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## THE RELATIONSHIP BETWEEN MINDFULNESS, LIFE SATISFACTION AND ACHIEVEMENT MOTIVATION WITH ACADEMIC BURNOUT IN STUDENTS

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### ABSTRACT

*Objectives: The purpose of this study is investigating the relationship between mindfulness, life satisfaction and achievement motivation with academic burnout in students. Methodology of the research: The research method is applied one in terms of purpose and in the relationship between variables is a descriptive - correlation type. Statistical population of this research consists all high school students in the academic year of 1395-1396, of which 150 are selected by Non-random voluntary sampling method. Data gathering tools include the Burnout Questionnaire (1997), Brown and Ryan's scale (2003), Life satisfaction questionnaire (Diner et al., 1985), and MacInternity achievement motivation Inventory (2005). Descriptive statistical methods (frequency, percentage, mean, standard deviation) and inferential statistical methods (Kolmogorov Smirnov, Pearson correlation coefficient and multiple regression analysis step by step) are used to analyze the data. Results: The results of regression analysis showed that the variables of mindfulness, life satisfaction, and achievement motivation have the ability to predict students' academic burnout. The results of Pearson correlation coefficient showed that mindfulness with academic burnout has a significant and inverse relationship. There is a significant relationship between life satisfaction and academic burnout. Also, there is a significant relationship between achievement motivation and academic burnout. Conclusion: According to the findings of the research, the variables of mindfulness, life satisfaction, and motivation of progress play an important role in the academic burnout of student.*

**Keywords:** Achievement Motivation, Academic Burnout, Life Satisfaction, Mindfulness, Students.

### INTRODUCTION

The issue of stress is an impossible subject in the life of people. Explanations and interpretations about this subject are very different and vague and different people experience it various states of behavior. So it should be considered as the result of cooperation with the environment. Stress is considered as an inevitable part of human being's life and can create physical and psychological disorders in a long term. High level of stress causes academic burnout in students and lack of enough endeavor in students in performing their homework (Zargar et al 2017).

Hiss (1998) (cited by Hayes 2015) believes while a person undergoes long term psychological stress of environment, he/she will suffer academic burnout unless accommodate himself to the situation. Academic burnout is considered as a principle key in recognizing different behaviors of students and can affect students' enthusiasm in education. Providing scientific knowledge is not considered the one and one role of Schools and universities, they also should be as an environments for growing and presenting positive senses and emotions.

One of the most important context about academic burnout that has been under the study in a few recent years is students that is called as academic burnout (Caipri Murat Ozkendir, Ozkurt & Karakus 2013). Yang (2016) showed that students' academic burnout has negative and significant effect on educational achievement of students. Additionally, Lee and Kross (2016) concluded in their research that there is an inverse negative correlation between academic burnout and performance. According to Schufelli, Mrtinez, Marcus-Pinto, Salanova and Bucker (2002), academic burnout includes three variables of emotional exhaustion, pessimism and lack of efficiency. Emotional exhaustion is characterized as feeling tension (especially chronic tension) caused by overworking of homework. Pessimism is defined as negative and apathetic attitude toward homework, lack of interest to the related works of education and meaninglessness of homework, and finally, lack of efficiency to school is recognized in the states such as feeling low eligibility, less achievement in education and lack of sense in feeling successfulness academic homework and totally the school Schufelli, Martinez, Marcus-Pinto and Salanova and Bucker 2002 cited by Sarani et all 2015).

According to the principle issue mentioned above, recognizing predictive variables about academic burnout is considered as the main subject in this arena. The most important factor related to the issue of students' academic burnout is "**mindfulness**" that is a complete awareness about thoughts, emotions and experiences about the environment of people. Mindfulness can prevent academic burnout by effecting on the emotional exhaustion aspect (Gustafsson Davis Skoog Kentta and Habrel 2016).

