



Examination of the Relationship Between the Level of School Burnout Among Secondary School Students and Parental Attitude

Ortaokul Öğrencilerinin Okul Tükenmişlik Düzeyi ile Anne-Baba Tutumu Arasındaki İlişkinin İncelenmesi

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EXAMINATION OF THE RELATIONSHIP BETWEEN THE LEVEL OF SCHOOL BURNOUT AMONG SECONDARY SCHOOL STUDENTS AND PARENTAL ATTITUDE

ABSTRACT:

Aim: The aim of this methodological study was to determine the relationship between the level of school burnout among secondary school students and parental attitudes.

Design and Methods: The research was carried out between 1 December 2019-1 March 2020 in 21 basic education institutions in Sultangazi District affiliated to Istanbul Provincial Directorate of National Education. The sample of the study consisted of 1047 secondary school students who volunteered to participate in the study. The research data was collected by using “Descriptive Information Form”, “Elementary School Student Burnout Scale” and “Parental Attitude Scale”.

Results: In this study, the reliability of school burnout scale measured with Cronbach's Alpha was found to be 0.912 and the reliability of the parental attitude scale assessed by Cronbach's Alpha was 0.844. The mean score of “overall school burnout” for the students in the sample group was found to be 56.318 ± 15.201 . Students' Parental Attitude Scale "Acceptance-Interest" sub-dimension mean score was determined as 28.189 ± 4.940 , while “Autonomy” sub-dimension mean score was 22.543 ± 5.181 , and “Supervision” sub-dimension mean score was 22.331 ± 4.386 . A significant relationship was found between “Parental Attitude Scale”, sub-dimensions of Acceptance-Interest and Autonomy and “School Burnout Scale” and its all sub-dimensions; “Parental Attitude Scale” sub-dimension of Supervision and “School Burnout Scale” and sub-dimension of Interest in School ($p < 0.05$).

Conclusion: It was determined that the democratic attitudes of mothers and fathers towards their children, such as acceptance-interest and autonomy, play a major role in reducing school burnout. In light of these results, it is recommended that parents demonstrate a supervisory attitude towards their children accordingly, and that parents use the attitudes of acceptance-interest and autonomy more to increase student success at school.

Keywords: *Parental Attitude, School, School Burnout, Student.*



ORTAOKUL ÖĞRENCİLERİNİN OKUL TÜKENMİŞLİK DÜZEYİ İLE ANNE-BABA TUTUMU ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ÖZ:

Amaç: Bu çalışma, ortaokul öğrencilerinin okul tükenmişlik düzeyi ile anne baba tutumu arasındaki ilişkinin belirlenmesi amacıyla planlanan metodolojik bir çalışmadır.

Gereç ve Yöntem: Araştırma; İstanbul İl Millî Eğitim Müdürlüğü bünyesinde yer alan Sultangazi İlçesi'nde bulunan 21 temel eğitim kurumunda gerçekleştirildi. **Araştırmanın evrenini;** Sultangazi İlçe Millî Eğitim Müdürlüğü'ne bağlı 21 Resmi Okulda okuyan 26.849 ortaokul öğrencisi, **örneklemi** ise araştırmaya katılmaya gönüllü 1047 ortaokul öğrencisi oluşturdu. Araştırmanın verileri "Tanıtıcı Bilgiler Formu", "İlköğretim II. Kademe Öğrencileri İçin Okul Tükenmişliği Ölçeği" ve "Anne-Baba Tutumu Ölçeği" kullanılarak toplandı.

Bulgular: Bu araştırmada okul tükenmişliği ölçeğinin güvenilirliği Cronbach's Alpha= 0,912 olarak, anne baba tutumu ölçeğinin güvenilirliği Cronbach's Alpha= 0,844 bulundu. Örneklem grubundaki öğrencilerin "okul tükenmişliği toplam" puan ortalaması $56,318 \pm 15,201$ bulundu. Öğrencilerin Anne Baba Tutumu Ölçeği "Kabul İlgisi" Alt Boyut puan ortalaması $28,189 \pm 4,940$, "Özerklik" alt boyut puan ortalamasının $22,543 \pm 5,181$, "Denetleme" alt boyut puan ortalaması $22,331 \pm 4,386$ saptandı.

Sonuç: Anne ve babaların çocuklarına yönelik kabul-ilgi ve özerklik gibi demokratik tutumlar sergilemelerinin okul tükenmişliğini azaltmada büyük role sahip olduğu belirlendi. Bu sonuçlar ışığında; Anne ve babaların denetleyici tutumu çocuklarına karşı yerine göre sergilemeleri ve öğrencilerin ders başarılarının artması için anne babaların kabul-ilgi ve özerklik tutumlarını daha çok kullanmaları önerilmektedir.

Anahtar Kelimeler: Anne-Baba Tutumu, Okul, Okul Tükenmişliği, Öğrenci.



INTRODUCTION

School is an important institution that affects the lives of students. Therefore, it is very important for students to be successful in their lessons, both for themselves and their families (Kaynak, Özhan and Kan, 2017). Parental attitude is highly effective in the academic success of the student during the school year. Families can put pressure on their children or support them to succeed (Kapıkıran, 2016).

