



The Role of Hope and Family Relations of School Burnout among Secondary School Students: A Structural Equation Modeling *

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Abstract

The purpose of this research is to test a structural equation model which consisting variables of hope, supportive family relationships and discouraging family relationships to explain school burnout in secondary school children. The sample group consisted of 338 secondary school students attending four different secondary schools in Ankara. Of the participants, 173 were female and 165 were male. Within the study, personal information form, developed by researchers, Elementary School Student Burnout Scale for Grades 6-8 (ESSBS), the Children's Hope Scale (CHS) and the Family Relationship Scale for Children (FRSC) were administered applied. In the analysis of the data, frequency, percentage, correlation analysis and path analysis were used through SPSS 22 and AMOS programs. As a result of path analysis, there is a negative relationship between supportive family relationships and hope and school burnout; it was found that there is a positive relationship between discouraging family relationships and school burnout. Additionally, in this structural equation model, supportive family relationships, discouraging family relationships and hope variables together account for 49% of the change in school burnout variables. Findings obtained from the research were discussed in the light of relevant literature and various proposals were made for the future studies of practitioners, researchers and policymakers working on the field.

Keywords

School burnout
Hope
Interfamily relationships
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Introduction

The concept of burnout first emerged in the working environment, and later on in the academic field (Walburg, 2014). Burnout can be defined as a state of exhaustion resulting from the intense use of personal resources in response to intense stress experienced by the individual (Salmela-Aro, Tynkkynen, & Vuori, 2011). The concept of burnout has been used for the first time by Freudenberg in 1974, but now it has also become an area of frequent research in almost every region of the world (Bask & Salmela-Aro, 2013; Bilge, Tuzgöl Dost, & Çetin, 2014; Cadime et al., 2016; Virtanen, Kiuru, Lerkkanen, Poikkeus, & Kuorelahti, 2016; Walburg, 2014). Burnout is seen as one of the major problems of the globalizing world that can be seen in almost every age group (Seibert, May, Fitzgerald, &

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Fincham, 2016). This study was designed to understand school burnout, which is seen as an important problem in the development of the individual (Walburg, 2014) that negatively affects the academic achievement (May, Bauer, & Fincham, 2015) and well-being (Cadime et al., 2016) of the students. It was defined in the literature that the school burnout consists of three dimensions. These may be defined as exhaustion at school, cynicism towards the meaning of school, and sense of inadequacy at school (Bask & Salmela-Aro, 2013; May et al., 2015; Walburg, 2014). Exhaustion at school dimension is exhaustion felt by the school and the school-based work. Cynicism towards the meaning of school dimension is the belief that the school is not necessary or that it will not be useful. Sense of inadequacy at school dimension is based on the belief that the school cannot fulfill its requirements. (Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009). Aypay (2011) added burnout stem from family as the fourth dimension to school burnout. In this study, Aypay's (2011) four-dimensional structure was used. When one of the variables of this study is considered to be family-related, it is envisaged that the results of the research will provide comprehensive information in order to understand school burnout. Today, in most schools around the world the importance of providing developmental and preventive mental health services before problems arise is emphasized (Aldridge & McChesney, 2018). From this point of view, it is thought that this study, which aims to understand school burnout, will contribute to psychological counselors working in Psychological Counseling and Guidance (PCG) services, teachers and school administrators at the point of developmental and preventive studies planning.

In the first studies on burnout in the field of educational sciences, school administrators (Friedman, 2002) and teachers (Burke & Greenglass, 1993) so adults school burnout was investigated. However, in the current research (Aypay, 2011; Bilge et al., 2014; Cadime et al., 2016; May et al., 2015, Virtanen et al., 2016), school burnout experienced by students is under a separate heading. If measures are not taken, school burnout can lead to different problems such as school dropout (Bask & Salmela-Aro, 2013), academic failure (Bilge et al., 2014; May et al., 2015), low self-confidence (Virtanen et al., 2016) and depression (Walburg, 2014). For this reason, recent studies have investigated what burnouts and causes students have experienced in schools (May et al., 2015), and various preventive studies have been conducted in this regard (Ateş, 2016). School burnout also occurs as a result of stressful experiences such as burnout that adults have experienced (Seibert et al., 2016). Especially in the secondary school which can be defined transition period, negative behaviors such as peer bullying (Boyacı & Ersever, 2017), increasing academic load and stress can be seen in children (Aypay, 2011; Cadime et al., 2016). In this period, it is necessary for parents, teachers and other school personnel to work in cooperation with the guidance services (Aldridge & McChesney (2018). For this reason, secondary school students were also involved in this research.

