

Academic flow mediates the relationship between academic self-efficacy and academic burnout

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Academic burnout

- Burnout resulting from academic demands
- It comprises emotional exhaustion, cynicism toward meaning of studying and feelings of incompetency as student.
- Related to decreased educational aspirations, greater likelihood of dropping out (Bask & Salmela-Aro, 2013; Parker et al., 2015), lower academic performance (May et al., 2015; Vizoso et al., 2019), lower engagement (Tuominen-Soini & Salmela-Aro, 2014) and lower general well-being (Upadyaya & Salmela-Aro, 2017)



Academic self-efficacy

- A person's conviction that they can successfully achieve at a designated level in a specific academic subject area (Bandura, 1997)
- One of the strongest predictor of student's academic performance (Klomegah, 2007).
- Related to effort (Boekaerts & Cascallar, 2006), engagement (Linnenbrink & Pintrich, 2003; Nelson & Ketelhut, 2008), metacognitive awareness (Hermita & Thamrin, 2015), higher academic performance (Komarraju & Nadler, 2013), competence (Feist et al., 2013; Khezriazara et al., 2010).
- Promotes flow (Mesurado et al., 2016; Rodríguez-Sánchez et al., 2014)
- Related to lower burnout rate (Yu et al., 2016)



Flow

- Pleasurable momentary experience during which person is totally focused and absorbed in the activity (Csikszentmihalyi, 1990)
- The skills of an individual have to match the challenge of the activity
- Related to higher well-being (Olčar et al., 2019; Rijavec et al., 2016), better satisfaction of basic psychological needs (Olčar, 2015), less depressive symptoms (Mosing et al., 2018), and burnout (Mosing et al., 2018; Olčar, 2015; Rijavec et al., 2017).
- High performance both in work (Salanova et al., 2006) and academic domain (Rijavec et al., 2016; 2017)



Aim

- To examine role of flow as mediator between academic burnout and self-efficacy and flow.

Hypotheses:

1. It is expected that academic flow mediates relationship between academic burnout and academic self-efficacy.
2. Different dimensions of burnout will differently relate to academic efficacy and flow.



Method

- **Participants**

- The sample comprised 214 university students of University of Zagreb, mostly female (94%).

- M(age) = 20 years

- Range (age) 18 to 36 years



Instruments

- **Academic Self-efficacy** is a subscale from Patterns of Adaptive Learning Scales (PALS; Midgley et al., 2000). 6 items rated on a 7-point Likert scale ranging from 1 (completely disagree) to 5 (completely don't agree). ($\alpha = 0.90$)
- **Flow in Academic Domain** - An adapted version of the Swedish Flow Proneness Questionnaire (SFPQ; Ullen et al. 2012). 7 items rated on a 5-point Likert scale ranging from 1 (never) to 5 (every day). ($\alpha = 0.76$)
- **School-Burnout Inventory** (SBI; Salmela-Aro et al., 2009). 9 items rated on a 6-point Likert scale ranging from 1 (completely disagree) to 6 (strongly agree). (Burnout (whole scale) $\alpha = 0.80$; Cynicism (5 items) $\alpha = 0.80$; Exhaustion (4 items) $\alpha = 0.70$)

Results

Table 1.
Descriptive statistics

	Range	Mean	Std. Deviation	Minimum	Maximum
Self-efficacy	1-7	5,63	0,92	2,83	7,00
Academic flow	1-5	3,54	0,55	1,86	4,71
Burnout	1-6	2,78	0,89	1,00	5,67
Exhaustion	1-6	3,25	1,04	1,00	5,75
Cynicism	1-6	2,40	1,05	1,00	5,60

Table 2.
Correlations

	Academic flow	Burnout	Exhaustion	Cynicism
Self-efficacy	,542**	-,400**	-,274**	-,385**
Academic flow	1	-,321**	-,119	-,389**
Burnout		1	,805**	,882**
Exhaustion			1	,432**

