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The Impact of Quality of Family Life on School Burnout in South Punjab, Pakistan: Mediating Role of Academic Emotions

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Abstract

Education is vital aspect for every human but no one takes care about behavioral and emotional problems faced by students which leads to school burnout. This study explains the effects of the quality of family life on school burnout mediating role of academic emotions. The highlights the most sensitive issues of school burnout and how it influences the performance of a student. There are 813 students sampled from of southern Punjab, Pakistan. Academic emotions, Maslach burnout and Beach center family quality of life scales utilized in this study. Significant correlation found among variables also significance differences found among the variables on the basis of demographic variables. Furthermore, academic emotions partially mediate the relationship between quality of family life and school burnout.

Keywords: *Academic emotions, Maslach burnout inventory, Beach center family quality of life and students*

Introduction

Education is an essential aspect in one's life but in this race, no one takes care about the low motivation, frustration, low self-esteem, low academic achievement, stress, fatigue and other behavioral and emotional problems a student faces (Robotham, 2006). The maladjustment in the educational years reflects whole life of the burnout student. Such students start feeling exhausted, strain or stress in routine life. It is the first sign of burn out in the students result from perceived overtaxing study load and demands. They show cynicism and lack interest in the academic activities. They lose interest in in the studies and do not consider education a meaningful aspect of their life. They do not show efficacy and feel inadequate as a student. They did not consider themselves as a competent or successful. (Salmela-Aro et al., 2009; Fimian& Cross, 1986; Salmela-Aro&Upadyaya, 2014).

Schools have become arduous places for the pupils where they get innovative tasks to get success. They work hard with an aim of achieving their educational goals set by passing through assignments, projects, presentations, and exams along thus, they have to try their level best to meet the given deadlines (Robotham, 2006; Schaufeli et al., 2002). This extra work leads them to face school burnout. In this regard, the school burnout could be defined as "syndrome of emotional exhaustion that is an outcome of high perceived study demands, the development of a cynical and detached attitude towards one's studies and feelings of inadequacy as an education student" (Salmela-Aro et al., 2009; Schaufeli et al., 2002).

Some researchers (Bakker &Demerouti, 2006; Upadyaya&Salmela-Aro, 2013; Kasen, et al., 1990) have claimed that the association of impaired life quality and mal adjusted attitude

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towards education system. The basic tenet of Demands Resources Model is that study burnout leads students to low engagement in academics, diminished quality of life and higher rates of developing depressive symptoms. The model has also suggested that the multi-dimensional psychological, social, physical or organization demands are the risk factors of developing school burnout in children (Salmela-Aro&Upadyaya, 2014). Demerouti et al., (2001) have highlighted that low leveled resources, self-handicapping, failure-avoidance achievement strategies, absence of constructive feedback, diminished social support and external locus of control are the sources where school burn out starts to aggravate in student's life. Most of the researchers pointed link between these variables with school burnout (Fimian& Cross, 1986; Covington, 2000).

An important root-cause of the school burnout is that the emotional experiences of the student are related to achievement and learning. Emotional experiences involve excitement, laziness, sadness, confidence, anger, boredom, pride and stress. Academic emotion is defined as "appraisals of cognitive and even physical conditions, beyond the typical affective conditions of emotions related to achievement and learning process of student (Bernardo et al., 2009)." School children either become prosperous in their future life or fall in darkness because of academic emotion. Academic emotion is greatly affected, observed and learned by environment in which a child experiences the process of mental development.

Graham et al (2013) in the cognitive model explains this concept through example of STEM interested students. It noticed that student's identity as scientist is influenced by the classroom activities. As a result, the activities affect learning and development of child like a scientist. Positive feedback loop suggests that when students start to learn science, they get confidence. They perceive and identify themselves as scientists. They become motivated and progress in the activities which assist them in understanding science (Graham et al., 2013). The significant emotional components are confidence, education and motivation of the student (Meyer &Turner, 2002)

According to Waschle et al., (2014), there are positive academic emotions as well negative academic emotions. Each type of emotions has virtuous cycle which presents predictable behaviors. One cycle is associated with positive emotions and higher self-efficacy. Other cycle is associated with negative emotions and procrastination in their attitude. The positive emotions deal with joy, excitements, and happiness whereas negative emotions involve guilt, sadness or disappointment. These types of cycles not only affect students how they feel but also impact motivation and strategies to prosper (Pekrun et al., 2002).

