

Relationship between Educational Justice and Academic Burn Out In Jahrom University of Medical Sciences in 2014: A Descriptive-Analytic Study

Mohammad Hosein Modabber¹, Ehsan Rahmanian², Yousef Hosseini³, Marzieh Haghbeen^{4*}

¹Medical Ethic Research Center, Jahrom University of Medical Sciences, Jahrom, Iran, ²Department of Pediatrics, Jahrom University of Medical Sciences, Jahrom, Iran, ³Student Research Committee, Jahrom University of Medical Sciences, Jahrom, Iran, ⁴Women's Health and Disease Research Center of Jahrom University of Medical Sciences, Jahrom, Iran

Abstract

Background: Justice is a very important issue that must be respected in all areas of human life. This should be closely monitored in educational settings, especially universities, because this behavior has many effects on the student's academic activities. Academic burnout can make students feel tired of doing homework and of studying and play a role in their pessimistic attitude toward education and content and create an educational insecurity in them.

Materials and Methods: This descriptive-analytic study was performed on 156 students of anesthesiology, operating room and nursing in Jahrom University of Medical Sciences in 2014. Inclusion criteria included: students of the first educational year and more and exclusion criteria included: incomplete completion of the questionnaire, guest students who had come into or gone out of Jahrom, and students who had taken a transition to/from Jahrom, and students' failure to participate in the study. Sampling was done in the form of a census. It should be noted that the tools used in this study included demographic information form and two questionnaires. In order to study the educational justice in this university, Golparvar Educational Justice Questionnaire was used also Bresu et al.'s questionnaire was used to measure the academic burnout of students.

Results: The frequency of data showed that of the participants in the study, 79.5% were girls and the rest were boys. The majority was sophomore or junior and third years and 69.9% were non-native. The mean of educational justice was (59.66 ± 15.04) and that of education burnout was (48.61 ± 6.34) . The results of t-test showed that there was no significant difference between male and female students in terms of educational justice and educational burnout ($p > 0.05$). Also, the results of one-variable regression test showed that there was a correlation between educational justice and education burnout among students of Jahrom University of Medical Sciences ($p < 0.05$).

Conclusion: The results of this study showed that there was a significant negative relationship between educational justice and academic burnout in that academic burnout decreased as the educational justice among students increased.

Keywords: Educational justice, Educational burnout, Students.

INTRODUCTION

Universities and higher education institutions can have a variety of effects on the quality of their students' performance, and influence their behavior, attitudes and

feelings in the face of extreme psychological stresses caused by the environment and may sometimes bring about burnout in them. In general, the concept of burnout was first introduced in the 1970s in relation to working groups interacting with each other (1). In other words, most of the research done in this area has been related to job positions. But recently, some studies have examined this concept in relation to students (2). Academic burnout can make students feel tired of doing homework and of studying and play a role in their pessimistic attitude toward education and content and create an educational insecurity in them (3). It will also reduce the students' academic performance and raise their concern about doing their homework (4). People

Access this article online



www.ijss-sn.com

Month of Submission : 06-2017
Month of Peer Review : 06-2017
Month of Acceptance : 07-2017
Month of Publishing : 07-2017

*Corresponding Author: Marzieh Haghbeen, Women's Health and Disease Research Center of Jahrom University of Medical Sciences, Jahrom, Iran. Tel: +989177001098. E-mail: drmarziehhaghbeen@gmail.com

