

A Study of Students' Motivation & Burnout in Learning English for Job Interviews

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ABSTRACT

This study investigates the relationship between students' motivation and burnout in learning English for job interviews. English proficiency is a crucial skill in securing employment, as it enhances communication, confidence, and overall job marketability. However, while motivation plays a vital role in language acquisition, burnout can negatively impact students' learning experiences. This study employs a quantitative survey design with 213 undergraduate students from various disciplines. The instrument, consisting of three sections, examines motivational components (value, expectancy, and affective factors) and burnout factors (exhaustion and disengagement). Findings indicate that while students recognize the importance of English proficiency for job interviews, burnout significantly reduces their willingness to engage in sustained learning. The study concludes that a moderate positive correlation ($r = .435$, $p = .000$) exists between motivation and burnout. Pedagogical implications highlight the need for innovative teaching strategies to sustain motivation while mitigating burnout. Future research should explore intervention strategies to support students in managing language-learning fatigue.

Keywords— Motivation, Burnout, English Language Learning, Job Interviews, Student Engagement

INTRODUCTION

Background of Study

The demand from today's world, where international communication and collaboration are held in such high regards, English has emerged as one of the top global languages that is used widely in almost every setting such as tourism, medical, and even the corporate world. According to a research conducted by Ismail & Pek (2023), the relevance of using English language as medium of communication in the business world is critical because according to experts, companies lose a major amount of income due to language miscommunication. Corporate individual beliefs that English language is important and necessary for the global marketplace. Several researchers have also indicated that improving English language will help to boost work efficiency and help in career advancement. In the world of business, English is regarded as the lingua franca, bridging the gap between countries and forging strong alliances with the same goal and vision. Dash (2022) mentioned that the English language dominates international communication, where professionals are required to have high English proficiency to navigate the cross-border terrain as well as to thrive in the competitive industries. She further elaborated that in this digital age era, English serves a more crucial role as the primary language for technological advancement, scientific research and global media.

For students, however, the pressure will be slightly on a different tempo. With the ever-evolving technology and the world of social media, the younger generation now is more aware on the importance of English as the language of the business world in which the relevance of this language for job security has become alarmingly high. Srinivas (2019), highlighted that in today's world, mastering the English language is crucial for students aiming to secure employment opportunities. Suraprajit (2020) also elaborated that students are encouraged to equip themselves with a certain set of skills, and mastering the English language is one of the important skills especially in this 21st century era. English language can be seen as a unique selling point when it comes to job opportunities as most employees consider it as the selling point especially among fresh graduates. Having the ability to be fluent or show mastery on the use of English language shows maturity, understanding and able to communicate effectively with many people (Suryanto et al., 2021). Moreover, the ability to use the English language will be the major factor that most organisations or interviewers will look at particularly during a job interview. According to Nesaratnam et al. (2020), during a job interview, the candidates will be evaluated based on how well they can communicate effectively, articulate their thoughts and demonstrate high confidence - three main skills that are enhanced by a strong command of English. Maras et al. (2021) further elaborated that, even though there are some disagreements on the effectiveness of job interview to evaluate the candidate performance abilities, it is without a doubt that that job interview is ultimately essential in the hiring stage for the candidates to be evaluated accordingly. It will reveal insightful information, such as the candidate's personality, communication style and cultural fit.

Furthermore, motivation to learn the English language in order to do well during a job interview or in the corporate settings is another factor that needs to be considered. Cesaria et al. (2023) explained that "motivation" for English learners can be defined as the direction in which their behaviour has certain reasonings behind it through further improvement or even repetition in behaviour and vice versa. Motivation plays a vital role in order for the learners to acquire the language, thus shaping the learners' approach on how to succeed and master the language. It is important to understand that the learners' motivation to acquire a certain set of skills, particularly language skills, may vary from each individual, ranging from personal aspirations, career goals, cultural exploration and many others (Ma & Fang, 2024). However, one main goal that would remain the same for all learners would be; to become a proficient and competent communicator, which in the long run would help in many aspects of life. Additionally, there are two types of motivation which are integrative and instrumental motivation. Azar and Tanggaraju (2020) explained that integrative motivation refers to a condition where the learners learn the language in order to understand and integrate themselves to a particular community, whereas instrumental motivation brings a different notion of using the language as a stepping stone to achieve certain goal. Hence, learning and maintain the English language mastery and proficiency requires a balance between the two types of motivation in ensuring that the integrate motivation is reflected in the classroom when learning the language and instrumental motivation is reflected on the reality that the English language is important upon graduation especially in getting a job.

