

Analyzing the impact of teaching positivity on reducing the level of academic fatigue among Sepidan's university students from 2017-2021

Academic fatigue is defined as a sense of burnout due to the demands and requirements of education, having a more pessimistic sense of the subject, and the sense of poor personal progress in education (self-efficacy). Positive thinking as a new approach to psychology involves training skills to change negative attitudes and pessimism and skills to create a positive and effective lifestyle that can help students to prevent and cope with academic fatigue.

Target

This study aimed to analyze the effect of positivity training on reducing academic fatigue among Sepidan's university students.

Method

The present study is a pseudo-experimental using the pre/post-test design on 154 students majoring in public health and nutrition before and after the intervention. Maslach questionnaire was used to evaluate the positive effect of positive thinking on the reduction of burnout rate before and after the intervention. The data were analyzed using the SPSS software.

Findings

In this study, 31.2% of participants were male and the rest about 68.8% were female. 12.3% were baccalaureate degrees and 72.1% were undergraduate, and 15.6% were postgraduate and higher. The minimum age was 18 maximum age was 52 years old, and the average age of students was 28.25. The mean grade score before the learning intervention was 50.85, and after the intervention was reached 49.25. The average number of scores at the post-test stage shows 1.6 units relative to the pre-test. According to $\text{sig} = 0 / 005$, there is a significant difference between the test and the test post. The results also showed that positive thinking studies effectively reduced the degree of academic burnout and its components (academic burnout, doubt, pessimism, and academic self-efficacy).

Keywords: Positive thinking, academic fatigue, educational burnout, educational apathy, educational self-efficacy.

Preface

It is necessary to identify the factors influencing students' educational performance to develop and evolve academic policies and programs of universities to obtain the best results for the educational system and students. In recent years, our country's education system has experienced a small and uncontrolled expansion of the number of students away from attention to their capacities. A quantitative look at the universities system, along with issues such as inequality and unfair division of resources and facilities, the continuous change of academic and managerial policies, and the degree of high admission of the student, regardless of their numerous needs, has caused Iran's universities system to be caught in the mire quantitative extension swamp.

The result of these problems is the deficiency of students' academic achievement and academic performance because of lack of motivation, confusion and fatigue, inability, and consequently academic fatigue among them. One of the essential factors in students' academic achievement is cognitive factors. One of the critical psychological characteristics that affect academic performance is academic fatigue. It seems that some students are hopeless because of the maladaptive and negative thoughts of irrational and pessimistic thinking about their future threatens more than ever. A group of students have an exaggerated and disturbing look at their problems and suspect that they have no control over their environment or destructive behaviors. All of this results in fatigue among the students.

Academic fatigue is defined as a sense of burnout due to the demands and requirements of education (fatigue), having a more pessimistic sense of the subject, and the sense of poor personal progress in academic and academic affairs (inefficiency).

a number of researchers claim that academic fatigue is a result due to higher stress long walking hours education preoccupation and concerns about their study great and doubts about their futures low levels of self-control the imbalance between their personal and professional life and its light level of support from their peers and friends. Academic fatigue is a serious and common problem among students. It is one of the most critical research areas of the educational system because of the relationship with academic performance, educational drop, student commitment to university, participation in scientific affairs, and enthusiasm.

For many researchers, factors such as facilities, lack of time, the rivalry between each other, class environment, educational conditions, and selection of future jobs can stress students and subject stress factors. The existing stress also disrupts performance, causes an excessive escalation of stress, and creates distractions, and despair, stress can cause by many factors even dealing with a patient.

In such circumstances, training positivity skills can be helpful for youth and adolescents, especially students, to reinforce and improve positive relationships with oneself, positive relations with others and life (world), increasing self-esteem and academic success are beneficial. teaching these skills can help students learn better and become curious about themselves and the world. Teaching optimism to education to students can encourage them to recognize their positive experiences and their role in increasing self-esteem and self-esteem. However, they can recognize the positive aspects of others. They also want to adopt an active stance in the world and form their own lives, and accept the consequences of their own actions. how to think has a vital role in life and its function. According to the attitude toward God, the world, and themselves, humans are distinguished and divided into two groups pessimistic and pessimistic. Pessimists always try to see good in the world because they know every moment in the world has been thought out by God and nothing will

happen except by God's will, and human beings must take heart in God's mercy and forgiveness and take action with joy.

