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Student's Perception of Motivation and Burnout

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Abstract

This study examines the impact of students' motivation on burnout. A survey was conducted with 232 students to assess their motivation and burnout. The analysis reveals a positive relationship between the motivational, expectancy, and affective components towards burnout (exhaustion and disengagement) and supports the hypothesis. The findings suggest that interventions targeting motivational factors can potentially alleviate student burnout. The study emphasises the importance of addressing burnout and considering motivational, expectancy, and affective factors in developing interventions.

Keywords: Motivation; Burnout; Disengagement; Exhaustion

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1.0 Introduction

Motivation and burnout are critical determinants of academic success and well-being among students. Students must be motivated to achieve their educational objectives, yet burnout can lead to disengagement, poor academic performance, and even dropping out. Despite the significance of these challenges, there is still much to learn about the factors that influence student motivation and fatigue. Therefore, the main objective of this study is to investigate the relationship between different components of motivation (i.e., motivational, expectancy, and affective components) and two critical burnout outcomes, namely exhaustion and disengagement. The outcome of the research aims to identify effective strategies for preventing burnout and promoting student achievement. Wu (2019) found that academic motivation was a significant predictor of students' perceived academic burnout, with intrinsic motivation related to lower levels of burnout. According to Struthers et al. (2000), the relationship between academic motivation and academic burnout was mediated by coping strategies. Increasing student motivation and minimising student tiredness are essential educational goals. However, achieving these aims can be challenging due to several issues and obstructions. Individual differences are one of the most significant challenges in this discipline. Individual differences such as personality traits, cognitive ability, and learning styles impact motivation and burnout. Given the diversity of students, it may be challenging to discover effective interventions for everyone. Students have different learning goals

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and responses to stress and pressure, making it difficult to design a uniform technique. A second barrier is the intricacy of motivation and burnout causes. Personal factors are among the numerous and frequently interrelated reasons. Improving student motivation and reducing burnout requires a multifaceted strategy addressing psychological, social, and environmental factors. To effectively find a solution to the problem, it is vital to identify the causes and contributing aspects of student burnout at university.

2.0 Literature Review

Motivation is a process that begins with a physiological and psychological deficiency or needs and results in the activation of behaviour or drives directed toward a goal or incentive (Luthans et al., 2015). Success or failure in school hinges on a student's will to succeed. The motivation of students to study has been studied and categorised into emotive and cognitive areas. The affective domain is involved with values, interests, and attitudes. Another study applying the Alderfer hypothesis showed that students are driven to learn when they have clear goals, are confident in completing assignments, and achieve positive results (Harith et al., 2022). Despite students' confidence and defined objectives, they did not affect their anxiety about taking exams or failing (Harith et al., 2022). Madigan and Curran (2021) explained that when students are exhausted, they cannot revise or complete their work and that a lack of learning tools also contributes to their weariness. Students with a sceptical view of education feel less engaged in the classroom, their teachers, and their work and will miss essential information, overlook opportunities to receive assistance, and avoid learning. According to the study, decreased self-efficacy is the most significant indicator, a key reason students attempt to avoid situations. The study proposes that students and teachers should be made aware of the impacts of burnout and that individual students should be the focus of intervention and preventative strategies.

Cazan (2015) indicated that learning motivation is positively associated with engagement and adversely associated with burnout, with achieving students being more driven, involved in learning activities, and possessing favourable attitudes toward their studies. Higher achievers have greater intrinsic motivation, task value, control of learning beliefs, and academic self-efficacy, but lesser achievers experience less test anxiety. The reverse effect was observed in students with low achievement. Cazan (2015) also suggest that burnout is more prevalent among first-year students with high academic accomplishments than second-year students with low academic achievement. This is because first-year students have difficulty keeping up with the educational level due to their challenges adjusting to university life. In contrast, second-year students are attempting to perform better, which causes them to feel more stressed due to the increased workload, an antithesis of what inferior achievers experience. The study suggests that intervention efforts must identify students who are in danger due to their elevated burnout levels.