School burnout is defined as burnout syndrome in which the “high” expectations of administrators and teachers at school and families affect students. School burnout leads to a number of negative consequences such as absence from classes, lack of motivation in school, school dropout, and being unhappy at school (Aypay, 2011).

Every individual finds themselves in the family environment at birth (Özel, 2016). The first place they enter a different social environment after the family is the school environment. In this respect, the decisions that the children will make about their academic life at school will greatly affect their whole life (Ereş, 2009).

Burnout is a common term used to express the decrease in mental and physical energy that manifests itself after a chronic work-related stress process. Burnout is an attitudinal and emotional reaction that depends on individual experiences (Tümkeya, 2000), a result of personal and environmental factors (Ülbeği, 2017). School burnout is the cynical and negligent attitude of the student towards school and the feeling of inadequacy, and it is necessary to identify the variables that trigger school burnout which is a result of emotional and behavioural problems such as depression and stress (Çam, Deniz and Kurnaz, 2014).

This study was carried out to determine the relationship between the school burnout among secondary school students in Sultangazi district of Istanbul and parental attitudes.

MATERIALS AND METHOD

Design and Sample

This study is a methodological study aimed to determine the relationship between the level of school burnout among secondary school students studying at basic education institutions and parental attitudes. The population of the study consisted of 26.849 secondary school students studying at 21 Public Schools affiliated to Sultangazi District Directorate of National Education, and the sample was composed of 1047 secondary school students who volunteered to participate in the study. The research was carried out between 1 December 2019-1 March 2020.

Data Collection Tools

The research data was collected by using “Descriptive Information Form”, “Elementary School Student Burnout Scale” and “Parental Attitude Scale”.

Statistical Data Analysis

The data obtained in the study were analysed using SPSS (Statistical Package for Social Sciences) for Windows 22.0. Number, percentage, mean and standard

deviation were used as descriptive statistical methods in the evaluation of the data. Normal distribution test was used for research variables.

Study Limitations

The study was limited to 5th, 6th, 7th and 8th grade students studying at secondary schools which are among the basic education institutions within the borders of Sultangazi District Directorate of National Education, and who volunteered to participate in the study. The data obtained were based on personal information.

Ethical Considerations

In order to carry out the research, necessary permissions were obtained from the Istanbul Provincial Directorate of National Education with the approval of the ethics committee (date: 25/09/2019, no: 10840098-604.01.01-E.53519).

FINDINGS

It was determined that 42.8% of the students participating in the study were 8th grade students, 53% were male, 44.4% aged 13 years and over, 46.2% had 2-3 siblings, and 57.5% had moderate economic status (Table 1).

Table 1. Distribution of Descriptive Characteristics of Students | (N=1047)

Descriptive Characteristics	Group	Frequency (n)	Percentage (%)
Grade	5	114	10.9
	6	180	17.2
	7	305	29.1
	8	448	42.8
Gender	Male	555	53.0
	Female	492	47.0
Age	10 and below	74	7.1
	11	169	16.1
	12	339	32.4
	13 and over	465	44.4
Number of Siblings	Only child	74	7.1
	1	223	21.3
	2-3	484	46.2
	4-5	196	18.7
	5 and more	70	6.7
Economic status	Good	378	36.1
	Moderate	602	57.5
	Poor	67	6.4
Age of Mother	35 and below	368	35.1
	36-44	575	54.9
	45 and over	104	9.9
Age of Father	35 and below	104	9.9
	36-44	676	64.6
	45 and over	267	25.5

Education Level of Mother	Illiterate	163	15.6
	Literate	83	7.9
	Primary School	394	37.6
	Secondary School	282	26.9
	High School	100	9.6
	Higher education	25	2.4
Education Level of Father	Illiterate	45	4.3
	Literate	88	8.4
	Primary School	315	30.1
	Secondary School	376	35.9
	High School	169	16.1
	Higher education	54	5.2
Father's Occupation	Private Sector	266	25.4
	Public Sector	49	4.7
	Self-employed	357	34.1
	Other	375	35.8
Mother's Occupation	Private Sector	66	6.3
	Public Sector	18	1.7
	Self-employed	170	16.2
	Other (housewife,...)	793	75.7

The overall mean score of "School Burnout Scale" for the students in the sample group was found to be 56.318 ± 15.20 , while Parental Attitude Scale "Acceptance-Interest" sub-dimension mean score was 28.189 ± 4.940 , "Autonomy" sub-dimension mean score was 22.543 ± 5.181 , and "Supervision" sub-dimension mean score was 22.331 ± 4.386 .

In the correlation analysis between the "School Burnout Scale" and the "Parental Attitude Scale" and its sub-dimensions, a statistically significant relationship (except for the sub-dimensions of autonomy and acceptance-interest, supervision and burnout due to family and autonomy) was found ($p < 0.05$) (Table 2).

A negative correlation was found between Parental Attitude Scale Acceptance-Interest sub-dimension mean scores and burnout due to school activities ($r = -0.32$, $p = 0.000 < 0.05$), burnout due to family ($r = -0.214$, $p = 0.000 < 0.05$), inadequacy in school ($r = -0.25$, $p = 0.000 < 0.05$), loss of interest in school ($r = -0.271$, $p = 0.000 < 0.05$) and the overall school burnout scores ($r = -0.344$, $p = 0.000 < 0.05$) (Table 2).