with academic burnout usually experience symptoms such as lack of aptitude for lessons, unwillingness to attend classes continuously, lack of participation in classroom activities, frequent absences, and feeling meaningless and incompetent in learning content. According to Neuman, the study of students' academic burnout is a very important issue because the key to understanding the poor academic performance of students is their relationship with their university (especially in the area of commitment) and their enthusiasm for continuing their education (5). Various factors are involved in developing academic burnout, including collective and scientific activities (such as attending class, writing a paper, studying and exam), various economic, individual and social pressures associated with faculty members, professional expectations and doubts about the usefulness of studies and job perspective (6,7), competition with classmates, disparity between resources and factors associated with student's academic activities such as motivation and adaptation strategies with the expectation of success in the educational environment. Researchers have conducted a variety of research studies on academic burnout. Noamifound that students' academic burnout was moderate (5) Rostami and Abedi in their research showed that life satisfaction, which is itself influenced by various factors are work, education, and interpersonal communication, predicts academic burnout in students (8). Some research suggests that situational factors such as the atmosphere of the educational environment (9), social support and gender issue (10 and 11), the field of study (12), the academic success (13), and the quality of academic activities (7) can affect the academic burnout of the students. Educational justice is one of the new variables that will be considered in this study because the educational justice among students can have a relationship with their academic burnout. Educational justice is one of the most challenging topics in education. Creating a stress-free learning environment, bringing students to growth and development, implementing uniform educational rules for all individuals, and providing the grounds for acquiring skills and preparation for the labor market are among the issues of educational justice. (14) In academic environments, and especially in universities, the existence of fair conditions and the observance of the principles and rules of justice through the transition of a sense of value to students can turn them into civic education behaviors. In addition, the perception of the presence of justice resolves doubts and concerns of individuals about the violation of their rights and freedoms (15,16). Salmela-alo and colleagues believe that the encouragement of students by the teacher and the fair communication between the teacher and the student can lead to a reduction in students' burnout (9). Eldridge believes that the existence of educational justice can lead to the improvement of the performance of students who have individual differences

in various areas, such as academic performance, or are of different socioeconomic and cultural class. Generally, educational justice means providing equal educational opportunities for students, which is often related to equality in the teacher's encounters with students, especially in classes where there is a wide variety of students (17) This form of justice refers to the existence of interactions, behaviors, and performances on the basis of fair, partiality-free conduct, providing guidance appropriate to the ability of students and complying with justice in evaluating and giving scores, which can transfer the sense of being valuable to the students and, consequently, create the desired civic and educational behaviors in them (18) In order to achieve this kind of justice, the heads of educational institutions must change the structures and elements that will provoke these injustices. One of these important factors relates to the behavior and beliefs of professors. It is possible to contribute to the creation of equality and justice in the classroom by creating training courses and changing professors' attitudes and practices (19) Other research on the factors affecting the promotion of educational justice, such as Eldridge's research (Educational Leaders' Performance), (20) Mosher's (Teaching and molding the teacher's behavior) (17), and Erden's (the beliefs of professors about gender) (21) are noteworthy. It should be noted that some researchers have investigated the relationship between educational justice and factors such as academic ethics, adherence to educational rules (18), satisfaction with education and its results (22), and students' self-esteem. Therefore, the purpose of this study was to investigate the relationship between educational justice and educational burnout among the students of Jahrom University of Medical Sciences in 2014.

MATERIALS AND METHODS

This descriptive-analytic study was performed on 156 students of anesthesiology, operating room and nursing in Jahrom University of Medical Sciences in 2014. Inclusion criteria included: students of the first educational year and more and exclusion criteria included: incomplete completion of the questionnaire, guest students who have come into or gone out of Jahrom, and students who had taken a transition to/from Jahrom, and students' failure to participate in the study. After approving the research project and obtaining a license from the Research Deputy, the researcher began to sample the research community. Sampling was done in the form of a census. It should be noted that the tools used in this study included demographic information form (age, gender, field of study, academic term, being native or non-native), and two questionnaires. In order to investigate educational justice in this university, the Golparvar Educational Justice

Questionnaire (23), which is answered on the seven-level Likert scale, was used. This 14-item questionnaire has been designed on the basis of the native culture of Iranian universities. The score for each question was from (seven to one), (completely agree (7) and completely disagree (1)). The maximum score of the questionnaire is 98 (the highest educational equity), the mean is 56, and the minimum score is 14 (the least educational justice levels). The validity of this questionnaire has been highly desirable and its reliability, based on Cronbach's alpha coefficient, has been obtained 86%, which is indicative of this questionnaire's reasonable reliability. Also, Brosu and colleagues' questionnaire was used to measure the academic burnout of students. This questionnaire evaluated three areas of academic burnout, namely academic fatigue (5 items), academic unwillingness (4 items), and academic incompetency (6 items). This questionnaire has 15 items that are graded by a 5-point Likert grading method. Scoring each question ranges from five to one: totally agree (5) and completely disagree (1). The maximum score of the questionnaire is 75 (the highest educational burnout), the average is 45 and the lowest score is 15 (the lowest educational burnout). The reliability of this questionnaire for three areas of academic burnout was calculated by the creators as 70%, 82%, and 75%, respectively. The researchers have reported the validity of the questionnaire as desirable. Noami has calculated the reliability of this questionnaire for academic fatigue as 79%, for academic unwillingness as 82% and for academic incompetency as 75%. He also reported the validity of the questionnaire as highly desirable (5). Finally, the data of this study were analyzed by descriptive tests (mean and standard deviation) and analytical tests (t test, one-variable regression, ANOVA) and by SPSS version 19 software.

