

Research Paper

## Perceived Parental Expectations, Academic Self-Concept and Academic Burnout Among Undergraduate Science Students

Kodhai B Narayanan<sup>1\*</sup>, Alwin Paul Alias<sup>2</sup>

### ABSTRACT

The study looks at Perceived Parental Expectations and Academic Self-Concept as predictors of Academic Burnout among undergraduate Science students in Bengaluru. Three scales were administered to 150 students above the age of 18 years pursuing a BSc degree from various science departments. The study first looked at the correlation between the predictor variables and the outcome variable. A multiple linear regression was done to understand the strength of each predictor variable with the outcome variable. Convenience sampling was used to approach the participants for the study. Data was collected in person using paper pencil forms and analysed on SPSS 24 for descriptives, correlation and multiple linear regression. The results obtained through Pearson's correlation revealed that there is no significant relationship between Perceived Parental Expectations and Academic Burnout but there is a significant correlation between Academic Self-Concept and Academic Burnout. Academic Self-Concept is a significant predictor of Academic Burnout. It is helpful for educational institutions in understanding factors related to burnout in students.

**Keywords:** *Perceived Parental Expectations, Academic Self-Concept, Academic Burnout, Undergraduate, Science Students*

Students form a large part of India's growing youth population. The number of students pursuing higher education has been on the rise and currently almost 4.1 crore students are enrolled in colleges across India (All India Survey on Higher Education, 2021). Academics are given importance as they form the foundation for career and life but India still continues to find difficulties with its education system. Academics can become stressful and aversive if parental expectations are very high and culture could be an important factor in determining this (Talha, Qi & Rizwan, 2020). High standards and expectations can stem from multiple reasons such as social standing, fulfilling dreams or even a hope to get out of the cycle of poverty (Serneels & Dercon, 2020). The message of high expectations can come from primary socialisation agents such as parents and later from secondary socialisation agents such as teachers and peers. Overtime, students also begin having expectations from themselves and develop an understanding of their own abilities. Discrepancies can arise between the expectations from others and expectations from self which can lead to negative emotional consequences among students (Higgins, 1987). The

<sup>1</sup>Postgraduate Student, Montfort College, Bengaluru

<sup>2</sup>Assistant Professor, Montfort College, Bengaluru

\*Corresponding Author

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Indian education system is achievement driven and achievement is measured only in terms of marks. Every milestone such as 10th, 12th and college entrance examinations are all competitive and rank students based on their marks. Often performing well on these examinations is celebrated while failing to perform is criticised because of which students feel the pressure to score well. Failure to live up to expectations can have negative consequences (Wang & Heppner, 2002).

When students are unable to perform up to standard, they often end up feeling defeated. The amount of effort put in academics can leave very little time for other activities and rest which can eventually result in burnout. Academic burnout is defined as the feeling of exhaustion resulting from a compulsion for study (exhaustion), pessimism toward the assignments (cynicism), and feeling incompetent as a student (inefficacy) (Maslach & Jackson, 1981). Several studies have indicated that Indian students experience higher levels of academic stress because academic achievement is desirable and valued (Deb, Strodl & Sun, 2015; Reddy, Menon & Thattil, 2018). Parents view academic performance as a prize to be cherished and displayed. It becomes a matter of social position. Parents convey their expectations to students in different ways but it adds to the pressure for the student to perform and live up to those expectations. Students strive to fulfil parental expectations but when they believe that the expectations are very high, they may feel alienation from parents and peers (Costigan, Hua & Su, 2010).

### ***Perceived Parental Expectations***

Parental Expectations refers to the beliefs and judgments of parents about the potential accomplishments of their children as expressed in course grades, how far their children will go in school, expected the highest level of education, and so on (Ma, Tse & Siu, 2018). Perceived Parental Expectations has been defined as the perception that adolescents have about how much their parents expect from them in terms of academic performance, personal maturity, meeting futuristic demands and ambitions (Sasikala & Karunanidhi, 2011). Parental expectations by themselves may serve as a motivating factor and can help students pursue higher education. Parental expectations correlate with variables such as academic success and academic performance (Yamamoto & Holloway, 2010; Ma, Tse & Siu, 2018). It can also help students gain clarity and direction in student career paths. The value of these expectations however goes down when it is excessive and it exceeds realistic abilities. Wang and Heppner (2002) argue that the difference between perceived parental expectations and student's self-expectations can lead to emotional vulnerability. When students perceive their parents' expectations from them as being more than their expectations from themselves, it leads to a discrepancy which can lead to feelings of fear of not living up to parental expectations and the consequences that may have.

