

Learners' Motivation: Stimulus or Stress?

Zaidah Mohd Hashim¹, Ahmad Muhyiddin², Imran Danial Krish
Abdullah³, Nurul Hanisah Baharuddin⁴, Mohd Muzhafar Idrus,
Noor Hanim Rahmat⁵

^{1,2,3} Akademi Pengajian Bahasa, Universiti Teknologi MARA Pusat Asasi, Cawangan Selangor,
Kampus Dengkil, ⁴Majlis Peperiksaan Malaysia, Persiaran 1, Bandar Baru Selayang, 68100
Batu Caves, Selayang, ⁵Faculty of Major Language Studies, Islamic Science University of
Malaysia, Nilai, 71800, Negeri Sembilan, ⁶Akademi Pengajian Bahasa, Universiti Teknologi
MARA Cawangan Johor, Kampus Pasir Gudang

Email: ahmadmuhyiddin4@uitm.edu.my, krishnam@uitm.edu.my, hanisah@mpm.edu.my,
muzhafaridrus@usim.edu.my, noorh763@uitm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i9/17748>

DOI:10.6007/IJARBSS/v13-i9/17748

Published Date: 21 September 2023

Abstract

Urban lifestyle in the Malaysia scenario has always been dynamic and constantly evolved mainly due to pop culture, economic and political influences. In late 2019 and in recent years the Malaysian landscape has again undergone another change in the urban lifestyle, in a more severe manner because of the economical influx caused by the Covid-19 pandemic. Students are the prime victim as the numbers of student's burnout have increased exponentially. This study attempts to discern the causes of the student's burnout factors to further understand the nature of the student's learning motivation. Elements such as stress, stimulus, value components, expectancy components, affective components, exhaustion and disengagement are utilized to construct a quantitative study. A total of 121 student's from the Centre of Foundation Studies UiTM Dengkil Campus will be the respondents for this study. The execution of the study indicates that, student's motivation factors are success and determination upon completion of their class tasks and excellent examination results. However their primary factor of stress that causes their burnout is their low confidence level and complex learning materials. Another factor that might be taken into consideration is their background in which they have lived through the pandemic era and the stress has been mounted beforehand. The implication of this study will provide a better insight and understanding upon motivating the millennial students and their stress factors.

Keywords: Motivation, Burnout, Life Style, Student, Stress, Release, Tension.

Introduction

Background of Study

Upon further elaborating this study, it is best to cover the fundamental terms such as stimulus: value components, expectancy components and the affective components while stress is on exhaustion and disengagement. In understanding the concept of burnout suggested by Entzmen (2020) is a metaphor in which continuing the momentum of work or force although the source of strength has been fully depleted. Petersen (2021) further elaborated this concept as he pointed out that the state of an individual who tried to maintain a catastrophic state of any life event while knowing of its futility. Such action will definitely cause someone to fail and simultaneously cause their mental condition to be in a negative state and stressful. Different countries, even Malaysia, have their own burnout and stress scenarios. Unfortunately ever since the global pandemic, the cases of burnout and stress have skyrocketed in which the pandemic has pinned the population with multiple forms of dire financial crisis (Ding & Trestle, 2021). Major corporations were forced to terminate countless workers to balance the company's financial flow, while terminated staff were forced to scarce or other sources of income.

Thus resulting upon affecting other forms of institutions primarily the family institution. Upon reflecting on this study, students can be seen to be most affected by this fiasco. As the students are stressed as they are forced to undergo a new regime of knowledge learning, via Open Distance Learning (ODL). Some of them managed, while some of them failed their examinations. Because of numerous factors as the students were trying their best to cope with the new regime although their grades and performance are drastically degrading. Other factors that can be taken into consideration is the student's felt the obligation to work and support their family's dying economy (The Star, 2020). All of these stated elements have become the prime factors of stress faced by the students as they are not able to focus and perform during the pressured moments. Additionally, their motivation has either been diverged to focus on their family's economy or losing motivation in coping with the new learning style. Although Malaysia is currently undergoing the endemic stage, where the economy and the learning institution is reverting back to its original state, yet the backlash from this pandemic is still ongoing and affecting the millennial's stress factors and motivation. Therefore, foregrounds the intention of this study, which is to discern on the student's stress and motivation factors at the University level. The implication of this study will provide a better insight and understanding upon motivating the millennial students and their stress factors.

Statement of Problem

Challenges of predicting learners' motivation as a stimulus or stress.

Learner's motivation is a complex topic as it has various influencing factors on an individual's drive to learn and succeed. In general, learners' motivation is believed to be beneficial for those who want to learn. However, there is always the argument whether the learner's motivation to learn is a stimulus or is it induced via stress. Therefore the objective of this study tends to ascertain results that either connect or otherwise, the value components, the expectancy components and the affective along with exhaustion and disengagement faced by the learners. Finally, with the commencement of this study, we are now able to ascertain whether the learners' motivation is either a stimulation or is it a stress causing factor.

