

# Academic Achievement and Its Relationship to Religious Involvement among University Students

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**Abstract** :The study aimed to investigate academic achievement and its relationship to religious involvement among university students. Adopting a descriptive design, the researcher drew a sample of 200 male and female students from the colleges of the University of Wasit for the 2024/2025 academic year. Academic achievement was gauged through the students' final cumulative grades, while religious involvement was measured with Al Ubaydi's (2010) Religious Involvement Scale, whose psychometric properties (face and construct validity, reliability) were verified by the researcher.

The findings revealed that, in general, the university students did not display a high level of religious involvement, and no statistically significant correlation emerged between academic achievement and religious involvement. This indicates that religious involvement does not exert a clear influence on students' academic performance; the low level of involvement may stem from social and cultural changes shaping students' religious orientations. The absence of a relationship also suggests that factors such as intrinsic motivation, the educational environment, or personal skills may have a more decisive impact on academic success.

**Keywords:** Academic achievement, Religious involvement

## 1. Introduction

Academic achievement is considered the primary goal for university students and serves as the most prominent indicator of their cognitive progress and their ability to apply skills within the university environment. This environment is influenced by multiple factors such as intrinsic motivation, the educational setting, and personal skills. Among these factors are also students' religious practices and inclinations, regarded as significant psychological and social dimensions, religious engagement is a broad concept that requires maintaining a balance between it and involvement in everyday life affairs. Religion can serve as a source of psychological comfort; however, excessive focus on it to the detriment of other life aspects may lead to psychological and social challenges that warrant investigation and reflection. Manifestations of such engagement include spending extended periods performing prayers and rituals, which necessitates caution to preserve moderation in order to maintain social integration and mental health.

Based on the researcher's field experience and prolonged interviews with numerous university students over many years, it appears that religious engagement may positively influence academic achievement by enhancing self-discipline, fostering a sense of responsibility, and reinforcing ethical values that support concentration and academic commitment. It also provides a supportive psychological dimension that alleviates stress and anxiety. Nevertheless, this effect is not deterministic, as other more influential factors may intervene. Moreover, excessive religious engagement can become a weakening factor for academic achievement when it dominates the time allocated for studying.



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Academic achievement constitutes a fundamental pillar for scientific and social progress. It serves as the primary factor in self-development and the cultivation of life skills. The school environment is considered the essential setting that enables individuals to attain this achievement by providing the necessary knowledge and skills to confront future challenges. Academic achievement also fosters positive social interaction among students, helping them build healthy relationships with their peers and instructors. According to a study by Karkoush (2010: 58), students who attain high levels of academic achievement tend to participate more actively in school and social activities, thereby enhancing their sense of belonging within the school community.

Academic achievement is closely linked to improvements in students' mental health, as it promotes feelings of accomplishment and self-satisfaction. Students with high academic achievement generally exhibit higher levels of self-confidence and greater capacity to face academic and social challenges. Academic achievement thus extends beyond mere academic enhancement, positively impacting psychological and social dimensions by boosting students' self-esteem and increasing their motivation to learn. (Younis & Rabouh, 2010: 20)

Religious beliefs shape an individual's perceptions regarding the meaning of existence and satisfy various psychological needs, including the need for security. Moreover, religion can mitigate the development of certain psychological disorders such as anxiety and depression by facilitating and encouraging social interaction. However, religious engagement, defined as excessive involvement in religious practices and rituals to the extent that it negatively affects an individual's daily life socially or psychologically—can disrupt the balance between religious and worldly life demands. This imbalance can adversely impact mental health and social relationships. Research indicates that individuals who regularly perform their religious duties exhibit lower exposure to risk factors associated with depression and suicide, such as substance abuse and despair. Religion also encourages a simple lifestyle, which reduces suicidal tendencies. Nonetheless, religious extremism may have catastrophic effects on public health, including negative impacts on mental health

(Koenig, 2009: 182)

Multiple studies have shown that excessive religious practices may increase levels of anxiety and stress. Although religion can be a source of psychological comfort, excessive adherence to rituals without regard to personal capacity can cause psychological pressure. Individuals who moderately adhere to their religious obligations tend to have lower exposure to risk factors leading to depression and suicide compared to those who either excessively practice or completely neglect these rituals. Cognitively, religious engagement may lead to rigid, non-negotiable beliefs that limit intellectual flexibility, hindering adaptation to life changes and positive social interactions.