In addition, Lin and Yang's (2021) study shows that external and internal factors strongly contribute to academic fatigue. Exam anxiety, a high workload, and a lack of social support from family and friends are examples of extracurricular elements that lead to academic burnout. Academic burnout was also substantially associated with perfectionism, worry, and low self-esteem. According to the study, external and internal variables must be addressed to prevent college students from tiring of education. The study identified several approaches to help students avoid academic burnout, including enhancing the learning environment, providing social support, promoting healthy stress management techniques, and encouraging the development of a growth mindset. Overall, the study demonstrates the importance of addressing external and internal factors to prevent college students from becoming bored with education (Lin & Yang, 2021). Indeed, Lokman et al. (2022) and Zainuddin et al. (2021) discovered that internal and external elements such as task value, belief, self-efficacy, autonomy, and relatedness, among others, can drive students in the values component.

Thuruthel and Tungol (2021) pointed out that long-term stressors such as academics, peer pressure, and financial concerns are among those that might lead to burnout. Academic pressure, a heavy workload, and challenging courses are among the most prominent causes of student burnout. Burnout can also be caused by unrealistic expectations, such as establishing excessively high goals for oneself. Students are more likely to experience burnout if they lack social support, such as feeling isolated or unsupported. Financial concerns, such as school costs and living expenditures, can lead to burnout. Students with poor time management skills may feel overwhelmed and stressed. The study also discussed the health impacts of burnout, such as headaches, fatigue, and difficulty sleeping.

Additionally, burnout can result in mental health problems such as anxiety and sadness. Jagodics and Szabó (2022) discovered that high academic demands and insufficient academic resources significantly predict student burnout. Using a self-administered questionnaire, 742 Hungarian college students from various fields participated in the study. The study examined the relationships between academic demands, academic resources, stress management strategies, social support, and burnout. The study's results indicated that academic demands such as workload, time, and academic pressure were the most significant predictors of student burnout. According to the study, a lack of educational resources, such as learning materials and technology access, significantly predicted burnout. In conclusion, the study demonstrates the importance of balancing academic demands and academic resources to prevent college students from becoming burned out. It also discusses the need for universities to provide students with social support and teach them how to deal with college stress and responsibilities.

2.1 Conceptual Framework

The conceptual structure of the study is shown in Figure 1. This study examines the connection between learner motivation and burnout for online and hybrid learners. According to Rahmat et al. (2022), working or learning remotely might be advantageous and disadvantageous. Positively, online learners feel competent and independent since they believe they are independently making meaning of the learning activities. Conversely, while the learners initially felt independent, they may soon experience a loss of engagement and, thus, a sense of isolation when making decisions regarding their learning. The conceptual structure of the study is shown in Figure 1.

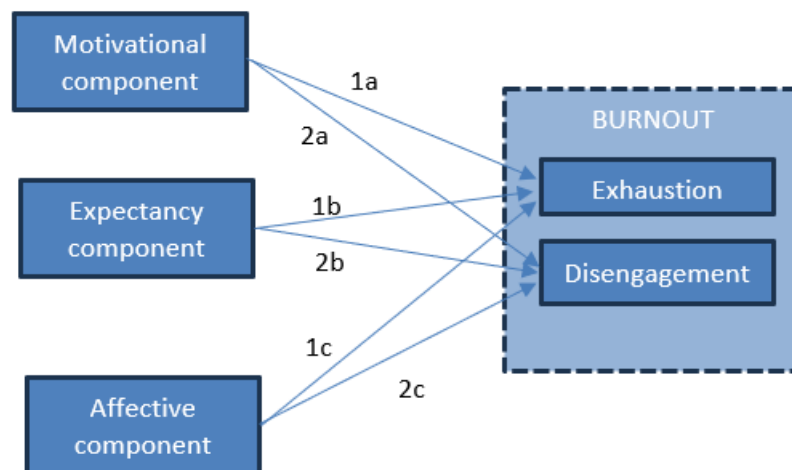


Fig 1. Conceptual Framework of The Study- Perception of Students' Motivation and Burnout

This study examines the relationship between learner motivation and burnout for online and hybrid learners. According to Rahmat et al. (2022), working or learning remotely might be advantageous and disadvantageous. Positively, online learners feel competent and independent since they believe they are independently making meaning of the learning activities. Conversely, while the learners initially felt independent, they may soon experience a loss of engagement and, thus, a sense of isolation when making decisions regarding their learning. This study is rooted in Pintrich & De Groot's (1990) concept of learners' motivation. Learners' motivation can be divided into three parts: (a) motivational components, (b) expectancy components, and (c) affective components. Studies have found that when there is a lack of motivation, learners may experience burnout (Campos et al., 2011).

