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Testing the conceptual model of the mediating role of self regulated learning and achievement goals in the relationship between epistemological beliefs and academic burnout

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Abstract

The present research was conducted with the aim of investigating the mediator role of self-regulated learning and progress goals in the relationship between epistemological beliefs and academic burnout on a sample of 384 students above the 4th semester of Payam Noor University in Shiraz. The sample members were selected using the random cluster sampling method and after collecting the data, the evaluation of the proposed model was carried out using the path analysis method and using the AMOS program, and the findings from the analysis of the structural equation modeling were a good fit of the initial theoretical model. confirmed with the data, and after modifying the conceptual model, a very good fit of the final model with the data was obtained. The results of the present research showed that students' epistemological beliefs play a decisive role in the formation of their attitudes towards the philosophy of education and education, and these attitudes and beliefs, through self-regulation learning, lead to students' motivational orientation through the selection of goals. Progress is made. An orientation that can bring progress and success on the one hand, or stress and academic exhaustion on the other hand, for students in the long term. As a result, the student's awareness of his cognitive processes plays a decisive role both in choosing progress goals and in choosing the correct learning path (cognitive self-regulation).

Keywords: self-regulated learning, achievement goals, epistemological beliefs, academic burnout.

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