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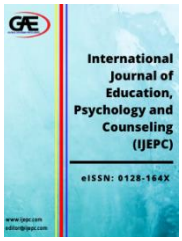

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A LOOK AT THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING AND SOURCES OF BURNOUT AMONG STUDENTS IN A MALAYSIAN UNIVERSITY

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Abstract:

Student motivation plays a crucial role in academic achievement, yet many learners struggle with burnout, which hampers their agreement and overall performance. Research indicates that both intrinsic and extrinsic motivation significantly influence learning outcomes, while burnout can lead to exhaustion and disengagement. This study examines the relationship between students' motivation for learning and the factors contributing to burnout. A quantitative survey was conducted with 82 undergraduate students from diverse academic backgrounds. The survey instrument was structured into three sections, assessing demographics, motivational components (24 items), and burnout indicators (16 items). Findings showed a moderate positive correlation between motivation and burnout-exhaustion ($r = .456$, $p < .01$), and a strong positive correlation between motivation and burnout-disengagement ($r = .549$, $p < .01$). Students driven by extrinsic goals exhibited strong academic commitment but also reported higher exhaustion levels. Additionally, academic pressure contributed to disengagement, negatively impacting students' learning experiences. These results emphasize the need for universities to implement strategies that cultivate intrinsic motivation while providing support systems to alleviate burnout. Enhancing study satisfaction,

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fostering a balanced academic workload, and promoting mental well-being programs can help sustain student engagement and improve learning outcomes.

Keywords:

Academic Motivation, Burnout, Higher Education, Student Engagement, University Students

Introduction

In Malaysian universities, student motivation is a critical factor influencing academic performance and overall learning experiences. While motivation has been widely recognized as a driver of success, many students struggle to maintain their enthusiasm due to the pressures of coursework, high expectations from families, and the competitive nature of the job market (Bin Abdulrahman et al., 2023; Hafizoglu & Yerdelen, 2019). Over time, these stressors contribute to burnout, a condition characterized by emotional exhaustion, disengagement, and diminished academic performance (Liu et al., 2023; Rahmatpour et al., 2019). Observations in local university settings indicate that even those students who begin their academic path with strong motivation often experience a decline in their engagement as academic demands increase. Given the rising concern over student burnout in Malaysian universities, this study intends to examine the intricate relationship between motivation for learning and the causes of burnout, therefore providing insights on how these aspects interact and affect students' educational experiences.

The motivation for this research stems from direct experiences in the classroom, where signs of student disengagement have become increasingly noticeable. Over the years, many students have exhibited declining participation, a reluctance to complete assignments, and a general sense of academic fatigue. Despite possessing the necessary skills and knowledge, some students struggle to stay motivated, raising questions about the factors contributing to their demotivation. Motivation, according to Pintrich et al. (1990) consists of various components, including value components (intrinsic and extrinsic goal orientation, task value beliefs), expectancy components (self-efficacy and control beliefs), and affective components (emotional responses to learning). While some students remain driven by external rewards like grades and parent approval, others face emotional barriers and self-doubt that might compromise their capacity to keep academic motivation. These experiences are much influenced by the classroom environment since students who lack meaningful engagement often exhibit symptoms of burnout, including exhaustion and detachment from their studies. This growing trend prompted a deeper investigation into how motivation and burnout intersect in the Malaysian university context.

Previous research has highlighted that burnout is often linked to excessive academic workloads, a lack of institutional support, and rigid learning environments that do not cater to students' individual needs (Olson et al., 2023; Liu et al., 2023). By defining and analyzing key concepts such as "motivation for learning," "academic burnout," "exhaustion," and "disengagement," this study aims to contribute to the existing body of knowledge on student well-being and academic performance. The findings will not only help educators develop strategies to foster motivation but also guide institutions in implementing policies that mitigate burnout, ensuring that students remain engaged and productive throughout their academic journeys.

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Statement of Problem

Motivation is seen as an important aspect of the learning process. Several studies have proven that motivation is one of the key indicators of academic excellence (Bin Abdulrahman et al., 2023; Hafizoglu & Yerdelen, 2019). When students are motivated, learning becomes easier for them. A study by Bin Abdulrahman et al. (2023) proved that intrinsic and extrinsic motivation significantly correlate with academic performance. Weiler and Murad (2022) concurred with this statement and added that with the appropriate teaching and learning styles and environments, they can boost and assist students' motivation in their learning. However, students' motivation level is not always at the same level or its peak due to several contributing factors.