The research of Bmber and Schneirder (2016) in the context of mindfulness effect on decreasing tension and anxiety of students showed that there is a significant and positive effect on the decrease of stress and academic burnout of students. The research of Gustadsson et al (2016) also showed that there is a negative and significant correlation between mindfulness and burnout.

One of the most important related variables about students' academic burnout that should be under attention is life satisfaction (according to Diener, Emmons Larsen & Griffin 1985) life satisfaction is defined as personal judgment about happiness and quality of life based on selective criteria. Life satisfaction is considered as a mental and exclusive concept for the people that constitutes principle part of mental welfare and points publically to recognition assessments of a person about his/her life. Indeed, life satisfaction is a concise concept and is created by recognition and emotional understanding of behavior about the whole life. That is why, those people having high level of satisfaction about life, experience more positive emotions about the past and future and their environment and describe them as positive (Karami and Yari 2014).

Researches demonstrate the relationship between life satisfaction and academic burnout (Cazan & Nastasa 2015) researches of Oksam & et al (2017) also investigated that there is a negative significant correlation between life satisfaction and academic burnout. Researches of Mohammadi Ramaghani (2014) in the field of life satisfaction and academic burnout showed that there is a reverse negative correlation between life satisfaction and academic burnout.

On the other hand, academic achievement provocation also can be related to academic burnout. Achievement motivation of students includes aware and unaware factors such as severity, desire or demand, motivational value or purpose and wishes for achieving goals (Duru & Balkis 2016). Individuals follow necessary motion for fulfilling their educations



successfully, achieving goals or efficiency in their duties in order to gain demanded achievements in learning and education (Nasri et al 2014). While individuals gain motivation for being successful, they wait for positive results and on the other hand if people avoid failure, they wait for negative results. Those people demanding high progresses, find themselves in a situation that cause to experience successful job, motivation and job satisfaction (Irese, 2011). Additionally, achievement motivation is correlated with learning and academic successfulness and outbreak of negative emotions and feeling such as stress, anxiety that cause performance downfall. So the people that enjoy motivation and willingness of high promotion will have high endeavor in all aspects such as education and will apply the best solutions for unpredicted issues rather than undergoing negative feeling and thoughts (Pekrun et al 2011).

Academic burnout is considered among factors that cause students to avoid doing homework and getting ready to the tests. The research of Duru et al (2016) showed that the high the motivation level of students, the less their academic burnout in doing homework. The research of Yogun et al (2016) also demonstrated that the high level of achievement motivation increases students' quest and being successful in educational performance and students don't suffer academic burnout and sense of inefficiency.

Since learning processes of students is assessed by their performance, recognizing psychological variables affecting on the decrease of academic burnout and its effect on the educational performance of the learners are important duties of psychologist, teachers and education and training personnel. Controlling academic burnout of students is necessary in order to improve educational level of students and their motivation for learning (Sahaghi and Moridi 2015). So, documenting above mentioned issues about mindfulness, the studying about life satisfaction and achievement motivation that are effective in decreasing academic burnout seems necessary. So, the purpose of the research is investigating correlation between mindfulness, life satisfaction and achievement motivation and academic burnout of students.

### ***Theoretical bases and literature review***

Educational life of students is considered as the most important aspect of their life that effects on the other dimensions of life. In this while, the most important issues of educational life of students and educational system of every country include different challenges that people encounter in achieving educational goals. This problem decreases motivation and performance level of students and has negative effect on the welfare and psychology of students. When students experience university environment, they spent more stressful periods due to different reasons. In other word, while university environment is useful for most of the students, it also bring academic burnout for them due to educational subjects such as tests, thesis, and presentations and so on. The researchers showed that burnout construct may take places in every profession (Sahaghi and Moridi 2016).

Academic burnout is considered as an important problem of relation to weak performance of students. High stresses of students' life put them under academic burnout and causes students to be unwilling in doing homework (J.H et al 2016).

