

## Explanation of Academic Burnout Based on Responsibility and General Self-Efficacy in High School Second Grade Female Students of Chalous City

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### ABSTRACT

The purpose of this study was to explain academic burnout based on students' responsibility and general self-efficacy. It was a cross-sectional research. Statistical population involved 580 female high school students of Chalous city who have been studying in second class in the academic year 2012-13. 280 students were selected as the sample according to Morgan's table and by cluster random sampling. Academic burnout, responsibility and general self-efficacy inventories were used to collect data. Statistical analyses performed to analyze data included descriptive statistics (frequency, percentage and charts) and inferential statistics (kolmogorove-smirnov, stepwise regression and univariate analysis of variance) using SPSS software. The findings indicated that external commitment and a sense of belonging could explain ( $p < .01$ ) students' emotional exhaustion. External commitment, self-esteem and internal commitment could explain ( $p < .05$ ) students' apathy. Internal commitment, self-esteem and general self-efficacy could explain ( $p < .01$ ) academic inefficiencies. In addition, external commitment, self-esteem, a sense of belonging and general self-efficacy could explain ( $p < .05$ ) academic burnout. Also, the results showed that there was a significant difference ( $p < .05$ ) about research's components based on students' major field of study except academic inefficiencies and general self-efficacy. There was a significant difference ( $p < .05$ ) about research's components based on students' average except self-esteem, feeling of security and a sense of belonging. So, responsibility and general self-efficacy training can be useful to reduce students' academic burnout.

**KEYWORDS:** academic burnout, responsibility, general self-efficacy, students

### 1. INTRODUCTION

Today the problem of academic burnout is one of the most common problems in an educational setting. Unfortunately, this situation is very common in the world of education and modern life. Student burnout as a construct, is the product of several factors that recognize these factors can play an important role in controlling it. Measures can be adopted to reduce aging factors with knowing how much and how the factors involved in students' academic burnout and having the necessary insight in this field. In other words, reform of teaching methods that lead to appropriate changes in the school environment, in turn can, reduce corrosion sense rates of students and also, complications such as delay, consecutive absences and dropouts. There are many issues in the field of education that teaching them to students during school is necessary. Among these issues can be pointed to the responsibility of students and their general self-efficacy; that both of them are important as a part of the community to participate in the community and future lives of students.

What caused the researchers to study aging issues, accountability and general self-efficacy in students, is that the academic burnout has irreversible consequences such as lack of regular attendance of students in the classroom, no passion and no sense of motivation toward homework. On the other, responsibility of students make a commitment towards school in there and general Self-Efficacy due to their resistance against the problems and issues by their. According to the above discussion, the researcher sought to examine the ability of components of general self-responsibility and general Self-Efficacy to predict student attrition.

Exhaustion is a state of mental and emotional fatigue resulting in chronic stress syndrome as an expensive burden role, pressure and time constraints and lack of resources needed to accomplish tasks and homework (Demerouti et al, 2001; Lacovides et al, 2003; Lee & Ashforth, 1996; Maslach et al, 2001; Toppinen Tanner et al, 2005). Most studies that have been conducted on exhaustion, are related to the positions which is referred to as Job Burnout. Nevertheless, Burnout variable has spread to the location and context of education which is referred to as academic burnout. It can be said that educational opportunities are as learners' workplace; although learners do not work as employees in educational settings and there aren't certain jobs, but from a psychological perspective, their Instructional activities can be considered as a job (Salmela-Aro et al, 2008).

Based on conducted research, it can be said that academic burnout in academic positions is characterized with features like fatigue related to the requirements of study, growth of cynical attitudes and feelings and no sensitivity to the course material and sense of poor personal achievement in school and academic (Salmela-Aro & Naatanen, 2005). People who have educational depression, experience such symptoms as lack of enthusiasm towards

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the course materials, inability to maintain a continuous presence in the classroom, not to participate in classroom activities, school activities and feel a sense of meaninglessness inability to experience learning lessons and feel a sense of meaninglessness to school activities and inability to learning lessons, usually ( Nami, 2009).

Several academic burnout outcomes are such as absenteeism, dropout, poor hygiene and high risk of depression. Academic burnout is an important key to understanding the behavior of students, such as academic performance during the study. An academic burnout can affect on the relationship of student and its school and teachers. Academic burnout will affect on Students' engagement in school and their participation in scientific matters in the classroom and after graduation. Academic burnout can affect students' Zealotry to continue their education.

On the other hand, students' responsibility and general Self-Efficacy will be introduced. Society needs people who are responsible and committed in their jobs and tasks and also be coordinated with the rapid changing of scientific and technological progress. Therefore, the general task of education in addition to transfusion of science, knowledge and various skills, is to educate students who will be responsibility and high efficacy.

