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Presenting Causal Model of Students' Academic Burnout based on Perfectionism with the Mediating Role of Academic Procrastination and Academic Engagement

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Abstract--- *The main purpose of this study was examining the relationship between perfectionism and academic burnout with mediating role of academic procrastination and academic engagement in a casual model form among the undergraduate engineering students of Shiraz University during the2014-2015 academic year. Descriptive correlational method was used and out of 120 students were selected via simple random sampling and responded to a questionnaire composed of: Maslash Burnout Inventory (MBI, 2002), Savari Academic procrastination questionnaire (2011), Frost multidimensional perfectionism scale (1990) and Utrecht academic engagement scale (2003). Findings showed that academic burnout had a positive and significant relationship with academic procrastination and maladaptive perfectionism but a negative and significant relationship with adaptive perfectionism and academic engagement. Also it was recognized that perfectionism dimensions had an indirect effect on academic burnout via academic procrastination and academic engagement. Therefore, it is suggested to educators that educate students to choose appropriate criteria according to their abilities and don't lose their self-esteem and efforts when they don't achieve to criteria but they do more efforts to achieve logical goals so that experience less academic burnout and thereupon less procrastinate their academic works and show more academic engagement.*

Keywords--- *Academic Burnout, Perfectionism, Academic Procrastination, Academic Engagement.*

I. INTRODUCTION

Considering progressive developments in higher education, there should be paid more attention to education, because it is the most important factor of cultural, social and economic promotion that provides the basis to cultural transmission, talent developments and capability of students who want to have an influential function in their society. So, considering their difficulties and problems seems necessary and unavoidable. Educational researchers and theorists believe that high levels of stress can make problems that lead to physical injuries and emotional and mental traumas. So, when the organism is not capable to adapt itself with these problems and other stressors starts to break physically and mentally that leads to a phenomenon named burnout that increases with stress increasing (prentice,2009; bowers,2012).

The concept of burnout was introduced by Freudenberger for the first time in 1970s as the job burnout concept in occupations that were directly interacting and giving services to people (Zhang, Gan & Chem 2007; Shin, Puig, Lee,

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Lee & Lee, 2011). Based on researches, school and university settings are considered as work places for students that they are embattled for academic achievement by these settings. Studies show that academic burnout symptoms are similar to service branch personnel and regarding to its conceptual relationship with job burnout it refers to a set of psychological symptoms that occur as the result of chronic academic tension and it appears in form of academic exhaustion that decreases occupational efficacy (Shaufeli, Martines, Pinto, Salanova & Bakker, 2002). In fact, students may experience burnout as the result of learning conditions that calls for high level of work and attempt and doesn't provide supportive strategies to facilitate effective encounter. In other words, the concept of job burnout has been extended to educational situations as academic burnout that is described with emotional exhaustion, cynicism and reduced efficacy dimensions that appears in forms of exhaustion feeling due to scientific expectations, passive and pessimistically attitude toward study and incompetency feeling in student (Zhang et al, 2007; Shaufeli et al,2002; Salmela- Aro, Kiuru, Pietikainen & Jokela, 2008). Because they do task practices like tests, articles, presentations etc., students considered as practitioner, so they have potentials to burnout. Studies show that if students feel serious exhaustion they may be disappointed, bored and irritable and represent low level of academic performance (Palacio, Caballero, Gonzalez, Gravini & Contreras,2012; Capri, Gunduz & Akbay,2013). In addition to environmental factors that influence on burnout, many researches have been conducted on cognitive- motivational factors and their effects on burnout that have revealed many unclear faces and made many ambiguities that need to further researches, these researches are as follows: achievement goals (Shih,2012; Ghafelehbashi,2014), perfectionism (Cam, Deniz & Kurnaz, 2014; Zahedbabolan, Poorbahram & Rahmanijavanmard,2014), self-efficacy (Rigg et al, 2013; Sarancheh, 2014), procrastination (Balkis, 2013; Cakir, Akcab, Kodazc & Tulgared, 2014; Akhavantafti, 2014) and academic engagement (Wu, Onyishi & Tyoyima, 2014).

