

Predicting Academic Burnout Based on School Belongingness, Parenting Styles, and Academic Resilience

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ABSTRACT

Objective: This study aimed to predict academic burnout based on school belongingness, parenting styles, and academic resilience.

Methods and Materials: The current research is applied in nature, with a descriptive and correlational design. The statistical population included female high school students in the second cycle of secondary education in District 19 of Tehran, who were enrolled during the second semester of the 2023–2024 academic year. Using convenience sampling and based on the Krejcie and Morgan table, a sample of 400 female high school students was selected. Participants completed the Maslach Burnout Inventory, Barry's (2004) School Belongingness Questionnaire, Baumrind's (1973) Parenting Styles Questionnaire, and Samuels' (2004) Academic Resilience Scale. Data were analyzed using Pearson correlation, univariate regression, and multivariate regression methods through SPSS version 22.

Findings: Regression analysis revealed that the correlation coefficient (R) was 0.638, indicating a strong relationship between academic burnout and the independent variables of school belongingness, parenting style, and academic resilience. The coefficient of determination (R^2) was 0.407, suggesting that approximately 40.7% of the variance in the dependent variable (academic burnout) could be explained by the independent variables of school belongingness, parenting style, and academic resilience, which is statistically significant ($p < 0.001$).

Conclusion: It can be concluded that enhancing school belongingness, adopting effective parenting styles, and fostering resilience can play a preventive role in reducing academic burnout among students.

Keywords: School belongingness, academic resilience, parenting styles, academic burnout.

1. Introduction

Schools are critical institutions that provide opportunities for cognitive, emotional, behavioral, and social development, equipping students with essential skills for social and professional life. Schools serve as significant social environments where individuals spend substantial time from an early age. During this period, students encounter various life events. In other words, schools are unique environments that prepare students for adulthood and function as vital developmental contexts (Karami & Zarei Mirk Abad, 2024; Yang & Seyed Alitabar, 2024; Yıldız & Kılıç, 2020).

However, alongside developmental opportunities, schools are environments where not only desirable outcomes related to educational goals emerge but also diverse emotions, which are not always positive, and various perceptions are formed in students. Therefore, it can be said that the school environment and academic experiences have the potential to influence academic and emotional outcomes, depending on the quality of these experiences. One of the first variables that students may encounter in the school environment is academic burnout (Tang et al., 2021).

Academic burnout is characterized by emotional exhaustion, cynicism, and a sense of inadequacy in completing tasks or achieving personal success. In other words, burnout is an individual's reaction to themselves, their profession, and their work environment, varying based on perceived difficulty and inability to fulfill responsibilities (Messina et al., 2024; Sourì et al., 2024). Although burnout is a problem often associated with employees and their work conditions, students may also experience a similar phenomenon, referred to as academic burnout, which is associated with concerns about school (Kalkan & Dağlı, 2021).

Since students spend a significant portion of their day in schools, the school environment and its quality play a crucial role. Similar to how work conditions influence employee burnout, the school climate affects students' burnout levels. School conditions are often related to features that foster a sense of belonging. Previous research has indicated that students with a strong sense of belonging to school build healthy relationships with peers and teachers, making it more likely that they fulfill their responsibilities and receive support, thereby reducing the likelihood of experiencing academic burnout (Arslan & Burke, 2022).

School belongingness refers to students' perception of acceptance, respect, and support from others in the school's

social environment. Students who feel a sense of belonging to their school enjoy being with teachers and peers, take pride in being part of their school, and perceive themselves as members of the school community (Kalkan & Dağlı, 2021).

In prior studies, researchers have explored school belongingness through various perspectives. Willms (2003) defined school belongingness as a psychological component of student engagement, linked to feelings of acceptance and being valued in the school. Voelkl (1996) explained that school belongingness involves students identifying themselves as part of the school and aligning their identity with the school. Students who lack this alignment are less likely to value the school or feel a sense of belonging. Valuing the school is closely tied to the importance placed on academic success and future prospects. Gray and Hackling (2009) described school belongingness as being shaped by social relationships, including support from family, friends, and teachers. Research has highlighted the role of parental support in enhancing school belongingness, which in turn serves as a protective factor against academic burnout (Xu et al., 2017).

