

The mediating role of learning strategies in the relationship between parental perfectionism and students' academic burnout

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Abstract

The aim of this study was to investigate the mediating role of learning strategies in the relationship between parental perfectionism and academic burnout of students at the Azad University of Momsani Branch. The research method was a descriptive correlational study. The statistical population included all students of the Islamic Azad University of Noorabad Momsani Branch in 1402-1403, totaling 2750 people. The sampling method was cluster random. The sample size was 250 people, selected based on the Morgan table. To collect data, three Ahvaz Perfectionism Questionnaires (1380), Pintrich and Der Grote Learning Strategies Questionnaire (1990), and Pekraan et al. Academic Burnout Questionnaire (2005) were used. The validity of the questionnaires was confirmed by asking the supervisor and a group of management professors. The reliability of this tool was obtained using Cronbach's alpha coefficients of 0.91, 0.79, and 0.86, respectively. To analyze the data, statistical methods of correlation coefficient, Baron and Kenny regression analysis, path analysis, and SPSS and AMOS5 software were used. The findings show that there was a positive and significant relationship between parental perfectionism and academic burnout. There was a negative and significant relationship between parental perfectionism and learning strategies. There was a negative and significant relationship between learning strategies and controlling parental perfectionism and academic burnout. The results showed that learning strategies have a mediating role in the relationship between parental perfectionism and students' academic burnout. Finally, it was determined that the burnout status of students at Momsani Azad University is at a moderate level.

Key Words: Academic boredom, perfectionism, learning strategies.

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Introduction

Academic life is one of the most important aspects of a person's life that has a great impact on other aspects of life. In daily academic life, students face a variety of challenges, obstacles, and pressures specific to this period, including poor grades, stress levels, threats to self-confidence as a result of performance, reduced motivation and interaction, etc. Some students are successful in dealing with these obstacles and challenges, but another group of students are unsuccessful in this regard. A psychiatrist named Freudenberger first coined the term burnout. Burnout is a state of mental and emotional fatigue that results from chronic stress syndromes such as role overload, pressure and time constraints, and lack of necessary resources to perform assigned tasks and assignments. In fact, this term means the emergence of negative attitudes, behaviors, and feelings in the face of severe psychological pressures related to work, and this condition occurs more often in people who spend long hours of the day in close contact with other people. After a while, these people become exhausted, and symptoms of burnout, including emotional exhaustion, depersonalization, and decreased personal performance, are observed in them (Watts and Robertson, 2018). In a state of emotional exhaustion, the person feels that he is empty of physical or emotional energy and is afraid to be present in the workplace. He avoids intimacy with others in the workplace and treats people like an object, and ultimately feels worthless, incompetent, and unsuccessful towards himself (Babelan & et al, 2020). Perfectionism, as one of the personality factors, is an important predictor of negative psychological outcomes such as anxiety. Perfectionism is common among students and college students for whom academic performance plays an important role in their personal development. Shafran and colleagues define perfectionism as a construct that includes cognitive (dependence on self-evaluation) and behavioral (self-imposed and very high standards) components. They believe that perfectionism is maintained by a cycle of irrational thoughts and behaviors that make them permanent and permanent. Burns defines perfectionism as a cognitive pattern of individual expectations, the main feature of which is the formulation of firm and inflexible goals for performance and the setting of unrealistic and high standards (Kim, 2007). Most students can improve their academic performance by better understanding the learning process, therefore, it can be said that one of the acquired items that is an important factor in academic success is familiarity with study and learning strategies and their use (Salehi & Enayati, 2019). Study and learning strategies include the recognition of internal mental processes and a set of ways by which information is considered, understood, encoded, and stored in memory so that it can be recalled and used when needed (Seyf, 2018). As a systematic process used by learners, these strategies lead to a deep and extensive understanding of the material read and include the use of some behaviors and actions during learning with the aim of acquiring more information, storing new knowledge in memory, and improving skills (Saheb & Zirak, 2021). Learning strategies are generally introduced with two terms: cognitive and metacognitive strategies. Research has shown that individuals' ability to learn depends on the extent to which these

strategies are used. In this way, the better they use these strategies, the more successful they can be in learning the material (Vatan Prast, 2020). Considering the above, the purpose of this study is to investigate the mediating role of learning strategies in the relationship between parental perfectionism and academic burnout of students at Momsani Azad University. Therefore, this chapter of the study is dedicated to the generalities of this study.