Each learning environment is not without its set of challenges. As stated earlier, motivation is one of the main reasons that could help achieve academic success. Unfortunately, not all students have high motivation levels. One of the main issues faced by students is burnout. According to Liu et al., (2023) and Rahmatpour et al., (2019), academic burnout is an issue faced by students around the world and at all academic levels. In the study by Rahmatpour et al., (2019), 303 Iranian students responded to their survey with a research aim to look into the factors of academic burnout among medical students at a higher learning institution in Iran. The findings of their study discovered that students experiencing academic burnout were unwilling to take part in classroom activities and participate regularly. In addition, they had a disinterest in learning new lessons and felt meaningless. In Liu et al., (2023) study, a similar finding was also found. It was found that more than half of the respondents in their study suffered from academic burnout and many factors contributed to this.

Based on the studies presented above, academic burnout or burnout in the academic setting is an issue that needs to be addressed and not be taken for granted. Hence, this led to the need to carry out a study to understand this situation better and find ways to eradicate it. This study is done to explore perception of learners on their motivation for learning and causes of burnout. Specifically, this study is done to answer the following questions;

- How do learners perceive their motivational components in their learning?
- How do learners exhaustion in their learning?
- How do learners perceive disengagement in their learning?
- Is there a relationship between motivational components and causes of burnout?

Literature Review

Academic Motivation

Academic motivation plays a central role in students' learning engagement and success, influencing both their persistence and overall academic performance. Motivation theories have repeatedly underlined the differences between extrinsic motivation—driven by external rewards like grades and career possibilities—and intrinsic motivation, which results from internal satisfaction and curiosity (Deci & Ryan, 1985). Understanding these motivational factors is essential to address issues of student burnout in higher education settings. Pintrich and De Groot (1990) introduced three core components of motivation;

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1. Value Components – This includes intrinsic and extrinsic goal orientation, as well as students' beliefs about the importance of tasks.
2. Expectancy Components – This refers to students' self-efficacy and perceived control over their learning outcomes.
3. Affective Components – This encompasses emotional responses such as anxiety or interest in learning tasks.

Berestova et al. (2022) examined academic motivation in an e-learning environment, highlighting that students who received strong instructor support exhibited higher motivation, whereas those who faced social isolation and technological barriers experienced reduced engagement. Similarly, Espinoza et al. (2024) found that financial security, academic support, and a sense of belonging significantly impacted students' motivation in Chilean universities.

Liu et al. (2023) emphasized that while extrinsic motivators such as academic performance and future job prospects are strong initial drivers, students who rely exclusively on extrinsic factors often experience increased stress and eventual burnout. This finding aligns with Cognitive Social Learning Theory, which posits that students' motivation is influenced by self-regulation and perceived control over their academic progress (Bandura, 1986).

Across studies, motivation is shown to be influenced by both intrinsic and extrinsic factors, but an over-reliance on extrinsic motivation often leads to stress and eventual burnout (Pintrich & De Groot, 1990). A significant research gap exists in how motivation fluctuates over different stages of an academic semester, as few studies have examined how motivation shifts over time. This study aims to address this gap by analyzing how students' motivational patterns correlate with burnout risk across academic semesters.

Causes of Burnout

Academic burnout is a psychological syndrome that manifests as emotional exhaustion, disengagement, and reduced academic performance (Maslach & Jackson, 1981). University students experiencing burnout frequently report feeling drained, lacking motivation, and disengaging from their studies (Rahmatpour et al., 2019). Research has identified excessive workload, lack of institutional support, and high academic pressure as key contributors to burnout (Olson et al., 2023).

Liu et al. (2023) conducted a study on 22,983 Chinese university students, finding that burnout was strongly associated with socioeconomic background, academic stress, and mental health challenges. Similarly, Olson et al. (2023) found that German students balancing part-time jobs with their studies were at a higher risk of burnout, particularly those with rigid schedules and limited academic support. Campos et al. (2011) identified two primary dimensions of burnout:

1. Exhaustion – Physical and emotional fatigue resulting from prolonged academic stress.
2. Disengagement – Cynicism toward academic tasks and withdrawal from learning activities.