Academic stress is prevalent among high school students, often reducing their engagement in academic and school activities. Researchers have noted that parenting styles and parental involvement, including verbal and non-verbal support, significantly influence academic burnout and engagement. According to the ecological systems theory, a child's development occurs through complex interactions between the child and their surrounding environment. This environment comprises several micro-systems, such as family, school, and community, as well as meso-systems (interactions between family and school) and macro-systems (cultural values, laws, and traditions). Bronfenbrenner and Morris (2006) introduced the Process–Person–Context–Time model, emphasizing how micro-systems impact the broader systems. Family and school play critical roles in influencing students' resilience and adaptability (Anisah et al., 2023).

Parent-child interactions within cultural frameworks also significantly influence resilience and developmental outcomes (Chen, 2021). Parenting styles play a critical role in shaping children's personalities and moral characteristics. Parental behavior regarding educational matters can either foster calmness and support or cause stress and behavioral or academic disruptions. Parental expectations and their approach are key factors impacting a child's self-concept and academic success (Anisah et al., 2023). Xu et al. (2021)

studied the impact of parenting styles on Chinese students' academic burnout and engagement. The results emphasized the importance of parental support in reducing burnout and increasing engagement (Xu et al., 2017).

Previous research has also shown that academic resilience acts as a protective factor. Romano et al. (2021) examined the relationship between academic resilience and burnout, revealing that resilience and academic satisfaction are inversely related to burnout (Romano et al., 2021). Resilience reflects a student's ability to pursue academic goals despite challenges and stressors, contributing to psychological well-being and reducing burnout (Ezzatpour et al., 2017).

Students often benefit from the school environment, both in terms of support and relationships. Resilience results from interactions between personal and contextual factors and facilitates coping with uncertainty and adversity, leading to personal growth (Romano et al., 2021). Baloch et al. (2020) emphasized the importance of school climate and teacher optimism in academic success (Baloch et al., 2020).

When social relationships within the school environment are unsatisfactory, resilience may manifest maladaptively. Conversely, when students find the school environment supportive and feel a sense of belonging, resilience's protective role against burnout is enhanced. Kalkan et al. (2021) examined the relationship between school climate, belongingness, and academic burnout among high school students, finding significant correlations. School belongingness mediated the relationship between school climate and burnout. A high-stress educational environment can lead to burnout, marked by emotional exhaustion and inefficacy, which prior research has linked to reduced academic performance. Resilient students exhibit positive beliefs about their abilities, regulate their behavior toward goals, and view mistakes as opportunities for growth (Kalkan & Dağlı, 2021).

This study aims to determine whether academic burnout can be predicted based on school belongingness, parenting styles, and academic resilience.

2. Methods and Materials

2.1. Study Design and Participants

The present study employed a correlational design, in which the researcher examined simultaneous and predictive relationships among variables without manipulating them. The statistical population included all female high school students in the second cycle of secondary education in

District 19 of Tehran during the 2023–2024 academic year, comprising approximately 4,500 students. Based on the Krejcie and Morgan table and considering potential attrition, 400 participants were selected through non-random convenience sampling.

The procedure involved obtaining the necessary permissions from the Department of Education, coordinating with school administrators and teachers, and distributing the questionnaires among students. Inclusion criteria included completing the questionnaires and informed consent forms, while exclusion criteria involved incomplete questionnaires. Standardized tools, including the Maslach Burnout Inventory for Students, the School Belongingness Scale by Barry, Baumrind's Parenting Styles Questionnaire, and the Academic Resilience Questionnaire, were used to collect data.

Initially, 400 questionnaires were distributed among the participants, and 384 completed questionnaires were returned to the researchers. These were included in the study based on the inclusion criteria and ethical considerations. The inclusion criteria required participants to be female high school students in the second cycle of secondary education. None of the participants had a formal diagnosis of psychological disorders or a history of psychological treatment.

The primary researcher provided detailed explanations to the participants, and questionnaires were distributed after obtaining informed consent. Data collection adhered to ethical standards, and the study included no participants with incomplete responses or those failing to meet the inclusion criteria.

2.2. Measures

2.2.1. Academic Burnout

The ABQ, developed by Maslach to measure academic burnout, assesses three dimensions: emotional exhaustion, cynicism, and academic efficacy. It consists of 15 items and was standardized in Iran by Rostami and Abedi (2011). Responses are rated on a 7-point Likert scale, with items 10–15 reverse-scored. Convergent and divergent validity were evaluated using depression and interest scales, yielding the following results: emotional exhaustion (-0.21 and 0.74), cynicism (-0.53 and 0.05), and academic efficacy (-0.32 and 0.05) (Souri et al., 2024). In the current study, the Cronbach's alpha reliability was calculated as 0.775.

