

Investigating ESL Pre-University Students' Perceptions on Motivation and Burnout: A Correlational Study

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ABSTRACT

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Motivation acts as a force for students that maintains learning. Educators must emphasise the need to help nurture students' motivation, as it is believed that motivation can make students more resilient and less likely to experience burnout during their studies. Since motivation is indeed one of the crucial factors in determining students' success in learning, thus this quantitative study was conducted to explore Pre-University students' perceptions of motivation, burnout, and the correlation between these two elements. A survey questionnaire, consisting of eight sections with 40 items, was distributed to 227 students at a selected Foundation Centre in Malaysia. Findings revealed that extrinsic motivation and self-efficacy are the main factors that motivate students to learn more. Although the majority of the students possess high motivation in learning, they do experience burnout. Even though there is no strong correlation between motivation and burnout, this study helps both students and educators to determine the factors motivating students to learn and the causes of burnout among them.

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1. INTRODUCTION

1.1 Background of Study

Motivation and burnout, particularly in educational settings, are common topics of interest among researchers. The earlier is referred to as the intrinsic and extrinsic drives that make learners willingly work hard and take charge of their learning by investing more effort and time for academic success. The latter is associated with learners' mental, physical, and emotional exhaustion, resulting from various sources including stress and demanding academic tasks. The self-determination theory describes motivation in a spectrum with self-determination (intrinsic motivation) on one end, extrinsic motivation, and amotivation on the opposite end (Kusurkar et al., 2011, as cited in Felaza et al., 2017). Intrinsically driven learners resort to a deep learning approach positively linked to better academic performance and higher intention to learn, whereas external motivation drives them through rewards, compulsion, and punishment (Tohidi & Jabbari, 2012). Meanwhile, study-related burnout, which demotivates learners, is described by Gan et al. (2007) as their psychological response to serious and prolonged stress resulting from high academic loads. In the Malaysian educational context, pre-university learners are fresh school leavers undertaking foundation courses that prepare them for higher education. Exploring the dynamic interplay between motivation and burnout is crucial as it significantly impacts learners' well-being, academic performance, and overall academic experiences. In this work, study-related motivation is investigated based on students' perspectives on their intrinsic and extrinsic goal orientation, task value beliefs, perception of self-efficacy, and control belief for learning, while study-related burnout includes exhaustion and disengagement.

1.2 Statement of Problem

Various related studies have reported motivation as an essential factor determining academic success and burnout as a crucial element that leads to the opposite outcome. In a study by Malau et al. (2022), intrinsically and extrinsically driven motivation drives successful learners to adopt self-regulated learning strategies, including goal setting, environmental management, self-consciousness, and self-evaluation. In addition, motivation has also been identified as the cause for good results, greater determination in learning, and the ability to complete tasks (Borah, 2021). According to Amani et al. (2020), procrastination and low drive for academic achievement are the detrimental impacts affecting learners with low motivation, which consequently causes them not to apply self-regulated learning strategies effectively. In addition, greater demands due to adjustment and coping with higher academic requirements and more challenging tasks could cause burnout among pre-university students, particularly those with low motivation. Tungol and Thuruthel (2021) highlighted that burnout, as a direct consequence of future developmental stress, self-identity stress, interpersonal stress, and familial stress, must be dealt with urgently and effectively as it greatly affects students' emotional, physical, and mental well-being. In short, the issues of low motivation and burnout among students can accumulatively impact their overall academic performance in particular and institutions of higher learning in general.

Acknowledging the correlation between motivation and burnout among first-year Indonesian undergraduate medical students, Felaza et al. (2017) proposed to look at how changes in motivation throughout education relate to components of burnout, as well as the effects of adaptation on these study-related elements. Xu et al. (2021), who reported on low motivation among selected Malaysian college students, which had caused them to have a higher tendency to feel burnout and lower self-efficacy, suggested more work to explore motivational and burnout factors to help them deal with learning burnout and improve learning enthusiasm. However, research on the relationship between the elements underlying motivation and burnout particularly among pre-university students is still scarce. Thus, it is crucial to tap into the

association between study-related motivation and burnout among students preparing for their university education in Malaysia based on their perspectives on intrinsic and extrinsic goal orientations, task value beliefs, perception of self-efficacy, and control beliefs for learning, as well as study-related burnout that includes exhaustion and disengagement.

