

Relationship between Academic Burnout and Academic Performance with the Mediating role of Self-Regulatory in Students

Barimani, Abolghasem¹, Rashid Rostami², Kouros, Esmailishad, Behrang³ and Atashi, Falaknaz⁴

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Abstract

The purpose of this study was presentation of the structural model of relationships between academic burnout and academic performance with the mediating role of self-regulatory in students. The method of the present study in terms of applied purpose and in terms of descriptive, correlation has been observed. The statistical population consisted of all 161 undergraduate students at the Islamic Azad University of Neka in the academic year 2018-2019. For the sample size, according to Krejcy and Morgan table, 113 individuals were selected randomly (gender). The instrument for collecting data was three standard questionnaires of academic burnout, academic performance and self-regulation Questionnaire. The collected data was used for analysis by Structural equation modeling using the partial least squares method (PLS). The results of this study showed that there is a significant relationship between academic burnout and self-regulation with student's academic performance; 20.1% of self-regulation and 27.6% of academic performance is explained by academic burnout. And the self-regulation variable has a mediator effect on the relationship between academic burnout and academic performance. Fit indices indicate that the proposed model is an appropriate fit.

Key Words: Academic Burnout, Academic Performance, Self-Regulatory.

Abolghasem Barimani
and
Kouros Rashid
Rostami,
Department of
Educational
Management, Neka
Branch, Islamic
Azad University,
Neka, Iran
Behrang .. Esmailishad
Department of
Educational
Sciences, Bojnourd
branch, Islamic
Azad University,
Bojnourd, Iran
Falaknaz Atashi
Department of
Educational
Sciences, Bushehr
branch, Islamic
Azad University,
Bushehr, Iran

¹ - Department of Educational Management, Neka Branch, Islamic Azad University, Neka, Iran. (Corresponding Author) email: barimani@iauneka.ac.ir

² - Department of Educational Management, Neka Branch, Islamic Azad University, Neka, Iran

³ - Department of Educational Sciences, Bojnourd branch, Islamic Azad University, Bojnourd, Iran.

⁴ - Department of Educational Sciences, Bushehr branch, Islamic Azad University, Bushehr, Iran

Introduction

Academic performance is a process that measures and evaluates, validates and judges the learner's progress in one period of time is determined and from this perspective, performance is considered as a strategic process that is a vital factor and determines the realization of community programs and if done with a process perspective and continuously, leads to promotion, effectiveness and it becomes the efficiency of individuals (Ghadmapour, Farhadi and Naghi Biranvand, 2016: 60). In fact, all the efforts of the educational system are focused on this phenomenon. Academic performance as the output of the educational system is affected by several factors. Therefore, Academic performance includes several subsets of cognitive, emotional and motivational definitions.

Self-efficacy

Feeling confident in one's ability to meet educational requirements and educational activities.

Emotional effects

A person's reaction to a set of emotions such as anxiety and worry that causes the person to be incited.

Planning

The ability to organize lesson activities on a specific and feasible basis as well as the suitable use of time for doing homework.

Loss of outcome control

The belief that increasing one's activities does not lead to the ideal result.

Motivation

Strengthening behavior in order to study more and academic motivation to get a higher mark, to get a suitable job or just study to obtain information and improve skills and general knowledge (Pourtaheri, Zandvanian Naeini and Rahimi, 2014: 138-139). University students, as one of the basic column of the country's higher education system, play a role in achieving the goals of the educational system and they have a special place, paying attention to this segment of society in terms of education and training, fertility and the flourishing of the educational system as much as possible, it makes excellent. In educational and training structures, a criterion for evaluation the achievement of educational goals is intended as academic achievement. In fact, the most important goal of any educational system is to raise academic achievement of the learners of that community. Given the importance of academic performance is necessary to consider the factors that affect it (Pourkarimi and Mobin Rahni, 2018: 140). In this case, all organization during the planning and policies ultimately end with students. Because preparing and creating the necessary capacity in them to enter the society they will

build is the ultimate goal of higher education. Undoubtedly in this process, whatever they pay more attention to the issues, the future structure of society will be more robust. (Azizinejad, Pourheidar and Soltani, 2014). Students for reasons such as disinterest in the course of study, lack of knowledge of the content of the course of study, undesirable conditions of campus and many other reasons have led to academic burnout and feelings of apathy and spent in the relationship with academic study and academic vasty issues; there is an important obstacle in the desired academic achievement in them (Pourkarimi and Mobin Rahni, 2018:140). In this regard, self-regulation is an important cause that each person can go through the ability to regulate motivational, cognitive behaviors and it's metacognitive and by using capabilities and competencies solve academic problems and issues in any worthy situation. Moreover, issues and problems related to academic burnout among students interrupt their academic performance. Finally, this study seeks to find the answer to this question that whether there is a relationship between academic burnout and academic performance related to the mediating role of self-regulation in students?

