Students' Motivation to Learn and Burnout: How do they Relate?

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ABSTRACT

This study explores the relationship between student motivation and burnout, focusing on how these factors impact academic performance and well-being. The research examines both intrinsic and extrinsic motivation, as well as the consequences of burnout, defined as physical, emotional, and mental exhaustion. Data were collected from university students (n=200), representing a range of disciplines from both Science and Technology and Social Sciences. The sample was predominantly aged 19-24, with most in semesters 4-5 of their study programs. The study used a structured questionnaire to measure motivation through value components (intrinsic and extrinsic goal orientation and task value beliefs), expectancy components (self-efficacy and control beliefs), and affective components. Burnout was assessed by examining exhaustion and disengagement levels. The findings indicate that motivation, particularly extrinsic factors such as grades and external recognition, is positively correlated with burnout, which manifests in higher levels of exhaustion. These results suggest that a strong emphasis on extrinsic motivation may contribute to burnout, while intrinsic motivation may help alleviate this. The study calls for universities to foster intrinsic motivation and implement stress-reduction strategies to improve student well-being and academic success.

Keywords: student motivation, burnout, academic performance, intrinsic and extrinsic motivation, well-being

INTRODUCTION

Background of Study

Two critical aspects that can significantly affect academic performance are burnout and motivation to learn. According to Bandhu et. al (2024), motivation is projected as the desire to complete a task paired with enthusiasm and determination to follow through. Motivation can be intrinsic or extrinsic: influenced by many internal and external elements. Intrinsic motivation originates internally in the form of personal interest or goal, while extrinsic refers to motivation prompted by external variables such as punishment or rewards (Bandhu et al, 2024). The internal and external factors drive students to stay motivated to learn. Therefore, students need to have a healthy balance between the two elements of motivation. There are many challenges that a student faces in an academic setting. Such challenges are demanding coursework, assessment preparations, meeting parents' expectations, and fear of failure (Schumann et al, 2021). Highly motivated students engage in their learning process and strive to attain their educational goals (Bandhu et al, 2014). They are motivated to put in the needed efforts to study with a positive attitude to learn and engage in learning. However, motivation can be affected by a syndrome known as burnout. According to Kaharudin et al. (2023), burnout can become a key contributing factor to poor academic performance. Burnout has been identified to have a significant relationship between burnout or exhaustion and motivation.

According to Rosales-Ricardo et.al (2021), burnout is a syndrome that can affect college students' health as well as their social lives. The most common reason for this is the work demand and the pressure faced by the students. While common assumptions are commonly made that medical students are severely affected by burnout, it was found that all undergraduate students from all programmes are indeed affected by burnout

syndrome (Rosales-Ricardo et.al, 2021). Burnout syndrome has been described as a state of chronic emotional and physical exhaustion that happens with work-related or caregiving-related prolonged states of stress and anxiety (Hafez, 2023). Students affected by burnout may be affected in various aspects of their lives such as academic performance, personal life, and overall well-being. Some of the common signs of burnout symptoms are chronic fatigue, exhaustion, hopelessness, detachment, personal interest withdrawal, and reduced motivation (Hafez, 2023).

Studying the relationship between motivation and burnout among university students is important for several reasons. Firstly, burnout can affect students' academic achievements, their emotional, and physical state. Investigating the relationship between motivation and burnout will allow educators to develop strategies that can counteract the effect of burnout before it sets in, allowing students to achieve their optimal potential. Secondly, performing well academically will enhance opportunities for students to be competitive in job markets. Therefore, students should have the drive or motivation to strive for academic excellence. By investigating or exploring this relationship, students will be able to find the means to sustain the drive or enthusiasm to learn. Therefore, the aim of the research is to explore the following research questions:

- To explore learners' perception of motivation to learn
- To investigate learners' perceptions of burnout related to learning
- To examine the relationship between motivation and burnout in the learning context

Statement of Problem

Motivation plays a critical role in students' academic performances, engagement, and general well-being. Motivated students who are driven to study have higher possibilities to accomplish their dreams and achieve success in acquiring knowledge. Motivation helps to foster positive behaviours in students and enhance their overall well-being. It enables students to focus their attention on specific goals or outcomes, helping them remain undistracted and maintain concentration for extended periods. This heightened focus not only supports deeper engagement with their studies but also indirectly contributes to improved academic performance.