Reading the literature of the researches related to academic burnout, general self-efficacy, responsibility, indicate that despite the many studies done about any of these topics, but has been done no research on how the relationship between them. In other words, has been little research on academic Burnout. In the case of general self-efficacy and responsibility, most of them have been studied in the academic community and outside of school and the relationship between academic burnout, students' responsibility and general self-efficacy are neglected. According to the discussions, this study is intended to explain the academic burnout in terms of the components of general self-efficacy and responsibility in high school second grade female students. Accordingly, the following questions were raised:

- 1- Is emotional exhaustion explained based on components of responsibility and general self-efficacy in high school second grade female students?
- 2- Is students apathy explained based on components of responsibility and general self-efficacy in high school second grade female students?
- 3- Is Ineffective teaching explained based on components of responsibility and general self-efficacy in high school second grade female students?
- 4- Is academic burnout explained based on components of responsibility and general self-efficacy in high school second grade female students?
- 5- Is the rate of academic burnout, responsibility and general self-efficacy, different based on students' course , in high school second grade female students?
- 6- Is the rate of academic burnout, responsibility and general self-efficacy, different based on students' GPA, in high school second grade female students?

This study was important for two terms. First, the researcher sought to inform education officials, especially school principals and teachers and also parents from the damaging effects of students' academic burnout and fundamental role of responsibility and general self-efficacy in there. Second, attempts to provides proposals for solving the problem of academic burnout and educating of responsible and self- efficient students.

## 2. LITERATURE REVIEW

First time, psychiatric called Freudenbergler coined the term of burnout (Freudenbergler,1974) . Actually, this term refers to the emergence of negative attitudes, behavior and emotions in the face of severe psychological stress associated with the job and this condition occurs in people who are in close contact with other people In the long hours of the day ( Rasoulia et al, 2004). They were eroded after a while and symptoms which include fatigue, emotional exhaustion, depersonalization and Reduced personal Accomplishment, will be seen in them (Wattsa & Robertsona, 2011). In the emotional exhaustion, the person feels that is null of physical or emotional energy and afraids of being present in the workplace and avoids intimacy with others in the workplace and behaves with people like an object and finally has feelings of worthlessness, incompetence and lack of success compared to itself (Maslach & Jackson, 1981). Order of emotional exhaustion is Eexperience the feeling of tension specifically, chronic fatigue caused by working too much.

School is a place where students work. Namely they come into the classroom and do their homework in order to pass exams and earn the rank and documents. Based on Demands-Resources Model (Schaufli & Bakker,2004) high consumption and non-return of energy causes to eliminate stored energy of the person. burnout happens if an imbalance between energy intake and reproduction persists for a long time. Consistent pattern of demand – sources, it can be said that two process occur in academic burnout: On the one hand, teachers' demands and requests from students to further study and efforts in the new course of study (Shanahan,2000) and on the other , students because knowledge of individual differences about their abilities, haven't sufficient Motivational resources to deal with this requests and the education demands (Wigfield, Eccles, Roesner & Davis-Kean, 2006); these two processes cause to stress and ultimately, academic burnout. Based on the theory of burnout (Schaufli et al, 2002) can be said that academic burnout includes of three components: emotional exhaustion, cynicism and lack of efficiency. Emotional exhaustion is shown as a feeling of pressure especially chronic fatigue from working too much in curricular

activities and cynicism and depersonalization are shown as a cynical attitude and indifference to school work, lack of interest in school work and deem them pointless and finally, the lack of school performance is shown as states such as feelings of low competence, low progress and the lack of success in academic assignments and general school.

Since the developing countries need to responsible and self-sufficient people; therefore, more than ever people need to accept responsibility for their own lives and destiny and this is not possible unless the foundation of education will be based on children's understanding about their role in making destinies and quality of life and to achieve this goal, diligence and careful planning is necessary. Responsibility of obligation Sense to act in a special position, is due to the feelings of others' presence and imitate than them. This feeling is a character trait and usually forms as an attitude in person's psychological and behavioral structure ( Bahrami et al, 2004).