One of the important and effective variables that is related to students' academic performance and has been studied in this study is Academic Burnout. burnout is a state of mental and emotional fatigue that results from chronic

stress syndrome like role overload, pressure and time limitation and lack of resources to perform the assigned tasks. In recent years, the burnout variable has expanded to educational situations and contexts, called academic burnout. Students who suffering burnout has no incentive to participate in class activities and behavioral traits such as absenteeism, delayed class attendance, and early class leaving. In addition, they do not listen to lessons in class and do not participate in group class activities. They often do not respect for the class and the professor and make excuses for their poor academic performance (Pourkarimi and Mobin Rahni, 2018). Academic burnout refers to feeling tired because of the demands and requirements of education (fatigue), having a pessimistic feeling and without interest in homework (disinterest and feeling unworthy as a student has a huge low efficiency. (Azimi , Piri and Zavar, 2014:88).Academic burnout includes three components: emotional exhaustion, apathy and inefficiency. Fatigue emotion, which refers to the feeling of emptiness and depletion of one's emotional resources, is considered as a component of personal stress is located. Pessimism or apathy refers to pessimistic or overly reluctant negative responses to other people in the workplace which shows the interpersonal component of burnout. Inefficiency refers to a feeling of defect in adequacy and fertility has a low sense of efficiency that includes

the component of burnout self-assessment (Ghadmapour, Farhadi and Naghi Biranvand, 2016: 61). Another variable that is related to students' academic performance and has been studied in this study is self-regulation. Self-regulation means the capacity of the individual to adjust behavior in suitable with the conditions and changes of the external environment and it is internal and includes the individual's ability to organize and self-manage his behaviors to achieve various learning goals (Shahidi and Zarbakhsh, 2015: 50); and includes the areas of concentration, self-examination, study guide and time management. Self-regulation of student self-arrangement and control in the effective use of time, creating and controlling concentration while learning and examine whether the student has responded to class demands, self-assessed their learning, and reviewed the material or he has prepared a study guide for himself and evaluates it (Salehi and Enayati, 2010: 146). Self-regulation learning strategies is divided into cognitive strategies and metacognitive strategies, which are the same as cognitive strategies and are learning strategies that improve learners' academic performance by facilitating the learning process, and strategies metacognitive refers to a set of processes for planning, controlling, and modifying cognitive activities, that is, techniques which help learners to monitor the flow of learning ,lead

their mental processes in thinking, learning and remembering (Zare, Zeinlipour and Naseri Jahromi, 2017: 48).

Nasiri (2018) in a study entitled the relationship between academic self-regulation and achievement motivation with academic burnout in students showed that, students' academic burnout is predictable based on academic self-regulation strategies and achievement motivation. Also, the relationship between the size of academic self-regulation with academic burnout and between achievement motivation and academic burnout, there is a negative and significant and there is a positive and significant relationship between academic self-regulation and achievement motivation. Jamali, Kiamanesh and Bagheri (2017) in a study entitled the effect of achievement goals, academic burnout on academic performance: A survey of the mediating role of self-regulatory learning showed that achievement goals have positive shape effect and academic burnout has negative shape effect on academic performance. Also, the fit of the proposed model has a good fit. Amani and Kiani (2017) in Study of the Relationship between perfectionism and academic performance: The mediating role of academic self-regulation and academic self-efficacy showed that perfectionism indirectly and through the variables of academic self-efficacy and self-regulation on academic performance has a significant effect. The offered model has

appropriate fit indices. The proposed model has appropriate fit indices. Research results Hossein Khanzadeh, Taher, Seyed Nouri, Habibi, Behzadfar and Mohammadi (2017) entitled the relationship between academic self-regulation and responsibility with anxiety students' exam showed that between exam anxiety and total academic self-discipline score and self-discipline subscales internal and inner motivation have a negative relationship and a positive relationship with the external subscale. Also self-regulation internal and inner motivation can meaningfully predict changes in test anxiety. Jamali and Kiamanesh (2017) in a study entitled The Role of Achievement Goals and Academic burnout in Academic Performance: mediated hope and self-regulatory learning showed that the relationship between academic burnout and academic achievement under the influence of mediating variables self-regulatory learning and expectation of outcome are such that academic burnout has a negative effect on self-regulatory learning and hope of outcome increases its negative effect on academic achievement and achievement goals through self-regulated learning and expecting an outcome increases its positive effect on academic achievement. The results of the research of Ghadmapour and co-workers. (2016) entitled appointing the relationship between academic burnout and academic achievement and performance in students