The Cognitive Social Learning Theory provides a relevant framework for understanding burnout by emphasizing self-regulation, control beliefs, and external support as protective factors (Bandura, 1986). When students perceive low control over their academic progress,

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burnout symptoms intensify. Conversely, students with higher self-efficacy and stronger social support systems experience lower burnout levels (Rahmat & Thasrabiab, 2024).

Research consistently shows that burnout arises from academic overload, low self-efficacy, and lack of institutional support (Liu et al., 2023; Olson et al., 2023). However, few studies explore how different types of motivation impact burnout risk over time. Most research investigates burnout as a general outcome, rather than considering how motivation influences students' likelihood of experiencing exhaustion or disengagement. This study aims to bridge this gap by analyzing how intrinsic and extrinsic motivation interact with burnout risk factors throughout an academic semester.

Past Studies on Motivational Components

Motivation is essential for academic success, and understanding the factors that drive university students' motivation has been extensively studied. The motivation of students to excel academically is shaped by both intrinsic and extrinsic factors. Multiple elements, including personal interests, extrinsic incentives, social interactions, goal-setting habits, and the overall academic environment, may influence this motivation. In a study exploring how e-learning affects students' motivation and the factors influencing it, Berestova et al. (2022) found that the biggest challenges for online learners in relation to their motivation were difficulty in properly managing time and inadequate face-to-face interaction. The study included 123 university students, aged 21–23, divided into two groups: 62 students participated in online learning, while 61 students engaged in traditional classroom learning. The study assessed motivation using the Academic Motivation Scale (AMS), adapted for Russian students, alongside a questionnaire that explored communication, time management, instructor support, equipment access, and technical issues. The findings revealed that strong support from instructors positively influenced motivation, while technical problems and limited peer interaction were linked to decreased motivation. Particularly in online learning environments, the researchers found that raising communication, supporting teachers, and bettering time management would greatly increase student motivation (Berestova et al., 2022).

Furthermore, another study among Chilean undergraduate university students by Espinoza et al. (2024) found that students' financial situation, relationships with instructors, and social and academic connections to university life all significantly increased motivation, while the field of students' study had no significant impact. The researchers aimed to identify key factors such as students' backgrounds, academic performance, and their experiences within the university. To achieve this, they surveyed 2,032 students across 11 universities and analyzed the data using ordinal logistic regression. The study suggests that universities can help students stay motivated by providing strong financial support, fostering meaningful connections with instructors, and creating an environment where students feel engaged both socially and academically. Overall, the research highlights the importance of addressing socioeconomic challenges and improving the university experience to support student success (Espinoza et al., 2024).

Past Studies on Sources of Burnout

Burnout has been widely studied across various disciplines, particularly among professionals and students. It typically manifests through emotional exhaustion, detachment from others, and a reduced sense of personal accomplishment. Research has identified a range of factors contributing to burnout, including social, personal, and environmental influences. A study conducted by Olson et al. (2023) had its goal to explore the academic factors that contribute to

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student burnout and engagement at a German technical university. Using an online survey, the researchers surveyed 3,451 students in various fields gathering socioeconomic information, learning enthusiasm, symptoms of burnout, learning enjoyment, academic task load, the number of semesters completed, and work commitments. To investigate relationships between engagement, burnout, and the other variables, the researchers employed statistical analysis. The findings revealed that while 42.5% of students were very involved in their academics, nearly one-third of them frequently showed signs of burnout. The researchers discovered that age was a risk factor for burnout symptoms, but moderate working hours, more semesters completed, and higher study satisfaction were associated with fewer burnout symptoms. (Olson et al., 2023).

Examining the frequency of academic burnout among 22,983 Chinese university students, Liu et al. (2023) found that burnout levels were raised by socioeconomic background, smoking behaviours, gender, and academic grades. According to the study, which used logistic regression analysis and the Maslach Burnout Inventory, 59.9% of students said they had experienced academic burnout. The findings demonstrate how common student burnout is and emphasize the importance of wellness programs and continuous evaluations to address the issue. Additionally, the study points to factors such as gender, academic performance, living expenses, and academic pressure as significant contributors to burnout. To mitigate burnout and enhance engagement, the study suggests improving study satisfaction, managing academic workloads, supporting student progression, and promoting balanced work hours (Liu et al, 2023).