Family relationships are also included as a variable, assuming that the study may relate to school burnout. Family and family relationships are important in the formation of the individual's feelings, thoughts, behaviors and values (Bolat, 2016). Family therapies (Bowen, 1985), which suggest that an individual's behavior should be assessed within the context of the family, is an indication of the importance given to the family in the sense of the individual. The stress experienced by the parents of the child can affect not only themselves but also their children who share the same home. In this context there are surveys (Salmela-Aro et al., 2011) in the literature that show that parents have a relationship between burnout in their workplace and burnout of children in school. From this point of view, a good understanding of family relations is thought to be useful for understanding school burnout. In terms of the development of the child, the family is often regarded as a protective function, presumed to have influenced the child positively. If a healthy and supportive family is mentioned, the family supports the development of the individual (Trawick-Smith, 2013), but the influence the family has on the individual may not always be positive (Puff et al., 2016). Unhealthy family relationships can also negatively affect individual development (Smokowski, Bacallao, Cotter, & Evans, 2015). For this reason, family and family relations should be examined to see how the family works in relation to the development of the individual (Demirtaş Zorbaz & Korkut Owen, 2013).

When the literature is examined, the unhealthy family relationships; (Puff et al., 2016), depression (Choi & Murdock, 2016), school burnout (Salmela-Aro & Tynkkynen, 2012) and academic failure (Pinquart, 2016). From here it should not be concluded that the family has only a negative effect on the individual. Children who are supported in solving the problems experienced by the family and whose developmental needs are being met are also expected to be able to improve their academic achievement (Pinquart, 2016), their well-being (Hainlen, Jankowski, Paine, & Sandage, 2016), their selfconfidence (Sheridan & Burt, 2011) is high. In brief, it has an important place in the knowledge of the child about how the family relations that the child has established with his family are. In this research, family relationships were handled in two ways as "*supportive family relationships*" and "*discouraging family relationships*".

Another variable involved in exploring school burnout is hope, which is a positive concept that influences the motivation of the individual to do a job. Hope is explained as a cognitive process that the individual uses to achieve his purpose (Snyder, Feldman, Shorey, & Rand, 2002). When the literature about hope is examined, it is understood that the theory of hope put forward by Snyder is widely accepted (Akos & Kurz, 2016; Feldman, Davidson, Ben-Naim, Maza, & Margalit, 2016; Gustafsson, Hassmén, & Podlog, 2010). According to Snyder (2002), hope is a cognitive process consisting of three basic components; goals, agency and pathways. Individual goals may be long-term or short-lived, but they need ways of motivating and reaching the goal in order for the individual to achieve these goals (Akos & Kurz, 2016). Pathways are the belief that one can find different solutions to achieve the purpose for which it is identified. Agency can be defined as the perception of the potential to use the means of reaching the goal that the person has identified (Snyder, 2002). As a result, hope is seen as a motivational cognitive process that can be defined as a motivational cognitive process that can be defined as a successful motivation for the individual to reach the goal and to establish ways of achieving the goal (Akos & Kurz, 2016; Atik & Kemer, 2009; Hellman, Munoz, Worley, Feeley, & Gillert, 2017). It has been shown that the level of hope of the individual is in a linear relationship with mental health (Chang, 2017), which decreases the risk of depression (Du, King, & Chu, 2016), facilitates academic adjustment (Akos & Kurz, 2016) and reduced burnout (Gustafsson et al., 2010). Therefore, it can be said that the hope has assumed a protective and preventive role in the life of the individual. In the scope of this research, it was researched to determine the level of school burnout with family relations. Especially in early childhood, it is said that if the foundation of hopeful thought is formed, this idea can be used to reach the child's future goals (Snyder et al., 2002). This study is designed for children aged 10-12 years. Therefore, it is thought that the findings of the research will have an important place in the planning of prevention studies.