Perfectionism is one of the influencing variables on burnout that many researchers emphasize its role on academic processes and outcomes. It is a bidimensional (maladaptive & adaptive) personality variable that provides the basis for several mental problems and includes efforts for perfection and unacceptability of failure (Zhang et al, 2007; Cham, et al, 2014). Maladaptive perfectionism is a set of very high level criteria for performance that is along with negative self-evaluations, criticism and self-blaming that increases students' burnout. In adaptive perfectionism, hard works are choosen by individuals and they are aroused by success goals. So, emphasizing high level performance criteria, they can perceive external facts and accept limits (Zhang et al, 2007). Researches indicate that negative perfectionism leads to increased burnout whereas the positive one decreases that (Cham et al, 2014).

Procrastination is another variable that is examined in this research. It is defined as tendency to intentional postpone of the work, duty or school assignments that should be done (Balkis, 2013; Schraw, Wadkins & Olafson,2007). The word procrastination, has been derived from Latin verb of procrastinus that means delay, postpone and neglect (Ellis & Knaus, 1997; Schraw et al, 2007). The reason for procrastination is laziness and unnecessary postpone or delay (Steel, 2007). Procrastination is a psychological trait that is along with various groups of people and has some harmful outcomes from low scores to deserting the course (Lui, 2010). Procrastination can be defined as a dominant and permanent tendency of learners toward academic tasks postpone that almost always is along with anxiety (Steel,2007; Yong, 2010). Procrastination that is currently common in educational structures and settings is the sign of intentional delay for starting or complementing the tasks that brings

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out negative and painful experiences to learners (Solomon & Rothblum, 1984). Studies indicate that all dimensions of academic burnout have significant relationship with academic procrastination, specially there is a strongly positive and significant relationship between academic procrastination and study burnout, burnout that comes from family and exhaustion that comes from teacher behavior, (Balkis, 2013; Finchina et al, 2012; Cakir et al, 2014).

The last variable that has been examined in this research, was academic engagement that is considered as a positive action and it is a psychological state that is antipode of burnout. This motivational state is not temporary but is an affective- cognitive state that is not focused on any object, event, individual or special behavior. It refers to a mental permanent, incisive and positive state related to work that characterized by vigor, dedication and absorption (Schaufeli, Bakker & Salanova, 2006). Vigor is related to ability of focus on tasks that makes individual use cognitive abilities. It is characterized by high levels of energy, mental resilience when doing tasks, tendency to effort in work and stability encountering problems (Fehnel, Bann, Hogue, Kwong & Mahajan, 2004). Dedication refers to completely engagement in work, importance feeling, enthusiasm, inspiration, pride and challenge. In dedication, individual perceives him/herself related to task and experience an inner value via successful doing of tasks. At last, absorption feeling is the state of completely focus and attraction to a certain task in which time passes fast and the individual is attracted to work so that it is difficult to give the work up. Researches indicate that academic engagement, effort quality that students spend on meaningful educational activities to have role in achieving desirable outcomes directly, has a negative relationship with burnout subscales (adie & wakefield,2011; Zhang et al, 2007).

Based on crucial reasons, burnout is damaging. It is inevitable that academic burnout will have negative effects on students' mental, psychological and physical welfare. Burnout among students, leads to undesirable outcomes that makes them not only experience academic failure, probation, lack of necessary specialty and even fire from school, but also it wastes material and immaterial capitals of the society and students. Furthermore, it is assumed that academic burnout leads to decreased academic achievement and increased school dropout as well as mental helplessness like anxiety, depression, repression, hostility or fear (Dyrbye et al, 2009; Cham et al, 2014). Considering its importance and outcomes, it is obvious that control of burnout is necessary among students because of their academic achievement and learning. Although academic burnout is a common and potentially injurious phenomenon, it hasn’t been known properly; so more efforts are needed to find out its reasons. extensive researches has been conducted on job burnout in our country, but there has been a few researches about academic burnout in casual model format.

Considering mentioned explanations about probable relationships of academic burnout with perfectionism, academic procrastination and academic engagement the question is that: does perfectionism and its dimensions (adaptive and maladaptive) have relationship with academic burnout via (mediating role of) procrastination and academic engagement or not? Also the relationships of perfectionism, academic procrastination and academic engagement with each other and with academic burnout were examined in a casual model form. For this scope, a model was chosen as the conceptual (input) model based on theoretical and experimental background of the research, then it was tested via path analysis method.

