynicism were negative statements while academic efficacy was positive, so each statement's response was distributed with a reversed score. Academic Burnout scale scores were considered across five subscales by the following measures: 0- 18 meaning very low, 19-36 meaning low, 37-54 meaning moderate, 55-72 meaning high, and 73- 90 meaning very high.

Tool III- Psychological Capital Questionnaire (PCQ):

The Psychological Capital Questionnaire was modified by the researcher based on ***Luthans, et al., (2007)*** it consists of 39 items including 4 subscales that were used to measure the Psychological Capital (PsyCap) construct. The PCQ is designed to assess the four components of PsyCap: self-efficacy (15 items), hope (11 items), resilience (6 items), and optimism (7 items).

Scoring system:

All items on (the PCQ) are rated on a 3-point rating scale ranging from 0 to 2 (2= always, 1= sometimes, 0= rarely). Psychological Capital scores were considered across four components by the following measures: 0- 26 meaning low, 27- 52 meaning moderate, and 53- 78 meaning high.

Operational design:

The operational design of this study included the preparatory phase, validity and reliability of the developed tools, pilot study, fieldwork, and ethical considerations.

Preparatory phase:

It includes reviewing the past and recent related literature and different studies covering the various aspects of the psychological capital of students by using textbooks, articles, periodicals, magazines, and online references to develop tools for data collection.

Tools validity:

To achieve the trustworthiness criteria of data collection tools in this study, the tools were tested and evaluated for their face and content validity. Face and content validity were tested by experts in the field of the study, five experts from nursing faculty professors in psychiatric and administration nursing departments from Ain Shams University to ascertain relevance, clarity, and completeness of the tools. Experts elicited responses were either agreed or disagreed with modifications for the face validity. The developed tools were modified according to the experts' opinions. These modifications included omission, addition, and rephrasing of some questions.

Reliability:

The reliability was conducted by using the Alpha-Cronbach Test to measure the internal consistency of the tool used in the current study. The internal consistency was measured to identify the extent to which the items of the tool measure the same concepts and correlate with each other. For reliability, a test-retest was done (0.88). The Alpha Cronbach for the psychological capital questionnaire was 0.90 for the whole test and ranged from 0.80 to 0.87 for the four subscales. Cronbach's alpha coefficients of the four subscales were as follows: Self-efficacy (.87); Hope (.84); Resilience (.86); and Optimism (.80).

Pilot study:

A pilot study was conducted including (18) nursing students in their second year (10 % of the total sample size) during the day they were attending nursing lectures, to ensure the clarity and simplicity of the study questions, applicability of the study, and the time needed to fill in the study tools and intervention. A few modifications were made after the pilot study. Those Nursing students who were included in the pilot study were excluded later from the actual study sample.

Regarding Psychological Capital:

1. In "hope" Part: changed the sentence "I can think of specific ways to do well in my classes" to "I can think of specific plans to do well in my classes".
2. Added "positive outlook" to the sentence: I approach studying as if "every cloud has a silver lining."

Ethical consideration:

Ethical approval was obtained from the Dean of the Faculty of Nursing, at Ain Shams University. In addition, written approval was obtained from every participant who agreed to share in the study. The study subjects were assured that all the gathered data were used for the research purpose only considering complete anonymity and confidentiality would be guaranteed and the right to withdraw from the study at any time. The ethics, values, culture, and beliefs of the study subjects were also respected.

Fieldwork:

The actual fieldwork of the data collection process consumed three months in the academic year 2021/2022; starting from the beginning of November 2021 till the end of January 2022.

The researcher interviewed the students who agreed to participate in the study and fulfilled the criteria. Written approval was obtained from every participant who agreed to share in the study after an explanation of the aim and expected outcomes. The data collection tools took from 10 to 15 Minutes.

Confidentiality of any obtained information was assured. The students were informed about their right to participate or not in the study and withdraw at any time without giving any reason. The participants were also assured of anonymity and informed that data would only be used for the study.

Administrative design:

An official approval explaining the aim of the study was obtained from the Dean of the Faculty of Nursing, Ain Shams University to the director of Medical Surgical and Critical Nursing Departments to obtain permission and cooperation to carry out the study.

