# The Mediating Role of Psychological Resilience in the Relationship between Quality of School Life and School Burnout

## Okul Yaşam Kalitesi ile Okul Tükenmişliği Arasındaki İlişkide Psikolojik Sağlamlığın Aracı Rolü

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**ABSTRACT:** School burnout is a common problem in students. Therefore, it is a situation that negatively affects students. This study aimed to investigate the mediating role of psychological resilience (PR) in the relationship between quality of school life (QSL) and school burnout (SB). The data of the study were collected by using the "QSL Scale", "SB Scale" and "PR Scale". The study group of the current study is comprised of a total of 325 middle school students aged 10 to 15. Of these 325 students, 163 (50.2%) are females, and 162 (49.8%) are males. Correlation analysis, confirmatory factor analysis (CFA) and structural equation modelling (SEM) analysis were used in the analysis of the collected data. As a result of the SEM analysis, it was found that QSL has a positive effect on PR and a negative effect on SB. PR was found to have a negative effect on SB. Moreover, PR was found to have a partially mediator role in the relationship between QSL and SB. Overall, it can be argued that improving students' perception of QSL will positively affect their PR and their attempts to cope with SB.

**Keywords:** Quality of school life, school burnout, psychological resilience, mediation model.

**ÖZ:** Okul tükenmişliği, öğrencilerde yaygın bir problemdir. Bu yüzden öğrencileri olumsuz etkileyen bir durumdur. Bu bağlamda, bu çalışma okul yaşam kalitesi ile okul tükenmişliği arasındaki ilişkide psikolojik sağlamlığın aracı rolünü araştırmayı amaçlamıştır. Araştırmanın verileri "Okul Yaşam Kalitesi Ölçeği", "Okul Tükenmişliği Ölçeği" ve "Psikolojik Sağlamlık Ölçeği" kullanılarak toplanmıştır. Bu çalışmanın çalışma grubunu, 10-15 yaşları arasındaki toplam 325 ortaokul öğrencisi oluşturmaktadır. Bu 325 öğrencinin 163'ü (%50.2) kız, 162'si (%49.8) erkektir. Toplanan verilerin analizinde korelasyon analizi, doğrulayıcı faktör analizi ve yapısal eşitlik modeli (YEM) analizi kullanılmıştır. YEM analizi sonucunda okul yaşam kalitesinin psikolojik sağlamlık üzerinde olumlu, okul tükenmişliği üzerinde ise olumsuz bir etkisi olduğu bulunmuştur. Psikolojik sağlamlığın okul tükenmişliği üzerinde olumsuz bir etkisi olduğu bulunmuştur. Ayrıca, psikolojik sağlamlığın okul yaşam kalitesi ile okul tükenmişliği arasındaki ilişkide kısmi aracı rolü olduğu bulunmuştur. Genel olarak, öğrencilerin okul yaşam kalitesi algısını iyileştirmenin, psikolojik sağlamlıkları ve okul tükenmişliğiyle başa çıkma çabaları üzerinde olumlu etkileri olacağı ifade edilebilir.

**Anahtar kelimeler:** Okul yaşam kalitesi, okul tükenmişliği, psikolojik sağlamlık, aracılık modeli.

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Many students experience chronic exhaustion during the educational process (Bask & Salmela-Aro, 2013; Tollit et al., 2018). Therefore, focusing on the school burnout (SB) concept is important. SB is a phenomenon that almost every student experiences in certain periods of their educational life (Schaufeli et al., 2002; Walburg, 2014). For this reason, SB has been investigated from different aspects. SB has been found to be correlated with school-related factors [e.g., school climate and school engagement] (Salmela-Aro & Upadyaya, 2020; Zucoloto et al., 2016). Moreover, it is suggested that there are individual factors that strengthen students against SB (Luo et al., 2016). One of these individual factors is considered to be PR. (Cheng et al., 2020). Accordingly, the relationships between PR, QSL, and SB were examined by structural equation modelling (SEM) analysis in the current study.

