

Exploring The Influence of Learners' Drive on Burnout: A Case Study on Uitm Foundation of Law Students

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Abstract

Students tend to experience burnout when they are overburdened by pressures and stressful circumstances. Burnout can cause a negative impact on students' well-being as well as their academic performance if the student cannot handle it properly. Students' motivation, on the other hand, is seen as the essential factor acting as a driving force behind learning and determining students' performance. Motivation will not mean much if the students do not have the motivation to perform at their best. Therefore, this study is carried out to explore the perception of learners on their use of learning strategies. The method used in this study was quantitative using a questionnaire as the main instrument. A set of questionnaires are designed to gain primary data which is divided into three sections: demographic profile, learners' drive, and burnout. A total of 113 respondents from second-semester foundation of law students participated in the survey. The data were then collected and analysed using the software Statistical Package for Social Science (SPSS). The findings reveal that there is a moderately positive relationship between learners' drive and burnout. This indicates that even though the student experiences burnout, the desire to succeed drives learners' motivation and they will work harder to achieve the goal. Students' burnout can be minimised by boosting their interest in learning. Thus, this study has some important implications to prevent future academic burnout and contribute to the betterment of student learning and academic performance among UiTM foundation law students.

Keywords: Motivation, Burnout, Learner's Drive, Law Foundation

Introduction

Background of Study

Burnout is a worldwide problem caused by prolonged workplace stress that is not properly managed (Roslan et al., 2021). It was defined as a syndrome of exhaustion of psychological and physical resources that frequently affected employees (Toubasi et al., 2023; Ana-Maria, 2015). Burnout, according to Ana-Maria (2015), previously occurred in individuals who experienced physical and mental breakdowns as a result of excessive work or stress. However, academic life is now included in the definition of burnout, and it affects students. This is supported by a study conducted by Toubasi AA, Hasuneh MM, Al Karmi JS, Haddad TA, and Kalbouneh HM in 2023, which indicated that due to the impact of rigid exam-based curricula as well as the most recent findings of increased burnout among the student population, the concept of burnout was expanded to include students. Academic burnout has been well established to affect both students and teachers at any educational level and institution.

Student burnout is defined as a state of emotional exhaustion, a proclivity for depersonalization, and a sense of poor personal success displayed by students in the learning process as a result of course stress, course load, or other psychological factors (Isa et al., 2021). In addition, even though students are not employed, attending classes, submitting assignments, meeting deadlines, and working long hours can all be considered work (Ana-Maria, 2015). Consequently, students' long-term learning pressure and workload load, result in a loss of interest in learning activities (Xu et al., 2021). Symptoms of burnout include chronic fatigue, depression, frustration, anxiety, and low self-esteem caused by negative attitudes and behaviours caused by excessive pressure or a lack of interest in learning (Xu et al., 2021; Yu et al., 2022). Studies reported that student burnout can result in increased absenteeism, decreased motivation to complete required coursework, a higher percentage of dropouts, and a negative impact on academic achievement (Ana-Maria, 2015).

To date, the majority of burnout-related studies in Malaysia have focused on college students, but none have looked into the issue among Foundation of Law students. As the student will pursue undergraduate studies, and to ensure the student can perform at their best, it is significant to explore the influence of learners' drive on burnout. As a result, addressing the issue of burnout is crucial for minimising the problem, preventing future academic burnout, and contributing to the improvement of student learning among UiTM Foundation law students.

Statement of Problem

It is reported by the Law Department, Centre of Foundation Studies UiTM that there are cases where UiTM Foundation of Law students suffer from anxiety and depression or even burnout. Within the context of the study, Foundation of Law students tend to experience burnout, as learning the law requires them to read a lot. They have to study, read, and understand the principles of law, cases, and sections. At the same time, they are required to prepare various types of assessments that need to be accomplished throughout the semester. This can lead to burnout if the student cannot handle it properly and cause a negative impact on students' wellbeing as well as their academic performance. There have also been numerous studies exploring this concept within the scope of college students, but none has been conducted to investigate this problem among the Foundation of Law students.

There are many factors causing these mental health issues. According to Danél Olwage & Karina Mostert, in 2014 found that self-efficacy, inconsistent information due to internal conflict and (lack of) parental support were significant predictors of exhaustion, cynicism,

vigour and dedication. Self-esteem was also a significant predictor for the two engagement dimensions. In addition, lack of information about the self, lack of information about the occupations and inconsistent information due to external conflict predicted cynicism. Besides that, Craig S. Galbraith & Gregory B. Merrill, in 2015 in their study indicated that both university-related exhaustion and work-related exhaustion are negatively related to student productivity. Another study conducted by Carmen Vizoso, Olga Arias-Gundín & Celestino Rodríguez, in 2019 indicated that academic burnout was directly and positively associated with maladaptive coping but directly and negatively explained by adaptive coping. In addition, the study also found that emotional exhaustion was significantly and negatively predicted by optimism. The study finally concluded that academic performance was significantly predicted by academic burnout. In conclusion, the findings suggest that both adaptive coping and optimism help to prevent academic burnout and, therefore, positively affect academic performance. Based on the previous study as illustrated above, it is time to conduct this study among the Foundation of Law students in order to discover more ways to increase students' well-being and academic performance.

Objective of the Study and Research Questions

This study is done to explore perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions;

- How do learners perceive their drive to learn?
- How do learners perceive their causes of burnout?
- Is there a relationship between learners' drive and burnout in learning?

Literature Review

Learners' Drive (motivation) to learn.

Motivation is essential for student learning and can assist educators to help students in learning better (Pintrich, 2003). Motivation is linked to student learning achievement and is considered as impacting students' learning (Paas et al., 2005). Students with different levels of motivation tend to behave differently in learning. Learning in an authentic learning environment results in higher performance and improves intrinsic motivation of students. The results of this study showed, contrary to what was expected, that students who worked in an authentic environment did not perform better than students who worked in a less authentic environment (Martens et al., 2004). Besides the fact that motivation is connected with learning achievement, the effects of motivation on students' positive emotional experience during learning is also a critical component (Schiefele, 1991). Strategies to stimulate the motivation to learn had been discussed many years ago (Keller, 1997). The author suggested for strategies to that effect which is called the ARCS Model: to capture the interest of learners (attention), to meet the personal need or goals of learners to affect a positive attitude (relevance), helping the learners believe/feel that they will succeed and control their success (confidence), and reinforcing accomplishment with rewards be it internal and external (satisfaction) (Keller, 1997).