One of the most important psychological factors related to academic burnout is mindfulness. Mindfulness is a kind of skill that motivates individuals to experience events less painful than its real level in the moment. When the people are aware of the moment, they don't get engaged in the past or future anymore. Mindfulness is defined as self-adjusting ability of paying attention and guiding it toward homework (Flook et al 2016). Mindfulness is a subject related



to awareness that is limited to now and here and it is composed not only of lack of prejudgment but also concentration on perennial attention and mind openness (Kord, 2016) Franco (2013) improved verbal creativity of students and decreased educational tension by teaching mindfulness. He found that training mindfulness program not only improves educational performance of students but also decreases their tension and stress by improving their different scientific, social and emotional aspects.

On the other hand, students are motivated to fulfill their duties and homework in order to achieve their goals and gain a clear experience. High motivated people are energetic, purposeful and oriented. Such kind of students engages themselves in difficult educational activities and tries to learn in order to dominate the subject totally. Achievement motivation is considered as the most important factors that can influence academic burnout. Educational achievement motivation is school defined as behaviors that lead to learning and improvement. Lack of purpose in doing homework decrease motivation. (Hassan zede & Gorji 2014). Ugwu et al (2016) showed in their research in this field that high level of achievement motivation increases individuals endeavor and successfulness and students don't suffer from burnout and sense of inefficiency.

The other important effective factor on the academic burnout is life satisfaction. Life satisfaction means the level of delight people enjoying about their life that is the key element of a useful and satisfying life (Ertekin et al 2016; Cazan & Nastasa 2015, Capri et al 2013). Life satisfaction means individual's attitudes and assessments toward the whole life or some aspects of life such as family life and educational experiences. Presence or lack of satisfaction about life experiences arise from the presence or absence of correlation between current occasion or expected and favorite occasions (Diner, sue et al 1999). Those people lacking life satisfaction are not able to concentrate and lack efficiency and suffer emotional exhaustion. Emotional exhaustion points to feeling of emptiness about emotional resources and as a result leads to feeling exhaustion and lack of satisfaction and interest toward homework and finally to academic burnout (Mohammadi Ramaghani 2014). Ertekin et al (2016) demonstrated in their research about the effect of life satisfaction on the academic burnout that there is a significant correlation between high scores of academic burnout and life satisfaction. Recognizing academic burnout variable and its effect on the educational performance of students is considered as the most important field of training psychology in a way that controlling academic burnout of students is important due to improving their educational level and learning motivation.

Students that suffer from academic burnout are uninterested in subjects, being percent in classes, feeling meaninglessness in doing homework and feeling inability (Moneta 2015). Improvement of every country depends on its educational system, so countries around the world charge a lot of national income on training and education every year. Yet there are some factors that waste big part of this money. In addition to wasting national income of the country, the most important invests of the country that the students as the main source of talent and production demolish and lose efficiency (Biabangard, 2014). Those student stricken to academic burnout don't have any motivation to class activities and have behavioral characteristics such as being absent, late and leaving the class early. Additionally, they don't pay attention to the class and avoid group works. They don't respect their teachers and make excuses for their weak performance, so they don't have responsibility senses toward for their



weak performance (Dasht Bozorgi, 2015). According to above mentioned issues and the importance of variables such as mindfulness, achievement motivation and life satisfaction in decreasing academic burnout of students, the aim of the research is to answer the question that: "is there any correlation between mindfulness, life satisfaction and achievement motivation with academic burnout of students?"

- *previous studies*

According to Sarani, Yazarlu and Kalantari (2015) researches in the field of investigating relationship between mindfulness with academic burnout, the results showed that there is a significant negative correlation between mindfulness and scores of academic burnout.

Researches of Sharifi Fard , Asayesh, Noroozi, Hosseini and Taheri (2015) about motivation and academic burnout showed that there is a significantly negative correlation between burnout and motivation. The results also demonstrated that those students who have internal motivation, experience less level of academic burnout.

