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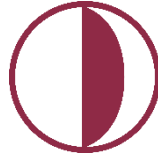
DEPARTMENT OF PSYCHOLOGICAL GUIDANCE AND COUNSELING

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL
RESILIENCE AND ACADEMIC BURNOUT AMONG
UNIVERSITY STUDENTS IN NORTH CYPRUS

CHINECHEREM FAVOUR NWEKE

MASTER'S THESIS

NICOSIA 2019



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DECLARATION

I Chinecherem Favour Nweke, hereby declare that this dissertation entitled “The Relationship between Psychological Resilience and Academic Burnout and North Cyprus Students” has been prepared myself under the guidance and supervision of ‘Doç.Dr.Yağmur Çerkez’ in partial fulfillment of the Near East University, Graduate School of Educational Sciences regulations and does not to the best of my knowledge breach any law of copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

CHINECHEREM FAVOUR NWEKE

---/---/2019

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DEDICATION

I dedicate this thesis to my Lovely mother, who has been with and helping me through her prayers, her words of encouragement and great advise. You deserve so much more I love you.

The completion of this Thesis is a result of you been a great mother to me and those upbringing stayed with me althrough. I can go on about why i dedicate this thesis to my mother, my Super woman but words are not enough.

ABSTRACT

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL RESILIENCE AND ACADEMIC BURNOUT AMONG UNIVERSITY STUDENTS IN NORTH CYPRUS

Resilient people utilize effective adapting techniques, an understanding of fact, an intense and enormous belief, and also the potential to improvise. Few studies located that burnout was visible extra among female than in male students. This study was done to ascertain the relationship between psychological resilience and academic burnout. The population of the study was Near East University students and the sample was randomly selected. 300 participants was used for this study including male and female. Age range of participants was between 18 to 60 years. Educational level was also a factor in the study from undergraduate to phd. The result of the study proves that there is no relationship between psychological resilience and academic burnout among university students in North Cyprus. For future studies its recommended that more qualitative studies should be done on this two variables and also more studies on the relationship and effect of resilience and academic burnout should be done for more clarity. For future research, a qualitative research method should be used to understand the role gender plays in academic burnout and also the resilience level.

Key Words: Psychological resilience, Academic burnout, students

ÖZET

KIBRIS KIBRIS'TA ÜNİVERSİTE ÖĞRENCİLERİ ARASINDAKİ PSİKOLOJİK DAYANIM VE AKADEMİK ARASINDAKİ İLİŞKİLER

Esnek insanlar, etkili adaptasyon teknikleri, bir gerçekçilik anlayışı, yoğun ve muazzam bir inanç ve ayrıca doğaçlama potansiyeli kullanırlar. Tükenmişliğin, kız öğrencilerde erkeklerden daha fazla görüldüğünü gösteren az sayıda çalışma. Bu çalışma, psikolojik dayanıklılık ile akademik tükenmişlik arasındaki ilişkiyi belirlemek için yapılmıştır. Araştırmanın popülasyonu Yakın Doğu Üniversitesi öğrencileriydi ve örneklem rastgele seçildi. Bu çalışmada erkek ve kadın olmak üzere 300 katılımcı kullanılmıştır. Katılımcıların yaş aralığı 18 ile 60 yıldır. Eğitim düzeyi de lisanstan doktora çalışmasına kadar bir faktördür. Çalışmanın sonucu, Kuzey Kıbrıs'taki üniversite öğrencileri arasında psikolojik dayanıklılık ile akademik tükenmişlik arasında bir ilişki olmadığını kanıtlamaktadır. Gelecekteki çalışmalar için bu iki değişken üzerinde daha kalitatif çalışmalar yapılması ve ayrıca esneklik ve akademik tükenmişliğin ilişkisi ve etkisi konusunda daha fazla netlik için daha fazla çalışma yapılması önerilmektedir. Gelecekteki araştırmalar için, cinsiyet tükenmişliğinin akademik tükenmişlikteki rolünü ve ayrıca esneklik seviyesini anlamak için nitel bir araştırma yöntemi kullanılmalıdır.

Anahtar Kelimeler: Psikolojik dayanıklılık, Akademik tükenmişlik, öğrenciler

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LIST OF ABBREVIATIONS

MBI	: Maslach Burnout Inventory
RS-14	: 14-ITEM Resilience Scale
GNU	: GNU's not unix
MBI - SS	: Maslach Burnout Inventory Student Survey
N	: Population
M	: Mean
SD	: Standard Deviation
DF	: Degree of Freedom
MBI-GS	: Maslach Burnout Inventory General Survey
FAO	: Food and Agriculture Organization

CHAPTER 1

INTRODUCTION

1.1 Problem Statement

Academic burnout has been more like a norm for students in schools nowadays. From their zeal and hobby in getting a degree to a total drop of interest, it actions from a ninety percent to five percent or less. Studies research suggest that pressure resulting from the homeworks, courses, or other mental elements associated with the college (Yang & Farn, 2005; McCarthy, Pretty & Catano, 1990) mirroring of burnout detected in educators on the students (Howes, Matheson & Hamilton, 1994); either the terrible impact bodily, structural, communal and educational inadequacy of schools might also set off educational burnout (Woodrum, 2005; Grayson & Alvarez, 2008; Tatar & Horenczyk, 2003). instructional burnout outcomes in little enthusiasm closer to training, absence from school, dropping out from faculty (Yang & Farn, 2005; McCarthy, Pretty & Catano 1990), developing a plan of self destruction (Dyrbye, Thomas, Harper, Massie, Jr., Strength & Eacker 2009) and additionally failing publications (Laursen, Bukowski, Nurmi, Marion, Salmela-Aro & Kiuru, 2010).

A few studies located that burnout was more visible amid female students than in male scholars (Salmela-Aro, Savolainen & Holopainen 2009; Erturgut & Soyseker, 2010). In GÜDÜK, Erol, Yağlıbulut, Uğur, Özvarış & Aslan (2005) took a look at, regarding the gender of the students and no difference was detected. With this, taking into consideration burn- out as a procedure, it is contended that burnout measurement is better when the character is presented to pressure during a complete lengthy term (Grayson & Alvarez, 2008; Vasalampi, Salmela-Aro & Nurmi, 2009; Yang, 2004). but, there was not plenty dissimilarity located amidst the exceptional age grades in GÜDÜK, Erol, Yağlıbulut, Uğur, Özvarış & Aslan (2005) observe. young adults who adjust nicely notwithstanding issue are skilled in efficaciously influencing utilization of the assets they to have reachable (Werner, 1993), which has appeared to decidedly foreseen instructional performance (Werner & Smith, 2001).

Those discoveries are non-stop with the conviction that numerous defensive features are normal for resilient people, these components supply portions of facts regarding the manner closer to growing resilience (Waller, 2001; Masten, 2000). Study has likewise proven that several individuals features is ordinary for resilient people (Coutu, 2002). Usually, resilient people utilize effective adapting techniques, an understanding of fact, an intense and enormous belief, and also the potential to improvise. (Coutu, 2002). Resilience don't just have an impact inside the bodily and emotional success of humans, additionally in students learning consequences, educational goals, and concept (Zhang, 2011).