2.2.2. School Belongingness

The ABSQ, developed by Barry et al. (2004), includes 27 items across six dimensions: teacher support (items 15, 20, 5, 9, 13, 2, 7, 27, and 18), community involvement (items 21, 23, 11, and 19), perceived fairness and respect in school (items 4, 3, 1, and 12), positive feelings toward school (items 25, 26, 16, and 10), sense of belonging to school (items 17, 24, and 22), and academic engagement (items 14, 8, and 6). Responses are scored on a 4-point Likert scale, ranging from "Strongly Agree" (4) to "Strongly Disagree" (1) (Kazemi & Salimi, 2023). In the present study, the Cronbach's alpha reliability was calculated as 0.784.

2.2.3. Parenting Styles

This questionnaire, based on Baumrind's (1973) theory of parenting authority, evaluates permissive, authoritarian, and authoritative parenting styles. It comprises 30 items rated on a 5-point Likert scale ranging from 0 ("Strongly Disagree") to 4 ("Strongly Agree"). Ten items measure permissive parenting, ten items measure authoritarian parenting, and ten items measure authoritative parenting (Abedi, 2021). The Cronbach's alpha reliability for the present study was 0.73.

2.2.4. Academic Resilience

Developed by Samuels in 2004, the ARQ contains 40 items rated on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), with reverse-scored items marked. The questionnaire measures three dimensions: communication skills (items 5, 7, 10, 11, 13, 14, 15, 23, 25, 26, 27, 28, and 29), future orientation (items 4, 6, 8, 12, 16, 17, 18, 19, 20, and 24), and problem-focused and optimistic thinking (items 1, 2, 3, 9, 21, and 22). In this study, the Cronbach's alpha reliability was 0.86.

2.3. Data Analysis

Data analysis was conducted using SPSS software and included both descriptive and inferential statistical methods, such as Pearson correlation and regression analysis.

3. Findings and Results

The descriptive statistics of the research variables are presented in Table 1.

Table 1

Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis	t-stat	df	Sig.
Emotional Exhaustion	384	0	6	2.48	1.51	0.468	-0.436	-6.73	383	0.68
Cynicism	384	0	6	2.19	1.58	0.306	-0.609	-9.90	383	0.99
Academic Efficacy	384	0	6	3.17	1.24	0.044	-0.132	2.69	383	0.007
Academic Burnout	384	0.2	5.07	2.71	0.95	0.015	-0.06	-5.75	383	0.88
Teacher Support	384	1.33	3.89	2.54	0.295	-0.365	0.51	39.59	383	0.000
Community Involvement	384	1	4	2.26	0.148	-0.441	0.66	22.83	383	0.000
Perceived Fairness and Respect	384	1.25	3.75	2.51	0.063	-0.555	0.56	34.88	383	0.000
Positive Feelings toward School	384	1.25	3.5	2.39	0.183	-0.389	0.48	36.19	383	0.000
School Belongingness	384	0.67	3.67	2.16	0.051	-0.289	0.63	20.59	383	0.000
Academic Engagement	384	1	4	2.81	0.419	-0.562	0.67	38.10	383	0.000
Permissive Parenting Style	384	0.3	4	2.40	0.165	0.457	0.63	12.42	383	0.000
Authoritarian Parenting Style	384	0	3.2	1.65	0.234	-0.671	-0.75	-9.04	383	0.87
Authoritative Parenting Style	384	1	4	2.88	0.38	-0.711	-0.69	24.89	383	0.000

In examining the status of the academic burnout variable, the mean of this component was 2.71 with a standard deviation of 0.95. This mean value indicates that the level of academic burnout among second-cycle high school students is relatively low. Regarding the overall status of the school belongingness variable, the mean of this component was 2.48 with a standard deviation of 0.4. This mean value reflects that the level of school belongingness among

second-cycle high school students is relatively high. In analyzing the permissive parenting style variable, the mean of this component was 2.4 with a standard deviation of 0.63. This mean indicates that the prevalence of permissive parenting style among second-cycle high school students is relatively high.

In assessing the authoritarian parenting style variable, the mean of this component was 1.65 with a standard deviation

of 0.75. This mean reflects that the level of authoritarian parenting style among second-cycle high school students is relatively low. In evaluating the authoritative parenting style variable, the mean of this component was 2.88 with a standard deviation of 0.69. This mean indicates that the prevalence of authoritative parenting style among second-cycle high school students is relatively high. The means and standard deviations of the variables confirm the presence of academic burnout, school belongingness, resilience, and the three parenting styles (permissive, authoritarian, and authoritative) in the study.