## Literature Review

### *Quality of School Life (QSL)*

QSL was inspired by the more general concept of quality of life [QL] (Cummins, 2005). QL is defined as perceived global satisfaction and contentment in many areas, emphasizing well-being in life (Hörnquist, 1990). It has been stated that QL is a comprehensive concept related to variables such as satisfaction in social relationships, stressful life events, and positive and negative situations (Phillips, 2006). The concept of QSL was first explained by Epstein and McPartland (1976). According to Epstein and McPartland (1976), QSL is a concept that includes students' general satisfaction with school, their engagement with school, and their opinion toward their teachers. According to another definition, QSL is the satisfaction level of students at school, which expresses the student's personal and experiential well-being at school (Mok & Flynn, 2002).

A high perception of QSL has positive reflections on students. Previous studies have concluded that QSL positively impacts students' well-being (Cenkseven-Onder & Sari, 2009; Kaya & Sezgin, 2017). It has been stated that students with a good perception of QSL have good relationships with their friends and teachers (Harvey et al., 2022). Furthermore, studies revealed that QSL has positive contributions to students' academic success (Mackner et al., 2012), active participation in school processes (Madani, 2019), and being a self-confident individual at school (Thien & Razak, 2013). Therefore, previous research indicates that QSL has a significant role in terms of both the individual and academic processes of students.

### *Psychological Resilience (PR)*

PR is a concept that should be handled comprehensively to include the adaptation of the person to a change in his/her life. Accordingly, PR plays a protective role in the dynamic process that occurs as a result of the interaction of protective factors and risk factors when faced with a negative situation (Garmezy, 1993; Rutter, 1987). PR is defined as the competence to comply and improve in the face of an important risk situation (Masten & Coatsworth, 1998). Coutu (2002, p. 5) suggests that individuals with strong PR have three characteristics: "a robust belief that life is meaningful, acceptance of actuality, and the capability to improvise". PR enables individuals to produce an effective solution to problem situations faced in their daily lives (Richardson

et al., 1990). In addition, PR has a positive and supportive contribution to individuals' making useful choices for themselves (Collins, 2008).

PR is also important for students in school life to cope with negative situations in educational processes, to adapt to changes and to effectively solve problems in academic processes (Cassidy, 2015; Fullerton et al., 2021; Graber et al., 2015). In previous studies, it has been reported that PR improves students' problem-solving skills (Jun & Lee, 2017; Pinar et al., 2018; Wu et al., 2020). It has been found that PR has a positive effect on the well-being of individuals (Sagone & De Caroli, 2014; Souri & Hasanirad, 2011). Again, in previous studies, it has been reported that PR strengthens students against different problems they experience during educational processes. For example, in studies, PR has been found to strengthen students against problems such as academic stress (Song et al., 2019; Wilks, 2008), school dropout (Sorkkila et al., 2019), school refusal (Bitsika et al., 2022), academic failure (Allan et al., 2014) and SB (Rees et al., 2016; Ying et al., 2016). Consequently, PR is an important concept for students in educational processes.

### *School Burnout (SB)*

The foundations of the concept of SB have been formed (Salmela-Aro et al., 2009a; Salmela-Aro et al., 2009b) on the basis of the concept of occupational burnout (Leiter & Maslach, 1988; Maslach et al., 2001). SB is defined as burnout resulting from the increased expectations of the school from students, students' developing a cynical belief against the school, and students' feeling of inadequacy regarding the school (Salmela-Aro et al., 2009a). In this context, it can be stated that the concept of SB is a phenomenon that emerges in the form of a negative emotional, physical and mental reaction against working in educational processes, leading to burnout, disappointment and low motivation and decreased competence at school.