Interest initiates productive engagement and potential for optimum motivation. It increases the possibility of achievement and creative contribution (Renninger & Hidi, 2015). The ARCS model was further analysed in 2018 with special focus on education (Li & Keller, 2018). The study focuses on empirical review which focuses on three aspects: (1) how the ARCS model was applied to what specific educational settings; (2) what research methods were used; and

(3) what outcomes were reported in these studies. Their findings indicated that the ARCS model was applied to a variety of countries and educational settings. There are five contemporary theories about motivation to learn: expectancy-value theory, attribution theory, social-cognitive theory, goal orientation theory, and self-determination theory (Cook & Artino, 2016). There are key intersections and distinctions among these theories (Cook & Artino, 2016). It was suggested that motivation research continue to build theory and extend it to health professions domains, identify key outcomes and outcome measures, and test practical educational applications of the principles thus derived (Cook & Artino, 2016).

The mediating effect of burnout and technostress (Panisoara et al., 2020). Post Covid-19 created new perspectives on motivation to learn where courses were perceived as becoming more flexible to students' needs after transitioning online. Besides that, evaluations of courses transitioning to online were consistently predicted by online self-efficacy, emotional well-being, computer anxiety, online student engagement, and student perceptions of instructor confidence with transitioning online (Garris & Fleck, 2022).

Cause of Burnout

The concept of burnout was discussed in various literatures such as in (Neumann et al., 1990; Raiger, 2005; Maslach & Leiter, 2017; Maslach & Schaufeli, 2018). It is well agreed by the scholars that burnout is a psychological syndrome of long-term chronic stress. It can affect everyone, from a student to an employee.

It was found that self-efficacy, inconsistent information due to internal conflict and (lack of) parental support were significant predictors of exhaustion, cynicism, vigour and dedication (Olwage & Mostert, in 2014). According to the authors, self-esteem was also a significant predictor for the two engagement dimensions. In addition, it was found that lack of information about the self, lack of information about the occupations and inconsistent information due to external conflict predicted cynicism.

Academic burnout was directly and positively associated with maladaptive coping but directly and negatively explained by adaptive coping (Vizoso et al., 2019). In addition, the study also found that emotional exhaustion was significantly and negatively predicted by optimism. The study finally concluded that academic performance was significantly predicted by academic burnout. In conclusion, the findings suggest that both adaptive coping and optimism help to prevent academic burnout and, therefore, positively affect academic performance.

Past Studies on Motivation to learn.

Many Studies have been done to investigate the motivation to learn. Schiefele, in 1991 proposed that not only motivation is connected with learning achievement, the effects of motivation on students' positive emotional experience during learning is also a critical component (Schiefele, 1991). Other than that, Keller, in 1987 and Keller and Li, in 2018 for instance had introduced and discussed the application of the ACRS Model to increase motivation in learning.

Furthermore, Cook and Artino summarises five contemporary theories about motivation to learn: expectancy-value theory, attribution theory, social-cognitive theory, goal orientation theory, and self-determination theory (Cook & Artino, 2016). It was suggested that motivation research continue to build theory and extend it to health professions

domains, identify key outcomes and outcome measures, and test practical educational applications of the principles thus derived.

Past Studies on Causes of Burnout

The concept of burnout was discussed in various literatures such as in (Neumann et al., 1990; Raiger, 2005; Maslach & Leiter, 2017); Maslach & Schaufeli, 2018). It is well agreed that burnout is a psychological syndrome of long-term chronic stress. It can affect everyone, from a student to an employee.

Previous studies may include Danél Olwage & Karina Mostert, in 2014 when they investigated influences of core self-evaluation traits, career decision-making difficulties and social support on student burnout and engagement. It was found that self-efficacy, inconsistent information due to internal conflict and (lack of) parental support were significant predictors of exhaustion, cynicism, vigour and dedication. Self-esteem was also a significant predictor for the two engagement dimensions. In addition, lack of information about the self, lack of information about the occupations and inconsistent information due to external conflict predicted cynicism.

Besides that, Craig et al (2015) for instance examined the impact of undergraduate university business and economics student's burnout on academic achievement. The authors found that student efficiency varies by type of course, with quantitative courses such as economics, having the highest level of dispersion. The longitudinal analysis adopted in the study also indicated that both university-related exhaustion and work-related exhaustion are negatively related to student productivity.

Another study was conducted by Carmen Vizoso, Olga Arias-Gundín & Celestino Rodríguez, in 2019 who examined the relationship between coping strategies, dispositional optimism, academic burnout and academic performance using structural equation modelling. The results showed in the study indicated that academic burnout was directly and positively associated with maladaptive coping but directly and negatively explained by adaptive coping. In addition, the study also found that emotional exhaustion was significantly and negatively predicted by optimism. The study finally concluded that academic performance was significantly predicted by academic burnout. In conclusion, the findings suggest that both adaptive coping and optimism help to prevent academic burnout and, therefore, positively affect academic performance.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study is rooted from motivation constructs by Pintrich & De Groot's (1990) and also burnout factors by (Campos et.al., 2011). Learners' motivation is fuelled by their drive to succeed. Learners' drive to succeed is rooted from the value they put in the learning .If they value the outcome as important to them, they will focus on their increased effort (Rahmat, 2022). This drive can be traced back to their motivational beliefs. According to Pintrich & De Groot (1990), these factors make up learners' motivational beliefs and they are A) Value component, (B) Expectancy components and (C) Affective component. Value components are influenced by learners' (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value beliefs.

Next, expectancy components are derived from students' self-efficacy and also (ii) control beliefs for learning.