Diving deep into learners' perceptions of learning English to excel in job interviews, research suggests that students often perceive English proficiency as a critical factor for career success (Van Thong & Thuong, 2023). Many learners, especially non-native speakers, view linguistic competence as a hurdle due to the advanced level of mastery required to stand out in a competitive job market. Job interviews, in particular, demand strong communication skills, confidence, and the ability to articulate thoughts effectively, which necessitates sustained effort in language learning (Rao, 2019). However, this increased emphasis on English proficiency can lead to learning fatigue and burnout. Many students feel that learning basic English should suffice for job interviews, underestimating the level of fluency required to leave a lasting impression on potential employers. This discrepancy between perceived sufficiency and actual requirements often results in frustration, exhaustion, and disengagement from English learning (Nakamura et al., 2021). Thus, while motivation drives learners towards improvement, burnout hinders their progress, creating a complex dynamic that requires further exploration.

Statement of Problem

Ideally, students preparing for job interviews would recognise the importance of advanced English proficiency and dedicate consistent effort toward improving their language skills. Employers expect candidates to demonstrate fluency, confidence, and clear articulation, making English competence a decisive factor in securing employment (Ne'matullah et al., 2023). Abd Aziz (2024) also emphasised that proficiency in English enables

job seekers to present themselves professionally and engage effectively with potential employers, which significantly enhances their employability. Given the global nature of the job market, individuals who are proficient in English often have access to more job opportunities and career advancements.

However, many students exhibit limited willingness to practice or use English beyond basic proficiency levels. They often believe that minimal conversational skills are adequate for job interviews, leading to insufficient preparation (Dansieh et al., 2021). Additionally, language learning anxiety, time constraints, and perceived difficulty contribute to mental and emotional exhaustion. This lack of engagement, coupled with burnout, results in poor job interview performance, ultimately affecting employability. Md Zolkapli et al. (2024) also highlighted that the stress of mastering English for career success further amplifies the feeling of being overwhelmed, leading to a decline in confidence and enthusiasm for language learning. The lack of targeted support systems, including effective language instruction and psychological reinforcement, exacerbates this challenge, leaving students struggling to sustain their motivation in the long term.

Given the growing demand for English proficiency in the workforce, it is crucial to investigate the factors that sustain motivation while addressing burnout. By being able to explore the relationship between students' motivation and burnout in learning English for job interviews, highlighting areas where pedagogical interventions may be needed. By identifying the key factors that contribute to both motivation and burnout, educators and policymakers can develop strategies to foster a more sustainable and engaging learning environment. A deeper understanding of these dynamics will not only improve students' language learning experiences but also enhance their overall readiness for job interviews and professional communication.

Objective of the Study and Research Questions

This study is done to explore the perception of learners on their motivation and burnout in learning English for job interviews. Specifically, this study is done to answer the following questions;

- How do learners perceive their motivation in learning English for job interviews?
- How do learners perceive their burnout in learning English for job interviews?
- Is there a relationship between motivation and burnout in learning English for job interviews?

LITERATURE REVIEW

Theoretical Framework

When learning a language, especially one that is not the mother tongue, the most vital factor that drives a person to successfully acquire or utilise it, is motivation. Therefore, the acquisition of second language learning will be successful with the right motivation. Research on motivation in language learning has been extensive, with scholars proposing various frameworks to understand what drives individuals to acquire new language.