However, many students are experiencing burnout, as highlighted in a study by Frontiers in Public Health (Gao, 2023) that discovered that student burnout has become a significant health concern in higher education. Another study published in BMC Medical Education (Liu et al., 2023) identified key factors associated with academic burnout among university students, emphasising the need for interventions. Additionally, a systematic review and meta-analysis in 2024 found that burnout levels among university students increased during the COVID-19 pandemic, underscoring the pandemic's impact on student mental health. These studies collectively highlight the pressing issue of student burnout and the importance of addressing it to promote student well-being and academic accomplishments.

Hence, the study intends to explore the relationship between students' motivation and burnout, focusing on how these constructs influence their academic performance and overall well-being.

LITERATURE REVIEW

Theoretical Framework

Motivation to Learn: Motivation is an internal desire that drives individuals towards achieving their goals. It is perceived as the process that initiates, maintains and directs individuals' spiritual and physical activities, hence, propels them to get into action to achieve a certain object or situation. It can be defined as the process of creating desired behaviour in individuals in terms of their attitude, preference, effort and persistence. This set of behaviour shapes their skills and abilities as well as the way to apply these skills and capabilities in directing them to achieve their goals (Akdemir, E., 2020).

Motivation to learn is paramount for students to achieve their educational objective which is to succeed academically (Yusof, R., et al., 2023). According to Oktaviani and Mandasari (2018), learning motivation is

essential as it will have a positive influence on students' attitudes toward learning. It enhances the students' willingness to learn by attending lectures while making the learning process very interesting for them. This is supported by Rehman et al. (2020), who advocate motivation as the impetus for students to fulfill their academic responsibilities as well as enriching their learning process. Suprijona (2009) as quoted in Asvio, N. et al. (2017), said that motivation to learn instills a high spirit among learners to learn and set direction in their learning. It cultivates persistent behaviour which creates a driving force to focus and endure the learning process. In the theory of learning motivation proposed by Brophy and Good (1990), active involvement in learning activities, the compulsion to discover things that are related to their lesson and inspiration to learn independently are the intrinsic elements of learning motivation. In addition, the strong desire in getting good grades, inspiration to please their parents, being praised by teachers and avoiding their punishment, as well as encouragement from peers are the extrinsic motivating factors in learning. In the realm of education, motivation to learn is crucial to ensure an effective learning engagement for learners to accomplish their goals. Learners employ elements within themselves and utilise various external factors to construct their motivation to learn to succeed academically.

Burnout Sources: Burnout syndrome is nowadays a striking social and health problem taking place mostly in workplaces (Rosales-Ricardo et al. 2021, p.92.; Kaharudin et al., 2023), however, the concept of burnout has expanded drastically into other fields including academic life. The generalisation of this syndrome in an academic environment stems from the assumption that students like other professionals face pressures and work overloads as they attend classes, completing and submitting assignments, working with deadlines and long working hours although they are not employed (Cazan, 2015; Rosales-Ricardo et al., 2021).

Academic burnout theory focuses on issues pertaining to academic settings as a source of burnout. Felaza (2020) explains academic burdens, social pressure and unsupportive learning environments as the causes of academic burnout. Kaharudin et al.,(2023) outline three aspects of academic burnout which are high academic demand, perfectionism, and achievement orientation. High academic demands such as overwhelming workloads, difficult assignments, and unrealistic academic performance expectations accompanied by short deadlines and limited resources could lead to stress and burnout among learners. Such academic burden results in poor learning engagement, decreased passion for learning, failure and ultimately burnout. Learners' lack of self-efficacy due to feeling incompetent, lack of abilities and skills to perform tasks, is another factor of academic burnout. This happens due to dissatisfaction of perceived performance in comparison to the set standard for themselves. The set standard might be unrealistic, hence unattainable by learners (Cazan, 2015; Felaza, 2020). This is also related to perfectionism as a contributing factor to burnout as learners experience extreme stress as they work towards meeting unrealistic standards (Kaharudin et al., 2023). Social detachment among learners leaves them in the state of isolation from their learning environment. This leads to cynicism, which indicates the interpersonal element of burnout. They are not emotionally and mentally involved in the assigned tasks and attributes failure of performance due to lack of opportunities and difficulty of tasks (Cazan 2015).