This research was developed for secondary school students. The reason is that the secondary school period is in a transition period. In this period, the individual is exposed to different stress sources and therefore needs more social support (Akos & Kurz, 2016). Snyder et al. (2002) argue that the struggle against the obstacles in reaching the goals of the individual from the first years of his life has developed the hopeful structure of thought in the individual. In addition, the hopeful structure of thought contributes to the reduction of the problem (Atik & Kemer, 2009), while there is a relationship between hope and social support (Du et al., 2016). Knowing that the family is an important source of social support for the individual (Trawick-Smith, 2013), knowing the relationship between family relationships and hope will contribute to the knowledge. Today, children spend a considerable part of their time outside of their family in school, and the basics of socialization start at family and school (Gleitmen, Gross, & Reisberg, 2011). It is also known that there is a relationship between different problems such as school dropout (Bask & Salmela-Aro, 2013), academic failure (Kutsal & Bilge, 2012) and school burnout. Thus, understanding of school burnout is thought to be beneficial for the organization of educational settings, preventive and preventive studies. Aldridge and McChesney

(2018) emphasized the positive school environment and protective psychological services contributing to the well-being and academic achievement of students in their survey of literature. The aim of this research is to test a structural equation model which consisting variables of hope, supportive family relationships and discouraging family relationships to explain school burnout in secondary school children. In the direction of this model, it is aimed to contribute to the well-being of the students by designing positive school environments. For this aim it was investigated the answer of “Does the hope and family relationships have a meaningful effect in predicting school burnout among secondary school children?” question. In response to this problem, the sub-problems presented below have been sought.

- Is hope in middle school students a meaningful predictor of school burnout?
- Is supportive family relations in middle school students a meaningful predictor of school burnout?
- Is discouraging family relations in middle school students a meaningful predictor of school burnout?

Method

The Model of Research

In this correlational research, the relationships among school burnout, hope and interfamily relationships of the middle school students were investigated. In this context, to explain the predictive relationships among variables, Structural Equation Modeling (SEM) which is frequently used in correlational research because of allowing researchers to examine the predictive relationships at the same time was used (Fraenkel, Wallen and Hyun, 2012).

Sample (Participants)

The study group of the research selected by convenience sampling, considering easy accessibility, economy and convenience, consisted of totally 338 secondary school students including 173 females (51.18%) and 165 males (48.82 %) and the participants were studying in the 5. and 6. grades of 4 different schools in Ankara. Their ages were in the range of 10 and 12 ($\bar{x} = 10.93$, $S_s = 1.16$). The other descriptive information about the participants stated in Table 1.

Table 1. Descriptive Data about the Participants of Study

Variable	Category	N	%
Mother Education Status	Primary Sch.	151	44.7
	High Sch.	124	36.7
	University	63	18.6
Father Education Status	Primary Sch.	119	35.2
	High Sch.	127	37.6
	University	92	27.2
Mother Employment Status	Employed	103	30.5
	Unemployed	235	69.5
Father Employment Status	Employed	297	87.9
	Unemployed	41	12.1
Living Together with Mother/Father	Yes	289	85.5
	No	49	14.5
Perceived Academic Achievement	Low	37	10.9
	Medium	113	33.5
	High	188	55.6
Total		338	100

Data Collection Tools

Elementary School Student Burnout Scale for Grades 6-8 (ESSBS)

The scale (ESSBS) developed by Aypay (2011) to measure the middle school students' school burnout level. The scale consists of 26 items rated on a four-point Likert-type scale. The scale measures school burnout as a structure consisting of four different dimensions: "burnout stem from school activities", "burnout stem from family", "feeling of insufficiency in school" and "lack of interest towards school". This four-factor structure accounts for 59 % of the variance of school burnout. The factor load values of the items range from .41 to .81. In the study of the scale development, the goodness of fit index of the four-factor model revealed that the model is confirmed and this measure is valid for measuring school burnout (GFI = 0.94, AGFI = 0.91, PGFI = 0.89, RMSEA = 0.07, CFI = 0.91; $\chi^2 = 787.6$, $df = 293$, $p < .01$). The high scores on each of the four sub-dimensions of the scale and on the whole of the scale mean that the individual's school burnout level is high. The Cronbach Alpha internal consistency coefficient indicating the reliability of the scale is determined for burnout stem from school activities dimension as .92, for burnout stem from family dimension as .83, for the feeling of insufficiency in school dimension as .76, for lack of interest towards school dimension as .81. The split-half reliability of the scale is determined as .81 for burnout stem from school activities dimension, as .72 for burnout stem from the family dimension, as .65 for the feeling of insufficiency in school dimension and as .65 for lack of interest towards school dimension (Aypay, 2011).