### ***Academic Self Concept***

Self-Concept is an individual's belief about themselves which includes the person's attributes and idea of who and what the self. Reynolds (1988) defined academic self-concept as perceptions of individuals' capacity and competence level regarding his or her abilities within the academic settings. According to Shavelson and Marsh (1985) academic self-concept begins as a general ability which then branches out into specific abilities. Most studies have focused on self-concept in general and not academic self-concept specifically. Bong and Skaalvik (2003) examine the key similarities and differences between the two constructs and one finding that self-efficacy is primarily cognitive while self-concept also accounts for affective components makes studying self-concept a better choice for this study

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since the outcome variable is burnout. Studies have shown that self-concept and negative emotions are negatively correlated among college students (Zhang et.al., 2022). Many studies also focus on related variables such as academic self-efficacy. Positive academic self-concept facilitates positive academic perspectives and behaviours such as persistence at academic tasks, positive academic choices, educational aspirations and academic achievement (Craven & Marsh, 2008).

### ***Academic Burnout***

Burnout has significant negative effects on a student's life not only in terms of academic achievement but also in terms of general mental health and well-being. Recent research has suggested that burnout is related to other mental health conditions such as depression and anxiety (Maslach & Leiter, 2016). Students who experience burnout can feel disadvantaged in an educational system which is constantly demanding. Burnout in student populations is also significantly related to mindful self-care, the absence of which could increase it (Loi & Pryce, 2022). Ratra & Singh (2022) in their study found that students between the ages of 19-23 years had the least scores in personal well-being compared to the 11–14-year-old and 15–18-year-old groups. This makes studying the undergraduate population relevant in this study.

Academic Burnout has not been studied as much as Academic Stress in the Indian student population. The few studies that have been conducted on understanding Academic Burnout are primarily focused on medical and nursing students and are only descriptive in nature. According to Maslach and Jackson (1981), burnout has three components- exhaustion, cynicism and lack of competence. This three-factor model was developed in an organisational context and has also been widely applied to the educational settings now. Demerouti and Bakker (2003) looked at burnout through a two-factor lens which included exhaustion and disengagement in physical, cognitive and affective domains. This theory too originated in the organisational context but has also been found to explain burnout in the academic contexts.

### ***Theoretical Framework***

A popular theory in the organisational setting is the Job Demand-Resources Model (Demerouti, et al., 2001). According to this theory, there are several factors that result in burnout at the workplace. Studies such as the one by Jagodics and Szabo (2022) apply this theory in the context of student burnout to understand how demands and resources that the student has can predict their burnout. The theory suggests that resources have a negative relationship with burnout while job-demands have a positive relationship with burnout. In the context of this research, demands can be conceptualised as Perceived Parental Expectations and the resources can be conceptualised as Academic-Self Concept. The theory suggests that burnout usually has a negative relationship with the resource factor and a positive relationship with the demand factor.

Since student well-being is a concern for all the stakeholders in the educational system, studying Academic Burnout can be helpful in coming up with prevention and protective initiatives to promote mental health. Since there are several factors which contribute to students' wellbeing, understanding some of the less studied factors can be helpful in generating newer interventions and perspectives. Parental expectations have been perceived to be a significant stressor in student's life, understanding how students perceive it can be helpful in psychoeducation parents and students on the effect that expectations have on

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mental health (Deb, Strodl & Sun, 2015). Surveys and studies have largely focused only on school students across the globe. Bhungra, Molodynski and Ventriglio (2019) in their qualitative study identified several types of stressors that cause burnout among medical students and expectations from parents was one of the stressors listed. Studies have also suggested that studying external factors like parental expectations alone might not be adequate in understanding burnout and the extent to which it can impact student wellbeing depends also on the internal factors such as academic self- concept (Charkhabi, Azizi & Hayati, 2013). This study aims at addressing these limitations and contribute towards ensuring student mental health well-being by addressing internal and external factors that can have negative emotional consequences like burnout.

### **METHODOLOGY**

#### *Research Design*

The design is quantitative in nature and is based on a predictive correlational design which predicts the relationship between predictor variables and an outcome variable.

#### *Aim*

To understand whether Perceived Parental Expectations and Academic Self-Concept are predictors of Academic Burnout among undergraduate students.