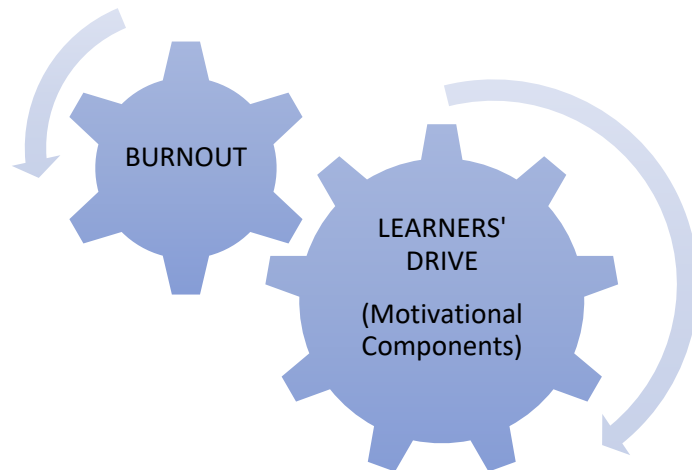


Figure 1- Conceptual Framework of the Study- The Influence of Learners' Drive on Burnout

Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 113 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Pintrich & De Groot (1990); Campos et al (2011) to reveal the variables in Table 1 below. The survey has 3 sections. Section A has items on the demographic profile. Section B has 24 items on the Learners' drive. Section C has 26 items on burnout.

Table 1

Distribution of Items in the Survey

SECT	HEADING	CONSTRUCT		VARIABLE	Items	Total Items
B	LEARNERS' DRIVE Pintrich & De Groot (1990)	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self- Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	
		AFFECTIVE COMPONENTS				5
C	BURNOUT Campos et.al, (2011)	BURNOUT-EXHAUSTION				8
		BURNOUT-DISENGAGEMENT				8
						16
		TOTAL NO OF ITEMS				40

Table 2

*Reliability of Survey***Reliability Statistics**

Cronbach's Alpha	N of Items
.872	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .872, 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

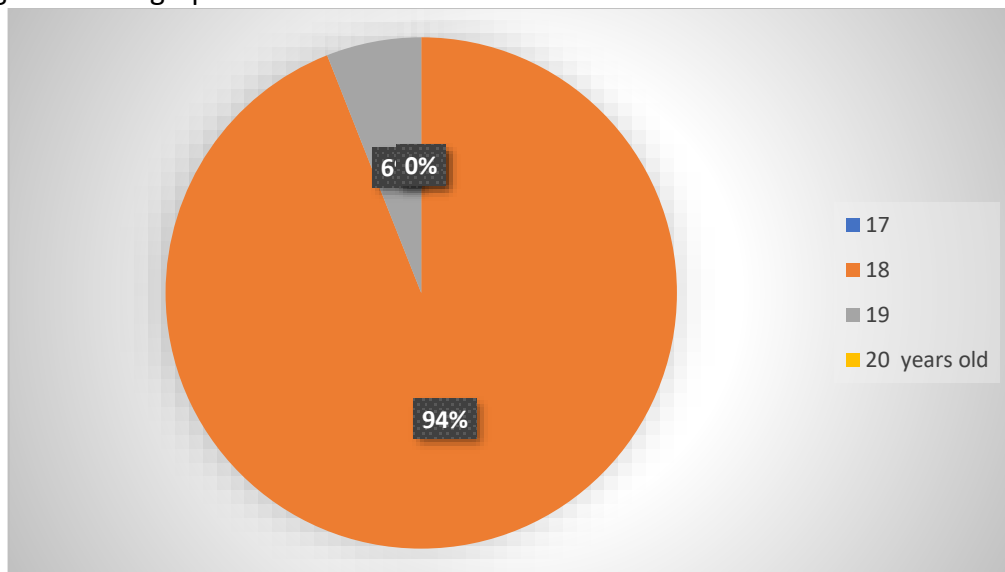


Figure 2- Percentage for Age Group

Figure 2 illustrates the percentage of respondents by age group among students. The survey was conducted at the Centre of Foundation Studies, UiTM Selangor Dengkil Campus, involving particularly foundation law students. The result of the questionnaires received, as shown in Figure 2, indicates the age of the respondents involved in this study. The age group of 18 years represents the major age group of the respondent with 94%, and the remaining 6% represent the respondents age of 19 years old. In other words, Figure 3 highlights that the respondents were young adults.

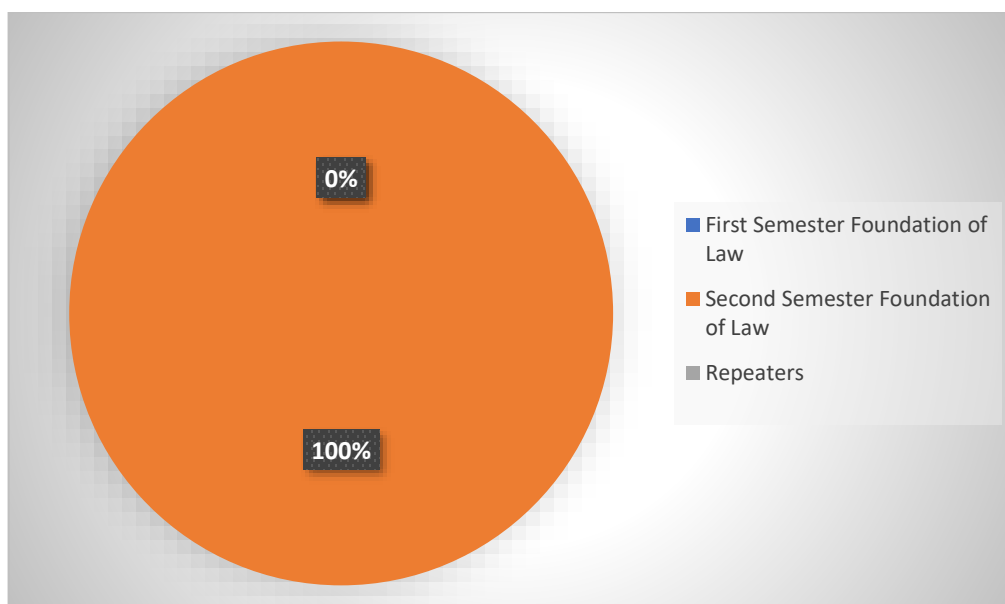


Figure 3- Percentage for Discipline

The questionnaire was distributed to foundation law students. The result of the questionnaires received, as shown in Figure 3, indicates the discipline of the respondents

involved in this study. It indicates that all of the respondents were from the Foundation of Law's second semester.