The reliability coefficients for both sub-scales and whole scale in this current study calculated as .89 for burnout stem from school activities dimension, as .80 for burnout stem from the family dimension, as .79 for the feeling of insufficiency in school dimension, and as .73 for lack of interest towards school dimension. The reliability coefficient for the whole scale is calculated as .93. As a result, both the four sub-scales and whole of ESSBS is found to have high reliability coefficient by meeting the criterion reliability value of .70 and consequently proves that it is a reliable instrument to use for research purposes (Creswell, 2012; DeVellis, 2003; Domino & Domino, 2006; Fraenkel, Wallen, & Hyun, 2012).

Children's Hope Scale (CHS)

Used to measure the level of hope of students participating in the research, Children's Hope Scale (CHS) developed by Snyder et al. (1997) and adopted by Atik and Kemer (2009). CHS has 6 items in the six-point Likert-type scale. The scale developed according to the level of children between the ages of 8-16, measures the level of hope -as a structure consisting of two sub-dimensions: "agency" and "pathways"- that children have. This two-factor structure accounts for 57.9 % of the variance of hope. The factor load values range from .33 to .77 for the items in the first factor and range from -.81 to -.41 for the items in the second factor. In the study of the scale development, the goodness of fit index of the two-factor model revealed that the model is confirmed and this measure is valid for measuring hope (GFI = 0.99, AGFI = 0.98, RMSEA = 0.047, CFI = 0.99; $\chi^2 = 21.74$, $df = 8$, $p < .01$). The high scores on each of the two sub-dimensions of the scale and on the whole of the scale mean that the individual's hope level is high.

Both Snyder et al. (1997), the original developers of the scale and Atik and Kemer (2009), the adopters of the scale have stated that hope theoretically consists of two sub-dimensions. In this context it is stated as more appropriate to calculate the reliability of the total scale rather than calculating the sub-scales separately (Atik & Kemer, 2009). That's why in this current study, the hope level of the children is calculated based on their total score on the scale. The reliability coefficient of the scale is obtained as Cronbach's alpha value of .72 and .86 in previous studies in the literature.

In the current study, the reliability of the scale is calculated as .72 for agency sub-scale, as .75 for pathways sub-scale and as .82 for the whole scale. As a result, the scale is found to have a higher coefficient than the required reliability score of .70, proving its reliability to use in the research (Creswell, 2012; DeVellis, 2003; Domino & Domino, 2006; Fraenkel et al., 2012).

The Family Relationship Scale for Children (FRSC)

The scale developed by Demirtaş Zorbaz and Korkut Owen (2013) to measure the family relations of children has 20 items in the three-point Likert-type scale. The scale is developed to understand the perceptions of the children age from 10 to 12 about their family relations. It is measuring the family relations based on two sub-dimensions as supportive family relations and discouraging family relations. While high scores gained from the supportive family relations subscale represents child's high quality of supportive relations with his/her family, high scores from discouraging family relations subscale means that child has highly discouraging relations with his/her family. The Cronbach Alpha internal consistency coefficient indicating the reliability of the scale is calculated at two sample, the first group of 590 individuals subjected to explanatory factor analysis under the scale adapting study was calculated as .76 for the supporting family relationship dimension and .82 for the discouraging family relationship dimension. The Cronbach alpha internal consistency coefficient was calculated as .78 for supporting family relationship dimension and .84 for discouraging family relationship dimension for the second sample group, which included a total of 300 individuals subjected to confirmatory factor analysis under the scale adapting study (Demirtaş Zorbaz & Korkut Owen, 2013).

In the current study, the reliability of the scale is calculated as .72 for the supportive family relations sub-scale and .81 for discouraging family relations sub-scale. As a result, the scale is found to have a higher coefficient than the required reliability score of .70, proving its reliability to use in the research (Creswell, 2012; DeVellis, 2003; Domino & Domino, 2006; Fraenkel et al., 2012).

