





Examining the Causal Model of Academic Burnout Decrease of Higher Education Students Based on Quality of Educational Services by Entrepreneurship Capabilities Mediation

* Ebrahim Aryani Ghizghapan 

** Rounak Sharifi 

*** Hiro Soleimani 

- * Ph.D of educational administration, Group of Educational Sciences, Faculty of Education Sciences & Psychology, University of Mohaghegh Ardabili, Ardabil, Iran. e.aryani.sh@gmail.com
- ** Msc of educational psychology, University of Urmia, Urmia, Iran. zhean13@gmail.com
- *** Msc of psychology, Azad University of Mahabad, Mahabad, Iran. zhwan13@yahoo.com

Received: 20.07.2021

Accepted: 15.11.2024

Abstract

The purpose of this study was Examining the Causal Model of Academic Burnout Decrease of Higher Education Students Based on Quality of Educational Services by Entrepreneurship Capabilities Mediation. Methodology of the research was quantitative, in terms descriptive-Correlation. The statistical population was postgraduate students at Mohaghegh Ardabili University in the academic year of 2019-2020. The sampling method was available method. The sample size according to the Kregci-Morgan model and with error $\alpha = 0/05$, was considered 120 persons. To collect data, Quality of Educational Services Questionnaire of Parasouraman and et al (1985) (with reliability $\alpha = 0/97$), Entrepreneurship Capabilities Questionnaire of Ghafari and Younesi (1390) (with reliability $\alpha = 0/88$) and Academic Burnout Decrease of Maslach (2002) (with reliability $\alpha = 0/74$) was used. Validity of the tools was confirmed by the professors of education and psychology. Data were analyzed using two software's Spss vs. 22 and lisrel. 8/50 and analyzed by structural equation modeling. The results showed that the proposed model had suitable fit ($\chi^2/df=2/94$, GFI=0/93, AGFI=0/92, CFI=0/91, NFI=0/94, RMSEA=0/081) and the component of quality of educational services has a direct and indirect effect through the component of entrepreneurship capabilities on academic burnout decrease ($P<0/05$). Improving the quality of educational services can be an effective step to help graduate part of universities to better meet student expectations, plan to improve their entrepreneurial skills and reduce academic burnout of students. Finally, students will be promoted to a competitive edge in universities.

Keywords: Quality of Educational Services, Entrepreneurship Capability, Academic Burnout, Higher Education Students.

Corresponding Author: Ebrahim Aryani Ghizghapan- E.aryani.sh@gmail.com



Introduction

Problem statement

The issue of improving the quality of higher education has always been of concern and it is becoming more important day by day, and on this basis, different countries are trying to develop the most budget items in the field of quality of educational services (Shayan Jahormi, Jamal Zadeh, Surghali, 2013). In our country, higher education has the important task of training the specialized human resources required by various sectors to ensure self-sufficiency in science and technology, industry, agriculture, etc. Various evidences indicate that this system can fulfill its duties if it is in a favorable condition in terms of educational quality. Students' assessment of the quality of education provided provides useful results for basic decisions such as diagnostic feedback of universities regarding professors' performance, selection and selection of outstanding professors, and using the information obtained to guide students in choosing courses with professors. Who have scientific competence, will be provided to the officials of the system. In this regard, the evaluation of the quality of educational services is considered one of the basic steps in developing quality improvement programs (Kardis, Kembli, Panis, 2018).

Due to the fact that there is often a mismatch between the management's understanding of the perceptions of service recipients and their actual perceptions, and this causes damage to the quality of services, it becomes necessary to evaluate the quality and impact of service quality from the perspective of the service recipient. Considering that entrepreneurship and strengthening entrepreneurial capabilities are of great importance, but unfortunately, due to several reasons, this category has not been given serious attention in our country, and in order to create a strong foundation and improve the quality of research and strengthen skills and capabilities. Not much effort has been made in entrepreneurship among the country's academics, it is necessary to study the ways of expanding the scope of students' entrepreneurial abilities and the effects of these abilities on educational phenomena such as reducing educational attrition and consequently the scientific development of the country. According to the said material about academic attrition and its consequences among the students of the country's universities, investment and attention to content, educational services, resources and flexibility in learning as well as recognizing other factors and variables affecting the occurrence of attrition. Academic disengagement of students can cause students to grow and learn more, reduce the incidence of academic disengagement, and as a result, improve their mental health. In short, it can be said that the research about the academic disengagement of students and the factors related to it in the University for Various Reasons can emerge as one of the promising fields of research in the higher education sector. Despite extensive studies on educational attrition abroad, the study of this phenomenon in Iran is new and new. Considering that academic attrition is a complex and multi-factorial phenomenon, the need for a causal model is felt to determine the role of factors affecting it. Only in case of determining the role of each of the factors affecting academic attrition, it is possible to plan correctly and effectively deal with it. On the other hand, prevention of burnout or its treatment is necessary and useful not only for students but also for university professors and higher education system. With regard to the mentioned cases, as well as the role of universities and the quality of educational programs and services in creating a suitable platform in order to create the necessary capabilities in graduates for entrepreneurship and subsequently their effects on educational components such as reducing academic attrition, the study And analyzing the effects of each of these factors is a necessity.