SB is a difficulty that students experience more or less in certain periods of educational processes (Salmela-Aro, 2017). Therefore, it is essential to focus on the factors that strengthen individuals against SB and increase their coping mechanisms with this problem situation (Aypay, 2017; Walburg, 2014). In previous studies, it has been reported that there are individual and social protectors that strengthen students against SB. For example, studies have found that psychological resilience (Tang et al., 2021), self-regulation (Kljajic et al., 2017) and self-efficacy (Luo et al., 2016) are individual factors that protect and strengthen students against SB. Moreover, social support (Gungor, 2019; Kim et al., 2018), school-related conditions [e.g., school engagement, school climate] (Molinari & Grazia, 2021; Salmela-Aro & Upadyaya, 2020; Vasalampi et al., 2009) and parental attitudes (Love et al., 2020) have been found to be social/environmental factors that protect and strengthen students against school burnout. As a result, it is seen that SB is a common situation among students. Thus, it seems to be important to focus on QSL, one of the school-related factors and PR, one of the personal factors, to protect and strengthen students against SB.

### **Theoretical Background and Hypotheses**

It was stated in the literature that positive situations in school processes reduce SB in students (Thien & Razak, 2013; Voelkl, 1995). In previous studies, school climate, one of the school-related concepts, was found to have a negative effect on SB

(Durmuş et al., 2017; Molinari & Grazia, 2021). Moreover, school commitment, another school-related concept, was found to have a negative effect on SB (Bilge et al., 2014; Salmela-Aro & Upadyaya, 2020; Vasalampi et al., 2009). QSL was also found to have a negative effect on SB (Gündogan & Özgen, 2020). Thus, the first hypothesis of the study is as follows:

H1. QSL is a negative predictor of SB.

It was stated that high perception of QSL has a positive contribution to students' problem-solving skills and psychological resources (Barakat et al., 2014; Newmann, 1981). High perception of QSL was also found to have positive reflections on PR (Lawford & Eiser, 2001). In addition, in previous studies it was reported that school climate, which is a concept close to quality of school life in meaning, has a positive effect on PR (Aldridge et al., 2016, 2020; Hatzichristou, et al., 2017). The concept of school engagement, which is considered within the context of QSL, has a positive effect on PR (Turgut & Çapan, 2017). Thus, the second hypothesis of the current study is as follows:

H2. QSL is a positive predictor of PR.

PR has an important role in individuals' dealing with a challenging situation (Rutter, 1987, 1993). PR was reported to have an important role for students in solving their problems in school processes (Murray-Nettles et al., 2000). Previous studies found that PR has a negative effect on SB (Cheng et al., 2020; Tang et al., 2021; Ying et al., 2016). Thus, the third hypothesis of the current study is as follows:

H3. PR is a negative predictor of SB.

Individual and environmental factors are effective on SB (Walburg, 2014). Given that QSL is effective on SB (Gündogan & Özgen, 2020), QSL is effective on PR (Barakat et al., 2014), and PR is effective on SB (Tang et al., 2021), so PR may have a mediator role., It is reasonable to infer that PR plays a mediator role in the relationship between QSL and SB. In previous studies, the relationships between PR and SB or between school-related factors and SB have been examined. However, it is seen that the relationship between QSL, PR and SB have not been analyzed within the context of a holistic model. Therefore, holistic consideration of the relationships between these three variables and elicitation of both direct and indirect relationships will fill an important gap in the literature. Moreover, in the Bronfenbrenner ecological approach, the school is located in the microcosm (Bronfenbrenner, 1992, 2005). School processes have an impact on the individual's psychological resources (Bronfenbrenner, 1995). Thus, QSL can be considered to be effective on PR. In the Rutter (1987, 1993) resilience model, it is emphasized that PR also plays an important role in solving the problems of the individual in the education process. Accordingly, PR also has an effect on SB.The current study aims to examine the mediator role of PR in the relationship between QSL and SB. Thus, the fourth and main hypothesis of the current study is as follows:

H4. PR has a mediator role in the relationship between QSL and SB.

## Method

### Participants

The study group of the current research is comprised of middle school students, one of the student groups in which SB is felt intensely (Gündogan & Özgen, 2020). The participants of this study are a total of 325 Turkish middle school students aged 10 to 15. 163 (50.2%) of these students are females, and 162 (49.8%) are males.