RESULTS

156 students of anesthesiology, operating room and nursing from Jahrom University of Medical Sciences participated in this study. 79.5% were girls and the rest were boys. The majority was sophomore or junior and third years and 69.9% were non-native (Table 1).

The results of t-test showed that there was no significant difference between male and female students in terms of educational justice and academic burnout ($p > 0.05$ and Table 2).

Among the students, the mean of educational justice was (59.66 ± 15.04) and academic burnout was (48.61 ± 6.32). The results of one-variable regression analysis indicated that there was a correlation between educational justice and academic burnout among the students of Jahrom University of Medical Sciences ($p < 0.05$). It means that

Table 1: Describing the demographic variables of students

Demographic variable	Percent
Gender	
Male	5/20
Female	5/79
Field of study	
Medical	9/17
Nursing	3/1
Anesthesia	8/30
Operating room	1/5
Emergencies	2/3
Laboratory sciences	5/13
Public health	2/28
Job	
Second	4/40
Third	0/49
Fourth	6/10
Residential place	
Native	7/30
Non-Native	3/69

Table 2: Comparison between male and female students in terms of educational justice and academic burnout

	Sex	N	Mean	SD	P-value
Educational justice	Male	0/32	43/60	23/15	553/0
	Female	0/124	65/58	08/15	
Academic burnout	Male	0/32	12/48	589/7	577/0
	Female	0/124	82/48	929/5	

academic burnout decreases as the educational justice among students increases. Educational justice can only account for 2.6% of changes in the variance of academic burnout in student (Table 3).

The results of ANOVA test showed that there was no difference between different disciplines in terms of educational justice ($p > 0.05$ and table 1), but that there were differences between different disciplines in terms of academic burnout ($p < 0.05$). The highest burnout score belonged to anesthesia students and the lowest burnout score belonged to nursing students (Table 4).

DISCUSSION

Justice is a very important matter that must be respected in all areas of human life. Because if inequality occurs and a person is deprived of his rights, it creates an unpleasant feeling in the individual, and the person, despite making all his efforts to achieve a goal, unfortunately, due to lack of establishing justice, he may not reach his desired goals. In educational settings, especially in universities, educational justice must be present because this behavior has many effects on the student's academic activities. In the present

Table 3: Relationship between educational justice and academic burnout among students of Jahrom University of Medical Sciences

Independent variable	R	R2	b	S.E	Beta	T	P-value
Constant	162/0	026/0	59/44	029/2	-	97/21	00/0
Educational Justice			068/0	033/0	1620/0	04/2	043/0

Table 4: Comparison between students of different disciplines in terms of educational justice and academic burnout

Field of study	N	Mean	SD	P-value
Educational Justice				
Medical	28	17/56	05/13	180/0
Nursing	2	00/54	656/5	
Anesthesia	48	89/58	45/14	
Operating room	8	37/51	04/13	
Emergencies	5	00/56	91/14	
Laboratory sciences	21	66/56	19/14	
Public health	44	04/64	17/17	
Academic Burnout				
Medical	28	07/47	10/4	008/0
Nursing	2	00/40	48/8	
Anesthesia	48	54/50	60/6	
Operating room	8	62/48	06/5	
Emergencies	5	20/41	80/5	
Laboratory sciences	21	85/48	68/7	
Public health	44	84/48	66/5	

study, it was observed that the average grade of educational justice among students was at the moderate level. Also, in a study by Marzooqi et al. (2013), which was carried out with similar aim as the current study, it was observed that the status of educational justice among students at the University of Welfare and Rehabilitation Sciences is not at the desirable level (23), like the study of Golparvar (24). In another study by Heidarzadeh et al. (2016) aimed at investigating the relationship between educational justice and academic burnout and achievement among students of Kerman University of Medical Sciences, it was observed that educational justice was at a moderate level, from the vantage point of students (25). It is clear from the findings of various studies that educational justice among students does not have an appropriate level. In general, several factors can reduce the level of educational justice among students, including inequality in rating students in accordance with their degree of competency, lack of guidance according to the students' abilities. Other findings from this study showed that the mean burnout score among students was lower than the mean scores of the questionnaire. This finding is consistent with the findings of other similar studies, including Heydarzadeh et al. (2016) found that the average score of academic burnout was 43.9%, from the viewpoint students of Kerman