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study explores the relationship between motivation for learning and sources of burnout among students. One important factor for students to sustain a course of study is their motivation (Rahmat & Thasrabiab, 2024). Their motivation sustained due to several factors. Pintrich et al. (1990) claim that affective components, value, expectancy constitute the sources of motivation. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and also their task value beliefs. Expectancy components then relate to learners' perception of self-efficacy and their control beliefs for learning. Affective components, then, are learners' emotions towards the learning activities. Burnout – that is, emotions exhaustion and disengagement – may also strike learners (Campos et al, 2011). This study also explores the relationship between motivational components and causes of burnout among learners.

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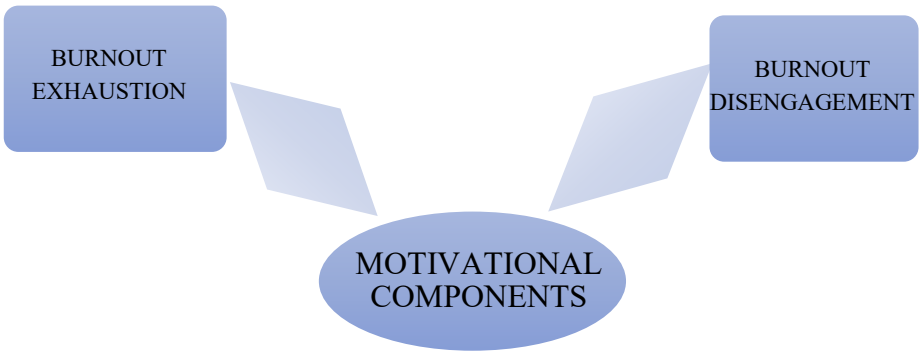
Figure 1: Conceptual Framework Of The Study
Relationship Between Motivation For Learning And Sources Of Burnout Among Learners



Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 82 participants 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. The interpretation of correlation strength in this study followed the guidelines proposed by Jackson (2015), which offer a clear and practical framework for understanding the relationships between variables.

Table 1: Distribution Of Items In The Survey

Sect	Heading	Construct		Variable	Item No.	Total	Cronbach Alpha
B	Motivational Scale	Value Components	i	Intrinsic Goal Orientation	4	24	.886
			ii	Extrinsic Goal Orientation	3		
			iii	Task Value Beliefs	5		
		Expectancy Component	i	Students' Perception of Self- Efficacy	5		
			ii	Control Beliefs for Learning	2		
		Affective Components			5		
B	Burnout	Burnout- Exhaustion			8	16	.737
		Burnout-			8		

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Disengagement			
	Total No. Of Items	40	.895

Table 1 shows the reliability of the survey. The analysis shows a Cronbach Alpha for burnout at .737 and for motivational components at .886. With an overall reliability of .895 for all 40 items, the instruments used shows a good reliability. 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	Male	72%
2	Female	28%

Table 2 shows that 72% of respondents are male, while 28% are female, indicating a male-dominated sample. This could influence how motivation and burnout are experienced, as research suggests gender differences in coping with academic stress. Female students often report higher emotional exhaustion, while male students may show more disengagement. However, since female representation is low, the study's ability to compare gender differences is limited.

Table 3: Percentage For Q2- Age Group

No.	Item	Percentage
1	18-19 years old	10%
2	20-21 years old	39%
3	22-23 years old	51%

Table 3 presents the respondents' age distribution, with 51% aged 22-23, 39% aged 20-21, and 10% aged 18-19. The majority are in their final undergraduate years, a period marked by increased academic pressure and career-related stress. Younger students, making up a smaller percentage, may still be adjusting to university life and may not yet experience the same burnout levels. This suggests that the study primarily reflects the experiences of students nearing graduation.

Table 4: Percentage For Q3- Discipline

No.	Item	Percentage
1	Science	18%
2	Social Science	82%

Table 4 reveals that 82% of respondents are from social sciences, while 18% are from science-related disciplines. With most participants from social sciences, the findings may reflect burnout linked to theoretical coursework and research-heavy assignments. Science students, who often face lab-intensive work, are underrepresented, limiting conclusions about burnout

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across different academic disciplines. Future studies could explore how motivation and burnout differ between these fields.