1.3 Objective of the Study and Research Questions

This study investigated the perception of ESL Pre-University students' motivation and burnout. Specifically, this study answers the following questions:

- a) How do ESL Pre-University students perceive motivation in learning?
- b) How do ESL Pre-University students perceive their cause of burnout in learning?
- c) Is there a relationship between motivation and burnout among ESL Pre-University students?

2. LITERATURE REVIEW

2.1 Motivation for Learning

Motivation is the inner desire that acts as one of the fundamental reasons why individuals engage in learning. According to Ryan and Deci (2000), motivation, which includes vigor, orientation, perseverance, and the idea that different paths can lead to similar outcomes, pushes learners to partake in specific actions or strive towards certain objectives. All these are essential aspects learners must master to succeed. Meanwhile, Harati et al. (2021) mentioned that teachers have a crucial role in enhancing the learners' engagement within the educational realm, highlighting their significance in delivering timely, high-quality feedback and offering essential assistance and support to learners for them to be successful. Additionally, Lazowski and Hulleman (2016) reiterated that motivation is linked to increased participation in the educational journey, while a lack of motivation leads to adverse outcomes such as reduced attendance and subpar academic achievement. Therefore, it is imperative to explore and examine the factors that most significantly influence the enhancement of student motivation. Motivation can shape the efficacy of learning and the inclination to sustain class attendance and homework completion, influencing the caliber of work produced and the attainment levels reached (Hartnett, 2016; Sezer, 2016).

2.2 Causes of Burnout

Burnout is a state of emotional, physical, and mental exhaustion that stems from prolonged stress. This condition is particularly an alarming concern amongst students due to its significant consequences on individuals and institutions. An individual afflicted by burnout undergoes physical, emotional, and mental fatigue, along with waning enthusiasm, as a result of enduring stress and feelings of frustration. Earlier studies have identified that future developmental stress, self-identity stress, interpersonal stress, and familial stress have been the causes of stress that lead to burnout (Tungol & Thuruthel, 2021). Moreover, learners often face uncertainty regarding the choices they make during their studies and the improbability of securing a good job after graduation. In addition, they also grapple with the feelings of inadequacy linked to self-identity and interpersonal development issues. Familial expectations of the student's academic performance or other family-related issues such as financial problems could further add to the piling stress which can lead to burnout. Consequently, juggling these burdens not only impedes personal achievement but also deepens feelings of exhaustion and cynicism, which are some of the early indicators of long-term academic burnout (Liu et al., 2023).

2.3 Past Studies on Motivation and Burnout

Past studies have focused on how motivation and burnout are related, particularly their impact on students' learning experiences, overall academic performance, and general well-being throughout their pursuit of education. For instance, Felaza et al. (2017) conducted a cross-sectional study to investigate the relationship between motivation type and burnout among 1,036 Indonesian students. The components of burnout were measured using the Maslach Burnout Inventory in terms of students' feelings of exhaustion, cynicism, and personal accomplishment, while the types of motivation were identified using academic motivation scale issues. The study revealed a negative association between the two elements, highlighting the need to acknowledge students' motivation to prevent burnout. The researchers suggested that efforts should be made to strengthen intrinsic motivation to improve students' perceptions and personal accomplishments to minimise burnout.

Similarly, Xu et al. (2021) analysed the impact of motivation on burnout among Chinese and Malaysian college students majoring in sports using a survey questionnaire. They found an indirect correlation between learning motivation and learning burnout, indicating that higher motivation corresponds to lower feelings of burnout, and vice versa. The researchers also recommended reducing learning burnout by correcting and stimulating learning motivation to increase students' learning self-efficacy.