(Diener et al., 2002: 304)

Excessive religious practices may also cause social isolation. When an individual devotes most of their time to worship, they may neglect social and familial responsibilities, leading to deteriorated relationships. This isolation can provoke feelings of loneliness and alienation, negatively affecting social support, which is a critical element in maintaining mental health.

(McCullough et al., 2000: 213)

The Abrahamic religions emphasize the importance of balance and moderation in all matters, including religious practices. Religious texts warn against extremism and advocate

distancing oneself from excessive immersion in religion (Santrock, 2006: 555)( Singh et al., 2022). The Prophet Muhammad (peace be upon him) said, "Beware of excessiveness in religion, for those who were destroyed before you were due to excessiveness in religion." This prophetic guidance underscores the necessity of moderation in worship, ensuring that it does not adversely affect other aspects of an individual's life. Moderation achieves a balance between spiritual and material needs, thereby promoting psychological and social well-being.

Despite noble intentions, religious engagement may have negative psychological and social consequences if not managed with caution and awareness. Therefore, achieving a balance between religious practices and daily life is essential to preserve individual and community well-being. Through moderation and awareness, harmony can be attained that enhances quality of life and ensures fulfillment of both spiritual and worldly goals. Society plays a vital role in helping individuals achieve this balance by promoting awareness of moderation's importance and providing necessary support. Furthermore, creating an environment that encourages open dialogue and acceptance of intellectual diversity can assist individuals in adopting balanced religious practices aligned with modern life demands (Cupertion, 1999: 98), (Kadhim & Hamad , 2024).

#### **Research Objectives:**

1. Identify academic achievement levels among university students.
2. Examine religious engagement among university students.
3. Investigate the relationship between academic achievement and religious engagement among university students.

#### **Scope of the Study:**

The research population is defined as the students of Wasit University for the academic year 2024–2025.

#### **Definitions:**

##### **1. Academic Achievement:**

- Abu Jado (2000) defines academic achievement as a measure of academic progress, determined by a student's ability to pass various tests, whether oral, written, or problem-solving. (Abu Jado, 2000: 120)
- Taysir (2023) describes academic achievement as reflecting the knowledge and skills acquired after an educational experience, relying on recalling and applying information in multiple contexts, measured through tests and educational activities. (Taysir, 2023: 55)
- Operational Definition: The total grade obtained by the university student sample for the previous academic year.

##### **2. Religious Engagement:**

- Koenig (1988) defines it as the practice of a set of religious rites such as prayer, supplication, and spiritual meditation alongside continuous engagement with religious texts, motivated by the individual's desire to strengthen their relationship with the Creator (Koenig, 1988: 7).

- Levin (1994) describes it as intense and focused involvement in religious rituals and duties, to the extent that religious engagement becomes a central element in an individual's and society's life, shaping behavior and social interactions (Levin, 1994: 137).
- Koenig & Larson (1998) define excessive involvement in religious practices and rituals to a degree that affects the balance of daily life, noting that high religious commitment can be linked to anxiety, stress, and social isolation (Koenig & Larson, 1998: 74).
- McCullough (2000) describes it as deep immersion in religious thought, where the individual focuses intensively on spiritual issues and religious beliefs, which may lead to decreased attention to other life aspects (McCullough et al., 2000: 211), (Kadhim et al., 2023)
- Diener (2002) characterizes it as the drive to achieve psychological comfort and inner happiness through deep commitment to religious practices, seeking peace and self-satisfaction (Diener et al., 2002, p. 63), (Al-Douri et al., 2022).
- Al-Obaidi (2010) defines it as a high degree of dedication to religious practices, where the individual avoids worldly distractions and devotes efforts to applying religious values and principles, aiming for psychological security and divine satisfaction (Al-Obaidi, 2010: 6).
- Theoretical Definition: The researcher adopts Al-Obaidi's (2010) definition of religious engagement for this study.
- Operational Definition: The total score obtained by respondents on the religious engagement scale used in this study.

## **Background**

### **First: Academic Achievement**

Academic achievement is one of the foundational pillars in the educational process, reflecting students' level of knowledge and skills acquisition across educational stages. It is not merely a measure of academic understanding but extends to the development of cognitive, social, and emotional capacities that contribute to building a well-rounded personality capable of positive societal interaction. Academic achievement allows evaluation of the education system's effectiveness at individual and community levels. High achievement indicates a successful educational system preparing individuals to contribute to societal development, whereas low achievement highlights gaps needing remediation, whether in curricula, teaching methods, or the educational environment in general.

