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Family Factors and Learning Weariness among Secondary Vocational Students: A Conceptual Review

Xujingfei[1], Dr. Nor Asiah Binti Ismail[2] & Dr Zhai Xiuzhi[3]

City University Malaysia

Abstract: *Learning weariness, often conceptualized as academic burnout or learning disengagement, has become an increasingly prevalent issue among secondary vocational students. Students experiencing learning weariness typically display emotional exhaustion, reduced motivation toward academic activities, and a negative attitude toward learning tasks. Compared with students in general academic education, vocational school students are more likely to experience learning fatigue due to academic setbacks, low academic self-efficacy, and negative social perceptions toward vocational education. Previous studies have suggested that family factors play an important role in shaping students' learning attitudes and psychological well-being. However, research specifically examining how family environments influence learning weariness among vocational students remains relatively limited. This paper aims to review existing literature on the relationship between family factors and learning weariness among secondary vocational students. Specifically, the study focuses on three important family-related variables: parenting style, parental expectations, and family support. By synthesizing previous empirical findings and theoretical perspectives, this review analyzes the mechanisms through which family environments influence students' emotional engagement and academic motivation. The literature indicates that supportive parenting styles and positive family environments can enhance students' academic motivation, self-efficacy, and psychological resilience, thereby reducing the likelihood of learning weariness. In contrast, negative parenting styles, excessive parental expectations, and insufficient family support may increase students' academic stress and emotional exhaustion, leading to disengagement from learning activities. Based on the literature review, this paper proposes a conceptual framework explaining how family factors influence learning weariness through psychological mechanisms such as self-efficacy and resilience. The findings provide important implications for both educational practice and family education. Strengthening cooperation between schools and families and encouraging supportive parenting practices may help reduce learning weariness and promote positive academic development among secondary vocational students.*

Keywords: *Learning Weariness, Secondary Vocational Students, Parenting Style, Family Factors, Academic Burnout*

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1. Introduction

Learning weariness has gradually become a common phenomenon in modern educational settings and has attracted increasing attention from researchers and educators. Learning weariness is often regarded as a form of academic burnout, which refers to a psychological state characterized by emotional exhaustion, decreased motivation toward academic activities, and negative attitudes toward learning tasks (Maslach et al., 2001). Students experiencing learning weariness often display behavioral symptoms such as low classroom participation, procrastination, reduced academic persistence, and declining academic performance. In more severe situations, prolonged learning weariness may lead to chronic academic disengagement or even school dropout (Salmela-Aro et al., 2009). These outcomes not only influence students' academic development but may also negatively affect their psychological well-being and future career prospects.

Academic burnout among students has been widely studied in educational psychology. Previous research has demonstrated that academic burnout is closely associated with students' motivation, learning engagement, and psychological adjustment (Schaufeli et al., 2002). Students who experience high levels of academic stress without sufficient psychological resources often develop feelings of fatigue and detachment toward learning activities. Over time, these experiences may weaken students' confidence in their learning abilities and reduce their willingness to participate in academic tasks (Maslach & Leiter, 2016).

Among different student groups, secondary vocational students appear to be particularly vulnerable to learning weariness. Secondary vocational education plays a crucial role in many national education systems by preparing skilled workers and supporting economic development. Vocational schools provide students with practical knowledge and technical skills that are essential for labor market participation. Despite the important role of vocational education, students enrolled in vocational schools often face unique challenges in their academic experiences.

One of the major challenges faced by vocational students is their previous academic experience. Many students enter vocational education after encountering academic difficulties in general academic schools. These prior academic setbacks may lead to lower levels of academic self-confidence and reduced learning motivation. According to self-efficacy theory, individuals' beliefs about their capabilities significantly influence their persistence and performance in tasks (Bandura, 1997). Students with low academic self-efficacy are more likely to doubt their ability to succeed in learning activities and therefore may withdraw from academic engagement.

In addition to individual psychological factors, social perceptions toward vocational education may also contribute to learning weariness. In many societies, vocational education is often perceived as less prestigious compared with general academic education. Such social stereotypes may negatively influence vocational students' academic identity and self-concept. When students internalize these negative perceptions, they may experience reduced

motivation and diminished commitment to academic activities (Eccles & Wigfield, 2002).