Additionally, several other studies have also been conducted on burnout among students in institutions of higher learning. Burnout is regarded as one of the major causes of academic problems among undergraduates. Among others, Jagodics and Szabó (2023) utilised the University-Resource Questionnaire (UDRQ) to examine the connection between the subscales and symptoms of burnout among 743 Hungarian undergraduates. Their study reported that burnout is positively related to the subscales of demands but negatively linked to resources, suggesting that burnout among university students can be predicted using the suggested demand-resource theory framework.

2.4 Conceptual Framework

Figure 1 shows the conceptual framework of the study. Rahmat et al. (2021) stated that learning motivation comes from learners' confidence. However, the lack of either component of motivation can cause stress among learners. This study explores motivation among learners (Pintrich & Degroot, 1990) and the causes of burnout (Campos et al., 2011). Three contributing factors that lead to students' motivation in learning are based on their perception of self-efficacy and control beliefs for learning. Students' motivation can further lead to burnout, and according to Campos et al. (2011), the two identified causes of burnout are burnout exhaustion and burnout disengagement.

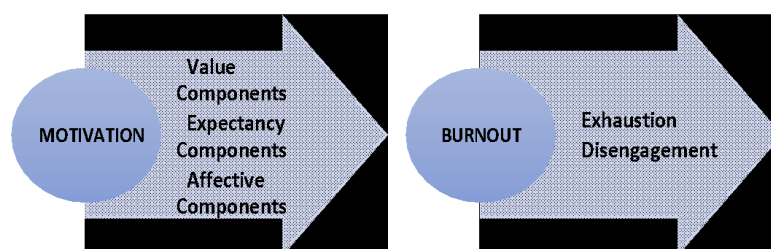


Figure 1: Conceptual Framework of Motivation and Burnout among University Learners

3. METHODOLOGY

This quantitative study explores motivation and burnout factors for learning among pre-university students. The survey garnered responses from a purposive sample comprising 227 respondents. The utilised instrument is a 5-point Likert scale adopted from Pintrich and DeGroot (1990) and Campos et al. (2011) and distributed to the respondents via email. The variables are presented in Table 1. The survey comprises four sections. Section A has three items on the respondents' demographic profile, while Section B has 12 items on Motivational Scale, seven items on Expectancy Component, and five items on Affective Components, Section C has eight items on Burnout-Exhaustion, and eight items on Burnout-Disengagement. In total, there are 40 items in the questionnaire. Data gathered from the questionnaires were analysed using SPSS version 29 and the mean for each item were determined through a descriptive analysis.

Table 1: Distribution of Items in the Survey

Sect	Construct	Main category		Sub-category		Total items	Cronbach alpha
B	Motivation Pintrich & DeGroot (1990)	Value component	(i)	Intrinsic Goal Orientation	4	12	0.692
			(ii)	Extrinsic Goal Orientation	3		0.809
			(iii)	Task Value Beliefs	5		0.849
		Expectancy component	(i)	Students' Perception of Self- Efficacy	5	7	0.890
			(ii)	Control Beliefs for Learning	2		0.825
		Affective components			5	5	0.836
C	Burnout Campos et al. (2011)	Burnout-exhaustion			8	8	0.520
		Burnout-disengagement			8	8	0.584
Total no of items						40	

Reliability Statistics

Cronbach's Alpha	N of Items
.863	40

Generally, Section B's Cronbach Alpha result for most items is within the range of 0.809 to 0.890, indicating a high internal consistency or reliability level, which falls within the "good" to "excellent" range. This indicates that the items in the scale are highly correlated, suggesting that they are consistent, providing confidence that the scale is reliable and produces consistent results. This ensures that any conclusions or inferences drawn from this study using this scale are based on a solid and dependable measurement foundation. Only for intrinsic goal orientation, the Cronbach alpha score is 0.692, indicating a moderate level of reliability. This suggests that the items relate, but the consistency is not strong.