Self-efficacy determines how individuals are exploring the barriers. People who have low self-efficacy, easily be convinced when facing difficulties and their behavior is useless and they stops trying quickly; but people who have high self-efficacy, removes barriers by improvement of self-management and perseverance skills and will persisted in facing to the problems (Bandora, 2004). Self-efficacy is generally given as a range of special; that person could be have more or less strong personal beliefs in different spheres or special circumstances. A number of researchers, have also developed a expanded concept of self-efficacy that refers to general belief in one's ability to cope with a wide range of new positions or requests (Sherer et al,1982). General self-efficacy is defined the belief in one's overall competence to take effective action that is involving performance in all improvements situations (Eden, quoted by Chen et al, 2001) Or as an individual's perception about their ability to operate effectively in all different positions (Chen et al, 2001). Self-efficacy concept has been applied to many aspects of student progress. Self-efficacy, effects on students' choices of activities. Given the importance of students' self-efficacy in all aspects of life, especially education, there are numerous ways to improve it, that One of which is to teach problem solving skills (Zahrakar et al,2010).

According to the every three factors of academic burnout, responsibility and general self-efficacy of students that are considered as important issues in the field of education; so that academic burnout is led to a lack of enthusiasm for the students to study; and do the paperwork and deal with various problems and their solutions needs to students who have the responsibility and high self-efficacy. Identifying of predictive variables of academic burnout is one of the key issues in this field. Among the important variables affecting student burnout, that have been noted to them in this study, are general responsibility and self-efficacy of students.

### **3. Previous Research**

Rahmani javanmard(2012) in a research titled "Study of the relationship between Perfectionism and Academic Burnout of students" indicated that Negative Perfectionism was correlated with Academic Burnout, positively and significantly and Positive Perfectionism was associated with Academic Burnout, negatively and significantly.

Naami (2009), in a research entitled "The relationship between the quality of students' learning experiences and Academic Burnout among Masters students in martyr Chamran University" came to these results that there are significant negative relationship between the areas of learning experiences quality (resources, content, flexibility to learn and master relationship - student) and academic burnout dimensions ( educational Tiredness , academic apathy and educational incompetence ). Also, the results showed that the relationship between teacher - student has the greatest role in academic burnout explaining.

Khodabakhshi & Abedi (2009), in a study entitled "Evaluation of methods for increasing students' responsibility among Shahreza City students in Academic year 2005-2006 " reached the conclusion that teaching responsibility in positive discipline style and reality therapy , is effective in all three assays (parent, teacher and self) and in both post-test and follow-up,in boys and girls. Their curriculum-based learning in both parent and teacher assessment and in both post-test and follow-up ,was significant in responsibility increase, but is not significant in the measure type of self-evaluation. Interaction between sex and group membership just in the follow-up step and for type of teacher measure (4.2%) and parents measure (4.7%) has significant impact ( $p<0.05$ ).

Zeinalipour et al (2009), in a research entitled "Students' general and academic self-efficacy and its relationship to academic performance," concluded that girls' general self-efficacy are more than boys, but there was little difference between boys 'and girls' self-efficacy and is not significant. Also, there is a significant positive relationship between the general self-efficacy and academic self-efficacy and academic performance.

Salmela-Aro, Kiuru, Leskinen and Nurmi (2009), studied the Reliability and validity of the school Burnout inventory. The results indicated that three-factor model of emotional exhaustion, cynicism and lack of efficiency compared to a single-factor and two-factor model,is more appropriate. The concurrent validity of the burnout questionnaire related to the school with signs and symptoms of depression, motivation involvement of learning and academic performance were examined with each of the three components. The results indicate that students with high depression suffered from emotional exhaustion, cynicism and lack of performances. Low academic performance and motivation involvement of learning was associated with high academic burnout.

Koeske & Koeske (1991), have shown that academic burnout increases relationship between academic stress and its consequences, such as headache, abdominal pain, a feeling of fear and depression. The researchers showed that by inserting variable of academic burnout, relationship of academic stress and its consequences increased significantly.

Yaratan & Uludag (2012), in a study entitled "The impact of verbal aggression on burnout: an experimental study on university students" concluded that verbal aggression has a significant positive relationship with emotional exhaustion; Also, verbal aggression has a significant positive relationship with pessimistic. In addition, verbal aggression has a significant positive relationship with the academic inefficiency.

Capri, Ozkendir, Ozkurt & Karakus (2012), in a research entitled "General self-efficacy, life satisfaction and burnout among university students" reached the conclusion that there is statistical significant relationship Between general self-efficacy, life satisfaction and burnout among university students at the level of 0.01 and 0.05.

#### 4. RESEARCH METHODOLOGY

The purpose of the present study is explanation of Academic Burnout based on responsibility and general self-Efficacy in high school second grade female students. Thus, research method is descriptive –survey. Variables was measured simultaneously without any manipulation and trial by the researcher. Population of study have formed of all high school second grade female students of Chalous city in 2012-2013 academic year and according to figures from the city's department of education, the number of female students is equal to 580. In order to determine the sample size was used by Morgan. Accordingly, the sample size is 280 second grade female students from high schools in Chalous city. cluster random sampling was used to select a sample of members.