#### *Objectives*

- To measure Perceived Parental Expectations, Academic Self-Concept and Academic Burnout.
- To measure the relationship between Perceived Parental Expectations and Academic Burnout among undergraduate students.
- To measure the relationship between Academic Self Concept and Academic Burnout among undergraduate students.
- To determine whether Perceived Parental Expectations and Academic Self Concept predict Academic Burnout among undergraduate students.

#### *Participants*

150 students who are currently studying different Bachelor of Science (BSc) courses from SEA College and Jain School of Allied Healthcare and Sciences in Bangalore were part of the study. All the participants were above the age of 18 and voluntarily participated in the study. They all reside in Bangalore, Urban. The participants belong to different genders (111 females and 39 males), year of study (12 first years, 38 second years and 100 third years), living situations (48 with family, 26 independently and 76 in coresidence) and socio economics status (1 lower, 130 middle and 19 upper). The participants were pursuing courses in different subjects like psychology, biology, physics, chemistry, zoology and forensics. The participants filled in the consent form, demographic details and the three questionnaires. All the students were full-time students and had the ability to read and write English. Only students of the science stream were chosen to control for the effect of the stream itself on academic burnout. The sample size was calculated using G\*Power which suggested a size of 107 but data was collected from one hundred and fifty students to account for any margin of error owing to the sampling technique.

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### *Hypotheses*

- H01- There is no significant relationship between Perceived Parental Expectations and Academic Burnout.
- H02- There is no significant relationship between Academic Self-Concept and Academic Burnout.
- H03- There is no significant predictive relationship between Perceived Parental Expectations, Academic Self-Concept and Academic Burnout.

### *Materials and Data Collection Measures*

An Informed Consent Form detailing the introduction to the study as well as the risks and benefits involved was used to get the participants consent to participate in the study.

A Demographic Details sheet was used to collect basic identifying information as well as ensuring that the participants meet the inclusion criteria for the study.

The Oldenburg Burnout Inventory was used to collect data for measuring Academic Burnout. It measures two dimensions of burnout- Exhaustion and Disengagement. (Demerouti, Mostert & Bakker, 2010). The 16 items are rated on a 4 point scale (from 1- strongly disagree to 4- strongly agree). Half the items are positively worded and the other half are negatively worded and scored in reverse. The total is determined for the two subscales- Disengagement and Exhaustion and added to get the final score. The higher the score, the greater the experience of burnout. Reis et al (2015) adapted and tested the student version of the inventory which is used in this study. The Cronbach's alpha for the OLBI-S used in the study was calculated and found to be 0.792. which means that it has good internal reliability for the study population.

Academic Achievement sub scale of Perceived Parental Expectations scale (Wang & Heppner, 2002) is a 9- item measure where higher mean scores demonstrate perceptions of higher parental expectations. It was developed to measure perceived parental expectations among Taiwanese college students. Each item is rated on a 6 point scale (from 1-Not at all to 6- Entirely). The Cronbach's alpha for the Academic Achievement subscale of PPE used in this study was measured to be 0.819 which means that it has good internal reliability for the study population.

The Academic Self-Concept Scale- Short Form is an 18-item, Likert-type scale. It measures students' perceptions of their ability to attain academic success. The items are rated on a 4 point scale (from 1-strongly disagree to 4-strongly agree). 11 of the items are negatively worded and scored in reverse. It was developed for college students in the USA and the sample consisted of students from various ethnic backgrounds including Asian students (Reynolds, 1980; 1988; 2012). The Cronbach's alpha for the ASCS-SF used in this study was measured to be 0.808 which means that it has good internal reliability for the study population.

### *Procedure*

Professors from different colleges were contacted via phone to briefly introduce the researcher and the research project to ask for permission to carry out the data collection in their campuses. A letter from the college was presented to the institutional head who then directed the researcher towards BSc students who could be approached for data collection.

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Three colleges agreed but the researcher was able to collect sufficient data from two colleges itself.

Since the research is about academics, the institutional heads reviewed the scaled beforehand. Participants were then approached as a class and explained about the research and were allowed to go through the consent form and demographics to decide if they wanted to participate in the study. Those who consented and fit the inclusion criteria proceeded with filling out the scales. The data collection therefore happened in groups. All the forms were collected in person by the researcher who ensured that the participants completed all the questions in the scales.