Although there are several studies about burnout in work organizations, it is noteworthy to investigate this phenomenon among students. In the critical research and colleagues on burnout among the learners, the sense of fatigue due to the demands and requirements of education (burnout), having a pessimistic interest in homework (indifference), and feeling of incompetence as a low - efficiency learner organization, researchers have analyzed the academic fatigue among the students in various levels and they've shown that experience high levels of burnout during their study period. In this study, Dastgheib et al/and his colleagues/. investigated the effect of positive thinking skills on reducing depression and increasing creativity in first-grade high school female students. This study showed that teaching positive thinking skills and creativity can increase students' creativity. This study showed that positive thinking in reducing academic fatigue and its components (academic burnout, academic failure, academic inefficacy) is practical. Khodayari showed that intervention based on the enhancement of positive personal impressions could lead to increased self-esteem of the participants and the clients should be more self-confident, family disputes decreased significantly, and the depression of clients recovered.

Academic fatigue is defined as feeling burnt out due to the demands and requirements of education (burnout), having pessimistic thinking and without interest in the subjects and their educational tasks(indifference), as well as feeling poor personal development in the academic and educational affairs (inefficiency). Representing positive thinking can be considered to reduce academic fatigue for students is practical. The purpose of teaching positivity skills is to find students in an optimistic view of themselves and their life and to judge their genuine problems properly. Training these skills helps students have good self-esteem, effectively

communicate with others, and deal with their targeted life. When problems arise, they can make reasonable decisions and finally make the process of their peace successfully.

according to the above, this study aims to analyze the impact of positivity in universities

Statistical population :

Participants in this study include all the students majoring in public health and nutrition at Sepidan's Universities who have passed U.E.E. / Universities entrance exam/ from 2017 to 2021. 162 people responded to the test questions. but, eight of them were excluded from the study due to their inability to participate in the post-test. The post-test was carried out in some 154 cases involving all statistical analyses on this number.

Collecting statistics

First, by visiting Sepidan's health education center and expressing research goals related to the ethics of students' information extracted, the necessary information and schedule of training programs were provided to the participants. The training program was conducted simultaneously and virtually at each session by assistants. The tutorials were already prepared and presented in PowerPoint and pdf files at the disposal of trained assistants. The basis of education was simultaneously available online and in-person at the same time for those unable to be present due to their psychological problem. Classes were held in the lecture hall of Razi, in the Sepidan health education center. The reception of classes was very favorable, and people who could not appear for personal reasons were trained through the LMS system and received training through the recording file and submitting content. According to ethical criteria, eight participants who did not want to complete the Maslach test took

the initiative out of the plan, and 154 took part in the project after the end of the training program.

In this research, the statistical population comprises Sepidan's universities.

The main tool of this study was the Maslach questionnaire, which was tested in two stages pre-test and post-test. The first part of the questionnaire includes student demographic characteristics (name and family name, age, gender, level of education, etc.). The Maslach questionnaire was used in the second part of the questionnaire, which was the first to investigate the degree of students' academic fatigue.

The above questionnaire has three dimensions that relate to each dimension of academics, including burnout 7 - 1, doubt and pessimism 9 - 8, and educational self-efficacy 10 - 10.

To obtain a score for each dimension, we combined the scores of the questions related to that dimension. All the scores are added together to obtain a total questionnaire score. The high scores on the post of academic fatigue and then the doubt indicates the degree of academic fatigue. In the post-efficacy dimensions, low scores indicate academic fatigue. As mentioned earlier, scores of questions related the educational self-deficiency were graded inversely.

The convergent and divergent validity of the Maslach questionnaire academic fatigue is presented in the following table:

Dimension Convergent and divergent validity

Academic fatigue 21 /- 74

Scepticism, 53 / 0 - 0

Education self - efficacy 32 - 0 - 50 / 0

In addition, the questionnaire and its reliability were calculated using Cronbach's alpha measurement method after emotional stability of 89. 0 / 0.

Read guidance

Maslach questionnaire was used to evaluate the good effect of positivity on the reduction of burnout rate before and after the intervention. The present study is a quasi-experimental study using the pre-test and post-test design on 154 students majoring in public health and nutrition, several students per week before and after the intervention. The data were analyzed using the SPSS software.

descriptive information on the rate of academic fatigue was presented in all subjects separately before and after the intervention. Due to the general purpose of this study, the good effect of positivity on reducing the study of academic fatigue in this center is higher than the total scores, scores of each domain, mean, normal distribution, t - paired test, and correlation test.