Findings for Learner' Drive

This section presents data to answer research question 1- How do learners perceive their drive to learn? in the context of this study, learners' drive is measured by motivational scale. Motivational scale is categorised into (A) value component, (B) expectancy component and (C) affective components. Value components are categorised into (i) intrinsic goal orientation (ii) extrinsic goal orientation, and (iii) task value beliefs. Expectancy components are categorised into (i) students' perception of self-efficacy and (ii) control beliefs for learning. Motivational scale is also assessed by affective components.

Motivational Scale (12 items)

Value Component

(i) Intrinsic Goal Orientation (4 items)

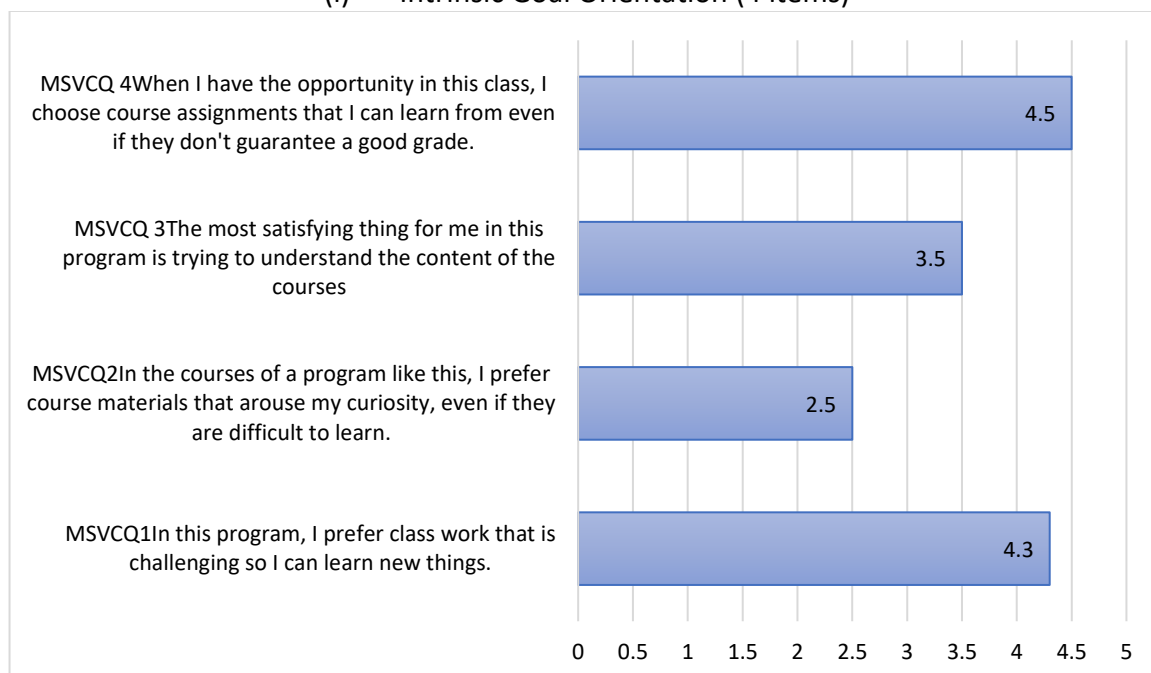


Figure 4- Mean for Intrinsic Goal Orientation

The descriptive analysis (refer to Figure 4) was carried out on four items in the Intrinsic Goal Orientation component. It can be seen that passion in learning drive students learning even if they do not guarantee a good grade (Mean: 4.5). The intrinsic goal orientation is then followed by preference of class work that is challenging as a way to learn new things (Mean = 4.3). Students of law foundation also find it satisfying in trying to understand the content of the courses learnt (Mean = 3.5), followed by course materials that arouse their curiosity (Mean = 2.5)

(ii) Extrinsic Goal Orientation (3 items)

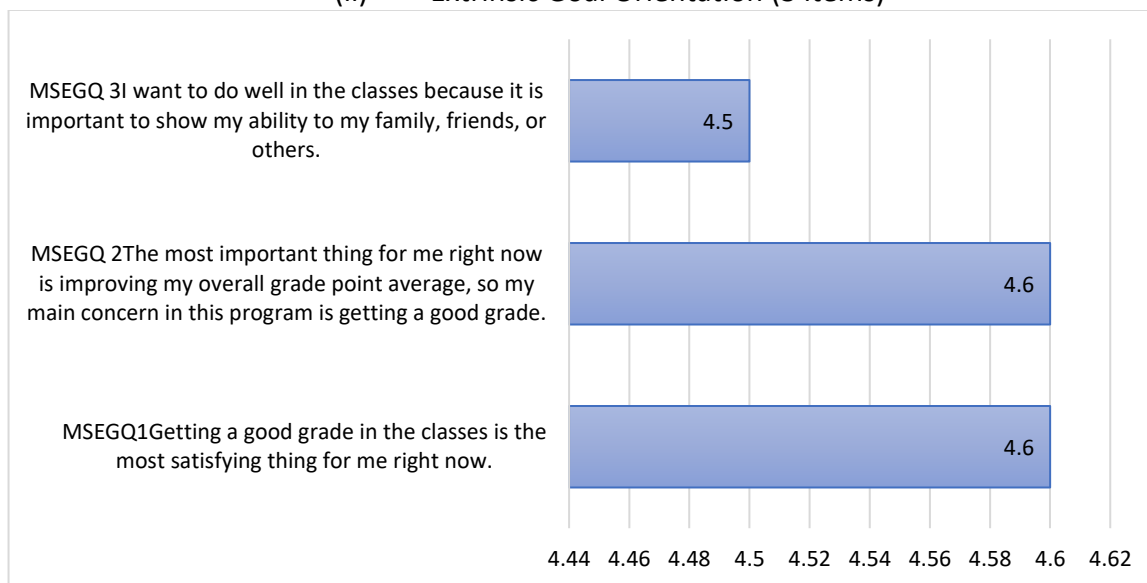


Figure 5- Mean for Extrinsic Goal Orientation

The descriptive analysis was carried out on three items in the Extrinsic Goal Orientation component. Based on items in Figure 5, it can be seen that the main extrinsic goal orientation of the foundation of law students is getting good grades in the class (Mean = 4.6) and to improve their overall grade point average (Mean = 4.6). Showing their ability to their family, friends, or others is somehow important for them as well (Mean = 4.5).