### *Data Analysis*

The data was first entered into excel. Since all the scales used were likert scales, the score for each question was entered and totaled. The excel sheet was then formatted and demographics were coded before exporting it to SPSS.

Data was analysed using IBM SPSS 24 software. The data was cleaned to look for outliers and missing values since no such responses were found, all 150 data was retained. It was tested for normality using Shapiro-Wilk test. Since the data was normally distributed and there were no missing values, further analysis was continued. The parametric test, Pearson's correlation was done as the data fulfilled the assumptions in order to determine the correlations. Further, the multiple linear regression table was generated and interpreted. The results from the tables were discussed.

## RESULTS AND DISCUSSION

*Table 1 Showing the demographic distribution*

Variable	Frequency	Percentage
<b>Gender</b>		
Female	111	74
Male	39	26
<b>Year of Study</b>		
First	12	8
Second	38	25.3
Third	100	66.7
<b>Living Situation</b>		
With Family	48	32
Independently	26	17.3
Coresidence	76	50.7
<b>Socioeconomic Status</b>		
Lower	1	0.7
Middle	130	86.7
Upper	19	12.7

The descriptive statistics show the distribution of demographic variables in the study population (Table 1). In the study (N=150), 111 (74%) of the participants identified as female and the remaining 39 (26%) identified as male. There were 12 (8%) students from first year, 38 (25.3%) students from second year and 100 (66.7%) students from third year participating in the study. Out of the 150 students, 48 (32%) students live with family, 26 (17.3%) live independently and 76 (50.7%) live in cohabitation settings. Only 1 (0.7%)

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student identified as being from a lower socioeconomic status, 130 (86.7%) from a middle socioeconomic status and 19 (12.7%) from upper socioeconomic status. Since the sample was based on convenience sampling, the variables are not equally distributed and will not be used for further analysis.

**Table 2 Showing the normality test of the study variables using Shapiro-Wilk test**

Variables	Statistic	df	Significance
Academic Burnout	0.990	150	0.387
Perceived Parental Expectations	0.989	150	0.277
Academic Self-Concept	0.990	150	0.405

The significance values for Academic Burnout, Perceived Parental Expectations and Academic Self-Concept on Shapiro-Wilk test are 0.387, 0.277 and 0.405 respectively (Table 2). Since all the values are  $> p=0.05$ , the data for all the three variables is normally distributed as the null hypothesis for normality is accepted.

**Table 3 Correlation matrix and descriptive statistics of the study variables**

Variables	Mean	SD	AB	PPE	ASCS
AB	38.89	6.222	1	0.058	-.461**
PPE	31.91	9.494		1	-
ASCS	49.43	7.082			1

\*\*Correlation is significant at the 0.01 level (2-tailed)

AB: Academic Burnout

PPE: Perceived Parental Expectations

ASCS: Academic Self-Concept

Note: Empty cells indicate values not relevant for this current study

Referring to Table 3, the mean value of Academic Burnout is 38.89 and the standard deviation is 6.222. This shows that some level of burnout is experienced by the study participants. Existing literature suggests 35 as a cut off score (Summers et al, 2020). The mean value is above 35 suggesting that burnout is a problem that needs to be addressed by educational institutions. The mean values of Perceived Parental Expectations is 31.91 and the standard deviation is 9.494 which again shows that the data points are distributed far away from the mean. The mean value of Academic Self-Concept is 49.43 and the standard deviation is 7.082 which shows that the data points are distributed far away from the mean. The relationship between Academic Burnout and Perceived Parental Expectations is very negligibly positive ( $r=0.058$ ) and is not statistically significant (Table 3). The null hypothesis-there is no significant correlation between Academic Burnout and Perceived Parental Expectations is accepted. Since there were no previous studies studying these specific variables together, the finding is a beneficial contribution to existing literature. However, it is not in line with previous research which has looked at parental expectations in relation to negative emotions (e.g., Ma, Tse & Siu, 2018; Sriharsha, Jiddimani & Natekar, 2021). Analysing the data closely, it is observed that in students with high Perceived Parental Expectations many had high Academic Burnout but many students also had low Academic Burnout thereby indicating that it might not directly be related and some other factor might be influencing this relationship. This finding does not confirm the Demands aspect of the Job Demand- Resources model (Demerouti et al., 2001) where Perceived Parental Expectations as a demand is not significant.