A research done longitudinally conducted in Quebec observed students in intermediate faculty that was in risk for dropping. Out of the 140 college students at chance who took an hobby in the look at, 80 college students from the examine finally stopped. Those 60 college students who remained in the college and then graduated had been selected as students with awesome resilience. Those college students had been, at a time, in hazard for not graduating from secondary school. however, notwithstanding the problems they confronted, the students whose resilient has the potential to modify, force ahead, and passed (Lessard, Butler-Kisber, Fortin & Marcotte, 2014). scholars argue that greater amounts of resilience increase when people take part in gradually "productive" coping practices (Campbell-Sills et al., 2006; Palmer, 1997). Powerful coping practices are portrayed as naturally project orientated - targeting "overseeing or converting the problem inflicting the distress" (Lazarus & Folkman, 1984, p.150). Researchers determined that social help additionally encourages humans to create large quantities of resilience (Hunter and Chandler, 1999; Tiet & Huizinga, 2010). As indicated through (Reimer 2002) several studies attest that gender is a issue in deciding the resilience and helplessness of individuals.

1.2 Aim of Study

This study aims to investigate the relationship between psychological resilience and academic burnout of university students studying in North Cyprus, in terms of age, educational level and gender. This study will assist to get clarity on the

ways of how gender, age and educational levels are linked to the relationship between psychological resilience and academic burnout.

1.3 Research Questions

1. Is there a significant relationship between psychological resilience and academic burnout?
1. Is there any significant differences on resilience based on gender among students?
2. Is there any significant differences on academic burnout based on gender among students?
3. Is there a significant relationship between age and resilience?
4. Is there any significant differences on resilience based on educational level among students?
5. Is there a significant differences on academic burnout based on educational level among students?

1.4 Significance of Study

Firstly, the study will look at the relationship between psychological Resilience and Academic burnout. The study will be done to know the how students get to Dropout of school, how gender plays a role on Students respond to academic burnout. The researcher bring to our notice how gender influences student resilience level.

Although, there have been studies done on academic burnout and resilience, but there have not been any research on the relationship between psychological resilience and Academic burnout. These two variables that is used for this research has not been used in a topic by any researcher which makes this research or study significant and highly important to the literature area of resilience and Burnout.

1.5 Limitations

As there are significance of the study, there are also limitations of the study. some limitations of the study are out of control for the researcher like the :

1. Sample size. not knowing the actual number of the population, made the study to be done with only 300 students which may not be the actual sample size needed for the study.
2. This study is limited to only near east university students so the result of the study will most likely not be generalized.
3. The study will be focused on gender, age and educational level as a resilient factor excluding other factors like teachers, teaching method, rules and regulations of the school that may be responsible for the burnout and resilience.
4. The study will not be done with only second year students and above but also freshmen will be included in the research which may affect the uniqueness of the result because the freshmen may not have gotten experience that may trigger academic burnout or for their resilience level to be ascertain.
5. During the administration of the questionnaires, the turkish student that is participants will be those that understands, reads and writes english which makes the research restricted to only english speaking students.

1.6 Definitions of Terms

1.6.1 Culture

Culture is shown in qualities, standards, and practices, which as indicated by Geertz's (1973, p. 89) is: "A verifiably transmitted example of importance encapsulated in images, an arrangement of acquired originations communicated in representative structures by methods for which men [and women] convey, propagate, and build up their insight about and mentalities toward life." In terms of networks sorting out to take care of issues in the long haul, Ed Schein characterizes culture as: "A lot of fundamental presumptions – shared answers for all inclusive issues of outside adjustment (how to endure) and inward combination (how to remain together) – which have advanced after some time and are passed on from one age to the next." According to Schneider & Barsoux (2003), while issues are viewed as general in that each gathering needs to determine them, the arrangements are viewed as interesting to that specific gathering. They are showed in the manner in which individuals act, and in what they accept and esteem.

In spite of the fact that culture is commonly characterized at a societal dimension, culture impacts on individual conduct. Culture can be believed to intervene between societal culture and explicit individual identity (Hofstede, 1991).

1.6.2 Burnout

Burnout is characterized as the condition of being fruitless, upset or depleted because of the excessive and serious utilization of intensity, vitality and other person assets (Leiter, 2001; Maslach, Schaufeli and Seidman & Zager, 1991). Academic burnout alludes to burnout disorder that school and excess requests of academics creates in burnout students.

In the vast majority of the research identified with academic burnout, the school accomplishment of understudies with an abnormal state of burnout disorder have been contemplated as the most important independent variables (Yang, 2004; Laursen, Bukowski, Nurmi, Marion, Salmela-Aro & Kiuru 2010). Researches showed that fearlessness, communal encouraging groups of people and gender obligations (Yang & Farn, 2005), learning institutions and schools (Dyrbye, Thomas, Harper, Massie, Jr., Strength & Eacker 2009) fulfillment or disappointment with the academic environment (Özvarış & Aslan, 2005; Güdük, Erol, Yağlıbulut, Uğur, Erturgut & Soyşekerci, 2010), time spent in the school premises, the features of educational modules (Bernhard, 2007) was viable on creating burnout.

1.6.3 Dropouts

The choice to stop school is frequently built on a lengthy procedure, and academic responsibility and cooperation are major components in these procedure (Reegård & Rogstad, 2016; Frostad, Pijl, & Mjaavatn, 2014; Rumberger & Lim, 2008). It's not rear amid scholars to question the education carrer picked and to contemplate stopping (Xuereb, 2014). Reasons students give for having questions are too much, outstanding task at hand or weight, failed tests, neglected desires, overseeing contending needs,work and family, and monetary pressure. A few researchers proposed classifications of dropout dependent on various sorts of hazard component. Heublein (2014) distinguished three kinds of scholars that reflect the vital causes found by Xuereb (2014), and also various components portraying procedure for every one

sort. First kind of dropouts are because of issues related to performance. The procedure begins with horrible scores from high school and poor information consigning studying, and proceeds with insufficient studying support, intense requests and test disappointments. The second kind of dropout is on account of inspirational causes. Their procedure begins with neglected desires or with not concentrating on their most loved subject, and proceeds with an absence of inspiration and significance perceived on education, which prompts diminished intrigue and ability to perform. The third sort of dropout are money related causes.

1.6.4 Academic Performance

Academic performance has been set up as part of the indicators for dropout in schools (Maloney, 2015; Araque, Roldán & Salguero, 2009; Jia & Paura & Arhipova 2014). Also, low performance in academics have been observed as a negotiator of other critical indicators, for example, financial status and socio-economics, degenerate conduct, socialization in the family and in school (Battin-Pearson, Newcomb, Abbott, Hill, Catalano & Hawkins 2000) and mental clutters (Esch, Bocquet, Pull, Couffignal, Lehnert, Graas & Ansseau 2014).

Academic performance is typically estimated by instructors evaluation of students knowledge. Educator discernment might be one-sided because of its emotional angles. Vague desires and poor comprehension of the learning results among educators and analysts may prompt questionable assessments (Dahl, 2006). Evaluation done by Hoge & Coladarci (1989) discovered that relationships betwixt instructor decisions and standardised aim tests ranges from .28 to .92. Nevertheless, it's intermediate connection was .66, showing satisfactory credibility of educator appraisal as performance proportion.