According to Hassan Niya and Foladchang (2014) in the field of mindfulness and burnout relation, the results showed that there is significant correlation between them. The results also demonstrated that by preparing students to increase their attention capacity and flexibility and self-acceptation, mindfulness prevent academic burnout.

Nasri, Dmavandi and Kargar (2014) also found that there is a significantly negative correlation between achievement motivation and academic burnout.

The research of Mohammadi Ramaghani (2014) in the field of life satisfaction and academic burnout gave the results that there is a significantly negative correlation between life satisfaction and academic burnout.

Zaargar et al (2017) in their study called "achievement motivation and academic burnout" found that there is a significant negative correlation between motivation and burnout of students. The results also showed that the high the level of motivation in students, the less the issue of academic burnout.

Rostami and et al (2016) in the research as the relationship between mindfulness and academic burnout showed that there is a significant correlation between these variables and while the mindfulness is higher, the level of academic burnout decreases among students.

Piatkowska (2014) studied in the field of relationship between mindfulness and academic burnout and found that mindful students have low level of burnout. The results also showed that the higher the level of mindfulness, the lower the level of academic burnout.

The research of Cazan and Nastasa (2015) about life satisfaction and academic burnout among students showed that the less low level of academic burnout is related to the high level of life satisfaction. The results also showed that students having low level of life satisfaction suffer from burnout in the occasion of learning processes.

Meanwhile, the research of Pinar et al (2016) in the field of life satisfaction and burnout showed that there is a negative correlation between these variables. The results also demonstrated that the more life satisfaction, the less burnout in all dimension of life.

Soleymani et al (2013) research about achievement motivation and academic burnout showed that there is a significant correlation between these variables. the results also showed that when a person has high level of achievement motivation, he/she can conquest barriers like academic burnout.





The researches of Hill and Hall 2012 Merilainen and Kuittinen 2012) about the relationship between achievement motivation and burnout shows that there is a negative significant correlation between them.

Duru Duru et al (2016) in his studies about the relationship between achievement motivation and academic burnout of students showed that there is a negative correlation between them. The higher the level of motivation, the lower the range of burnout and students will have more tendency toward doing their homework.

#### ***Statistical population of the research, sampling and sample size***

Statistical population of this research consists 2800 high school students in the academic year of 1395-1396, (2016-2017) of which 150 are selected by Non-random voluntary sampling method with age range of 15 to 18 as a sample group.

#### ***Scaling tools:***

##### ***Academic burnout***

This questionnaire includes 15 questions that is planned by Berso & et al by the purpose of academic burnout assessment. It assesses three scales of academic burnout including academic exhaustion, lack of interest and inefficiency. It involves 15 questions that evaluate three sub-scales called academic exhaustion, lack of interest and inefficiency. Method for scaling questioner is in 7 degrees of Likert scale (1= never, 7=always). Since, we used efficiency scale (positive sentences) for sub-scale of inefficiency, the questions about this scale (3, 6, 8, 9, 12 and 15) are scaled conversely. Reliability of the questioner of academic burnout has been reported by Berso and et al based on scales of 0.70 for academic burnout, 0.82 for lack of interest and 0.75 for inefficiency. Reliability of questioner has been evaluated by factor analysis and comparative indexes of property and mean square indexes were significant. Naami (2009) has evaluated reliability of this questioner 0.79 for academic burnout, 0.82 for lack of interest and 0.75 for inefficiency. He calculated reliability coefficients of this questioner by correlating it with tension maker questioner that are 0.38, 0.42 and 0.45 respectively. This research used Cronbach Alpha in order to determine its validity, questioner reliability is 0.89.