(iii) Task Value Beliefs (5 items)

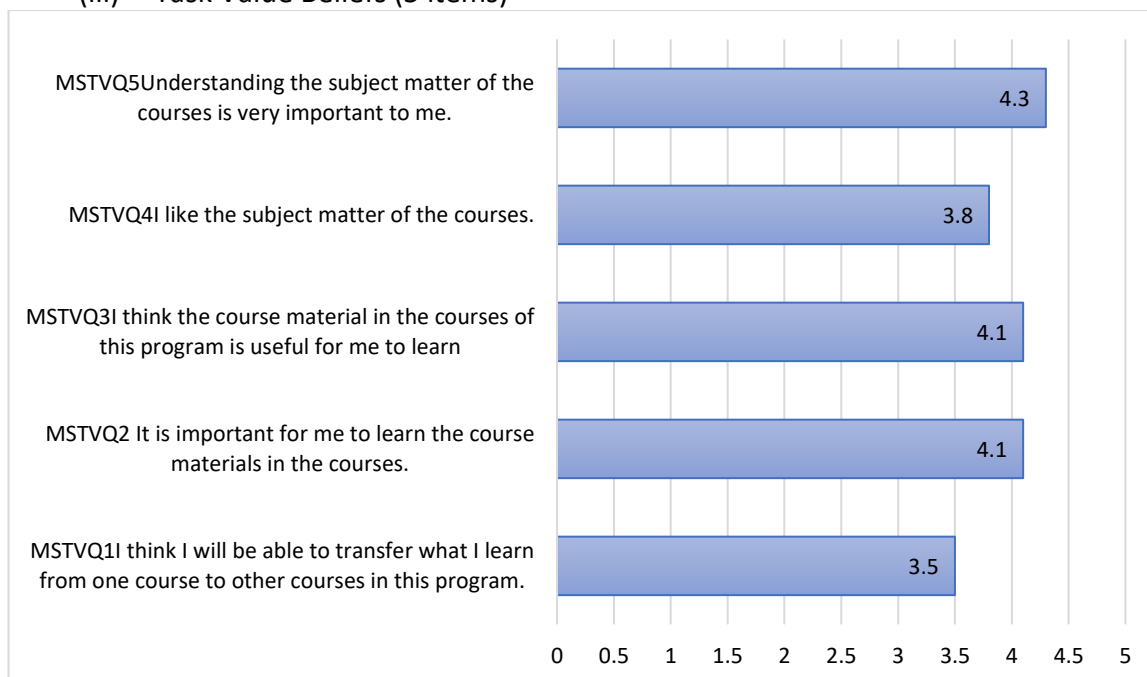


Figure 6- Mean for Task Value Beliefs

The descriptive analysis was carried out on five items in the Task Value Beliefs component. Based on these items in Figure 6, the foundation of law students finds it more important to understand the subject matter of the courses learnt (Mean = 4.3), than just to learn materials in the course (Mean = 4.1) or find the course material as useful for them to learn (Mean = 4.1). A slightly lower percentage of foundations of law students who have the value belief of liking the subject matter of the course (Mean = 3.8), while the lowest percentage is believing that they will be able to transfer what they learn from one course to other courses in the Law Foundation Programme (Mean = 3.5).

Expectancy Component- 7 items

(i) Students' Perception of Self-Efficacy (5 items)