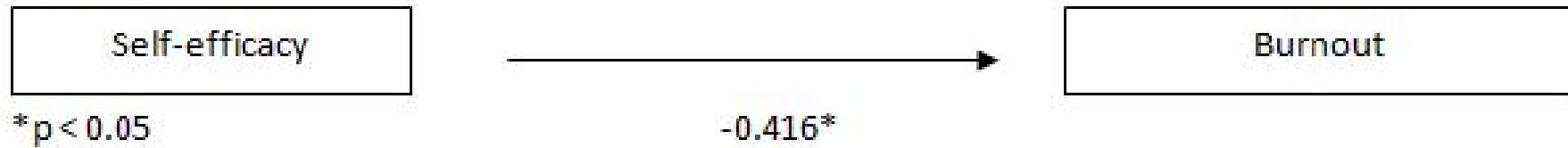
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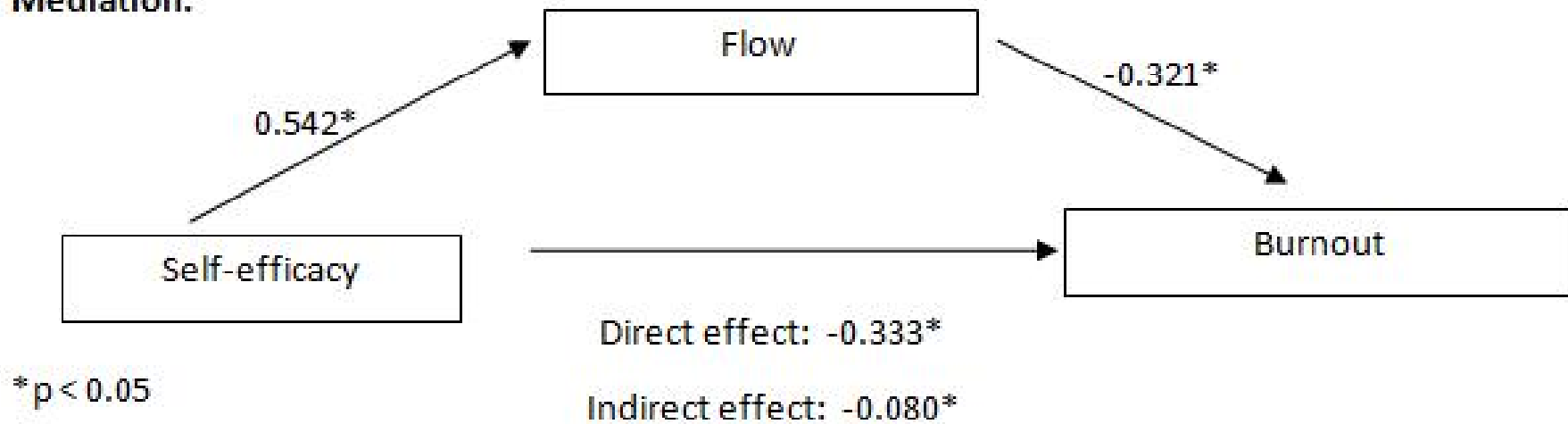
Figure 1.

Standardized regression coefficient for relationship between self-efficacy and burnout as mediated by flow in academic activities

Total effect:



Mediation:



$R = 0.40$; $R^2 = 0.16$; $F(2, 212) = 40.33$; $p < 0.001$

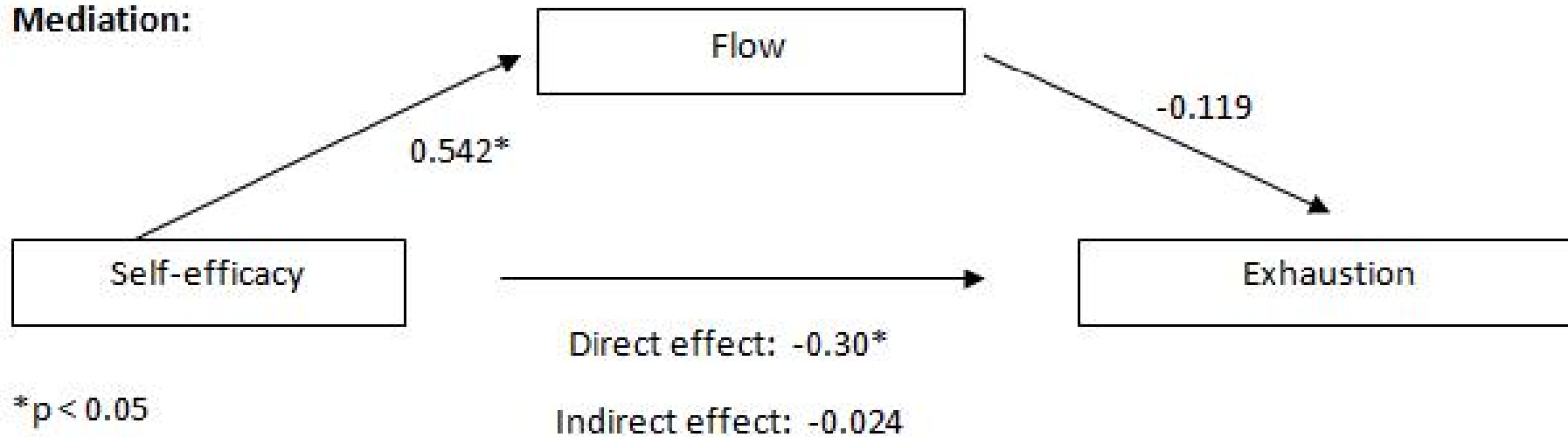
Figure 2.