Both items in Section C, Burnout-Exhaustion and Burnout-Disengagement, scored 0.520 and 0.584, respectively, indicating a low to moderate level of internal consistency, placing them in

the "poor" to "questionable" range. This suggests that the items might not be very well correlated with each other and not consistently measure the same underlying construct. These findings indicate room for improvement and refining the measurement instrument to enhance its reliability for future research applications.

As for the reliability of the survey, with the analysis revealing a Cronbach's Alpha coefficient of 0.863 for the questionnaire. This figure signifies a high internal consistency and reliability level within the survey results, demonstrating the instrument's reliability. Such a degree of reliability affirms the survey's credibility as a research tool, ensuring that the variations in responses genuinely represent differences in participant perspectives rather than any discrepancies attributable to the survey design. To further analyse the findings and address the study's research questions, an in-depth analysis was conducted using SPSS.

4. FINDINGS AND DISCUSSIONS

This study aims to investigate the perception of ESL Pre-University students' motivation and burnout. Findings from the survey questionnaire are reported in the following sections.

4.1 Findings for Demographic Profile

Table 2: Percentage for Demographic Profile

Q1	Gender	Male	Female	
		21.1%	78.9%	
Q2	Semester	1	2	
		99.6%	0.4%	
Q3	Course	Sciences & Engineering	Law	TESL
		38.8%	33%	28.2%

Using the percentage formula, the profile of the respondents was determined. The demographic profile of the respondents, including gender, course programmes, and semester, is displayed in Table 2 above as a percentage distribution. There were 21.1% male and 78.9% female among the respondents. These are pre-university students studying Science & Engineering (38.6%), Law (33%), and Teaching English as a Second Language (TESL) (28.2%) courses which are in their first (99.6%) and second (0.4%) semesters of study.

4.2 Findings for Motivation

This section presents data to answer Research Question 1, 'How do ESL Pre-University students perceive motivation in learning?'. The researchers identified the mean score for the questionnaire on motivation, which will be explained in Tables 3 - 8.

As for the Motivational Scale Value Component (MSVC), it comprised 12 out of 40 items to determine the value component. The responses from the questionnaire were achieved by adding the three sub-categories of motivation, namely, intrinsic goal orientation, extrinsic goal orientation, and task value beliefs, to determine the overall level of motivation of the respondents. Table 3 shows the responses from the respondents to four items to determine their intrinsic goal orientation.

Table 3: Mean for Intrinsic Goal Orientation

Item	Mean
MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things.	3.5

MSVCQ2 In the courses of a program like this, I prefer course materials that arouse my curiosity even if they are difficult to learn.	3.8
MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses.	4.1
MSVCQ4 When I have the opportunity in this class, I choose course assignments that I can learn from, even if they do not guarantee a good grade.	3.6

According to the quantitative data analysis, a statistically negligible difference exists between the mean scores of the four MSVC items. The MSVCQ1 mean was 3.5, indicating students wanted difficult assignments to broaden their knowledge. Even though they had trouble learning, they chose course materials that piqued their curiosity, with the MSVCQ2 mean score of 3.8. The MSVCQ3 mean (M = 4.1) was the highest, showing that the participants felt satisfied with their understanding of the course materials. MSVCQ4 shows a mean score of 3.6 as the students chose to complete their assignments, even when they were not guaranteed high marks.

Table 4: Mean for Extrinsic Goal Orientation

Item	Mean
MSEGQ1 Getting a good grade in the classes is the most satisfying thing for me right now.	4.6
MSEGQ2 The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade.	4.7
MSEGQ3 I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.5

The extrinsic goal orientation of the students is explained in Table 4, consisting of three items designed to elicit responses. According to the mean of MSEGQ1, which was 4.6, it would be ideal for students to receive good grades. With a mean score of 4.7 for MSEGQ2, their main intention was to raise their Grade Point Average (GPA). The third MSEG item had a mean score of 4.5, suggesting that the students wanted to perform well to show to their peers and family.