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The relationship between Academic Burnout and Academic Self-Concept is a moderate negative relationship ( $r = -0.461$ ) and is statistically significant at the 0.01 level (Table 3). The null hypothesis-there is no significant correlation between Academic Burnout and Academic Self-Concept- is rejected. This finding is in line with the previous research findings (Wang, et., al, 2019). Studies on related variables with burnout such as self-efficacy have reported similar results (e.g., Charkhabi, Azizi & Hayati, 2013; Rehmati, 2014). This finding also confirms the Resources aspect of the Job Demand- Resources model (Demerouti et al., 2001) where Academic Self- Concept as a resource is negatively correlated with Academic Burnout.

**Table 4 Pearson’s correlation values for the relationships between dimensions of burnout and perceived parental expectations**

<b>Variables</b>	<b>Pearson’s r</b>	<b>Significance</b>
Disengagement and PPE	0.154	0.397
Exhaustion and PPE	-0.070	0.059

The two dimensions of Academic Burnout, Disengagement and Exhaustion have a negligible relationship with Perceived Parental Expectations ( $r = 0.154, -0.07$ ) which is not statistically significant (Table 4). Although the values are not significant, it is interesting to note that Perceived Parental Expectations and Disengagement have a positive  $r$  value but Perceived Parental Expectations and Exhaustion have a negative  $r$  value. The difference between the subscales relationship with Perceived Parental Expectations could be an explanation for the overall non-significant relationship.

**Table 5 Pearson’s correlation values for the relationships between dimensions of burnout and academic self-concept**

<b>Variables</b>	<b>Pearson’s r</b>	<b>Significance</b>
Disengagement and ASCS	-0.452	0.000**
Exhaustion and ASCS	-0.350	0.000**

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

The two dimensions of Academic Burnout, Disengagement and Exhaustion have a moderate negative correlation with Academic Self-Concept ( $r = -0.452, -0.350$ ) which is statistically significant at the 0.01 level (Table 5). This finding is accepting previous research on similar variables and is theoretically valid (e.g., Charkhabi, Azizi & Hayati, 2013; Singh, Kumar & Srivastava, 2020). Both dimensions have a relationship with Academic Self-Concept in the same direction showing that increasing academic self-concept can decrease disengagement and exhaustion in students which is a helpful finding for educators.

**Table 6 Showing the model summary of multiple linear regression**

<b>Model</b>	<b>R</b>	<b>Adjusted R square</b>	<b>F change</b>	<b>df1</b>	<b>df2</b>	<b>Sig. F change</b>
1	0.461	0.202	19.811	2	147	0.000

The regression model is able to explain 20% of the outcome variable ( $R^2 = 0.202$ ) which suggests that the predictor variables are not very strong in explaining the outcome variable but can contribute a little to its understanding (Table 6).



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**Table 7 Showing the significance of the regression model**

Model		Sum of squares	df	Mean square	F	Significance
1	Regression	1224.698	2	612.345	19.811	0.000**
	Residual	4543.604	147	30.909		
	Total	5768.293	149			

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

The regression model is significant ( $p=0.000$ ) at the 0.01 level (Table 7).

**Table 8 Showing the regression coefficients of each predictor variable with the outcome variable**

Model	Variables	B	Std. error	Coefficients	t	Significance
1	PPE	0.001	0.048	0.001	0.015	0.988
	ASCS	-0.405	0.065	-0.461	-6.244	0.000**
	Constant	58.873	3.751		15.694	0.000**

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

With one unit increase in Academic-Self Concept, Academic Burnout decreases by 0.405, which was found to be a significant change,  $t = -6.224$ ,  $p < 0.01$ . With one unit increase in Perceived Parental Expectations, Academic Burnout increases by 0.001 which was not found to be a significant change,  $t = 0.015$ ,  $p > 0.01$  (Table 8). The regression results show that Academic Self- Concept ( $t = -6.224$ ,  $p < 0.01$ ) is a significant predictor of Academic Burnout but Perceived Parental Expectations ( $t = 0.015$ ,  $p > 0.01$ ) is not a significant predictor (Table 8). The hypothesis, there is no significant predictive relationship between Perceived Parental Expectations, Academic Self-Concept and Academic Burnout is partially accepted. Existing literature draws connections between Academic Stress and Perceived Parental Expectations but the results of this study suggest that it does not affect students to the level of burnout (Deb, Strodl & Sun, 2015; Talha, Qi & Rizwan, 2020). Since academic self-concept is a predictor, efforts can be directed towards strengthening self-concept and related factors in students.