Purpose

The present study was conducted with the aim of testing the causal model of educational attrition based on the quality of educational services with the mediation of entrepreneurial abilities among the statistical population of post-graduate students of Mohaghegh Ardabili University.

Questions / Hypothesis

The researcher seeks to answer this basic question: Does the quality of educational services through entrepreneurial ability have an effect on the reduction of academic attrition among post-graduate students?

Background

Experimental evidence has shown that one of the factors related to educational attrition is students' understanding of the quality of university educational services (Nasiri et al., 2014). Also, support for independence and self-control (as aspects of entrepreneurial ability) can also predict educational attrition (Adieh, Wakefield, 2011). Academic burnout is a syndrome of deindividuation and reduced personal and mental and emotional perfection (Fiers et al., 1985, quoted by Khazaei et al., 2014). The burnout that has spread to educational situations and contexts is referred to as academic burnout. This phenomenon among university students refers to the feeling of academic burnout due to the demands and requirements of education, having a pessimistic and uninterested sense of academic and educational assignments, and the feeling of inadequacy as a student (Demrouti, Bakker, Nachreiner, Shoufli, 2001). The period of university education is a period of mental stress due to the presence of several factors such as being away from the family, adapting to the dormitory environment, academic failure, disappointment in the career future, etc. The research conducted on the students of the country, while presenting not very pleasant and acceptable findings regarding the state of mental health of the students, mention the aforementioned factors as sources of stress during the student life (Khazaei et al., 2014). Therefore, students are somehow prone to academic exhaustion. If students suffer serious academic burnout, they may become unmotivated and frustrated and suffer from academic burnout and have lower academic performance (Yang, 2004). Also, students' concern about getting a job and career future and satisfaction with the educational environment and educational services are also among the effective factors in academic attrition (Oliveira, Carignato, Camara, 2012). It should be mentioned that there are various reasons that made academic burnout to be considered as one of the important research fields, among them, the effect of academic burnout on academic performance, students' commitment to doing educational work in the faculty, interest in continued education and scientific participation after graduation (Sharifi Fard et al., 2012). The research of Barbasanchez and Sahoquillo (2021) showed that entrepreneurship education has a mediating effect on the effect of entrepreneurial motivations on entrepreneurial intention, and entrepreneurial motivations and entrepreneurial education have a positive effect on entrepreneurial intention. In this regard, Otami (2020) showed in his study that motivation, mental attitude, behavioral control and entrepreneurship training affect entrepreneurial goals.

Methodology

In terms of the main strategy, this research was quantitative, in terms of goal, applied, in terms of implementation method, field, in terms of analytical technique, descriptive-correlation. The statistical population of this research consisted of postgraduate students of Mohaghegh Ardabili University in the academic year 2018-2019. By complying with ethical considerations such as obtaining consent from the participants to participate in the research, confidentiality of people's



information, no coercion to continue the work process, availability of the researcher to answer questions and obtain permission to conduct the research from Mohaghegh Ardabili University to distribute questionnaires. Action was taken among the students. The sampling method was random (available). The sample size was considered to be 120 people according to the table of Kergci and Morgan and considering the error of $\alpha = 0.05$. Finally, 110 fully answered questionnaires were collected. The rest of the questionnaires were excluded from the research process due to being incomplete and distorted in order to avoid any errors. To collect data from the questionnaires of the quality of educational services of Parasurman et al. (1985) (with reliability $\alpha = 0.97$), the entrepreneurial ability of Ghafari and Younesi (2013) (with reliability $\alpha = 0.88$) and the educational attrition of Meslesh (2002).) (with reliability $\alpha = 0.74$) was used. The validity of the instruments was confirmed by the opinion of professors of educational sciences and psychology. Data with two software Spss vs. 22 and lisrel. 8.50 And was analyzed by structural equation model method.

Findings

The results showed that the proposed model had suitable fit ($\chi^2/df=2/94$, $GFI=0/93$, $AGFI=0/92$, $CFI=0/91$, $NFI=0/94$, $RMSEA=0/081$) and the component of quality of educational services has a direct and indirect effect through the component of entrepreneurship capabilities on academic burnout decrease ($P<0/05$). To put it better, the results of data analysis showed that the quality of educational services has a negative and significant effect on the academic attrition of postgraduate students. Also, the results showed that entrepreneurial ability has a negative and significant effect on students' academic attrition. Another finding of the current research was that; the quality of educational services has a positive and significant effect on the entrepreneurial abilities of students. Improving the quality of educational services can be an effective step to help graduate part of universities to better meet student expectations, plan to improve their entrepreneurial skills and reduce academic burnout of students. Finally, students will be promoted to a competitive edge in universities.