showed that between academic burnout and academic motivation, there is a negative and meaningful relationship between academic burnout and students' academic performance. Also the components of academic burnout are able to anticipate students' academic motivation and academic performance. Etemad Ahari and Takhtipour (2015) in a study entitled the relationship between self-regulation and self-efficacy with academic achievement of students showed that there is a meaningful relationship between self-regulation and its sizes (cognitive and metacognitive strategy) with self-efficacy and academic achievement. Also both sizes of metacognitive strategy and cognitive strategy ability to predict academic achievement and self-efficacy of students. Azimi and co-workers (2014) in a study entitled the relationship between Academic burnout and achievement motivation with students' academic performance showed that there is a negative relationship between the sizes of academic burnout and academic performance and there is a positive and meaningful relationship between achievement motivation and academic performance. Also academic burnout predicts academic performance. Zahed Babalan, Pourbahram and Rahmani Javanmard (2014) in a study entitled The Relationship of Perfectionism, goal orientation and academic performance with academic burnout showed that perfectionism, goal orientation

control and academic performance is a meaningful predictor of academic burnout. Vahedi, Hashemi and Shafiee Surak (2014) in a study with the effect of academic years, neuroticism and self-regulated learning strategies on academic burnout showed that, academic years and neuropathy in a positive and self-efficacy way, internal evaluation and self-regulation in a negative way has an effect on academic burnout. Also the variable power of self-regulation in mediating the effect of neurotic factors, self-efficacy and internal valuation on academic burnout was confirmed. In whole, 58% of the variance of academic burnout is this explains variables. Mikaeli, Afrooz and Gholizadeh (2012) in a study entitled the relationship between self-concept and academic burnout with academic performance of female students showed that between academic self-concept, academic burnout and its subscales (Fatigue, apathy and academic inefficiency) have a meaningful relationship with academic performance. Also academic apathy and academic self-concept were the strongest predictors of academic performance. Pouratashi (2018) in a study entitled academic burnout and academic performance of agricultural students showed that three the dimension of academic burnout has a negative and meaningful effect on academic performance. Also, academic inadequacy is the biggest change in the academic performance of students. Khalaj and Pakdaman

Sawoji (2018) in a study entitled the effectiveness of strategic education cognitive self-regulation of academic burnout and cognitive disorders and academic achievement of elementary students showed that teaching self-regulatory cognitive strategies to reduce academic burnout, reduce cognitive impairment, and improve students' academic performance is affected. Rana (2016) in a study entitled the effect of academic burnout on academic performance students showed that between academic emotional fatigues, academic apathy and academic inefficiency with academic performance there is a meaningful negative relationship. Also, increasing the rate of academic burnout in students reduces their academic performance given. This study warrants that there is a significant and negative relationship between emotional fatigue and pessimism with student performance. Ariani (2016) in a study entitled why do I study? The mediating effect of motivation and self-regulation on student performance showed that academic motivation structure is a strong predictor of students' self-regulation in learning and academic performance. There is a relationship between self-regulation, academic motivation and students' academic performance. Kazan (2015) in a study entitled learning motivation, interaction and burnout in students showed that between burnout and learning motivation and there is a meaningful and negative

correlation interaction. Dorou and co-workers (2014) in a study entitled Relationship Analysis between burnout, academic success and self-regulation showed that there is a negative relationship between all three sizes of academic burnout and academic achievement and there is a positive relationship between academic achievement and self-regulation. In addition, self-regulation of fatigue emotions, apathy and inefficiency are affected. Self-regulation skills also play a mediating role between burnout and academic success.

However, no research has not been studied the relationship between academic burnout and academic performance with the mediating role of self-regulation in students. The present study is different from other studies in this field. Also this research is in line with olden research and helps to complete previous backgrounds related to the research topic. Therefore, by doing this research can identify the current situation of academic burnout, self-discipline and academic performance of students and programs, considered necessary to reduce academic burnout and improve academic performance through self-regulation. In fact, by doing this research, can be suggested to university officials what steps can be taken to improve students' academic performance based on the quantity and quality of outcomes, outputs, results and the effect of burnout and self-regulation on academic

performance students are observed and evaluated.

According to the main purpose of this study is to model the mediating role of self-regulation in the relationship between academic burnout and academic performance in students and presenting practical suggestions to the officials of Islamic Azad University is based on the research results. The research questions are as follows.

Research Questions

- 1- What is the relationship between academic burnout and academic performance and the mediating role of self-regulation in students?
- 2- What is the degree of fit of the model?

Research Method

The current research is applied due to the application of its results in solving students' problems and according to the essence of the subject and the goals of the research were descriptive correlational method. The statistical population of this study includes all students M.Sc. in Islamic Azad University, Neka Branch in the academic year 2018-2019; Of the 161 students, 113 people by stratified random sampling by gender and using Krejcie and Morgan table as samples were selected.