Statistical design:

The collected data were organized, coded, and analyzed by using appropriate statistically significant tests. Recorded data were analyzed using the statistical package for social sciences, version 23.0 (SPSS Inc., Chicago, Illinois, USA). Quantitative data were expressed as mean ($\bar{X}$) ± standard deviation (SD). Qualitative data were expressed as frequency and percentage. P value <0.05 was considered significant.

Results

Table (1) shows that 60.43% of the students' ages ranged from18 < 20 years old with a mean and standard deviation of 19.9 ±1.28, 74.9% were females, 57.2% were from urban areas, 98.4% of the students were single and 99.5% Egyptian. As regards their family size 50.8% of the students were live with families ranging from 3 ≤ to 5 people. Also, it was found that 90.4% of them lived with their families and it clarifies that 67.4% of them were supported financially by their fathers, while 14.5% of them supported themselves financially.

Table (2) illustrates that 52.9% of the students graduated from secondary school, 45.9% joined the nursing faculty according to their desire, 70.1% of them were satisfied with studying Nursing, 56% got an excellent grade in the previous year, and 57.8% wanted to travel abroad after graduation. Additionally, 65.8% reported that many academic tasks were the major problem they faced during studying.

Table (3) clarifies that 70.1% of the students have a high level of academic exhaustion, 54.6% of them have a moderate level of cynicism, and 55.6% of them have a low level of academic efficacy.

Figure (1) reveals that 75% of the students have a moderate level of total academic burnout.

Table (4) clarifies that 67.9% of the students have a moderate level of academic self-efficacy, 52.4% of them have a high level of academic hope, 58.3% of them have a moderate level of academic resilience, and 47.6% of them have a high level of academic optimism.

Figure (2) reveals that 54.6% of the students have a moderate level of total psychological capital.

Table (5) displays that there was a highly statistically significant negative correlation between total academic burnout and total psychological capital (P < 0.001).

Table (1): Distribution of demographic characteristics among the studied subjects (n=187).

Student's characteristics	No.	%
Age (years):		
• Less than 18 years	1	0.5
• (18 < 20)	113	60.4
• (20 ≤ 22)	73	39.1
X̄ ±SD: 19.9 ±1.28		
Gender		
• Male	47	25.1
• Female	140	74.9
Residence		
• Rural	80	42. 8
• Urban	107	57.2
Marital status		
• Single	184	98.4
• Married	3	1.6
Nationality		
• Egyptian	186	99.5
• Other (Somalia)	1	0.5
Family size		
• **3 ≤ 5**	95	50.8
• **6 ≤ 8**	86	45.9
• **More than 9**	6	3.3
Living during studying:		
• With family	169	90.4
• With relatives	7	3.7
• In dormitory	1	0.6
• With colleagues outside the dormitory	7	3.7
• Grandfather or grandmother	3	1.6
Financial support:		
• Father	126	67.4
• Mother	24	12.8
• Brother	3	1.6
• Yourself	27	14.4
• Grandfather or grandmother	7	3.7

Table (2): Distribution of academic characteristics among the study subjects (n=187).

Academic characteristics	No.	%
Educational level before admission to the faculty:		
• Secondary school	99	**52.9**
• Technical institute	88	47.1
Reasons for joining the faculty:		
• Desire to enroll.	86	**45.9***
• Desire of parents	26	13.9
• Instead of other medical faculties.	56	29.9
• The total marks are the reason for enrollment	29	15.5
• Guaranteed employment, opportunities are enough	49	26.2
Satisfaction with studying Nursing:		
• No	9	4.8
• Yes	131	**70.1**
• To some extent	47	25.1
Grade in the previous year:		
• Accepted	3	1.6
• Good	10	5.4
• V. Good	69	36.9
• Excellent	105	**56.1**
Ambitions after graduation:		
• Academic staff	74	39.6*
• Travelling abroad	**108**	**57.8**
• Officer in the Military	31	16.6
• Managerial work in a hospital	34	18.2
• Staff nurse in a hospital	21	11.2
• Career shift	13	6.9
Problems that the student faces while studying:		
• A lot of academic tasks.	**123**	**65.8***
• A lot of exams.	44	23.5
• The academic staff communication.	14	7.5
• The clinical training time.	22	11.8
• Ineffective communication with colleagues.	19	10.2
• Problems outside the faculty like transportation	33	17.7

****Multiple answers are available***

Table (3): Distribution of academic burnout components among the study subjects (n=187).