Table 5: Percentage For Q4- Level

No.	Item	Percentage
1	Diploma	12%
2	Degree	88%

Table 5 shows that 88% of respondents are degree students, while 12% are diploma students. The results will mainly reflect the experiences of degree students, who typically face heavier workloads, independent research, and internship pressures. Diploma students may have different motivational challenges, but their lower representation means these experiences are not fully captured. A more balanced sample could provide deeper insights into burnout at different academic levels.

Findings for Motivational Components

This section presents data to answer research question 1- How do learners perceive their motivational components in their learning?

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

Item	Mean	SD
MSVCQ1 - In this program, I prefer class work that is challenging so I can learn new things.	3.4	.82939
MSVCQ2 - In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.6	.86206
MSVCQ 3 - The most satisfying thing for me in this program is trying to understand the content of the courses	4.0	.82320
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.	3.4	.97954

Table 6 above shows the intrinsic goal orientation among the respondents. Based on the table, the respondents felt intrinsically motivated in their program when they understood the content of their courses. This statement received the highest mean score of 4. Next, with a mean score of 3.6, respondents highlighted that they prefer course materials that arouse their curiosity although challenging. Lastly, with a low mean score of 3.4, the respondents preferred class work that is challenging as they could learn something new. In addition, statement 4 also received the same mean score where respondents would choose course assignments that they could learn from even if they did not get a good grade.

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Table 7: Mean For (ii) Extrinsic Goal Orientation

Item	Mean	SD
MSEGQ1 - Getting a good grade in the classes is the most satisfying thing for me right now.	4.5	.70700
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.	4.5	.63331
MSEGQ 3 - I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.3	.94121

Table 7 above shows the results based on the respondents' extrinsic goal orientation. The same mean score of 4.5 which is the highest mean score in Table 7 was achieved for both statements 1 and 2. Respondents felt that getting a good grade is the most satisfying thing for them and improving their overall grade point average is their main focus in the program. Next, respondents wanted to do well in classes because they felt the need to show their ability to their family members, friends, and others. This statement received a mean score of 4.3.

Table 8: Mean For (iii) Task Value Beliefs

Item	Mean	SD
MSTVQ1 - I think I will be able to transfer what I learn from one course to other courses in this program.	4.1	.86381
MSTVQ2 - It is important for me to learn the course materials in the courses.	4.1	.72674
MSTVQ3 - I think the course material in the courses of this program is useful for me to learn	4.1	.74717
MSTVQ4 - I like the subject matter of the courses.	3.9	.77175
MSTVQ5 - Understanding the subject matter of the courses is very important to me.	3.7	.69030

The table above shows the respondents' task value beliefs. Based on the 5 statements, statements 1, 2, and 3 received a total mean score of 4.1 each. The first statement highlighted that respondents can transfer the knowledge that they have learned from one course to another. Next, respondents felt the importance of learning the course materials in their courses and this is reflected in the second statement. The third statement stated that respondents thought that the course materials in their course program were useful for them to learn. The fourth statement which is "I like the subject matter of the course" scored the second-highest mean score of 3.9. Lastly, statement five received the lowest mean score compared to the other statements which is 3.7. Respondents felt that understanding the subject matter of their courses is very important to them.

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

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Table 9: Mean For (i) Students' Perception Of Self-Efficacy

Item	Mean	SD
ECSEQ1 - I believe I will receive excellent grades in the classes.	3.7	.84939
ECSEQ2 - I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.3	.89193
ECSEQ3 - I'm confident I can do an excellent job on the assignments and tests in this program.	3.6	.79368
ECSEQ4 - I'm certain I can master the skills being taught in the classes.	3.5	.81880
ECSEQ5 - Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.5	.82018

Table 9 presents students' perceptions of their self-efficacy, showing moderate confidence levels in their academic abilities. The highest mean score (3.7) reflects students' belief in achieving good grades, while their confidence in handling complex course materials scored lower (3.3). This suggests that while students feel optimistic about their overall performance, they may struggle with more challenging content. Their self-efficacy could be influenced by prior academic success, learning environments, or instructional support. The findings highlight a need for strategies that boost students' confidence in tackling difficult coursework to sustain motivation and prevent academic burnout.