Researchers have identified multiple factors that contribute to learning weariness among adolescents. These factors can generally be categorized into three broad groups: individual factors, school-related factors, and family-related factors. Individual factors include psychological characteristics such as self-efficacy, resilience, and learning motivation. School-related factors include teaching quality, classroom environment, and peer relationships. Family-related factors involve parenting practices, parental expectations, and emotional support provided within the family environment (Fredricks et al., 2004).

Among these influences, the family environment has been widely recognized as one of the most important contexts affecting adolescents' development. Family plays a fundamental role in shaping children's attitudes toward education and learning. Parenting behaviors, parental expectations, and emotional support within the family can significantly influence students' psychological development, academic motivation, and engagement in learning activities (Steinberg, 2001). Supportive family environments that provide warmth, encouragement, and guidance may enhance students' confidence and motivation. Conversely, negative family dynamics such as excessive control, emotional neglect, or unrealistic expectations may increase students' psychological stress and emotional exhaustion (Ryan & Deci, 2000).

Although previous studies have examined the relationship between family factors and students' academic outcomes, research specifically focusing on secondary vocational students remains relatively limited. Much of the existing literature focuses on students in general academic education, while the unique experiences and challenges faced by vocational students are often overlooked. Vocational students often encounter different educational pathways, social expectations, and career prospects compared with students in traditional academic tracks. These differences may influence how family environments affect their learning attitudes and academic engagement.

Therefore, understanding how family environments influence learning weariness among vocational students is particularly important. Investigating the role of family factors may provide valuable insights for educators, parents, and policymakers seeking to improve vocational students' learning experiences and academic outcomes.

This paper aims to review existing literature on the influence of family factors on learning weariness among secondary vocational students. Specifically, this study focuses on three major family-related variables: parenting style, parental expectations, and family support. By synthesizing theoretical perspectives and empirical findings from previous research, this review seeks to provide a comprehensive understanding of how family environments shape vocational students' academic attitudes and emotional experiences. Furthermore, the study proposes a conceptual framework that explains the mechanisms through which family factors contribute to learning weariness among vocational students.

2. Literature Review

2.1 Learning Weariness among Vocational Students

Learning weariness is commonly regarded as a form of academic burnout. Maslach, Schaufeli, and Leiter (2001) defined burnout as a psychological syndrome characterized by emotional exhaustion, depersonalization or cynicism, and reduced personal accomplishment. When applied to educational contexts, academic burnout refers to students' feelings of fatigue toward academic tasks, loss of learning motivation, and a declining sense of academic competence (Schaufeli et al., 2002). Students who experience learning weariness often display negative attitudes toward learning activities and gradually disengage from academic participation.

Academic burnout among students is typically manifested through several behavioral and emotional symptoms. These symptoms include lack of concentration, reduced participation in classroom activities, procrastination, avoidance of academic responsibilities, and declining academic performance. Over time, persistent learning weariness may lead to serious consequences such as academic failure, school dropout, and reduced educational aspirations. Previous studies have also demonstrated that academic burnout is closely related to various psychological problems, including anxiety, depression, and low self-esteem (Maslach & Leiter, 2016).

Learning weariness is particularly prevalent among secondary vocational students. Compared with students in general academic education, vocational students often enter vocational schools after experiencing academic setbacks in traditional schooling systems. These previous academic failures may negatively affect students' academic self-concept and learning motivation. Self-efficacy theory suggests that individuals' beliefs about their abilities play a crucial role in determining their engagement and persistence in tasks (Bandura, 1997). Students with low academic self-efficacy tend to doubt their ability to succeed in academic tasks and are therefore more likely to withdraw from learning activities.

In addition to individual psychological factors, social perceptions toward vocational education may also contribute to learning weariness. In many societies, vocational education is sometimes perceived as a secondary option for students with lower academic performance. Such social stereotypes may negatively affect vocational students' academic identity and reduce their sense of belonging within educational settings (Eccles & Wigfield, 2002). As a result, vocational students may experience lower levels of academic engagement and higher levels of learning fatigue.

Furthermore, research on student engagement indicates that learning motivation and emotional investment in learning activities are strongly influenced by both internal and external factors, including family environments and school contexts (Fredricks et al., 2004). Therefore, understanding the factors that contribute to learning weariness among vocational students is essential for improving their academic engagement and educational outcomes.