According to Chomsky (1986), motivation is primarily intrinsic and tied to the innate structures of the human mind. It arises from a natural drive for knowledge, creativity and intellectual autonomy, rather than being conditioned by external reinforcement. Therefore, from a cognitive perspective, motivation is primarily understood in relation to internal mental structures, innate cognitive capacities, and the role of language in thought. Although Chomsky is not mainly recognized for his work on motivation, his theories in cognitive science and linguistics provide valuable perspectives on how motivation can be understood.

Next, Dörnyei's L2 Motivation Self System consists of three key elements which are Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience (Pei & Zhang, 2023). The first element; Ideal L2 Self is when the learner's vision of themselves as a fluent language user. Secondly, Ought-to L2 Self is the qualities a learner feels they need to develop to fulfill expectations. And lastly, L2 Learning Experience is the external factors that shape the learning process. Clearly, it can be seen that this model links motivation to the learner's sense of identity and their aspirations for the future.

On the other hand, Norton's concept of "investment" in language learning expands on traditional motivation theories by incorporating the learner's identity and social environment. It represents the socially and historically shaped connection between learners, the target language, and its speakers (Darvin & Norton, 2023). Similarly, according to Hennebry-Leung and Lamb (2024), recent studies highlight that motivation is dynamic and influenced by context. Factors like the classroom setting, instructional approaches, and social interactions with peers can lead to variations in motivation over time. These perspectives collectively highlight the multifaceted nature of motivation in language learning, integrating personal goals, social influences, and contextual factors.

Sources of Burnout

Language learning burnout is a psychological phenomenon characterized by emotional and mental exhaustion resulting from the challenges associated with acquiring a new language. Researchers have conceptualized this form of burnout through various frameworks.

Li et al. (2021) define foreign language learning burnout as consisting of three primary dimensions; Exhaustion, Cynicism and Reduced Efficacy. Exhaustion is the feelings of fatigue and depletion of emotional resources due to the demands of language learning whereas cynicism is a detached or indifferent attitude towards language learning tasks and the learning environment. Reduced efficacy, on the other hand, is a diminished sense of accomplishment and competence in one's language learning abilities. This conceptualization aligns with the traditional understanding of burnout in educational settings. Moreover, Li et al. (2021) further describe English learning burnout as a negative chronic psychological and emotional state that students feel about their foreign language learning and class. This viewpoint highlights the enduring and widespread impact of burnout within the context of language learning.

Liu and Zhong (2022) propose a bidimensional structure for English learning burnout which consists of Demotivation and Exhaustion. According to them, demotivation is a decline in enthusiasm and interest in learning the language whereas exhaustion is the overwhelming tiredness stemming from the continuous effort required in language studies. This model underscores how lack of motivation and fatigue interact, leading to burnout. Thus, these definitions emphasise that language learning burnout is a complex phenomenon, involving factors such as emotional fatigue, shifts in attitude, and a sense of decreased personal effectiveness.

Past Studies

Past Studies on Motivation for Learning Language

Research on motivation in language learning has evolved significantly over the past decades, highlighting various frameworks and factors influencing learners' motivation. A study done by Mohd Nor et al. (2019) addresses the need to understand the factors influencing Malaysian students' success in foreign language acquisition. Recognizing that learning a foreign language in a non-native, multilingual context like Malaysia requires mental, physical and emotional readiness, the researchers aimed to assess the impact of students' motivation and attitudes on their language learning process. They utilised Gardner's Socio-Educational Model (1985) to measure these variables, focusing on internal factors such as preferences, interests and enjoyment as well as integrative and instrumental motivations. The study involved 90 students learning foreign languages from Sultan Idris Education University (UPSI) whereby a quantitative approach was used by distributing questionnaires. The study found a strong correlation between positive attitudes and high motivation levels, driven by both intrinsic factors (such as interest in communicating with foreigners and experiencing new cultures) and extrinsic factors (such as career development, higher education and travel opportunities. Thus, this suggests that fostering favorable perceptions of the target language and its culture can enhance students' motivation to learn.