### Scales

#### *Quality of School Life Scale (QSLS)*

The QSLS for Turkish culture was developed by Sarı (2012). The scale is a 35-item Likert-type measurement tool consisting of the following sub-dimensions: "Teachers", "Students", "Emotions towards school", "School administration," and "Status" (Sarı, 2012). The Cronbach Alpha internal consistency coefficients for these five sub-dimensions were found to be between .83 and .69. In this study, Cronbach Alpha internal consistency coefficients for these five sub-dimensions were found between .85 and .76. As a result of the confirmatory factor analysis (CFA), it was concluded that the scale good fit results ($\chi^2/sd$=3.66, *RMSEA*=0.068, *NNFI* = 0.94, *CFI* = 0.95 and *GFI*=0.83). CFA was also conducted within the context of the current study (Table 2).

#### *School Burnout Scale (SBS)*

SBS was developed by Salmela-Aro et al. (2009a) to measure school burnout. SBS is a 9-item Likert-type measurement tool consisting of 3 sub-dimensions: depersonalization, emotional exhaustion, and inadequacy. The SBS was adapted to Turkish by Seçer et al. (2013). In the adaptation study, the Cronbach Alpha internal consistency value was calculated to be .75. In this study, the Cronbach Alpha internal consistency value was calculated to be .86. In addition, as a result of the adaptation, the goodness-of-fit values were also calculated to be good ($X^2/sd$=1.99, RMSEA=.042, RMR= .013, NFI=.98, NNFI= .98, CFI=.99, IFI=.99, RFI=.96, AGFI=.93, GFI=.97; Seçer et al., 2013). CFA was also conducted within the context of the current study (Table 2).

#### *Psychological Resilience Scale (PRS)*

PRS is a 12-item Likert-type measurement tool developed by Liebenberg et al. (2012). The PRS was adapted to Turkish by Arslan (2015). In the adaptation study, the item-total correlation values were calculated to be between .45 and .79, and the internal consistency coefficient was calculated as .91 (Arslan, 2015). Moreover, as a result of this adaptation, the goodness-of-fit values were found to satisfy the required criteria ($\chi2/sd$=2.03, RMSEA=.06, GFI=.94, NFI=.94, CFI= .97, IFI=.97, SRMR= .03; Arslan, 2015). In this study, internal consistency coefficient was calculated as .78. CFA was also conducted within the context of the current study (Table 2).

**Procedure and data analysis**

Before the data were collected, school counselors and classroom counseling teachers were contacted, and students who were assumed to experience SB were determined. Afterward, students who stated that they experienced SB were determined in this group. Among these students, those who volunteered to participate and whose parents approved their participation were included in the study. While collecting the data, it was stated to the students that the study was on a voluntary basis and that they could stop participating in the study at any time. The analysis phase started with 325 students who filled out the scales completely.

Before proceeding to the data analysis, some preliminary assumptions were checked. It was concluded that there was no outlier in the data. In addition, the assumptions of linearity, covariance, and the absence of multicollinearity were also checked (Pallant, 2013). Structural equation modeling (SEM) analysis was used to test the hypotheses (Byrne, 2013). before testing the model, the CFA of the scales should be conducted, and the measurement model should be tested (Bayram, 2010; Byrne, 2013).Before the model was tested, the CFA of the scales was conducted, and the measurement model was tested. Model fit indices used in the current study include $\chi2/sd$, RMSEA (Root Mean Square Error of Approximation), NFI (Normed Fit Index), GFI (Goodness of Fit Index), IFI (Incremental Fit Index), CFI (Comparative Fit Index) and SRMR (Standardized Root Mean Square Residual), which are frequently used in SEM analysis (Kline, 2015). In the fit indices, the following criteria were taken into consideration: < 5 for $\chi2/sd$ (Bayram, 2010), ≥.85 for AGFI (Byrne, 2013), ≤ .08 for RMSEA and SRMR (Kline, 2015), ≥.90 for GFI, NFI, CFI and IFI (Byrne, 2013; Kline, 2015).