Academic achievement acts as a preventive tool against numerous social problems such as unemployment, crime, and marginalization, as higher education levels are often associated with better employment opportunities and improved quality of life. Thus, enhancing academic achievement must be a priority for governments and educational institutions to ensure a better future for individuals and communities. Academic achievement is not an end in itself but a means for comprehensive development at both personal and societal levels. Improving it requires providing a stimulating educational environment, offering psychological and social support to students, and developing curricula that meet contemporary needs and labor market requirements (Ahmed, 2010: 94-95).

### **Factors Influencing Academic Achievement:**

Academic achievement reflects the interaction of a complex set of internal and external factors affecting the learning process. Improving academic achievement demands addressing all these aspects, from enhancing teaching quality and providing psychological and social support to students to creating a community environment conducive to learning.

These factors can be classified into three main categories:

#### **1. Primary Direct Factors:**

- A. The instructor plays a pivotal role, where teaching style, experience, communication skills, and understanding of student needs significantly influence academic achievement.
  - a. The student is the central focus of education, with achievement influenced by motivation, mental readiness, personal skills, and psychological and physical health.
  - b. The quality of interaction between instructor and student within the classroom directly affects information comprehension and academic success.

#### **B. Secondary Direct Factors:**

- a. Student counseling provides psychological and academic support, helping students overcome learning difficulties.
- b. Human and psychological services, including social support, contribute to academic performance improvement.
- c. Organizational services, encompassing school administration and educational systems, provide a supportive learning environment through resource provision and scheduling.

#### **3. Indirect Factors:**

- Media shapes societal culture and attitudes toward education and can influence student motivation.
- Markets, clubs, and cultural centers offer learning opportunities outside the classroom, enriching students' experiences and knowledge.
- Social institutions such as family and community play essential roles in providing psychological and moral support, positively affecting academic achievement (Saada & Ibrahim, 1991: 329).

### **Importance of Academic Achievement:**

1. Measures the extent to which educational goals are achieved.
2. Helps identify experiences gained through teaching.
3. Tracks academic development and progress over time.

4. Reflects desired learning outcomes set by the education system.
5. Represents the student's overall level and academic progress.
6. Evaluates the effort exerted by the student, reflecting engagement with educational materials (Hamdan, 1999: 75).

## **Second: Religious Engagement**

Religious engagement manifests in an individual's psychological and social balance but may also cause isolation or alienation from society when excessive. Overindulgence in religious practices may impair daily performance, both professionally and socially, by shifting focus to rituals at the expense of natural interaction with others. Such behavior can generate anxiety or stress when an individual cannot maintain consistent observance, negatively impacting mental health. Cognitively, religious engagement may foster rigid life and worldview perceptions, rendering beliefs inflexible and limiting intellectual adaptability. Emotionally, it may heighten guilt or fear of inadequacy, leading to psychological disorders such as anxiety or depression. Behaviorally, it may cause social withdrawal or isolation due to excessive preoccupation with religious practices over social engagement. (Exline, 2002: 182)

Religious engagement is a multidimensional construct encompassing cognitive, emotional, behavioral, social, ethical, existential, and psychological components. These dimensions collectively contribute to individuals' overall well-being, strengthen faith, reinforce community bonds, and provide coping mechanisms for life's challenges. Understanding these components enables researchers and practitioners to appreciate religion's role in personal development and mental health (McCullough et al., 2000: 213).

Religions help individuals find meaning and purpose in life. Those deriving existential meaning from faith report higher psychological well-being (Baumeister, 2002: 15). Religious teachings often enhance the capacity to cope with life's doubts and challenges by offering a sense of direction and purpose. Many individuals use religion as a coping strategy for stress, grief, and trauma. Research shows positive correlations between religious engagement and resilience and mental health outcomes; those relying on religious coping strategies often report hope and optimism under adversity. (McCullough et al., 2000: 58).

Some studies link religious engagement with physical health. Frequent participation in religious activities correlates with healthier behaviors, such as reduced substance abuse and better stress management (Daaleman et al., 2004: 39).

## **Components of Religious Engagement**

Religious engagement includes various dimensions affecting spiritual, psychological, and social well-being. Scholars identify key components contributing to religious engagement, including cognitive, emotional, behavioral, and social aspects (Koenig & Larson, 1998: 25).