Past Studies on Motivation to Learn

Motivation to Learn: In recent years, the study of learning motivation has attracted significant attention in educational psychology, especially on intrinsic motivation, goal orientation, task value, self-efficacy, and control beliefs on learning. Intrinsic Motivation: Intrinsic motivation describes participation in an activity for its intrinsic gratification. A study conducted by Muwonge et al. (2018) sought to investigate the correlation between motivational beliefs and cognitive learning strategies in teacher education students. The researchers adopted a quantitative study method, employing an organised questionnaire to collect data from a sample of 300 pupils. The results demonstrated that self-efficacy positively affected the utilisation of cognitive techniques, however intrinsic motivation among participants was significantly low, indicating a necessity for interventions to bolster intrinsic motivation in educational contexts (Muwonge et al., 2018). Khan (2022) investigated the influence of intrinsic goal motivation on medical students participating in online courses. The research methodology encompassed a survey of 150 students, indicating that intrinsic motivation had a weak link with academic performance, in contrast to the stronger correlation shown for extrinsic goal orientation.

This indicates that although intrinsic motivation is essential, external influences may have a more substantial impact on academic success in specific settings (Khan, 2022).

Goal orientation includes the motivations driving students' participation in learning activities. Ariani (2017) examined the correlation between self-determined motivation and accomplishment goals in students of economics and business. The research employed a correlational design including 200 students, indicating that extrinsic motivation was positively associated with performance-goal orientation, but not with mastery-goal orientation. This underscores the intricate relationship between various forms of motivation and goal orientation in educational contexts (Ariani, 2017).

Juhaňák (2024) examined goal orientation in higher education, emphasising its predictive capacity for learning satisfaction and behaviour in blended courses. The research utilised the Motivated Strategies for Learning Questionnaire (MSLQ) and included 250 students. Findings demonstrated that both intrinsic and extrinsic goal orientations substantially impacted students' learning satisfaction, highlighting the necessity for educators to cultivate both orientations to improve student engagement (Juhaňák, 2024).

Beliefs Regarding Task Value - activity value beliefs pertain to the perceived significance and relevance of an activity. Lim and Yeo (2021) performed a comprehensive evaluation of motivational components pertinent to self-regulated learning, examining 20 research comprising a total of 8,759 individuals. The review revealed that task value perceptions positively correlate with self-regulated learning, suggesting that students who value a task are more inclined to employ self-regulated learning procedures (Lim & Yeo, 2021). A longitudinal study by Zhoc et al. (2019) investigated the influence of intrinsic and extrinsic future goals on students' self-control and academic performance. The research encompassed 8,354 secondary students and revealed that elevated task value perceptions correlated with enhanced self-control, which subsequently favourably influenced academic performance. This highlights the significance of cultivating task value beliefs to improve students' academic performance (Zhoc et al., 2019).

Students' Perception of Self-Efficacy: Self-efficacy, defined as the conviction in one's ability to perform actions required to achieve particular outcomes, is essential for motivation. Liu et al. (2022) examined the mediating function of self-efficacy in the correlation between teacher support and learning engagement among English as a Foreign Language (EFL) students. The research employed a sample of 300 students and determined that elevated self-efficacy markedly improved learning engagement, indicating that educators had to prioritise enhancing students' self-efficacy to optimise learning results (Liu et al., 2022).

Furthermore, Gbollie and Keamu (2017) emphasised the significance of self-efficacy in the academic performance of Liberian pupils. Their research demonstrated that self-efficacy beliefs were significant predictors of students' academic achievement, underscoring the necessity for educational techniques that bolster self-efficacy (Gbollie & Keamu, 2017).