Components	Low		Moderate		High	
	No.	%	No.	%	No.	%
Academic Exhaustion	5	2.7	51	27.3	131	70.1
Cynicism	40	21.4	102	54.6	45	24.1
Academic efficacy	104	55.6	79	42.3	4	2.1

Figure (1) Distributions of total academic burnout among the study subjects (n=187).

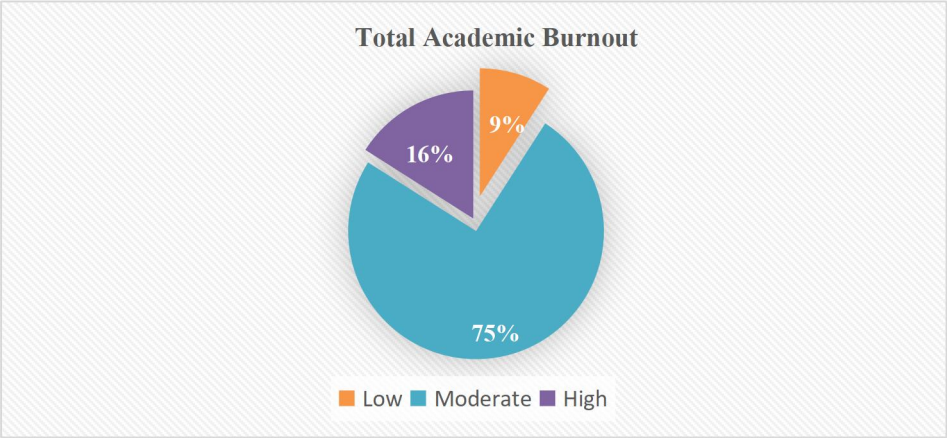

Table (4): Distribution of psychological capital components among the study subjects (n=187).

Components	Low		Moderate		High	
	No.	%	No.	%	No.	%
Self-efficacy	13	6.9	127	67.9	47	25.1
Hope	17	9.1	72	38.5	98	52.4
Resilience	13	6.9	109	58.3	65	34.8
Optimism	20	10.7	78	41.7	89	47.6

Figure (2) Distributions of total psychological capital among the study subjects (n=187).