1.6.5 Resilience

Resilience is known as "the procedure or result of fruitful adaption regardless of difficult or compromising conditions" (Nakaya, Oshio & Kaneko, 2006, p. 927). As specified by Connor & Davidson (2003) "Resilience epitomizes the individual characteristics that empower one to flourish even with misfortune" (p. 76). Definite qualities that has been considerably corresponded with resilience in the previous

absorb viewing. A hard challenge that one might encounter as an unlocked door for improvement; comprehending one's absenteeism of power above a specific negative occurrence; creating near and constant relations with people; and having people total aims for what is to come. Resilient individuals may also be yielded, activity situated, understanding, open-minded, flexible, and have a humorous tendency. Resilient individuals then again, can succeed when encountering pressure and vulnerability (Coutu, 2002). Resilience then again is receptive and identifies with the reaction given an unpleasant or questionable circumstance. Resilient people have a sensible way of handling circumstance and also what they can impact, have a consciousness and resilience of emotions, even for their close relations and strangers, they have a strong feeling about the future (Coutu, 2002; Caverley, 2005; Everall, Altrows & Paulson, 2006). These characteristics gives individuals the strength to adjust as a rule and eventually be resilient.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Sandra Bem Gender Theory

Gender schema principle by using Sandra Bem is a social-cognitive principle approximately the way humans in geographically area becomes male or female from their childhood and the effect of this gender grouping on their perception and specific actions throughout their life. Children increase ideology and theories concerning what approach to be male or female (known as gender schemas) from childhood and also use those theories to group statistics, choose choices, and manage behavior. In line with Bem's (1981a), gender-schematic human beings are much likely to separate their world and adjust their conduct totally on gender, while for gender-aschematic people, gender is not a more critical class also as a consequence they are not too likely to prepare facts or coordinate their behavior totally because of gender.

Sandra Bem 1981 gender schema principle gives extra insight on this studies. This social-cognitive theory stands as a strong foundation of this research concerning its agree with that humans alter their behaviours primarily based on gender, which may be visible as gender having a part to play in resilience degree. Also gender referring to resilience is the center factor of the research when you consider that dropout and educational burnout has emerge as a ordinary phase that scholars undergo in schools.

The gender schema theory believes that human beings grow to be male or female from their childhood and this impact their cognition in developing the thoughts of what a woman and male have to seem like and behave like too. This studies became able to take a look at gender involvement with resilience simply as the gender idea states. Gender recognition became imprinted in students from infancy, coaching the children base on their gender on how to react to new traits in their life, a way to adapt to conditions and how to be resilient closer to the ones conditions.

2.2 Related Literature Review

2.2.1 Gender and Resilience

In a few households, boys are skilled to be strong and face up to any state of affairs they find themselves whilst the ladies are trained to be much less resilient via making them trust that they're now not too strong to conquer a few existence challenges in which those education grow with them. In such cases the male from such households may be extra resilient examine to the ladies. self-confidence is seen as a male function in Turkish society (Dökmen, 1991) also dad and mom try to make their male children extra self-confident more than their daughters; this will reason women as much not too self-assured, hence, to perceive themselves greater insufficient in faculty. In a few research inside the literature, it showed that burnout were discovered more frequently in girl college scholars than in students that are boys (Salmela-Aro et al., 2009; Erturgut & Soyseker, 2010).

Differences in mental abilities do now not show this distinction, and likewise does the huge 5 character traits (Spinath, Eckert, & Steinmayr, 2014). Some attributes related to either male or female might additionally provide an explanation for character variations in fulfillment drive (Spence & Helmreich, 1978). Extra independence and competitive behaviour corresponds to the stereotypical interpretation of males, even as communal competencies and cooperation, abilities are normally associated with females. Nevertheless, other normally male tendencies, including self-efficaciousness (Choi, 2004), foreseen success (Richardson, Abraham, & Bond, 2012). analyzing how male and female trends link to overall achievement might also increase comprehension of differences in gender.

Even though, maximum researchers determined girl more resilient than the adult males. In (data Norway, 2012) 60 percent of all college scholars that are in a higher training was females. The gender hole in instructional overall performance is extensively recognized (Casillas, Robbins, Allen & Kuo 2012; Battin-Pearson, Newcomb, Abbott, Hill, Catalano & Hawkins 2000; Pomerantz, Altermatt & Saxon 2002). Girls in college performs better in academics than boys in college, also they frequently complete their education.

Bem showed gender issue in her idea, but for this research, the gender schematic is of importance than the aschematic which is ready gender behavior that may be connected to resilient behavior or attributes.

2.2.2 Gender Resilience Coping Skills

Earlier research imply that gender has an excellent impact on a children adaptation techniques. Adaptation techniques can also be labeled into 2 fundamental kinds; adaptive and maladaptive techniques (P. Hampel & Petermann, 2005). more youthful male and female from all age range corporations, make greater use of the adaptive adapting techniques that target the instant problem. Plans are not internalised and generally consist of straight action, diversion and positive self-instruction (P. Hampel & Petermann, 2006; P. Hampel & Petermann, 2005). There may be also be proof that ladies address day by day stressors via looking for social assist and utilizing social assets (Frydenberg & Lewis, 1993). Assessment of male use bodily endeavor like recreation to manage with adversity (Frydenberg & Lewis, 1993). No matter under pressure, women has been discovered to apply coping factors along with trying to find and getting aid than men. With Grotberg locating that females use these coping elements greater than males (P. Hampel & Petermann, 2005).

2.2.3 Age and Self-Esteem Involvement with Resilience

Several studies of developmental differences have observed that, increase in individual coping factors like self-esteem are dependent on age amongst kids and teenagers (elderly 5 to 17 years) (Frost & McKelvie, 2004; Bolognini, Plancherel, Bettwshart, & Halfon, 1996; Watkins, Dong, & Xia, 1997). Similarly research verified that self-esteem is of a decrease in little youngsters. Nevertheless, some studies done with 9-14 yr antique kids and teenagers found decrease in self-esteem with increase in age, showing that applicable character are learnt in center early life. In comparison, outcomes in terms of developmental differences associated with some geographical factors are not much steady. Sizable study has been done in current times to investigate the crucial correlation between children's resilience, their geographical area and their cognitive fitness and health (Luthar, 2003; Garmezy et al., 1984; Werner, 1990). Resilience have been used to distinguished as individuals who conquer tough and

tough lifestyles situations and hazard factors (Luthar, 2003; Garmezy, Masten & Tellegen 1984; Rutter, 1984; Werner, 1992). This angle has viewed resilience as successful version, regardless of the hazard. Risk factors had been explained as dangers referring to an individual or the geographical area that gives rise to the chance of trouble taking place (Rutter, 1987a).

2.2.4 Characteristics of Resilience

McAslan (2010), counseled resilience has an attractive time period as it suggests overcoming adversity. Resilience implies going back to normality after confronting the peculiar, alarming, and unexpected risk. Kaplan (2005) wondered whether resilience is similar or orthogonal to a variety of other terms that look like functionally equal. The mental resilience of a person is truly, if unattached, related to its unique substance attention, e.g., permanence and flinch. The root of resilience, the psyche and importance in existence are always argued amidst researchers. Different theoretical views has led to observe of variables that best suits sure theoretical ways of resilience, and regularly runs opposite to different ways. These ends in large problems when evaluating, contrasting, or advancing earlier paintings (Luthar, Cicchetti & Becker, 2000). Not a unifying definition that exists amidst researchers, also the tendencies or characteristics of resilience stay poorly defined as nicely (Luthar & Brown, 2007). The significance of been resilient and also the role it covers during damaging instances remains divided and debated amidst theorists. Masten (2001) noted that even as resilience is everyday and not unusual for people, it's far "magic" (p.227). Resilience, in this version, is a feature of the person who permits for withstanding adversity, and stress. Masten went in addition by using mentioning that the failure of an person to have internal resilience, an adaptational defensive system, is a chance to life.