Familial life is the essential component of the society. It helps children grow and develop in the society. Children are influenced by the society and peers. But family leaves an everlasting impression and reflect on them. (Morris et al., 2015). This reflection is illustrated in the cultural, social, and moral aspects. The quality of family life incorporates into the right and balanced relationship between children and parents. How parents communicate, support and interact with students greatly influences physical as well as mental growth of children. (Wit et al., 2018). This fosters healthy character, moral, psychological training, identification of child's growth, talents, skills and familiarizing with the rules and norms of society from perception of parents (Kimble, 2014). According to Parsons socialization plays a major role in development in the personality of a child. (Eazazi, 1997).

The family members assist children to develop their speech skills and also the basic traits of

personal development (Grazyna et al., 2004; Leto, et al., 2018). Various studies (Luo, et al., 2020; Shin, et al., 2012) have explored the impact of family environment on the educational burnout of school going children. For example, it was observed that the styles of parental up bringingsignificant factors which influence the academic burnout of children (Luo, et al, 2020). Children get more competence when they receive positive parenting styles. As a result, they have less academic burnout. In their study, Shin et al (2012), have found at that negative parental style (e.g, rejection, scolding, punishment led the students to face more burnout situations. The higher levels of parents' associates result in the higher levels of academic burnout.

Burnout among students in school environment is described in detail (Maslash&Schaufeli, 2001). The study has explored the effects of the quality of family life on school burnout as explained in some theoretical models. The study holds major significance as it as a new step towards dealing with the core issue faced by students. It also has highlights one of the most sensitive issues of school burnout and how it influences the performance of a student. Moreover, it has also described some other factors which are greatly associated with school burnout directly or indirectly. First and foremost, the focus of the study is that the association of a child with his/her parents significantly affects academic efficiency. Academic emotions of the students broadly influence the perception of students and resultantly school burnouts. It presents various practical and theoretical implications regarding school burnout and how its adverse effect can be shunned. The study findings are beneficial for policymakers.

Methodology

Participants

A cross-sectional study was conducted on 813 junior school students sampled from of southern Punjab, Pakistan. Gender, family system, monthly family income was also measured for all the students in sample.

Measurements

Academic Emotions Questionnaire

Academic emotions Questionnaire (AEQ) is consisted of 24 items that are organized in three sections assessing class-related, learning-related, and test-related emotions (Pekrun et al. (2011), Each of these scales contains items measuring the affective, cognitive, motivational, and physiological components of the respective emotion. 5-point Likert scale (1 = completely disagree, 5=completely agree) is used to record item responses in this questionnaire. These academic emotions scale divided in two sub scales named as negative emotions and positive emotions.

The Maslach Burnout Inventory

The Maslach Burnout Inventory–Student Survey developed by (Schaufeli, et al., 2002). This Questionnaire includes three subscales. Exhaustion was measured with 5 items. Cynicism was measured with 4 items and Academic efficacy was measured with 6 items. All items were scored on a 7-point frequency rating scale ranging from 0: Never to 6: Always high scores on emotional exhaustion, cynicism and low score on academic are indicative of burnout. (Academic Efficacy items are reverse scored)

Beach Center Quality of Family Life Scale

This scale has 25 items that are measured through 5-point Likert scale. The sub-scales focus on family interaction (that has 6 items), parenting (6 items), emotional well-being (4 items), physical/material well-being, (5 items), and finally disability-related support (4 items)

Proposed Research Model

On the basis of evidence provided above following model has been developed. The dependent variable is school burnout and independent variable is quality of family life and academic emotions used as mediating variables in this proposed research model which are shown as Figure I.

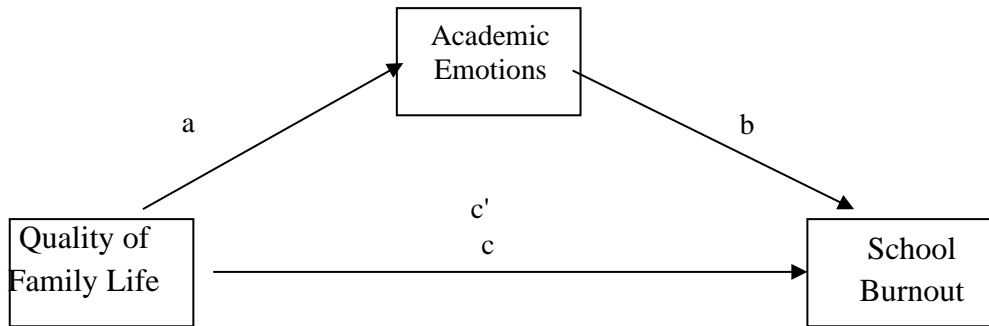


Figure: I.