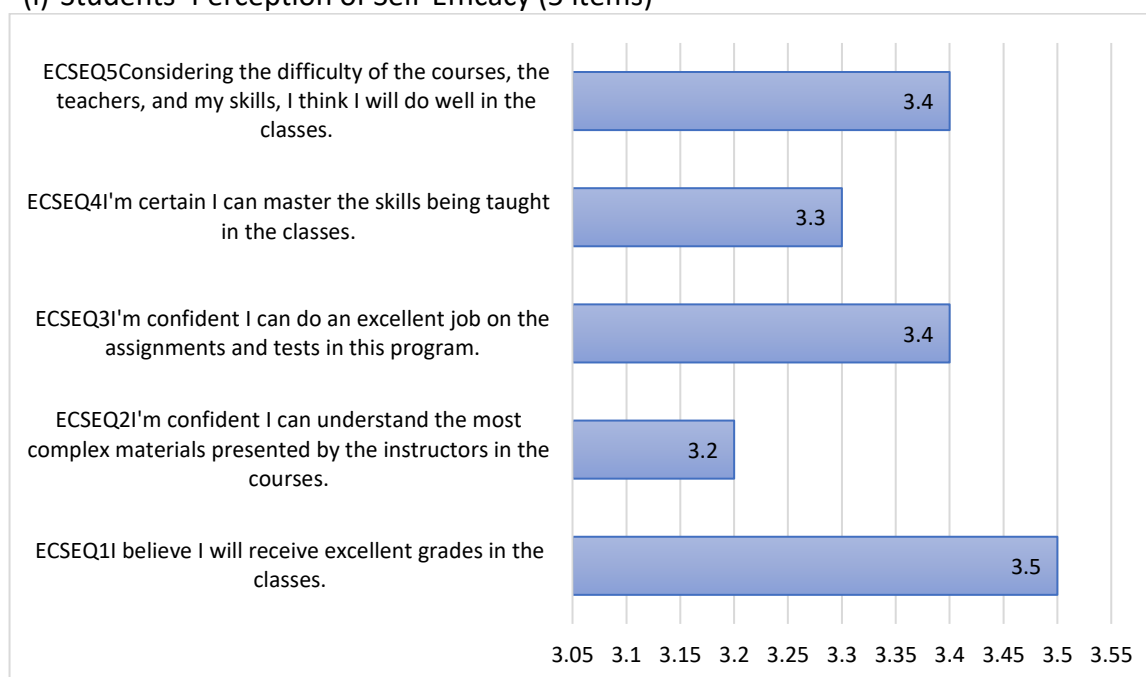


Figure 7- Mean for Students' Perception of Self- Efficacy

The descriptive analysis was carried out on five items in the Students' Perception of Self-Efficacy. Figure 7 shows that students believe they will receive excellent grades in the classes (mean = 3.5). On average, they are confident that they can do an excellent job on the assignments and tests (mean = 3.4), they will do well taking into account the difficulty of the courses, the teachers, and their skills (mean = 3.4), and they are certain they can master the skills being taught in the classes (mean = 3.3). The item "I'm confident I can understand the most complex materials presented by the instructors in the courses" received the lowest rating from students, with a mean of 3.2. The result of the students' perception of self-efficacy indicates that they believe they will receive excellent grades in the classes.

(ii) Control Beliefs for Learning (2 items)

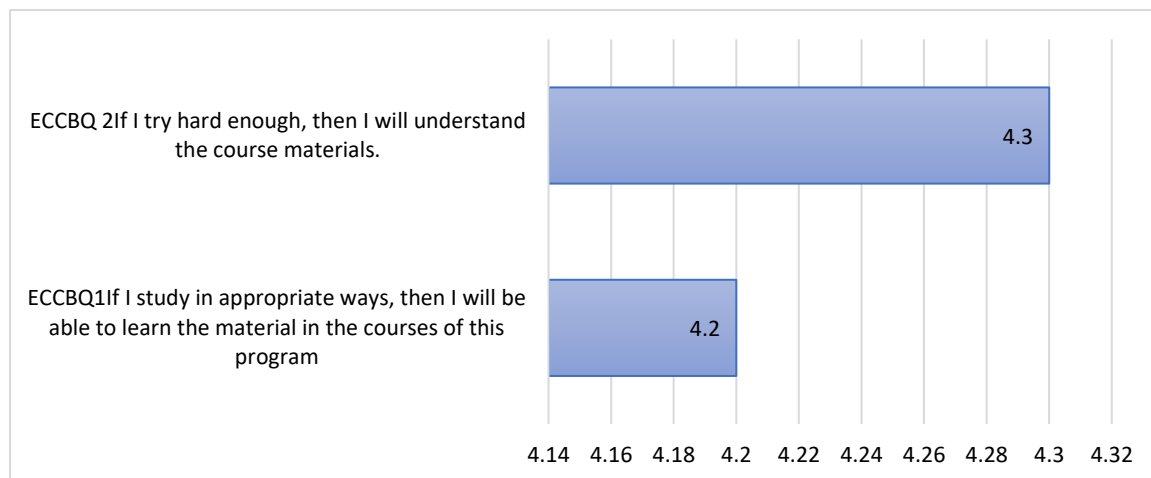


Figure 8- Mean for Control Beliefs for Learning

The descriptive analysis was carried out on two items in the Control Beliefs for Learning. Figure 8 shows that the students will understand the course materials if they try hard enough (mean = 4.3), and they will be able to learn the material in the courses of this programme if they study in appropriate ways (mean = 4.2). This shows students' beliefs about learning: they will understand the course materials if they study.

Affective Component -reversing (5 items)

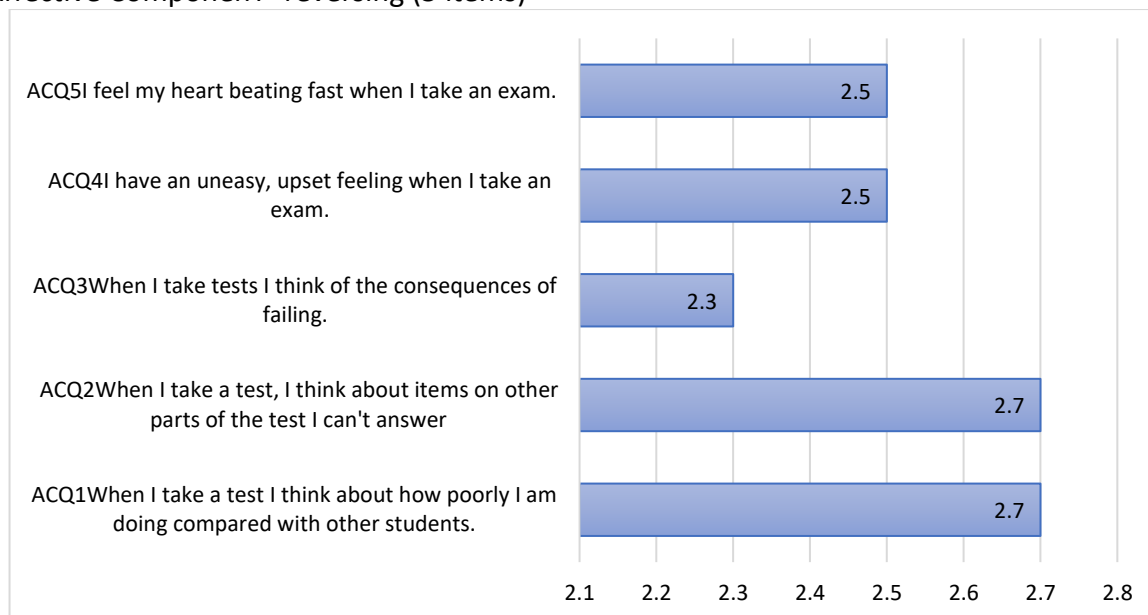


Figure 9- Mean for Affective Components

The descriptive analysis was carried out on five items in the Affective Components. Figure 9 shows that the students think about how poorly they are doing when taking a test compared with other students (mean = 2.7), and they also think about items on other parts of the test they can't answer (mean = 2.7). On average, they have an uneasy, upset feeling and their

hearts beat fast when I take an exam (mean = 2.5). The item "When I take tests, I think of the consequences of failing" received the lowest rating from students, with a mean of 2.3.