Research that specialize in adults consist of questionnaires, dairies, journals with fairly short times in the preliminary and final exams (Ong, Bergeman, Bisconti, & Wallace, 2006; Bonanno, Galea, Bucciarelli & Vlahov 2007). Conclusions are drawn from the whether or not an individual efficaciously navigated through the traumatic length and survived pretty unscathed. Conversely, developmental theorists puts resilience as those among the protective factors important for favourable results in

completing growth tasks (Masten, Burt, Roisman, Obradovic & Tellegen 2004). consequently, through the view of a developmental approach, resilience is critical. Early resilience theories had been deeply rooted in developmental psychology, though albeit through the lens of a modified custom-based theory. the bulk of written words centered on kids or young people (Block, 1993; Werner, 1993). to start with, resilience become visible as a greater static phenomenon, born substantially thru temperament, character and, divergent from trait-primarily based models, environmental influences. Extra current developmental studies has suggested that resilience indeed can growth during an individual lifetime, and much of developmental attention have been closer to helping, and strengthen resilience through skill constructing, inclusive of parenting expertise classes, early intercession in schools, strengthening groups and fantastic position representation (Benard, 2004).

2.2.5 Burnout and coping skills

As tons of studies has centered absolutely on kids and youngsters, interpreting these studies to explain diversifications in older people has established to be inadequate. For Bonanno (2004), also other totally custom-based researchers, whether a man or woman are resilient or not. Latest totally custom-based researchers has centered on adults, and adaptation ability throughout. For instances of loss, existence condition modifications, and growing older (Ong, Zautra, & Reid, 2010). Advancing age has been suggested to growth adversity and pressure in day by day lifestyles. Diehl & Hay (2010) studied the function of growing old in coping with day by day stress. in place of the position of having high quality feelings, together with hope, for growing resilience at some stage in stressful times, Diehl and Hay recommended that self-concept incoherence, and perceived personal manage played tremendous roles in coping with each day stressors.

2.2.6 Resilience Effect on Teens

Ann Masten principle of resilience states that, resilience is a mixture of what she calls “normal factors” together with their relationships, circle of relatives, and person differences including personality, or even genetics. (Masten, 2001). Masten principle is related to the agree with emphasized in this research that differences in

human beings can affect their resilient stage like the age, gender and academic stage. a number of the references used to assist this research also have a reference to masten idea. a number of the ones researchers looked into genes,character developments and family historical past.

A teen who is resilient has a bonus in relation to assembly the demanding situations and responsibilities of maturity, even supposing she or he has skilled circumstances consisting of poverty, fitness issues, or strained circle of relatives relationships Werner, E. E. (1995).

In a circumstance of intellectual well-being, resilience may be seen as capability to grasp pressure undoubtedly. Stress may come from more than one guidelines—faculty; relations (with buddies, romantic mate, and dad and mom); bodily and hormonal modifications related to childhood; imminent choices about university and vocational; pressures to comply or to have interaction in dangerous behaviors; circle of relatives monetary problems; bad neighborhoods; and greater. Resilience can also be regarded as manufactured from the aggravation an adolescent is presently bearing; the adolescent’s genetic disposition; his or her capability of self-rule and for searching for assist whilst suitable; and the communal help given by way of family contributors and also others Werner, E. E. (1995).

Studies has diagnosed a number of characteristics of teens which might be related to resilience. among these traits are having: (Masten,A. S., & Coatsworth, J. D. 1998)

- Adults rendering care and help; • An engaging,communal, easy going character;
- correct questioning talents (“intelligence” as historically described, as judgment and social abilities);
- Talents (some things an individual does simply properly);
- Belief and trust in one’s capacity to assemble selections; (Compas, B. E., Banez, G. A., Malcarne, V., & Worsham, N. 1991). •Religiosity or spirituality.(Smith, C., & Denton, M. L. 2005).

Opposite to famous notion resilience is a usual prevalence (Kelley, 2005; Bonanno, 2008;). Resilience can be defined in a different way by using maximum researchers, but also the essential explanations are conceptually comparable. while explaining resilience researchers do use terminologies consisting of 'model or improvement, "keeping solid," recoveries or boom from damaging situations,' and nice adaptation (Leipold & Greve, 2009; Bonnano, 2008; Ong et al., 2006; Masten 2001).

2.2.7 Resilience Protective Factors

Pathways to resilience range, are occasionally surprising, and plenty of factors have an effect on the resilience path (Bonnano, 2008). protecting elements and threat elements affect the path to resilience. personal characteristics, geographical elements, and circumstantial stories affect the capability to adapt successfully in the course of detrimental occasions (Ong et al., 2006). Which means shielding elements and risk elements rely on the person, as a few threat elements are taken into consideration high quality and construct resilience. Differences in gender, which expand at a young age and maintain into childhood, affect the way in which people reap resilience (Bonanno et al., 2007; Blatt-Eisengart et al., 2009; Cohen et al., 2003; Hankin et al., 1998; Galambos, Barker, & Krahn, 2006; Lopez, Campbell, & Watkins, 1986; Orth et al., 2008; Sneed et al., 2006 ; Ong et al., 2006).

Women and Men use specific assets as coping strategy. men are liable to use more individualistic method, while ladies use communal help and social way (Sneed et al.). ladies and men use special coping strategy to deal with disturbing conditions (Bonanno et al., 2007; Blatt Eisengart et al., 2009; Cohen et al., 2003; Hankin et al., 1998; Galambos, Barker, & Krahn, 2006; Lopez, Campbell, & Watkins, 1986; Orth et al., 2008; Sneed et al., 2006 & Ong et al., 2006). when faced with problems, guys generally depend on their self-rule, while ladies make use of their support structure (Sneed et al.). consequently, whilst opened to worry, men and women range in their ways of adapting and therefore, their direction toward resilience differs. Even though protecting and danger elements affects each gender, women and men cope and use unique assets. Teenages experience transitions from attending excessive college or the paintings area, in addition to living beneath their caregiver or parents to individualistic

lifestyles (Arnett, 2000). while previous studies has assessed resilience in children and kids, posted researches analyzing the differences in gender within the improvement of resilience within the rising adult population are restrained. Beginning a better know-how around the gender variations in resilience inside the upcoming adult population can create a more complete perception into resilience.

Resilience is undergoing, some changing process. Rutter (2007) said that resilience wishes to be viewed as a lifestyles span attitude. Rutter explained that to overcome complication may additionally rely upon the experiences that follows pressure, distress, and hazard publicity. The differences in gender involving resilience in youth and youth that guide up to the upcoming adulthood term are crucial to take a look at and file.

Masten & Powell (2003) said that two fundamental judgments are there in respect to resilience: the truth of individual is "doing ok" and that man or woman overcame problem. These researchers additionally showed that referring to an individual as resilient is mistaken, the suitable way of using the time period resilience is been used whilst narrate a character's conduct or sample (Masten & Powell). In addition, Kaplan (2005) said, resilience have to be characterised by using each immediate and on an character base.