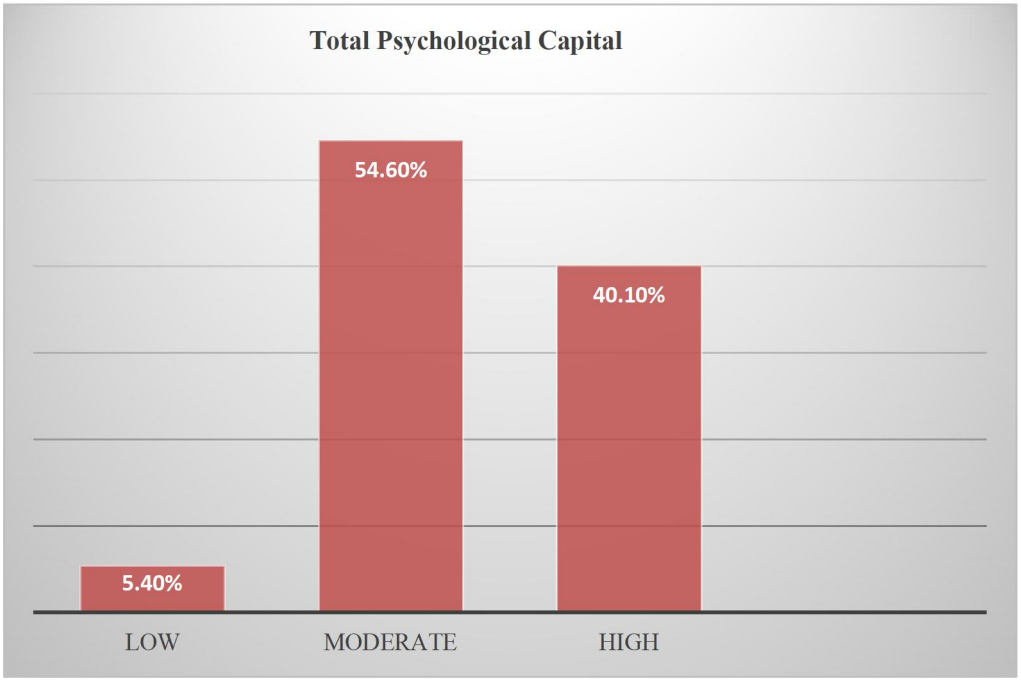

Table (5): Correlation between total academic burnout and total psychological capital among the study subjects (n=187).

Components		Cynicism	Academic efficacy	Self-efficacy	Hope	Resilience	Optimism
Emotional Exhaustion	R	**0.50**	**0.27**	**-0.28**	**-0.38**	**-0.33**	**-0.44**
	P Value	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
Cynicism	r		**0.20**	**-0.17**	**-0.33**	**-0.31**	**-0.38**
	P Value		0.006**	0.02280	0.000**	0.000**	0.000**
Academic efficacy	r			**-0.46**	**-0.47**	**-0.40**	**-0.36**
	P Value			0.000**	0.000**	0.000**	0.000**
Self-efficacy	r				**0.66**	**0.56**	**0.54**
	P Value				0.000**	0.000**	0.000**
Hope	r					**0.66**	**0.67**
	P Value					0.000**	0.000**
Resilience	r						**0.67**
	P Value						0.000**

*r-Pearson Correlation Coefficient; p-value >0.05 is insignificant; *p-value <0.05 significant correlation; **p-value <0.001 highly significant.*

Discussion

Academic burnout is alarmingly common among newly graduated nurses and even nursing students when they enter clinical rotations. Burnout has been linked to professional and workplace turnover; hence it is important to prevent it. More than ever before, there is a demand for qualified nurses because of the COVID-19 epidemic, the aging nursing workforce, and recurrent attrition. It's important to comprehend burnout more fully, especially among nursing students. A deeper understanding of this demographic may result in educational practices that better educate nursing graduates ***(Horan, 2022).***

Research has found that students with higher levels of psychological capital are less likely to experience academic burnout. This is because psychological capital provides individuals with the resources and coping mechanisms to effectively manage stress, maintain motivation, and persist in the face of challenges ***(Li et al., 2023).*** Previous research discovered that high psychological capital in college students could promote learning, overcome barriers, facilitate future goal achievement, and it was significantly related to academic engagement furthermore psychological capital, as a positive psychology variable, could help nursing students improve their academic engagement and reduce burnout ***(Wang et al., 2021).***

This study aims to assess the relationship between academic burnout and psychological capital among nursing students at Ain Shams University.

Demographic Data:

Regarding the demographic characteristics of the studied sample, the findings of the present study showed that less than two-thirds of the study subjects' ages ranged from18 < 20 years old with a mean and standard deviation of 19.9 ±1.28, around three-quarters were females, more than half of them were lived in urban areas, most of them were single. As regards their families, it was found that half of them lived with families consisting of 3 ≤ 5 members. Most of them lived with their families in addition more than two-thirds of them were supported financially by their fathers.

From the researcher's point of view, females in the last years always sought to be more competent because the nursing career is suitable for females as well as it is a well-granted job, so they searched to enhance their personalities and careers by continuing learning, which may explain why most of the studies have many female students.

Despite males always seeking to join nursing faculties because of the well-granted financial standards, they may ignore to enhance their psychological abilities and only concentrate on graduation for joining the workplace, as well, the findings are compatible with the Egyptian community standards in that most of the students live with their families because they are too young to take responsibility for studying and work at this age, in addition, they are single and that expected because the community concepts encouraged finishing the stage of higher education at first and then get married.