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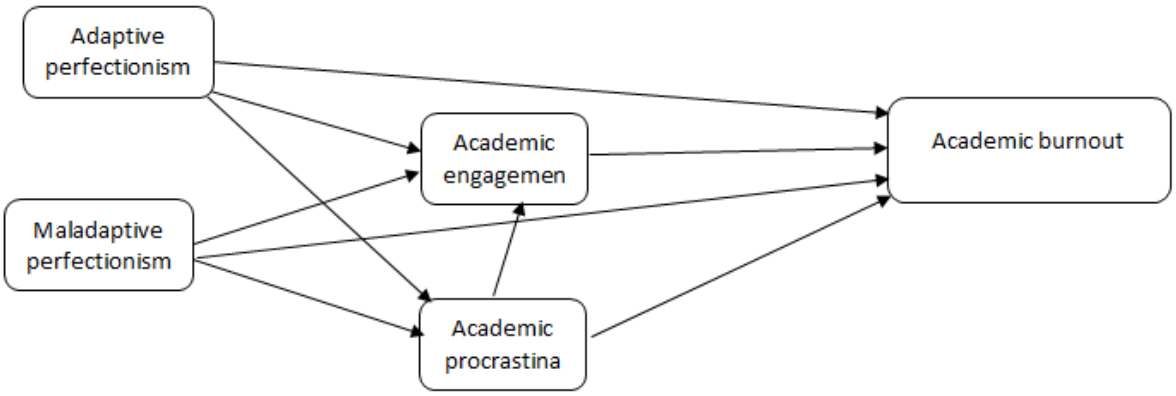

Figure 1: Conceptual Model Path Diagram

II. RESEARCH METHOD

This study was an applied research from the point of purpose view and a descriptive correlational research from the point of data collection view. It was conducted among the undergraduate engineering students of Shiraz University during the2014-2015 academic year. The sample size was out of 120 students according to Cochran formula. Tendency of students to participate in study was one of the criteria to inter the research that conducted via random sampling with equal chances for every student. The criterion for exit, was students' intendancy to complete the questionnaire. Simple random sampling was used because of the large number of statistical population (all undergraduate engineering students), lack of considerable dispersion from the geographical viewpoint and accessibility of the students and their lists that everyone had an equal chance for being chosen. Descriptive statistics indexes (mean, standard deviation, skewness and kurtosis) and inferential statistics indexes (path analysis and Pearson correlational coefficient) were used to data analysis. Lisrel 8.3 and Spss 22 softwares were used for examining the relationship between research variables in a casual model form based on theoretical and experimental research background. For examining and measuring the research variables, participants responded a questionnaire composed of four questionnaires as follows:

Maslash Burnout Inventory- student scale (MBI- SS): this questionnaire is the general form of MBI that has been adjusted to use among students by Shaufeli et al (2002). The questionnaire contains 15 items with 3 subscales include exhaustion (5 items), cynicism (4 items) and reduced efficacy (6 items). all questions are scored in a 5 point scale from never (1) to always (5). Reliability of the questionnaire reported by Schaufeli et al 0.70, 0.82 and 0.75 respectively for 3 subscales and 0.83, 0.84 and 0.87 by Yavuz & Dogan. Also it was reported 0.88, 0.90 and 0.84 respectively by Rostami & Abedi (2011) in Iran. Cronbach's alpha coefficient accounted 0.79 for the current study.

Academic procrastination questionnaire (scale): this questionnaire has been driven from Tuckman Academic Procrastination scale by Savari (2011). it contains 12 items and its purpose is assessment of types of procrastination dimensions in study including: intentional procrastination (5 items), Procrastination induced by physical mental fatigue (3 items) and procrastination caused by disorganization (4 items). All items are scored in a 5-point answer scale from never (1) to always (5). Cronbach's alpha coefficient for 3 aspects reported 0.77, 0.60 and 0.70

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respectively by Savari (2011) and 0.85 for total questionnaire. Cronbach's alpha coefficient accounted 0.73 for current study (Savari, 2011).