Research Tools

Academic burnout Questionnaire

To evaluate the variable of academic burnout from the standard questionnaire of Berso and co-workers

(1997) used this tool have three dimensions of academic fatigue, academic apathy and academic inefficiency and in 15, the item is set and based on the Likert scale of five options, respectively with the options I completely disagree, I disagree, I have no opinion, I agree and I totally agree with the design and arrangement which is respectively numbered from 1 to 5. Bresso and co-workers reported the reliability of this questionnaire as 0.70, 0.82 and 0.75 for its three dimensions, respectively. In Mousavi and Shokri (2015) research, reliability coefficient, this scale has been reported using Cronbach's alpha method of 0.82. Also Tahmasebi, Ramezani and Zare (2018). The reliability of this scale was reported to be 0.71 using Cronbach's alpha method. In this study, Cronbach's alpha coefficient is equal 0.90 was obtained.

Academic Performance Questionnaire

In the current study to measure the variable of academic performance from the questionnaire of Pham and Taylor (1999) made by Drataj (2004) for the Iranian society, which has five dimensions of self-efficacy, emotional effects include planning, lack of control over outcome, and motivation; It contains 48 questions and is based on a five-choice scale, Likert is formulated with the options of never, little, to some extent, much and very much, respectively; Which scores from 1 to 5, respectively, is possible. The end coefficient of this scale was calculated by the makers of the questionnaire equal to 0.74 (Dartaj, 2004).

Portaheri, Zandwanyan, Naeini and Rahimi (2014) also reported the reliability of this scale using Cronbach's alpha method 0.79. In this study, Cronbach's alpha method was used to evaluate the reliability of self-efficacy was as obtained.

Self-regulation Questionnaire

In order to measure the self-regulation variable in the current study, a questionnaire by Bofard and co-workers (1995) by Kadivar (2001) is standardized in Iran, has been used that this tool has two dimensions of cognitive strategy and is a metacognitive strategy; And contains 14 items and is based on a scale of five Likert options, respectively with fully selected options. I disagree, I disagree, I have no opinion, I agree and I completely agree, it was designed and arranged; which is respectively scored from 1 to 5. Kadivar (2001) reported the reliability of this scale using Cronbach's alpha method equal to 0.71. Also Khaleqkqhah, Rezaei, Sharif, Zahed Babelan and Hashemi (2015) reported the reliability of this scale using Cronbach's alpha method 0.84. In this study using Cronbach's alpha method was equal to 0.76 which is an acceptable coefficient. Finally, for analysis the data and changing them into meaningful information, as well as testing the questions and the appropriateness of the research model, structural equation modeling with partial least squares method and with the help of PLS software has been used.

Research Findings

Surveys on the demographic characteristics of the subjects show that 7.48% of the respondents are male and 3.51% are female. 63.7% of people are in humanities and 3.36% in technical and engineering

fields. Also, 3.67% of the subjects were single and 7.32% of the subjects were married.

Kolmogorov-Smirnov test was used to check the normality of the research data, the results of which are shown in Table 1 is provided.

Table 1- Data normality test results

Variables	Test statistics	The significance level	Test result
Academic Burnout	0/865	0/442	normal
Self-regulation	0/983	0/289	normal
Academic Performance	1/057	0/214	normal

The basis of analysis in statistical tests is based on the results of the level of significance. If this number is less than 0.05, the data do not follow the normal distribution; Therefore, considering that in Table 1, the value of the significance level of the test calculated for all three variables of mental health, self-efficacy and academic satisfaction is greater than 0.05. Therefore, at the error

level $\alpha=0/05$. And with 95% confidence, this result is obtained that the variables have a normal distribution; and the data follow the normal distribution. Therefore, for inferential analysis of data, the use of parametric statistical tests is allowed.

In Table 2, descriptive indicators including the mean and standard deviation of research variables are examined.

Table 2- Descriptive characteristics of research variables

Variables	Average	Standard deviation
Academic Burnout	36/07	9/73
Self-regulation	48/34	7/16
Academic performance	150/72	23/03

As can be seen in Table 2, the mean and standard deviation of the variable of academic burnout are equal to 36/07 and 9/73 respectively; the mean and standard deviation of the self-regulatory variable are equal to 48/34 and 7/16, respectively, and the mean and standard deviation of

the variable. Academic performance is 150/72 and 23/03, respectively.