1. **Cognitive Component:** religious beliefs, values, and understanding, including faith in religious doctrines and teachings that shape worldview and moral reasoning. Individuals with a strong cognitive religious foundation report greater life satisfaction and resilience, as beliefs are deeply internalized rather than externally validated (Diener et al., 2002: 45).

2. **Emotional Component:** It involves spiritual feelings and experiences associated with faith, such as peace, awe, or divine connection. Many religious individuals report that prayer and meditation provide emotional stability and comfort during distress. Positive emotions play a role in religious practice, with higher religious engagement linked to greater emotional well-being (Santrock, 2006: 41).
3. **Behavioral Component:** Includes outward expressions such as attending religious services, prayer, fasting, and participation in rituals. This aspect is religious identity and community belonging. Active participants in religious rituals report lower anxiety and depression levels than non-participants (Levin, 1994: 45).
4. **Social Component:** Religion often strengthens community ties and belonging. The social dimension involves participation in religious groups, charitable activities, and faith-based organizations. Religious communities provide emotional and financial support, reinforcing social bonds and psychological well-being (Idler & Hays, 2001: 85).
5. **Ethical Component:** Religious engagement also entails an ethical dimension, where individuals follow religious principles guiding moral behavior. Religious teachings often underpin ethical decision-making and self-regulation. Those who are highly religious tend to exhibit higher levels of prosocial behavior, such as honesty, compassion, and altruism (Baumeister, 2002: 16).

#### Materials and Methods:

The descriptive research method is one of the common scientific methods in social and educational studies, and it is considered appropriate for achieving the researcher's research objectives. This method is characterized by its ability to accurately describe phenomena and analyze them systematically, allowing for a

1. **Research Population:** The current research population consists of students from the colleges of Wasit University for the academic year 2024-2025.
2. **Primary Sample:** The primary sample consisted of 200 male and female students from the university distributed across 4 colleges. The students were randomly selected from 100 male and 100 female students, each from the scientific and humanities majors. Table 1 clarifies this.

**Table1 : Research sample**

Specialization	Colleges	University students		Total
		Males	Females	
Scientific	College of Science	25	25	50
Scientific	College of Agriculture	25	25	50
Humanitarian	College of Education	25	25	50
Humanitarian	College of Arts	25	25	50
<b>Total</b>		100	100	200

### **Research Tools:**

#### **A. Student Achievement:**

To achieve the research objectives, the researcher obtained the final academic achievement scores for the study sample.

#### **B. Religious Engagement Scale:**

- Original Religious Engagement Scale: The researcher used the Religious Engagement Scale created by Al-Obaidi (2010), which is described as being highly focused on religious duties and less concerned with everyday life, using religious principles to feel secure and to please a higher power. The scale consists of 19 items, each with alternatives and corresponding scores. The alternatives were "It completely applies to me", "It applies to me", "It does not apply to me", and "It does not apply to me at all", with scores of 5, 4, 3, 2, and 1, respectively.
- The procedures for implementing the Religious Engagement Scale in the current study were as follows:

#### **C. Scale Validity**

##### **Face Validity:**

The researcher ensured the face validity of the scale by presenting it to ten expert judges in the fields of psychology and Quranic sciences. Approval from at least nine judges was considered the criterion for accepting the scale items. After the judgment process, no item was excluded, indicating that all items were appropriate for the research objectives and accepted by the vast majority of judges. Consequently, the scale comprised 19 items. Face validity is a crucial step to ensuring that the research tool measures its intended purpose. This procedural step reflects the accuracy and quality of the scale design, enhancing the credibility of the results obtained in the research.

##### **Construct Validity:**

To verify the construct validity of the scale and the internal consistency of its items, the researcher analyzed the correlation between each item and the total score of the scale. The results indicated that all correlations were statistically significant, indicating that each item effectively contributed to measuring the main concept that the scale was designed to measure, which was religious engagement in this case. This analysis serves as a strong indicator of the scale's construct validity, confirming that the items are internally consistent and collectively measure the dimensions the scale was designed to assess. Thus, these results enhance the credibility of the scale and its ability to provide accurate and reliable results in measuring religious engagement, supporting its use in the current study and in future research.

