

The relationship of self-concept and academic burnout with academic performance of girl students

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Abstract

This study investigated the relationship of self-concept and academic burnout with academic performance of girl students. The method used in the study was descriptive-correlational. The sample included 400 students who were selected via random cluster sampling from among all girl students of the third and fourth grade level students in Ardabil. To collect data on burnout, the Academic Burnout Scale and the school self-concept Questionnaire were administered. Students' grade point averages were used to measure academic performance. To analyze the data, Pearson's correlation coefficient and multiple regression analyses were used. Pearson's correlation coefficient showed a significant correlation between academic self-concept and academic burnout and its subscales (Academic Exhaustion, Academic Cynicism and Academic Inefficacy) and student performance ($p < 0/001$). Based on the results of multiple regression, academic apathy and self-concept emerged as the strongest predictors of academic performance. Thus by making students interested, for instance by designing attractive materials and presenting them in an intriguing manner, and also by guiding them to a field of their interest and by instilling in them a sense of being worthy, their academic performance can be improved.

Keywords: academic self-concept, academic burnout, academic performance

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