Beliefs Regarding Learning Control: Control views regarding learning pertain to students' opinions of their capacity to affect their educational outcomes. Firdous (2024) investigated the influence of goal framing on the quality of motivation in university students. The research encompassed 193 students and revealed that control beliefs markedly affected motivation quality, with intrinsic goal framing resulting in superior motivation quality relative to extrinsic framing (Firdous, 2024). Kaur et al. (2017) examined the impact of goal orientations on students' perceptions of classroom assessments. The research indicated that students possessing robust control beliefs were more inclined to see assessments favourably, subsequently affecting their motivation and participation in learning activities (Kaur et al., 2017).

Summary: The analysed research collectively highlights the complex character of learning motivation, emphasising the interaction between intrinsic and extrinsic incentives, goal orientations, task value beliefs, self-efficacy, and control beliefs. Intrinsic drive, however crucial, frequently interacts with extrinsic influences to influence academic results. Moreover, cultivating affirmative task value beliefs and augmenting self-efficacy can substantially enhance students' engagement and performance. These findings underscore the need

of establishing supportive educational environments that cultivate both intrinsic and extrinsic motives to enhance learning outcomes.

Conceptual Framework

Is there any relationship between students' motivation to learn and burnout? Pintrich,et.al., 1990) presented several sources of motivation. Among some of the sources value, expectancy and affective components. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and their task value beliefs. Next, expectancy components refer to learners' perception of self-efficacy and their control beliefs for learning. Finally, affective components refer to learners' emotions towards the learning activities. Motivation is needed by learners so they can sustain learning (Rahmat & Thasrabiab, 2024).

Sometimes students become overwhelmed with learning tasks, and they can face burnout. According to Campos,et.al (2011) learners can also face burnout such as exhaustion and disengagement. This study (refer to Figure 1) also explores the relationship between motivational components and causes of burnout among learners.

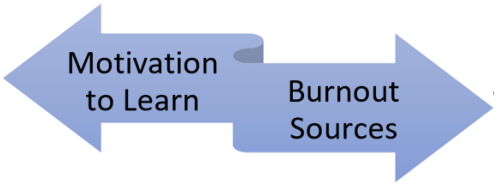

Fig. 1 Conceptual Framework of the Study Students' Motivation to Learn and Burnout: How do they Relate?

METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 103 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Campo et. al (2011) and Pintrich, et.al (1990) to reveal the variables in Table 1 below. The questionnaire has 3 parts. There are 3 items identified as demographic profile in Part A. There are 24 items on motivational factors in Part B and 16 items in Part C on burnout.

Table 1 displays the data on reliability of the survey. The findings exhibit a Cronbach alpha of .900 for the motivational scale and .835 for burnout. The overall external reliability for all 44 items is .920; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Table 1 :- Distribution Of Items In The Survey Questionnaire

	Constructs	Variables	No of Items	Total Items	Item	Cronbach Alpha
Motivational Scale	Value Components	Intrinsic motivation	4	14	28	.900
		Extrinsic motivation	5			
		Task Value Beliefs	5			
	Expectancy Component	Students' Perception of Self- Efficacy	7	9		
		Control Beliefs for Learning	2			
	Affective component			5		
Burnout	Burnout exhaustion			8	16	.835
	Burnout disengagement			8		8
Total nu of items					44	.920

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FINDINGS

Findings for Demographic Profile

Table 2 :-Percentage For Q1 - Gender

NO	ITEM	PERCENTAGE
1	Male	27%
2	Female	73%

Table 2 illustrates the gender distribution of study sample: 100 respondents of the questionnaire, 27% Male and 73% Female, all of whom are degree students from a local university.

Table 3 :- Percentage For Q2 – Age Group

O	ITEM	PERCENTAGE
1	19-21 years old	46%
2	22-24 years old	52%
3	25 years old and above	2%

Table 3 shows a detailed breakdown of the respondents' age range: 46% were from the age of 19-21 years old, 52% were between 22- 24 years old and only 2% from the age of 25 years old and above.

Table 4 :- Percentage For Q3– Discipline

	ITEM	PERCENTAGE
1	Science & Technology	19%
2	Social Sciences	81%

Table 4 displays the percentage of disciplines of the respondents: 19% of the respondents were students from the science and technology discipline, while 81% of the respondents, which was a majority, were students studying programmes from the social sciences discipline.