Table 5: Mean for Task Value Beliefs

Item	Mean
MSTVQ1 I think I will be able to transfer what I learn from one course to other courses in this program.	3.7
MSTVQ2 It is important for me to learn the course materials in the courses.	4.3
MSTVQ3 I think the course material in the courses of this program is useful for me to learn.	4.3
MSTVQ4 I like the subject matter of the courses.	4.2
MSTVQ5 Understanding the subject matter of the courses is very important to me.	4.5

Table 5 presents five items that the respondents were asked to answer, examining their task value beliefs in relation to learning motivation. They thought it was most important to comprehend the subject matter of their subject, showing the highest mean score of 4.5. Followed by the same score (M = 4.3), saying that learning the course materials for their course was likewise crucial and beneficial. According to MSTVQ4's M = 4.2 result, the respondents were satisfied with the course material. On the other hand, their lowest score of 3.7 indicated that they would be able to apply what they had learned in one course to another.

Table 6: Mean for Pre-University Learners' Perceptions of Self-Efficacy

Item	Mean
ECSEQ1 I believe I will receive excellent grades in the classes.	3.6
ECSEQ2 I am confident I can understand the most complex materials presented by the instructors in the courses.	3.4
ECSEQ3 I am confident I can do an excellent job on the assignments and tests in this program.	3.7
ECSEQ4 I am certain I can master the skills being taught in the classes.	3.6
ECSEQ5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.7

The five-question section examined the students' perceptions of self-efficacy, as indicated in Table 6. With a mean score of 3.7, the respondents indicated that, despite the course's complexity, the lecturers' expertise, and their abilities, they were confident in their ability to do well on their assignments and assessments and perform well overall. With a mean score of 3.6, respondents said they were confident they would thrive academically and could grasp the material taught in class. Nonetheless, they felt certain they could comprehend even the most difficult topics taught in class ($M = 3.6$).

Table 7: Mean for Control Beliefs for Learning

Item	Mean
ECCBQ1 If I study in appropriate ways, then I will be able to learn the material in the courses of this program	4.4
ECCBQ2 If I try hard enough, then I will understand the course materials.	4.5

The results of the respondents' control beliefs about learning are shown in Table 7. They were to respond to two items, and the ECCBQ1 mean score of 4.5 indicated they could learn the course material if they studied appropriately. On the other hand, the respondents could comprehend the course materials if they put in more effort ($M = 4.5$).

Table 8: Mean for Affective Component

Item	Mean
ACQ1 When I take a test, I think about how poorly I am doing compared with other students.	3.0
ACQ2 When I take a test, I think about items on other parts of the test I cannot answer	2.6
ACQ3 When I take tests, I think of the consequences of failing.	2.3
ACQ4 I have an uneasy, upset feeling when I take an exam.	2.6
ACQ5 I feel my heart beating fast when I take an exam.	2.5

Five inquiries were made to determine the affective component, as shown in Table 8. With a mean score of 3.0, the responders would always think about how badly they would perform compared to the other learners when they took examinations. They felt anxious and disturbed when taking examinations, as evidenced by $M = 2.6$, and they would think of questions they would not be able to answer. The respondents also reported feeling nervous ($M = 2.5$) and considering the repercussions of failing the tests ($M = 2.5$).

4.3 Findings for Burnout

This section presents data to answer research question 2- How do ESL Pre-University students perceive their cause of burnout in learning?

Table 9: Mean for Burnout (Exhaustion)

Item	Mean
EQ1 There are days when I feel tired before the day begins	4.0
EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	3.9
EQ3 I can tolerate the pressure of my studies very well	3.4
EQ4 During classes, I often feel emotionally drained	3.2
EQ5 After classes, I have enough energy for my leisure activities	3.0
EQ6 After classes, I usually feel energized	2.7
EQ7 After my classes, I usually feel worn out and weary	3.4
EQ8 Usually, I can manage the amount of my work well	3.6