Findings for Burnout Factors

This section presents data to answer research question 2- How do learners perceive their causes of burnout? In the context of this study, burnout can be either from (i) exhaustion and (ii) disengagement.

Burnout (Exhaustion)

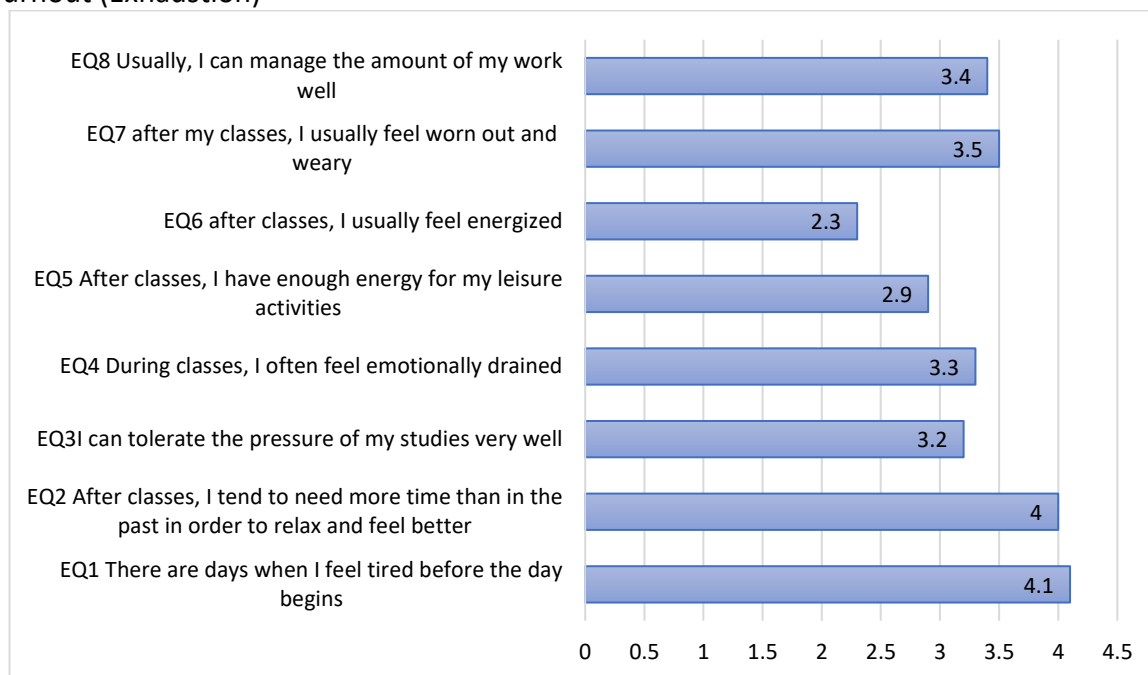


Figure 10- Mean for Exhaustion

The descriptive analysis was carried out on eight items in the Exhaustion component. Figure 10 above shows that the foundation of law students tends to feel tired even before the day begins (Mean = 4.1). This is followed by the need to have more time than in the past in order to relax and feel better (Mean = 4). Surprisingly, the foundation of law students usually feels worn out and weary after their classes (Mean = 3.5) and often feel emotionally drained during classes (Mean = 3.3). Nevertheless, the students can manage the amount of their work well (Mean 3.4) and can tolerate the pressure of their studies also very well (Mean = 3.2). After classes, a lower percentage of foundation of law students still have enough energy for their leisure activities (Mean = 2.9) and feel energized (Mean = 2.3). This means that they are already exhausted at the end of the day to pursue other activities.

Burnout (Disengagement)