According to the obtained data, people studied in terms of gender (31.2%) are male and (68.8%) are female. Also, the obtained information on the education of individuals in the study shows that (12.3%) of people have a bachelor's education, (72.1%) and (15.6%) are a master's. The minimum age under study is 18 years, up to 52 years. Moreover, the average age of students is 28.25.

Table 1 shows the number, the mean/norm/, and the standard deviation of academic fatigue and its dimensions in the people studied before and after the educational intervention.

Scale deviation	Average	Number	standard deviation	Average	Count
5.384	17.80	154	8.616	19.68	154
2.369	2.912	154	5.28	5.74	154

6.638	26.17	154	7.631	25.44	154
8.708	49.25	154	12.559	50.85	154

Statistical analysis of research hypotheses

The central part of the statistical analysis and the effect of positive thinking skills on academic fatigue in students is examined, and the hypotheses are designed according to the research subject. The hypotheses are designed according to the subject of the research. In applying statistical methods, first, we should verify the assumptions of the test in order to use the test; therefore, first, the assumptions of paired t-test (academic fatigue) and the number of samples (at least 25) were studied. The paired t-test is used to measure these numbers.

Table 2 shows the default of using paired t - parametric statistical tests.

N	Asymp.sig	
154	.20	before intervention.
154	.08	after the intervention

According to the results of the Kolmogorov-Smirnov test in table 5, we can say that the assumptions of using the paired t-test, i.e., the sample volume above 25 people and sig = 0, have been established, and the data have a normal distribution.

Test of research hypotheses

First hypothesis test

Do positivity studies affect the reduction of the educational fatigue component in Sepdian’s universities?

To answer this question, we used paired t-tests, where the results are presented in Table 3.

Table 3 of the fatigue component						
Sig	Df	t	the	Std.	standard	average
		grade		Error	deviation	
				Mean		
				.694	8.618	19.68
0.000028	153	4.317				before intervention
				.494	5.384	17.80
						after the intervention

The table results show that the total average scores of the group's academic fatigue component scores in the post-test stage significantly differ from the pre-test. Based on the results in the table, it can be inferred that the use of teaching positive thinking skills reduces the meaning of students ' academic fatigue.

Second hypothesis test

- Does positive learning affect the reduction of doubt and pessimism in Sepdian’s universities?

To answer this question, we used paired t-tests, where the results are shown in Table 4.

Table 4 of the doubt and pessimism.

Sig	Df	t the grade	Std. Error Mean	standard deviation	average	
0.008	153	2.690	.253	2.912	5.74	before intervention
			.191	2.369	5.28	after the intervention

As noted, the mean scores of doubt and pessimism in the post-test stage reduced to pre-pre-test. Based on the results in the table, it can be inferred that the use of teaching positive thinking skills reduces the meaning of student doubt and pessimism.

Third hypothesis test

- Has the teaching of the school self-efficacy been affected by Sepidan higher education center students?

Table 5 of the academic self-efficacy component

Sig	Df	t the grade	Std. Error Mean	standard deviation	average	
0.000083	153	-4.043	.615	7.631	25.44	before intervention

.535	6.638	26.17	After the intervention
------	-------	-------	------------------------

To answer this question, we used paired t-test that results in Table 5.

As noted, the factors of pessimism above scores decrease from pre-test to pre-test. Based on the results in the table, it can be inferred that the use of teaching positivity skills increases the meaning of the efficacy of students ' education.

The test of the main hypothesis

- Is teaching positivity have any effect on reducing the Academy among Sepidan's public health Universities?

To answer this question, we used paired t-tests, where the results are shown in Table 6.

Table 6 – Reduction of burnout

sig	df	t scores	Std. Error Mean	Scale deviation	Average	
			1.012	12.559	50.85	before intervention.
0.005	153	2.840	.702	8.708	49.25	after intervention

As it has been observed the overall burnout scores at the post-test stage show a fair amount of reduction compared to the pre-test. Based on the results in the table, it can

be inferred that the use of teaching positive thinking skills has resulted in a significant reduction in students' academic fatigue.

We used the Pearson correlation test to determine the correlation between the age of participants and their level of burnout, and the results are shown in Table 10.

Table 7 – The relationship between age and burnout

Sig	Pearson Correlation	
0.006	-0.207	Before intervention.
0.01	-0.311	after intervention

Also, the data in the table above examined the relationship between age and scores before and after the positive intervention. It can be concluded that there is a meaningful relationship between age and burnout rate in every sense that there meaningful relation between age and burnout, $\text{sig} < 0.05$; which has reduced the age of depression by increasing age.