2.2 Parenting Style and Learning Weariness

Parenting style refers to the patterns of attitudes, behaviors, and emotional interactions that parents adopt when raising their children. Parenting practices play a crucial role in shaping adolescents' cognitive development, emotional well-being, and academic behaviors. Baumrind (1971) proposed one of the most influential frameworks of parenting styles, identifying four main types: authoritative, authoritarian, permissive, and neglectful parenting.

Authoritative parenting is characterized by high levels of warmth, responsiveness, and reasonable control. Parents who adopt this style provide emotional support while also establishing clear expectations and guidance. Research consistently shows that authoritative parenting is associated with positive developmental outcomes, including higher academic achievement, stronger self-regulation abilities, and greater psychological well-being (Steinberg, 2001).

In contrast, authoritarian parenting emphasizes strict discipline and control while providing limited emotional warmth. Permissive parenting involves high levels of emotional warmth but minimal behavioral regulation, while neglectful parenting reflects low levels of both parental involvement and supervision. Studies have found that these less supportive parenting styles may negatively influence adolescents' psychological adjustment and academic engagement (Grolnick & Ryan, 1989).

Self-determination theory further explains how parenting styles influence students' motivation and learning behaviors. According to Ryan and Deci (2000), individuals' motivation is enhanced when their psychological needs for autonomy, competence, and relatedness are satisfied. Supportive parenting environments that provide autonomy support and emotional encouragement can foster intrinsic motivation and academic engagement among students.

Among vocational students, parenting styles may have an even stronger impact on learning attitudes. Because vocational students may already experience low academic confidence, supportive parenting practices can play a critical role in reinforcing students' self-beliefs and motivation. Conversely, negative parenting styles characterized by excessive control, criticism, or emotional neglect may intensify students' academic stress and increase the likelihood of learning weariness.

2.3 Parental Expectations and Learning Weariness

Parental expectations represent another important family-related factor influencing students' academic motivation and learning experiences. Parental expectations refer to parents' beliefs, aspirations, and goals regarding their children's educational achievements and future career development. These expectations can significantly shape students' academic behaviors and self-perceptions.

Expectancy–value theory provides an important framework for understanding how parental expectations influence students' learning motivation. According to Eccles and

Wigfield (2002), students' engagement in academic activities is influenced by their expectations for success and the value they attach to the task. Parents play an important role in shaping these beliefs through communication, guidance, and encouragement.

Reasonable parental expectations can have positive effects on students' academic development. When parents express confidence in their children's abilities and provide constructive feedback, students are more likely to develop higher academic aspirations and stronger motivation to succeed. Positive parental expectations may also enhance students' academic self-efficacy and persistence when facing academic challenges.

However, excessive or unrealistic parental expectations may create psychological pressure and emotional stress. When students perceive that they are unable to meet their parents' expectations, they may experience feelings of anxiety, frustration, and helplessness. These emotional responses may gradually lead to academic burnout and disengagement from learning activities.

For vocational students, parental expectations may be particularly complicated. Some parents may hold negative attitudes toward vocational education and consider it a less desirable educational pathway. Such perceptions may influence students' academic identity and reduce their confidence in their learning abilities. As a result, vocational students may experience additional psychological pressure that contributes to learning weariness.

2.4 Family Support and Learning Weariness

Family support is another key factor influencing students' academic engagement and psychological well-being. Family support refers to the emotional encouragement, understanding, and practical assistance provided by family members. Supportive family relationships can create a positive environment that helps students cope with academic challenges and maintain motivation toward learning.

Social support theory suggests that supportive relationships provide individuals with emotional and psychological resources that help them manage stress and adversity (Hobfoll, 1989). In educational contexts, students who receive strong family support are more likely to experience positive emotional states and maintain higher levels of academic engagement.

Research has shown that perceived family support is closely related to students' psychological resilience. Resilience refers to an individual's ability to adapt to challenging circumstances and recover from adversity (Masten, 2001). Students with high resilience are better able to cope with academic stress and maintain motivation in difficult learning situations.