**Ethical Procedures**

After obtaining the ethical approvals from the ethics committee, the data collection process was initiated. All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Ethics committee approval was obtained before starting the current study (Niğde Ömer Halisdemir University with the ethical permission dated 30/03/2022 and numbered 2022/04-16). Informed consent and parent consent form were applied to the participants. The scales were applied to the participants who volunteered to participate in the study and whose parents were approved.

## Results

**Preliminary analysis**

Table 1 presents the correlation result of the relationship between QS, PR, and SB. There is a positive correlation between QSL and PR (r=.52, p<.01) and a negative correlation between QSL and SB (r=-.46, p<.01), and a negative correlation between PR and SB (r=-.60, p<.01). It is also seen that the skewness and kurtosis values for the three variables range between -1 and +1. These values show that the data are normally

distributed (Hair et al., 2013). Moreover, as there is a correlation lower than .90 between the variables, there is no multicollinearity problem (Pallant, 2013).

Table 1

*Correlations, Skewness, Kurtosis, and Reliability Coefficients*

|  | 1 | 2 | 3 |
|---|---|---|---|
| 1. QSL | 1 | | |
| 2. PR | .52** | 1 | |
| 3. SB | -.46** | -.60** | 1 |
| Cronbach's alpha | .86 | .78 | .86 |
| Min. | 51 | 15 | 9 |
| Max. | 169 | 59 | 45 |
| Mean | 115.02 | 48.92 | 20.56 |
| Standard deviation | 20.21 | 7.71 | 8.30 |
| Skewness | -.11 | -.92 | .62 |
| Kurtosis | .27 | .72 | -.38 |

**p< .01*

## Model Testing

In this section, the CFA of the scales, the measurement model of the model to be tested, and the test result of the model are presented. First, the CFA and measurement model values of the scales were calculated. Secondly, the testing phase of the model started.

When Table-2 is examined, the goodness-of-fit values obtained from the CFA for QSLS, SBS, and PRS satisfy the required criteria. Moreover, the measurement model test of the model to be tested shows that the goodness-of-fit criteria are met. The CFA of the scales and the measurement model met the necessary criteria. Thus, the precondition is fulfilled, and the model is tested (Figure 1).

Table 3 shows that QSL is a negative and significant predictor of SB ($\beta$=-.28, p<.001). Thus, hypothesis 1 was supported. It was also found that QSL is a positive and significant predictor of PR. Thus, hypothesis 2 was also supported. In addition, PR was found to be a negative and significant predictor of SB. Thus, hypothesis 3 was supported. In Figure 1, the result of the mediator analysis performed to test hypothesis 4, which is the main hypothesis of the study, is presented. As a result of the mediator analysis, the model fit indices were found to be as follows: $\chi^2/df$=3.63, AGFI=.89, GFI=.94, TLI=.90, CFI=.93, IFI=.93, RMSEA=.08, and SRMR=.05. These values meet the required criteria accepted (Bayram, 2010; Byrne, 2011; Kline, 2015). Thus, hypothesis 4 was supported. Therefore, it can be argued that PR has a partial mediator role in the correlation between QSL and SB (Kline, 2015).
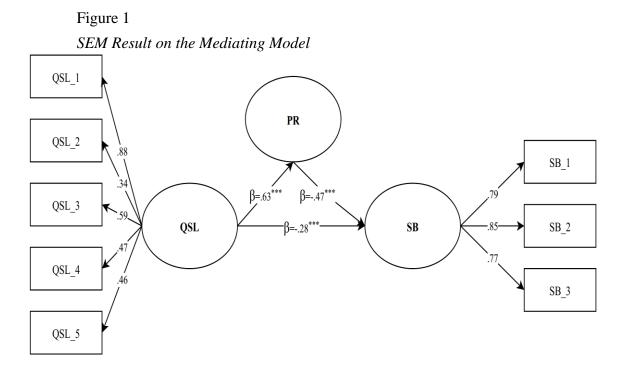
Table 2