Research Hypotheses Test

In order to test the research hypotheses, structural equation modeling has been used. In this test, the criterion for judgment is

the amount of meaningful. Shape 1 shows the research models in the significant state of coefficients (T-value). This model is actually all tests structural equations (path coefficients) using T-statistic. According to this model, the path

coefficient and the factor load in the 95% confidence level is significant if the value of the T-statistic is out of range (-1.96 to +1.96), resulting in a factor load or coefficient path is not meaningful.

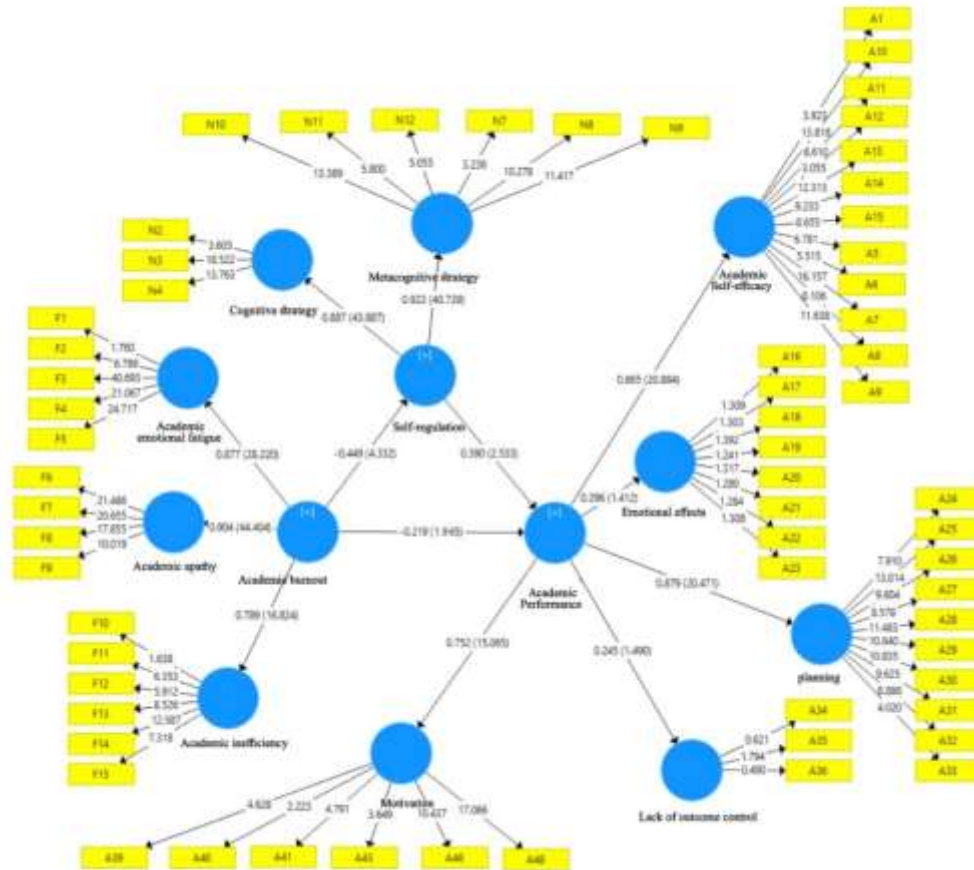


Figure 1- Tested model of research variables based on T-value

As shown in shape 1, the T-value amounts for all paths exceed the standard absolute value of 1.96 is more and there is evidence of a significant relationship between research variables. T-value calculated between two variables Academic deprecation and self-regulation equal to 4.332 which

shows the existence of a significant relationship between these two variables. The value of T-value calculated between the two variables of academic performance and self-regulation is equal to 2.553, which indicates the existence of here is a significant relationship between these two

variables. The T-value calculated between the two variables of academic burnout and academic performance equals 1.965 which

indicates the existence of a significant relationship between these two variables.