Frost multidimensional perfectionism scale: this scale was designed by Frost et al (1990) based on Multidimensional model of perfectionism. It contains a total of 35 items with 6 subscales. Adaptive and positive dimensions of the questionnaire include personal standards (7 items) and organization (6 items). Maladaptive and negative dimensions include concern over mistakes (9 items), doubt about actions (4 items), parental expectations (5 items) and parental criticism (4 items) (Hawkins, Watt & Sinclair, 2006). All items are scored in a 5-point answer scale from strongly disagree (1) to strongly agree (5). Internal consistency coefficient of the total questionnaire gained equal to 0.86 for Iranian version (Liaghat & Ghasemi, 2014). Also it gained 0.85 for concern over mistakes, 0.72 for doubt about actions, 0.78 for parental expectations, 0.47 for parental criticism,0.57 for personal standards and 0.83 for organization. In this study, Cronbach's alpha coefficient gained 0.72 for adaptive perfectionism and 0.79 for maladaptive perfectionism that indicates a desirable reliability for the questionnaire.

Utrecht academic engagement scale: this 9 items scale, introduced by Schaufeli & Bakker (2003), contains 3 subscales include: vigor, dedication and absorption. Every subscales contains 3 items that is scored in a 5-point answer scale from never (1) to always (5). It is the short form of Utrecht 17 items engagement questionnaire that is one of the useful research instruments in work engagement. in addition to the work version, a 17 items academic version has been developed by Utrecht university in the 2000 and 2003 academic years. In the academic engagement version, two independent groups of social sciences students of Utrecht university answered a 17 items questionnaire that all items had a normal distribution. None of items' skewness and kurtosis was higher than critical value (1.96). Cronbach's alpha coefficients for vigor, dedication and absorption accounted 0.63, 0.81 and 0.72 respectively. Internal consistency accounted 0.60for vigor, and more than 0.70 for both dedication and absorption in the questionnaire. Some processes performed to develop the shortened version of academic engagement scale (9 items) and Cronbach's alpha accounted 0.73, 0.76 and 0.70 respectively for vigor, dedication and absorption. Also it accounted 0.84 for all 9 items. Considering the criterion (0.70) All shortened scales have a relevant internal consistency (Schaufeli & Bakker, 2003). Cronbach's alpha coefficient accounted 0.77 for the current study.

III. FINDINGS

Descriptive (mean and standard deviation) and inferential (path analysis and Pearson correlation coefficient) statistics indexes were used to data analysis and Spss22 & Lisrel 8.3 were used to investigate the relationships between research variables and testing hypothesis. Descriptive statistics indexes and correlation matrix of the research variables are represented in table 1.

Table 1: Descriptive Indexes and Correlation Matrix of Research Variables

	variables	Mean & standard deviation	skewness	kurtosis	1	2	3	4	5
1	Academic procrastination	35.49±8.36	-0.05	-0.15	1				
2	Academic burnout	40.51±9.47	-0.28	-0.17	0.61**	1			
3	Adaptive perfectionism	25.75±4.16	-0.44	0.94	0.36**	-0.44**	1		
4	Maladaptive perfectionism	69.30±10.66	0.05	0.24	0.17*	0.16*	-0.32**	1	
5	Academic engagement	29.90±6.28	-0.22	0.15	-0.47**	-0.63**	0.42**	-0.62**	1

*p<0.05 **p<0.01

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Considering accounted skewness and kurtosis values of the research variables that lie between -2 to +2, distribution of all variables is normal. Accordingly, path analysis method can be used for data analysis.

As it can be seen in table1, the highest correlation coefficient between variables of current study belongs to relationship between academic engagement and academic burnout (-0.63) and the lowest one belongs to relationship between adaptive perfectionism and academic procrastination (-0.36) that is not significant. Among the research variables, academic engagement (-0.63), academic procrastination (0.61), adaptive perfectionism (-0.44) and maladaptive perfectionism (0.16) have the highest to the lowest correlational coefficient with academic burnout that only the relationship between maladaptive perfectionism and academic burnout is significant at 0.05 level and the other relationships of other variables are significant with academic burnout at 0.01 level.