Procedure

In the process of research, after obtaining permission to use the data collection tools and permission to collect data by consulting with the administrators of the schools to be implemented firstly the data collection tools are applied by researchers to the participants in the form of paper-pencil test in a face-to-face relationship in the class environment. Completion of instruments takes approximately 30 minutes in total. Before analyzing the data, in which 11 participant forms with invalid or missing information are excluded from the data set. After coding the data, data set is investigated according to its appropriateness for the parametric statistical analysis. For this purpose, outliers investigated through z-test, skewness and kurtosis, and at this step nine pieces of data are excluded due to data their deviating from the normal distribution. Addition to one-way outlier analysis, Mahalanobis distance is investigated to find out the outliers in the multivariate data and accordingly 7 pieces of data is excluded from the dataset. After the normal distribution counts were tested, the data were finally analyzed by variance inflation factors and auto-correlation before being analyzed, and when it was found that there was no auto-correlation and the variance inflation factors were between the required limit values, the data set was decided to be suitable for parametric statistical analysis.

In the data analysis, the relationship among hope, family relations and school burnout are investigated with Pearson correlation and the predictive role of the hope and family relations on school burnout is investigated by doing path analysis. In the model, while hope -consisting of two sub-dimensions as agency and pathways is noted as a predictive (exogenous) latent variable, each of family relations as supportive family relations and discouraging family relations is noted as predictive (exogenous) observed variables. School burnout in the study is taken as the predicted (endogenous) latent variable with its four sub-dimensions as burnout stem from school activities, burnout stem from family, feeling of insufficiency in school and lack of interest towards school. In the structural equation modeling to do the path analysis, χ^2 , Sd, χ^2/Sd , GFI, CFI, NFI, TLI, SRMR and RMSEA fit indexes are taken into consideration.

Results

Findings of School Burnout Investigation by Path Analysis

In the step of analyzing the data, primarily a correlation analysis was conducted to test the relationship between the predicted variable "school burnout" and the "hope", "supporting family relationship" and "discouraging family relationship", which are the predictive variables. Relations between variables were investigated by Pearson Correlation Analysis method. Relations between variables are presented in Table 2.

Table 2. Investigation of Relations Between Variables by Pearson Correlation Analysis

Variable	r									
	1	2	3	4	5	6	7	8	9	10
1.CHS Total		.79 **	.81 **	.23 **	-.28**	-.37**	-.39**	-.28**	-.31**	-.39**
2.CHS – AG			.62 **	.28 **	-.32**	-.38**	-.37**	-.34**	-.34**	-.39**
3.CHS – PW				.15 **	-.20**	-.31**	-.35**	-.16**	-.23**	-.32**
4.FRSC – SFR					-.25**	-.35**	-.23**	-.36**	-.30**	-.30**
5.FRSC – DFR						.51 **	.44 **	.51 **	.47 **	.39 **
6.ESSBS Total							.83 **	.77 **	.73 **	.70 **
7.ESSBS – BSFSA								.57 **	.58 **	.61 **
8.ESSBS – BSFF									.60 **	.53 **
9.ESSBS – FIS										.37 **
10.ESSBS – LİTS										

** $p < .01$

When Table 2 is examined, it is seen that the "hope" total scores and "supportive family relationships" scores of the individuals participating in the research are positively and lowly correlated ($r = .23$, $p < .01$). Besides, the scores of "hope" and "discouraging family relationships" of the individuals participating in the research are significantly related to the negatively and lowly levels ($r = -.28$, $p < .01$). In addition, the total scores of ESSBS of the individuals participating in the study were found to be negatively and moderately ($r = -.35$, $p < .01$) correlated with the subscale of "supportive family relationships" ($r = .51$, $p < .01$), were positively and moderately correlated with the scores they received from the subscale of "discouraging family relationships." The total scores of the individuals who participated in the research, they obtained from ESSBS were negatively and moderately ($r = -.37$, $p < .01$) correlated with the total scores they obtained from the scale of the hope.

After examining the relationships between the predicted (endogenous) and predictive (exogenous) variables of the study, the predictive impact of the "hope", "supporting family relationships", "discouraging family relationships" variables on the "school burnout" were tested by path analysis. The tested model is shown in Figure 1.