##### **Statistical Analysis:**

**Discriminatory Power of the Items:** The scale was applied to a statistical analysis sample drawn from the research population, consisting of 200 male and female students who were not part of the study sample. A total of 27% of the sample's total scores were selected from both the upper and lower groups, resulting in a sample size of 54 students per group. After applying the Religious Engagement Scale to the sample, the responses were ranked in descending order from the highest to lowest total score. The t-test for independent samples was used to test the significance of the differences between the extreme groups' scores



for each item on the Religious Engagement Scale. All scale items showed statistically significant differences at the 0.05 level, as the calculated t-value was greater than the table t-value (1.96) with 106 degrees of freedom (Table 2).

**Table 2: Discriminatory power of the religious engagement Scale items**

No	Upper group		Lower group		Calculated T-value
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation	
1.	3.611111	0.391076	1.11963	0.583168	18.438
2.	3.888889	1.309759	1.164667	0.636915	9.719
3.	3.518519	0.770708	1.710511	0.361315	11.037
4.	3.018519	1.371909	1.073073	0.533331	6.868
5.	3.018519	1.310103	1.091593	0.558587	7.030
6.	3.361963	0.691619	1.181211	0.371973	14.429
7.	3.611111	0.391076	1.11963	0.33905	25.012
8.	3.537037	0.691619	1.138138	0.351711	16.065
9.	3.573073	0.631511	1.037037	0.190616	19.977
10.	3.518519	0.60618	1.159159	0.588737	14.508
11.	3.611111	0.391076	1.138138	0.518701	19.78
12.	3.573073	0.601931	1.175185	0.585165	14.842
13.	3.61963	0.387338	1.165185	0.55198	18.913
14.	3.638138	0.381031	1.037037	0.171166	32.357
15.	3.555556	0.633331	1.211311	0.319633	17.170
16.	3.61963	0.387338	1.185185	0.585165	18.026

17.	3.537037	0.691619	1.166667	0.503695	14.396
18.	3.537037	0.691619	1.054556	0.308138	17.037
19.	3.037037	1.331135	1.381381	1.013131	5.143

Validity of paragraphs: The researcher extracted the Pearson correlation coefficient between the score of each paragraph and the total score on the religious engagement scale and calculated the t-value of the correlation coefficient for all paragraphs. It was found that all of them were statistically significant at the level of (0.05), as the calculated t-value of the Pearson correlation coefficient was greater than the tabular value (1.96) with a degree of freedom (198) (Table 3).

**Table 3 : Correlation coefficients of the item score with the total score for the religious engagement scale items**

No	Correlation coefficient	T-value
1.	.736	15.30
2.	.787	17.95
3.	.701	13.83
4.	.805	19.09
5.	.811	19.51
6.	.771	17.04
7.	.753	16.10
8.	.710	14.19
9.	.723	14.73
10.	.711	14.23
11.	.736	15.30
12.	.723	14.73
13.	.731	15.07
14.	.757	16.30
15.	.738	15.39
16.	.741	15.53
17.	.761	16.51
18.	.751	16.00
19.	.733	15.16

### Reliability of the Scale:

The reliability of the Religious Engagement Scale was verified using internal consistency through Cronbach's alpha formula. Responses from a reliability sample of 50 students, selected from the statistical analysis sample, were used to calculate the reliability coefficient, which was 0.85. This value indicates good reliability, making the scale suitable for measuring religious engagement.

### Application of the Research Tool:

To achieve the objectives of the current research, the research tool was applied to the primary sample, consisting of 200 male and female students from Wasit University.

### Statistical Methods:

To achieve the objectives of the current research, the researcher used the following statistical methods: the t-test for independent samples, Pearson's correlation coefficient, Cronbach's alpha, and the one-sample t-test.

### Presentation of Research Results and Interpretation:

#### 1. Objective One: Academic Achievement among University Students:

The researcher obtained the final academic achievement scores of the research sample to achieve the research objectives.

#### 2. Objective Two: Religious Engagement among University Students:

The second objective was to measure religious engagement among university students. To achieve this, a one-sample t-test was used. The results showed that the average score for religious engagement in the research sample was 40.2589, with a standard deviation of 4.214. When testing the significance of the difference between the sample mean and the theoretical mean of the scale, which is 57, it was found that the difference favoured the hypothetical mean with statistical significance at the 0.05 level. The calculated t-value was -56.182, which was greater than the table t-value of 1.96 with 199 degrees of freedom (Table 4).