There was a negative correlation between Parental Attitude Scale Autonomy sub-dimension and burnout due to school activities ($r = -0.143$, $p = 0.000 < 0.05$) and burnout due to family ($r = -0.387$, $p = 0.000 < 0.05$); between inadequacy in school ($r = -0.229$, $p = 0.000 < 0.05$), loss of interest in school ($r = -0.081$, $p = 0.009 < 0.05$) and overall mean scores of school burnout ($r = -0.247$, $p = 0.000 < 0.05$) (Table 2).

A negative correlation was found between supervision and burnout due to school activities ($r = -0.09$, $p = 0.004 < 0.05$), inadequacy in school ($r = -0.077$, $p = 0.013 < 0.05$), loss of interest in school ($r = -0.105$, $p = 0.001 < 0.05$), and overall scores of school burnout scale ($r = -0.105$, $p = 0.001 < 0.05$) (Table 2).

Table 2. Correlation Analysis Between School Burnout Scale and Parental Attitude Scale (N=1047)

Sub-dimensions		Burnout Due to School Activities	Burnout Due to Family	Inadequacy in School	Loss of Interest in School	Overall School Burnout	Acceptance-Interest	Autonomy	Supervision
Burnout Due to School Activities	r	1.000							
	p	0.000							
Burnout Due to Family	r	0.485**	1.000						
	p	0.000	0.000						
Inadequacy in School	r	0.487**	0.504**	1.000					
	p	0.000	0.000	0.000					
Loss of Interest in School	r	0.675**	0.298**	0.336**	1.000				
	p	0.000	0.000	0.000	0.000				
Overall School Burnout	r	0.925**	0.702**	0.681**	0.745**	1.000			
	p	0.000	0.000	0.000	0.000	0.000			
Acceptance-Interest	r	-0.320**	-0.214**	-0.250**	-0.271**	-0.344**	1.000		
	p	0.000	0.000	0.000	0.000	0.000	0.000		
Autonomy	r	-0.143**	-0.387**	-0.229**	-0.081**	-0.247**	0.001	1.000	
	p	0.000	0.000	0.000	0.009	0.000	0.969	0.000	
Supervision	r	-0.090**	-0.060	-0.077*	-0.105**	-0.105**	0.154**	-0.032	1.000
	p	0.004	0.051	0.013	0.001	0.001	0.000	0.301	0.000

On the other hand, according to the results of the regression analysis between School Burnout Scale and the Parental Attitude Scale, no statistical relationship was found between Burnout due to School Activities, Burnout due to Family, Inadequacy in School sub-dimension scores and the Parental Attitude Supervision sub-dimension ($p > 0.05$), (Table 3).

Table 3. Regression Analysis Between School Burnout Scale and Parental Attitude Scale (N=1047)

Dependent Variable	Independent Variable	B	t	p	F	Model (p)	R ²
Burnout Due to School Activities	Constant	47.035	23.438	0.000	49.602	0.000	0.122
	Acceptance-Interest	-0.517	-10.669	0.000			
	Autonomy	-0.227	-4.967	0.000			
	Supervision	-0.087	-1.583	0.114			
Burnout Due to Family	Constant	24.326	25.359	0.000	85.194	0.000	0.195
	Acceptance-Interest	-0.171	-7.381	0.000			
	Autonomy	-0.305	-13.968	0.000			
	Supervision	-0.038	-1.449	0.148			
Inadequacy in School	Constant	17.440	22.597	0.000	46.018	0.000	0.114
	Acceptance-Interest	-0.153	-8.221	0.000			
	Autonomy	-0.139	-7.914	0.000			
	Supervision	-0.034	-1.604	0.109			
Loss of Interest in School	Constant	17.683	19.867	0.000	32.013	0.000	0.082
	Acceptance-Interest	-0.187	-8.674	0.000			
	Autonomy	-0.057	-2.801	0.005			
	Supervision	-0.055	-2.266	0.024			
Overall School Burnout	Constant	106.484	29.520	0.000	77.695	0.000	0.180
	Acceptance-Interest	-1.028	-11.797	0.000			
	Autonomy	-0.728	-8.863	0.000			
	Supervision	-0.213	-2.169	0.030			

There was a significant relationship ($p < 0.05$) between the class, gender, age, economic status, number of siblings, age of parents and education level of parents of the students participating in the study, and School Burnout Scale overall and sub-dimension scores (Table 4).

Overall scores of Burnout due to School Activities, Burnout due to Family, Inadequacy in School, Loss of Interest in School and School Burnout Scale of **8th grade students aged 13 years and over** in the sample group were found to be significantly higher than the other groups (Table 4).

Male students' Burnout due to School Activities, Burnout due to Family, Loss of Interest in School and Overall Scores of School Burnout Scale were found to be higher than the other groups (Table 4).

Students with poor economic status had higher Burnout due to Family and Inadequacy in School sub-dimension scores than the other groups (Table 4).

Students with 4 or more siblings, whose mother and father aged 45 years and over, whose mother's education level was primary school and whose father was illiterate had higher Inadequacy in School sub-dimension scores (Table 4).