Table 9 shows the mean scores for 8 items on burnout among pre-university students. The items are about how often learners feel tired, drained, and able to cope with their workload. The mean score for all 8 questions is 3.4, which is in the middle of the possible range of scores (1 to 5). There is some variation in the scores, with some learners scoring higher than the mean and others scoring lower. This suggests that some students may be experiencing more burnout than others. Some specific findings highlight that students score highest on the question "There are days when I feel tired before the day begins" (mean score of 4.0). This suggests that many learners feel tired before they start their day. Students score lowest on the statement, "After classes, I usually feel energized" (mean score of 2.7). This suggests that students are physically and mentally drained after lessons. Generally, students score higher on the questions about feeling tired and drained (EQ1, EQ2, EQ4, and EQ7) than on the questions about feeling able to cope and feeling positive after lessons (EQ3, EQ5, EQ6, and EQ8). This suggests that students may feel more overwhelmed by their workload than confident in their ability to manage it.

Table 10: Mean for Disengagement

Item	Mean
DQ1 I always find new and interesting aspects in my study	3.9
DQ2 It happens more and more often that I talk about my studies in a negative way	2.8
DQ3 Lately, I tend to think less during classes and attend classes almost mechanically	3.0
DQ4 I find my studies to be positively challenging	4.0
DQ5 Over time, learners can become disconnected from this type of routine	3.6
DQ6 This is only thing (studying) that I can imagine myself doing now	3.7
DQ7 I feel more and more engaged in my studies	3.6
DQ8 Sometimes I feel sickened by my study tasks	3.4

Table 10 shows the mean scores for 8 items on disengagement among pre-university students. The items are about how often students find their studies new and interesting and how connected they feel to their studies. The mean score for all 8 items is 3.6, which is slightly above the middle of the possible range of scores (1 to 5). Overall, the data suggests that the learners have a generally positive attitude toward their studies but experience occasional challenges and negative feelings. The students have a positive attitude towards their studies. This is indicated by their high scores on DQ1 (3.9, indicating they find new and interesting aspects in their studies), DQ4 (4.0, finding their studies positively challenging), DQ6 (3.7, can only imagine themselves studying at the moment), and DQ7 (3.6, feeling more engaged in their studies). However, the learners also experience occasional negative feelings. This is evident from their scores on DQ2 (2.8, sometimes they talk about their studies in a negative way) and DQ8 (3.4, sometimes I feel sickened by study tasks). The students feel neutral or somewhat disengaged during classes. This is indicated by their score of 3.0 on DQ3 (feeling they think

less during classes and attend mechanically). The students agree that they can become disconnected from routine over time but to a moderate extent. This is shown by their score of 3.6 on DQ5.

4.4 Findings for Relationship between Motivation and Burnout

This section presents data to answer research question 3- Is there a relationship between motivation and burnout among ESL Pre-University students? Data is analysed using SPSS for correlations to determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social, and affective strategies. Results are presented separately in Table 11 below.

Table 11: Correlation between Motivation and Burnout

		MOTIVATION	BURNOUT
MOTIVATION	Pearson Correlation	1	.393**
	Sig. (2-tailed)		<.001
	N	227	227
BURNOUT	Pearson Correlation	.393**	1
	Sig. (2-tailed)	<.001	
	N	227	227

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

Table 11 shows an association between motivation and burnout. Correlation analysis shows that there is a moderately significant association between motivation and burnout ($r=.393^{**}$) and ($p=.000$). According to Jackson (2015), the coefficient is significant at the 0.05 level, and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be between 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means there is a moderate positive relationship between motivation and burnout, where there is no exact correspondence between motivation and burnout. Some people will be highly motivated but also experience burnout, and vice versa.

4.5 Discussions

Based on the findings of this study, value competency, extrinsic goal motivation, and learners' belief in performing tasks have potentiating effects on their motivation learning compared to intrinsic goal motivation. Borah (2021) stated that students with good results are more motivated in learning, and the ability to complete a task greatly impacts their motivation to learn since they feel related and belong to a classroom. Hence, as suggested by Honicke et al. (2020), teaching programmes should support learning environments that reward effort and perseverance in the classroom. In this case, educators should also consider how course delivery and feedback can improve learners' academic self-efficacy and be more independent of their chosen goal orientation. When students believe in themselves, they are more motivated and take full responsibility for their learning.