In order to conduct field study, researcher referred to the participants in the study, completed face to face and after explaining to them about the purpose of this study and advise them on how to answer to the questionnaires, distribute them among students and after data collection, analyzed the questions through the SPSS statistical software. Test of multiple regression (stepwise method) and analysis of variance were used to analyze the research questions. Inventory of academic burnout and measuring responsibility rate for students and general self-efficacy was used to measure variables of study.

In this study, in order to ensure the reliability of the questionnaires, Cronbach's alpha was used. Accordingly, Cronbach's alpha coefficient for academic burnout questionnaire is obtained 0.78, and for students' responsibility is obtained 0.88 and for general self-efficacy is obtained 0.85. And the reliability of the test has been approved because of values obtained more than 0.7.

#### 5. RESEARCH FINDINGS

Stepwise regression results based on the first question, "explaining of emotional exhaustion based on components of responsibility and general self-efficacy in high school second grade female students" is presented in the below table.

**Table 1. regression Specification to predict emotional exhaustion based on components of General self-efficacy and responsibility**

Steps	Variable	R	R <sup>2</sup>	Standard R <sup>2</sup>	SE	B	SE	t	P
1	Fixed					24.949	1.178	21.188	.000
	External commitment	.432 <sup>a</sup>	.186	.184	3.825	-.539	.068	-4.32	.000
2	Fixed					28.178	1.441	19.559	.000
	External commitment	.475 <sup>b</sup>	.225	.220	3.739	-.482	.068	-3.86	.000
	sense of belonging					-.100	.027	-.202	.000

The above results indicate that the external commitment has managed 0.18 to explain the changes in emotional exhaustion, alone and this amounts has been 0.22 with the addition of the sense of belonging; Thus, with (P 0.01) we can say that among the different variables of responsibility and general self-efficacy, only two components (external commitment and sense of belonging) have the ability to predict emotional exhaustion.

Stepwise regression results based on the first question, "explaining of student apathy based on components of responsibility and general self-efficacy in high school second grade female students" is presented in the below table.

**Table 2. regression Specification to predict student apathy based on components of General self-efficacy and responsibility**

Steps	Variable	R	R <sup>2</sup>	Standard R <sup>2</sup>	SE	B	SE	t	P
1	Fixed					19.689	.958	20.563	.000
	External commitment	.446 <sup>a</sup>	.199	.196	3.110	-.456	.055	-8.312	.000
2	Fixed					21.918	1.180	18.568	.000
	External	.476 <sup>b</sup>	.227	.221	3.062	-.431	.055	-4.22	.000

commitment											
Self-esteem											
3	Fixed	.487 <sup>c</sup>	.237	.229	3.046						
	External commitment										
	Self-esteem										
	Internal commitment										

The above results indicate that the external commitment has managed 0.19 to explain the changes in student apathy, alone and this amounts has been 0.22 with the addition of the self-esteem; also, with the addition of the internal commitment to those two, their explanatory contribution has been 0.23; thus with (P 0.05) we can say that among the different variables of responsibility and general self-efficacy, components of (external commitment and self-esteem and internal commitment) have the ability to predict student apathy.

Stepwise regression results based on the first question, "explaining of ineffective teaching based on components of responsibility and general self-efficacy in high school second grade female students" is presented in the below table.

**Table 3. regression Specification to predict ineffective teaching based on components of general self-efficacy and responsibility**

Steps	Variable	R	R <sup>2</sup>	Standard R <sup>2</sup>	SE	B	SE	t	P
1	Fixed					21.944	1.339	16.383	.000
	Internal commitment	.347 <sup>a</sup>	.120	.117	3.427	-.288	.047	-3.47	.000
2	Fixed					23.877	1.389	17.191	.000
	Internal commitment	.411 <sup>b</sup>	.169	.163	3.337	-.217	.049	-.261	.000
	Self-esteem					-.202	.050	-.237	.000
3	Fixed					26.526	1.553	17.077	.000
	Internal commitment					-.203	.048	-.244	.000
	Self-esteem	.453 <sup>c</sup>	.205	.197	3.269	-.183	.049	-.215	.000
	general self-efficacy					.120	.034	.193	.000

The above results indicate that the internal commitment has managed 0.12 to explain the changes in ineffective teaching, alone and this amounts has been 0.16 with the addition of the self-esteem; also, with the addition of the general self-efficacy to those two, their explanatory contribution has been 0.20; thus with (P 0.01) we can say that among the different variables of responsibility and general self-efficacy, components of (internal commitment and self-esteem and general self-efficacy) have the ability to predict ineffective teaching.