Table 5 :- Percentage For Q4– Semester

NO	ITEM	PERCENTAGE
1	Semester 1-2	6%
2	Semester 3-4	33%
3	Semester 4-5	61%

Table 5 illustrates the distribution of respondents across semesters: 6% of the students were from semesters 1-2, 33% were from semesters 3-4 and 61% were from semesters 4-5 of their study programmes.

Table 6 :- Percentage For Q5– Living Situation

NO	ITEM	PERCENTAGE
1	Lives on campus	38%
2	Lives off campus	48%
3	Lives with family	14%

Table 6 presents the distribution of students and their living situation: 38% of the students lived on campus, 48% lived off campus and 14% lived with their family.

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Findings for Motivation

This section presents data to answer research question 1- How do learners perceive motivation to learn? In the context of this study, this refers to (A) value components, (B) expectancy components and (C) affective components. To begin with, (A) value components are measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value beliefs.

TABLE 7 :- mean for INTRINSIC GOAL ORIENTATION (4 items)

	Mean	SD
MSVCQ1: In this program, I prefer class work that is challenging so I can learn new things.	3.4	.87284
MSVCQ2: In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.5	.94741
MSVCQ 3: The most satisfying thing for me in this program is trying to understand the content of the courses	3.8	.9227
MSVCQ 4: When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	3.1	.96690

The mean for intrinsic goal orientation is displayed in Table 7. The findings disclose the insightful inclination of students about their learning experiences. Students prefer challenging classwork to acquire new knowledge, as evidenced by a mean score of (m=3.4, sd = 0.87284). They also express a keen interest in course materials, which is reflected in a mean score of (m=3.5, sd=0.9474).. In addition, students obtain the most satisfaction from understanding the content of the courses, with a particularly high mean of (m=3.8, sd=0.9227). This shows a strong emphasis on their ability to comprehend the materials. Besides that, students prioritise learning from their coursework over only achieving good grades, as indicated by a mean score of (m=3.1, sd=0.96690). These preferences, although slightly varying in mean scores ranging from 3.1 to 3.8, suggest that students' focus is on intellectual stimulation and their willingness to engage with challenging materials in pursuit of learning.

Table 8 :- Mean For Extrinsic Goal Orientation (3 Items)

	Mean	SD
MSEGQ1 Getting a good grade in the classes is the most satisfying thing for me right now.	4.4	.78111
MSEGQ 2 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.	4.5	.68419
MSEGQ 3I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.3	.83585
MSEGQ4: I want to do well in the classes because it is important to show my ability to my friends.	3.6	1.16822
MSEGQ5: I want to do well in the classes because it is important to show my ability to others (not my family and friends).	3.6	1.21260

Table 8 illustrates the mean for extrinsic goal orientation. The findings illustrated in Table 8 reveal that achieving good grades is important and brings high satisfaction to students, as indicated by the high mean score of (m=4.4, sd=0.78111). Additionally, there is a strong inclination to improve the overall grade point average, reflected by a mean score of (m=4.5, sd=.68419). Besides that, students express their desire to excel in their classes, and they aim to display their abilities to their family, friends, and others, as evidenced by a mean score of (m=4.3, sd=0.83585). The high mean ratings of (m=4.3, sd=.83585) to (m=4.5, sd=.68419) highlight that grades are not only a source of personal satisfaction and motivation, but they are also a means of external validation. It is noteworthy that all items received positive attitudes, which indirectly shows that

extrinsic motivation contributes to overall motivation. These findings suggest that students not only derive satisfaction and motivation from their performances but also from their accomplishments.

Table 9 :- Mean For Task Value Beliefs (5 Items)

	Mean	SD
MSTVQ1: I think I will be able to transfer what I learn from one course to other courses in this program.	3.7	.78208
MSTVQ2: It is important for me to learn the course materials in the courses.	4	.77940
MSTVQ3: I think the course material in the courses of this program is useful for me to learn	4.1	.73980
MSTVQ4: I like the subject matter of the courses.	3.9	.69678
MSTVQ5Understanding the subject matter of the courses is very important to me.	4.1	.70380