Data Analysis

Statistics package for social sciences (SPSS)-21 version was used to analyze data. Descriptive statistics, Pearson's correlation, mediation analyses (by Preacher and Hayes (2008), t-test and ANOVA were conducted to analyze the data. All statistical tests were performed at .05 level of significant

Results

Table 2. Correlations Analysis for Quality of Family Life, Negative Emotions, Positive Emotions and School Burnout.

	Mean ±SD	1	2	3	4
Quality of Family Life	3.782±.37	1			
Negative Emotions	2.435±.35	0.267**	1		
Positive Emotions	2.610±.47	0.269**	0.987**	1	
School Burnout	4.566±.33	-0.639**	-0.668**	-0.657**	1

Table 2 describes the matrix of correlation coefficient between family quality of life, negative emotions, positive emotions and school burnout of Pakistani middle school students. The results show that quality of family life has positive correlation with negative emotions and positive emotions (academic emotions) while negative correlation with school burnout. Similarly negative emotions have positive correlation with positive emotions while negative correlation with school burnout. Furthermore, positive emotions have negative correlation with school burnout.

Table 3. Mediation Analysis, Using Academic Emotions (Negative Emotions and Positive

Emotions) as Mediators, Quality of Family Life as Predictor and School Burnout as an Outcome.

Mediator	Path Coefficients				a * b (95% CI)	R ²
	a	b	c	c'		
Negative Emotions	.257***	-.496***	-.570***	-.442***	-.127 (-.160, -.094)	.674
Positive Emotions	.343***	-.366***	-.570***	-.444***	-.126 (-.158, -.098)	.661

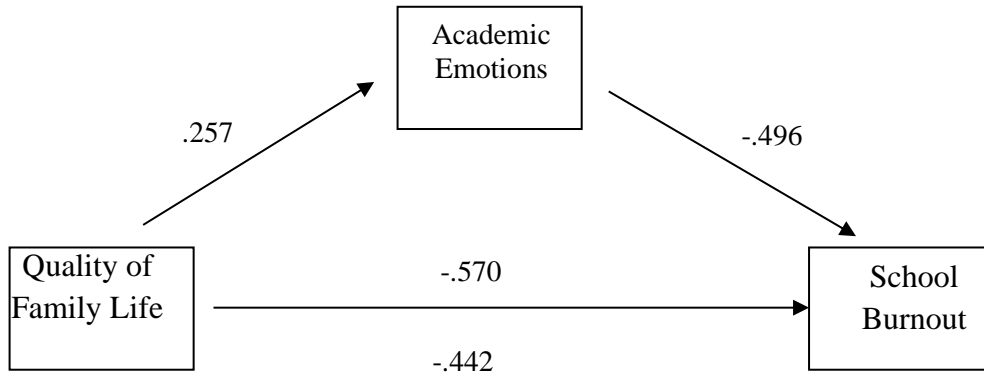


Figure: II.

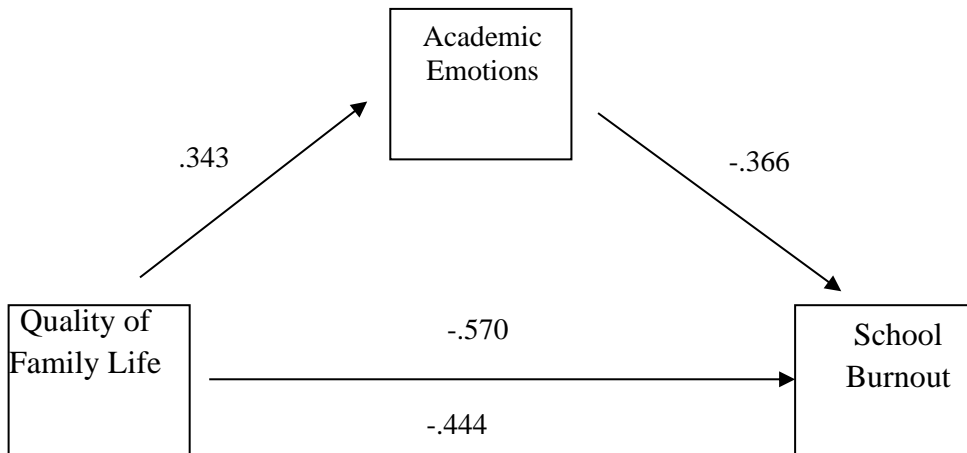


Figure: III.