The family area additionally performs a dominant component for children's advantageous growth which leads to resilience. Hawkins & Catalano (2004) and Blatt-Eisengart et al. (2009) defined that family problems impacts the family strategies. Blatt-Eisengart et al. studied family chance elements and gender variations in youth exteriorizing signs. In fashionable, while parenting is grinding, inconsiderate, contradicting, or unpredictable, kids are more at risk for character issues unlike their friends. Resilience likewise seen as a fluid manner this is in constant flow and suffering from protective elements and dangerous elements. The idea of protecting element turned into first advanced by using Rutter (1985).

Rutter also argued that defensive elements are more than the alternative of chance elements. this is, each protective elements and dangerous elements shape the route toward resilience and also impact how a character achieve resilience. both

shielding elements and hazard elements affect an man or woman's capability to manage and are outstanding in all areas of existence. however, one character might also trust one way of coping with an damaging state of affairs as a hit, whereas some other man or woman may also see that choice is a getaway or a poor result (Leipold & Greve, 2009). a few protecting elements may be advantageous for some people, while for other people these shielding elements do not have same feature in equal appreciate, positive hazard elements produce treasured results and help people grow, in place of obstructing an individual's growth. Social guide is a sizeable asset that has continually been related to resilience. Loss of communal help create chance aspect in instances of pressure.

Additionally, low stage learning, terrible genetic heritage, previous psychiatric records, and maladjustive reaction to distress also can be seen as danger elements (Bonanno, 2008). whilst reversed (e.g., excessive training), these elements are considered as protecting elements. Advantageous growth consequences also are taken into consideration as a chief effect donating to resilience. Leipold & Greve (2009) appeared victorious in improving any reaction to a possible traumatic occurrence that keeps or maybe complements the chance for non-public boom. Successful growth involves a wonderful result from a lifestyles confused by the way of the use of coping strategy that might be useful for the future, possible issues. Certain tremendous growth factors are obtrusive from start. The geographical area a child is born into, his or her disposition, in addition to the commencing of relationships formed, highly adds to a toddler's potential to manipulate problems. Greve & Staudinger (2006) suggested that resilience is a match between a person's sources, communal situations, and growth mission or problem.

As subculture differ so as its impact on how people from unique cultural values may vary. some cultures anticipate the adult males to work in workplaces while the females research greater of domestic works for them to be good moms and wives to their husbands. those in fashionable can provide the men greater psychological resilience closer to their academic burnout than the women. “additionally some cultures where knowledgeable people are celebrated within the society, this may provide electricity to human beings or people from such society or subculture to build

up their mental resilience which will combat their educational burnout.”

Lifestyle is pondered in characteristics, standards, and practices. An man or woman's particular social placing, goes about as a standard for seeing, judging and assessing reports. The degree to which requirements and traits between people from one of a kind international locations vary can be clarified as "cultural distance". Social separation has been noted by Williams et al. (1988). way of life is just the mixture values, mind and revel in of a social institution. Social group exist in and round institutions, to higher recognize way of life is to realise the people inner most of the people and must allow a feeling of predictability depending on those common values. The most fantastic and usually utilized hypothetical shape to characterize differences in culture between international locations is the hypothesis created by Hofstede (1980).

Hofstede (1980) characterized subculture as "aggregate mental programming". mixture mental programming can be clarified as the piece of molding that we percentage with special individuals from usa, locale, or gathering however not with people from special international locations, districts, or organizations. amongst social orders in their enterprise agency intellectual programming versions may be anticipated on some of alleged measurements. In view of research obtained from fifty three global places and districts, Hofstede (1984, 1991) stated 5 measurements to depict contrasts among social orders: control separate, community rather than independence, gentility instead of manliness, vulnerability shirking, and lengthy-in preference to temporary introduction. Triandis (1995) and Early & Gibson (1998) have brought up that the independence community size of social variety is the critical retaining apart trademark in the manner in which that the amazing social orders of the world dissect social conduct and way and change information. studies identified with burnout in instructional institutions have been for the maximum problem directed on educators (Bakker & Schaufeli, 2000; Akçamete, Kaner & Sucuoğlu 2001; Cemaloğlu and Kayabaşı, 2007; Friedman, 1999; Grayson & Alvarez, 2008; Farber & Miller, 1981; Greenglass, Fiksenbaum, & Burke, 1994; Suçuoğlu & Oküloğlu 1996; Russell, Altmaier & Van Velzen, 1987; Tatar & Horenczyk, 2003), college clinicians (Russell, 1989; Huebner, 1992 & Ross, Altmaier Sandoval, 1993) also faculty directors (Koçak, 2009; Aksu & Baysal, 2005).

Studies contemplates led on faculty artwork pressure, carry up the college itself as a pressure element (Chang, Rand & Strunk, 2000). the ones examination contemplates made a discourse on whether or not burnout is characterised as an infection, predominantly created in dealing with profession operations, may be noticed amongst understudies too (Maslach et al, 2001). regular with the discoveries of this exploration, the dimensions of burnout diminishes as self-assurance increments in understudies. Presence of social encouraging companies of people and their commitments to the person declines the size of burnout, as expressed in special research thinks approximately. A noteworthy connection became placed between fearlessness and being manly; on this manner, it is able to be contended that there's a speak connection amongst burnout and manliness (Yang & Farn, 2005). students don't regularly create burnout in instructive situations which might be both scholastically and mentally strong (Dyrbye et al., 2009). Burnout stage reduces as faculty success expands (Güdüok et al., 2005; Erturgut & Soyseker, 2010). Burnout degree grows because the time used within the educational institute grows. despite the reality that it's far suspected that several character and scholarly factors may also add to this; the instructional packages has likewise a noteworthy dedication to burnout ranges (Bernhard, 2007).

Most often, students broaden instructional burnout that could have a bad impact on their academic overall performance and create loss of hobby on their subject of take a look at however advantageous mental resilience may be a key to address instructional burnout. in line with Schaufeli, Pinto, Salanova & Bakker (2002) at the same time as freshmen are exposed to long term conditions that appear to be bodily and emotionally annoying, their highbrow and physical energy have a propensity to get depleted, leading to instructional burnout. Yang (2004) stated the meaning of scholar burnout as college students who are still inside the system of gaining knowledge of might also due to a few psychological factors, academic load or educational stress can show a kingdom of emotional exhaustion, little or low personal accomplishment feeling, and tendency of depersonalization. Resiliency is an important thing in sustaining fantastic nicely-being (Block & Kremen, 1996). Particular resilience studies did now not start till the 1970s with the point of interest on children

who did not just survive quite demanding environments, but additionally grew to stay a ordinary lifestyles (Wagnild, 2009). Studies point to growing resilience as a result of the combination of getting to know and developments (Jacelon, 1997). Resilient person is capable of discover ways to obtain tremendous effects thru self warranty and perseverance no matter the lifestyles of viable threats, even critical ones (Phillips, 2008).