University of Medical Science (25), which is less than average. This finding is also consistent with the findings of the Noami's study in 2010, which reported a moderate degree of academic burnout in students (26). Also, in the study of Sharifi et al., in 2014, the average of academic burnout in nursing and paramedical students of Qom University of Medical Sciences was 24%. In all, 24.1% of students had a high academic burnout rate and 46.6% had a moderate academic burnout rate. (27). Educational burnout is important from different points because it can affect academic performance of students and it also can be effective in student's academic motivation to obtain higher educational degrees and, in general, it can engage and encompass the teaching system. So it's very important to pay attention to this issue. From the results of this study one can find that there is no significant difference between male and female students in terms of educational justice and academic burnout. Different studies have achieved the same result including Marzuqi et al. (23), which can be due to the impartial attitude of the professors towards both sexes and to its insignificance. But findings regarding the lack of gender differences and the impact of gender on the perceptions of teachers in the field of educational justice are contrary to Erden's research results. The reason for this contradiction can be various conditions, including religious, cultural, and other variables that have not been studied in this study (21). In Marzoughi et al study, there was no significant difference between male and female students in terms of academic burnout. Therefore, in both genders, there is a feeling of tiredness about doing the assignment, an aversion to the content of the lesson, and consequently an academic ineffectiveness and a sense of incompetency in learning the content at the same level (23). Among other important findings of this study, it can be concluded that there is a correlation between educational justice and academic burnout among students of Jahrom University of Medical Sciences, and students with higher educational have less academic burnout. Other studies with similar objectives to the present study also confirmed this finding and were consistent with it (23, 25). This means that students who feel that there is educational justice are therefore encouraged and are working to improve their academic performance. Also, it was observed that there was no difference between different disciplines in terms of educational justice but there was a difference between academic burnout and the highest burnout score belonged to anesthesia students and the lowest burnout score belonged to nursing students. These outcomes could be due to neglecting and underestimating some paramedical disciplines compared to other disciplines. Also, the job prospective and the difficulty of the job can be among the factors affecting the academic burnout of different fields of study.

CONCLUSION

The results of this study showed that there was a significant negative relationship between educational justice and academic burnout in that academic burnout decreased as the educational justice among students increased. Given the fact that the average grade of educational justice in this study and many similar studies were at the moderate level, it is suggested that deputies and university administrators understand the importance of this subject more and take the necessary steps to improve it, so that in general, a stronger and more efficient training system develops.

