

SCHOOL AS IF A WORKPLACE: EXPLORING BURNOUT AMONG HIGH SCHOOL STUDENTS*

(BİR İŞ YERİ GİBİ OKUL: LİSE ÖĞRENCİLERİ ARASINDA
TÜKENMİŞLİĞİN KEŞFİ)

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ABSTRACT

The current research examines whether school burnout, which may be seen in high school students, varies or not in relation to such variables as gender, grade point average, grade level and the students' status of attending to private tutoring. The study is designed in survey research model and the study group consists of 728 students studying in 3 different types of high schools located in 4 different regions of Turkey. Findings show that the school burnout which students experience varies in relation to such variables as gender, grade point average, grade level and the students' status of attending to private tutoring (dershane). Based on these findings, male students are a higher-risk group in terms of school burnout. Students with low grade point averages are a higher-risk group in terms of school burnout. The risk of school burnout increases as the grade level is higher. Attending to private tutoring causes school burnout in students in some respects while it also protects students against school burnout in other respects. According to these findings loss of interest in school, burnout due to doing homework and burnout due to studying grade averages are higher in the students who attend to private tutoring while burnout due to family and deficiencies in school and need for relaxation and entertainment grade averages are higher in the students who do not attend to private tutoring.

Keywords: School burnout, high school, student

ÖZ

Bu çalışma lise öğrencilerinin yaşayabileceği okul tükenmişliğinin cinsiyet, not ortalaması, sınıf düzeyi ve öğrencilerin dershaneye gidip gitmeme değişkenlerine bağlı olarak farklılaşıp farklılaşmadığını belirlemeyi amaçlamıştır. İlişkisel tarama modelinde bir araştırma olan bu çalışmada çalışma grubu, dört ildeki üç farklı lise türünden 14 okula devam eden 728 öğrenciden oluşmaktadır. Bulgular lise öğrencilerinin okul tükenmişliği alt boyut puanlarının cinsiyete, not ortalamasına, sınıf düzeyine ve dershaneye gidip gitmeme durumuna göre anlamlı biçimde farklılık gösterdiğini ortaya koymuştur. Bu bulgulara göre, erkek öğrenciler okul tükenmişliğinde daha riskli bir gruptur. Düşük not ortalaması okul tükenmişliğini artırmaktadır. Sınıf düzeyi yükseldikçe öğrenciler tükenmeye daha yatkın hale getirmektedir. Dershaneye gitmek bazı boyutlarda tükenmeye yol açarken diğer bazı boyutlarda öğrencileri tükenmeye karşı güçlendirmektedir. Bu bulgulara göre okula ilgi kaybı, ödev yapmaktan tükenme ve ders çalışmaktan tükenme ortalama puanları dershaneye giden öğrencilerde daha yüksek iken; aileden kaynaklı tükenme, okulda yetersizlik ve dinlenme ve eğlenme gereksinimi ortalama puanları dershaneye gitmeyen öğrencilerde daha yüksektir.

Anahtar Sözcükler: Okul tükenmişliği, lise, öğrenci

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INTRODUCTION

Burnout is defined as the state of being unsuccessful, distraught or exhausted as a result of excessive and intense usage of power, energy and other individual resources (Maslach, Schaufeli & Leiter, 2001; Seidman & Zager, 1991). School burnout refers to the burnout syndrome that the school and the excessive demands of education cause in students.

Research studies related to burnout in educational institutions have been mainly conducted on teachers (Akçamete, Kaner & Sucuoğlu 2001; Bakker and Schaufeli, 2000; Cemaloğlu & Kayabaşı, 2007; Farber & Miller, 1981; Friedman, 1999; Grayson & Alvarez, 2008; Greenglass, Fiksenbaum, & Burke, 1994; Russell, Altmaier & Van Velzen, 1987; Suçuoğlu & Küloğlu 1996; Tatar & Horenczyk, 2003), school psychologists (Huebner, 1992; Ross, Altmaier & Russell, 1989; Sandoval, 1993) and school managers (Aksu & Baysal, 2005; Koçak, 2009). Research studies conducted on school personnel point out that the school itself is a stress factor (Chang, Rand & Strunk, 2000). These research studies created a discussion on whether burnout, which is defined as a syndrome mainly developed in association with job practices, can be seen among students as well (Maslach et al, 2001). This is because, students also have to stay on and continue in their schools and fulfill many responsibilities related to the school (Balogun, Helgemoe, Pellegrini & Hoerberlein, 1996; Chambel & Curral, 2005; Fimian, Fastenau, Tashner and Cross, 1989) and this resulted in the idea of considering the school as a workplace not only for staff but also for students.

