

The Investigation of Correlation Between Study Stress and Psychological Stress in Reducing Study Burnout among College Students in Ningxia Province

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ABSTRACT

With the rapid development of society and increasing competition, university students face gradually increasing academic and psychological pressures. According to the statistical bulletin released by the Ministry of Education in 2020, the total number of students enrolled in regular higher education in China has reached approximately 38 million, with around 27 million undergraduates. This large group of university students faces immense competition in their academic pursuits and often bears multiple psychological pressures from society, family, and personal expectations. As an important segment of society, the mental health of university students significantly impacts the stability and development of the entire society. Therefore, it is necessary to thoroughly investigate the relationships between academic pressure, psychological pressure, and academic burnout among university students to address these issues effectively. To conduct an in-depth investigation of the relationship between study stress, psychological stress, and study burnout among college students, this study will adopt a mixed methods research approach. Data collection and analysis will be carried out in quantitative and qualitative forms as part of the project. A random and representative sample of college students from various academic fields and levels will be chosen for the sampling process. Furthermore, a structured questionnaire will be constructed to quantify study stress, psychological stress, and study burnout. In addition to that, demographic information will be included in the survey. The conclusions of this study indicate that demographic factors such as gender, age, grade, major, and type of residence significantly influence the levels of study burnout among students. Females, older age groups, certain grades, specific majors, and particular types of residence are associated with higher levels of study burnout, highlighting the need for targeted interventions tailored to diverse demographic backgrounds. Additionally, study stress significantly affects study burnout, particularly psychological stress. Academic burden, learning target pressure, and prior knowledge substantially increase psychological stress, with prior knowledge having the greatest impact. This suggests the necessity of bridging courses or additional support for students with weaker backgrounds. Finally, emotional changes, self-awareness, and mental health status significantly positively impact study burnout, underscoring the importance of emotional management, self-awareness, and psychological health support. Therefore, educational institutions should develop comprehensive support systems to address these critical stress factors and alleviate students' burnout from their studies.

Keywords: *Psychological Stress, Study Stress, Study Burnout, Ningxia Province*

INTRODUCTION

With the rapid development of society and the intensification of competition, the learning pressure and psychological pressure faced by college students are gradually increasing. According to the data released by the Ministry of Education, the number of college students in China has increased yearly. By 2020, the total number of students in regular institutions of higher learning has reached about 38 million, among which about 27 million are undergraduate and junior college students (the Ministry of Education. (2020). Statistical Bulletin 2020). This massive group of college students faces great competitive pressure in their studies and is often under psychological pressure from society, family, and individuals. This trend also shows that college students occupy an essential position in the whole society, and their mental health status has an important impact on the stability and development of the whole society (Li & Wang, 2021).

However, with the increasingly fierce social competition, college students face increasing learning and psychological pressure. Some scholars point out that while pursuing academic performance, students bear the pressure of family, society, and their expectations, leading to increasingly prominent psychological problems such as study burnout (Wu et al., 2020). In addition, burnout in the study affects students' learning and may negatively impact their physical and mental health, leading to serious consequences (Zhang & Chen, 2022). Therefore, it is necessary to deeply study the relationship between study stress, psychological stress, and burnout among college students to deal effectively with this problem.

Some studies show a correlation between Study Stress and psychological stress and study burnout among college students. For example, one study found that students' concerns about future careers and stress on learning tasks are important factors leading to study burnout (Cheng & Li, 2021). However, the current research on the specific relationship between Study Stress and psychological stress and study burnout of college students is still insufficient. In particular, the existing studies lack relevant discussion when considering the differences in this relationship between different demographic variables.

This study aims to fill this gap and provide more effective interventions and mental health services for schools and society by profoundly exploring the relationship between study stress, psychological stress, and study burnout and the role of demographic variables involved in it. At the same time, the research results will provide new empirical support for educational psychology, as well as theoretical guidance and practical references for college students' mental health and academic development.

LITERATURE REVIEW

Demographics

Studies suggest that gender may differ in Study Stress among college students. For example, Smith and Jones (2020) point out that female college students may be more vulnerable to social pressure and self-demands, resulting in greater learning pressure. Students in different majors may face different degrees of learning pressure. According to research, students in STEM (Science, Technology, Engineering, and Mathematics) tend to face more academic stress and workload. In contrast, students in liberal arts may be more vulnerable to creative and thinking stress (Garcia and Martinez, 2021). College students may face different learning pressures at different grade stages. Research has found that freshmen may face pressure to adapt to new environments and learning styles.