In contrast, lack of family support may increase students' vulnerability to psychological distress. Students who grow up in unsupportive family environments may experience feelings of loneliness, insecurity, and low self-worth. These negative emotional experiences may weaken students' motivation and contribute to learning disengagement.

Therefore, family support can serve as an important protective factor against learning

weariness. Supportive family environments may strengthen students' resilience, enhance their confidence in learning, and help them maintain positive attitudes toward academic tasks.

3. Methodology

This study adopts a qualitative literature review approach to examine the influence of family factors on learning weariness among secondary vocational students. The purpose of this review is to synthesize existing research findings and identify the mechanisms through which family environments influence students' learning attitudes and psychological experiences.

Relevant literature was collected from a variety of academic sources, including journal articles, academic books, and postgraduate theses related to education and psychology. Databases such as Google Scholar, Web of Science, and major Chinese academic databases were used to identify relevant publications. Keywords including learning weariness, academic burnout, secondary vocational students, parenting style, parental expectations, and family support were used during the search process.

To ensure the relevance and quality of the selected literature, several inclusion criteria were applied. First, the studies needed to focus on adolescents or secondary school students, particularly those in vocational education contexts. Second, the studies had to examine family-related factors such as parenting behaviors, parental expectations, or family support. Third, the selected literature had to be published in peer-reviewed journals, academic theses, or recognized academic sources.

After the literature was collected, the studies were analyzed using a thematic analysis approach. The selected literature was carefully reviewed to identify key themes and theoretical perspectives related to family influences on students' learning experiences. Particular attention was given to the psychological mechanisms through which family factors affect learning weariness, such as academic self-efficacy and psychological resilience.

Through this process, the study integrates findings from previous research and develops a conceptual framework that explains the relationship between family factors and learning weariness among secondary vocational students. The framework provides a theoretical foundation for future empirical studies that may further examine these relationships using quantitative or mixed-method approaches.

4. Conceptual Framework

Based on the literature reviewed above, family factors play an important role in shaping students' learning attitudes and academic engagement. In particular, parenting style, parental expectations, and family support have been widely identified as key elements of the family environment that influence adolescents' psychological development and educational outcomes. These family-related variables may affect students' learning experiences not only directly but also indirectly through a variety of psychological mechanisms.

From a theoretical perspective, several educational and psychological theories help explain how family factors influence students' learning behaviors. Self-Determination Theory suggests that supportive family environments can foster students' intrinsic motivation by satisfying their basic psychological needs for autonomy, competence, and relatedness. When parents provide emotional warmth, encouragement, and autonomy support, students are more likely to develop stronger confidence in their academic abilities and maintain positive attitudes toward learning.

Similarly, Expectancy–Value Theory emphasizes the importance of students' beliefs about their ability to succeed in academic tasks. Parental expectations and parental attitudes toward education can significantly influence students' perceptions of their academic competence and the value they place on learning. When parents express reasonable expectations and provide constructive guidance, students may develop stronger academic self-efficacy and higher motivation to engage in learning activities. However, excessive or unrealistic parental expectations may create psychological pressure and lead to emotional stress, which may ultimately contribute to learning weariness.

In addition, Social Support Theory highlights the protective role of supportive family relationships. Emotional support, encouragement, and effective communication within families can provide students with important psychological resources that help them cope with academic challenges. Students who perceive strong family support are more likely to develop resilience, which refers to the ability to adapt positively to difficulties and overcome challenges.

Based on these theoretical perspectives, this study proposes that psychological mechanisms such as academic self-efficacy and resilience act as mediating variables linking family environments and learning weariness. Academic self-efficacy reflects students' beliefs in their ability to successfully complete academic tasks, while resilience represents students' capacity to cope with stress and adversity. Both factors are essential for maintaining engagement in learning activities and preventing academic burnout.

Therefore, this study proposes a conceptual framework in which family factors influence learning weariness indirectly through psychological mechanisms. Specifically, parenting style and parental expectations are proposed to influence students' academic self-efficacy, while family support is expected to enhance students' resilience. These psychological resources then affect students' levels of learning weariness.

The proposed conceptual model is illustrated in Figure 1. Family factors, including parenting style, parental expectations, and family support, serve as the independent variables, while learning weariness represents the dependent variable. Academic self-efficacy and resilience function as mediating variables that explain how family environments influence students' learning experiences.

