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The Effectiveness of Savickas Academic-Career Plan Training on Academic Success and Satisfaction among University Students with Academic Burnout

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Abstract

Purpose: Academic success and satisfaction is one of the most important variables that can be considered as a serious indicator among students, and through them, the future foundations of students' education can be monitored and examined through them. The purpose of this study was to determine the effectiveness of Savickas academic-career plan training on academic success and satisfaction among university students with academic burnout.

Methodology: The current research method was semi-experimental study which conducted with a pre-test and post-test design along with a control group with a follow-up period. The statistical population included all the students of Islamic Azad University, Isfahan (Khorasgan) branch who referred to the university counseling center in 2020. From them, 30 students were selected by convenience sampling method and then randomly assigned in the experimental group (15 people) and control group (15 people). The data were collected using Welles's Academic Success Questionnaire (2010) and Ahmadi's Academic Satisfaction Questionnaire (2010) in the pre-test, post-test and follow-up stages. Savickas academic-career plan training protocol was performed in 8 sessions (one session per week) for 75 minutes. To analyze the data, repeated measure analysis of variance Bonferroni's post hoc test with SPSS.26 software were used.

Findings: The results indicated that Savickas academic-career plan training was effective in enhancement of academic success and satisfaction of university students with academic burnout ($P=0.001$), and this effectiveness was permanent until the follow-up period ($P=0.05$).

Conclusion: According to the results of the research, we can draw a conclusion that Savickas academic-career plan training is effective on increase of academic success and satisfaction of university students with academic burnout, therefore this training can be used for university students in university counseling centers.



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Detailed abstract

Purpose: For a long time, especially in the last few decades, education has become a very necessary thing for a rapidly changing and developing world. This need has been answered to a significant extent by the expansion of university education in accordance with the needs and ecological conditions of each country. In addition to this all-round evolution of universities and academic fields, the increase in demand for entering universities in addition to the increasing specialization of fields, academic tendencies and tendencies before entering the university and the double pressure caused by the entrance exams and the anxiety caused by it, the stressful expectations of the family and parents, competition, sometimes the indecisiveness and aimlessness of the students who entered the university or the loss for various reasons, their motivations have become a big challenge for societies at the collective level and for students at the individual level. According to some available statistics, a significant proportion of students are demotivated due to academic and academic pressures in the university. They face a drop in academic performance and sometimes expulsion or dropping out of school. This is a warning sign to pay more attention to the predictors of dropping out, dropping out of school, or even a feeling of failure and helplessness in university students. Two very important variables that can be considered as a serious indicator among students and through them the future foundations of students' education can be monitored and investigated, one is academic success and the other is satisfaction with education. Overall, success consists of two subjective (internal) and objective (external) dimensions. The feeling that a person has about the work or activity that he is doing, such as the feeling of satisfaction and happiness that a person experiences, constitutes the internal or mental dimension of success. On the other hand, objective achievements that can be presented, such as obtaining a degree or a higher degree, getting a promotion, earning more income or salary, and such cases cover the objective or external aspect of success, although success for humans depends on family, personal, social and cultural factors. It depends on different things, but in any case, each of the two internal and external dimensions of success are very important to influence this variable on people's behaviors and decisions. In education, especially in university education and for students, just like in other fields, the feeling of inner satisfaction along with the feeling of having an objective achievement that can be presented to create a guaranteed future in a relatively limited way, creates a feeling of academic success. Regarding the importance of academic success, it is enough that this variable has been shown to be associated with very important variables such as greater academic progress, perseverance in education, coping with educational difficulties and obstacles, with academic satisfaction in university or lower levels, with Academic self-efficacy is related to academic enthusiasm, each of which has an irreplaceable role for academic progress. But in a comprehensive view, people need something beyond just the feeling of internal and external academic success in order to be able to use all their potential capacities in the path of education. One of these cases, which actually complements the roles and functions of academic success, is academic satisfaction. Academic success and satisfaction is one of the most important variables that can be considered as a serious indicator among students, and through them, the future education platforms of students can be monitored and investigated through them. The present study was conducted with the aim of determining the effectiveness of Savikas educational-career planning training on the academic success and satisfaction of students with academic burnout.

Methodology: This research is a semi-experimental type that was implemented with a pre-test-post-test design and a two-month follow-up with the control group. The statistical population of the research was made up of the students of Isfahan Islamic Azad University (Khorasgan) in 1400, who were referred to the university's counseling center due to the drop in grade point average and probation; Students who were diagnosed with symptoms of academic burnout were selected through available sampling. The number of these students was 92 in the first stage. Among these people, based on the interview conducted to meet the entry criteria, 30 students who met the entry criteria were selected as a sample and were randomly assigned to two experimental groups (15 people) and

control group (15 people). Entry criteria include willingness and consent to participate in the implementation of the research, not participating in any psychological training at the same time and diagnosis of academic burnout through the initial interview, and exit criteria include suffering from an acute psychiatric disorder with a psychiatric diagnosis such as personality disorder, bipolar and Depression and anxiety were determined through a clinical interview based on DSM-IV criteria (determined through the initial diagnostic interview with each participant) and absence of more than 2 sessions in the training process. The data were obtained using Wells' academic success scale (2010) and Ahmadi's academic satisfaction scale (2018) in the pre-test, post-test and follow-up stages. The educational-career planning training of Savikas was conducted in 8 sessions of 75 minutes (one session per week). To analyze the data, repeated measures analysis of variance and Benferroni's post hoc test were used with SPSS 26 software.

Findings: The results indicated that Savikas educational-career planning training was effective in increasing academic success and satisfaction ($P=0.01$), and this effectiveness was sustained until the follow-up stage ($P=0.05$).

Conclusion: According to the research results, it can be concluded that Savikas educational-career planning training is effective for increasing students' academic success and satisfaction, and this approach can be used in student counseling centers. This research has some limitations that need to be taken into consideration. The first limitation is that this study was conducted on students with academic burnout, for this reason, caution should be exercised in generalizing the results to other statistical societies or other educational levels. To solve this limitation, it is necessary to carry out this study on first and second high school students as well, so that the results can be generalized with more evidence. Also, in the future researches, Savikas educational-career training approach can be compared with other approaches such as cognitive-social career counseling approach, information processing approach or even acceptance and commitment counseling and training approach, in order to obtain comparative information. The effectiveness of each of these approaches for important variables such as success and academic satisfaction among students with symptoms of academic burnout will be obtained and the basis for the application of the most effective educational and counseling approaches will be provided. In the end, considering that Savikas educational-career path planning training was effective in increasing the success and academic satisfaction of students in the present study, it is suggested that the path planning training Educational-occupational Savikas is used as an effective educational approach to help students who have academic burnout and at the same time their sense of academic success and academic satisfaction is weak, it is used by academic and career counselors in counseling centers, especially in university counseling centers.