##### ***Mindfulness scale***

The scale of mindfulness includes 15 questions that has been created by Rayan and Brown (2003) in order to evaluate the level of watchfulness and attention toward events and experiences of life. The questions of mindfulness scale are assessed in the scale of 6 degrees of Likert (1=always, 6 = hardly ever). This scale presents a total score for mindfulness that ranges from 15(low mindfulness) to 90 (high mindfulness). Brown and Rayan (2003) reported the internal parallelism of the questions about 0.80 to 0.87 based on Cronbach Alpha. Reliability of scale is reported suitable according to negative correlation with assessing tools of depress and tension. Cronbach Alpha has been calculated about 0.81 for Persian version of questions about sample size of 723 students. Ghorbani, Watson and Vtington (2009) reported the reliability of scales about 0.81 through Cronbach Alpha. Reliability of the questioner is assessed by supportive factor analysis and comparative propriety, increasing index approximate error square are reported as proper. The research used Cronbach Alpha in order to determine reliability of the tools. Its reliability is 0.79.

##### ***Life satisfaction scale***

Diner et al (1985) created this 5 questions scale in order to judge total satisfaction of individuals about their life. Scaling of this questioner includes 5spectrums (1=completely



disagree, 5= completely agree). Score 5 means low life satisfaction and score 25 means high life satisfaction. Diner et al (1985) announced reliability of the test by 0.87 using Cronbach Alpha and retest about 0.84. Reliability of a test means its stability degree in scaling measured things that is to how a tool presents same results in the same situations. This research used Cronbach Alpha for evaluating reliability (0.81).

#### ***Academic achievement motivation questioner***

McInerney prepared and academic achievement motivation questioner in 1992 and edited it in 2005. This questioner contains 43 questions in order to assess academic achievement motivation and has 4 main goals with 8 sub-goals. This questioner has been scored in 5 spectrum of Likert as 1 for completely disagree and 5 for completely agree. This questioner does not have reverse scores. McInerney (2005) reported reliability of this questioner through Cronbach Alpha, 0.67 for homework, 0.82 endeavor factor, 0.74 competition, 0.80 ambition, 0.69 social dependency, 0.71 humanism, 0.81 encouragement, 0.80 prize. Additionally, construct and content reliability of the questioner is supported. Barzgar and et al (2014) research reports as 0.81 edited version of this questioner and content reliability is suitable. Yusefi et al (2009) also evaluated reliability of the scale as 0.93 % . this research used Cronbach Alpha for evaluating reliability as 0.96.

## **RESULTS**

**Table 1. Kolmogorov-Smirnov test about data reliability**

Variables	Z statistical value	Sig.
Academic burnout	0.776	0.584
Mindfulness	1.27	1.14
Life satisfaction	1.27	1.24
Achievement motivation	1.14	0.150

As table 1 show, significance level is more than 5% in all of the variables that presents normal distribution of the data, so we can apply parametric tests such as regression and correlation analysis.

**Table 2. descriptive statistics of mindfulness, life satisfaction, achievement motivation and academic burnout (N=150)**

Variables	Mean	Standard deviation	Least	Most
Academic burnout	50.09	16.48	19	105
Mindfulness	63.29	12.73	18	87
Life satisfaction	15.07	4.54	5	25
Achievement motivation	147.48	33.15	43	214

As the table demonstrates, the mean of academic burnout equals 50.09 and its standard deviation is 16.48. Mean for mindfulness variable is 63.29 and standard deviation is 12.73. The mean for the variable of life satisfaction is 15.07 and its standard deviation is 4.54. Mean for achievement motivation is 147.48 and its standard deviation is 33.15.



**Table 3.correlation coefficient of mindfulness, life satisfaction, achievement motivation and academic burnout variables.**

Correlation coefficient	Square correlation coefficient	Coordinated Square correlation coefficient	Standard error	Durbin- Watson
0.765	0.585	0.577	10.71	1.79

As the table above shows correlation coefficient of academic burnout with the variables of mindfulness, life satisfaction and achievement motivation is 0.765 that is a strong correlation coefficient and the square correlation coefficient is 58.5 the value of Durbin Watson is 1.79 that shows independency of the variables.