To examine the fitness of conceptual model based on theoretical and experimental background of the research fitness indexes X^2/df=2.05, RMSEA=0.045, CFI=0.99, GFI=0.99 and AGFI=0.96 were used. Considering reported goodness of fit characteristics, the model fitness of academic burnout prediction is acceptable among the students. Considering the purpose of current study, examining mediating and predicting role of variables and determining direct and indirect effects of them with each other via path analysis method, direct and indirect effects of research variables is presented in table 2.

Table 2: Direct, Indirect and Total Effect of Research Variables on Each Other

Variables	Direct effect	Indirect effect	Total effect	Explained variance
On academic burnout from				0.60
Academic engagement	-0.36**	-	-0.36**	
Academic procrastination	-0.36**	0.13**	0.48**	
Adaptive perfectionism	-0.12*	-0.31**	-0.43**	
Maladaptive perfectionism	0.09*	0.16**	0.26**	
On academic engagement from				0.30
Academic procrastination	-0.34**		-0.34**	
Adaptive perfectionism	0.26**	0.13**	0.40**	
Maladaptive perfectionism	-0.05	-0.10**	-0.13*	
On academic procrastination from				0.26
Adaptive perfectionism	-0.31**		-0.31**	
Maladaptive perfectionism	0.22**		0.22**	

*p<0.05 **p<0.01

Based on reported results in table 2, all exogenous and endogenous variables have direct and indirect effects on students' academic burnout. Both of exogenous variables i.e. adaptive (0.43) and maladaptive (0.26) perfectionism and both of endogenous variables i.e. academic procrastination (0.48) and academic engagement (-0.36) that lie in 0.01 level of significance, have impact on burnout that academic engagement has the negative impact and procrastination has the highest total impact on burnout. Furthermore, the indirect effect of adaptive perfectionism (0.31) and maladaptive perfectionism (0.16) on academic burnout, that both of them lie in 0.01 level of significance, is done via academic procrastination and academic engagement. The explained variance of academic burnout was accounted 0.060 based on adaptive and maladaptive perfectionism, academic procrastination and academic engagement.

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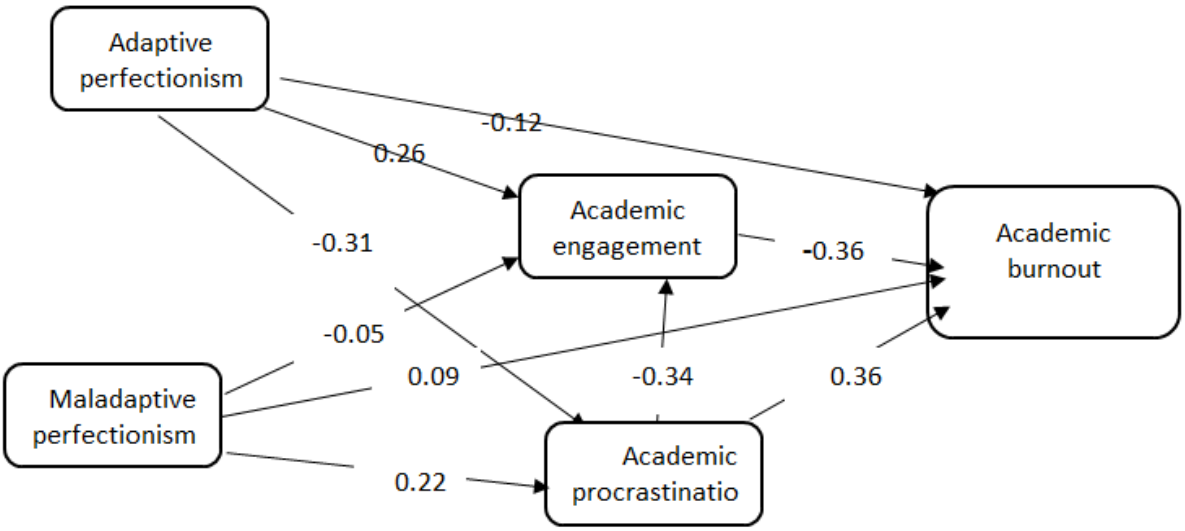
In examining effects of influential variables on academic engagement, academic procrastination (-0.34) and adaptive perfectionism (0.26) had direct effect that were significant in 0.01 level. But direct Effect of maladaptive perfectionism (-0.05) on academic engagement was not significant. Also the explained variance of academic engagement was accounted 0.030 based on adaptive and maladaptive perfectionism and academic procrastination.