In contrast, seniors may face graduation and future employment pressure, affecting their learning status and mental health (Johnson, 2019). College students in different regions may face different study pressures. According to the study, college students in urban areas may face higher competitive and economic pressures. In contrast, college students in rural areas may be more influenced by family expectations and social status (Chen and Wang (2018).

Students from different ethnic and cultural backgrounds may have different coping and cognitive styles towards Study Stress. According to Li and Zhang (2018), Western culture emphasizes individualism and competition, students may be more vulnerable to external evaluation and self-

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expectations, while Eastern culture emphasizes collectivism and harmony, and students may pay more attention to social identity and family expectations, which may affect their feelings of learning pressure. The family background of college students may impact their study stress. For example, students from single-parent families or families with financial difficulties may face more financial pressure and family expectations, thus increasing the learning pressure (Wu, 2020). Students' financial status may affect their Study Stress levels. According to Zhang and Li (2019), students with low-income family economic conditions may face more financial and life pressures, thus increasing their study pressures. Students' parental educational background may have an impact on their Study Stress. For example, students with more educated parents may be more susceptible to family expectations and self-demands, increasing Study Stress (Chen, 2021).

Study Stress-related Studies

The findings from various scholars indicate that multiple dimensions significantly influence academic stress among students. Robert Rosenthal (2018) highlights that excessive family expectations can elevate academic stress, leading to burnout, suggesting that parents must adopt a rational approach and offer positive support. Wang et al. (2020) emphasize that motivational factors play a crucial role, with excessive external motivation exacerbating stress, thereby underscoring the importance of fostering self-motivation and correct learning motivations. Wang and He (2007) discuss the importance of environmental adaptation, noting that insufficient adaptability during the transition from high school to college can heighten academic stress, indicating the need for supportive environments to ease this transition. Zhang et al. (2021) find that social support from family, friends, and teachers can significantly alleviate academic stress, highlighting the necessity of robust social support systems. Lastly, Chen et al. (2019) points out that individual internal factors, such as personality traits, self-awareness, and emotional stability, impact the perception of academic stress, advocating for attention to students' internal states to help them develop a positive mindset and cope better with stress. Together, these studies suggest a multifaceted approach to mitigating academic stress, involving rational family expectations, fostering intrinsic motivation, providing supportive environments, enhancing social support, and addressing individual internal factors.

Theoretical Study on Psychological Stress

In recent psychological research, the theoretical exploration of psychological stress has received extensive attention. The researchers have proposed multiple theoretical models of psychological stress to explain the individual's psychological state and behavioral performance in response to external stress. First, some scholars have proposed stress-adaptation models to emphasize the effects of cognitive evaluation and emotional responses experienced by individuals facing external stress events. Based on social psychology theory, demand-value models have emerged, highlighting the influence of the interaction between the individual's internal demand and the external environment on psychological stress. At the same time, a multi-element model of psychological stress is proposed, which decomposes psychological stress into multiple aspects, such as cognition, emotion, physiology, and on, to understand the formation mechanism of psychological stress more comprehensively. The introduction of these theoretical models has enriched the theoretical system of psychological stress and provided a new perspective to explore further the relationship between psychological stress and individual mental health (Zhang, 2019).

In the theory of psychological stress, a series of models about the causes and consequences of psychological stress have also appeared. Among them, the social support model emphasizes the regulatory effect of social support on individual psychological stress, believing that it can reduce psychological stress by providing emotional, informational, and substantial support. Moreover, the cognitive evaluation model highlights the importance of individuals' cognitive evaluation of external stressful events in the formation process of psychological stress, pointing out that individuals' subjective understanding and evaluation will directly affect psychological stress. In terms of psychological stress processing, the psychological resilience model proposes the regulatory role of individual coping strategies and psychological resilience in the face of stressful events on psychological stress, emphasizing the importance of the individual's positive attitude and coping style (Chen, 2019).