As shown in Table 1, to test the significance of the relationships between the variables prior to using parametric tests, the Kolmogorov-Smirnov test was employed to examine the normality of the variables. The results for

academic burnout (0.157), school belongingness (0.119), parenting styles (0.084), and academic resilience (0.15) indicate that the p-values were greater than the first-type error rate of 0.05. Thus, the assumption of normality for the examined variables was confirmed. Additionally, the Durbin-Watson statistic was calculated to test the independence of errors, yielding a value of 1.52. This result confirmed that the hypothesis of autocorrelation among errors was rejected, allowing for the application of regression analysis.

To examine multicollinearity, the tolerance statistic and the variance inflation factor (VIF) were calculated. A VIF greater than 0.2 indicates that the regression model is well-fitted. In this study, the VIF value was 0.31, confirming the model's adequacy for regression analysis.

Table 2

Correlation Matrix

Variables	Belongingness	Permissive	Authoritarian	Authoritative	Resilience	Burnout
School Belongingness	1	0.398	-0.31	0.66	0.336	-0.308
Permissive Parenting Style		1	-0.254	0.21	0.273	0.319
Authoritarian Parenting Style			1	-0.447	-0.299	0.296
Authoritative Parenting Style				1	-0.22	-0.37
Academic Resilience					1	-0.33
Academic Burnout						1

The correlation coefficients among the research variables are shown in Table 2. The correlation between school belongingness and permissive parenting style was 0.398, with authoritarian parenting style -0.31, with authoritative parenting style 0.66, with resilience 0.336, and with academic burnout -0.308. The correlation between permissive parenting style and authoritarian parenting style was -0.254, with authoritative parenting style 0.21, with resilience 0.273, and with academic burnout 0.319. The correlation between authoritarian parenting style and authoritative parenting style was -0.447, with resilience -0.299, and with academic burnout 0.296. The correlation between authoritative parenting style and resilience was -0.22, and with academic burnout -0.37. Finally, the

correlation between resilience and academic burnout was -0.33.

To examine the significance of the relationships between academic burnout as the dependent variable and the independent variables of school belongingness, parenting styles, and academic resilience, a multiple regression analysis was conducted. The correlation coefficient (r) in this study was 0.638, and the coefficient of determination (R^2) was 0.407, indicating that 40.7% of the variance in academic burnout is explained by school belongingness, parenting styles, and academic resilience. This amount of explained variance is statistically significant and noteworthy.

Table 3

ANOVA of Regression

Model	SS	df	MS	F	Sig.
Regression	39.61	5	7.92	9.75	0.000
Residual	307.15	378	0.813		
Total	346.76	383			

Table 3 presents the analysis of variance (ANOVA) for the regression model. The F-statistic was 9.75, and the p-value was 0.000, which is smaller than the first-type error

rate of 0.05. Therefore, the influence of school belongingness, parenting styles, and academic resilience on academic burnout is confirmed with 95% confidence.

Table 4

Regression Coefficients

Variable	B	SE	Beta	t	Sig.
Constant	3.506	0.598	-	5.865	0.000
School Belongingness	-0.768	0.121	-0.326	-6.63	0.000
Academic Resilience	-0.406	0.163	-0.26	-2.49	0.017
Permissive Parenting Style	-0.298	0.077	-0.165	-3.87	0.005
Authoritarian Parenting Style	0.268	0.071	0.16	3.77	0.010
Authoritative Parenting Style	-0.319	0.078	-0.17	-4.089	0.002

The regression coefficients for the independent variables are shown in Table 4. The coefficient for school belongingness was -0.768 ($p < 0.001$), indicating a significant negative relationship with academic burnout. The coefficient for academic resilience was -0.406 ($p = 0.017$), also showing a significant negative relationship. Similarly, the coefficients for permissive parenting style (-0.298, $p = 0.005$) and authoritative parenting style (-0.319, $p = 0.002$) were negative, indicating that increases in these variables reduce academic burnout.

Conversely, the coefficient for authoritarian parenting style was 0.268 ($p = 0.01$), indicating a significant positive relationship with academic burnout. This means that an increase in authoritarian parenting style leads to an increase in academic burnout. Overall, these results suggest that while school belongingness, resilience, permissive parenting, and authoritative parenting reduce burnout, authoritarian parenting increases it.