AGFI = 0.96, GFI = 0.99, CFI = 0.99, AMSEA = 0.045, X^2 / df= 2.05

Figure 2: Fitted Casual Model of Academic Burnout

IV. Discussion And Conclusion

The purpose of current study was presenting a casual model of relations of perfectionism and its dimensions (adaptive and maladaptive) with academic burnout, considering mediating role of academic procrastination and academic engagement among engineering students of Shiraz Azad University via path analysis method. For reaching this purpose, considering theoretical and experimental background of the research conceptual model was suggested and the results indicated that the suggested model had relatively good fitness with this research data. Accordingly, it can be used for decision and policy makings. Considering mediating role of academic procrastination and academic engagement, some studies result (Cham et al, 2014; Shih, 2012; Zhang et al, 2007; Yao, 2009; Rakes & Dunn, 2014)have confirmed relationships between perfectionism and mediating variables. Likewise Çakır et al (2014) and Balkis (2013) confirmed relationship between procrastination and engagement. Accordingly, the assumption of mediating role of academic procrastination and academic engagement among students, that is the most important finding of the study, is almost correspond to the current study background. So considering significant positive indirect effect of adaptive perfectionism on burnout, it can be said that whatever the students have more tendency and motivation to encounter with hard tasks and stimulated with success goals they will have less tendency to procrastinate academic works (Capan, 2010). Furthermore, this group of students will have stronger beliefs about their abilities for achievement and desirable outcomes in educational settings. Such students will have more commitment to study and attracted to learning and studying; meanwhile suchlike people feel less boredom, don't

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have pessimistic and passive attitude toward study and academic works and they feel competency as students (Zhang et al, 2007; Balkis, 2013; Schufeli et al, 2006). Also the significance of indirect effect of maladaptive perfectionism indicates that negative perfectionism behavior that leads to anxiety and decreased self-esteem affects students' self-efficacy and performance and causes individuals to lose their self-confidence after failure. Thereafter such people delay doing academic works to escape from anxiety. So they actually get procrastination (Yao, 2009). This state of procrastination can cause stress with increasing time pressure to complete academic works, because such students don't have tendency to complete their works on time, so they will have time limitation and this situation can damage their concentration, cognition and performance. Students with high levels of procrastination, usually pay less attention to academic works, following roles and study related behaviors. Therefore, they get negative feelings and attitudes toward themselves and their study. Accordingly, they hardly accomplish their works that this situation leads to academic burnout (Balkis, 2013). Furthermore, the significant negative direct effect of adaptive perfectionism on academic procrastination is correspond to Yao (2009). He states that adaptive perfectionists delay their works less than maladaptive ones for disgusting and laziness. It means that adaptive perfectionism can develop big achievements motivation and stimulate paying attention to essential details for scientific researches (Peters, 2005). Accordingly, students who are adaptive perfectionists do more efforts to achieve perfect self and on the way to reach self-criteria, even they are unachievable, they get optimistic thought that leads to avoiding from procrastination. The significant and positive direct effect of maladaptive perfectionism on procrastination is correspond to Rakes and Dunn (2014) and Holloway (2009). They state that since maladaptive perfectionists have excessive expect from others, judge people negatively and critically and interact others with hostility and blame. So when encountering challenging works they fear of doing works undesirably. Accordingly, they get anxiety because they are afraid of negative judgments of others about their abilities. For this reason, they delay academic works because of rescue from anxiety since this rescue has a positive reinforcement effect for them (Halloway, 2009).

Also the significant and positive direct effect of adaptive perfectionism on engagement is correspond to Zhang et al (2007), Stoeber Harris and Moon (2007). Adaptive perfectionists like to have order and organization that may give learners sense of clarity and efficacy. So an organized physical environment in which there is no disturbing stimulus is prepared for them when doing academic works (Zhang et al, 2007). Accordingly, they better can use their vigor, that makes people concentrate on works and use cognitive vigor that is characterized with high levels of energy and psychological effort on work and stability encountering problems, to achieve their goals (Fehnel et al, 2004). On the other hand, the direct effect of maladaptive perfectionism on academic engagement was not significant. this finding is inconsistent to Shih (2013). It is completely probable that lack of significant relationship between the two variables is due to lack of relevant and positive intellectual states such as engagement compared to burnout. Significant and negative indirect effect of adaptive perfectionism and significant positive direct effect of maladaptive perfectionism on burnout was the other findings of this study that is correspond to Zhang et al (2007) and çam et al (2007). Zhang et al believe that higher standards that are chosen by perfectionists are not necessarily lead to negative results.at the first step, goals are not unreal and unachievable like those that are chosen by maladaptive perfectionists because in normal situations they almost can be meet by physical efforts. Even though the