Research studies indicate that stress caused by courses, the homeworks or other psychological pressure factors related to the school (McCarthy, Pretty & Catano, 1990; Yang & Farn, 2005) reflection of the burnout seen in teachers on students (Howes, Matheson and Hamilton, 1994); or the negative impacts of the social, structural, physical and academic deficiencies of schools may cause school burnout (Grayson & Alvarez, 2008; Woodrum, 2005; Tatar & Horenczyk, 2003). School burnout results in absence from school, low motivation towards lessons, school dropouts (McCarthy et al., 1990; Yang and Farn, 2005), failure in the courses (Laursen, Bukowski, Nurmi, Marion, Salmela-Aro & Kiuru, 2010) and even developing an idea of suicide (Dyrbye, Thomas, Harper, Massie, Jr., Power, Eacker et al., 2009).

In most of the research studies related to school burnout, the school achievement of students with a high-level of burnout syndrome has been considered as one of the most essential independent variables (Laursen et al., 2010; Yang, 2004). Studies indicated that self-confidence, social support networks and gender roles (Yang & Farn, 2005), school and learning environments (Dyrbye et al., 2009), satisfaction or dissatisfaction with the school (Güdük, Erol, Yağlıbulut, Uğur, Özvarış & Aslan, 2005; Erturgut & Soyşekerçi, 2010), the time spent in the school and the nature of curriculum (Bernhard, 2007) were effective on developing burnout.

According to the findings of this research, the level of burnout decreases as self-confidence increases in students. Existence of social support networks and their contributions to the individual decreases the level of burnout, as stated in other research studies. A significant correlation was found between self-confidence and being masculine; thus, it could be argued that there is an inverse relationship between burnout and masculinity (Yang & Farn, 2005). Students less often develop burnout syndrome in educational environments which are both academically and psychologically supportive (Dyrbye et al., 2009). The burnout level decreases as the satisfaction with school increases (Erturgut & Soysekerçi, 2010; Gdk et al., 2005). The burnout level increases as the time spent in the school increases. Although it is thought that many personal and academic variables may contribute to this; the curriculum has also a significant contribution to burnout levels (Bernhard, 2007).

Some research studies found that burnout was observed more often among female students than male students (Erturgut & Soysekerçi, 2010; Salmela-Aro, Savolainen & Holopainen 2009). On the other hand, in their study, Gdk et al. (2005) did not find any significant difference between the students in terms of gender. Considering that burnout is a process, it is argued that the level of burnout is higher if the individual is exposed to stress over a long period of time (Vasalampi, Salmela-Aro & Nurmi, 2009; Grayson & Alvarez, 2008; Yang, 2004). However, no significant difference was found among different age groups in the study of Gdk et al. (2005). The students' ages, which were close to each other, may explain this result.

Research studies on school burnout in students have appeared only fairly recently and they have focused mostly on university students (Bernhard, 2007; Fimian et al., 1989; Meier & Schmeck, 1985). Following the footsteps of the early burnout studies, it is seen that the student burnout studies have also located "professions" at a central place. Institutions especially educating people for the health sector (doctors and nurses) have received a special focus (Turnispeed, 1998; Cordes & Dougerthy, 1993; Pick and Leiter, 1991; McCranie and Brandsma, 1988). Studies concerning high school students are, therefore, relatively few as there is no direct connection between work and high schools unless they are not vocational schools (Erturgut & Soysekerçi, 2010; Vasalampi et al., 2009). The education system in Turkey forces students to get ready for serious competition which requires a very tough study regime. Students must pass difficult exams as well as achieving high grade-point averages in order to receive a better education in the next levels. This may cause burnout in many students, even those in high schools. For this reason, this research sets out to explore the interplay between aforementioned variables and the burnout levels among high school students in Turkey.