Reimer (2002) said in many studies that gender is a essential point in figuring out the resilience and vulnerability of people. Gender also would possibly have an critical function to play within the effect of psychological resilience on educational burnout. Burnout may also cause mental misery inside the shape of tension, despair, frustration, hostility or worry. previous studies has shown that burnout can cause decrease determination, higher income, trancy, reduced efficiency, low confidence, and reduce human thoughts (Maslach & Pines, 1977; Cordes & Dougherty, 1993; Maslach, 1978). Recently, the amount of researches approximately burnout extended further and investigation of burnout has reached out to pretty good deal each employment, or even to non-work associated examples, as an example, students (Chang, Rand & Strunk, 2000; Balogun, Helgemoe, Pellegrini & Hoeberlein, 1996; Fimian, Fastenau, Tashner & pass, 1989; Martáñez, Marques, Salanova & Lopez da Silva, 2002; Gold, Bachelor & Michael, 1989; McCarthy, quite & Catano, 1990; Yang, 2004; Schaufeli, Salanova, Gonzá|lez-Romãj & Bakker, 2002). Yang (2004) represent students burnout on this manner: "students in tuition method, as a end result glaringly stress, direction load or other mental variables, display a situation of enthusiastic weariness, a bent to depersonalization, and a sentiment of low fulfillment." even though, officially, college students are neither utilized nor do they hold occupations, from a mental factor of view their center sports may be taken into consideration "paintings". On this manner, they are considering organized, coercive sporting events (as an instance going to lessons, completing assignments) which are coordinated towards a particular goal (as an example passing exams). for that reason, being a task associated marvel, burnout might also be seen in students for where it suggests by inclination depleted due to examined requests, having terrible, separated disposition closer to one's examination, and having feelings bumbling as a scholar (look at more

over Meier & Schmeck, 1985; McCarthy et al., 1990). In a comparative character, a few research on worry in scholastic existence has a notion approximately to scholars as a sort of consultant too (for instance Chambel & Curral, 2005). Those components referenced above offers a clean vision of why versatility and burnout ought to be taken into consideration in schools. observeing is been considered as task by means of college students, Making it tough for the scholars to complete their examinations most people of them academically gets burnout because of their belief system that taking into consideration or assessment within the faculty is job for them. Resilience allows in adapting to burnout in instructional, the connection between burnout and resilience is likewise an vital area to be contemplated in this studies. The aforementioned, is the rationale at the back of considering this issue.

2.2.8 Gender

Gender is characterized by FAO as relations amid individuals, both cognitive and physical. Gender is not determined naturally, due to sexual characteristics of either females or males, however it's built communally. Gender is an essential displaying rule of societal order, and often guide the process of formation and increase, exploitation and conveyance' (FAO, 1997). Regardless of this definition, Gender is frequently misconstrued just like the advancement of ladies as it were. In any case, as we see from the FAO definition, gender topics focused around ladies and the link between individuals, their position of employment, way to and authority over benefits, dividing of task, interests and requirements. Gender relates to influence of family safety, family success, put in order, forming many different parts of life (Bravo-Baumann, 2000).

Roles of gender are the societal meaning of female and male. Changes amid various societal arrangement and communities, category, ages and amidst various periods. Gender explicit jobs and obligations are regularly adapted by household unit formation, entry to benefits, explicit result of the global resources, and alternative locally pertinent factors, for instance, biological state (FAO, 1997). Gender relations are manners by whereby a culture or community distinguish rights, duties, and some disposition of people in relation to one another (Bravo-Baumann, 2000).

CHAPTER 3

DESIGN METHOD

3.1 Design of Study

A quantitative research methods was used in this study which is based on logic and related to deductive approach. A sub-type of descriptive research design was used for the study. Among the sub-types which includes case-study, naturalistic observation and survey, survey was more suitable for the study. Survey was chosen for this study because of the use of numbers in the scale like for 1 to 5 or strongly agree to strongly disagree which is more quantitatively inclined. Also the population used for this study made survey a better choice since the samples won't have a one on one time with research. Mostly, other research designs like experimental, correctional, semi-experimental and review are more qualitative so for a quantitative research survey gives an excellent result for the research.

3.2 Population and Sample of Study

The population used for the research are university students. Due to the fact that the total number of the population is unknown, about three hundred students will be reached to participate in the study. Participants age range will be between eighteen to thirty, nationalities for the survey are Turkish, Cypriot, Africans and others. For the Turkish students only those who speak, write and understand English were used for the study. The participants included both undergraduate and master's student. The study can't be done with just one gender therefore, male and female were used as participants for the study. A survey (questionnaire) was used to collect data from participants which was randomly selected using convenience sampling technique (a non-probability sampling methodology). The sample used for the study did not include any drop out or any vulnerable individual or group.

3.3 Instruments

3.3.1 Gail Resilience Scale

The 2009 Resilience scale was used for this research. The 14-item resilience scale (2009) was developed by Gail Wagnild which is the latest resilience scale for researchers. In 2009 Gail Wagnild created a shorter 14-item resilience assessment scale obtain from the first created Resilience Scale called the RS14.

The developer, did numerous large questionnaires before ensuring this instrument is available to researchers around the world. The first Resilience Scale created and the RS14 were strongly related ($r = 0.97, p > 0.001$). Five important features that adds up to resilience are seen in the RS14 scale. Cronbach's alpha of the scale .89 to .96 use in checking the reliability of the scale. Since the RS14 was made available to researchers, its construct validity has been evaluated using known groups, content analysis, correlation studies, convergent/discriminant studies, pretest-posttest intervention studies, factor analysis, similar to the Resilience Scale.

Resilience measured by the RS14 scale is positively related to active adaptation, self-regard, health promotion, pardon, psychological well-being, purpose in life, goal achievement, and many other positive qualities. It also relates to despair, number of perceived pressure events, passive coping, stress, burnout, and other occurrence.

3.3.2 The Maslach Burnout Inventory- Student Survey

(MBI-SS; Schaufeli et al., 2002) in this study was used to measure scholars academic burnout. MBI-SS is a 15 items scale that is configured to measure burnout amidst students. The MBI-SS is somewhat advanced type of the Maslach Burnout Inventory- General Survey MBI-GS (Schaufeli, Leiter, Maslach, & Jackson, 1996). Example, the first question on the MBI-GS "I feel emotionally drained from my work" is reconstructed in the MBI-SS as "I feel emotionally drained from my studies" (Breso, et al., 2007; Schaufeli, et al., 2002). Every items on the MBI-SS are rated on the 7-point scale that ranges from (Never) 0 to 6 (Always). MBI-SS has 3 sub-scales that measures the 3 concept of burnout. Which includes: Academic Efficacy (6 items),

Emotional Exhaustion (5 Items) and (4 Items) Cynicism (Schaufeli, et al., 2002). Emotional exhaustion sub-scale is supposed to calculate physical fatigue and emotional in scholars; cynicism sub-scale intent to calculate a student's distant or detached behaviour towards their educational works and; academic efficacy sub-scale intent to calculate a student's sensitiveness of educational ability (Breso et al., 2007; Maslach et al., 1997).

Low scores on academic efficacy sub-scales and high scores on the cynicism and emotional exhaustion sub-scales are seen to indicate burnout (Durán et al., 2006). Previously alluded, MBI-SS is an advanced type of the MBI-GS that showed to have satisfactory interior validity and consistency (Yang, 2004; Maslach et al. 1981; 1997; Yang et al., 2005; Meier et al., 1985). Satisfactory interior validity and consistency has been given account of for the MBI-SS in various research. The Cronbach's alpha coefficients on the 3 concepts of MBI-SS more than .70 have been announced in several research with the population of students in Portugal, Netherlands, Spain, Australia and China (see Duran et al., 2006; Schaufeli et al., 2002; Bresó et al., 2007; Lingard, 2007; Zhang et al., 2007).