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Research on Study Burnout Theory

Most theories about study burnout at home and abroad are also about job burnout. The study and collation of the burnout theory can be roughly divided into two categories: the single-dimensional theory represented by Pes scholars and the multi-dimensional theory represented by Maslach. Maslach et al. proposed the three-dimensional theory of work burnout. Because his main research object was professional service personnel, he divided work burnout into three dimensions: emotional exhaustion, deindividuation, and low sense of achievement. Among the three dimensions, the most profoundly and thoroughly studied is the emotional exhaustion dimension, which has also become the core content of burnout in the three-dimensional theory (Maslach et al.,1981).

However, many other researchers believe that the potential theoretical basis of 3-D theory is insufficient. In their opinion, only the exhaustion dimension is the main three dimensions, while the other dimensions are derived. In this question, the single-dimensional theory represented by Pines emerges, which divides burnout into three dimensions: physiological, emotional, and mental exhaustion. At the same time, Shirom divided exhaustion into three dimensions: emotional exhaustion, physiological exhaustion, and cognitive boredom (Shirom,2018).

METHODS

To conduct an in-depth investigation of the relationship between study stress, psychological stress, and study burnout among college students, this study will adopt a mixed methods research approach. Data collection and analysis will be carried out in quantitative and qualitative forms as part of the project. A random and representative sample of college students from various academic fields and levels will be chosen for the sampling process. Furthermore, a structured questionnaire will be constructed to quantify study stress, psychological stress, and study burnout. In addition to that, demographic information will be included in the survey.

This study explores the relationship between college students' Study Stress, psychological pressure, and burnout. The sample size was determined by random sampling, including different groups with varying educational backgrounds, genders, ages, and grades. In this study, 500 samples will be drawn from Ningxia University. According to advanced statistical procedures, the data analysis of this study is mainly divided into descriptive and inferential statistics. The descriptive statistics introduced in this chapter include absolute frequency, percentage frequency, mean, and standard deviation. Inferential statistics employ hypothesis testing-based statistical methods, including one-sample t-test, independent-sample t-test, one-way ANOVA, and multiple linear regression analysis.

FINDINGS

Descriptive Statistics

Demographic Factors

TABLE 1 Analysis Results of the Demographic Factor

1. Gender:	Frequency	Percent
Male	255	51
Female	245	49
Total	500	100
2. Age	Frequency	Percent
less than 18 years old	23	4.6
age 18-20 years old	45	9
21-23 years old	129	25.8
24-26 years old	102	20.4
27 years old and older	201	40.2
Total	500	100

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3. Grade	Frequency	Percent
undergraduate first grade	71	14.2
undergraduate grade 2	191	38.2
undergraduate grade 3	143	28.6
undergraduate 4th grade	66	13.2
Grade 5 or above	29	5.8
Total	500	100
4. Major	Frequency	Percent
The Humanities and social sciences	108	21.6
Natural Science and Engineering	138	27.6
Medicine and Health Sciences	119	23.8
Art & Design	55	11
Agriculture and rural development	80	16
other	500	100
5. Residence	Frequency	Percent
City	105	21
rural area	350	70
suburbs	45	9
Total	500	100

Based on the demographic factors in Table 1, we observe several notable characteristics of the sample. Regarding gender distribution, the sample is nearly balanced, with 51% male (255 individuals) and 49% female (245 individuals). Age-wise, the majority of participants are 27 years old and older (40.2%), followed by those aged 21-23 years (25.8%) and 24-26 years (20.4%). The younger age groups, less than 18 years and 18-20 years, constitute smaller proportions, at 4.6% and 9%, respectively. Regarding grade level, the largest group is undergraduate grade 2 students (38.2%), while the smallest group comprises those in grade 5 or above (5.8%). The sample also includes diverse academic majors, with the most significant representation from Natural Science and Engineering (27.6%), followed by Medicine and Health Sciences (23.8%), and Humanities and Social Sciences (21.6%). Art & Design and Agriculture & Rural Development have smaller representations, at 11% and 16%, respectively. Lastly, the residence distribution indicates a predominance of rural area residents (70%), with city dwellers and suburb residents making up 21% and 9% of the sample, respectively. This demographic profile provides a comprehensive overview, ensuring a diverse and representative sample for the study's analysis.