3.0 Methodology

The primary objective of this study is to investigate the relationship between different components of motivation (i.e., motivational, expectancy, and affective components) and two critical outcomes, namely exhaustion and disengagement, within a specific context or population. Specifically, the study aims to examine:

- 1) The relationship between the motivational, expectancy and the affective component towards exhaustion.
- 2) The relationship between the motivational expectancy and the affective component towards disengagement.

The study aims to improve our comprehension of the complex interactions between motivational factors and the ensuing feelings of fatigue and disengagement by investigating these relationships. By offering insights that could guide interventions or techniques to ameliorate tiredness and disengagement in pertinent circumstances, this research seeks to add to the body of knowledge already available on motivation and well-being with the following hypotheses.

Hypothesis 1a: There is a significant relationship between the motivational component and exhaustion.

Hypothesis 1b: There is a significant relationship between the expectancy component and exhaustion.

Hypothesis 1c: There is a significant relationship between the affective component and exhaustion.

Hypothesis 2a: There is a significant relationship between the motivational component and disengagement.

Hypothesis 2b: There is a significant relationship between the expectancy component and disengagement.

Hypothesis 2c: There is a significant relationship between the affective component and disengagement.

A purposive sample of 232 participants focuses on students enrolled at the UiTM Negeri Sembilan representing. The number of samples provides reliable insights and sufficient power to detect moderate-to-large correlations (Cohen, J., 1988). The instrument used is a survey using a 5-point Likert scale (ranging from 1 = never to 5 = always) based on the motivational framework proposed by Pintrich and De Groot (1990) and the burnout dimensions identified by Campos et al. (2011). The survey comprised four sections. Section A collected demographic information from the participants. Section B contained 12 items assessing the participants' motivation for learning, divided into the motivational and expectancy components. The motivational component included items related to intrinsic goal orientation (4 items), extrinsic goal orientation (3 items), and task value belief (5 items). The expectancy component included items measuring the student's perception of self-efficacy (5 items) and control belief for learning (2 items). Section C consisted of eight items on exhaustion and disengagement, each representing burnout dimensions (as detailed in Table 1). The survey was sent to the students using Google Forms with a response rate close to 10% of the students' overall number.

This study employed Pearson correlation analysis to investigate the relationships between motivational factors and burnout among undergraduate students. Data analysis was performed using IBM SPSS Statistics version 26. Before analysis, the dataset underwent thorough screening for missing values, outliers, and normality of distribution, with appropriate handling. Selected variables encompassed

intrinsic and extrinsic goal orientation, task value belief, self-efficacy, control belief for learning, exhaustion, and disengagement. Assumptions, including linearity, homoscedasticity, and absence of multicollinearity, were rigorously checked, using visual assessments and statistical tests as necessary. Pearson correlation coefficients were then calculated to gauge the strength and direction of linear relationships between these variables, with significance testing conducted to determine the statistical significance of observed correlations. The obtained correlation coefficients were interpreted to discern the magnitude and direction of associations, with significant correlations providing evidence for hypothesised relationships between motivational factors and burnout dimensions. This analytical approach aimed to shed light on the interplay between motivation and burnout among undergraduate students, offering insights that could inform interventions or strategies to support student well-being and academic success.

Table 1. Distribution of items in the survey

PART	CONSTRUCT	SUB-COMPONENT	No Of Items	Total Items	
2	Learners' motivation	Motivational components	i-Intrinsic Goal Orientation	4	12
			ii-Extrinsic Goal Orientation	3	
			iii-Task Value Beliefs	5	
	Expectancy component	i-Students' Perception of Self-Efficacy	5	7	
		ii-Control Beliefs for Learning	2		
3	Burnout	Affective components		5	
		Exhaustion		8	
		Disengagement		8	

Table 2 shows the reliability of the survey. The analysis shows that the Cronbach alpha of the variables that are associated with learners' motivation, such as the motivational component (0.859), the expectancy component (0.892), and the affective component (0.835), are above 0.7. However, two constructs reported that the Cronbach Alpha scores were below 0.7: exhaustion (0.625) and disengagement (0.684). According to Nunnally and Bernstein (1994), a Cronbach's alpha of 0.6 may be acceptable for pilot studies or in situations where only a few items are on the scale. DeVellis (2012) notes that a Cronbach's alpha below 0.7 may be acceptable if the measured construct is multidimensional or if only a few items are in the scale. Further analysis using SPSS was carried out to present findings that answer the research questions for this study.