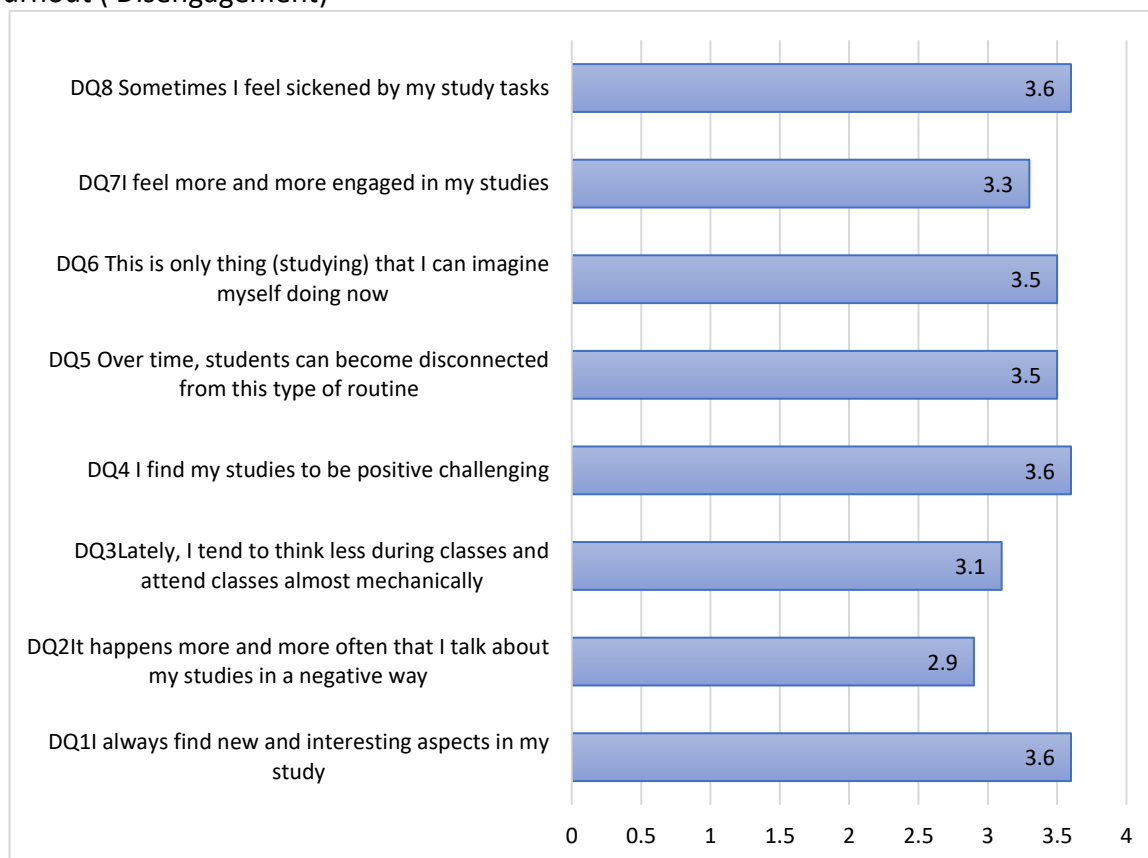


Figure 11- Mean for DISENGAGEMENT

Figure 11 above shows mean for disengagement. Three items shared the highest mean of 3.6. Law foundation students always find new and interesting aspects in their study, they find their studies to be positively challenging and they sometimes feel sickened by their study tasks. This is followed by students becoming disengaged from this type of routine over time and studying is the only thing they can see themselves doing right now (mean=3.5). Students also feel more and more engaged in their studies (mean=3.3). However, lately, students tend to think less during classes and attend classes almost mechanically, and as a result, it is becoming more common for them to speak negatively about their studies.

Findings for Relationship between Learners' Drive and Burnout in Learning

This section presents data to answer research question 3- Is there a relationship between learners' drive and burnout in learning? To determine if there is a significant association in the mean scores between learners' drive and burnout data is analysed using SPSS for correlations. Results are presented in Table 3 below.

Table 3

Correlations between earners' drive and burnout

		LEARNERSDRIVE	BURNOUT
LEARNERSDRIVE	Pearson Correlation	1	.392**
	Sig. (2-tailed)		.000
	N	113	113
BURNOUT	Pearson Correlation	.392**	1
	Sig. (2-tailed)	.000	
	N	113	113

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

Table 3 shows there is an association between learners' drive and burnout. Correlation analysis shows that there is a moderate significant association between learners' drive and burnout ($r=.392^{**}$) 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 learners' drive and burnout.

Conclusion

Summary of Findings and Discussions

Learners' drive to learn is assessed by a motivational scale classified into three main categories: value, expectancy, and affective components. In terms of the value component, the findings revealed that trying to understand the content of the course is the driving factor in learning. Motivation to learn stems primarily from an internal aspect of learners' attempts to comprehend its content. It is interesting to note in Jacob et al.'s (2020)' study that it is driven by the interest or enjoyment of a person to make something for their own sake because of their internal interests, joy, and excitement. Learners are more motivated when they have goals. The goal to succeed in education stimulates them to learn. Besides that, extrinsic goals are also essential in igniting learners' desire to learn. It is noteworthy to state, based on the analysis, that getting a good grade in the classes and improving the overall grade point average are necessary to motivate them to learn. Additionally, in task value beliefs, understanding the subject matter of the courses is very important. Students perceive that learning the course materials and their usefulness are significant in boosting their drive to learn. With regards to students' perception of self-efficacy, the analysis shows that receiving excellent grades in the classes drives them to learn, and they are confident they are able to perform an excellent job on the assignments and tests. If students work hard and study in appropriate ways, they will be able to learn and understand the course materials. Effective as the last component of the motivational scale, the result reveals the students think about how poorly they are doing when taking a test compared with other students and the items on other parts of the test they can't answer.

Burnout can occur as a result of exhaustion and disengagement. In terms of exhaustion, the findings revealed that law foundation students are tired even before the day begins, and they require more time than in the past to relax and feel better. They usually feel exhausted and drained after class, and they are frequently emotionally drained during class. Nonetheless, the students can manage their workload and tolerate the pressure of their studies very well. They are exhausted at the end of the day from classes and are unable to engage in other activities.

There is a moderate relationship between learners' drive and burnout in learning. This answers research question 3. The result of the analysis suggests that burnout among students will be lower if they have a higher level of learning motivation. What matters most, in the end, is how they perceive learning. When they have a positive perception of learning, they learn better, and this can improve their academic performance.

Table 2

The summary of findings

NO	RESEARCH QUESTIONS	FINDINGS	MEAN
1.	Learners perceive their drive to learn	MOTIVATIONAL SCALES (A) VALUE	
		i) Intrinsic Goal Orientation	4.5
		ii) Extrinsic Goal Orientation	4.6
		iii) Task Value Beliefs	4.3
		(B) EXPECTANCY COMPONENT	
		i) Students' Perception of Self- Efficacy	3.5
		ii) Control Beliefs for Learning	4.3
		(C) AFFECTIVE COMPONENT	2.7
		2.	Burnout factors
Disengagement	3.6		
3.	Relationship between learners' drive and burnout	A moderate significant association between learners' drive and burnout ($r=.392^{**}$) and ($p=.000$).	

(Pedagogical) Implications and Suggestions for Future Research

The exploration of the influence of learners' drive on burnout has important implications for students' learning and their performance. The findings of this study indicate that the desire to succeed drives learners' motivation to perform at their best despite a moderate association with burnout. Burnout can be minimised by enhancing students' interest in learning.

The findings of the study emphasize the importance and significance of motivation in driving students learning and assisting them to achieve better performance and outcomes, as well as avoiding burnout. Motivation is very important because it helps students focus their attention on achieving excellence in academic performance. Even though academic burnout has a moderate impact on students' motivation to learn, by being able to control burnout properly, the students can concentrate on learning and get good results.

This research paper contributes to the improvement of teaching and learning experiences when the cause of burnout is discovered. In return, it will motivate the students to learn and give them a better learning experience. Knowing what drives student learning and the causes of burnout may also assist in the improvement of academic performance by preventing future academic burnout involving students of the UiTM Law Foundation.

Therefore, further studies should be done on other demographic profiles to examine the impact of burnout on students' learning and academic performance, factors causing burnout, and appropriate approaches to minimising burnout.

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