METHOD

Study Group

The study was conducted in 14 high schools located in 4 provinces from 4 different regions of Turkey (Siirt, Bursa, İzmir and Eskişehir). Six of them are regular high schools; 7 of them are Anatolian high schools and one of them is a vocational high school for girls. These provinces were chosen by convenient sampling method. Selecting students from different provinces and various types of high schools is to increase the representativeness of the sample. The study group consists of 728 students who participated in the study voluntarily. 705 students mentioned their gender and accordingly, 409 of them (56%) are females and 296 of them (41%) are males. Out of the 728 students who participated in the study, 205 students (28%) are 9th grade, 277 students (38%) are 10th grade, 154 students (21%) are 11th grade and 92 students (13%) are 12th grade.

Data Collecting Instrument

Secondary school burnout scale (SSBS): In this study, SSBS scale developed by Aypay (2012) was used. The study group was divided into two equal groups for construct validity. Exploratory Factor Analysis (EFA) was conducted on one of the groups and Confirmatory Factor Analysis (CFA) was conducted on the other group. As a result of Varimax rotation in the EFA, a seven-factor structure which explains 61% of the variance and whose eigenvalues are greater than 1 emerged. Factor loading values of the items are between .47 and .86. The factors were given the names respectively as follows: “Loss of interest in school” (LIS), “Burnout due to studying” (BDS), “Burnout due to family” (BDF), “Burnout due to doing homework” (BDH), “Lethargy and boredom due to teacher attitudes” (LBDTA), “Need for relaxation and entertainment” (NRE) and “Deficiencies in the school” (DS). The DFA was conducted in order to obtain additional proofs about the fitness of the seven-factor structure of the scale determined with EFA with the data collected. Chi square value calculated for the model data fit is significant; $\chi^2(506)=1141.11$, $p<.01$. The “chi square degrees of freedom” is very low ($\chi^2/sd=2.25$). Other fitness indexes [$GFI=0.93$, $AGFI=0.91$, $PGFI=0.90$, $RMSEA=0.05$, $CFI=0.94$] of the model also revealed that the model-data fit was good. The Stress Inventory for Academic Expectations and Academic Focus of Control Scale were used for the criterion validity of SSBS. Significant correlations at a low and medium level were identified between SSBS sub-factor scores and scale scores. Alpha coefficients calculated for the sub-factors of SSBS are between .86 - .67. Split-half test reliability coefficients are between .88 - .63. The high scores obtained from each sub-factors of SSBS mean that the burnout level is high in this factor dimension.

Data Analysis

Before the analyses, whether the data normally distributed was checked. First, means, medians, and modes were calculated along with skewness. The

skewness was between 0 and 1, which was considered acceptable. In addition, the value for the skewness coefficient was divided into its standard error and it was normal (Büyüköztürk, 2013). Moreover, graphical plots were investigated such as histogram for normal distribution, Normal Q-Q and Detrended Normal QQ graphics were used. All the graphics indicated that the distribution was normal.

The data of the research were analyzed with descriptive statistics, t-test, ANOVA and Tukey HSD test. T-test was used in order to determine whether school burnout varies or not in relation to such variables as gender and status of attending to private tutoring. ANOVA was made in order to determine whether school burnout varies or not in relation to such variables as grade level and grade point average. Tukey HSD test was made in order to determine the groups where the significant differences are seen as a result of variance analysis.

FINDINGS

In order to determine whether school burnout varies or not in relation to gender variable t-test was conducted. T-test results of school burnout based on gender were presented in Table 1.

Table 1. T-test Results for School Burnout Based on Gender

Burnout Levels	Gender	N	X	SD	df	t	P
Loss of interest in the school	Female	388	13.00	4.60	667	-.57	.569
	Male	281	13.20	4.37			
Burnout due to studying	Female	385	14.14	3.90	663	-5.24	.000
	Male	280	15.71	3.64			
Burnout due to family	Female	393	11.58	4.25	669	-5.17	.000
	Male	278	13.24	3.87			
Burnout due to doing homework	Female	388	12.10	3.49	661	-4.89	.000
	Male	275	13.44	3.40			
Lethargy and boredom due to teacher attitudes	Female	396	10.10	3.11	674	-2.43	.015
	Male	280	10.68	2.93			
Need for relaxation and entertainment	Female	392	10.11	2.80	666	-.09	.921
	Male	276	10.13	2.80			
Deficiencies in the school	Female	390	10.57	2.92	678	3.42	.001
	Male	290	9.81	2.74			