REFERENCES

1. Capri B, Gunduz B, Gokcakan Z. Maslach Burnout Inventory-student forms Turkish: reliability and validity study. *Journal of University Faculty of Education*, 2011; 40:134-147.
2. Hu Q, Schaufeli WB. The factorial validity of the Maslach Burnout Inventory-student survey in China. *Psychological Reports* 2009; 105 (2): 394-408.
3. David AP. Examining the relationship of personality and burnout in college students: The role of academic motivation. *Educational Measurement and Evaluation Review* 2010; 1: 90-104.
4. Zhang Y, Gan Y, Cham H. Perfectionism, academic burnout and engagement among Chinese college students: A structural equation modeling analysis. *Personality and Individual*
5. Noami AZ. Relationship between the quality of students' learning experience with burnout MA ShahidChamran University. *Journal of Psychological Studies* 2009; 5 (3): 117 –34. [In Persian]
6. Campos JADB, Zucoloto ML, Bonafé FSS, et al. Reliability and validity of self-reported burnout in college students: A cross-randomized comparison of paper-and-pencil vs. online administration. *Computers in Human Behavior* 2011; 27 (5): 1875-83.
7. Law D. Exhaustion in university students and the effect of coursework involvement. *Journal of American College Health* 2007; 55 (4): 239-45.
8. Rostami Z, Abedi M. Dose academic burnout predicts life satisfaction or life satisfaction is predictor of academic burnout? *Interdisciplinary Journal of Contemporary Research in Business* 2012; 3 (12): 668- 674. Available from: www.connection.ebscohost.com.
9. Salmela-Alo K, Kiuru N, Pietikainen M, et al. Does school matter? The role of school context in adolescents' school-related burnout *European Psychologist* 2008; 13(1): 12-23.
10. Jacobs S, Dodd D. Student burnout as a function of personality, social support, and workload. *Journal of College Student Development* 2003; 44(3): 291-303.
11. Weckwerth A, Flynn D. Effect of sex on perceived support and burnout in university students. *College Student Journal* 2006; 40(2): 237-49.
12. Bernhard C. A survey of burnout among college music majors. *College Student Journal* 2007; 41(2): 392-401.
13. Schaufeli W, Martinez I, Marquesz-Pinto A, et al. Burnout and engagement in university students- a cross national study. *Journal of Cross-Cultural Psychology* 2002; 33(5): 464-81
14. Sanagoo A, Nomali M, Jouybari L. Explanation Of Educational Equity Among Medical Sciences Students: Evaluation Of Medical Sciences Students Opinions And Experiences. *Future Of Medical Educational Journal* JUNE 2011, Volume 4, Number 3; Page(s) 39 To 44.
15. Folger R. (2001). Fairness as deontology. In: Gilliland SW, Steiner DD, Skarlicki DP. (editors). *Theoretical and cultural perspectives on organizational justice*. Greenwich: IAP; 2001: 3-33.
16. Gholipour A, Alinejad P. The effects of self-righteousness in the creation and promotion of educational institutions. *Human sciences* 2007; 53(supp sociology): 357-74. [In Persian].
17. Mosher LD. Critical Reflection, Educational Justice, and Teacher Formation in a Rural Setting. Doctoral dissertation. University of Redlands. 2010; Available from: <http://proquest.umi.com>.
18. Golparvar M. Relationship between morality and justice, avoidance of deception scientific training. *Ethics in Science & Technology* 2010; 5 (1 & 2): 66-57. [In Persian]
19. Chisnall K. Exploring Leadership for Excellence and Equity in High Performing Middle Schools. Doctoral dissertation. University of North Carolina. 2010; Available from URL: <http://proquest.umi.com>.
20. Eldridge C. Principals leading for educational equity: social justice in action. doctoral dissertation. University of Maryland. 2012; Available from URL: <http://drum.lib.umd.edu/handle/1903/12669>.
21. Erden FT. A course on gender equity in education: does it affect role attitudes of pre service teacher? *Teaching and Teacher Education* 2009; 25(3): 409-14.
22. Golparvar M, Javadian Z, Mesbahi MR. Structural models to study the relationship between educational equity pleased with the results, civil behavior - Educational and academic fraud. *Journal of Modern Thoughts in Education* 2011; 7 (1): 87-102. [In Persian]
23. Marzoghi, R, Heidari, M, Heidari, E, 2013, [The Impact of Educational Justice on Students' Academic Burnout in the University of Social Welfare and Rehabilitation Science, Tehran, Iran], *Journal of Medical Education Development Center*, Vol. 10, No. 3, p. 328-334. (in Persian)
24. Golparvar, M, 2010, [The role of academic ethics, justice and injustice in academic education in civil behavior]. *New journal of science education*, Vol. 5, No. 4, Pp. 25-41. (in Persian)
25. Heidarzadeh A, Dehghan M, et al. Relationship between Educational Equity, Academic Burnout and Achievement among Students at Kerman University of Medical Science. 2016. *AJUMS*, Vol. 7, No. 4, p. 298-306. (in Persian)
26. Naami, A, 2010, [The relationship between quality of learning experience and academic burnout of MA students of Shahid Chamran University of Ahvaz], *psychological studies journal*, Vol. 5, No. 3, Pp. 1-13. (in Persian)
27. Sharifard, F, Nourozi, K, Hosseini, MA, Asayesh, H, Nourozi, M, 2014, [Related factors with academic burnout in nursing and paramedics students of Qom University of Medical Sciences in 2014], *Nursing Education*, Vol. 3, No. 3, Pp. 68 – 59. (in Persian)

How to cite this article: Modabber MH, Rahmanian E, Hosseini Y, Haghbeen M. Relationship between Educational Justice and Academic Burn Out In Jahrom University of Medical Sciences in 2014: A Descriptive-Analytic Study. *Int J Sci Stud* 2017;5(4):393-397.

Source of Support: Nil, **Conflict of Interest:** None declared.