Table 4. School Burnout Scores According to Descriptive Characteristics (N=1047)

Descriptive Characteristics	n	Burnout Due to School Activities	Burnout Due to Family	Inadequacy in School	Loss of Interest in School	Overall School Burnout	
		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	
Gender	Male	555	27.160±8.411	12.119±4.088	9.205±3.062	10.460±3.642	58.944±15.509
	Female	492	23.409±7.416	11.390±4.036	9.254±3.206	9.303±3.328	53.356±14.292
	F=		7.613	2.896	-0.251	5.340	6.037
	p=		0.000	0.004	0.802	0.000	0.000
Age	10 and below	74	21.838±8.198	9.946±4.010	7.973±3.101	8.905±3.612	48.662±16.421
	11	169	24.089±8.010	11.077±4.202	9.219±3.195	9.438±3.645	53.823±15.244
	12	339	25.398±8.071	11.714±3.948	9.021±3.180	9.782±3.603	55.915±15.319
	13 and over	465	26.439±8.098	12.368±4.018	9.583±3.014	10.348±3.397	58.738±14.346
	F=		8.834	10.175	6.561	5.574	12.159
	p=		0.000	0.000	0.000	0.001	0.000
PostHoc=		2 > 1.3 > 1.4 > 1.4 > 2 (p<0.05)	2 > 1.3 > 1.4 > 1.4 > 2.4 > 3 (p<0.05)	2 > 1.3 > 1.4 > 1.4 > 3 (p<0.05)	4 > 1.4 > 2.4 > 3 (p<0.05)	2 > 1.3 > 1.4 > 1.4 > 2.4 > 3 (p<0.05)	
Number of Siblings	Only Child	74	24.527±8.004	12.270±3.804	8.419±3.205	9.541±3.786	54.757±15.924
	1	223	25.718±8.249	11.673±3.915	8.794±3.027	10.170±3.462	56.354±14.809
	2-3	484	25.415±8.269	11.804±4.205	9.457±3.186	9.909±3.526	56.585±15.404
	4-5	196	25.536±8.166	11.704±4.182	9.383±3.192	9.913±3.715	56.536±15.540
	5 and more	70	24.788±7.562	11.600±3.724	9.457±2.535	9.557±3.179	55.400±15.457
	F=		0.407	0.360	3.197	0.674	0.306
	p=		0.804	0.837	0.013	0.610	0.874
PostHoc=				3 > 1.4 > 1.5 > 1.3 > 2 (p<0.05)			
Economic Status	Good	378	25.003±7.996	11.389±4.187	8.900±3.157	9.675±3.464	54.966±15.040
	Moderate	602	25.452±8.228	11.837±3.953	9.274±3.042	10.058±3.549	56.621±15.176
	Poor	67	27.134±8.542	13.418±4.182	10.672±3.350	10.000±3.900	61.224±15.395
	F=		1.971	7.289	9.430	1.381	5.146
	p=		0.140	0.001	0.000	0.252	0.006
PostHoc=			3 > 1.3 > 2 (p<0.05)	3 > 1.3 > 2 (p<0.05)		3 > 1.3 > 2 (p<0.05)	

Table 4. School Burnout Scores According to Descriptive Characteristics (continued) (N=1047)

Descriptive Characteristics	n	Burnout Due to School Activities	Burnout Due to Family	Inadequacy in School	Loss of Interest in School	Overall School Burnout
		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Age of Mother	35 and below	368 25.440±8.176	11.799±4.071	9.307±3.086	9.992±3.474	56.538±14.934
	36-44	575 25.332±8.212	11.699±4.047	9.064±3.109	9.870±3.532	55.965±15.208
	45 and over	104 25.606±8.016	12.125±4.292	9.856±3.325	9.904±3.868	57.490±16.150
	F=	0.057	0.488	3.009	0.134	0.502
	p=	0.945	0.614	0.050	0.875	0.605
PostHoc=			3 > 2 (p<0.05)			
Age of Father	35 and below	104 24.423±8.377	11.539±4.176	9.452±3.211	9.933±3.690	55.346±15.676
	36-44	676 25.447±8.316	11.817±4.086	9.036±3.073	9.862±3.471	56.161±15.429
	45 and over	267 25.652±7.716	11.768±4.030	9.629±3.205	10.045±3.674	57.094±14.435
	F=	0.880	0.210	3.760	0.255	0.596
	p=	0.415	0.811	0.024	0.775	0.551
PostHoc=			3 > 2 (p<0.05)			
Education Level of Mother	Illiterate	163 25.601±7.421	11.650±3.988	9.503±3.177	10.135±3.605	56.890±14.428
	Literate	83 25.795±8.501	11.241±3.727	9.518±3.164	10.012±3.452	56.566±15.542
	Primary School	394 25.272±8.269	12.137±4.114	9.546±3.119	9.797±3.366	56.751±15.402
	Secondary School	282 25.688±8.424	11.816±4.071	8.979±3.207	9.812±3.660	56.294±15.462
	High School	100 24.350±7.860	11.060±4.230	8.310±2.596	9.980±3.887	53.700±14.780
	Higher Education	25 25.640±8.967	11.120±4.362	7.960±2.908	10.960±3.494	55.680±14.854
	F=	0.481	1.691	4.170	0.714	0.716
p=	0.790	0.134	0.001	0.613	0.612	
PostHoc=			3 > 4, 1 > 5, 2 > 5, 3 > 5, 1 > 6, 2 > 6, 3 > 6 (p<0.05)			
Education Level of Father	Illiterate	45 26.178±8.275	11.889±4.648	9.711±3.684	9.800±3.992	57.578±16.410
	Literate	88 26.284±8.241	11.500±3.836	9.625±2.995	10.330±3.539	57.739±15.165
	Primary School	315 25.248±7.890	12.003±3.736	9.435±3.008	9.937±3.465	56.622±14.159
	Secondary School	376 25.497±8.264	11.817±4.211	9.162±3.147	9.758±3.491	56.234±15.707
	High School	169 25.325±8.417	11.568±4.154	9.118±3.249	10.012±3.541	56.024±15.536
	Higher Education	54 23.704±8.268	11.185±4.723	7.778±2.675	10.019±4.054	52.685±15.551
	F=	0.787	0.604	3.202	0.434	0.872
p=	0.559	0.697	0.007	0.825	0.499	
PostHoc=			1 > 6, 2 > 6, 3 > 6, 4 > 6, 5 > 6 (p<0.05)			
Father's Occupation	Private Sector	266 25.447±7.937	11.786±4.073	9.049±3.133	10.015±3.407	56.297±15.059
	Public Sector	49 25.204±7.580	11.674±4.337	9.000±2.761	9.898±3.393	55.776±14.526
	Self-employed	357 25.686±8.254	11.986±4.118	9.434±3.183	9.908±3.495	57.014±15.099
	Other	375 25.112±8.353	11.584±4.014	9.189±3.120	9.856±3.712	55.741±15.513
	F=	0.313	0.603	0.913	0.106	0.450
p=	0.816	0.613	0.434	0.957	0.718	
Mother's Occupation	Private Sector	66 26.682±8.317	11.727±4.306	9.409±3.093	10.000±3.608	57.818±15.653
	Public Sector	18 23.722±8.930	10.611±4.175	8.278±2.218	10.056±4.022	52.667±15.741
	Self-employed	170 25.829±8.496	12.235±4.395	9.235±3.215	9.994±3.465	57.294±15.870
	Other (housewife,...)	793 25.236±8.072	11.709±3.983	9.233±3.132	9.889±3.550	56.067±15.008
	F=	1.057	1.285	0.627	0.064	0.866
p=	0.366	0.278	0.597	0.979	0.458	