4. Discussion and Conclusion

The present study aimed to predict academic burnout based on school belongingness, parenting styles, and academic resilience. The results indicated that academic burnout can be predicted by school belongingness, parenting styles, and academic resilience. There was a significant direct relationship between academic burnout and school belongingness, academic burnout and parenting styles, as well as academic burnout and academic resilience. These findings align with previous research, including Fernández-Casillo et al. (2023), which found a correlation between academic burnout and academic resilience (Fernandez-Castillo & Fernandez-Prados, 2023); Risque and Garzia-Izquierdo (2016), which demonstrated a relationship between resilience and academic burnout (Risque & Garcia-

Izquierdo, 2016); Smith and Emerson (2023), which highlighted the link between resilience and academic burnout (Smith & Emerson, 2023); and Jill (2015), which showed a reduction in academic burnout with increased academic resilience (Jill et al., 2015).

These findings suggest that schools do not merely determine opportunities, quality of life, and adolescent behaviors; they also play a critical role in shaping students' commitment to and sense of belonging within the school, which are pivotal for their sense of community and future life. A lack of school belonging and engagement in academic activities, as well as school absenteeism, significantly correlate with academic performance, success, and motivation. Adolescents who feel connected to their schools are less likely to exhibit disruptive behaviors and poor academic performance. Therefore, a sense of belonging to school fosters resilience in students by creating a positive outlook toward society and life events, enabling them to cope with academic stressors. Academic resilience mediates the relationship between family environment and academic performance (Rezaei Rad & Sadati Motlagh, 2017). When parents adopt parenting styles that consider their child's needs and abilities, set reasonable expectations, and act as a source of support, and when the school environment encourages students to actively participate in academic activities, academic resilience increases.

Every family adopts unique methods for the individual and social upbringing of their children, influenced by cultural, social, and economic factors. A student who has been neglected by their parents since childhood often internalizes failure instead of success in their self-concept, hindering their ability to adapt to crises and stress. Adolescence is a critical period for independence; failing to navigate this stage successfully can lead to numerous problems. In academic contexts, students who lack parental

support and have been subjected to excessive criticism and control are less resilient and more likely to experience academic challenges, resulting in academic burnout.

The negative correlation between academic burnout and school belongingness suggests that a positive social climate in school, accompanied by increased student satisfaction, can reduce absenteeism and academic decline, which in turn mitigates academic burnout caused by negative emotional stress in the learning environment. When students perceive themselves as valuable and influential members of their learning environment and maintain positive relationships with peers and teachers, their academic motivation increases, thereby reducing burnout.

Regarding the negative correlation between academic burnout and resilience, students with the capacity to cope with academic pressures and challenges, and who possess inner resources like resilience, are more likely to adopt adaptive strategies in stressful situations. These strategies prevent the imposition of negative emotional stress, serving as a protective barrier against academic burnout.

The positive correlation between resilience and school belongingness indicates that students in supportive learning environments, where their needs and desires are recognized and external resources like teacher and peer support are available, exhibit higher resilience in response to academic stress.

In conclusion, the findings suggest that a supportive family environment, reflected in effective parenting styles, a supportive school environment, a sense of school belongingness, and adaptive coping strategies such as resilience, collectively act as protective factors against academic burnout. The results of this study, consistent with existing research, emphasize the role of school belongingness, parenting styles, and academic resilience in predicting academic burnout. Additionally, the importance of the school environment and learning context in influencing academic burnout is highlighted. Parental warmth and support, expressed through parenting styles, can reduce academic burnout. School belongingness and parenting styles are positively correlated with increased resilience, which in turn reduces academic burnout.

5. Limitations & Suggestions

The limitations of this study include the following: the sample consisted of a single gender, requiring caution in generalizing the results. The sampling method was non-random and convenience-based, necessitating careful

interpretation. The cross-sectional nature of this study did not allow for a clearer determination of causal relationships. Other psychological variables, such as the family's socioeconomic status, which could have influenced the outcomes, were not considered in this study. Data were collected over a one-month period, and the researchers had no control over participants' prior levels of academic burnout. Future research should include both genders for comparative analysis. Studies should also involve participants from various age groups to enhance generalizability to all students, including university and high school populations. Longitudinal studies are recommended to clarify the observed pathways among research variables.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

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