*CFAs of Scales, Measuring and Structural Model*

| Fit Indices | CFAs of Scales | | | Measuring Model | Structural Model | Reference Value(s) |
|---|---|---|---|---|---|---|
| | SQLS | SBS | PRS | | | |
| $\chi^2$ | 11.50 | 45.67 | 108.08 | 67.75 | 87.16 | |
| *p* value | < .001 | < .001 | < .001 | < .001 | < .001 | |
| df | 5 | 16 | 53 | 23 | 24 | |
| $\chi^2/df$ | 2.30 | 2.85 | 2.03 | 2.41 | 3.63 | < 5 |
| AGFI | .95 | .92 | .92 | .91 | .89 | ≥ .85 |
| GFI | .98 | .96 | .94 | .95 | .94 | ≥ .90 |
| TLI | .94 | .94 | .90 | .92 | .90 | ≥ .90 |
| CFI | .97 | .96 | .91 | .95 | .93 | ≥ .90 |
| IFI | .97 | .96 | .91 | .95 | .93 | ≥ .90 |
| RMSEA | .06 | .07 | .05 | .05 | .08 | ≤ .08 |
| SRMR | .03 | .03 | .05 | .04 | .05 | ≤ .08 |

Table 3

*Hypotheses Testing*

| | β | B | SE | CR | *p* |
|---|---|---|---|---|---|
| QSL → SB | -.28 | -.12 | .03 | 10.01 | .001 |
| QSL → PR | .63 | .70 | .07 | -3.86 | *** |
| PR → SB | -.47 | -.19 | .03 | -6.99 | *** |
| QSL → PR→ SB | -.29 | -.13 | | | *** |

***p<.001 (β= Standardized Estimate, B= Estimate, SE= Standard Error, CR= Critical Ratio)

Figure 1

*SEM Result on the Mediating Model*



## Discussion

School processes, besides being instructive and contributing to the development of students in many areas, can sometimes be weary and tiring. Thus, many students experience SB during their school processes (Salmela-Aro, 2017). Accordingly, this study focused on examining the relationships between middle school students' SB, QSL, and PR. The main aim of the study was to examine whether PR has a mediator role in the relationship between QSL and SB.

The first hypothesis of the current study was that "QSL is a negative predictor of SB". A result supporting this hypothesis was obtained. In the study, it was concluded that QSL has a negative effect on SB. This result shows that students with a high perception of QSL experience less SB; in other words, the students with a high QSL can cope with SB more effectively. This finding of the study is supported by the findings reported in previous studies in the literature (Bilge et al., 2014; Durmuş et al., 2017; Gündogan & Özgen, 2020; Molinari & Grazia, 2021; Salmela-Aro & Upadyaya, 2020; Vasalampi et al., 2009). As a consequence, improving the perception of QSL is an essential factor for students to overcome problems in school processes.

The second hypothesis of the study was "QSL is a positive predictor of PR". This hypothesis was supported. In the study, it was concluded that QSL has a positive effect on PR. According to this result, the PR of the students who have a good perception of QSL will be strong. the student's feeling of well-being during the school process has a positive effect on their psychological resources (Barakat et al., 2014)., The finding of the present study also revealed this. This finding seems to concur with previous studies reported in the literature (Aldridge et al., 2016, 2020, Hatzichristou et al., 2017; Turgut & Çapan, 2017). The results of both the current and previous studies revealed that QSL has a role in increasing PR. The third hypothesis of the study was "PR is a negative predictor of SB". This hypothesis was confirmed. In the study, it was concluded that PR is negatively correlated with SB. This result shows that PR is a factor in empowering students to overcome school burnout. In the literature, it is suggested that PR has important effects on individuals' ability to cope with a problem situation

(Fullerton et al., 2021; Jun & Lee, 2017; Rutter, 1993). previous research findings are consistent with the finding of the current study (Cheng et al., 2020; Tang et al., 2021; Ying et al., 2016). In light of the results of both this study and previous studies, it can be argued that PR is effective in coping with the problems in school processes. Because PR enables students to confront the problem by increasing their coping skills (Garmezy, 1993). Thus, individuals choose the way of producing a solution for the school burnout problem. This situation has also been demonstrated in the current study.