According to the results of t-test, the burnout levels of female and male students vary significantly in the following factors: Burnout due to studying [$t_{(663)} = -5.24, p = .000$], burnout due to family [$t_{(669)} = -5.17, p = .000$], burnout due to doing homework [$t_{(661)} = -4.89, p = .000$], lethargy and boredom due to teacher attitudes [$t_{(674)} = -2.43, p < .05$] and deficiencies in the school [$t_{(678)} = 3.42, p < .01$]. The mean scores of male burnout due to studying, burnout due to family, burnout due to doing homework and lethargy and boredom due to teacher attitudes factors are higher than

female students. The mean scores of female students in the deficiencies in the school factor are higher than males. The Loss of interest in school [$t_{(667)} = -.57$, $p > .05$] and need for relaxation and entertainment [$t_{(666)} = -.09$, $p > .05$] mean scores did not show a significant difference according to gender.

In order to determine whether the school burnout of students significantly differs based on grade point of average (GPA), ANOVA was conducted. Whether school burnout scores differ based on GPA was presented in Table 2.

Table 2. The Results of School Burnout Scores Based on GPA

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	P
Loss of interest in the school	Between Groups	9.135	3	3.045	.159	.924
	Within Groups	9593.404	500	19.187		
	Total	9602.540	503			
Burnout due to studying	Between Groups	20.813	3	6.938	.483	.694
	Within Groups	7010.772	488	14.366		
	Total	7031.585	491			
Burnout due to family	Between Groups	1086.586	3	362.195	23.989	.000
	Within Groups	7519.002	498	15.098		
	Total	8605.588	501			
Burnout due to doing homework	Between Groups	14.391	3	4.797	.342	.795
	Within Groups	7023.668	501	14.019		
	Total	7038.059	504			
Lethargy and boredom due to teacher attitudes	Between Groups	134.845	3	44.948	4.832	.003
	Within Groups	4651.581	500	9.303		
	Total	4786.427	503			
Need for relaxation and entertainment	Between Groups	84.909	3	28.303	3.636	.013
	Within Groups	3853.050	495	7.784		
	Total	3937.960	498			
Deficiencies in the school	Between Groups	108.225	3	36.075	4.418	.004
	Within Groups	4123.434	505	8.165		
	Total	4231.658	508			

According to the results of ANOVA test the burnout levels based on GPA vary significantly in the following factors: Burnout due to family [$F_{(3-498)} = 23.98$, $p = .000$], lethargy and boredom due to teacher attitudes [$F_{(3-500)} = 4.83$, $p < .01$], need for relaxation and entertainment [$F_{(3-495)} = 3.63$, $p < .05$] and deficiencies in the school [$F_{(3-505)} = 4.41$, $p < .01$]. According to the Tukey test, the lower the average grade points are, the more the burnout due to family mean scores increase. Mean scores for the lethargy and boredom due to teacher attitudes vary between the groups with the highest grade point average and the groups with the lowest grade point average. The groups with low grade point average have higher lethargy and boredom due to teacher attitudes mean scores while the groups with high grade point average have higher need for relaxation and entertainment mean scores.

In order to determine whether the school burnout of students significantly differs based on grade level variable, ANOVA was conducted. The ANOVA results concerning school burnout based on grade level were presented in Table 3. According to the results of ANOVA, the burnout levels based on grade level vary significantly in the following factors: Loss of interest in school [$F_{(3-688)}=16.59$, $p=.000$], burnout due to family [$F_{(3-689)}=3.85$, $p<.01$], burnout due to doing homework [$F_{(3-680)}=10.67$, $p=.000$], lethargy and boredom due to teacher attitudes [$F_{(3-692)}=2.68$, $p<.05$], need for relaxation and entertainment [$F_{(3-685)}=3.61$, $p<.05$] and deficiencies in school [$F_{(3-699)}=3.07$, $p<.05$]. According to the Tukey test, loss of interest in school, burnout due to doing homework and lethargy and boredom due to teacher attitudes mean scores are higher as the grade level is higher. The 10th grade seems more at risk than other grade levels in terms of burnout due to family and deficiencies in school factors. The lowest burnout level is seen in the 9th grade except for the need for relaxation and entertainment.