Stepwise regression results based on the first question, "explaining of academic burnout based on components of responsibility and general self-efficacy in high school second grade female students" is presented in the below table.

**Table 4. regression Specification to predict ineffective teaching based on components of general self-efficacy and responsibility**

Steps	Variable	R	R <sup>2</sup>	Standard R <sup>2</sup>	SE	B	SE	t	P
1	Fixed					62.000	2.231	27.790	.000
	Internal commitment	.492 <sup>a</sup>	.242	.239	7.248	-1.204	.128	-.492	.000
2	Fixed					70.909	2.654	26.720	.000
	Internal commitment	.564 <sup>b</sup>	.318	.313	6.885	-1.104	.123	-.451	.000
	Self-esteem					-.541	.097	-.280	.000
3	Fixed					72.985	2.751	26.526	.000
	Internal commitment					-1.049	.124	-.428	.000
	Self-esteem	.578 <sup>c</sup>	.334	.327	6.818	-.368	.118	-.190	.002
	general self-efficacy					-.153	.060	-.157	.011
4	Fixed					76.987	3.149	24.450	.000
	External commitment					-1.021	.123	-.417	.000
	Self-esteem	.591 <sup>d</sup>	.349	.340	6.751	-.332	.117	-.172	.005
	sense of belonging					-.156	.060	-.161	.009
	general self-efficacy					-.178	.070	-.125	.012

The above results indicate that the external commitment has managed 0.24 to explain the changes in academic burnout, alone and this amounts has been 0.31 with the addition of the Self-esteem; also, with the addition of the sense of belonging to those two, their explanatory contribution has been 0.33, moreover with the addition of general self-efficacy to these three components, their explanatory contribution has been 0.34; thus with (P 0.05) we can say that among the different variables of responsibility and general self-efficacy, components of (external commitment and self-esteem and sense of belonging and general self-efficacy) have the ability to predict academic burnout. The results of analysis of variance based on the fifth question " study of difference between academic burnout and responsibility and general self-efficacy based on courses among high school second grade female students " can be seen in the below table.

**Table 5. Results of variance analysis for students' components of academic burnout and responsibility and general self-efficacy based on their courses**

		Sum of Squares	d.f	root-mean-square	F	Significant level.
self-esteem	Between groups	406.744	3	135.581	7.908	.000
	Within groups	4732.252	276	17.146		
	total	5138.996	279			
Feeling of security	Between groups	99.656	3	33.219	4.258	.006
	Within groups	2153.455	276	7.802		
	total	2253.111	279			
sense of belonging	Between groups	580.958	3	193.653	2.712	.055
	Within groups	19706.742	276	71.401		
	total	20287.700	279			
External commitment	Between groups	140.092	3	46.697	4.196	.006
	Within groups	3071.476	276	11.129		
	total	3211.568	279			
Internal commitment	Between groups	265.558	3	88.519	4.780	.003
	Within groups	5110.785	276	18.517		
	total	5376.343	279			
Responsibility (total)	Between groups	4960.261	3	1653.420	5.717	.001
	Within groups	79819.707	276	289.202		
	total	84779.968	279			
Emotional exhaustion	Between groups	251.260	3	83.753	4.866	.003
	Within groups	4750.111	276	17.211		
	total	5001.371	279			
Student apathy	Between groups	137.573	3	45.858	3.929	.009
	Within groups	3221.538	276	11.672		
	total	3359.111	279			
Ineffective teaching	Between groups	84.340	3	28.113	2.139	.096
	Within groups	3628.228	276	13.146		
	total	3712.568	279			
Academic burnout (total)	Between groups	750.126	3	250.042	3.728	.012
	Within groups	18511.074	276	67.069		
	total	19261.200	279			
General Self-Efficacy	Between groups	148.059	3	49.353	1.444	.230
	Within groups	9431.509	276	34.172		
	total	9579.568	279			

The above results show that except in the case of three components: a sense of belonging, ineffective teaching and general self-efficacy, the significance level of the other components is less than 0.05. Therefore, there are significant differences between the amount of other components except the three mentioned components based on students' courses at a significant level ( $p < 0.05$ ). In order to determine that (in which of the courses, mentioned components are different) the Tukey test was used and the results are presented in the below table.

