

is different in male and female students. When defining self, male students mainly focus on uniqueness. Conversely, female students' schemas mostly put emphasis on emotions, relations, and being related to others.

Furthermore, another result of this study revealed that the status of academic burnout among the students was lower than the moderate level. This finding is in line with the results of Lin and Huang (2014), which indicated that the status of academic burnout among students was lower than the moderate level.

Finally, the results of the present study indicated that positive and negative affects predicted variance in academic burnout among the students. Therefore, given the obtained results, it can be concluded that an increase in positive affect and an improvement in the method of controlling negative affect can play key roles in the prevention of academic burnout. In this regard, to improve positive affect, reduce negative affect, and prevent the incident of academic burnout among students, course planners are highly recommended to revise school curricula and pay attention to students' interests and community needs when planning a course content.

#### References:

- Azimi, M., & Piri, M. (2013). The relationship of academic burnout and learning self-regulation with academic performance among high school students. *Journal of Research in Curriculum Development*, 10(11), 116–128.
- Breso, E., Salanova, M., & Schoufeli, B. (1997). In search of the third dimension of Burnout. *Applied psychology*, 56(3), 460–472.
- Dinner, E., & Emmons, R.A. (1984). The independence of positive and negative affect. *Journal of Personality and Social Psychology*, 47, 1105–1117.
- Eslami, M.A. (2010). The relationship of spiritual intelligence and mental-physical health with academic burnout among students of Allameh Tabatabai University. MA Thesis, Allameh Tabatabai University, Tehran.
- Freudenberger, H.J. (1974). Staff burn-out. *Journal of Social Issues*, 30, 159–161.
- Lin, S.H., & Huang, Y.C. (2014). Life stress and academic burnout. *Journal of Active Learning in Higher Education*, 15(1), 77–90.
- Márquez, P.G., Martin, R.P., & Brackett, M.A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema*, 18, 118–123
- Marzoughi, R., Heidari, M., & Heidari, E. (2013). Examine the relationship between educational equity and academic burnout among students of Welfare and Rehabilitation Sciences University. *Journal of Strides in Development of Medical Education, Department of Research in and Development of Medical Education*, 10(3), 328–334.
- Michaيلي, L., Rajabi, S., Abbasi, M., & Zamanlou, Kh. (2014). The relationship of emo-

- tion regulation and positive and negative emotions with academic performance and academic burnout among university students. *Educational Psychology*, 2(32), 31–54.
- Neuman, Y. (1990). Determinant and consequences of student Burnout in universities. *The Journal of Higher Education*, 61(1), 20–31.
- Reynolds, A.L., & Weigand, M.J. (2010). The relationships among academic attitudes, psychological attitudes, and the first-semester academic achievement of first year college students. *Journal of Student Affairs Research and Practice*, 47(2), 175–195.
- Saklofske, D.H., Austin, E.J., Rohr, B.A., & Andrews, J.W. (2007). Personality, emotional intelligence and exercise. *Journal of Health Psychology*, 12, 937–948.
- Salkowski, M.L., Joyce, D.K., & Stroch, E.A. (2012). Treating childhood anxiety in schools: service delivery in a response to intervention paradigm. *Journal of Child and Family Studies*, 21 (6), 938–947.
- Salmela-Aro, K., Kiuru, N., Pietikainen, M., & Jokela, J. (2008). Does School matter? The role of school context for school burnout. *European Psychologist*, 13, 1–13.
- Vahedi, Sh., Hashemi, T., & Shafiee Surak, S. (2014). The impact of educational experience, neuroticism, and learning self-regulation strategies on academic burnout: Test a conceptual model. *Knowledge and Research in Applied Psychology*, of 15(3), 71–80.
- Watson, D, Clark, L.A., & Tellegen, A. (1988). Development and validation of a brief measure of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54 (6), 1063–1070.
- Watson, D., & Tellegen, A. (1985). Toward a consensual structure of mood. *Psychological Bulletin*, 98 (2), 219–235.
- Watson, D., Clark, L.A., & Carey, G. (1988). Positive and negative affectivity and their relation to anxiety and depression disorders. *Journal of Abnormal Psychology*, 97, 346–353.
- Zahed Bablaan, A., Pourbahram, R., & Rahmani Javanmard, S. (2014). The relationship of perfectionism, goal orientation, and academic performance with academic burnout. *Journal of New Approaches in Educational Management*, 5(18), 109–124.