Table 10: Mean For (ii) Control Beliefs For Learning

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	.71557
ECCBQ 2 - If I try hard enough, then I will understand the course materials.	4.3	.73498

Table 10 examines students' control beliefs for learning, revealing a strong belief in effort-driven success. The highest mean score (4.3) suggests that students firmly believe that trying hard will help them understand course materials, while a slightly lower score (4.2) reflects their confidence in studying effectively to grasp the content. This indicates that students acknowledge personal effort as a key factor in their academic progress. However, external factors such as teaching quality and workload may also play a role in shaping their learning experiences. These findings emphasize the importance of fostering self-directed learning while ensuring institutional support to maintain student motivation.

Table 11: Mean For (C) Affective Component - Reversing

Item	Mean	SD
ACQ1 - When I take a test I think about how poorly I am doing compared with other students.	3.0	1.21202
ACQ2 - When I take a test, I think about items on other parts of the test I can't answer	2.7	1.14132
ACQ3 - When I take tests I think of the consequences of failing.	2.4	1.30618
ACQ4 - I have an uneasy, upset feeling when I take an exam.	2.6	1.19299
ACQ5 - I feel my heart beating fast when I take an exam.	2.5	1.13524

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Table 11 explores students' affective responses to learning, showing mixed emotions toward exams and academic pressure. The highest mean (3.0) suggests that students frequently compare themselves to peers during tests, while lower scores (2.4–2.7) indicate feelings of anxiety, uneasiness, and stress. These results imply that test-related stress and self-doubt may hinder students' motivation and engagement. Addressing these emotional barriers through exam preparation strategies, mental health support, and confidence-building exercises could help reduce anxiety and improve overall academic performance.

Findings for Sources of Exhaustion

This section presents data to answer research question 2- How do learners exhaustion in their learning?

Table 12: Mean For Burnout-Exhaustion

Item	Mean	SD
EQ1 - There are days when I feel tired before the day begins	4.0	.86702
EQ2 - After classes, I tend to need more time than in the past in order to relax and feel better	4.0	.92222
EQ3 - I can tolerate the pressure of my studies very well	3.4	.92776
EQ4 - During classes, I often feel emotionally drained	3.4	1.20448
EQ5 - After classes, I have enough energy for my leisure activities	3.1	1.07866
EQ6 - After classes, I usually feel energized	2.8	.99925
EQ7 - After my classes, I usually feel worn out and weary	3.4	.99077
EQ8 - Usually, I can manage the amount of my work well	3.6	.75519

The findings showed that the respondents experienced high levels of burnout and exhaustion. The burnout-exhaustion scale had mean values ranging from 2.8 to 4.0 for each item, suggesting that most individuals reported having burnout symptoms. With a mean score of 4.0

for the item "There are days when I feel tired before the day begins," respondents particularly expressed high levels of exhaustion. Additionally, the item "After classes, I tend to need more time than in the past to relax and feel better " also received a score of 4.0. The mean score of 3.4 for the question "During classes, I often feel emotionally drained," which reflects emotional exhaustion, was also noticeable. For the item "After classes, I have enough energy for my leisure activities", it scored a mean score of 3.1. Finally, the item "After my classes, I usually feel worn out and weary" received a score of 3.4.

Findings for Disengagement

This section presents data to answer research question 3- How do learners perceive disengagement in their learning?

Table 13: Mean For Burnout- Disengagement

Item	Mean	SD
DQ1 - I always find new and interesting aspects in my study	3.6	.84415
DQ2 - It happens more and more often that I talk about my studies in a negative way	3.1	.99108
DQ3 - Lately, I tend to think less during classes and attend classes almost mechanically	3.3	1.02425

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DQ4 - I find my studies to be positive challenging	3.7	.76784
DQ5 - Over time, students can become disconnected from this type of routine	3.7	.83229
DQ6 - This is only thing (studying) that I can imagine myself doing now	3.6	.89404
DQ7 - I feel more and more engaged in my studies	3.5	.77380
DQ8 - Sometimes I feel sickened by my study tasks	3.4	.97515