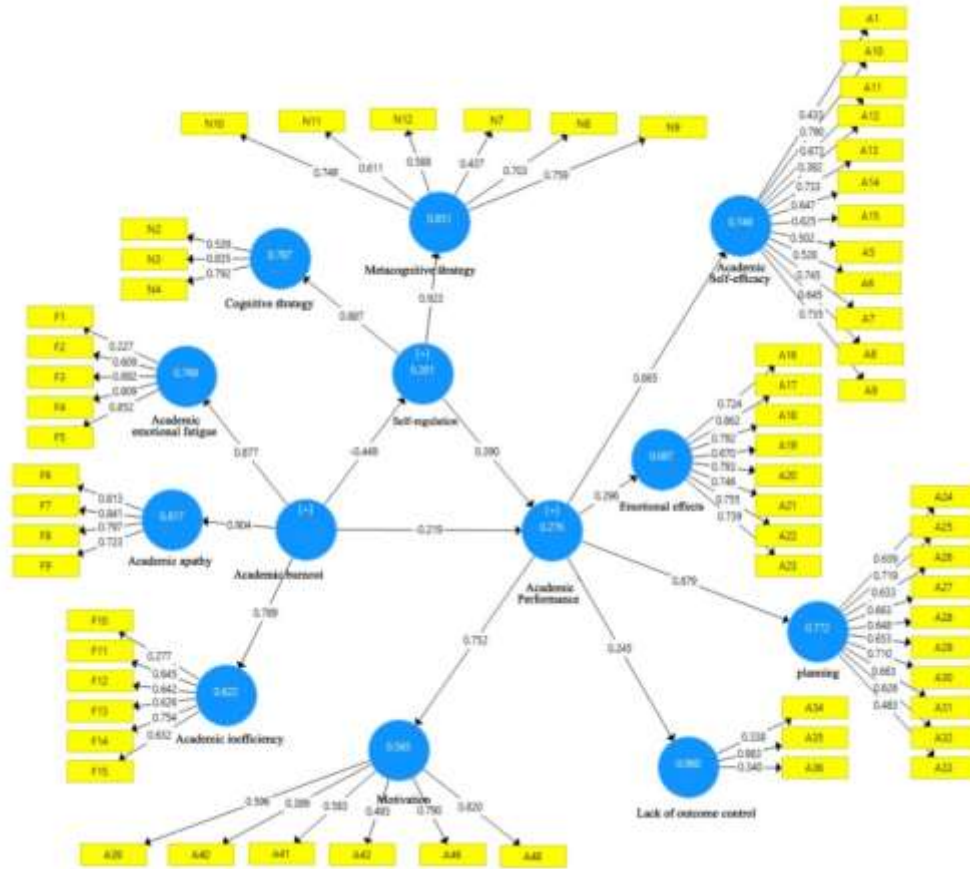


Figure 2: Tested model of research variables based on path coefficients

In Figure 2 also shows the trajectory coefficients that indicate the intensity of the relationship. The size of the trajectory coefficient indicates power and the strength of the relationship between two variables. Some researchers believe that trajectory of coefficients is greater than 0/1 that definite measure of the effect on shows of the model. Numbers on trajectory indicate trajectory coefficient, numbers inside circles

for endogenous variables representing R² and The numbers on the hidden variable arrows represent the factor loads. The value of the R² coefficient also indicates that how much of the dependent variable is explained by the independent variable. The trajectory coefficients in Figure 2 indicate that the value is 20.1 Percentage of variance used for self-regulation variable and 27.6 Percentage of variance used for

academic performance variable explained by the variable of academic burnout; Therefore, the research results indicate that the proposed factors are well have the ability to measure the intended concept; based on the model created through structural

modeling of burnout variables academicism and self-regulation are effective on students' academic performance. Summary of structural equation modeling results in the table No. 3 is provided.

Table 3- Test results of the research main hypothesis

result	effect indirect	Effect Direct	statistics	Relationship between variables
accepted	-	-0/219	1/965	academic burnout → academic performance
accepted	-	-0/499	4/332	academic burnout → Self-regulation
accepted	-	0.390	2/533	self-regulation → academic burnout
accepted	-0/449- 0/175- 0/390	-	-	Academic burnout → self-regulation academic performance

The results of Table 3 shows that the direct effect of academic burnout on self-regulation with trajectory coefficient (- 0.449) and (t = 4.332) The direct effect of academic burnout on academic performance with trajectory coefficient (-0.219) and (t =1.965) and the direct effect of self-regulation on Academic performance is significant with trajectory coefficient is (0.390) and (t = 2.5333) and according to these results, the relationship between research variables are confirmed. To investigate the effect of academic burnout on academic performance with the mediating role of self-regulation, the effect coefficient should be indirect (multiplication of the direct effect of academic burnout on self-regulation in the direct effect of self-regulation on academic

performance) calculated. The value of the indirect effect coefficient of academic burnout on academic performance is equal to (- 0.175) which is more than the value the direct effect is (-0.219), which indicates the mediating role of self-regulation in the relationship between academic burnout and performance Academic is significant, which thus confirms the main question of the research; Therefore, it can be concluded that the variable Self-regulation has a mediating effect on the relationship between academic burnout and academic performance.

Fitting the Measurement Model

Three criteria of combined reliability, convergent validity and Cronbach's alpha are used to evaluate the fit of the measurement model. To measure reliability of

the main model of this study is a combination of reliability, convergent validity and Cronbach's

alpha; that the results is shown in Table 4.