Table 9 shows the mean for task value beliefs. The findings presented provide invaluable insights into students' perceptions of value inherent in their course materials and subject matter. Overall, students demonstrate a keen sense of confidence in their ability to transfer their learning across different courses, as indicated by a mean score of (m=3.7, sd=0.78208). This confidence stems from students' understanding of the interconnected nature of their education and the practical relevance of their learning beyond the boundaries of individual courses. Additionally, students express a strong liking for the subject matter, with a mean score of (m=3.9, sd=0.69678) which indicates a genuine interest and enthusiasm for the content. Students also put significant emphasis on the importance of learning the course materials with a mean score of 4 (sd=0.77940). Besides that, students highlight the significance of the usefulness of course materials and understanding the subject matter of the course, with a high mean score of 4.1(sd= .73980) for both items. This highlights their acknowledgment of the material's relevance and practical utility, as well as its contribution to their personal growth and overall development, beyond merely understanding the course content. The mean ratings, ranging from 3.7 to 4.1, highlight the significant value students attribute to their courses and content. These results indicate that a high level of motivation is essential for students to actively engage and find meaning in their academic experiences

Next, expectancy components are measured by (i) students' perception of self-efficacy, and (ii) control beliefs for learning.

Table 10 :- Mean For Students' Perception Of Self-Efficacy (5 Items)

	Mean	SD
ECSEQ1: I believe I will receive excellent grades in the classes.	3.5	.81381
ECSEQ2: I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.2	.94035
ECSEQ3: I'm confident I can do an excellent job on the assignments and tests in this program.	3.5	.83869
ECSEQ4: I'm certain I can master the skills being taught in the classes.	3.4	.76086
ECSEQ5: Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.4	.74250
ECSEQ6: Considering the lecturers, I think I will do well in the classes.	3.7	.80700
ECSEQ7: Considering my skills, I think I will do well in the classes.	3.4	.84716

Table 10 presents the mean for students' perception of self-efficacy. Overall, the findings indicate that students possess some self-efficacy as they sometimes believe they will do well if they pay attention to lectures with a mean score of 3.7 (sd=0.80700). They are confident to receive excellent grades and able to produce excellent work for assignments and do well in all the tests during their course of study as marked by (m=3.5, sd=0.83869) score. Students believe that the skills they own and their abilities to master those skills that are being taught in class will lead them to do well (m=3.4, sd=0.74250). In addition, capabilities to overcome

difficulties of their courses, deal with teachers and the skills they possess will ensure their great performance in class (m=3.4, sd=0.74250). Furthermore, their sense of confidence in understanding the most complex materials presented by the instructors in their courses indicates some level of self-efficacy as shown by the mean score of 3.2 (sd=.94035).

Table 11 :- Mean For Control Beliefs For Learning (2 Items)

	Mean	SD
ECCBQ1: If, I study in appropriate ways, then I will be able to learn the material in the courses of this program	4.2	.74173
ECCBQ2: If I try hard enough, then I will understand the course materials.	4.3	.73321

Table 11 presents the mean for learners' control beliefs for learning. Mean score of 4.3 (sd=0.73321) indicates students' strong belief in taking charge of their learning. Students very often believe that if they try hard enough, they will get to understand the course materials. It is very often that they believe they will be able to learn the course material of their programme if they adopt the appropriate method to study, as shown by a mean score of 4.2, (sd=0.74173).

Table 12:- Mean For Students' Affective Component – Reversing (5 Items)

	Mean	SD
ACQ1When I take a test I think about how poorly I am doing compared with other students.	3	1.16733
ACQ2When I take a test, I think about items on other parts of the test I can't answer	2.8	1.09687
ACQ3When I take tests I think of the consequences of failing.	2.5	1.25919
ACQ4I have an uneasy, upset feeling when I take an exam.	2.5	1.15280
ACQ5I feel my heart beating fast when I take an exam.	2.5	1.14510

Table 12 shows the mean score for the affective component. It can be seen that students think they did poorly in the test as compared to their peers (m= 3.0,1.16733). Students also rarely feel upset or nervous when taking an exam, hence they rarely think about the consequences of failing in the exam (m=2.5, sd=1.15280).

Findings for Burnout

This section presents data to answer research question 2- How do learners perceive burnout for learning? In the context of this study, two sources of burnout are (i) exhaustion and (ii) disengagement.