Table 3. The ANOVA Results Concerning School Burnout Based on Grade Level

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	P
Loss of interest in the school	Between Groups	947.865	3	315.955	16.598	.000
	Within Groups	13096.418	688	19.035		
	Total	14044.283	691			
Burnout due to studying	Between Groups	11.445	3	3.815	.256	.857
	Within Groups	10130.578	681	14.876		
	Total	10142.023	684			
Burnout due to family	Between Groups	198.337	3	66.112	3.859	.009
	Within Groups	11803.155	689	17.131		
	Total	12001.492	692			
Burnout due to doing homework	Between Groups	412.155	3	137.385	10.671	.000
	Within Groups	8754.366	680	12.874		
	Total	9166.520	683			
Lethargy and boredom due to teacher attitudes	Between Groups	74.425	3	24.808	2.689	.045
	Within Groups	6384.242	692	9.226		
	Total	6458.667	695			
Need for relaxation and entertainment	Between Groups	83.871	3	27.957	3.619	.013
	Within Groups	5291.305	685	7.725		
	Total	5375.176	688			
Deficiencies in the school	Between Groups	76.130	3	25.377	3.073	.027
	Within Groups	5773.127	699	8.259		
	Total	5849.257	702			

In order to determine whether school burnout varies or not in relation to students' status of attending to private tutoring variable t-test was conducted.

Whether school burnout differs on student attendance to private tutoring (dershane) was presented in Table 4. According to the results of t-test, the burnout levels based on students' status of attending to private tutoring vary significantly in the following factors: Loss of interest in school [$t_{(679)} = 4.88, p=.000$], burnout due to studying [$t_{(671)} = 2.39, p<.05$], burnout due to family [$t_{(679)} = -2.06, p<.05$], burnout due to doing homework [$t_{(670)} = 5.95, p=.000$], need for relaxation and entertainment [$t_{(675)} = -2.43, p<.05$] and deficiencies in school [$t_{(689)} = -2.96, p<.01$].

Table 4. The Results of T-tests on School Burnout Based on Student Attendance to Private Tutoring (Dershane)

Burnout Levels	Attending	N	X	SD	df	t	p
Loss of interest in the school	Yes	346	13.9595	4.71244	679	4.889	.000
	No	335	12.2925	4.15901			
Burnout due to studying	Yes	345	15.1536	3.73032	671	2.390	.017
	No	328	14.4482	3.92713			
Burnout due to family	Yes	343	12.0175	4.19826	679	-2.061	.040
	No	338	12.6746	4.12210			
Burnout due to doing homework	Yes	343	13.5131	3.67610	670	5.954	.000
	No	329	11.8784	3.43011			
Lethargy and boredom due to teacher attitudes	Yes	348	10.3420	3.05205	683	.029	.977
	No	337	10.3353	3.02820			
Need for relaxation and entertainment	Yes	340	9.9000	2.96120	675	-2.438	.015
	No	337	10.4214	2.58784			
Deficiencies in the school	Yes	352	9.9602	2.87213	689	-2.965	.003
	No	339	10.6047	2.84045			

Loss of interest in school, burnout due to doing homework and burnout due to studying mean scores are higher in the students who attend to private tutoring while burnout due to family and deficiencies in school and need for relaxation and entertainment mean scores are higher in the students who do not attend to private tutoring. This difference is at its highest level especially in loss of interest in school and burnout due to doing homework dimensions. The lethargy and boredom due to teacher attitudes [$t_{(621)} = .029, p>.05$] grades of students do not significantly vary according to their status of attending to private tutoring.

DISCUSSION AND CONCLUSION

The findings indicate that female students have a higher level of burnout in the deficiencies in school dimension; and male students have a higher level of burnout in burnout due to studying, burnout due to family, burnout due to doing homework and lethargy and boredom due to teacher attitudes dimensions. It seems that male students in high school constitute a higher risk group than female students