Other than that, recently, a study focused on diploma students at Universiti Teknologi MARA (UiTM) done by Mohd Akhir and Mokhtar (2024) examined their motivation for learning English. Since there is a growing need for students to be proficient English speakers, especially at the university level, this research explores the motivation in learning English among diploma students at UiTM, whether it be intrinsic or extrinsic reasons. The research utilises a quantitative approach involving 40 participants enrolled in English for Integrated Skills I and II during the second semester of the academic year 2022/2023. Thereby the instrument was created using

Gardner's Attitude/Motivation Test Battery (AMTB) likert scale format, which consisted of a five-point likert scale with sixteen items. Findings suggested that while both types of motivation are present, extrinsic motivation, such as the necessity for academic success and future employment, tends to be more dominant among these students. Therefore, it can be concluded that both intrinsic and extrinsic motivation play a vital role in the successful acquisition of language learning.

Similarly, Ren (2024) explored how various motivational factors affect English learning among Chinese students. Recognising that English is a compulsory subject in China's education system and plays a significant role in college entrance examinations, the study investigates the crucial impact of different types of motivation—such as intrinsic, extrinsic, integrative and instrumental—on students' learning activities and strategies. Utilising both quantitative and qualitative methods and analysing data from fifty students across different universities, the study identified that intrinsic motivation and extrinsic motivation both play crucial roles in influencing learning outcomes. The findings from this research suggest that educators should consider these diverse motivational factors to enhance English language instruction.

Collectively, these studies underscore the complex nature of motivation in English language learning among learners, emphasising the roles of personal aspirations, external pressures, and educational contexts in shaping learning experiences.

Past Studies on Burnout for Language Learning

Research on language learning burnout has gained attention in recent years, focusing on its causes, effects and potential interventions. Several studies have explored various aspects of this phenomenon. While research on burnout in the context of English as Foreign Language (EFL) has predominantly focused on teachers, there is a significant gap concerning learners' academic burnout. Yu et al. (2022) addresses this issue by conducting a study to investigate the link between motivation and burnout among EFL undergraduates. This research utilises a quantitative approach by giving out a questionnaire to 841 EFL undergraduates from two universities in China. They found that high levels of language learning burnout were prevalent and highlighted the role of maladaptive emotion regulation strategies in exacerbating this issue. The study suggests that enhancing adaptive emotion could mitigate burnout in language learners.

Next, while previous research has explored individual elements such as Foreign Language Learning Enjoyment (FLLE), L2 grit (In the context of second language (L2) acquisition, L2 grit refers to a learner's sustained passion and perseverance, specifically directed toward learning a new language), academic burnout and motivated behaviour, there is a lack of comprehensive studies examining how these factors interact within a unified framework. This gap hinders holistic understanding of the emotional and psychological dynamics that contribute to effective learning. To bridge the gap, a recent study done by Song (2024) examined how FLLE influences motivated behaviour and academic burnout, both directly and indirectly, through L2 grit. This research used a mixed-methods research whereby in the quantitative phase, 534 Chinese undergraduate EFL learners participated in a cross-sectional survey and was followed by a qualitative phase involving narrative inquiries with 15 selected participants. The findings indicate that fostering enjoyment and perseverance in language learning can reduce burnout and enhance motivation. This study offers insights into the emotional dynamics that contribute to language learning success.

Apart from that, recognizing that high levels of anxiety can lead to decreased motivation and increased stress, research by Zheng et al. (2024) explored how English language learning anxiety affects academic burnout among Chinese freshmen. The study also examined the roles of academic peer support and self-efficacy. A quantitative research approach was used and involved 1355 college students in China. The findings showed that supportive peer relationships and higher self-efficacy can buffer the negative impact of anxiety on burnout. Thus, this research provides insights into how social and psychological resources can mitigate the negative effects of language learning anxiety on students' academic well-being.