3.3.3 Demographic and Questionnaire Information

The demography included age, nationality, educational level and sex of the participants. The 14 items scale ranged from 1 to 7 (strongly disagree to strongly agree). Questions like "i usually manage one way or another, i am determined, when i'm in a difficult situation, i can usually find my way out of it" etc were asked in the scale to measure resilience.

This study was done in conformity to Near East University Ethics Committee. Samples were given an information sheet that specified participation was totally voluntary. The survey demographics, informed consent and all the data collected would be kept confidential which is included in Appendix section.

3.4 Data Collection Procedures

After the scale was accessible, with the permission of the developer, the test was given to the participants (samples) the subjects filled the 14-item resilience scale which range from strongly disagree to strongly agree 1 to 7. The participants willingly participated the study. Informed consent was issued to them and the demographic information filled by the participants was kept confidential.

The scale was prepared by gail Wagnild which was administered individually and scored with spss. The sample environment was conducive for the study, it was done at the university environment a calm and energetic environment for learning which could make the participants in a relaxed and appropriate mood for a survey. All participants were given the survey under the same conditions that means the survey was done evenly and not biased so the participants can produce a sincere and honest response to the survey.

It took about 5 to 7 minutes for the participants to finish the survey. As they were placed under same conditions to partake in the survey, there are no unforeseen events that might have affected the results.

3.5 Method of Data Analysis

The data collected was analysed using PSPP. Pearson Correlation was used to analysis the relationship between psychological resilience and academic burnout, independent t-test was used to test if there is any significant differences on resilience based on gender and also if there is any significant differences on academic burnout based on gender among students. To analyze if there is a relationship between age and resilience, Pearson correlation was used. One way Anova was used to test if there is a difference on resilience based on educational level also if there is a difference on academic burnout based on educational level among students. While pearson correlation was used to test the relationships, independent t-test was used to test gender because gender is a nominal data, but one way-anova was used test for educational level because it's an ordinal data.

PSPP is a software application which is an alternative for IBM SPSS Statistics also use to analyze sample data for research. It uses GNU Scientific Library for its mathematical routines.

CHAPTER 4

RESULTS

Chapter 4 provides the results gotten from the research and also the researcher's discussion about the research.

4.1 Results

Participants were 300 including male and female (gender), ranging from 18-60 years (age), undergraduate, Masters and phd. All participants were students of near east university which was part of the limitation discussed in this study.

The following table shows the correlation between academic burnout and resilience using the Pearson correlation or it's analysis. Showing the p value and the r correlation coefficients, which measures the strength and direction of a linear relationship between resilience and academic burnout.

Table 1. Correlations

		academic_burnout	resilience
Academic_burnout	Pearson	1.00	.02
	Correlation		.692
	Sig. (2-tailed)		
	N	300	300
resilience	Pearson	.02	1.00
	Correlation	.692	
	Sig. (2-tailed)		
	N	300	300

Note. N = 300;

Table 1 indicates that “ There is no significant relationship between psychological resilience and academic burnout $r(298)=.023, p=.692.$ ”

The below tables (2a-2b) shows the differences between male and female resilience level. Showing the N, Mean, SD, and df .

Table 2a. Group Statistics

	Gender	N	Mean	Std. Deviation
Resilience	Female	167	76.71	14.38
	Male	133	75.96	11.76

Note. N = 300; N = population, Mean = M which is the average of the data collected, SD = Standard Deviation.

Table 2b. Independent sample t-test

		T-test for Equality of means		
		t	df	Sig. (2-tailed)
Resilience	Equal variances Assumed	.49	298.00	.627
	Equal variances not assumed	.50	297.78	.619

Note. t-statistics, the ratio of departure from the estimated value; df = Degree of freedom.

Table 2a and 2b indicates that “There is no significant differences in resilience between female (76.7,14.4) and male (75.9,11.8) $t(298) = .49, p = .627$.”

The below tables (3a-3b) shows the differences between male and female academic burnout. Showing the N, Mean, SD, and df .

Table 3a. Group Statistics

	gender	N	Mean	Std. Deviation
Academic_burnout	Female	167	40.64	6.10
	Male	133	41.60	6.16

Note. N = 300; N = population, Mean = M which is the average of the data collected, SD = Standard Deviation.

Table 3b. Independent sample t-test

		T-test for Equality of Means		
		t	df	Sig (2-tailed)
Academic_burnout	Equal variances Assumed	-1.35	298.00	.178
	Equal variances Not assumed	-1.35	281.79	.179

Note. t-statistics, the ratio of departure from the estimated value; df = Degree of freedom.

Table 3a and 3b indicates that “ There is no significant differences in academic burnout between female (40.6,6.1) and male (41.6,6.2) $t(298) = -1.35$, $P = 1.78$.”

The following table shows the correlation between age and resilience using the Pearson correlation or it's analysis. Showing the p value and the r correlation coefficients, which measures the strength and direction of a linear relationship between resilience and age.

Table 4. Correlations

		resilience	age
Resilience	Pearson correlation sig. (2-tailed)	1.00	-.04
	N		.448
		300	300
age	Pearson correlation sig. (2-tailed)	-.04	1.00
	N	.448	
		300	300

The above table shows that “There is no significant relationship between age and resilience $r(298) = -0.044$, $P = .448$.”

The following tables (5a-5c) shows the descriptive analysis of resilience and educational level. Showing the N, Mean,std. Deviation, including the homogeneity of variance using one-way anova.

Table 5a. Descriptives

		N	Mean	Std. Deviation
resilience	Undergraduate	172	76.52	12.52
	Masters	96	75.94	14.87
	PhD	32	76.94	12.41
	Total	300	76.38	13.26

Table 5b. Test of Homogeneity of variances

	df1	df2	sig.
resilience	2	297	.537

Table 5c. ANOVA

		df	f	sig.
resilience	Between groups	2	.09	.913
	Within groups	297		
	Total	299		

The tables above shows that “ There is no significant difference in resilience based on educational level $f(2,297) = .091$, $p = .913$.”

The following tables (5a-5c) shows the descriptive analysis of academic burnout and educational level. Showing the N, Mean,std. Deviation, including the homogeneity of variance using one-way anova.

Table 6a. Descriptives

		N	Mean	Std. Deviation
academic_burnout	Undergraduate	172	41.44	6.15
	Masters	96	40.54	6.07
	Phd	32	40.63	6.30
	Total	300	41.07	6.14

Table 6b. Test of Homogeneity of variance

	df1	df2	sig.
academic_burnout	2	297	.910

Table 6c. ANOVA

		df	f	sig.
academic_burnout	Between groups	2	.75	.471
	Within groups	297		
	Total	299		

Table 6a - 6c indicates that “There is no significant difference in academic burnout based on educational level $f(2,297) = 0.755$, $P = .471$.”

CHAPTER 5

DISCUSSIONS

5.1 Discussion

In this study, the result shows there is no significant relationship between academic burnout and psychological resilience. Independent sample t-test confirmed the significant differences between resilience and gender. Which means that gender has no connection with resilience among students. Likewise with the differences between gender and academic burnout, using independent sample t-test, the result of this study shows that gender has no role to play in burnout among student which is consistent with GÜDÜK et al. (2005) that also detected no difference in gender among students. But the result is inconsistent with (Salmela-Aro, Savolainen & Holopainen 2009; Erturgut & Soyseker, 2010) they found that, burnout was different between male and female.