**Table 4.the results of variance analysis about multi-variable regression**

	Freedom degrees	Mean square	F level	Sig.
Regression	3	7884.84	68.711	0.001
Remained	146	114.75		
Total	149			$P \leq 0.05^*$

According to table, multi variable regression of academic burnout, mindfulness, life satisfaction and achievement motivation are significant ( $p=0.001$  and  $F_{3,146} = 68.711$ ).

**Table 5. Multi variable regression results**

Sig.	T statistics	standard regression coefficient	Nonstandard regression coefficient		
		BETA	Standard error	B	
0.001	22.6*		5.68	12.38	Firm value
0.001	-6.55*	-0.465	0.072	-0.472	Mindfulness
0.017	-0.242*	-0.144	0.201	-0.487	Life satisfaction
0.001	-10.29	-0.561	0.027	-0.279	Achievement motivation

As the table shows, variables of mindfulness, life satisfaction and achievement motivation can predict academic burnout. Firm value is 128.38 that shows a point that cuts vertical line of the regression.

**Table 6. descriptive statistics of academic burnout and mindfulness variables (N=150)**

Variables	Mean	Standard deviation	Least	Most
Academic burnout	50.09	16.48	19	105
Mindfulness	63.29	12.73	18	87

As the table 6 shows, the mean for academic burnout is 50.09 and its standard deviation is 16.48. Mean of mindfulness variables is 63.29 and its standard deviation is 12.73.

**Table 7: Pearson correlation coefficient in the variables of academic burnout and mindfulness**

mindfulness		
Sig.	correlation	
0.001	-.499*	Academic burnout

\* $p \leq 0.05$



So the results of table 7 shows that the variables of academic burnout and mindfulness is significant, moderate and reverse.

**Table 8. descriptive statistics of life satisfaction and academic burnout (N=150)**

Variables	Mean	Standard deviation	Least	Most
Academic burnout	50.09	16.48	19	105
Life satisfaction	15.07	4.54	5	25

As the table above shows, mean for academic burnout is 50.09 and its standard deviation is 16.68. The mean for life satisfaction variable is 15.07 and its standard deviation is 4.54.

**Table 9.correlation coefficient in the variables of academic burnout and life satisfaction**

Life satisfaction		
	Correlation coefficient	Sig.
Academic burnout	-0.308	0.001

$p \leq 0.05$

According to the results of table 9, variable of academic burnout has significant and reverse correlation with life satisfaction variable.

**Table 10. descriptive statistics of academic burnout variable and achievement motivation (N=150)**

Variables	Mean	Standard deviation	Least	Most
Academic burnout	50.09	16.48	19	105
Achievement motivation	147.48	33.15	43	214

As the table 10 shows the mean of academic burnout variabl is 50.09 and its standard deviation is 16.48. Mean of achievement motivation variable is 147.48 and standard deviation is 33.15.

**Table 11.pearson correlation coefficient in variables of academic burnout and achievement motivation**

Achievement motivation		
	Correlation coefficient	Sig.
Academic burnout	-0.645*	0.001

$p \leq 0.05$

According to the results of table 11, variable of academic burnout has significant and reverse correlation with achievement motivation.

## DISCUSSION

This part of research considers sample size based on gathering data and the results and population of the research evaluated through suitable statistical tests. We used individual frequency indexes in descriptive level and for analyzing research hypotheses. The results of the research is as follow:

Variables of mindfulness, life satisfaction and achievement motivation can predict academic burnout factor. So the main hypothesis is supported



Mindfulness has significant and reverse correlation with academic burnout. So the first hypothesis is accepted.

Life satisfaction has reverse and significant correlation with academic burnout. So the second hypothesis is accepted.

Achievement motivation has reverse and significant correlation with academic burnout.

## DISCUSSION AND CONCLUSION

The research aims on investigating the relationship between mindfulness, life satisfaction and achievement motivation of students.

Main hypothesis: mindfulness, life satisfaction and achievement motivation is correlated with academic burnout of students.