Independent variables and Dependent variables

TABLE 2 Descriptive Statistics for Independent Variables

Study Stress	N	Mean	Standard	Meaning	RANK
Academic Burden	500	3.842	1.029	Agree	1
Learning target pressure	500	3.801	1.027	Agree	2
Prior Knowledge	500	3.898	1.006	Agree	3
Study Stress	500	3.847	0.814	Agree	
Psychological stress	N	Mean	Standard	Meaning	RANK
Emotion changes	500	3.885	1.010	Agree	1
Autognosis	500	3.837	0.990	Agree	2
Mental health status	500	3.575	0.876	Agree	3

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Psychological stress	500	3.766	0.837	Agree	
Study Burnout	N	Mean	Standard	Meaning	RANK
Reduced interest	500	3.853	1.029	Agree	1
Despondent	500	3.863	0.968	Agree	3
Learning input	500	3.908	1.000	Agree	2
Study Burnout	500	3.874	0.958	Agree	

The descriptive statistics for the independent variables in Table 2 provide a detailed overview of the study stress levels, psychological stress, and study burnout among the students surveyed. For study stress, the mean scores for academic burden (3.842), learning target pressure (3.801), and prior knowledge (3.898) indicate that these factors are generally perceived as sources of agreement among students, with prior knowledge ranking highest. Overall, the combined study stress factor has a mean of 3.847, suggesting a consistent stress level across different dimensions. In terms of psychological stress, the mean scores for emotional changes (3.885), autogenesis (self-awareness) (3.837), and mental health status (3.575) also reflect agreement, with emotional changes being the most significant factor. The overall psychological stress has a mean score of 3.766, indicating a substantial impact on students' well-being. Regarding study burnout, the descriptive statistics show that reduced interest (3.853), despondency (3.863), and learning input (3.908) are all perceived as significant, with learning input ranking highest. The overall study burnout mean score is 3.874, indicating a high level of burnout among students.

Inferential Statistics

Demographic Factors Affect Study Burnout

TABLE 4 The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Study Burnout	Male	255	3.394	0.901	29.121	0.000
	Female	245	4.374	0.734		

Table 4: The independent samples t-test was conducted to compare burnout levels between males and females in the study. Results show a significant difference in study burnout scores for males ($M = 3.394$, $SD = 0.901$) and females ($M = 4.374$, $SD = 0.734$); $t(498) = 29.121$, $p < 0.001$. This indicates that females reported higher levels of study burnout compared to males.

TABLE 5 Age, Grade, Major, and Residence Affects Study Burnout

Study Burnout		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	114.798	4	28.700	41.416	0.000
	Within Groups	343.014	495	0.693		
	Total	457.812	499			
Study Burnout		Sum of Squares	Df	Mean Square	F	Sig.
Grade	Between Groups	79.357	4	19.839	25.949	0.000
	Within Groups	378.455	495	0.765		
	Total	457.812	499			
Study Burnout		Sum of Squares	Df	Mean Square	F	Sig.
Major	Between Groups	48.597	4	12.149	14.696	0.000

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	Within Groups	409.215	495	0.827		
	Total	457.812	499			
Study Burnout		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	54.014	2	27.007	33.240	0.000
Residence	Within Groups	403.799	497	0.812		
	Total	457.812	499			

The analysis of variance (ANOVA) results in Table 5 reveals that demographic factors such as age, grade, major, and type of residence significantly affect study burnout among students. For age, the between-groups sum of squares is 114.798, with a mean square of 28.700 and an F-value of 41.416, indicating a highly significant impact ($p < 0.001$). Similarly, grade shows a substantial effect on study burnout, with a between-groups sum of squares of 79.357, a mean square of 19.839, and an F-value of 25.949, which is also highly significant ($p < 0.001$). The major of the students also significantly influences study burnout, evidenced by a between-groups sum of squares of 48.597, a mean square of 12.149, and an F-value of 14.696 ($p < 0.001$). Lastly, the type of residence significantly affects study burnout, with a between-groups sum of squares of 54.014, a mean square of 27.007, and an F-value of 33.240 ($p < 0.001$). These results underscore the considerable impact of demographic variables on study burnout, highlighting the need for tailored interventions that consider these specific demographic factors to mitigate burnout among students effectively.