These studies emphasize the intricate relationship between emotional, motivational and social elements in language learning burnout. They highlight the necessity of nurturing positive emotions, fostering adaptive motivation and creating supportive learning environments to prevent burnout and improve language learning

outcomes.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study explores motivational components and burnout sources among learners. Motivation is important to sustain learning (Rahmat & Thasrabiab, 2024). Motivation can be sustained from several sources. According to Pintrich et al. (1990), sources of motivation include value, expectancy and affective components. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and also 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. However, learners can also face burnout such as exhaustion and disengagement (Campos et al., 2011). This study also explores the relationship between motivational components and causes of burnout among learners.

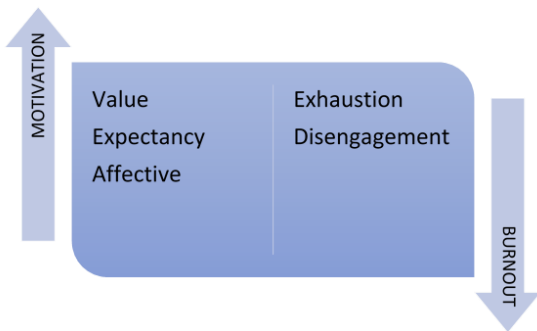


Fig. 1 Conceptual Framework of the Study

METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 213 participants from a public university responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Campos et al. (2011) and Pintrich et al. (1990) to reveal the variables in table 1 below. The survey has 3 sections. Section A has items on demographic profile. Section B has 24 items on motivational components. Section C has 16 items on burnout.

Table 1 Distribution of Items in the Survey

Sect		Construct		Variable	No Of Items	Total Items		
B	Motivational Scale	Value Components	(I)	Intrinsic Goal Orientation	4	12	24	.906
			(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			
		Affective Components				5		

B	Burnout	Burnout- Exhaustion				8	16	.754
		Burnout- Disengagement				8		
		Total No of Items				40		.897

Table 1 also shows the reliability of the survey. The analysis shows a Cronbach alpha of 906 for motivational scale and .754 for burnout. The overall external reliability for all 40 items is .897; 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.

FINDINGS

Findings for Demographic Profile

Table 2 Percentage for Q1- Gender

NO	ITEM	PERCENTAGE
1	Female	68%
2	Male	32%

Table 2 shows the percentage of gender involved in answering the survey. Data from the survey shows that 32% of the respondents are male and 68% of the respondents are female.

Table 3 Percentage for Q2- Age Group

NO	ITEM	PERCENTAGE
1	19-21 years old	58%
2	22-24 years old	39%
3	25-27 years old	2%
4	28-30 years old	1%

Table 3 shows the percentage of age group. Data revealed that the minimum age group involved as the respondents of the survey are 28 - 30 years old and 25 - 27 years old with 1% and 2% respectively. The data also showed that 39% of the respondents are from the 22 - 24 years old group and the majority of the respondents are from the 19 - 21 years old with 59%.

Table 4 Percentage for Q3- Discipline

NO	ITEM	PERCENTAGE
1	Science & Technology	12%
2	Social Sciences	13%

Table 4 shows the percentage of discipline. Data revealed that 35% of the respondents are from the Science and Technology field and 65% of the respondents are from the Social Sciences field.

Table 5 Percentage for Q4- Prior Work Experiences

NO	ITEM	PERCENTAGE
1	Part-time	40%
2	Full-time	16%
3	Both	13%
4	None	31%

Table 5 shows the percentage of the respondents prior working experience. Data revealed that 13% of the respondents have worked both part-time and full-time, 16% of the respondents had worked full-time and 31% of the respondents had no working experience at all. The highest percentage is 40% which most of the respondents worked part-time before.