The results of table 5 shows that there is a significant correlation between mindfulness, life satisfaction and achievement motivation with academic burnout, the results of this hypothesis related to mindfulness, life satisfaction and achievement motivation with academic burnout coincide with the research results performed by Zar Gar et al (2017), Rastgo et al (2016), Derbidi et al (2016), Rahmati (2016) Rostami et al (2016), Sheikho et al (2016), Alavi Langroodi and Ghafory (2016), Ranjbar (2016) Oksan et al (2017) , Duru Duru et al (2016), Gostoven et al (2016).

In explaining the results it can be concluded that academic burnout includes three components as emotional exhaustion, pessimism and inefficiency. Emotional exhaustion is featured as felling tension especially chronic exhaustion caused by overworking on homework. The issue about pessimism is pessimistic view and indifferent look toward school works, lack of interest in the related works and meaninglessness of the issues and inefficiency is related to the states like feeling less efficiency, less progress and lack of successfulness in school homework. Positive and negative assessment of students about stresses cause them to assess the factors (technical efficiency, academic performance and totally views) in low level (Merilainen ank Kuittinen 2012).

One of the most important factors in mindfulness burnout can prevent academic burnout by effecting on the emotional exhaustion. Mindful people perceive internal and external realities freely and without any distortion and are able to encounter with mass of thoughts, emotions and pleasant or unpleasant experiences. Mindfulness decreases burnout by increasing attention and awareness (Ghasemi et al 2016).

Life satisfaction, personal judgment about happiness and life quality are based on selective criteria of every person. Life satisfaction is a mental and exclusive concept that forms the basic part of mental welfare and publically points to personal assessments of each people about his/her life. The more life satisfaction about different aspects of life, the less the level of academic or other burnouts. Academic burnout is considered as the most important elements that prevents students from doing their homework and tests. High level of life satisfaction can decrease students' academic burnout (Ranjbar, 2016). If the students have high level of life satisfaction, they will experience less burnout in challenging situations (Oksan et al 2017).

It is possible to deduct in explaining the relationship between achievement motivation and academic burnout that those procedures guiding and empowering behavior are due to internal and external forces. Motivation as an internal process empowers behavior, so it is considered as concise concept for determining common context of demands, knowledge and feelings.



Achievement motivation for gaining success and performance is an effective factor. People having achievement motivation tend to perform well and assess this performance by himself (Mouloud and El-Kaddar 2016). High level of Achievement motivation increases success in academic performance and students get rid of academic burnout and inefficiency (Yuguw et al 2016).

### **H1: mindfulness is correlated with academic burnout of students.**

The result presented in table 7 shows that mindfulness has a significant correlation with academic burnout of students. These results coincide with the findings of Flook et al (2016) , Monetro-Marin (2016) Ghasemi & et al (2016) Rastgu & et al (2016) and Rostami & et al (2016).

In the process of mindfulness, the case learn to gain knowledge about his/her mental state and concentrate on the different mental ways. Mindfulness is a method for paying attention that emanates from meditation and is described as complete attention to the present time in every moment. Students mostly tolerate high level of long term stress and mental disorder put serious results on their development and progress. Academic burnout decreases students' motivation. There are some new documents that the mindfulness skills decreases burnout by increasing attention and awareness. Mindfulness have important role in improving different aspects of life such as learning function and education (Ghasemi & et al 2016). Group education program based on mindfulness has significant effect on decrease of related problems and other psychological problems such as stress (Rastgoo & et al, 2016).

Mindfulness can create more acceptance through increasing attention capacity and knowledgeable attention to mental process in order to experience deep learning with open mind that increase efficiency feeling and decrease tension. Mindfulness causes clear thinking and goals by self-consciousness and acceptance that improves meta recognition in the programming, and as a result give out educational progress and decrease academic burnout. (Hasan nia and Chang 2015).