Ugwuanyi et al. (2020) stated that student's performance positively correlated with motivation and self-efficacy. A similar finding was reported in a study conducted by Ayllon et al. (2019), which found that learners with high feelings of competence (self-efficacy) are more motivated and successful in their academic performance. Whereby, students with low levels of motivation

and self-efficacy would do poorly in academics. Hence, this shows that self-efficacy plays a predicting and mediating role in relation to students' achievement, motivation, and learning. This confirms the finding of this study that affective components are not the main contributing factor to students' motivation since the learners have a high degree of self-efficacy.

However, despite that students have high motivation in learning, they also experienced burnout during the learning process. It is no doubt that negative emotions were evident in learning environments, and there was a positive correlation between academic goals and metacognitive methods in the face-to-face situation. This demonstrates how emotions play a part in how successful students feel themselves to be (Acosta-Gonzaga & Ramirez-Arellano, 2021). The finding from a study conducted by Salgado and Manuel (2021) showed similar finding where, students in one of the public universities in Portuguese, the demand of their course/study is one of the highest contributing factors to negative emotions and burnout among other factors such as academic involvement, intrinsic motivation, coping strategies and social support, emotional intelligence, and resilience. Nevertheless, this current study proves that, although the students' experienced burnout, they still engaged with their learning.

This study also revealed the finding of the relationship between motivation and burnout. Most students in this study believed that they experienced no strong significant correlation between motivation and burnout. This contradicts with a finding from a study by Sharififard et al. (2020) that, motivation and self-efficacy are strong contributing factors to burnout among learners. Hence, these findings from this recent study shows that burnout factors can vary from student to student. Thus, it is important for learning institutions to identify the main factors that can lead to student burnout.

Finally, the findings from this study also suggest that intrinsic motivation, and self-efficacy were identified as the most important moderating factors for students to possess high motivation in learning. Intrinsically motivated students would be less likely to have a low perception of their performance, which means they would have better self-efficacy and achieve better performance. Felaza et al. (2020) suggested that self-efficacy is undeniably important for students, but self-efficacy becomes less important for those with high intrinsic motivation. Kotera et al. (2023) concluded that, engagement was positively correlated with both intrinsic and extrinsic motivation, and engagement, in turn, predicted intrinsic motivation. The path from external to intrinsic motivation was regulated by self-criticism and self-compassion; stronger self-criticism decreased the pathway, while higher self-compassion enhanced it. Additionally, they emphasised the significance of involvement in fostering learners' intrinsic drive for learning. Moreover, transferring extrinsic to intrinsic motivation might be facilitated by increasing self-compassion and decreasing self-criticism.

5. CONCLUSION

In conclusion, educators should be able to create positive and meaningful learning environments where students are motivated to learn and believe in their academic success. A supportive learning environment also can encourage students to increase their motivations and sense of self-efficacy. It is also important to identify preventative measures that can help to reduce burnout among students, accompanied by monitoring students' motivation to better cater to their motivation and burnout situations. Further work on motivation and burnout among learners from different educational levels should be conducted since it might become an eye-opener for educators, management and related stakeholders to understand the difficulties faced by students that can cause burnout. Secondly, this study is restricted only to the small sample range of students at pre-university level. Thus, the findings do not represent pre-university students in Malaysia as a whole. Finally, it is suggested that for future research to triangulate

the results obtained, a hybrid analysis approach utilizing two or more approaches could be more accurate in determining the main factor for motivation and the cause of burnout experienced by the learners.

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AUTHORS' CONTRIBUTION

DD wrote the introduction and literature review sections. NHLR determined the objectives, designed the conceptual framework, and concluded the study. VCSLA wrote the literature review and the methodology sections. JAFA and ALKC reported on the findings of the study. DD and NHLR collected and refined the data, and conducted the analysis using SPSS. All the authors read and approved the final manuscript.

CONFLICT OF INTEREST

None declared.

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