Findings for Motivation

This section presents data to answer research question 1- How do learners perceive their motivation in learning English for job interviews? 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 6 Mean For (I)Intrinsic Goal Orientation (4 Items)

Item	Mean	SD
MSVCQ1In this program, I prefer class work that is challenging so I can learn new things.	3.5	.80310
MSVCQ2In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.6	.81378
MSVCQ 3The most satisfying thing for me in this program is trying to understand the content of the courses	3.8	.75200
MSVCQ 4When 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.	3.5	.73979

Table 6 above shows the mean score for intrinsic goal orientation. One item shares the highest mean score of 3.8 and it is “MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses”. This is followed by the mean score of 3.6 for the item “MSVCQ2 In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn”. Two items reported the lowest mean score of 3.5 and they are “MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things” and “MSVCQ4 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”.

Table 7 Mean For (Ii) Extrinsic Goal Orientation (3 Items)

Item	Mean	SD
MSEGQ1Getting a good grade in the classes is the most satisfying thing for me right now.	4.3	.69050

MSEGG2The 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.	4.2	.78502
MSEGG3I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.2	.87931

Table 7 shows the mean score for the respondents' extrinsic goal orientation. One item has the highest mean score of 4.3 which is "MSEGG1 Getting a good grade in the classes is the most satisfying thing for me right now". Two items shared the lowest mean score of 4.2 which are "MSEGG2 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" and "MSEGG3 I want to do well in the classes because it is important to show my ability to my family, friends, or others".

Table 8 Mean For (Ii) Task Value Beliefs (5 Items)

Item	Mean	SD
MSTVQ1 I think I will be able to transfer what I learn from one course to other courses in this program.	4	.74288
MSTVQ2 It is important for me to learn the course materials in the courses.	4	.66701
MSTVQ3 I think the course material in the courses of this program is useful for me to learn	4.2	.67892
MSTVQ4 I like the subject matter of the courses.	3.9	.81739
MSTVQ5 Understanding the subject matter of the courses is very important to me.	4.1	.71142

Table 8 presents the mean score for task value beliefs. One item has the highest mean score of 4.2 which is "MSTVQ3 I think the course material in the courses of this program is useful for me to learn". This is followed by the mean score of 4.1 for the item "MSTVQ5 Understanding the subject matter of the courses is very important to me". One item represents the lowest mean score of 3.9 which is "MSTVQ4 I like the subject matter of the courses".

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

Table 9 Mean For (I) Students 'Perception of Self-Efficacy (5 Items)

Item	Mean	SD
ECSEQ1 I believe I will receive excellent grades in the classes.	3.8	.81340
ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.6	.79230
ECSEQ3 I'm confident I can do an excellent job on the assignments and tests in this program.	3.7	.74671
ECSEQ4 I'm certain I can master the skills being taught in the classes.	3.7	.79481
ECSEQ5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.8	.76105

Table 9 highlights the mean score of students' perception of self-efficacy. Two items shared the highest mean score of 3.8 which are "ECSEQ1 I believe I will receive excellent grades in the classes" and "ECSEQ5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes". This is followed by two items sharing the same mean score of 3.7 which are "ECSEQ3 I'm confident I can do an excellent job on the assignments and tests in this program" and "ECSEQ4 I'm certain I can master the skills being taught in the classes". The lowest mean score is 3.6 for the item "ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses".

Table 10 Mean For (Ii) Control Beliefs for Learning (2 Items)

Item	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	.66488
ECCBQ 2 If I try hard enough, then I will understand the course materials.	4.3	.78906

Table 10 presents the mean score of the respondents' control beliefs for learning. One item has the highest mean score of 4.3 which is "ECCBQ 2 If I try hard enough, then I will understand the course materials" and followed by the lowest mean score of 4.2 for the item "ECCBQ1 If I study in appropriate ways, then I will be able to learn the material in the courses of this program".