Table 4- Evaluation of the external model of research variables

alpha Cronbach	R ²	Combination of reliability	Extraction of variance (AVE)	variables
0/860	-	0/887	0/681711	Academic burnout
0/745	0/201	0.795	0/626852	Self-regulation
0/892	0/276	0/888	0.676357	Academic performance

As shown in Table 4, all variables have high combined reliability in the model. Combined reliability and Cronbach's alpha coefficient for all variables is greater than 0.7; which indicates the results of the present study on these two criteria confirm the proper fit of the model. For Nell and Larker (1981) introduced the value of 0.7 the standard value for this criterion have done. The convergent validity criterion, which is specific to the modeling of structural equations, was also investigated. This criterion represents the mean of variance extracted between each structure is its own indices. In simpler terms, AVE is the degree of correlation of a structure It shows with its indicators that the higher this correlation, the greater the fit. According to Table 4, AVE is greater than 0.5 for all variables; As a result of the validity of the model convergence and the suitability of the models the

measurement is approved; That is, a latent variable is able to explain more than half of the variance of its explicit indicators Therefore, it can be said that the model used in this study was of appropriate quality.

Fitting the Structural Model

R Squares or R² coefficients are used to investigate the fit of the structural model by PLS method in this research. R² is a criterion used to connect the measurement part and the structural part of structural equation modeling; And Indicates the effect that an independent variable exogenously exerts on an endogenous dependent variable the more endogenous structures a model has, the better the model fits. The coefficient of determination or R² is a measure of its value is between zero and one; larger values are more desirable. Cohen (1988) three values of 0.02, 0.15 and 0.35 as values the criterion for weak, medium and

strong R^2 values is stated. A value of R^2 , which indicates the ability of the model to describe, is structures. Is greater than 0.15 for all variables; finally, these results indicate the model presented that has a good fit.

Overall Fit of the Model

After examining the fit of the measurement part and the structural part of the model, the overall fit of the model through the GOF criterion, which is an indicator for the model fits are used to predict endogenous variables; Whose value is between zero and one; And Values close to one indicate the appropriate quality of the model; And examines the overall predictive power of the model; And The tested model predicts latent endogenous variables. This criterion is calculated through the following equation.

$$GOF = \sqrt{\text{communalities} \times R^2}$$

So that communalities is the average value of the common values of each structure and R^2 is the mean value of R Squares of the endogenous structures of the model. Based on Table 4, the values of the coefficient of determination (R^2) obtained by the variables to the equations are 0.201 and 0.276, respectively, and the average of these coefficients is 0.239. Also the values of communalities (mean of variance) extracted (variables are 0.681711, 0.626852 and 0.676357, respectively, which is the average of the communalities of these three variables is equal to 0.662;

Therefore, the GOF value of the model is:

$$\sqrt{(0.662 \times 0.239) = 0.398}$$

Wetzel's and (employees) (2009) fit three values of 0.01, 0.25 and 0.36 as weak, medium and strong values for goodness have introduced. Given that the value of GOF was equal to 0.398 and this value is more than 0.36, it shows the fit has a strong overall research model; therefore, it can be said that the overall model of research fits very well.

Discussion and Conclusion

The aim of this study was to present a structural model of the relationship between academic burnout and academic performance with the mediating role of self-regulation in students. In general, the values of model fit showed that the proposed model in this study it is a legal model and has a very good fit. According to the main research question that presents the structural model of the relationship between what is academic burnout and academic performance as a mediating role of self-regulation in students the results showed that academic burnout has a direct effect on students' academic performance. The result obtained with Jamaal and all. (2017) that academic burnout has an effect on academic performance. Jamila and Kiamanesh (2017) that academic burnout has an effect on academic achievement. Ghadampour and all. (2016) between academic burnout and performance there is a significant educational relationship. Azimi and co-workers

(2014) that academic burnout has an effect on academic performance. Zahed Babelan and co-workers (2014) that there is a significant relationship between academic burnout and academic performance. Mikaeili and co-workers (2012) that between academic burnout and its subscales (fatigue, apathy and academic inefficiency) with academic performance There is a significant relationship. Pouratashi (2018) that academic burnout has a significant effect on academic performance. Rana (2016) which has a significant relationship between academic emotional fatigue, academic apathy and academic inefficiency with academic performance there is. Also, increasing the rate of academic burnout in students reduces their academic performance. Kazan (2015) that there is a significant correlation between academic burnout and learning motivation. Douro et al There is a negative relationship between the dimensions of academic burnout and academic achievement; it is consistent.