Table 3, figure II and III shows the results of mediation analysis with academic emotions (negative emotions, positive emotions) as the mediator variables, quality of family life as independent variable and school burnout as an outcome variable and. As the values of a, b, c and c' are significant so we conclude that negative emotions and positive emotions are partially mediates the relationship between quality of family life and school burnout.

To evaluate the effect size of the mediating pathway, the proportion we calculated of the total effect of the independent variable on the dependent variable by academic emotions (negative emotions and positive emotions) using the formula $(a \times b)/c$. The proportions of academic emotions (negative emotions and positive emotions) mediation were 12.7% for negative emotions and 12.6% for positive emotions.

Table 4. The Comparison of Family Quality, Academic Emotions and School Burn out

between boys and Girls.

Variable	M ± SD		t	p	95% Confidence Interval	
	Boys(n=426)	Girls(n=387)			LL	UL
QFL	3.761±.37	3.806±.37	-1.759	.040	-0.096	0.005
NE	2.404±.35	2.468±.35	-2.567	.005	-0.112	-0.015
PE	2.581±.47	2.641±.47	-1.796	.037	-0.124	-0.005
SB	4.607±.32	4.521±.33	3.759	.000	0.041	0.131

Notes: QFL: Quality of Family Life; NE: Negative Emotions; PE: Positive Emotions; SB: School Burnout.

Table 4 represent results for comparison of family quality, negative emotions, positive emotions, and school burnout for Pakistani boys and girls. From the results we conclude that girls were significantly higher than boys in family quality, negative emotions, positive emotions while significantly lower than boys in school burnout.

Table 5. The Comparison of Family Quality, Academic Emotions and School Burnout between Pakistani Students Belongs to Nuclear Family System and Joint Family System.

Variable	M ± SD		t	p	95% Confidence Interval	
	Nuclear Family (n=353)	Joint Family (n=460)			LL	UL
QFL	3.841±.36	3.737±.37	4.051	.000	.054	.155
NE	2.456±.35	2.419±.36	1.500	.067	-.017	.140
PE	2.634±.46	2.590±.47	1.308	.096	-.031	.133
SB	4.521±.33	4.600±.32	-3.422	.001	-.125	-.034

Notes: QFL: Quality of Family Life; NE: Negative Emotions; PE: Positive Emotions; SB: School Burnout.

Table 5 represent results for comparison of family quality, negative emotions, positive emotions and burnout between students belongs to nuclear family system and joint family system. From the results we conclude that the level of quality of family life is significantly higher in the students of nuclear family system than that of students belongs to joint family system similarly the level of school burnout is significantly higher in the students belongs joint family system than that of nuclear family system. Furthermore, no significant differences were found in the levels of negative emotions and positive emotions.

Table 6: Comparison Forquality of Family Life, Negative Emotions, Positive Emotions and School Burnout among Different Monthly Family Income Levels.

Variable	M ± SD				F	P
	≤ 20000 (n=245)	20000-50000 (n=350)	50000-100000 (n=132)	≥100000 (n=86)		
QFL	3.732±.36	3.806±.37	3.735±.37	3.902±.36	5.855	<.001
NE	2.407±.35	2.424±.36	2.423±.35	2.580±.32	5.574	<.001
PE	2.569±.47	2.599±.47	2.593±.48	2.794±.42	5.234	<.001
SB	4.600±.31	4.572±.31	4.560±.32	4.397±.32	9.126	<.000

Notes: QFL: Quality of Family Life; NE: Negative Emotions; PE: Positive Emotions; SB: School Burnout.

Table 7: Post-Hoc Analysis for quality of Family Life, Negative Emotions, Positive Emotions and school Burnout among Different Monthly Family Income Levels.

Variable	≤20000 vs. 20000-50000		≤20000 vs. 20000-50000-100000		20000-50000 vs. 50000-100000		95% Confidence Interval	
	20000-50000	50000-100000	≤20000 vs. ≥100000	50000-100000	20000-50000 vs. ≥100000	50000-100000 vs. ≥100000	L.L	L.L
	QFL	<.016	.957	<.000	.057	<.028	<.001	3.757
NE	.675	<.000	.562	.976	<.000	<.001	2.401	2.460
PE	.445	.633	<.000	.906	<.001	<.002	2.577	2.642
SB	.286	.887	<.000	.472	<.000	<.000	4.543	4.588

Notes: QFL: Quality of Family Life; NE: Negative Emotions; PE: Positive Emotions; SB: School Burnout.