A statistically significant relationship was found between Parental Attitude Scale Acceptance-Interest sub-dimension and gender, number of siblings, economic status, age of mother, and education level of parents (p<0.05). The scores of females, those with only one sibling, those with good economic status, those whose mother aged 35 years and below, and those whose parents were higher education

graduates were found to be significantly higher than the other groups. The difference between Parental Attitude Scale Autonomy sub-dimension and class, gender, age, economic status and education level of mother was found to be statistically significant ($p < 0.05$). The scores of 5th grade students, females, those aged 10 years and below, those with good economic status, and those whose mothers were higher education graduates were significantly higher than the other groups. A statistically significant relationship was found between Parental Attitude Scale Supervision sub-dimension and class, gender and age variables ($p < 0.05$). The scores of 8th grade students, males, and those aged 13 years and over were found to be significantly higher than the other groups (Table 5).

Table 5. Comparison of Parental Attitude Scores and Descriptive Characteristics (N=1047)

Descriptive Characteristics		n	Acceptance-Interest	Autonomy	Supervision
Gender	Male	555	27.829±5.115	22.186±5.221	22.595±4.540
	Female	492	28.596±4.707	22.945±5.111	22.035±4.191
	t=		-2.513	-2.373	2.065
	p=		0.012	0.018	0.038
Age	10 and below	74	28.068±5.461	23.595±6.215	21.757±4.658
	11	169	28.136±4.451	23.189±4.679	21.580±3.908
	12	339	28.112±5.134	22.917±5.102	22.041±4.156
	13 and over	465	28.284±4.892	21.867±5.164	22.908±4.603
	F=		0.106	5.185	5.310
	p=		0.957	0.001	0.001
	PostHoc=			1 > 4, 2 > 4, 3 > 4 ($p < 0.05$)	4 > 1, 4 > 2, 4 > 3 ($p < 0.05$)
Number of Siblings	Only Child	74	27.960±5.388	23.649±4.501	21.973±4.554
	1	223	28.897±4.482	22.709±5.293	22.224±4.367
	2-3	484	28.300±4.872	22.419±5.319	22.345±4.450
	4-5	196	27.571±5.353	22.505±5.220	22.337±4.210
	5 and more	70	27.143±4.849	21.800±4.275	22.943±4.373
	F=		2.815	1.332	0.497
	p=		0.024	0.256	0.738
PostHoc=		2 > 4, 2 > 5 ($p < 0.05$)			
Economic Status	Good	378	28.730±4.600	23.265±5.355	22.214±4.259
	Moderate	602	28.098±4.930	22.191±5.015	22.500±4.472
	Poor	67	25.955±6.146	21.627±5.265	21.478±4.255
	F=		9.367	6.162	1.852
	p=		0.000	0.002	0.157
PostHoc=		1 > 2, 1 > 3, 2 > 3 ($p < 0.05$)		1 > 2, 1 > 3 ($p < 0.05$)	