### **H2- life satisfaction is related to academic burnout**

The result presented in Table 9 shows that there is a significant correlation between life satisfaction and academic burnout. The results of this research coincide with the findings of Alavi & Ghafoory (2016), Ranjbar (2016), Oksan et al (2017) Eretkin & et al (2016).

In explaining this correlation we can say that the most important variables effecting on academic burnout is life satisfaction. The people having high level of satisfaction experience positive feelings, remind more positive memories about the past time and assess their environment positively (Eretkin & et al., 2016).

To enjoy life, to find it meaningful, to try achieve the goals, to recognize positive points, to have good mental feeling, to have social security and social variables all are factors showing life satisfaction. Although, this subject doesn't belong to a special period of life, it includes all aspects of life (Mahmoodiyan & et al., 2015). Life satisfaction is a cognitional category that a person assesses it in his/her life. So, life satisfaction means to be good. Life satisfaction also means domination of positive feelings on the negative feelings during the life. One of the most important and effective variables on life satisfaction is success or failure in education that includes educational improvement, academic negligence and academic burnout (Mohammadi Ramaghani 2014). Life satisfaction is a very close meaning to happiness, in a way that a person being satisfied with his/her life feel more happiness than a person who is unsatisfied and can



concentrate on doing homework and achieve high level of education. Those students who have academic burnout demonstrate signs such as lack of interest in school subjects, classes, being absent, sense of meaninglessness about homework and sense of inability in doing homework (Moneta 2015).

H3: achievement motivation is correlated with academic burnout of students.

The results of table 11 show that there is a significant correlation between achievement motivation and academic burnout. These findings coincide with research findings of Momeni et al (2016), Zargar et al (2017), Sheikhloo et al (2016), Duru Duru et al (2016), Yogwan et al (2016) and Zhaang and et al (2016).

Regarding the relationship between these variables it can be said that achievement motivation is affected by academic burnout. When a person find motivation for being successful, he/she waits for positive results and on the other hand while a person find motivation for avoiding failure, he/she waits for negative results. Indeed, students are motivated through motivation in order to complete their homework for achieving goals and clear plan, skill of successfulness. High motivated people are energetic, oriented and firm, such kind of students engage themselves with doing hard works and try to learn in order to dominate this issues (Amraee, Elahi Manteg, Azizi and Pahon 2011).

People who need high progress tend to put themselves in a situation to experience job success, mobility and job satisfaction. Achievement motivation is regarded to all students in all levels and being unsuccessful causes students to be in stress and sometimes failing in education and other psychological problems (Shaari nejad, 2013). In comparison with students having less motivation for achievement, those students having high motivation for achievement tolerate long time in doing their homework and impute their failure to lack of endeavor rather than chance and external elements. Students who have high achievement motivation want and are eager to be successful and at the time of failure they increase their quest.

Additionally, doing very difficult homework is not the favorite activity of students with high motivation for achievement, the reason is that doing simple and easy homework is not considered as an honor. According to Atkinson, students who have high motivation for progress select the kind of homework that is a little difficult (not very difficult or easy). The research of Sirez (2001) also shows that those individuals having tendency to success select goals with medium hardness, while individuals are concerned about failure mostly select heavy or very small goals. Other researches also demonstrate that if people have more achievement motivation, they won't get engaged in academic burnout and show more endeavor in performing activities and homework (Duru Duru & et al 2016; yugwu & et al 2016).

### **Research suggestions**

The results of the research showed that variable of life satisfaction have effect on the variable of academic burnout of students. So it suggested to society planners that pay more attention to effective factors in order to elevate life satisfaction. It is also suggested that, since treatment based on mindfulness has positive effect on the decrease of psychological and social disorders, intervention should be done based on mindfulness through increasing the level of mindfulness in other variables. Spread of burnout among students demand education system authority's attention in the field of goals and applying guidelines for changing goals orientation in order to decrease or reform academic burnout. Paying more attention to this subject and experts'



activities can be as a step to solving educational problems of learners in different academic levels.

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