Table 13 :- Mean For Exhaustion

	Mean	SD
EQ1 There are days when I feel tired before the day begins	4.1	1.02733
EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	4	.96936
EQ3I can tolerate the pressure of my studies very well	3.4	.94177
EQ4 During classes, I often feel emotionally drained	3.3	.96975
EQ5 After classes, I have enough energy for my leisure activities	3.2	1.04186
EQ6 after classes, I usually feel energized	2.8	1.00730
EQ7 after my classes, I usually feel worn out and weary	3.5	1.00759
EQ8 Usually, I can manage the amount of my work well	3.5	.73916

The data derived from Table 13 showed the mean score related to exhaustion among participants. Most participants stated that they were tired even before they started their days, "There are days when I feel tired before the day begins" (mean score 4.1, sd=1.02733). The participants also stated that they felt exhausted after

classes, but are still able to manage their work well; "After my classes, I usually feel worn out and weary" and "Usually, I can manage the amount of my work well" with both receiving a mean score of 3.5. Post-class weariness among the participants is indicated as EQ6 "After classes, I usually feel energized" showed a mean score of 2.8.

Table 14 :- Mean For Disengagement

	Mean	SD
DQ1I always find new and interesting aspects in my study	3.7	.80912
DQ2It happens more and more often that I talk about my studies in a negative way	2.9	.94045
DQ3Lately, I tend to think less during classes and attend classes almost mechanically	3.2	.90170
DQ4 I find my studies to be positive challenging	3.6	.73567
DQ5 Over time, students can become disconnected from this type of routine	3.7	.81299
DQ6 This is only thing (studying) that I can imagine myself doing now	3.4	1.08859
DQ7I feel more and more engaged in my studies	3.3	.81906
DQ8 Sometimes I feel sickened by my study tasks	3.5	.94741

Table 14 presents the mean score of disengagement among participants from eight responses. Participants recorded interest and engagement in their studies; "I always find new and interesting aspects in my study" registered a high mean of 3.7, sd=0.80912. However, it is interesting to note that in spite of the participants' interest in their studies, they can feel disconnected with their studies over time. The response "Over time, students can become disconnected from this type of routine" received a mean score of 3.7, sd=81299. In spite of this a few participants indicated that they talk negatively about their studies. "It happens more and more often that I talk about my studies in a negative way" received a mean score of (2.9, sd=.94045).

Findings for Relationship between Motivation and Burnout for Learning

This section presents data to answer research question 3- Is there a relationship between motivation and burnout for learning? To determine if there is a significant association in the mean scores between motivation to learn and burnout for learning, data is anlaysed using SPSS for correlations. Results are presented separately in tables 3, 4, 5, and 6 below.

Correlations

		MOTIVATIONAL_TO_LEARN	BURNOUT_SOURCES
MOTIVATIONAL_TO_LEARN	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	103	103
BURNOUT_SOURCES	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	103	103

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

Table 5 shows there is an association between motivation to learn and burnout for learning. Correlation analysis shows that there is a highly significant association between motivation to learn and burnout for learning (r=.600**) and (p=.000). According to Jackson (2015), the coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 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 that there is also a strong positive relationship between motivation to learn and burnout for learning.

CONCLUSION

This study investigated the relationship between motivation to learn and burnout among university students. Students are found to have displayed both intrinsic motivation, such as enjoying challenging tasks and valuing course materials, and extrinsic motivation, including a focus on grades and external recognition. Emotions like anxiety and stress were also observed, influenced by external pressures and exam-related stress. Regarding burnout, students reported higher levels of exhaustion compared to disengagement. Many students experienced fatigue and emotional drain, though some still found their studies engaging and challenging. The research also explored the connection between motivation and burnout, showing a link between higher motivation, particularly extrinsic motivation, and increased burnout, consistent with past research on academic pressure. Pedagogically, the study suggests that universities should encourage intrinsic motivation and reduce the emphasis on extrinsic rewards to help prevent burnout. It also recommends implementing stress management strategies, such as mindfulness and peer support. Future research should delve deeper into the effects of different types of motivation on burnout, explore the role of cultural and social factors, and investigate coping strategies that students use to manage academic stress.

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