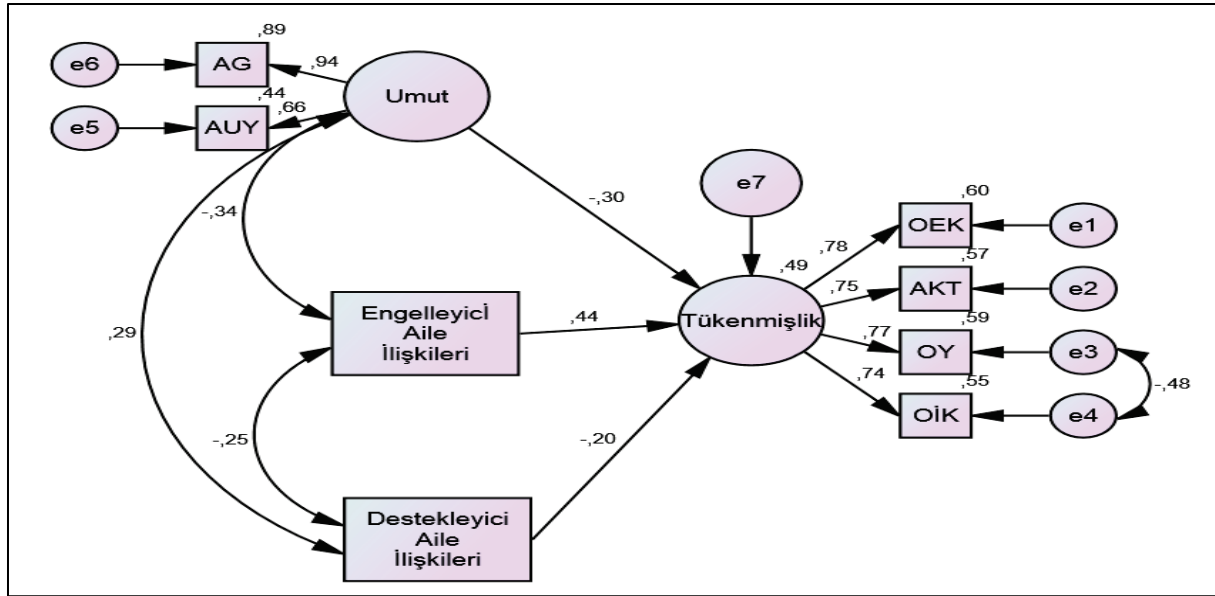


Figure 1. Path Diagram for Predicting of School Burnout

In the model presented in Figure 1, firstly model adaptation indices were investigated without any modifications, but it was observed that the model did not meet the criteria for goodness of fit ($\chi^2=78.30$, $sd=16$, $\chi^2/sd=4.9$, $RMSEA=.111$, $SRMR=.045$, $CFI=.93$, $GFI=.94$, $NFI=.91$, $TLI=.91$). Thereupon, the proposed modifications of the model were examined and one modifications were made by the errors of the items are associated with the bidirectional covariance path between the items "feeling of insufficiency in school" and "lack of interest towards school" in the direction of these suggestions. It has been seen that the model after this modification provides the necessary criteria of goodness of fit, in other words, the model and obtained data are harmonized satisfactorily and the model is confirmed ($\chi^2=44.45$, $sd=15$, $\chi^2/sd=2.96$, $RMSEA=.079$ (LO=.052, HI=.106), $SRMR=.036$, $CFI=.97$, $GFI=.96$, $NFI=.95$, $TLI=.94$).

After examining the goodness-of-fit indices values of the model, the paths in the model and the predictions of the parameters regarding model are examined. Accordingly, there is no statistically insignificant way in the structural model being tested. The parameter estimates, including the unstandardized and standardized regression coefficients and the t values obtained for the structural model, are presented in Table 3.

Table 3. Structural Model Parameter Estimates

Path	Unstandardized Regression Coefficients	Standardized Regression Coefficients	t
BURN←HOPE	-.783	-.304	-5.257***
BURN←SUP	-.239	-.196	-3.971***
BURN←DISC	.563	.438	8.115***
BSFSA←BURN	1.000*	.778	---
BSFF ←BURN	.543	.754	13.895***
FIS ←BURN	.436	.771	13.249***
LITS ←BURN	.420	.744	12.716***
PW←HOPE	1.000*	.662	---
AG ←HOPE	1.483	.944	7.537***

* These values are equal to 1 for estimation.

** $p<.05$, *** $p<.001$; BURN: School Burnout, HOPE: Hope, SUP: Supportive Family Relationship, DISC: Discouraging Family Relationship, BSFSA: Burnout Stem From School Activities, BSFF: Burnout Stem From Family, FIS: Feeling of Insufficiency in School, LITS: Lack of Interest Towards School, PW: Pathways, AG: Agency

After examining the parameter estimates in Table 3, which include the non-standardized and standardized regression coefficients obtained for the established model and the t values, finally, the total, direct and indirect effects are examined in order to evaluate the predictive effect of the variables in the model. Total, direct and indirect effects are presented in Table 4.