Study Stress Influence Study Burnout

Multiple Linear Regression Analysis is applied to this study.

$$Y = \beta_0 + \beta_1 X_1$$

Where Y = Study Burnout

X_1 = Academic Burden

X_2 = Learning target pressure

X_3 = Study time pressure

TABLE 6 The Multiple Linear Regression Analysis of Study Stress Influence on Study Burnout

Model	Coefficient		Standardized Coefficients Beta	t	p-value
	Unstandardized Coefficients				
	B	Std.Error			
1 Constant	0.129	0.068		1.904	0.057
Academic Burden	0.030	0.015	0.032	2.021	0.044
Learning target pressure	0.164	0.018	0.176	9.073	0.000
Prior Knowledge	0.771	0.018	0.810	41.798	0.000

Dependent Variable : psychological stress

The multiple linear regression analysis in Table 6 examines the influence of various Study Stress factors on study burnout. The model includes three predictors: academic burden, learning target pressure, and prior knowledge. The unstandardized coefficients indicate how much each predictor contributes to the dependent variable, psychological stress (a proxy for study burnout). The constant term (β_0) is 0.129 with a p-value of 0.057, suggesting that it is not statistically significant at the 0.05 level.

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The results show that academic burden (β_1) positively and significantly affects study burnout, with a coefficient of 0.030 ($p = 0.044$). This implies that an increase in academic burden is associated with a modest increase in study burnout. Learning target pressure has a larger and highly significant effect, with a coefficient of 0.164 ($p < 0.001$), indicating that higher pressure to meet learning targets substantially increases study burnout. The most significant predictor is prior knowledge, with a coefficient of 0.771 and a p-value of less than 0.001, suggesting that students with greater prior knowledge experience significantly higher levels of study burnout. The standardized coefficients (Beta) further confirm the relative importance of these predictors, with prior knowledge having the highest standardized coefficient of 0.810.

Psychological Stress Influence Study Burnout

Multiple Linear Regression Analysis is applied to this study.

$$Y = \beta_0 + \beta_1 X_1$$

Where Y = Study Burnout

X_1 = Emotion changes

X_2 = Autognosis

X_3 = Mental health status

TABLE 7 The Multiple Linear Regression Analysis of Study StressInfluence on Psychological Stress

Model	Coefficient		Standardized Coefficients Beta	t	p-value
	Unstandardized Coefficients				
	B	Std.Error			
1 Constant	0.388	0.113		3.419	0.001
Emotion changes	0.450	0.034	0.474	13.349	0.000
Autognosis	0.247	0.036	0.255	6.799	0.000
Mental health status	0.222	0.040	0.203	5.566	0.000

Dependent Variable : Study Burnout

Table 7 presents a multiple linear regression analysis examining the influence of various factors on study burnout. The model includes three predictors: emotion changes, autognosis, and mental health status. The dependent variable is study burnout. The constant term (β_0) has a coefficient of 0.388 and is statistically significant ($p = 0.001$), indicating that when all other variables are held constant, the baseline level of study burnout is 0.388.

The analysis reveals that all three predictors significantly contribute to study burnout. Emotion changes have the largest impact, with an unstandardized coefficient of 0.450 ($p < 0.001$) and a standardized coefficient (Beta) of 0.474, suggesting that greater emotional fluctuations are strongly associated with higher levels of study burnout. Autognosis, which refers to self-awareness or self-diagnosis, has a significant effect with a coefficient of 0.247 ($p < 0.001$) and a Beta of 0.255, indicating that increased self-awareness is linked to higher study burnout. Mental health status has a coefficient of 0.222 ($p < 0.001$) and a Beta of 0.203, suggesting that poorer mental health is related to higher levels of study burnout. These findings underscore the significant roles that emotional changes, self-awareness, and mental health status play in influencing student study burnout.

4.2.4 Study Stress、 Psychological Stress Influence Study Burnout

The Multiple Linear Regression Analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1$$

Where Y = Study Burnout

X_1 = Study Stress

X_2 = psychological stress

TABLE 8 The Multiple Linear Regression Analysis of Study Stress、 Psychological Stress Influence on Study Burnout

Model		Coefficient		Standardized Coefficients Beta	t	p-value
		Unstandardized Coefficients				
		B	Std.Error			
1	Constant	-0.240	0.102		-2.345	0.019
	Study Stress	0.637	0.041	0.542	15.530	0.000
	psychological stress	0.442	0.040	0.386	11.068	0.000
Dependent Variable : Study Burnout						

Dependent Variable : Study Burnout

Table 8 presents a multiple linear regression analysis examining the influence of Study Stress and psychological stress on study burnout. The model's dependent variable is study burnout, while the independent variables are Study Stress and psychological stress. The constant term (β_0) has a coefficient of -0.240, with a standard error of 0.102, and is statistically significant ($t = -2.345$, $p = 0.019$). This indicates that when both Study Stress and psychological stress are zero, the baseline level of study burnout is slightly negative. However, this is more of a mathematical artifact than a practically meaningful result.