Table 11 Mean For (C) Affective Component -Reversing (5 Items)

Item	Mean	SD
ACQ1 When I take a test I think about how poorly I am doing compared with other students.	3.1	1.10361
ACQ2 When I take a test, I think about items on other parts of the test I can't answer	2.9	1.04206
ACQ3 When I take tests I think of the consequences of failing.	3.9	1.15247
ACQ4 I have an uneasy, upset feeling when I take an exam.	3.1	1.10668
ACQ5 I feel my heart beating fast when I take an exam.	3.1	1.07204

Table 11 shows the mean score for the respondents' affective component. One item has the highest mean score of 3.9 which is "ACQ3 When I take tests I think of the consequences of failing". This is followed by three items that share the mean score of 3.1 which are "ACQ1 When I take a test I think about how poorly I am doing compared with other students", "ACQ4 I have an uneasy, upset feeling when I take an exam" and "ACQ5 I feel my heart beating fast when I take an exam". One item reported with the lowest mean score of 2.9 which is "ACQ2 When I take a test, I think about items on other parts of the test I can't answer".

Findings for Exhaustion

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

Table 12 Mean For (I) Exhaustion

Item	Mean	SD
EQ1 There are days when I feel tired before the day begins	3.8	.87971

EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	3.8	.93790
EQ3I can tolerate the pressure of my studies very well	3.5	.85521
EQ4 During classes, I often feel emotionally drained	2.8	.98887
EQ5 After classes, I have enough energy for my leisure activities	3.3	.86601
EQ6 after classes, I usually feel energized	3.2	.89037
EQ7 after my classes, I usually feel worn out and weary	2.8	.90051
EQ8 Usually, I can manage the amount of my work well	3.6	.75509

Table 12 presents the mean score for exhaustion when feeling burnout. Two items share the highest mean score of 3.8 which are “EQ1 There are days when I feel tired before the day begins” and “EQ2 After classes, I tend to need more time than in the past in order to relax and feel better”. This is followed by the mean score of 3.6 for one item which is “EQ8 Usually, I can manage the amount of my work well”. Two items reported with the lowest mean score of 2.8 are “EQ4 During classes, I often feel emotionally drained” and “EQ7 after my classes, I usually feel worn out and weary”.

Table 13 Mean For (Ii) Disengagement

Item	Mean	SD
DQ1I always find new and interesting aspects in my study	3.7	.83126
DQ2It happens more and more often that I talk about my studies in a negative way	2.9	.94515
DQ3Lately, I tend to think less during classes and attend classes almost mechanically	3.2	.90607
DQ4 I find my studies to be positive challenging	3.7	.81497
DQ5 Over time, students can become disconnected from this type of routine	3.6	.86347
DQ6 This is only thing (studying) that I can imagine myself doing now	3.4	1.06580
DQ7I feel more and more engaged in my studies	3.4	.80882
DQ8 Sometimes I feel sickened by my study tasks	3.3	1.02381

Table 13 shows the mean score of disengagement when feeling burnout. Two items share the highest mean score of 3.8 which are “DQ1 I always find new and interesting aspects in my study” and “DQ4 I find my studies to be positively challenging”. This is followed by a mean score of 3.5 which is shared by two items which are “DQ6 This is the only thing (studying) that I can imagine myself doing now” and “DQ7I feel more and more engaged in my studies”. One item has the lowest mean score of 2.6 which is “DQ8 Sometimes I feel sickened by my study tasks”.

Findings for the Relationship between Motivation and Burnout

This section presents data to answer research question 3- Is there a relationship between motivation and burnout in learning English for job interviews? To determine if there is a significant association in the mean scores between motivation and burnout in learning English for job interviews, data is analysed using SPSS for correlations. Results are presented separately in table 14 below.

Table 14 Correlation between Motivation And Burnout

Correlations		MOTIVATIONAL_SCALE	BURNOUT
MOTIVATIONAL_SCALE	Pearson Correlation	1	.435**
	Sig. (2-tailed)		.000
	N	213	213
BURNOUT	Pearson Correlation	.435**	1
	Sig. (2-tailed)	.000	
	N	213	213

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

Table 14 shows there is an association between motivation and burnout in learning English for job interviews. Correlation analysis shows that there is a moderate significant association between motivation and burnout in learning English for job interviews ($r=.435^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between motivation and burnout in learning English for job interviews.