Table 4. Total, Direct and Indirect Effects Regarding Structural Model

Predicted	Predictive	Standardized Effects			t	Standard Error
		Total	Direct	Indirect		
BURN	HOPE	-.304	-.304	----	-5.257***	.149
BURN	SUP	-.196	-.196	----	-3.971***	.060
BURN	DISC	.438	.438	----	8.115***	.069

** $p < .05$, *** $p < .01$;

BURN: School Burnout, HOPE: Hope, SUP: Supportive Family Relationship DISC: Discouraging Family Relationship

The total and direct impacts values in Table 4 show that supportive family relationships ($\beta = -.20$, $p < .001$) and hope variables ($\beta = -.30$, $p < .05$) affected the school burnout variable directly and negatively. Discouraging family relationships ($\beta = .44$, $p < .05$) affect the school burnout variable directly and positively. In the model, the total effect of the hope variable on school burnout was calculated as $d = -.30$ while the total effect of the supporting family relationship variable on school burnout was $d = -.20$. The effect of the discouraging family relationship variable on school burnout was found to be $d = .44$. Cohen (1988) states that when the effect size value is lower than .2 the weak effect is; when the effect value is between .3 and .5, the moderate effect is, whereas the effect value is over .8, the high effect is. Starting from this, it can be said that supportive family relations have a low level of impact on school burnout, while discouraging family relationships and hope have moderate effect on school burnout. In addition, supportive family relationships, discouraging family relationships, and hope variables together account for 49 % of the change in school burnout variance ($R^2 = .49$).

Discussion, Conclusion and Suggestions

In this study, hope, supportive family relationships, and discouraging family relationships in secondary school students predicted the degree of school burnout and the relationship between these variables was examined by structural equation modeling. According to the findings of the research, supportive family relationships and hope are predicting school burnout in the secondary school students in a negative way and meaningfully in the secondary school students and in a positive way in the discouraging family relationships. In other words, the individual's support for family relationships and the high level of hope decrease the likelihood of school burnout. Discouraging family relationships increase the risk of school burnout in children. Secondary school years can be considered as a risky period in which the child is both academically and developmentally challenged and consequently school burnout can be seen (Akos & Kurz, 2016, Aypay, 2011). In addition, children have to make choices in both academic and social life, and hope is important in terms of the results of these elections (Snyder et al., 2002). The level of social support and hope that the child's family will receive, especially during the transition period, will help him to make this process easier (Du et al., 2016). In this study, it was found that there is a negative and significant relationship between hope and school burnout. Otis, Huebner, and Hills (2016) found a negative and significant relationship between hopes and stressful life events. As it is known that school burnout is also a stressful situation (Virtanen et al., 2016), the development of hope will be effective in reducing school burnout. So the findings of this research also support the findings of other studies (Du et al., 2016; Gustafsson et al., 2010; Otis et al., 2016) in the field.

Gustafsson et al. (2010) investigated the relationship between hope and burnout and found that the relationship between burnout levels and hope levels of children was found. According to this study, individuals with low hope level live more burnout than those with medium and high hope level. When the individual is in despair, the academic achievement declines (Atik & Kemer, 2009; Hellman et al., 2017). Similarly, there is a negative relationship between school burnout and academic achievement (May et al., 2015; Seibert et al., 2016). From this point of view, there is an important place of hope both in increasing academic achievement and in preventing school burnout. Therefore, the development of hope will be beneficial both in academic success and in the prevention of school dropout. Hope is a cognitive process and becomes more pronounced with maturation. The development of cognitive processes, increasing vocabulary, and the development of abstract thinking ability will lead to a more effective use of hope in children (Snyder et al., 2002). When school psychological counselors are actively involved in developmental and preventive studies at school (Conyne, 2013), it is important that psychological counselors work to develop hopeful thinking in children to prevent school burnout. Moreover, when it is thought that hope is a form of belief, it is necessary for the teachers who enter the courses of the students to work on improving the structure of hopeful thought.