Findings of the present study showed that academic burnout has a direct effect on students' self-regulation. The result is obtained with Nasiri researches (2018) that there is a negative and significant relationship between the dimensions of academic self-regulation with academic burnout. Jamali and Kiamanesh (2017) that academic burnout with a negative effect on self-regulated learning increases negative effect on

educational progress. Vahedi and co-workers (2014) that self-regulation has a negative on academic burnout. Khalaj and Pakdaman Sajoji (2018) that the training of cognitive self-regulation strategies has an effect on reducing academic burnout Dorou and co-workers (2014) that self-regulation affects academic burnout, (emotional fatigue, apathy, and inefficiency) It is consistent. The findings also showed that self-regulation has a direct effect on students' academic performance. The result is obtained with Amani and Kiani researches (2017) which self-regulation has a significant effect on academic performance. Jamali and Kiamanesh (2017).

That self-regulation has a positive effect on academic achievement. Etemad Ahari and Takhtipour (2015) between self-regulation and its dimensions (Cognitive and metacognitive strategy) there is a significant relationship with academic achievement. Khalaj and Pakdaman Savoji (2018) which Teaching cognitive self-regulation strategies has an impact on academic achievement. Ariani (2016) which is between self-regulation and There is a relationship between academic performance. Dorou and co-workers (2014) that there is a positive relationship between academic achievement and self-regulation has it. It is consistent. The results of path analysis also showed that self-regulation plays a mediating role in the relationship between academic burnout and

performance it has students' education. The result obtained with Jamali and Kiamanesh researches (2017) that the relationship between academic burnout and Academic achievement is affected by the variable of self-regulatory learning intermediaries. Douro and co-workers (2014) that skills Self-regulation plays a mediating role between burnout and academic achievement. It is consistent. Therefore, one of the important goals and functions of the educational system is to create a suitable environment for the growth and prosperity of learners and Training healthy, efficient, professional and responsible people to play a desirable role in individual and social life in the future Therefore, students as the most important pillar of the higher education system in the country, in order to achieve the goals of the education system They have a special role and position, so pay attention to the promotion and development of this group of people in terms of education and training, development and The greater the prosperity of the higher education system. In this regard, various factors, students' academic performance affect. Some of these factors improve academic performance and some others weaken performance they become students. One of the factors that negatively affects academic performance is academic burnout Students with academic burnout often engage in behaviors such as apathy, boredom for attending classes, not participating in

educational activities and feeling incapable of learning They learn a lesson from themselves; Which ultimately leads to their academic decline. On the other hand, self-regulated people in confrontation Do not get confused with educational issues and problems and because you always manage your behaviors and control. Accept issues with tact and self-management to achieve learning and lesson goals by planning Appropriate and effective use of time and concentration, your mental processes in thinking, learning and remembering the lesson Guide to facilitate the learning process for themselves; And also with the knowledge they have of their capabilities When learning, eliminate educational problems and in order to improve your academic performance, the best and most appropriate They make the decision. Students who suffer from academic burnout are indifferent to the learning processes and Show educational activities in their behavior in the university environment; As a result, their academic performance declines Finds, therefore, is expected. Staff, faculty and academic advisors to prevent or reduce burnout to help and support this group of people through establishing a sincere and friendly relationship in the university environment; And with Informing and informing students about their talents and abilities so that they know themselves better; To the teaching process Make learning easy for them. Therefore, it is

necessary for university officials and administrators to address the issue of academic burnout and self-regulation in order to improve performance. Students should pay more attention, because achieving the desired academic performance leads to improving the quality of educational services at university; and prevents the waste of resources in the university. Given the importance of universities and the great mission that to are responsible; And considering the research done, it is expected that eliminating academic burnout and increasing students' self-regulation. It is a necessary condition for improving the academic performance of students to help the development of elitism in educational institutions. Therefore, it is recommended that the officials of Islamic Azad University pay serious attention to the issue of students' academic burnout. And to reduce and eliminate behaviors of fatigue, apathy and academic inefficiency in students planning. Provide appropriate in the form of regular training workshops. It is also suggested that managers plan and organize training courses to strengthen self-regulation. Students can reduce academic burnout and improve their academic performance; And with the support of Encourage elite and professional people to provide the necessary conditions for them to continue their education at the Islamic Azad University. One of the limitations of this study was the use of a questionnaire as the only tool for data collection. Another limitation

of this The research was using a correlation method that is not able to examine the cause and effect relationships between variables and according to the volume. Low sample and limited research to postgraduate students of Islamic Azad University, Neka Branch, so in generalizing the results. It should be used as a precaution against other students of other educational levels and institutions; Hence the suggestion. In future researches, similar to this research in other regions, different educational levels as well as other universities and Different educational institutions and using other research methods and with the help of other data collection tools, be implemented and Compare the results with the findings of this study. Therefore, it can be concluded that universities and educational institutions should provide all-out support to eliminate academic burnout and strengthen, promote and improve student self-regulation as an important thing; they put it at the forefront of their programs so that they can increase the academic performance of students in this way.

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