This study calculated the relationship between gender and academic fatigue using the Pearson correlation test.

Table 8 gender relationship with burnout

Sig	Pearson Correlation
------------	----------------------------

0.064	0.168	before intervention.
0.035	0.189	after intervention

The results of gender relations with the degree of depression before intervention are significant with the degree of depression after the intervention. In other words, age and gender cannot distort it.

Conclusion:

This study aimed to analyze the effect of positivity training on reducing academic fatigue among Sepidan's university students during 2017-2021. One of the main goals of the universities is to create an environment for growth and progress.

The research results showed that positivity affects the reduction of academic depression in the students of Sepidan's universities. These results were similar to the findings of Fandokht et al., Abbasi et al., and Ghasem Zadeh's research. In addition, the results of this study could be consistent with Chakhssi F, Magyar-Moe JL, Carr A, Bolier L, Santos V, Pezent G, Lyubomirsky S, Dockray S, and Fava GA, show the effectiveness of positive psychological interventions on improving mental health symptoms and increasing health rate and wellness. Educational inefficiency related to school has resulted from the states such as low competency, low achievement, and lack of sense of achievement in educational tasks, and generally, the school is manifested. Positive psychology, with self-confidence and a positive attitude, creates in students, can help them to abolish a negative attitude toward themselves and help them with academic achievement. Also, Risquez Garcia, in his study aimed to analyze the relationship between resilience and fatigue of nursing students with personal relationships, showed a high level of burnout in participants as a result it shows that the more you communicate with others the less you experience burnout. The use of the positivity method in mental therapy by Khodayari Fard shows that intervention based on the enhancement of positive personal impressions can lead to increased self-esteem, and the clients can gain more self-esteem, and decrease family disputes, and depression.

In explaining this finding, it can be said that a positive approach changes people's attitude toward events by creating a positive view of cases. Positive psychology says it's useless to focus on problems in solving human problems. Human beings are not machines that can measure the causes of problems with a linear causality and by finding the cause and fixing it, problems can also be solved. optimistic psychologist says that sometimes even by finding the cause, the problem cannot be solved, so instead of focusing on the problem, it is better to focus on the goal.

Also, recognizing the positive aspects of those around them, which leads to improvement of their attitudes toward others and life, can be said that academic burnout can create fatigue in students about doing homework and study, and affect their pessimistic attitudes toward education and subjects and create a sense of educational incompetence in them.

Educational inefficiency related to school has resulted from the states such as low competency, low achievement, and lack of sense of achievement in educational tasks, and generally, the school is manifested. Positive psychology, with self-confidence and a positive attitude that creates students, can help students to create a negative attitude toward themselves and help students with academic achievement. Also, Risquez Garcia, in his study aimed to investigate the relationship between resilience and burnout of nursing students with personal relationships, showed a high level of burnout in participants. As a result, students with a higher level of communicative skills reported lower levels of burnout.

The use of the positive thinking method in mental therapy by Khodayari Fard shows that intervention based on the enhancement of positive personal impressions can lead to increased self-esteem, and the clients can gain more self-esteem, decrease family disputes, and depression improves. Moreover, Duran and Ferdinand, in their study of academic burnout among undergraduates, showed that there is a positive and meaningful relation between perceived stress and academic burnout. In explaining this finding, it can be said that a positive thinking approach can change people's attitudes toward events by creating a positive outlook on matters. Positive thinking psychology says that focusing on problems in solving human problems is useless. Man is not a machine to measure the causes of problems with a linear path and solve problems by finding the cause and removing it. Positive thinking psychology says that sometimes problems cannot be solved even by finding the cause, so instead of focusing on the problem, it is better to focus on the goal. In other explanation, it can be said that teaching positive thinking skills to individuals in order to improve their

positive relationships with themselves, relationships with others, and the life of the world as well as increasing their happiness will be beneficial and will lead to better understanding and their role in increasing and promoting respect for themselves.