**Table 6. Tukey test in order to Mean paired difference of Self-esteem, Feeling of security, External commitment, Internal commitment, Responsibility (total), Emotional exhaustion, Student apathy, Academic burnout (total) based on students' courses**

Components	Course (I)	Course (J)	Mean difference	SE	Significance level	Confidence level 0.95	
						Down	Up
Self-esteem	Humanities	Mathematics - Physics	2.839 <sup>*</sup>	.670	.000	1.106	4.573
		Biology	1.429	.626	.105	-.190	3.049
		work and knowledge	4.034 <sup>*</sup>	1.144	.003	1.076	6.992
Feeling of security	Mathematics - Physics	Biology	-1.130 <sup>*</sup>	.408	.030	-2.185	-.075
		Humanities	-1.521 <sup>*</sup>	.452	.005	-2.691	-.352
		work and knowledge	-.736	.764	.770	-2.712	1.238
External commitment	work and knowledge	Mathematics - Physics	-2.065	.912	.109	-4.424	.293
		Biology	-2.988 <sup>*</sup>	.892	.005	-5.294	-.682
		Humanities	-2.493 <sup>*</sup>	.922	.036	-4.876	-.109
Internal commitment	work and knowledge	Mathematics - Physics	-2.429	1.117	.168	-5.472	.613
		Biology	-3.542 <sup>*</sup>	1.150	.012	-6.516	-.567
		Humanities	-3.965 <sup>*</sup>	1.189	.005	-7.039	-.891
Responsibility (total)	Mathematics - Physics	Biology	-7.731 <sup>*</sup>	2.485	.011	-14.154	-1.308
		Humanities	-9.770 <sup>*</sup>	2.754	.003	-16.889	-2.650
		work and knowledge	.847	4.652	.998	-11.177	12.873
Emotional exhaustion	work and knowledge	Mathematics - Physics	3.658 <sup>*</sup>	1.134	.008	.724	6.591
		Biology	4.195 <sup>*</sup>	1.109	.001	1.327	7.062
		Humanities	3.354 <sup>*</sup>	1.146	.019	.390	6.317
Student apathy	Biology	Mathematics - Physics	-1.180	.499	.086	-2.471	.109
		Humanities	-.392	.516	.873	-1.728	.944
		work and knowledge	-2.649 <sup>*</sup>	.913	.021	-5.010	-.287
Academic burnout (total)	work and knowledge	Mathematics - Physics	4.891	2.240	.130	-.899	10.682
		Biology	6.692 <sup>*</sup>	2.189	.013	1.031	12.352
		Humanities	6.687 <sup>*</sup>	2.263	.018	.837	12.538

The above results show that there are significant differences in significance level ( $p < 0.05$ ) about the components of self-esteem between Humanities-Mathematics students and Humanities- work and knowledge students, about the components of Feeling of security between Mathematics- Biology students and Mathematics-Humanities students, about the components of External commitment between work and knowledge-Biology students and work and knowledge-Humanities students, about the components of Internal commitment between work and knowledge-Biology students and work and knowledge-Humanities students, about the components of Responsibility (total) between Mathematics- Biology students and Mathematics -Humanities students, about the components of Emotional exhaustion between work and knowledge - Mathematics students and work and knowledge-Biology students and work and knowledge - Humanities students, about the components of Student apathy between Biology - work and knowledge students and about the components of Academic burnout (total) between work and knowledge-Biology students and work and knowledge - Humanities students.

The results of analysis of variance based on the sixth question " study of difference between academic burnout and responsibility and general self-efficacy based on GPA among high school second grade female students " can be seen in the below table.

**Table 7. Results of variance analysis for students' components of academic burnout and responsibility and general self-efficacy based on their GPA**

		Sum of Squares	d.f	root-mean-square	F	Significant level.
self-esteem	Between groups	66.784	3	22.261	1.211	.306
	Within groups	5072.212	276	18.378		
	total	5138.996	279			
Feeling of security	Between groups	23.036	3	7.679	.950	.417
	Within groups	2230.075	276	8.080		
	total	2253.111	279			
sense of belonging	Between groups	336.501	3	112.167	1.552	.201
	Within groups	19951.199	276	72.287		
	total	20287.700	279			
External commitment	Between groups	232.682	3	77.561	7.186	.000
	Within groups	2978.886	276	10.793		
	total	3211.568	279			
Internal commitment	Between groups	247.546	3	82.515	4.440	.005
	Within groups	5128.797	276	18.583		
	total	5376.343	279			
Responsibility (total)	Between groups	3261.177	3	1087.059	3.680	.013
	Within groups	81518.791	276	295.358		
	total	84779.968	279			
Emotional exhaustion	Between groups	199.162	3	66.387	3.816	.011
	Within groups	4802.209	276	17.399		
	total	5001.371	279			
Student apathy	Between groups	126.519	3	42.173	3.601	.014
	Within groups	3232.591	276	11.712		
	total	3359.111	279			
Ineffective teaching	Between groups	122.436	3	40.812	3.138	.026
	Within groups	3590.132	276	13.008		
	total	3712.568	279			
Academic burnout (total)	Between groups	1072.081	3	357.360	5.423	.001
	Within groups	18189.119	276	65.903		
	total	19261.200	279			
General Self-Efficacy	Between groups	307.871	3	102.624	3.055	.029
	Within groups	9271.697	276	33.593		
	total	9579.568	279			