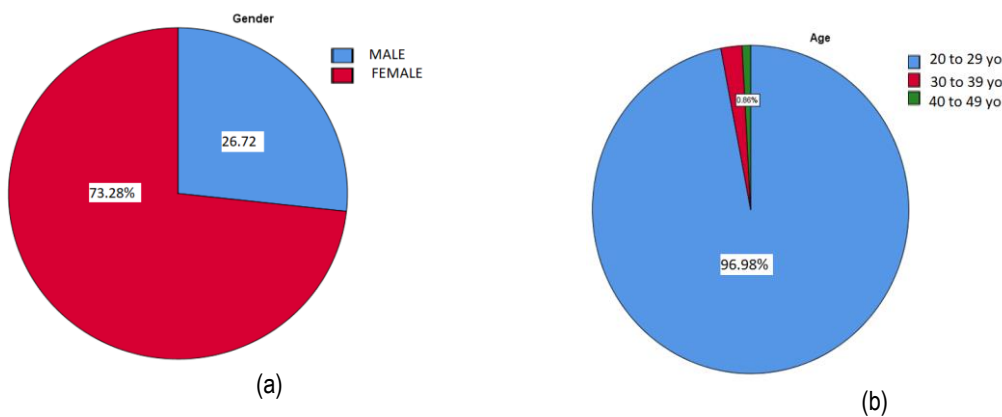
Table 2. Reliability of Survey (Cronbach Alpha)

	Construct	Number of Items	Cronbach's Alpha
Learners' Motivation	Motivational components	12	0.859
	Expectancy component	7	0.892
	Affective components	5	0.835
Burnout	Exhaustion	8	0.625
	Disengagement	8	0.684

4.0 Findings and Discussion

4.1 Findings for Demographic Profile

Fig.2 shows that of 232 students, females constituted 73.3%, while males constituted 26.7%. The age group of 20–29 made up most of the respondents. 90% of respondents were from the Social Sciences discipline, and 69.3% were bachelor's degree holders, followed by diploma (24%) and postgraduate (6.5%).



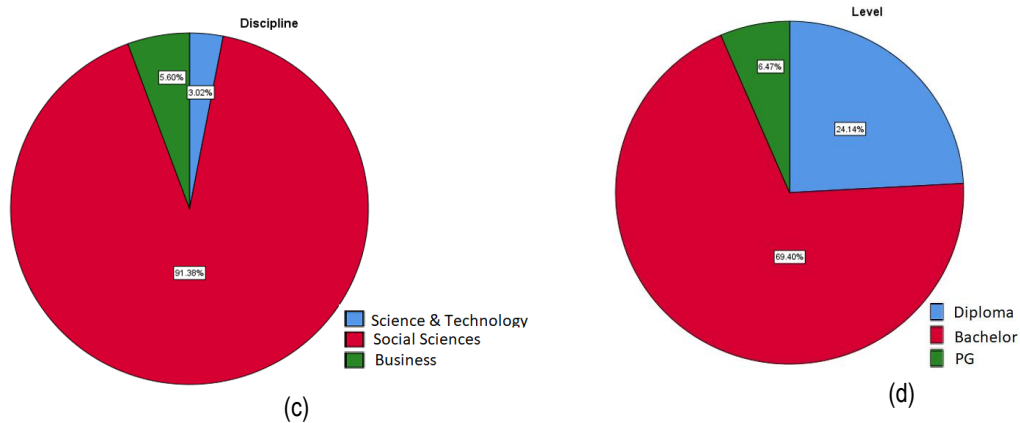


Fig.2. (a) Gender; (b) Age; (c) Discipline; (d) Level

4.2 Findings for Relationship Between Learners' Motivation with Burnout

This section examines the relationship between learner motivation and burnout using data. This section seeks to determine whether a learner's motivation predicts burnout. A correlation analysis was performed on the data to evaluate this objective. Correlation is a relationship statistic that describes the strength and direction of the linear link between two variables. SPSS was utilised to determine the correlations between learner motivation and burnout. The procedure used in the analysis is the Pearson product-moment correlation coefficient (r). Person r is a designed interval or ratio, and the continuous variable in the case of this study is the Likert scale of the construct investigated.