Research question

During his academic life, everyone may have experienced such a situation in which, 20 minutes after the class started and he followed the presented material, he gradually lost his desire to continue attending and sitting in class, he looked at the clock, time passed slowly for him. In this case, he wanted to do something, but he could not. When he looked around, a feeling of dissatisfaction and apathy was also visible on the faces of some of the attendees, but not all of them. From a psychological perspective, the aforementioned states are some of the symptoms used to indicate a feeling of boredom or boredom in people (Pekran, 2023). In fact, boredom is an emotion that includes affective (unpleasant, distressing feelings), cognitive (altered perceptions of time), physiological (decreased arousal), signifier (facial expression, voice, and body posture), and motivational components—the urge to change activity or leave the situation. At first glance, boredom may seem like a fleeting emotion, but a review of the reported consequences of boredom in numerous empirical studies is sobering. For example, researchers have identified the detrimental effects of boredom on physical and psychological health (Delavarpour & Hosynchari, 2024). There is also evidence that boredom is associated with problems such as depression and anxiety (Sommers & Vodanovich, 2020). and problems of this kind are related. In the context of learning and academic achievement, the importance of these findings becomes more apparent when some of them are obtained from learning populations (mainly students). Of course, learner burnout in schools has also been studied to some extent and has been shown to have various negative consequences such as low academic achievement, disruptive behaviors (Wasson, 2010). Dissatisfaction with school and protest behavior (Larson, & Richard, 1991).

One of the variables that seems to be related to academic burnout is learning strategies. The term learning strategies refers to many types of intentional and conscious actions that are adopted by learners to achieve learning goals. These learning strategies are divided into three categories, “repetition or review, expansion or expansion, and organization strategies” according to their efficiency and depth (Tabare, 2024). Among these strategies, repetition and review are considered surface learning strategies, and expansion and organization are considered deep learning strategies. These three categories of strategies have been accepted as important cognitive strategies and facilitate the encoding, storage, and retrieval of information; therefore, these strategies are sometimes referred to in the research literature as information processing strategies (Aghili & Sadatnasri, 2024).

On the other hand, perfectionism is undoubtedly a personality trait that can be both constructive, useful, and positive, as well as neurotic and perverse. The

motivating force of each individual is towards growth and self-fulfillment. All individuals need to develop their potential abilities to the highest possible extent and achieve growth beyond their current development. The natural tendency of individuals is to move along the path of realizing their potential abilities, although they may encounter some environmental and social obstacles on this path. Of course, achieving perfection and developing one's latent and potential talents and abilities is very valuable in itself, and in this valley of perfectionism, it is a positive and desirable thing, but what has been mentioned is the extreme or negative aspect of perfectionism (Karami & Rostami, 2022). Kelly (1998) defines perfectionism as a person's belief in perfection and feelings of high anxiety and stress, and the fear of not being able to live up to their expectations (Karami, 2021). Perfectionism is a common disabling phenomenon, and perfectionists are sensitive to negative emotional states such as guilt, feelings of failure, low self-esteem, and self-indulgence. Given the above, the main question that this study seeks to answer is whether learning strategies play a mediating role in the relationship between parental perfectionism and academic burnout.

Methodology

This research is classified as a descriptive-correlational research because it seeks to find the relationship between the research variables (organizational ethical climate - silence climate - organizational productivity) and also studies the extent of changes in the dependent variable with respect to the extent of changes in the independent variables. The statistical population in this study is all students of Momsani Azad University in the academic year 1402-1403, about 2750 people, of which 250 were selected through cluster random sampling from among the students of the academic fields. To collect data, three Ahvaz Perfectionism Questionnaires (Ahvaz, 1390), Pinterich & Dergerout Learning Strategies Questionnaire (Pinterich & Dergerout, 1990), and Pekran et al. Academic Burnout Questionnaire (Pekran & et al., 2005) were used. The validity of the questionnaires was confirmed by asking the supervisor and a group of management professors. The reliability of this tool was obtained using Cronbach's alpha coefficient, which was 0.86. The data analysis method is carried out at two levels: descriptive statistics and inferential statistics. Descriptive statistics were carried out using indicators such as mean, median, standard deviation, etc. For data analysis, statistical methods such as correlation coefficient (to examine the relationship between two variables), Baron and Kenny regression analysis (to examine the relationship between several variables), and path analysis (to examine the role of the mediating variable), and SPSS and AMOS5 software were used.