The relationship between resilience and academic burnout that was measured using pearson correlation showed that no relationship was found between the two variables. Proving that resilience has no influence on burnout of students. Also the result showed no relationship between age and resilience. The age range involved in this study was between 18 to 60 years and no relationship was found between the variables.

Educational level differences on resilience was measured in this study with one-way anova and the result from the study shows no difference on resilience based on educational level. Lastly, educational level differences on academic burnout was also measured using same one-way anova and no difference was seen in the result.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The purpose of this chapter is to give conclusion of this study, recommendation for future research and summary of the result gotten from this research.

6.1 Conclusion

This research as made to identify the correlation resilience has with academic burnout. Although North Cyprus has a smooth learning process that is favorable to students, some students gets overwhelmed by the academic environment and so on which creates academic burnout for them. During the years of study the researcher interacted with students which most of them complained about fatigue they feel academically. Some ended up dropping out from school. Although the factors that made them drop out of school was not just connected to academic environment But also external factors contributed to the academic burnout. Some of the students the researcher interacted with had some level of resilience which made them stand against the odd. That was part of the reason, the researcher decided to research on this topic in order to know the relationship between resilience and academic burnout.

This recent study explored if any significant relationship is found between psychological resilience and academic burnout, and this study proved that no significant relationship was found between psychological resilience and academic burnout.

In summary, the main aim of this study is to examine the relationship between psychological resilience and academic burnout among student in North Cyprus. The recent study made known the previously unknown relation between resilience and academic burnout among students in North Cyprus. This study also provided evidence of some factors like gender, educational level and age. How these factors influence resilience and academic burnout, how these factors build up resilience and also burnout academically in students of North Cyprus.

6.2 Recommendations

- This research suggests that future studies should proceed longitudinally exploration academic burnout, this would let researchers to know how student develop academic burnout, like the causes and what stage in their education does this burnout steps in.
- Also for future research, a qualitative research method should be used to understand the role gender plays in academic burnout and also the resilience level.
- Future researchers should venture into cultural beliefs involvement in academic burnout likewise ethnicity. These areas (culture and ethnicity) should be explored more by future researchers. Most research on burnout excludes ethnicity as a possible determinant of academic burnout and also resilience level in students.
- In future, people needs to know the answers to questions concerning resilience and academic burnout, questions like: can resilience and academic burnout be conditioned into students?. This will help counselors and educators in solving academic problems faced by students.
- Qualitative or mixed research method approach should not be left out in future research concerning academic burnout and resilience.
- Future researchers should look at external factors that might also influence students academic burnout .
- Dropouts should be considered as participants for future research.

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APPENDIX A

Participant Information Sheet and Informed Consent Form

Dear Participant,

This scale is part of a research study that we are carrying out in order to understand the relationship between psychological resilience on academic burnout. The data collected through this scale will be used to understand how students in North Cyprus handles academic burnout with their strength of psychological resilience. By filling in the following scale, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. The data collected during the course of this study will be used for academic research purposes only and may be presented at academic meetings and/or publications.

You may quit participating in this study at any time. In case you have any questions or concerns, please contact us using the information below.

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APPENDIX B

Demographics Form

- Age

- Gender

a) Female

b) Male

- Educational level

a) Undergraduate

b) Masters

c) Phd

APPENDIX C

MBI-SS - Maslach Burnout Inventory Student Survey

1. I feel emotionally drained by my academics.
2. I feel used up at the end of a day at the university.
3. I feel tired when I get up in the morning and I have to face another day at the university.
4. Studying or attending a class is really a strain for me.
5. I feel burned out from my academics.
6. I have become less interested in my academics since my enrolment at the university.
7. I have become less enthusiastic about my academics.
8. I have become more cynical about the potential usefulness of my academics.
9. I doubt the significance of my academics.
10. I can effectively solve the problems that arise in my academics.
11. I believe that I make an effective contribution to the classes that I attend.
12. In my opinion, I am a good student.
13. I feel stimulated when I achieve my academic goals.
14. I have learned much interesting things during the course of my academics.
15. During class I feel confident that I am effective in getting things done.

APPENDIX D

14-ITEM Resilience Scale (RS-14)

1. I usually manage one way or another.
2. I feel proud that I have accomplished things in my life.
3. I usually take things in stride.
4. I am friends with myself.
5. I feel that I can handle many things at a time.
6. I am determined.
7. I can get through difficult times because I've experienced difficulty before.
8. I have self-discipline.
9. I keep interested in things.
10. I can usually find something to laugh about.
11. My belief in myself gets me through hard times.
12. In an emergency, I'm someone people can generally rely on.
13. My life has meaning.
14. When I'm in a difficult situation, I can usually find my way out of it.

APPENDIX E

Scientific Research Ethics Committee



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

05.02.2019

Dear Chinecherem Favour Nweke

Your application titled **“The Effect of Psychological Resilience on Academic Burnout Among university Students in North Cyprus.”** with the application number YDÜ/SB/2019/364 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX F

INTELLECTUAL PROPERTY LICENSE AGREEMENT

This Intellectual Property License Agreement ("Agreement") is made and effective this **19 February 2019** ("Effective Date") by and between The Resilience Center, PLLP ("Licensor") and **Chinecherem Favour Nweke** ("Licensee").

Licensor has developed and licenses to users its Intellectual Property, marketed under the names "the Resilience Scale," "RS," "14-item Resilience Scale" and "RS14," and (the "Intellectual Property").

Licensee desires to use the Intellectual Property.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, Licensor and Licensee agree as follows:

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12. Support.

Licensor agrees to provide limited, e-mail-only support for issues and questions raised by the Licensee that are not answered in the current version of the *Resilience Scale User's Guide*, available on www.resiliencescale.com, limited to the Term of this Agreement. Licensor will determine which issues and questions are or are not answered in the current *User's Guide*.

13. Notice.

Any notice required by this Agreement or given in connection with it, shall be in writing and shall be given to the appropriate party by personal delivery or by certified mail, postage prepaid, or recognized overnight delivery services.

If to Licensor:

The Resilience Center
PO Box 313
Worden, MT 59088-0313

If to Licensee:

Name: Chinecherem Favour Nweke
17 Chukwuejim Street
Emene, Enugu State 400103
Nigeria

14. Governing Law.

This Agreement shall be construed and enforced in accordance with the laws of the United States and the state of Montana. Licensee expressly consents to the exclusive forum, jurisdiction, and venue of the Courts of the State of Montana and the United States District Court for the District of Montana in any and all actions, disputes, or controversies relating to this Agreement.

15. No Assignment.

Neither this Agreement nor any interest in this Agreement may be assigned by Licensee without the prior express written approval of Licensor.

16. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both Parties.

17. Severability.

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

18. Headings.

Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

IN WITNESS WHEREOF, the Parties hereto have duly caused this Agreement to be executed in its name on its behalf, all as of the day and year first above written.

Licensee	The Resilience Center
Signature:	
Printed Name: Chinecherem Favour Nweke	Gail M. Wagnild, PhD
Title: Student	Owner and CEO
Date: 19 February 2019	19 February 2019

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