Table 6 and 7 presents a comparison of quality of family life, negative emotions, positive emotions and school burnout among different monthly family income levels of the students. We conclude that quality of family life, negative emotions, positive emotions and school burnout were significantly different among different monthly family income levels of the students. The maximum difference in quality of life is found between ≤20000 vs. ≥100000 income level. Similarly, the maximum difference in negative emotions was found between ≤20000 vs. 50000-100000 and 20000-50000 vs. ≥100000 income levels. Furthermore, maximum difference in positive emotions was found between ≤20000 vs. ≥100000 income level. Also, for school burnout the maximum difference found between ≤20000 vs. ≥100000, 20000-50000 vs. ≥100000 and 50000-100000 vs. ≥100000.

Discussions

This portion argues the main results and whole investigation which have been done above. In this research study effects of family environmental quality and academic emotion on teenagers' school burnout was analyzed. The research study is comparative and analytical in nature. The study concluded that there occurs a strong impact of quality of family life and academic emotions have strong impact on student's school burnout. The main problem is how to manage the stress or what to do when feeling overwhelmed. As a result, high stress builds up larger issues and even leads called as school burnout. During burnout student feels overwhelmed and lack of control which will cause lack of confidence and less motivation in accomplishing tasks. This school burnout negatively impacts the grades, wellbeing and health Madigan, D. J., & Curran, T. (2020). This maladjustment in the educational years reflects whole life of the burnout student. These burn out students start to feel exhausted, strain or stress on little things.

This is the first sign of burnout in the students result from perceived overtaxing study load and demands. These students also show cynicism and did not show interest in academics related activities (Virtanen, T. E., et al., 2021). They lose interest in the study and did not consider education a meaningful aspect of their life. They did not show study efficacy and feel inadequate towards being a student. Many researchers postulate that the association of impaired life quality and maladjusted attitude toward educational system.

The research study has incorporated academic emotions as a mediator which taking quality of family life as a predictor and school burnout as an outcome and they all were found to be significantly affecting the relationship. This part focused the understanding of information

results and analyzing the principal research questions. The inspiration behind the examination was to examine the degree of school burnout among center school student. In this study it has proved that positive academic emotions and negative emotions partially mediates the relationship between quality of family life and school burnout. Different studies previously published have also confirmed that family quality and academic emotions are strongly associated with the students' performance in any organization (Bibi, S. et al., 2019). A large number studies assume that school is only factor of stress that cause school burnout. A large number of debates that whether school is important factor for student burnout or some other factors are also responsible for student school burnout especially in middle school students (Parrelo, S. et al., 2019). Middle school students have responsibilities between balancing large workload, grades, exams and extra co-curricular activities. Too, energy inquire about expecting to explore on the off chance that certain school related factors may have a few effects on the advancement of school burnout in school. The center reason of the think about was to discover out the variables that emphatically or adversely impactthe school burnout and how the so that unfavorable impact of school burnout can be decreased. The primary investigate address was proposed to analyze the common degree of school burnout among center school student.

The subsequent inquiry was presented to decide school burnout levels among student of various sex, evaluation, and profile subject. The purpose of current study aimed to analyze the association between school burnout and academic development of middle school students (Salmela-Aroet al., 2008; 2009). Moreover, the study intended to check the association between various behavioral and socio-economic factors while involvement with school burnout. The study also analyzed is an association between quality of family life and school burnout. Furthermore, the study assumed that there is an association between school burnout, quality of family life and mediation effects of academic emotions. The study hypothesized that there is a strong negative association between school burnout and quality of family life, and positive association among academic emotions (Bibi, S. et al., 2019).

It supports the hypothesis of the study that school burnout is associated with the academic development of the child. Reliable with earlier research among European student (Salmela-Aroet al., 2008; 2009). We use burnout as the dependent variable; quality of family life taken as independent variable and academic emotions was taken as mediators in the study.

Conclusion

From the results we have concluded that significant correlation found among quality of family life, negative emotions, positive emotions and school burnout. Academic emotion (negative emotions and positive emotions) partially mediates the relationship between quality of family life and school burnout. Significant gender differences were found in the levels of quality of family life, academic emotions and school burnout. It has also concluded that students belong to nuclear family system showed higher level of quality of family life while students belong to joint family system showed higher level of school burnout. There were also significant differences found in the levels of quality of family life, academic emotions and school burnout among different monthly family income levels of the students.

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