The analysis shows that both Study Stress and psychological stress significantly contribute to study burnout. Study Stress has a substantial positive effect, with an unstandardized coefficient of 0.637 ($t = 15.530$, $p < 0.001$) and a standardized coefficient (Beta) of 0.542. This suggests that an increase in Study Stress is strongly associated with higher levels of study burnout. Similarly, psychological stress also has a significant positive effect, with an unstandardized coefficient of 0.442 ($t = 11.068$, $p < 0.001$) and a standardized coefficient (Beta) of 0.386. This implies that higher psychological stress is also linked to increased study burnout. These findings underscore the significant roles that both Study Stress and psychological stress play in influencing student burnout.

DISCUSSION

Differences in Demographic Factors Generate Differences in Study Burnout

The study conclusively demonstrates that demographic factors such as gender, age, grade, major, and type of residence significantly influence the levels of study burnout among students. Females, older age groups, certain grades, specific majors, and particular types of residence are associated with higher levels of study burnout. These findings underscore the need for targeted interventions to address and mitigate study burnout, considering the diverse demographic backgrounds of students.

Study Stress Influence on Study Burnout

The multiple linear regression analysis indicates that Study Stress factors significantly influence study burnout, particularly psychological stress. Specifically, academic burden, learning target pressure, and prior knowledge all substantially increase psychological stress. Although the impact of academic burden is relatively smaller, it still significantly raises psychological stress, highlighting the importance of managing academic workload to alleviate study burnout. Learning target pressure significantly affects psychological stress, suggesting that setting realistic and achievable goals can reduce study burnout. Most importantly, prior knowledge impacts psychological stress most, underscoring the importance of students' foundational understanding. This suggests that bridging courses or additional support for students with weaker backgrounds are necessary to reduce study burnout. These findings emphasize the need for educational institutions to develop comprehensive support systems to address these critical stress factors.

Psychological Stress Influence on Study Burnout

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The study found that emotional changes, self-awareness, and mental health status significantly positively impact study burnout. These factors all show high statistical significance, indicating that their influence on study burnout is considerable. Given these findings, paying attention to and improving students' emotional management, self-awareness, and mental health can effectively reduce their sense of study burnout. The research conclusions highlight the importance of comprehensive psychological support in educational settings, aiding educational institutions in developing more targeted intervention measures.

RECOMMENDATIONS

Targeted Interventions Based on Demographic Factors : The study indicates significant differences in study burnout across gender, age, grade, major, and type of residence. Educational institutions should provide targeted support based on these demographic factors. For example, they can design specialized stress management workshops and mentoring programs for female students and offer age and grade-appropriate support initiatives to help students cope with their unique challenges. Additionally, schools can provide extra academic resources and psychological support for majors that are particularly prone to burnout.

Managing Study Stress : The research finds that Study Stress significantly influences study burnout, notably psychological stress. Educational institutions should reassess and manage academic workloads by reducing the number of assignments, providing flexible deadlines, and ensuring course content is manageable. Moreover, they should help students set realistic and achievable learning goals through personalized learning plans and goal-setting workshops to reduce target pressure. Institutions should also offer remedial courses and tutoring for students with weaker foundational knowledge to mitigate psychological stress.

Enhancing Emotional and Mental Health Support : Emotional changes, self-awareness, and mental health status significantly impact study burnout. Schools and universities should implement emotional management programs, such as mindfulness training, stress reduction workshops, and emotional intelligence courses, to help students manage their emotions effectively. Enhancing students' self-awareness through self-reflection activities and mentorship programs can help them better understand their strengths, weaknesses, and emotional responses. Additionally, educational institutions should provide comprehensive mental health services, including counseling, therapy sessions, mental health screenings, and support groups, ensuring students can quickly and fully utilize these services.

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