Using SPSS, the composite mean scores of learners' motivation and burnout were studied to discover if a significant correlation exists. The associations between the mean scores were explored. Before calculating the Pearson correlation (r), a normality test was undertaken using the PP Plot to ensure that the relationships between the dependent and independent variables were linear, individually, and globally and that the residual variable was approximately normally distributed. All assumptions for a Pearson analysis were met, including continuous variables, the absence of significant outliers, and the absence of a high correlation between dependent variables (multicollinearity). Results were presented in two tables: Table 3 for a composite mean score, skewness, and kurtosis, and Table 4 for Pearson correlation. The data's skewness and kurtosis fell within an acceptable range of -1 to +1 and -2 to +2, respectively, which is considered excellent (Hair et al., 2022, p. 66).

Table 3. Composite mean score

	N	Mean	Std Deviation	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std Error
Motivation	232	3.858	0.498	0.001	0.160	-0.455	0.318
Expectancy	232	3.648	0.610	0.222	0.160	-0.439	0.318
Affective	232	2.768	0.873	0.123	0.160	-0.142	0.318
Exhaustion	232	3.417	0.469	0.311	0.160	0.991	0.318
Disengagement	232	3.353	0.484	0.896	0.160	1.208	0.318

Table 4. Pearson correlation table

		Exhaustion	Disengagement
Motivational Component	Pearson r	0.273**	0.345**
	Sig. (2-tailed)	0.000	0.000
Expectancy component	Pearson r	0.279**	0.348**
	Sig. (2-tailed)	0.000	0.000
Affective Component	Pearson r	.197**	.247**
	Sig. (2-tailed)	0.003	0.000

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

* . The correlation is significant at the 0.05 level (2-tailed).

According to Jackson (2015), a coefficient is deemed significant at the .05 level, and a positive correlation is quantified on a scale ranging from 0.1 to 1.0. A weak positive correlation is between 0.1 and 0.3, a moderate positive correlation is between 0.3 and 0.5, and a strong positive correlation is between 0.5 and 1.0. In keeping with this, the study of the correlation coefficients reveals a positive association between the motivational component and exhaustion and disengagement. The relationship's strength is moderate to moderately strong, with r ranging from 0.273 to 0.345. These connections are statistically significant at the usual significance level (0.05) based on the p-values of 0.000. These results validate all hypotheses that expected a substantial positive association between motivational components and burnout (disengagement and exhaustion). According to Table 4, the results indicate that more motivated persons may also experience greater levels of exhaustion and disengagement, which can contribute to burnout.

The analysis of the findings reveals significant positive correlations between various components of motivation and both exhaustion and disengagement among the students. Specifically, the motivational component exhibits moderate positive associations with exhaustion ($r = 0.273$) and disengagement ($r = 0.345$), while the expectancy component similarly demonstrates moderate positive correlations with exhaustion ($r = 0.279$) and disengagement ($r = 0.348$). In contrast, the data analysis revealed that although both the expectancy and affective components are significantly associated to exhaustion and disengagement, the association is minimal. The affective component displays weaker positive correlations with exhaustion ($r = 0.197$) and disengagement ($r = 0.247$). The correlation coefficients are quite low despite evidence of a positive association between the variables. These correlations, all statistically significant at $p < 0.05$, suggest that students are more likely to experience higher levels of exhaustion and disengagement as motivational factors, expectancy, and affective components increase.