Age of Mother	35 and below	368	28.337±4.906	22.380±5.050	22.171±4.482
	36-44	575	28.322±4.894	22.630±5.296	22.395±4.389
	45 and over	104	26.933±5.179	22.635±5.028	22.548±4.034
	F=		3.755	0.277	0.432
	p=		0.024	0.758	0.649
	PostHoc=		1 > 3. 2 > 3 (p<0.05)		

Table 5. Comparison of Parental Attitude Scores and Descriptive Characteristics (continued) (N=1047)

Descriptive Characteristics	n	Acceptance-Interest	Autonomy	Supervision	
Age of Father	35 and below	104	28.221±5.626	22.712±5.338	21.673±4.593
	36-44	676	28.337±4.861	22.399±5.196	22.300±4.558
	45 and over	267	27.802±4.852	22.839±5.087	22.667±3.805
	F=		1.128	0.750	1.972
	p=		0.324	0.473	0.140
Education Level of Mother	Illiterate	163	27.025±5.314	21.994±5.178	22.043±4.444
	Literate	83	27.253±5.795	22.446±4.934	22.181±4.423
	Primary School	394	28.203±4.604	22.213±5.019	22.470±4.394
	Secondary School	282	28.536±4.868	22.794±5.467	22.270±4.334
	High School	100	29.330±4.533	23.790±4.983	22.530±4.377
	Higher Education	25	30.200±5.066	23.800±5.323	22.440±4.700
	F=		4.661	2.291	0.293
	p=		0.000	0.044	0.917
PostHoc=		3 > 1. 4 > 1. 5 > 1. 6 > 1. 4 > 2. 5 > 2. 6 > 2. 5 > 3. 6 > 3 (p<0.05)		5 > 1. 5 > 3 (p<0.05)	
Education Level of Father	Illiterate	45	26.533±5.459	22.089±5.443	23.511±5.611
	Literate	88	26.943±5.637	22.159±5.606	22.250±4.805
	Primary School	315	27.733±4.921	22.527±4.844	22.289±4.535
	Secondary School	376	28.516±4.811	22.348±5.354	22.189±4.201
	High School	169	28.864±4.662	23.101±5.036	22.491±4.003
	Higher Education	54	29.870±4.167	23.241±5.408	22.222±4.087
	F=		4.970	0.859	0.793
	p=		0.000	0.508	0.555
PostHoc=		4 > 1. 5 > 1. 6 > 1. 4 > 2. 5 > 2. 6 > 2. 4 > 3. 5 > 3. 6 > 3 (p<0.05)			
Fathers Occupation	Private Sector	266	28.455±5.048	22.515±5.325	22.835±4.439
	Public Sector	49	27.755±5.234	23.122±6.119	21.816±4.640
	Self-employed	357	28.319±4.730	22.305±4.979	22.146±4.280
	Other	375	27.933±5.022	22.712±5.144	22.219±4.403
	F=		0.800	0.590	1.691
p=		0.494	0.622	0.167	
Mother' s Occupation	Private Sector	66	28.303±4.271	22.803±5.523	22.394±3.922
	Public Sector	18	26.611±7.147	22.889±4.727	22.944±5.418
	Self-employed	170	28.424±5.647	21.971±5.239	22.753±4.544
	Other (housewife....)	793	28.165±4.771	22.636±5.151	22.222±4.365
	F=		0.757	0.858	0.809
p=		0.518	0.463	0.489	

DISCUSSION

School Burnout Scale "Burnout due to Family" sub-dimension was the sub-dimension with the highest value. Unlike our study, in the study of Aypay (2011) it was found that the "Burnout due to School Activities" sub-dimension was the sub-dimension with the largest eigenvalue. In our study, the Parental Attitude Scale "Acceptance-Interest" sub-dimension was determined to be the sub-dimension with the highest mean values. In the study of Yılmaz (2000) acceptance-interest sub-dimension was found to be high (Yılmaz, 2016).

A statistically significant relationship was found between "School Burnout Scale" and its sub-dimensions and "Parental Attitude Scale" (except for the sub-dimensions of autonomy and acceptance-interest, supervision and autonomy) ($p < 0.05$). In the study of Aypay (2011) it was concluded that family pressure and school responsibilities, as well as burnout due to family and school, put pressure on students, and high family and school expectations significantly increase student burnout. In the study of Aypay (2012) conducted to determine the school burnout among secondary school students, it was found that there was a positive relationship between burnout due to family and burnout due to school. In the study of Gündoğmuş (2017) it was stated that the behaviours of parents significantly affect the academic success of the student. Similar results were obtained in the study of Gündüz and Özyürek (2018).

As a result of the study, a significant negative correlation was found between Parental Attitude Scale Acceptance-Interest sub-dimension and the overall mean scores of burnout due to school activities, burnout due to family and school burnout ($p < 0.05$). In the study conducted by Çapulcuoğlu and Gündüz (2013) with high school students, it was concluded that democratic attitudes reduce students' school burnout level, while authoritarian attitudes increase the level of school burnout among students. Similarly, in a recent study conducted with high school students, Gündüz and Özyürek (2018) stated that the democratic attitudes of the parents reduce the level of school burnout in students, while the authoritarian and protective attitudes increase the level of school burnout.

In the study, it was observed that attitude of autonomy had a weak inverse relationship with burnout due to family, and a very weak inverse relationship with burnout due to school activities, inadequacy in school, loss of interest in school and overall mean scores of school burnout. Accordingly, it is believed that the attitude of autonomy may be more effective in reducing burnout due to family.