Research Findings

Question 1: Does parental perfectionism predict academic burnout among students of Islamic Azad University, Noorabad Mamasani Branch?

Table (1): Regression analysis of parental perfectionism with academic burnout

Criterion	predictor	F	p	R	R ²	t	β	P
Perfectionism	Classroom boredom	276/27	0/000	0/726	0/525	16/62	0/726	0/000
Perfectionism	Learning boredom	245/22	0/000	0/705	0/495	15/66	0/705	0/000

As can be seen in Table (1), the R or regression coefficient for the relationship between parental perfectionism and classroom boredom is 0.726 and between parental perfectionism and learning boredom is 0.705. Also, using the F test showed that the significance level of these coefficients is all 0.000, which indicates a significant relationship between perfectionism and classroom boredom and learning boredom. Classroom boredom has a standard beta coefficient of 0.726, whose t value is significant at the 0.000 level, which indicates that perfectionism has a good predictive power for predicting classroom boredom. On the other hand, it was found that learning boredom has a standard beta coefficient of 0.705, whose t value is significant at the 0.000 level, which indicates that perfectionism also has a good predictive power for predicting learning boredom.

Second question: Does parental perfectionism predict the learning strategies of students at Islamic Azad University, Noorabad Mamasani Branch?

Table (2): Regression analysis of parental perfectionism with learning strategies.

Criterion	predictor	F	p	R	R ²	t	β	P
Perfectionism	Cognitive strategies	144/32	0/000	0/607	0/365	12/01	0/607	0/000
Perfectionism	Metacognitive strategies	134/05	0/000	0/592	0/348	11/57	- 0/592	0/000

As can be seen in Table (2), the R or regression coefficient for the relationship between parental perfectionism and cognitive strategies is 0.607 and between parental perfectionism and metacognitive strategies is 0.592. Also, using the F test showed that the significance level of these coefficients is all 0.000, which indicates a significant relationship between perfectionism and cognitive strategies and metacognitive strategies. Cognitive strategies have a standard beta coefficient of -0.607, whose t value is significant at the 0.000 level, which indicates that perfectionism has appropriate predictive power for predicting cognitive strategies. On the other hand, it was found that metacognitive strategies have a standard beta coefficient of -0.592, and their t value is significant at the 0.000 level, which indicates that perfectionism also has a good predictive power for predicting metacognitive strategies.

Question 3: Do learning strategies with parental perfectionism control predict academic burnout in students of Islamic Azad University, Noorabad Momsani Branch?

Table (3): Regression analysis of learning strategies with academic burnout with perfectionism control.

Criterion	predictor	F	p	R	R ²	t	β	P
Perfectionism	Classroom boredom	120/55	0/000	0/771	0/590	8/78	0/511	0/000
	Cognitive strategies					-6/36	-0/325	0/000
	Metacognitive strategies					0/592	0/030	0/555

As can be seen in Table (3), the R or regression coefficient for the relationship between learning strategies with classroom boredom and parental perfectionism control is 0.771. Also, using the F test showed that the significance level of these coefficients is all 0.000, which indicates that there is at least a significant relationship between learning strategies with classroom boredom and parental perfectionism control. Among the dimensions of learning strategies, cognitive strategies have a standard beta coefficient of -0.325, whose t value is significant at the 0.000 level, which indicates that cognitive strategies have adequate predictive power for predicting classroom boredom.

Table (4): Regression analysis of learning strategies with academic boredom and perfectionism control.

Criterion	predictor	F	p	R	R ²	t	β	P
Perfectionism	Learning boredom	125/61	0/000	0/778	0/600	7/87	0/452	0/000
	Cognitive strategies					-8/17	-0/413	0/000
	Metacognitive strategies					0/084	0/004	0/933

As can be seen in Table (4), the R or regression coefficient for the relationship between learning strategies with learning boredom and parental perfectionism control is 0.778. Also, using the F test showed that the significance level of these coefficients is all 0.000, which indicates that there is at least a significant relationship between learning strategies with learning boredom and parental perfectionism control. Among the dimensions of learning strategies, cognitive strategies have a standard beta coefficient of -0.413, whose t value is significant at the 0.000 level, which indicates that cognitive strategies have adequate predictive power for predicting learning boredom.