Similarly, it is necessary to understand the positive aspects of the people around them that lead to better performance of others and their lives. In explaining the results, it can be said that the academic burnout in the students has created a feeling of fatigue than homework and study, and the pessimistic attitude they can influence the education and curriculum and create a feeling of academic dissatisfaction. On the other hand, increasing the number of emotions, positive thoughts, and behaviors will decrease pessimism, increasing happiness and psychological health. One of the components of positive thinking is communication skills training and positive relationships with others that can lead to burnout. For example, a guide in research concluded that there is a relationship between teaching communication skills and reducing academic burnout. In their study, Sharifi et al. (2005) concluded that students with high levels of communication had minor collateral damage to academic burnout. Therefore, it can be clarified that academic burnout can be reduced by teaching communicative skills, which is a part of positive education.

Another component involved in positive thinking relates to stress management or coping with stress. The study of 31 and Fernandez found a positive relationship between stress and academic burnout. In this regard, research findings have concluded that one of the causes of academic burnout is failure to control stress. Also, it was shown that training positive thinking skills would lead to control of academic stress and frustration; therefore, academic adjustment is high and can reduce academic burnout. Another component associated with positive thinking is teaching hope, which is mentioned in Esmaili's studies that teaching hope has a positive effect on reducing academic burnout. In addition, other researchers, such as Varae and Poordad, showed that hopefulness, optimism, self-efficacy, and

resilience were negatively correlated with students' academic burnout. Therefore, positive thinking that includes a hope training program can be expected to reduce academic burnout. Another component of positive thinking is related to positive thinking training. The study of Garnav et al., quoted by Hasan Nezaad Raskati et al. (2001), concluded that repetitive negative thinking directly leads to burnout. Another component relates to cognitive flexibility. Scholars such as Bahram Bozorg showed a meaningful relationship between cognitive flexibility and academic burnout, and increased flexibility can reduce academic burnout. Therefore, it can be expected that positive thinking and flexibility can reduce academic burnout.

The results showed that positive reflection on the reduction of the academic burnout component in the students of the higher learning center of Sepidan had been affected. These results are consistent with Fandokht Mirzaiee, Abbasi, et al., and GahsemZadeh's (18) findings.

In explaining the findings related to the first hypothesis, it is possible to say that the training of positive thinking skills makes the type and attitude of a person change toward the issues and events of life, causing the learning to be replaced by active and self - governing educational activities, which makes fatigue fall from education. Therefore, it is not far from waiting for such results.

The results showed that positive reinforcement learning had been influenced by the reduction of doubt and pessimism in the elderly Sepidan higher education center students. These results are consistent with Fandokht Mirzaee, Qasim Zada, Laos, et al.. Karr et al. It can be said that optimism causes a change in attitudes of people. This change of attitude changes people's attitudes and attitudes, and that change in goals and attitudes causes new objectives. This formation of new goals causes an increase in motivation and interest in educational activities and a reduction of pessimism.

Optimists do not choose non - attainable goals, but they are looking for goals that exist despite the degree of uncertainty. Pessimists tend to persist in dysfunctional thinking. Those approaching the goals with negative emotional states have dual feelings and focus instead of success on failure. Positive people finding ways to achieve creative goals are more motivated to pursue them. More importantly, they consider barriers a challenge, and practitioners cannot learn from previous successes to achieve future goals. they choose goals that require more effort. they trust the skills and their goals and focus on them. Therefore, considering these features in positive thinking training, we expect that the participants in the positive thinking workshops will show more interest in their studies and reduce their skepticism. Also, in explaining this finding, it should be said that the term positive psychology is positive for investigating positive emotions, positive personality traits, and empowerment of mental organizations. Positive psychology considers psychological phenomena at different levels and from positive abstract empirical studies, happiness, happiness, and optimism to study positive personality traits, such as courage, and positive indicators of social changes that can foster accountability and responsible citizenship. These positive attitudes and attitudes can reduce academic optimism and burnout and transform the course and educational environment into a refreshing and appealing place. positive thinking can also create positive emotions and thoughts in students and decrease the doubt.

The results showed that positive thinking is training the increase academic self-efficacy in the students of the higher education center of Sepidan. These results were consistent with the findings of Fandokht, Abbasi, et al., and Ghasem Zadeh, which show that positive thinking increased self-efficacy, self - regulation and decreased academic burnout. Also, the results of this study are consistent with Abargooui et al. In the study, the relationship between students self - efficacy and academic burnout among undergraduate students of Shahid Chamran University in Ahvaz and the