There was a negative correlation between supervision and loss of interest in school, overall school burnout scores, and a positive correlation between supervision and acceptance-interest. It was found that supervisory attitude had a very

weak inverse relationship with loss of interest in school, and a very weak inverse relationship with overall school burnout scores. The family environment in which the supervisory attitude is displayed can create pressure on the students and as a result, it is thought that the student may experience alienation from both the family and the school.

According to the results of the study, it was seen that the parental attitude, the attitude of acceptance-interest and autonomy decreased the level of burnout due to family, while the supervisory attitude had no effect on the level of burnout due to family. It can be due to the fact that families who display an attitude of acceptance-interest and autonomy adopt an affectionate, caring and a respectful behaviour towards their children and their ideas, and this strengthens the child's love and bond with the family, while the supervisory parental attitude increases the pressure on students and the child is withdrawn from the family.

It was determined that the parental attitude of Acceptance-Interest and Autonomy of the students in the sample group decreased the level of inadequacy in school, while the supervisory attitude had no effect on the level of inadequacy in school. It is believed that the reason for this is that families displaying a democratic attitude increases the child's bond with the school and contributes to the child's self-efficacy in school and life.

When the cause and effect relationship between parental attitude and burnout due to school activities was examined, it was found that the attitude of Acceptance-Interest and autonomy reduced the level of burnout due to school activities because families with democratic parental attitudes have higher acceptance-interest, and children who grow up in such a family environment are sociable and self-confident. Permissive and democratic parents pay attention to their children's ideas as well and try to be tolerant. In the study conducted by Gündüz (2018) it was also found that students who perceived their parents as authoritarian were less interested in school, and as a result of the burnout due to family, they experienced inadequacy and school burnout more (Gündüz and Özyürek, 2018). The results of this study are similar to our results. However, in the study of Öztan (2014) it was determined that there was no significant difference between students' perceived parental attitudes and burnout.

It was observed that acceptance-interest, autonomy and supervisory parental attitudes of the students participated in the study reduced the level of loss of interest in school. In the study of Çapulcuoğlu and Gündüz (2013) it was concluded that democratic attitudes reduced students' school burnout level, while authoritarian attitudes increased the level of school burnout in students. Although they express different concepts, the comparison of parental attitude and problem-solving skills in the study of Arı and Seçer (2003), explains how the parental attitude affects school burnout in our study.

It was determined that there was a significant difference between the gender of the students in the sample group and burnout due to school activities, burnout due to family, inadequacy in school, loss of interest in school and overall school burnout scores ($p<0.05$). In the study, it was established that male students had higher level of burnout than female students. It was stated in the study of Gündoğdu (2017) that gender differences has an effect on school burnout. Similar results were found between gender and school burnout in the studies of Öztan (2014), Seçer and Gençdoğan (2012), and Salmela-Aro and Tynkkynen (2012). Although other studies in the literature examining the relationship between gender and school burnout support our study, Saka (2016) found no significant relationship between gender and school burnout. In the study of Özbakır (2015) it was concluded that girls experience more burnout than boys.

It was determined that the students who aged 13 and over had the highest burnout due to school activities, scale overall and sub-dimension scores compared to other groups. In the study of Saka (2016) it was concluded that school burnout increased along with the age, and this result is in parallel with our study. Öztan (2014) stated that 8th grade students aged 13 and over make great efforts in the preparation process of the TEOG exam and high family expectations may cause students to experience the feeling of burnout more. In the studies of Gündoğmuş (2017), Saka (2016) and Baş (2012), it was concluded that the age we obtained was effective in school burnout levels.

It was found that the students with 3 or more siblings in the sample group had higher inadequacy in school sub-dimension scores than the students with fewer siblings, and the relationship between them was statistically significant ($p<0.05$). The only relationship between the number of siblings and school burnout was found in inadequacy in school sub-dimension. Contrary to our study, Saka (2016) and Özbakır (2015) found no significant relationship between school burnout, burnout due to family, loss of interest in school and the number of siblings.

There was a significant difference between the economic status of the students in the study group and burnout due to family sub-dimension, inadequacy in school sub-dimension and overall school burnout scale scores ($p<0.05$). In the study of Gündoğdu (2017) it was found that those with poor economic status experienced more school burnout than those with moderate and good economic status, and contrary to our research, no significant relationship was found between economic status and family burnout. Özbakır (2015) and Saka (2016) stated that there was no significant difference between economic status and school burnout.

A significant relationship was found between the age of mother and/or father of the students participating in the study and inadequacy in school sub-dimension ($p<0.05$). It was determined that students whose mother and father aged 45 years

and over had higher inadequacy in school sub-dimension scores compared to other groups. It can be assumed that inadequacy in school is higher in students with older parents, and this result may be due to the fact that the parents show less interest and monitor the student less due to their advanced age. No studies on the age variable were found in the literature, and it is believed that considering the number of children, roles at home, level of education, social life and individual characteristics when addressing the age of mother and father will provide more accurate results. For this reason, it is believed that more studies are needed on the subject.