Question 4: Do learning strategies play a mediating role in the relationship between parental perfectionism and academic boredom of students at Noorabad Mamasani Islamic Azad University?

The structural model presented in Figure (1) below shows the structural relationships between perfectionism and academic burnout with the mediating role of learning strategies.

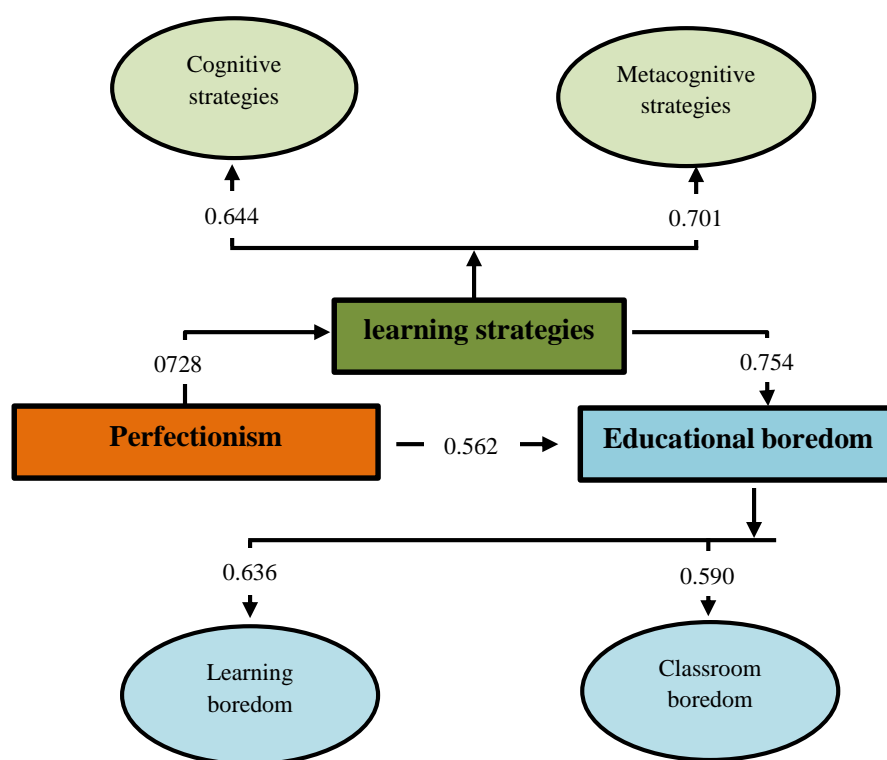


Figure (1): Model of structural relationships between perfectionism and academic burnout with the mediating role of learning strategies

Table (6): Model fit indices

CMIN/DF	P	GFI	RMR	GFI	NFI	RMSEA
2.360	0.114	0.969	0/031	0/953	0.940	0.069

The chi-square index to norm (CMIN/df) is 2.360, values below 3 are appropriate values for model fitting, and the goodness-of-fit index (GFI) is 0.969. The normalized Bentler-Bonnet fit index (NFI) is 0.940, and the comparative fit index (CFI) is 0.953, and these values higher than 0.90 all indicate a good fit of the model. Also, the root mean square error of estimation (RMSEA) index is 0.069, and the P value is 0.114, indicating that the model is well-fitted. The root mean square residual index (RMR) is 0.031, and the closer this value is to zero, the better the fit. According to the reported indices, the above model is well-fitted and has appropriate validity; And the mediating role of learning strategies in the relationship between perfectionism and academic burnout is confirmed.

Table (7): Examining the effects of parental perfectionism on academic boredom

	Direct effect	Indirect effect	Total effect
Parental perfectionism on academic boredom	0.562	0/210	0/772

Also, the overall effect of perfectionism on academic burnout is 0.772, of which 0.562 is direct and 0.210 is indirect through information literacy.

Test Question Five: What is the status of academic burnout among students of Islamic Azad University, Noorabad Mamasani Branch?

To examine this question, the status of academic burnout among students was examined at three levels (low, medium, and high), the results of which are shown in the table below:

Table No. (8): Survey of the status of students' academic boredom

	Index	Number	Percentage
Education boredom	Low	81	32/4
	Medium	111	44/4
	High	58	23/2

As the results of Table (8) show, it was found that the level of academic boredom of 32.4 percent of the students of the Islamic Azad University, Noorabad Branch of Mamasani is low, the level of academic boredom of 44.4 percent of these students is medium, and the level of boredom of 23.2 percent of these students is high; therefore, it can be concluded that the level of academic boredom of the students of Mamasani Azad University is mostly at a medium level. The chart below also shows these levels.