CONCLUSION

Summary of Findings and Discussions

Findings from this study indicate that students generally recognise the significance of English proficiency for job interviews, yet they face challenges in sustaining motivation due to burnout. Many students exhibit intrinsic motivation, driven by personal growth and career aspirations, while extrinsic factors, such as grades and social validation, also play a role in learning engagement (Rahmat & Thasrabiab, 2024). However, despite acknowledging the necessity of English proficiency, students often struggle with consistent practice, highlighting the gap between awareness and execution. The expectation to master English within a limited timeframe increases pressure, which can lead to frustration and lower commitment levels. Ren (2024) also highlighted that motivation is strongly linked to students perceived self-efficacy, where individuals with higher self-confidence in their abilities tend to persist longer in learning tasks. Some students may begin their learning journey with high enthusiasm but gradually lose interest due to the repetitive nature of learning activities and a lack of real-life application. When students do not see immediate progress, they may become disheartened, affecting their motivation to continue learning English effectively.

Burnout emerges as a critical issue, manifesting in exhaustion and disengagement (Yu et al., 2022). A significant number of students report mental fatigue and emotional stress caused by intensive learning expectations. Many feel overwhelmed by the pressure to achieve fluency quickly, which leads to lower enthusiasm for learning. Furthermore, students experiencing burnout tend to disengage from learning activities, perceiving their efforts as insufficient or ineffective, which creates a cycle of diminishing motivation and increasing exhaustion. The stress associated with high-stakes assessments and job interview preparation further exacerbates burnout, causing students to disengage from active learning experiences. Research by Zheng et al. (2024) indicates that prolonged academic burnout significantly reduces cognitive engagement and performance, reinforcing the need for balanced learning approaches. Some students find that balancing language learning with other academic responsibilities is particularly difficult, leading them to prioritize subjects where they feel more confident or see immediate rewards. Without targeted interventions, burnout may lead to long-term disengagement, preventing students from achieving their language-learning goals and reducing their overall career readiness.

Additionally, the findings highlight that students who balance motivation with effective learning strategies tend to manage burnout better. Those who integrate structured practice sessions, real-world application, and peer collaboration in their learning process exhibit greater resilience. This supports previous studies emphasizing the role of adaptive learning approaches, supportive learning environments, and stress management techniques in maintaining engagement (Mohd Akhir & Mokhtar, 2024). Encouraging a shift from rigid memorisation-based

learning to interactive and practical experiences can reduce burnout while sustaining motivation, making language learning more effective and meaningful. Research by Song (2024) also confirms that self-regulated learners, who actively monitor their progress and adjust their strategies, are better at managing academic stress and achieving their learning goals. Self-regulated learning strategies, such as setting achievable goals, monitoring progress, and rewarding improvements, have been shown to keep students engaged and minimise the adverse effects of burnout. By incorporating more dynamic and experiential learning methods, educators can help students develop a sustainable approach to mastering English for job interviews, ensuring that motivation remains high throughout their language-learning journey.

Pedagogical Implications and Suggestions for Future Research

The findings underscore the need for educators to implement pedagogical strategies that enhance motivation while mitigating burnout. Curriculum enhancement should include practical and interactive exercises, such as job interview simulations, peer-based learning, and real-world language applications, to help students practice English in a low-pressure environment. Additionally, incorporating engagement strategies, such as role-playing, multimedia resources, and adaptive learning technologies, can make the learning process more dynamic and student-centered. To reduce burnout, flexible learning schedules and stress-reduction techniques like mindfulness activities and self-paced learning modules should be integrated into language courses to promote a healthier learning experience. Future research should explore longitudinal studies to examine the long-term impact of motivation and burnout on English proficiency and job performance. Investigating technology-assisted learning approaches, including AI-driven tools, language learning apps, and virtual reality simulations, could provide insights into sustainable methods for reducing burnout while maintaining motivation. Additionally, cross-cultural studies could examine how students from different educational and linguistic backgrounds experience motivation and burnout, offering comparative insights that could inform more tailored pedagogical approaches.

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