A statistically significant relationship was found between students' mother and/or father education level and the level of inadequacy in school ($p < 0.05$). Students whose mother's education level was primary school and whose father was illiterate had higher inadequacy in school sub-dimension scores compared to other groups. In line with these results, it was seen that the level of inadequacy in school increased as the education level of the parents decreased. Özbakır (2015) stated that there was no significant relationship between father's education level and school burnout, and students whose mothers had a master's degree had a lower level of school burnout than those whose mothers had a doctorate degree.

It was determined that the Parental Attitude Scale Acceptance-Interest Attitude scores of the male students in the study group were lower than the female students. It is believed that the reason for this may be due to the fact that boys in adolescence are more active, extroverted than girls, and socially reactive to the repressive attitudes of their families.

It was found that male students in the study group had a lower level of autonomy attitude than female students, but they had a higher level of supervisory attitude. In the study of Gündoğdu (2017), it was concluded that female students had higher perceptions of democratic and protective attitudes, while males had higher perceptions of authoritarian attitudes. In the study of Gönen (2014) and Eker (2016), a significant relationship was found between gender and parental attitudes. In our study, it was found that perceptions of democratic and participatory attitudes of acceptance-interest and autonomy were higher in female students, and the perception of authoritarian attitude of supervision was higher in males. This result is parallel with the literature. It is believed that this result depends on the perception of girls and boys in the society.

It was found that participants aged 10 and below, 11 and 12 had higher autonomy attitude scores than those who aged 13, but they had lower supervision scores. It is believed that the anxiety of the parents about the future of their children and the pressure of the parents on the students decreases as the age of the students decline. It was determined that students aged 13 and over in the sample group had higher supervisory attitude scores than the students aged 11 and 12. The pressure of the parents on the students increases along with the age, because parents want

their children to have a good job, and therefore they can put pressure on them to study. With the approach of the high school entrance exam, the pressure exerted by the families on the students increases.

It was determined that the attitude of acceptance-interest of the students with one sibling in the study group was higher than the other students. It is believed that as the number of siblings decreases, the interest of parents towards their children increases and they adopt a more democratic approach.

It was established that the parental acceptance-interest and autonomy attitude scores of the students with good economic status were higher than the other groups. It is believed that the financial problems experienced by the families in business and social life decrease and the attitudes of the individuals in the family to each other improve as the economic status of the families increases, and the parental attitudes become democratic and they perceive their children's thoughts and behaviours more acceptable. In the study of Gündoğdu (2017), it was concluded that there was no significant difference between protective and authoritarian attitudes and economic status, and families with moderate and good economic status displayed democratic attitudes. This was explained by the low level of financial stress in families and the tolerance as a result of it. In parallel with the findings in the literature, in our study it was seen that the democratic acceptance-interest and autonomy attitude scores were high in families with good economic status, and there was no significant relationship between authoritarian supervisory attitude and economic status. It was found that the attitude of acceptance-interest of the students in the study group increased along with the age of the mother. This may be due to the fact that the pressure on the child decreases as the age of the mother increases, and she adopts a more democratic attitude.

It was found that the parental attitude scale acceptance-interest attitude sub-dimension and autonomy attitude sub-dimension scores increased along with the mother education level, and the parental attitude scale acceptance-interest attitude sub-dimension scores increased along with the father education level. It was established that the parent's interest in the child and the lessons increase with higher education level and they show a positive approach towards their children. In addition, high education level of the parents increases the opportunities of parents to follow broadcasts, TV programs and panels related to child education. It allows them to act more consciously in contacting experts and getting help when they need it. All these play an important role in developing more democratic attitudes and behaviours towards the children. According to the research findings it was found that the higher the education level, the more positive attitudes and behaviours of parents towards their children. Contrary to our study, in the study of Erginbay (2014), it was concluded that the parental attitudes did not differ according to the education level of the parents.

CONCLUSIONS AND RECOMMENDATIONS

A significant relationship was found between “Parental Attitude Scale”, sub-dimensions of Acceptance-Interest and Autonomy and “School Burnout Scale” and its all sub-dimensions; “Parental Attitude Scale” sub-dimension of Supervision and “School Burnout Scale” and sub-dimension of Interest in School ($p < 0.05$). In light of these results;

Parental attitudes of acceptance-interest and autonomy towards children have a great impact on reducing school burnout, and therefore, seminars, training programs, conferences, etc. on the importance of this subject are recommended for the parents in the schools of the students,

To increase student success at school, it is recommended that parents be motivated to support the acceptance-interest and autonomy attitudes,

Necessary information on the use of the supervisory attitude should be given to the parents by the guidance experts during the planned training programs,

In order to prevent students from experiencing school burnout by being affected by the economic status of the family, it is recommended to organize equal opportunity campaigns to prevent the education life of the students from being affected by the economic status.

Seminar programs on school burnout should be organized by the Ministry of Education both for teachers and parents, and the relevant people should be informed about this issue in detail,

It is recommended that nurses and school counsellors evaluate students' school burnout individually and try to find solutions with school-family cooperation.

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Conflict of Interest

We declare that there is no conflict of interest regarding the article.

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Design of Study: FNÇ (%60), AKD (%40)

Data Acquisition: FNÇ (%70), AKD (%30)

Data Analysis: FNÇ (% 70), AKD (% 30)

Writing Up: FNÇ (%70), AKD(% 30)

Submission and Revision: FNÇ (%50), AKD (% 50)

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