Existing literature suggests 35 to be a first cut off score for burnout on the OLBI (Summers et al, 2020) and 107 of the students in the present study have scored above 35 on the scale indicating that many students experience burnout. 26 students have scored above 44 which indicates high burnout. Other studies have also shown that burnout is prevalent in Indian students (e.g., Philip et al, 2021). Since burnout is an occupational variable, there is a lack of research on it in academic settings, especially in India. Since the study was done only on a convenience sample of 150 students from two colleges, each college having students belonging to different backgrounds, replicating it by administering the same scales to a random sample drawn from more colleges would be beneficial have a greater understanding of Academic Burnout. Including students from other streams with larger sample would also allow for comparison. A study on a bigger sample size can compensate the limitations of generalization for this study's findings.

This study looked at an internal and external variable in relation to burnout. The external variable being Perceived Parental Expectations. Although there is conflicting evidence on the effect that Perceived Parental Expectations has on academic life of students, the current

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study could not find any significant relationship which suggests that there are other related factors that are more significant to measure. For instance, Living up to parental expectations (Wang & Heppner, 2002), nature of parent's messages (Cross et al, 2019) or Parental Pressure (Lu, Nie & Poza, 2019). The internal variable was Academic Self-Concept. Self-concept in relation to burnout has been studied in professional settings and the findings of this study are similar (e.g., Wang et al, 2019). This shows that Academic Self-Concept can be a protective factor against Academic Burnout for undergraduate students and colleges can focus on encouraging and building self-concept among their students with specific reference to academics so that they engage better and feel less exhausted from their studies. The study indicates that internal factors can be strengthened to prevent burnout. Similar to other studies, external factors like parental expectations have less of an impact as students grow older and become more individuated (Mortimer et al, 2016). Understanding cultural implications of variables like parental expectations is also important (Talha, Qi & Rizwan, 2020). Indian students might perceive their parents' expectations to be a normal aspect of their lives even if it is high. The present study was done on undergraduate students, most of whom are living away from home in co-residence settings which could be a factor in determining why parental expectations are not a strong factor of influence in their academic life. Since burnout is experienced by students and the current study could not satisfactorily identify the factors predicting it, further research can be conducted to understand the relationship of burnout with other related variables.

### **SUMMARY AND CONCLUSION**

The present study looks at Perceived Parental Expectations and Academic Self-Concept as predictors of Academic Burnout among undergraduate science students in Bangalore who are pursuing their BSc degree. The objectives of the study included studying the relationship between Perceived Parental Expectations and Academic Burnout, studying the relationship between Academic Self-Concept and Academic Burnout and to study the predictive relationship of Perceived Parental Expectations and Academic-Self Concept with Academic Burnout.

150 students above the age of 18 pursuing a BSc degree participated in the study. The participants came from different years of study, socioeconomic status and living situations. The sample was selected through convenience sampling and the data was collected through paper-pencil forms. All the participants signed the Informed Consent form and filled in their demographic details. They filled the three scales. The data collected was manually entered into excel, imported into IBM SPSS 24 and analysed for descriptives, Pearson's Correlation and Multiple Linear Regression.

The study concluded that there is no significant correlation between Perceived Parental Expectations and Academic Burnout thereby H01 is retained. There is a significant negative moderate correlation between Academic-Self Concept and Academic Burnout thereby H02 is rejected. Academic Self-Concept predicts Academic Burnout but Perceived Parental Expectations does not thereby H03 is partially retained. The findings contribute to understanding factors related to burnout in students however there is scope for further research. The study shows that burnout is experienced by students and that increasing their self-concept can be a way to reduce it. It also depicts the need for further study in academic burnout especially with reference to external variables.

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### *Limitations*

- As the participants were students from only two colleges in Bangalore, the possibility of larger generalization will be limited to an extent.
- The sample was chosen through convenience sampling which limits the representation of the population.
- Due to the limited availability of time for research, further in-depth analysis could not be planned.

### *Recommendations*

- The study can be done on a larger sample that is more representative of the population in order to confirm the results.
- Scales developed in India for Indian students can be used if it is available at the time of future research.
- Demographics can be used for analysis if the sample is random and the categorical variables have a somewhat equal distribution.
- Other related variables like Parental Pressure, Living Up to Parental Expectations etc. can be studied in relation to Academic Burnout.
- Educational Institutions can focus on building the Academic Self-Concept of their students.

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