According to another result of the research, supportive family relationships negatively and positively predicted school burnout just like hope. The styles of family and family relationships plays an important role in the child's psychological, social and cognitive development (Gleitman et al., 2011; Sheridan & Burt, 2011; Trawick-Smith, 2013), Also supportive family relationships are known to be important in the development of self-confidence, social responsibility, hope, values and competence (Trawick-Smith, 2013). The well-being and health of the child flourish within the family context. Here, well-formed is the physical health and psychosocial development of the child. (Sheridan & Burt, 2011). Especially in the secondary school period, which is the beginning of adolescence, supportive family relationships are needed in the development of self-confidence, personality, prosocial behavior, social cohesion, social acceptance, hope, tolerance and respect (Carlo, White, Streit, Knight, & Zeiders, 2017; Demirtaş Zorbaz & Korkut Owen, 2013), additionally it is known that warm and sensitive parental attitudes support the child's cognitive, social and emotional development, increase self-esteem and increase school satisfaction (Smokowski et al., 2015). This study has also shown that supporting family relationships play an important role in preventing school burnout. Family relationships must be supportive to preventing childhood school burnout and ensuring children's readiness to the school. Family training can be arranged by psychological counselors working in schools, informative brochures can be prepared or family counseling can be done.

According to another result of the research, discouraging family relationships are positively and reasonably predicting school burnout. To explain, school burnout is more likely to occur in children with family disabilities. When studies on family relationships were examined, it was found that adverse family relationships cause problems of adjustment (Puff et al., 2016), depression (Choi & Murdock, 2016), mental health problems (Smokowski et al., 2015) and school burnout (Salmela-Aro & Tynkkynen, 2011). Furthermore, it is said that negative family attitudes may cause stress, fatigue and burnout in students who may have stress on children (Aypay, 2011). It is seen that direct child-directed practices have been made to prevent school burnout in the field of literature (Ateş, 2016). This research has led to the conclusion that family relationships are an important variable in explaining school burnout. Discouraging family relationships are an important variable in explaining school burnout, which can lead to problems ranging from academic failure to school dropout. The findings of this study also indicated that in addition to the studies to be done directly on children in the studies to prevent school burnout to be done from now on, it is also necessary to implement family-oriented practices. Especially in the middle school years, there is a transition period and behavior problems such as peer bullying (Boyacı & Ersever 2017) cause confusion as a period that should be sensitive. The importance of developmental and preventive psychological services has been emphasized worldwide (Aldridge & McChesney, 2018). Psychological counselors working in PCG services, school administrators, teachers, parents and other school staff are therefore required to work in co-operation to prevent school burnout.

In conclusion, this study in which a model for understanding school burnout in secondary school students was established, found that hope, supportive family relationships, and discouraging family relationships are significant predictors of school burnout. The development of hopeful thinking could help the child's personal goals, as well as help to develop personality during adolescence (Snyder et al., 2002). It is emphasized that family relationships in the literature are a decisive variable in the social, cognitive, physical and emotional development of the individual, including early childhood (Trawick-Smith, 2013), adolescence (Gleitman et al., 2011) and beginning adulthood (Choi & Murdock, 2016) Smokowski et al., 2016; Wintre & Yaffe, 2000; Xue et al., 2016). From this point of view, the findings of the research are thought to contribute to the literature on school burnout. This research has also some limitations. Among these, the data gathered within the scope of the research is obtained from only 4 different secondary school students living in only one city and not the whole of Turkey. Secondly, the data are obtained only by means of self-report-based measuring means, that is, the measures of detection means are limited to qualities. For further research, sample groups can be formed from the students from different cities and can be made more comprehensive. In addition, qualitative skills such as observation, interviewing and academic achievement scores can be used to evaluate school burnout. In the study, it was found that family relationships had a significant effect on students' exhaustion. The data in the present study was only gathered from students. When the importance of the family variable for the development of an individual is considered, the lack of data from families can be considered as the limitation of this study. In future research, a comparison can be made by collecting data from parents and students at the same time. When the findings of the study are taken into account, preventive psycho-educational work for families can be applied in addition to student-centered work in the prevention of school exhaustion. From the findings of this research, it is necessary to test the effectiveness of the research by planning researches on experimental designs to prevent school burnout. In addition, the hope as another variable of this research was a predictor the school burnout; therefore, studies about psycho-educational interventions related to hope could be another topic to investigate.

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