Conclusion

In line with the explanation of the present findings, it can be said that students' academic burnout is a person's belief in academic fatigue, apathy, pessimism, and ineffectiveness in studies. This belief reduces the expectation of success in students and gradually reduces their motivation to succeed. In fact, academic attrition is an individual belief among students that is formed in a person under the influence of environmental factors. Therefore, environmental factors may increase or decrease academic attrition. As the findings of the present research showed, the quality of educational services in the five dimensions of tangible services (appearance and facilities), reliability, willingness to answer, assurance, commitment and empathy reduces the academic burnout of students. This indicates that in the presence of tangible services, the establishment of trusting relationships between students and the teaching staff, the existence of accountability characteristics in the university environment and staff and teaching staff, followed by the formation of a sense of commitment and empathy with the educational environment. Students gain high motivation in their progress and their burnout decreases. Entrepreneurial ability includes independence, risk-taking, internal control, procrastination or progress motivation, and finally creativity, which is formed based on previous judgments, perceptions and feedbacks of others and the person herself and important people in life. Students with high entrepreneurial ability believe that the development of intelligence and cognitive ability is done through

individual effort and they believe that despite all the inherent limitations, they can adapt to the challenges in the educational environment and improve their academic performance. Forgive, smooth their academic path and reduce their academic exhaustion. In fact, people with high entrepreneurial ability use all their power to achieve satisfactory educational conditions. In order to explain the significant relationship between the quality of educational services and the entrepreneurial ability of students, it can be said that the efforts made in the last few years in science and technology parks are more focused on research needs and connecting universities with entrepreneurship. It seems that according to the results of this research, if fundamental changes are considered in the field of employment development, entrepreneurship and production growth in the country; It is necessary to pay attention to the quality of educational services in the higher education system, and in other words, the educational system to create an entrepreneurial culture in accordance with entrepreneurial needs in the country; In such a way that after graduation, students are successful in generating ideas and transforming creativity in economic and social fields. Therefore, creating an entrepreneurial culture requires cultural contexts for the growth of creativity. The evidence indicates that creativity arises in the cultural context of a critical and innovative society. In a society where creativity has a positive value, creative people have a higher position and entrepreneurship will grow, and this itself requires appropriate culture and structures in the university and higher education system. In addition to the mentioned cases, it seems that there is a small effort in order to adjust the educational program of the students in such a way that they have the necessary time to pursue their entrepreneurial activities, concluding a cooperation agreement between centers with production units and executive bodies regarding the possibility of students using the educational space, opening science and technology parks in universities and strengthening the relationship between industry and universities in the past few years; It has led to the promotion of the role of higher education and educational and university services in increasing the capabilities of students in the field of entrepreneurship.

References

1. Adie, J., & Wakefield, C. Perceptions of the teaching environment, engagement and burnout among University students on a sports-related degree programme in the UK. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10.2.(2011): 74-84.
2. Barba-Sanchez, V., & Atienza-Sahuquillo, C. Entrepreneurial motivation and self-employment: Evidence from expectancy theory. *International Entrepreneurship and Management Journal*, 13.4.(2021): 1097-1115.
3. Demerouti, E., Bakker, A. B., Nachreiner, F., Schaufeli, W. B. The Job demands-resources model of burnout *Applied, journal of Psychology*, 86.2.(2001):499-512.
4. Karydis, A., Komboli, M., & Panis, V. Expectations' and perceptions of Greek patient's regarding the quality of dental health care. *journal of For Quality in HealthCare*, 13(2018): 409-416.
5. Nasiri, F.S, Ghanbari, S, Ardalan, M.R, and Iman Karimi. "The effect of the quality of education and its services on the educational attrition of postgraduate students". *Quarterly Journal of Research and Planning in Higher Education*, 21(2014): 71-95. (In Persian).
5. Shayan Jahormi, Sh., Jamal Zadeh, M, and Azam Surghali. "Evaluation and prioritization of educational quality from the point of view of Shiraz University faculty members using six sigma tools and problem solving approach". *New Approaches in Educational Management Quarterly*, 4. 2 (2013): 65-82. (In Persian).



6. Utami, C. W. Attitude, subjective norm, perceived behaviour, entrepreneurship education and self efficacy toward entrepreneurial intention university student in Indonesia. *European Research Studies Journal*, 20.2(2020): 475-495.
7. Yang, H. J. Factors affecting student burnout and academic achievement in multiple enrollment programs in Taiwan's technical-vocational colleges. *International Journal of Educational Development*, 24.4 (2004):283-301.