With mean scores for each item on the burnout-disengagement scale ranging from 3.1 to 3.7, the study established that the participants had substantial levels of burnout and disengagement. A mean score of 3.1 for the item "It happens more and more often that I talk about my studies in a negative way" indicates that participants were dissatisfied with their studies. Furthermore, students reported struggling to stay engaged in their classes, with a mean score of 3.3 for the item, "Lately, I tend to think less during classes and attend classes almost mechanically". A lack of challenge was also evident, with a mean score of 3.7 for "I find my studies to be positively challenging. Additionally, the item "Over time, students can become disconnected from this type of routine" scored 3.7, reflecting a sense of disconnection from their academic routine. While the item "I feel more and more engaged in my studies" had a mean score of 3.5. Lastly, a mean score of 3.4 for "Sometimes I feel sickened by my study tasks" suggests that some students experience negative emotional reactions to their academic responsibilities.

Findings for Relationship Between Motivational Components and Causes of Burnout

This section presents data to answer research question 4- Is there a relationship between motivational components and causes of burnout? To determine if there is a significant association in the mean scores between motivational components and causes of burnout, data is analysed using SPSS for correlations. Results are presented separately in table 14 and 15 below.

Table 14: Correlation Between Burnout-Engagement And Motivational Components

Correlations

		Burnout_EXHAUSTION	MOTIVATIONALcomponents
Burnout_EXHAUSTION	Pearson Correlation	1	.456**
	Sig. (2-tailed)		.000
	N	82	82
MOTIVATIONALcomponents	Pearson Correlation	.456**	1
	Sig. (2-tailed)	.000	
	N	82	82

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

Table 14 shows there is an association between Burnout-Exhaustion and Motivational components. Correlation analysis shows that there is a moderate significant association between Burnout-Exhaustion and Motivational components (r=.456**) 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,

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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 Burnout-Exhaustion and Motivational components.

Table 15: Correlation Between Burnout-Disengagement And Motivational Components

Correlations

		Burnout_DISENGAGEMENT	MOTIVATIONALcomponents
Burnout_DISENGAGEMENT	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	82	82
MOTIVATIONALcomponents	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	82	82

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

Table 15 shows there is an association between Burnout-Disengagement and Motivational components. Correlation analysis shows that there is a high significant association between Burnout-Disengagement and Motivational components (r=.549**) 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 strong positive relationship between Burnout-Disengagement and Motivational components.

Conclusion

Summary of Findings and Discussions

This study examined the relationship between students' motivation for learning and burnout factors within a Malaysian university context. Findings highlighted that extrinsic motivation – especially the pursuit of high grades was the dominant driver (M = 4.5), while intrinsic components were moderately valued (M = 3.4 to 4.0). Burnout levels were also notable, with exhaustion items scoring as high as M = 4.0. These patterns suggest that reliance on external validation may yield short-term academic performance, but may not shield students from emotional fatigue or disengagement. This supports Liu et al. (2023) and Olson et al. (2023), who both found heightened burnout when external motivators dominated. Furthermore, emerging research by Gao (2023) emphasized that internal coping strategies and resilience training are essential in reducing burnout. Abulfaraj et al. (2024) also argues that culturally responsive well-being programs across institutions significantly mitigate academic fatigue and d which show that motivation and burnout are closely linked, requiring better management to sustain student engagement.

Addressing the research questions, this study found that students rely heavily on external motivators but struggle with self-efficacy, particularly when faced with difficult coursework. High burnout levels led to disengagement, supporting findings from Rahmatpour et al. (2019) and Weiler and Murad (2022) that burnout negatively affects student well-being and academic

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persistence. This underscores the need for institutions to create balanced learning environments that foster motivation while minimizing stress.

Collectively, these insights underscore the necessity for educational institutions to adopt a more holistic approach to student well-being. By fostering intrinsic motivation, implementing resilience-building programs, and addressing the multifaceted stressors students face, universities can create an environment that not only promotes academic success but also supports that overall mental health and engagement of their students.

Pedagogical Implications and Suggestions for Future Research

To reduce burnout, universities should promote intrinsic motivation through engaging teaching methods, mentorship, and stress management initiatives. More accessible mental health resources can also help students cope with academic pressures. Future studies could explore how teaching approaches affect motivation and burnout across disciplines, particularly between social sciences and STEM fields. Additionally, research on the long-term effects of burnout on career success could offer valuable insights into post-graduate outcomes.

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