students who had low self-efficacy were more likely to suffer from academic burnout. Also, in the explanation of this hypothesis, it can be said that the expression of positive and good experiences and receiving feedback from other members are the most critical stages of a positive method in understanding the ability to rely on reliability which plays a role in increasing self-efficacy. In a task, juveniles were asked to record their positive points, success, and talents and to review their kind. When a person is aware of his talents and accomplishments, it makes it easy to yield to others, rely on his own and gain the initiative, gain ability and power, gain a feeling of self-sacrificing attitude towards himself, and little negative preoccupation with himself may participate more in more activities. so the attitude of others to change and treat him better, thus making a sense of value and self - efficacy and that is what makes self - efficacy and efficiency. with the hope and positive thinking, people are more motivated to find alternative ways to achieve creative goals and have more motivation to pursue them. more importantly, they consider barriers as a challenge, and practitioners are able to learn from previous success and failure to achieve future goals. they choose goals that require more effort. they trust the skills and their goals and focus on them. in explaining the related findings of this research and other research in the field of positive thinking, it can be said that the expression of positive experiences and receiving feedback from other members of the most decisive stages of positive method in recognition of قابل can be used to increase achievement motivation. in positive thinking training, for example, teenagers will be asked to record the positive points, their talents, and to revise their kind. when a person is aware of his own talents, he is easily surrendered to others, relying on his self - reliance and self - confidence, the initiative to earn his self - esteem, ability and power to gain, his sense of optimism decreases, his negative mental retardation shrinks and feels good. it may also involve more people, communicate with more people, so the attitude of others will change and treat him better, thus making a sense

of value, increasing motivation, increasing confidence, raising creativity and innovation, and that 's what makes the effectiveness of the students both in education and in all spheres of life. Therefore, positive thinking training has a positive effect on academic self-efficacy and academic burnout.

limitations

- The effect of personal differences in personality disorders, emotional states in response to the questionnaires, and the level of interest in the program and other educational activities, is out of the researcher's control.

In this study, in the first sessions, the motivation for students to participate in the classes was some problems.

In this study, there was no way to control the mental and emotional states of the students.

- Lack of post-training after training because of migration and getting out of the target population.

References:

- 1- Hosseini Largani M. Analysis of student's academic burnout in Iran's public higher education system. Identification of determinants and strategies. Journal of Research and Learning in Higher Education. 2017;23(3):43 -69.
- 2- Azimi KA, Navabinejad S. Examining the effectiveness of positive thinking skills training on high school girls' achievement motivation in tehran. Journal of Family and Research . 2016 ; 13 (33) : 43 -60.
- 3- Boudreau D, Santen S, Hemphill RR, Dobson J. Burnout in medical students: Examining the prevalence and predisposing factors during the four years of medical school. Annals of Emergency Medicine. 2004;44(4): 1- 7576.
- 4 - Brown SD , Tramyne S, Hoxha D , Telander K, Fan X , Lent RW. Social cognitive Predictors of college students' academic performance and persistence: A meta-analytic path analysis. Journal of Vocational Behavior. 2008; 72: 298-308.
- 5 - Archer J, Lamnin A. An investigation of personal and academic stressors on college campuses. Journal of College Student Personnel. 1985; 26(3): 210-215.
- 6 - Murphy MC, Archer J. Stressors on the college campus: A comparison of 1965 and 1993. Journal of College Student Development. 1996; 37(1): 20-28.

- 7 - Coffey M, Coleman M. The relationship between support and stress in forensic community mental health nursing. *Journal of Advanced Nursing*, 2001; 34(3): 397-407.
- 8- Barkhordari H, Refahi RH, Farahbakhsh K. Investigating the effectiveness of positivism skills training on the Progress motivation, self-esteem, and happiness. *Journal of New Approaches in Educational Administration*. 2010;1(3):131-44.
- 9 -- Zhang Y, Gan Y, Cham H. Perfectionism, academic burnout and engagement among Chinese college students: A structural equation modeling analysis. *Pers Individ Differ*. 2007;43(6):1529-40.
- 10- Snyder CR. Closing Thoughts on teaching and teachers: Our roles in presenting self_ref. *Journal of Social and Clinical Psychology*.2005; 24: 123-128.
- 11- Abargooi M. Philosophinejad MR. Ebrahimi Gh, Dartaj F. Model development Causal academic burnout due to the mediating role of self-efficacy in undergraduate students. *Quarterly Journal of Counseling and Psychotherapy Culture*, 2015; 24:1-27.
- 12 - Snyder CR. Genesis. The birth and growth of hope. In C.R. Snyder (Ed.), *Handbook of hope: Theory, measures, and applications*. San Diego, CA: Academic Press. 2000; 25-57.