Discussion and conclusion

The data of the first question of this study show that there is a positive and significant relationship between parental perfectionism and academic boredom of students of Islamic Azad University, Noorabad Mamasani Branch. In explaining this result, it can be noted that increasing perfectionism in parents causes their academic boredom to increase, meaning that students with high parental perfectionism have more academic boredom than students with lower parental perfectionism. Therefore, it can be concluded that parental perfectionism has a good predictive power for students' academic boredom. The present result is in line with the results of the researches of (Babalan et al., 2010), (Aghili and Sadat Nasri, 2014).

The data of the second question of the study show the existence of a negative and significant relationship between parental perfectionism and learning strategies of students of Mamasani Azad University. This means that increasing parental perfectionism causes students to lower their learning strategies, meaning that students with higher parental perfectionism benefit less from learning strategies. Therefore, parental perfectionism has a good predictive power for learning strategies. 36.5 percent of the changes in students' learning strategies are related to parental perfectionism, and the rest of the changes are due to other factors. This indicates the effect of parental perfectionism on the learning strategies of students at Mamsani Azad University. Therefore, parental perfectionism plays a key role in cognitive and metacognitive learning

strategies, which are components of learning strategies. Perfectionism has a better predictive power for cognitive strategies among the dimensions of learning strategies. The present study is in line with the results of (Pekran & et al, 2023) and (Delavarpour & Hosynchari, 2024), (Tabare, 2024) (Aghili).

The data of the third research question show that learning strategies with perfectionism control have a negative and significant relationship with academic burnout of students at Momesani Azad University; and among the dimensions of learning strategies, cognitive learning strategies with perfectionism control have a significant and negative effect on students' academic burnout. These findings indicate that cognitive learning strategies have a more appropriate predictive power for students' academic burnout. The present result is in line with the results of (Wattsa and Robertson, 2018), (Babelan & et al, 2020) and (Salehi & Enayati, 2019).

In explaining the fourth question, do learning strategies play a mediating role in the relationship between parental perfectionism and academic burnout of students at Noorabad Momesani Islamic Azad University? It should be noted that the presented model is well-fitted and has appropriate validity, and the mediating role of learning strategies in the relationship between parental perfectionism and academic burnout of students at Momsani Azad University is confirmed. The overall effect of perfectionism on academic burnout is 0.772 percent, of which 0.562 percent is direct and 0.210 percent is indirect and through learning strategies. According to the coefficients obtained in the model, it can be concluded that parental perfectionism has the greatest direct effect on academic burnout. This means that parental attitudes in the field of perfectionism can be effective in increasing academic burnout of these students. On the other hand, perfectionism indirectly affects students' academic burnout through learning strategies. The present result is in line with the results of the research (Seyf, 2018), (Saheb & Zirak, 2021) and (Vatan prast, 2020).

And finally, the fifth question of this study regarding the academic burnout status of students of Islamic Azad University, Noorabad Mamasani Branch showed that the level of academic burnout of 32.4% of students of Islamic Azad University, Noorabad Mamasani Branch is low, the level of academic burnout of 44.4% of these students is medium, and the level of burnout of 23.2% of these students is high; therefore, it can be concluded that the level of academic burnout of students of Azad University Mamasani is mostly at a medium level. The graph below also shows these levels. The present result is in line with the results of the research (Wattsa and Robertson, 2018), (Babelan & et al, 2020), and (Salehi & Enayati, 2019).

Research Suggestions

- Parents of students should reduce their unreasonable expectations regarding students' academic issues in order to reduce students' academic boredom. Also, efforts should be made to avoid the atmosphere of competition in academic issues among students in the family environment as much as possible.

- University professors should teach students how to learn in addition to teaching what needs to be learned, because teaching cognitive strategies is a reflection of the long-term goals of students' academic lives.
- Humanities education officials at Islamic Azad University should teach learning strategies to these professors by holding training courses for university professors so that professors, in addition to teaching these strategies to students, can use them during their teaching and training.
- New educational methods should be used with an emphasis on student cooperation in the learning and teaching process and two-way interaction with the professor to increase students' enthusiasm for attending class, increase learning, and reduce students' academic boredom.

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