These findings agree with ***Skodova et al., (2017)*** who carried out a study entitled "Burnout Syndrome among Health Care Students: The Role of Type D Personality" and found that the sample was highly homogeneous regarding age (M=20.2, SD±1.15), most of the students were female, and most of the students were living with their parents or family.

Likewise, the results were like ***Njim et al., (2018)*** who carried out a study titled "Determinants of burnout syndrome among nursing students in Cameroon: a cross-sectional study" and found that age ranged (from M=22.28, SD ±3.61), most of the students were female, and most of them too were single.

Academic Data:

Regarding of academic characteristics of the studied sample, the findings showed that half of the study subjects graduated from secondary school, nearly half of them joined the faculty of Nursing according to their desire, more than two-thirds of them were satisfied with studying nursing, more than half of them got an excellent grade in the previous year, also more than half of them wanted to travel abroad after graduation and about two-thirds reported that many academic tasks were the major problem they faced during studying.

From the researcher's point of view, these findings of high satisfaction levels may be related to that It's beneficial in many ways to study nursing, compared to many other degree programs, students who study nursing gain a broad foundation in science and medicine and have the chance to specialize. Many students discover that their nursing education fits effortlessly into their existing lifestyle due to the range and variety of nursing programs available, also it gives the students greater practical experience and offers them a broad and secure professional path.

High grades may be related to that nearly half of the students joined the faculty after two years of studying in a high institute of nursing and as a main condition for joining the nursing faculty, they got an excellent grade, In the same context the joining of the faculty required high grades in secondary school.

From the researcher's point of view, the findings of more than half of the students wanted to travel abroad after graduation may be related to the desire of the students to gain more experience about advanced technologies available in foreign countries as well as promote their social stander by gaining sufficient salaries, in addition to benefits from traveling itself like identifying different cultures, learning another language and entertainment.

From the researcher's point of view, many academic tasks were the major problems the students faced while studying, which may be related to the second year in nursing faculty contains the medical surgical and critical nursing curriculum, which considered the basics of the nursing profession, in this year the students face the first experience with a lot of theoretical topics and many practical procedures in addition to medical subjects.

These findings agree with ***Hwang and Kim (2022)*** who carried out a study entitled "Factors affecting academic burnout of nursing students according to clinical practice experience" and found that more than two-thirds of the participants were satisfied with their major and professors, respectively, and most of them of the participants showed had high implications for nursing.

As well these findings agree with ***Horan, (2022)*** who carried out a study entitled "Burnout and Psychological Capital in Baccalaureate Nursing Students Enrolled in Clinical Rotations" and found that around half of the participants were satisfied by studying nursing. Unlike these findings disagree regarding previous experience in healthcare, it was found that less than two-thirds had some type of healthcare experience. Also, it was found that all the participants found exams, other testing, and academic course load to be a little stressful or highly stressful.

Conversely, these findings disagreed with ***Saleh Abou Elyazied et al., (2022)*** who carried out a study entitled "Influence of Psychological Capital on Nursing Students Engagement" and found that most of the students graduated from secondary school and less than a quarter of them joined the faculty of Nursing according to their desire.

These findings disagreed with ***Zhu et al., (2023)*** who carried out a study entitled "Relationship between Anxiety, Depression and Learning Burnout of Nursing Undergraduates after the COVID-19 Epidemic: The Mediating Role of Academic Self-Efficacy" and found that students' academic record was less than half of them got a good grade.

Burnout dimensions among second-year nursing students:

Regarding emotional exhaustion among the studied sample, the findings showed that more than two-thirds of them have high emotional exhaustion, more than half of them have moderate levels of cynicism, and more than half of them have a low level of academic efficacy.

From the researcher's point of view, these findings may be related to different factors. The students practice many nursing procedures under closed supervision from demonstrators, completion, and comparison between colleagues, restricted practical time, lack of academic support, the difference between actual academic curriculum and real practice in the hospital, and lack of academic services as well, they have social life stress.

These findings agree with ***Quina Galdino, et al., (2020)*** who carried out a study entitled "Burnout among nursing students: a mixed

method study" and found that more than three-quarters of participants had high emotional exhaustion, less than one-third had high depersonalization (cynicism) and less than a quarter of them low academic effectiveness.