The above results show that the significance level about components of External commitment, Internal commitment, Responsibility (total), Emotional exhaustion, student apathy, Ineffective teaching, Academic burnout (total) and General Self-Efficacy is less than 0.05. Thus, there is a significant difference in the amount of these components based on the students' GPA. In order to determining that (in which of the GPA groups, mentioned components are different) the Tukey test was used and the results are presented in the below table.



**Table 8. Tukey test in order to Mean paired difference of Self-esteem, Feeling of security, External commitment, Internal commitment, Responsibility (total), Emotional exhaustion, Student apathy, Academic burnout (total) based on students' GPA**

Components	Course (I)	Course (J)	Mean difference	SE	Significance level	Confidence level 0.95	
						Down	Up
External commitment	12-14	14-16	-1.423	.976	.465	-3.948	1.101
		16-18	-2.466*	.927	.041	-4.863	-.070
		18-20	-3.283*	.891	.002	-5.589	-.978
	14-16	12-14	1.423	.976	.465	-1.101	3.948
		16-18	-1.043	.612	.323	-2.625	.538
		18-20	-1.860*	.557	.005	-3.301	-.419
Internal commitment	12-14	14-16	-1.113	1.281	.821	-4.426	2.199
		16-18	-2.628	1.216	.137	-5.773	.516
		18-20	-3.171*	1.170	.036	-6.196	-.146
	14-16	12-14	1.113	1.281	.821	-2.199	4.426
		16-18	-1.515	.803	.236	-3.591	.560
		18-20	-2.058*	.731	.027	-3.949	-.168
Responsibility (total)	12-14	14-16	-3.859	5.109	.874	-17.067	9.348
		16-18	-6.961	4.850	.478	-19.499	5.575
		18-20	-11.188*	4.665	.050	-23.248	.871
	14-16	12-14	3.859	5.109	.874	-9.348	17.067
		16-18	-3.102	3.202	.767	-11.380	5.175
		18-20	-7.328*	2.915	.050	-14.865	.207
Emotional exhaustion	14-16	12-14	1.839	1.240	.449	-1.366	5.044
		16-18	1.018	.777	.557	-.990	3.027
		18-20	2.232*	.707	.010	.403	4.061
Student apathy	14-16	12-14	.665	1.017	.914	-1.964	3.295
		16-18	.883	.637	.510	-.765	2.531
		18-20	1.783*	.580	.012	.282	3.284
Ineffective teaching	12-14	14-16	1.889	1.072	.294	-.881	4.661
		16-18	1.751	1.017	.315	-.879	4.382
		18-20	2.665*	.979	.035	.134	5.196
Academic burnout (total)	14-16	12-14	.614	2.413	.994	-5.624	6.853
		16-18	1.763	1.512	.649	-2.146	5.673
		18-20	4.791*	1.377	.003	1.231	8.351
	16-18	12-14	-1.148	2.291	.959	-7.071	4.773
		14-16	-1.763	1.512	.649	-5.673	2.146
		18-20	3.028*	1.148	.044	.058	5.997
General Self-Efficacy	12-14	14-16	-4.011	1.723	.094	-8.465	.442
		16-18	-3.598	1.635	.126	-7.826	.629
		18-20	-4.624*	1.573	.019	-8.692	-.557

The above results show that there are significant differences in significance level ( $p < 0.05$ ) about the components of External commitment between two GPA groups of 12-14 with 16-18 and 18-20 and 14-16 with 18-20, about the components of Internal commitment between 12-14 with 18-20 and 14-16 with 18-20, about the components of Responsibility (total) between 12-14 with 18-20 and 14-16 with 18-20, about the components of Emotional exhaustion and Student apathy between 14-16 with 18-20, about the components of Ineffective teaching between 12-14 with 18-20, about the components of Academic burnout (total) between 14-16 with 18-20 and 16-18 with 18-20 and about the components of General Self-Efficacy between two GPA groups of 12-14 with 18-20.

## 6. CONCLUSIONS

Academic burnout as one of the most common problems in the educational setting could have consequences such as lack of enthusiasm towards the lesson, the inability to regular attendance in class, lack of participation in classroom activities, disinterest in school, etc. On the other hand, the school is a social environment where students have responsibilities towards each other and towards their teachers that they are obliged to do. Participate in any social environment; especially the school requires that students have the desired level of efficacy because in this case they can solve the problems with relying on their power and thoughts.