Standardized regression coefficient for relationship between self-efficacy and exhaustion as mediated by flow in academic activities

Total effect:



Mediation:



* $p < 0.05$

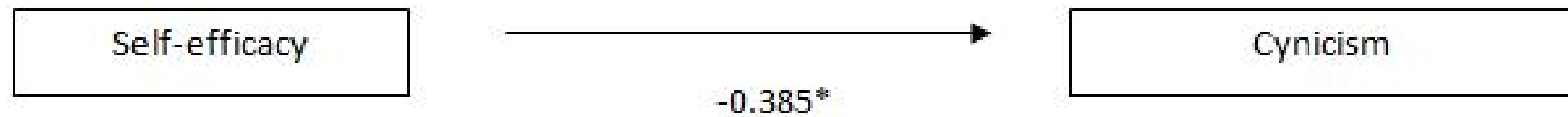
$R = 0.27$; $R^2 = 0.08$; $F(2, 212) = 8.76$; $p < 0.001$



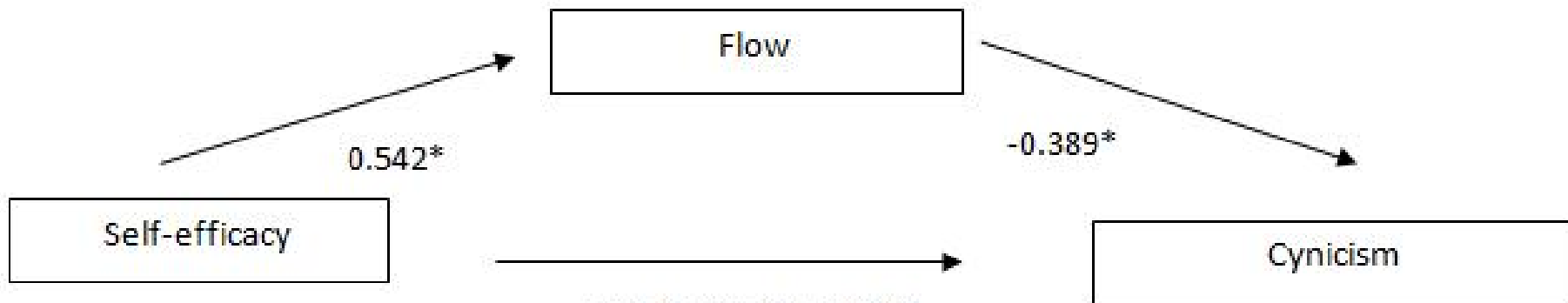
Figure 3.

Standardized regression coefficient for relationship between self-efficacy and cynicism as mediated by flow in academic activities

Total effect:



Mediation:



* $p < 0.05$

Direct effect: -0.280^*

Indirect effect: -0.138^*

$R = 0.44$; $R^2 = 0.20$; $F(2, 212) = 25.62$; $p < 0.001$



Conclusion

- Flow is confirmed as mediator between self-efficacy and burnout
- Flow mediates relationship between self-efficacy and cynicism, but not between self-efficacy and exhaustion
- Findings are in line with multidimensional theory of burnout (Maslach, 1998; 2016)
- Self-efficacy and flow are important protective factors against a more progressed level of burnout



- Thank you for your attention!