**Table : 3 Results of a one-sample t-test for the sample's scores on the religious engagement scale**

Sample	Theoretical Mean	Sample Mean	Standard Deviation	Df	t-value		Significance level
					Calculation	Tabular	
200	57	40.2589	4.214	199	-56.182	1.96	0.05

The results showed a statistically significant difference between the sample mean and the theoretical mean of the Religious Engagement Scale, in favour of the hypothetical mean. This indicates that, in general, university students do not exhibit a high level of religious engagement, meaning they are not excessively involved in religious practices and rituals to the extent that it affects their daily lives negatively. This may be due to several factors, such as their focus on academic studies, the influence of the university environment that promotes critical thinking and intellectual diversity, or their preference for a moderate level of religiosity without reaching the point of excess. This does not necessarily mean that they are not religious, but rather suggests that their religious practices are balanced and not extreme in their behaviour or impact on their daily activities.

The lower level of religious engagement among university students may reflect the impact of various social, cultural and psychological factors. On the one hand, the university environment may play a role in broadening students' thinking and promoting intellectual discussions, leading to a balance between religiosity and other life engagements. On the other hand, the decline in religious engagement may be related to the stage of life that students are going through, as many of them seek self-discovery and personal identity formation away from intensive religious practice. The university lifestyle, which includes various academic and social activities, may also reduce the time and effort dedicated to religious practices compared to earlier stages of life, where religious practices may have been more regular due to family and societal influence.

However, this conclusion does not imply that the students were not religious. Rather, it suggests that they adopt a more flexible and moderate approach to religious practices, in line with the demands and commitments of their university life. Additionally, certain academic disciplines may impact religiosity levels, as some fields of study may foster critical thinking and scientific analysis, influencing how students engage with religion. Based on this, assessing the level of religious engagement among university students requires consideration of multiple factors, such as the social environment, cultural background, academic discipline, media influence, and other factors that contribute to shaping the individual's religious experience during this life stage.

3. **Objective Three: Identifying the Relationship between Academic Achievement and Religious Engagement among University Students:** To achieve this objective, the researcher calculated the correlation coefficient between students' scores in academic achievement and religious engagement, which was found to be 0.101. To verify the significance of this relationship, the t-test for the significance of the correlation coefficient was used, as shown in Table 5. The results revealed that there was no statistically significant relationship between academic achievement and religious engagement.

**Table: Correlation coefficient between academic achievement and religious engagement among university students**

Variables	Correlation coefficient	T-value	
		Calculated	Tabular
Academic achievement	0.101	1.43	1.96
Religious engagement			

There is no correlational relationship between academic achievement and religious engagement among university students, as the t-value of the correlation coefficient was 1.43, which is lower than the table t-value. This indicates that religious engagement does

not directly affect academic achievement among university students, meaning there is no correlational relationship between the extent of a student's adherence to intense religious practices and their academic performance. Some may assume that high religious engagement can enhance academic achievement by fostering self-discipline and moral commitment. However, excessive focus on religious practices may reduce the time dedicated to studying, which could negatively impact academic performance. Yet, the data did not show a clear relationship in this direction either. There may be other variables such as personal motivation, social environment, field of study, and individual abilities that play a greater role in determining academic achievement than religiosity or religious engagement. Some students may find religion to be a source of academic motivation and inspiration, while others may feel that excessive religious practice hinder their focus on studies. Some researchers examined the relationship between religiosity and academic achievement has yielded mixed results, with some studies finding a positive relationship between moderate religiosity and academic achievement, while others found no significant effect (Koenig, 2009). It is likely that the relationship between religiosity and academic performance is non-linear, meaning that a moderate level of religiosity may be beneficial, while both excess and neglect may have minimal impact. Since the results did not establish a correlational relationship between academic achievement and religious engagement, it can be concluded that the factors influencing academic achievement are more complex than merely attributable to religiosity; they involve a mix of personal, social, and academic factors that determine a student's success in their studies.

### **Conclusion:**

In the light of the research results, the research concludes the following:

- University students do not exhibit religious engagement.
- There is no correlational relationship between academic achievement and religious engagement among university students.

### **Recommendations:**

In the light of the results, the researcher recommends the following:

- Promote psychological, social, and religious balance among university students through regular seminars and training programs to maintain the desired goals and motivate them to sustain this balance.
- Organize workshops and seminars to improve academic achievement levels.

### **Suggestions:**

- Conduct a similar study on religious engagement and its relationship with other variables such as academic ambition.
- Conduct a similar study on high school students, considering the gender variable, and compare the results with the current study.

- Conduct a similar study on academic achievement and its relationship with other variables such as the inclination towards teaching careers and others.

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