According to the discussions and the importance of students' Academic burnout, Responsibility, General Self-Efficacy in the field of education, the researcher studied explaining of academic burnout based on students' responsibility and general self-efficacy. It should be noted that in the research literature on the subject, no study found that these three variables in the form of a intertwined series has been examined directly, so that the findings can be compared with the results of that investigation; that one of the reasons for choosing this subject by the investigator, was this necessity.

The results determined that among the components of students' general self-efficacy and responsibility, the two components of external commitment and sense of belonging have the explanatory power of emotional exhaustion; components of external commitment, self-esteem and internal-commitment can predict student apathy; components of internal-commitment, self-esteem and general self-efficacy have the explanatory power of ineffective teaching and also components of external commitment, self-esteem, sense of belonging and general self-efficacy have the explanatory power of academic burnout.

In explaining these results, we can say that external commitment reflects the rate of student's commitment towards her homework that he tries to conducted the assignment homework efficiently. Sense of belonging also suggests an intimate relationship between the between school staff and students, so that student knows belongs to the school and separating it for him to be difficult. Internal commitment implies a sense of commitment and responsibility which is in the student; that does his homework no needs to others reminder and tries to the preservation of their school property. Self-esteem also indicates student's satisfaction for academic progress in school and the conditions and facilities of his school. A student that has general self-efficacy, is able to manage and solve problems and adapt to the conditions when confronted with problems. It is clear that students possess such attributes are interested to their school and school staff, enjoy learning at school and they know their responsibility to the school and the entrusted functions to them. Thus if the obligations that are placed upon them would be excessive and beyond their abilities, would have Chronic fatigue caused by working excessively in academic activities and course material will be seem boring for them, would be apathetic towards school work and education things seems Meaningless for them and may even be Suffered from lack of success in school work and, finally caught up to academic burnout.

The results about the fifth question showed that students' academic burnout and responsibility are different based on their courses. But there is no significant differences between their general self-efficacy based on their courses; that it doesn't match with the study of Hejazi et al (2007) that found there is differences between students' self-efficacy based on the two courses of Mathematics - Physics and Human. Students select a field to enter the second grade of high school based on their interest with respect to their academic ability. Differences in their academic burnout and their responsibility based on their courses can be linked to process of teaching - learning courses in various courses, specific learning style in any courses, Hard or easy lessons for each course, the amount and type of homework per course and ... that it's needed to more study in this area for investigate the reasons for achieve such an outcome.

The results about the sixth question showed that female students' academic burnout, responsibility and self-efficacy are different based on their GPA. So that the mean of GPA 18-20 about components of responsibility and general self-efficacy has higher scores than the other groups; and while the academic burnout for students with GPA 18-20, are lower than others groups. In the background of the research, no study found in this area that the results can be compared with the results obtained in this study. In explaining these findings, we can say that students with higher GPA generally have more a sense of commitment and responsibility towards school assignments and are with interest to education; so academic burnout and its consequences is less for them.

In general we can say that, despite numerous studies in the field of each of the three variables of students' academic burnout responsibility and general self-efficacy and some of them are mentioned in this article also, but it is still possible to conduct research in relation to these three variables. Therefore, it is essential to doing basic research about fulfill the purposes such as making students responsible and efficacy in this land, given that one of the tasks of the education system is preparing teen students to enter the larger society in the not too distant future and targeted investments, determine the methods and content, evaluation and in general curriculum are studied for students in this field of desired behaviors.

The results of this research in the areas of curriculum, containing the message that responsibility and general self-efficacy what students are borrowed them from social institutions and the school have had academic burnout toward school. In other words, internal and external commitment, self-esteem, sense of belonging, self-efficacy in students, makes them to feel a commitment to education and academic affairs; and they can study with more seriously and diligently with the impression that they are a successful person and are accepted for others and be far from the potential adverse consequences of academic burnout. According to the results obtained in this study, recommendations have been for educational leaders, curriculum and educational planners, teachers, and school counselors, that are came in the following:

1. Using of active methods and new training equipment in teaching - learning process to follow up training actively. In such classes, responsibility of carrying out some of the tasks has assigned to students which causes them to be involved in classroom activities and be responsible.
2. Using of a special or combination program by coaches, administrators and teachers to increasing their responsibility according to students' gender and school facilities.
3. Identify academic stress and its consequences that enhance students' academic burnout by counselors in high schools in order to take timely preventive measure.
4. Providing the areas of growth for responsibility and general self-efficacy in students by the officials of the education system and preparing necessary facilities to studying intently for them.

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