Also, these findings agree with ***Ghods et al., (2022)*** who carried out a study entitled "Academic Burnout in Nursing Students: An Explanatory Sequential Design" and found high levels of emotional exhaustion, cynicism, and efficacy.

Total academic burnout:

As regards the total academic burnout of the students the results revealed that more than two-thirds of them have a moderate level of academic burnout.

From the researcher's point of view, that may be due to ineffective coping strategies, lack of motivation, bad current health status, weak peer relationships, incompetent academic staff communication with students, lack of problem-solving skills, and high expectations from family and professors which lead to burnout moreover, the higher requirements of nursing education, the complexity of modules, and stress in clinical practice.

These findings are consistent with ***Ghods et al., (2021)*** who found that nursing students had higher levels of burnout than the national average. Also, these findings agree with ***Hwang and Kim (2022)*** who found that the total score of academic burnout was higher in first- and second-year students without clinical practice experience.

Likewise, these findings agree with ***Chen et al., (2022)*** who carried out a study entitled "Correlation analysis of self-directed learning ability, self-efficacy and academic burnout of junior nursing college students in closed management colleges" and found that the level of academic burnout of nursing students in colleges is high.

As well, these findings agree with ***Zhu et al., (2023)*** who found that most nursing undergraduates acknowledged the existence of learning burnout under the normalization of COVID-19 and the degree of learning burnout was above average.

Psychological capital components among second-year nursing students:

Regarding psychological capital components among the studied sample, the findings showed that more than two-thirds of them have a moderate level of self-efficacy, more than half of them have a high level of hope, more than half of them have a moderate level of resilience and more than half of them have a moderate level of optimism.

The researcher can explain the finding of self-efficacy that may suggest that a majority of the students possess a moderate belief in their capabilities to accomplish a particular task or reach a specific objective. They have a lack of self-awareness, lack of skills, and need support from professors. This implies that while they may not have exceptionally high confidence, they still believe in their ability to perform reasonably well. So, to foster higher levels of self-efficacy, it's important to provide individuals with opportunities to develop their skills, receive positive reinforcement, and overcome challenges that gradually increase in difficulty.

These findings agree with, ***Terry et al., (2020)*** who carried out a study entitled "Occupational self-efficacy and psychological capital amongst nursing students: A Cross-Sectional study understanding the malleable attributes for success" and found that nursing self-efficacy was higher in year 3 students as compared to year 1 students and two PsyCap items (self-efficacy and hope) were significant independent predictors and explained of the variance in nursing self-efficacy.

These findings disagree with ***Khaldon Al-Dababi et al., (2019)*** who carried out a study entitled "Optimism and its relationship to self-efficacy and happiness among students at the Jordan University of Science and Technology" and found that the participants have a high level of self-efficacy.

From the researcher's point of view, the finding of hope may be related to the student's ability to set realistic and achievable goals which help him to develop a sense of purpose and direction, which can contribute to academic hope. Social support: Having supportive teachers, parents, and peers can help students develop a positive outlook on their academic abilities and prospects. Positive experiences: Experiencing success in academic settings can reinforce students' beliefs in their abilities and contribute to academic hope. The students develop more

challenging and well-defined goals, that take longer time to achieve, and more skilled goal-making behaviors, also they have a belief in their ability to construct effective strategies for achieving those goals, and sufficient motivation to put those plans into action.

These findings agree with ***Griggs and Crawford (2019)***, who carried out a study entitled "Differences in hope, core self-evaluations, emotional well-being, and health risk behaviors in freshman university students" and found that higher hope scores among participants. Likewise, these findings agree with ***Rad et al., (2017)*** who found that average hope scores among participants.

From the researcher's point of view, the finding of resilience may be related to the students sometimes coping effectively with academic stressors and beginning to put a plan for their academic success also they believe in their abilities and who feel confident in their ability to succeed are more likely to be resilient. Students who have developed healthy coping skills, such as problem-solving, stress management, and self-care, are more likely to be resilient.