Pintrich and De Groot's framework has influenced educational psychology by exploring the relationships between these motivational constructs and academic performance, persistence, and well-being. The framework suggests that individuals' motivation and engagement in learning activities are influenced by their beliefs about the value of the task, their confidence in their abilities to perform the task (self-efficacy), and their perception of control over their learning outcomes. Other established theories, such as self-determination theory (Deci & Ryan, 2000) and achievement goal theory (Ames, 1992), also claimed that motivation is crucial in driving behaviour and academic performance. However, excessive or prolonged stress resulting from high motivation levels can lead to burnout, characterised by feelings of exhaustion and disengagement. The positive correlations observed in this study align with these theoretical perspectives, highlighting the intricate relationship between motivation and burnout among learners.

In today's rapidly changing world, Pintrich and De Groot's framework for learning and motivation and Campos et al.'s (2011) burnout remain relevant. With the shift to online learning and remote work, self-regulation of learning and work behaviours becomes crucial, highlighting intrinsic motivation and practical goal setting. Adaptive learning technologies provide personalised support, enhancing self-efficacy and engagement. Mental health strategies like positive feedback and social connection support motivation. These findings have practical implications for educators and policymakers, emphasising the need to monitor and address the negative consequences of excessive motivation, such as burnout. Strategies promoting a healthy balance of motivation, autonomy, and well-being and stress management programs can benefit students' overall well-being and academic engagement. These insights deepen our understanding of motivation and burnout, informing evidence-based interventions for holistic student development.

5.0 Conclusion, Implication and Recommendation

According to the study, students' motivation at the Faculty of Administrative Science and Policy Studies influences their learning behaviour. All the mean ratings for the affective, expectation, and motivational factors are moderate to high. The findings are comparable with those of other studies (Lokman et al., 2021 & Zainuddin et al., 2021), revealing that internal and external stimuli could inspire students despite the challenges they confront in their studies. In addition, it was revealed that students were motivated to study because they had a high confidence level in their ability to execute the tasks assigned to them, even when taking an examination. The study by Harith et al. (2022) reveals that students have more robust task value views, self-efficacy, and control beliefs regarding their learning behaviour, which are consistent with these findings. Therefore, it is recommended that the faculty provide moral support and study assistance to the students to boost their motivation to manage their academic difficulties and meet university academic requirements effectively.

Students experienced moderate to severe academic burnout, mainly characterised by exhaustion and disengagement, based on their perceptions of burnout. These findings were consistent with Bonk et al. (2018), Onah et al. (2014) and Al-Samarraie (2019), who found a high dropout rate among college students. Therefore, if the students' motivational beliefs and goals are reasonable, they must be supported throughout their learning process to be equipped with appropriate study skills and ICT skills to enable them to concentrate and achieve academic success.

This study's scope is constrained by its exclusive focus on students from one faculty, potentially limiting broader applicability. Additionally, the sample size of 232 participants may compromise statistical power and precision, thus impacting the findings' generalizability and robustness. Also, common biases inherent to survey-based research, such as social desirability and response bias, may affect data accuracy. Furthermore, the cross-sectional design prevents establishing causal relationships, highlighting the need for longitudinal or experimental studies. Recognising these limitations is crucial for interpreting findings accurately and guiding future research efforts effectively.

In conclusion, the investigation results reveal a favourable association between the motivating factor and several burnout-related outcomes. This indicates that interventions addressing motivational variables may assist in reducing these problems. Promoting autonomy in learning, fostering engagement through interactive activities, and providing clear expectations and timely feedback to address motivational and burnout issues in online learning among university students is crucial. These strategies empower students to take ownership of their learning, enhance their participation and sense of community, and guide them effectively through the learning process. By focusing on these key areas, universities can create a supportive and engaging online learning environment conducive to student success. Additionally, the study indicated that the expectancy and affective components are related to exhaustion and disengagement. Additional research is required to completely comprehend the links between these characteristics and other burnout-related outcomes. The findings of this study underscore the need to address motivational fatigue in the context of e-learning and to examine the impact of motivational, expectancy, and affective components when designing interventions to reduce these problems.

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Paper Contribution to Related Field of Study

The research paper contributes to understanding student motivation in higher education institutions. Furthermore, the study holds significant relevance in the post-COVID-19 era by shedding light on the influence of motivational, expectance, and affective factors on university students' burnout. These findings provide fresh insights and knowledge for examining the impact of these components on student burnout, assisting key stakeholders in developing interventions to address burnout and promote academic success among university students.

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