in terms of school burnout. Based on these results, it might be claimed that gender may play a significant role. As a result of the differences regarding the child rearing practices for girls and boys (Dökmen, 1991; Gilligan, 1982), their attitudes towards tolerating family and teacher pressure, studying and doing homework may differ. As the girls are raised to be more obedient and responsible, it may become easier for them to tolerate family and teacher pressure, and to study and do homework with a sense of responsibility and not as an obligation. However, self-confidence is perceived as a masculine feature in Turkish society (Dökmen, 1991) and parents try to make their sons more self-confident than their daughters; and this may cause girls to be less self-confident, and thus, to feel more inadequate in school. The findings of Yang and Farn (2005) which shows that there is a significant relationship between being masculine and self-confident and that the burnout level is inversely proportional with masculinity support this idea. In some research in the literature, it was determined that burnout was observed more often in female students than in male students (Erturgut and Soyseker, 2010; Salmela-Aro et al., 2009) while no significant difference was found between the students in terms of gender in the study of Güdük et al. (2005). Unlike these contradictory findings in the literature, the findings of the present research show that male students could be classified as a higher risk group in terms of school burnout. It is thought that the difference in the findings may result from the difference of the assessment instrument used in the present research which was developed to measure school burnout. This is because the scales used in other studies about school burnout (Salmela-Aro and Näätänen, 2005; Salmela-Aro, Kiuru, Leskinen and Nurmi, 2009; Schaufeli, Martinez, Pinto, Salanova and Bakker, 2002) are adaptations of scales developed to measure burnout levels in business/working life. The scales used in these researchs show the same factor structure as the burnout scales in business life.

Findings of the present research reveal that the burnout due to family mean scores increases as the average point grade decreases. The group with the highest average point grade is the lowest risk group in terms of burnout due to family. This situation shows that families put more pressure on their children to make them study as their average point grades decrease; and it causes burnout in students. The lethargy and boredom due to teacher attitude mean scores of the group with low average point grades were found to be higher; while the need for relaxation and entertainment mean scores of the group with a high average point grade were found to be higher. This situation might result from the repressive attitudes of teachers towards the students with low average grade points, which causes burnout in students. However, the students with the highest average point grades study more and do not spend enough time on relaxation and entertainment, which causes burnout. These findings are consistent with the literature which shows that school achievement is the main determinant of burnout (Yang, 2004).

The present findings revealed that the loss of interest in school, burnout due to doing homework and lethargy and boredom due to teacher attitudes mean scores were higher as the student grade level was higher; the 10th grade was more risky in terms of burnout due to family and the deficiencies in school factors; burnout was

experienced least in the 9th grade except in the need for relaxation and entertainment. It seems that each year that students spend in school causes them to show less interest in the school, to experience burnout due to doing homework and to show lower levels of tolerance towards teacher attitudes. These findings support the argument that burnout is experienced more as the time of exposure to stress factors is longer (Vasalampi et al., 2009; Grayson and Alvarez, 2008; Yang, 2004) and in the findings of Bernhard (2007) which show that the burnout level is higher as the time spent in the school increases. This result might lead one to think that students feel themselves more inadequate in terms of school achievement, and they feel the family pressure more in the 10th grade because of the difficulty of curriculum in this grade. The difficulty of the curriculum may make the students feel themselves more inadequate (Bernhard, 2007). Families may show more repressive behaviors towards their children to make them study more when they feel that their children have difficulties in understanding the courses. Need for more relaxation and entertainment in the 9th grade may result from the fact that exam pressure in the primary school just finishes and students are at the beginning of the high school. Students may feel themselves obliged to study very hard as they are newly starting the high school, even though they had left a very hard period of studying behind. This may result in the increase in the need for relaxation and entertainment. Despite this, 9th grade students may feel themselves more relaxed than other grade students as they have no more the exam pressure and the next exam for them (university entrance exam) is in 4 year-time.

The present findings revealed that loss of interest in school, burnout due to studying and burnout due to doing homework mean scores of students who attend to private tutoring were higher; and burnout due to family, need for relaxation and entertainment and deficiencies in school mean scores of students who do not attend to private tutoring were higher. This difference is at its highest level especially in the loss of interest in school and, burnout due to doing homework dimensions. It seems that students who attend to private tutoring experience burnout as they have to deal with the homework given both at school and in private courses and they have to study for both of them. Moreover, the students may consider the studies and the education given in private tutoring as more important and lose their interest in school as the curriculum in private tutoring is to help increase the exam performance of students. However, students who do not attend to private tutoring may show less success in their school lessons. As a result, these students may feel themselves more inadequate in school achievement and they may have more family pressure because of their low achievements. As well as increasing the work load of students, private tutoring may function as a socialization center and offer a more amusing time. Students may have the occasion to establish new friendships with their peers outside of the school environment. They may also spend time with their friends while going to or returning from the tutoring. This situation is thought to make the students who attend private tutoring feel less the need for relaxation and entertainment when compared to students who do not attend them.

Further research could be conducted on the relation between school burnout and different school types, the socio-cultural characteristics of students, the effects of a common discipline approach adopted in different schools and of the sizes of schools.

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