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primary standards are beyond the individual's ability, they don't make intellectual exhaustion as long as they are flammable and can lie in an appropriate level. Accordingly, students that effort flexibly for achieving logical goals and usually consider their own abilities and limits, experience less academic procrastination (zhang et al, 2007). On the other hand, despite the positive and significant relationship between maladaptive perfectionism and academic burnout it can be said that maladaptive perfectionist students cannot reach to standards because unrealistic and beyond power criteria have been chosen by them. For this reason, they attempt less than past, lose their self-esteem and show various negative reactions (Stoeber & Rambow, 2007). Also maladaptive perfectionism makes individuals attempt for reaching impossible purposes obsessively (Peters, 2005). All or none thinking, as one of the maladaptive perfectionists' characteristics increases anxiety and excitement by generalizing failures and worries (Ghadami, 2013). So it can be said that maladaptive perfectionism is one of the determinant factors on students' academic burnout. The other result of the study was significance of negative and direct effect of academic procrastination on academic engagement that is correspond to Abbasi et al (2014). Some studies indicate that students who highly engage in learning show more propensity toward spending time, effort for tasks and studies and they present more efficacy and persistency encountering problems than those who don't. (Wang, Willet & Eccles,2011). Students with high levels of procrastination pay less attention to classroom activities, following roles and study related behaviors. Considering low levels of self-regulation and self-confidence, high levels of anxiety and stress, lack of personal control and feeling, low levels of perceived individual vigor and self-efficacy, these people pay less attention to university related tasks, procedures of study place and complex relationships of students and college (Chu & Choi, 2005). Also positive direct and significant effect of academic procrastination on academic burnout indicated that procrastination can cause stress with increasing time pressure for Accordingly, they postpone studying for exams and have time limitation. Consequently, working in time limitation along with poor sleep can damage their concentration, cognition and performance. Although procrastinators make so efforts to reach success, if it doesn't come true they may be exhausted and pessimistic individuals. Thereafter they get negative feelings toward themselves and their study. Accordingly, they hardly can do their tasks that this situation leads to academic burnout (Jacobs & dodd, 2003; Balkis, 2013). The negative and significant direct effect of academic engagement on academic burnout states that these are key indicators of students' performance that are opposite to each other and lie at the two sides of a continuum. Academic engagement is so important to finish studies without dropout and relatively high academic achievement, so students with low scores in academic engagement are more at the risk of dropout that is one of the important outcomes of academic burnout (Archambault, Janosz, Morizot & Pagani, 2009). When students encounter with emotional exhaustion, pessimism and inefficacy, their vigor, dedication and absorption in studies get decreased. Generally, it can be said that people with academic burnout, usually experience signs like unwillingness toward course outlines, inability for continuous attending in classroom and feeling of inability in learning course outlines. So they are completely opposite to people who highly engage in academic works (Neami, 2009). Finally, considering negative outcomes of academic burnout and importance of the issue in university level, it is suggested to authorities that recognize other influencing factors on this variable to achieve the main goal that is reducing level of academic burnout. Also considering the negative relationship between procrastination and burnout it is obvious that managing burnout and procrastination is necessary in order to improve

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students' academic achievement. To achieve this important purpose, educators and authorities are recommended to design learning environments accurately. Furthermore, in danger groups should be determined and individual and group counselling should be done. For example, using studies result like the current one, cognitive behavioral intervention programs can be applied to improve self-efficacy, academic engagement and academic achievement. Likewise, considering injurious outcomes of academic burnout university professors can reduce academic burnout by creating an autonomic supportive environment in order to increase students' learning. At the end, considering the fact that this study has been done among Azad University students, reservation should be taken in generalizing results to other statistical population and grades.

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