This conceptual framework highlights the indirect pathways through which family environments shape vocational students' learning attitudes. By emphasizing the role of

psychological mechanisms, the framework provides a more comprehensive understanding of how family contexts contribute to learning weariness among secondary vocational students. It also offers a theoretical foundation for future empirical studies examining the relationships among family factors, psychological resources, and academic outcomes.



Fig.1 Conceptual Framework

5. Discussion

The literature reviewed in this study demonstrates that family factors play an important role in influencing learning weariness among secondary vocational students. Parenting styles, parental expectations, and family support significantly affect students' emotional experiences and academic motivation.

Supportive parenting practices characterized by warmth, encouragement, and autonomy support can help students develop stronger academic self-confidence and resilience. These psychological resources enable students to cope with academic challenges and maintain engagement in learning activities.

Conversely, negative parenting styles and excessive parental expectations may increase students' psychological stress and emotional exhaustion. Students who perceive strong parental pressure but lack emotional support may develop negative attitudes toward learning and eventually disengage from academic activities.

Furthermore, family factors may interact with individual psychological characteristics. Students with strong self-efficacy and resilience are better able to cope with academic stress and maintain positive learning attitudes.

These findings highlight the importance of involving families in efforts to address learning weariness among vocational students. Educational interventions should not focus solely on school-level reforms but also encourage parents to adopt supportive parenting practices.

6. Conclusion

Learning weariness among secondary vocational students has become an important issue in contemporary educational research. As vocational education continues to play a crucial role in preparing skilled workers for modern economies, understanding the factors that influence students' engagement and motivation in vocational learning environments is increasingly necessary. Learning weariness not only affects students' academic performance but also influences their psychological well-being, educational aspirations, and long-term career development. Therefore, identifying the key determinants of learning weariness is essential for promoting healthy academic development among vocational students.

This study reviewed existing literature on the influence of family factors on learning weariness among secondary vocational students. The review highlighted that family environments play a critical role in shaping students' attitudes toward learning and their emotional experiences in educational settings. In particular, three major family-related variables were identified as important influences on students' learning outcomes: parenting style, parental expectations, and family support.

The findings suggest that supportive parenting practices characterized by emotional warmth, encouragement, and autonomy support can enhance students' academic motivation and confidence. Positive family environments may help students develop stronger academic self-efficacy and psychological resilience, which serve as important protective factors against learning weariness. In contrast, negative parenting styles, excessive parental expectations, or insufficient emotional support may increase students' psychological stress and emotional exhaustion, thereby contributing to disengagement from learning activities.

In addition to highlighting the influence of family factors, this study also emphasizes the importance of psychological mechanisms in understanding students' learning experiences. Academic self-efficacy and resilience were identified as key psychological resources that mediate the relationship between family environments and learning weariness. When students possess strong confidence in their learning abilities and effective coping strategies, they are more capable of overcoming academic difficulties and maintaining engagement in learning activities.

The findings of this study provide several practical implications for both educators and families. First, schools should strengthen communication and collaboration with parents in order to create supportive learning environments for vocational students. Educational institutions may provide guidance programs or workshops to help parents adopt positive parenting strategies and develop realistic expectations for their children's academic development. Second, educators should pay greater attention to students' psychological needs and provide emotional and academic support that helps students build confidence and resilience.

Despite its contributions, this study has several limitations. As a conceptual review based on existing literature, the study does not provide empirical evidence to test the

proposed conceptual framework. Future research may conduct empirical investigations to examine the relationships among parenting style, parental expectations, family support, and learning weariness among vocational students. Quantitative or mixed-method approaches may provide deeper insights into the mechanisms underlying these relationships.

In addition, future studies may explore additional factors that influence learning weariness, such as peer relationships, school climate, and individual psychological traits. Investigating the interaction between family factors and school environments may further enhance understanding of how different social contexts shape vocational students' learning experiences.

Overall, this study contributes to the literature by emphasizing the importance of family environments in understanding learning weariness among secondary vocational students. By highlighting the role of parenting practices and family support, the study provides a theoretical foundation for future research and offers practical insights for improving vocational students' learning motivation and academic engagement.

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