These findings agree with ***Chow et al., (2018),*** who carried out a study entitled "Resilience and Well-being of University Nursing Students in Hong Kong: a cross-sectional Study" and found that the study participants reported moderate levels of resilience and well-being.

Conversely, these findings were inconsistent with ***Janatolmakan et al., (2021)*** who carried out a study entitled "The Relationship between Resilience and Academic Burnout among Nursing and Midwifery Students in Kermanshah, Iran" and found that academic burnout in nursing and midwifery students was moderate, although resilience was quite high. Given the inverse relationship between resilience and academic burnout.

From the researcher's point of view, the finding of optimism may be related to ineffective communication between students and professors or teaching assistants, moderate social support, moderate motivation, a moderate locus of control, and a negative self-concept. Also, some factors may influence academic optimism, like democratic parenting and the college climate.

These findings agree with ***Khaldun Al-Dababi et al., (2019)*** who found that optimism was an average level among the studied sample.

These findings agree with ***Ratnawati et al., (2021)*** who carried out a study entitled "Development of Academic Optimism Model in Learning for Junior High School Students" and found that more than half of students have a moderate level of academic optimism.

The findings were inconsistent with ***Liao & Liu (2016)*** who carried out a study entitled "The impact of structural empowerment and psychological capital on competence among Chinese baccalaureate nursing students: a questionnaire survey" and found that optimism scored the highest level among the studied sample.

Total Psychological Capital:

As regards the total psychological capital among the study subjects, the findings demonstrate that more than half of them have a moderate level of psychological capital.

From the researcher's point of view, these findings may be related to different factors. The students face life stressors with personal attempts, lack of social support from significant persons, and lack of assertiveness, while they have a lot of dreams and want to achieve them.

These findings are also in agreement with ***Saleh Abou Elyazied et al., (2022)*** who found that half of the Nursing students had a moderate level of psychological capital, considering hope is the highest dimension.

These findings agree with ***Liang et al., (2018)*** who carried out a study entitled "The psychological capital of left-behind university students: A description and Intervention study from China." and found that the psychological capital of students was moderate, with lower self-efficacy, optimism, hope, and overall psychological capital than control subjects; and ***Horan, (2022)*** who stated that the participants demonstrated moderate levels of PsyCap.

Unlike, these findings are inconsistent with ***Wang et al., (2021)*** who carried out a study entitled "The mediating effect of academic engagement between psychological capital and academic burnout among nursing students during the COVID-19 pandemic: A cross-sectional

study" and found that low score of psychological capital.

Correlation between total academic burnout and total psychological capital:

As regards the correlation between total academic burnout and total psychological capital there was a highly statistically significant negative correlation between total academic burnout and psychological capital.

From the researcher's point of view, the findings may be due to the students being overwhelmed by academic duties, lack of academic guidance, peer support, and using emotional coping methods furthermore they have a series of struggles to finish their academic graduation.

These findings agree with ***Yu et al., (2021)*** who carried out a study entitled "Impact of Family Cohesion and Adaptability on Academic Burnout of Chinese College Students: Serial Mediation of Peer Support and Positive Psychological Capital" and found that PsyCap was negatively related to academic burnout.

These findings agree with ***Barratt and Duran, (2021)*** who carried out a study entitled "Does psychological capital and social support impact engagement and burnout in online distance learning students?" and found that the correlations show PsyCap to have a significant negative association with academic burnout.

Likewise, these findings agree with ***Wang et al., (2021)*** who found that psychological capital was positively related to academic engagement and negatively related to academic burnout.

Conclusion

According to the results of this study, it can be concluded that; there was a highly statistically significant negative correlation between total academic burnout and total psychological capital.

Recommendations

In the light of findings of the present study, the following recommendations are suggested:

1. Providing psychological support, especially in clinical placement and early detection of signs of academic burnout, and implementing effective interventions to reduce it.
2. Conducting workshops about using psychological capital as a positive coping strategy
3. Performing counseling sessions, especially for the students in the first year to help students to express their negative emotions.
4. Engage the students into a program applying psychological capital as a positive coping strategy tool to enhance academic burnout.

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