The fourth and main hypothesis of the current study was "PR has a mediator role in the relationship between QSL and SB". This hypothesis was supported by the result of the performed SEM analysis. Thus, the mediation model was validated. In the study, it was concluded that QSL has a direct effect on SB, as well as an indirect effect through PR. According to the result, the perception of QSL affects PR positively, and PR negatively affects SB. In other words, the PR of individuals with a good perception of QSL is strengthened. As a result, students experience less SB. No research result directly supports this finding of the current study. However, in the previous literature, it has been suggested that the positive situations and positive factors experienced by students during school processes strengthen them psychologically (Lawford & Eiser, 2001; Newmann, 1981). As a result of this strengthening, students can cope more effectively with different problems they encounter throughout their education life(e.g., school burnout, academic stress) (Aldridge et al., 2020; Gündogan & Özgen, 2020), which is supported by the finding of the current study. In addition, in the ecological approach, it has been stated that the school is a microcosm and plays an important role in many situations for students (Bronfenbrenner, 1995). When considered from this perspective, the satisfaction to be obtained from school affects PR and SB. Accordingly, the perception of QSL can improve PR and reduce SB. In addition, - the authoritative school climate theory states that school climate has two dimensions: discipline and support for the student (Cornell & Huang, 2016). These two dimensions are also important in solving the problems (such as SB) that students experience during the school process (Jia et al., 2016). it can be argued that QSL has a positive effect on PR, and as a result, the negative effect of SB decreases. The result of the present study also reveals this.

## Limitations and Future Research

Although the current study has important findings, it also has a few limitations. The first limitation of the current study is that it was conducted only on middle school students as an age group. This limitation can be eliminated by including high school or university students in future studies. Another limitation is that the study is cross-sectional. Therefore, the relationships between SB and QSL, and PR can also be examined longitudinally. Another limitation is that data were collected only with Likert-type scales based on the participants' self-report. Self-report scales are the scales in which the participant can give answers according to the situation they want to be in, not according to their real situation. The existing limitation can be eliminated in future studies by collecting data with different techniques (interviews or observation).

## Conclusion and Suggestions

The current study showed that QSL has a positive effect on PR and a negative effect on SB. PR, on the other hand, has a negative direct effect on SB. In addition, QSL indirectly affects SB through PR. Moreover, the model constructed with these three variables was validated on middle school students in Turkish culture.

In the context of the results of the present study, some suggestions can be made. psycho-education or counselling activities to increase students' perception of QSL are essential. Such activities can have a positive impact on the PR of students. Moreover, good QSL can further reduce students' SB. Thus,it is important for educators and school counsellors to carry out different studies to increase the QSL of students. To this end, individual or group activities can be planned and implemented at schools. Thereby, students' perception of QSL can be strengthened. This may have positive effects on students' recovery and coping skills.

### Author Biography

Dr. Selim Gündoğan is a graduate of Atatürk University Guidance and Psychological Counseling Department, a master's degree from Necmettin Erbakan University Guidance and Psychological Counseling Department, and a PhD from Atatürk University Guidance and Psychological Counseling Department. He worked as a school psychological counselor in various schools in the Ministry of National Education, including high school and secondary school levels. In 2019, he started to work as a research assistant in Niğde Ömer Halisdemir University, Faculty of Education, Guidance and Psychological Counseling Department. He has been working as an academician in Niğde Ömer Halisdemir University, Faculty of Education, Guidance and Psychological Counseling Department since August 2021. Dr. Selim Gündoğan has publications on school burnout, coping skill with school burnout, fear of COVID-19, student stress from COVID-19, psychological resilience, Nomophobia, depression and subjective well-being.

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