Past findings and GAP

It is important to note that stress causes burnout, it was considered to occur only among individuals who worked with other people, but now the concept of burnout also includes

academic life. Ideally, learners in the classroom should possess intrinsic motivation that drives them with internal desires and interests to learn and be fruitful to society and to themselves. This form of motivation is beneficial as it leads the person towards deeper engagement, increased efficiency with a positive attitude towards learning. When learners become motivated intrinsically, they tend to seek challenges outside the normal framework they are used to. Such persistence is the main capacity that enables them to face difficulties and achieve excellent mastery of what they have learnt. Shaufeli, Martinez, Pinto, Salanova and Bakker, (2002) described burnout as a relationship of hostility and alienation between a person and his or her job, which is totally the opposite of engagement. Maslach, Leiter, and Schaufeli (2008) indicated that burnout is defined in three dimensions: exhaustion is the levels of emotional and physical stress of a person, tiredness and the element of burnout as the interpersonal distance one portrays to another, negative respond at work not emotionally concentrating at work. These are signs of burnout that takes place within a person.

Past studies consistently show the advantages of being intrinsically motivated. Research by Deci and Ryan (1985) stated that individuals who are involved in activities for satisfaction and enjoyment tend to experience long-term engagement and success in their studies. In addition, Harter's (1978) investigation into the relationship between intrinsic motivated individuals usually tend to perform very well academically. For a deeper understanding, Moreno-Fernandez (2020), began a study that aims to establish the effect of the confinement period on the teaching-learning process and academic performance and the impact of the application of EI on university students. Forty-seven volunteers from the second course of the Degree in Pharmacy of the University of Granada (Spain) participated. The university established two temporary periods: Firstly, a confinement period is the first temporary period. Secondly, the second temporary period is after the teaching of emotional intelligence online that took two months. The instruments used for the evaluation of the intervention are the Maslach Burnout Inventory-Student Survey Inventory (MBI-SS) and Utrecht Work Engagement Scale-Students (UWES-S) in the Spanish version. The findings indicated 63.5% of the students experienced academic burnout during the stage of confinement. After the second phase of UWES-S with the EI workshops and seminars, 31.1% of the students experienced academic burnout. During the emotional intelligence workshops, 44.6% of the learners experienced exhaustion, while 41.7% experienced cynicism and finally those who felt that the whole course was ineffective especially in their academic performance was 60.3%. After all that was taught, 29.1% of the students experienced exhaustion, 30.1% experienced cynicism and 28.8% felt the course was ineffective. The scores indicated that better levels of study were found in all levels, while students were able to adapt the process more efficiently and have better control of their emotions while feeling less academic burnout and more into their academic activities.

Another past study carried out by Cazan and Natasa (2015) studied the purpose of the relationship between emotional intelligence, burnout and satisfaction with life among university students. Emotional intelligence is defined as adjustment or success in academics. The research is designed to have correlations along with the main hypothesis which states that emotional intelligence predicts burnout and life satisfaction among university students. 42 undergraduates of first year students and the remaining 49 were third year students became 91 the research participants. The instruments used to administer the questions to the students were the Maslach Burnout Inventory- Student Survey by Shaufelli et.al (2008) were adapted, The Alpha Cronbach coefficients were used, The Shuttle Emotional Intelligence Scale for the Roman version by Shuttle et al., 1998 were used and finally The Satisfaction with

Life Scale By Diener Emmons, Larsen and Griffin were also used. All the surveys mentioned were administered to the students. The analysis indicated⁷ emotional intelligence and burnout provides a positive impact on satisfaction with life. Contrarily, burnout has a negative impact on satisfaction with life. Overall, the results indicate the possibility to identify students who are at risk of having high levels of burnout or the fact that they may have lower levels of satisfaction with life.

Issues faced on the challenges that enhance difficult achievement of the ideal situation are shown below.

The frequency of extrinsic motivators

One of the challenges in achieving the ideal situation of intrinsic motivation is the existence of extrinsic motivators such as rewards and punishments. In many educational systems, external factors like grades, competition or even the fear of failure are highly dependable as the ability to motivate the learners. At the same time, the extrinsic motivators can probably do well in the long run. However, the reliance on external rewards can change by reduction of genuine interest and the curiosity of the learners themselves are important factors to note.

High-stress environment

The existence of a high -stress environment is the challenge faced in education. Unsurmountable pressure, unrealistic goals, and expectations and to focus on performance outcomes will create pressure among the learners. Undeniably, there are those who thrive extremely well under pressure, on the opposite spectrum, there are those who can have detrimental effects on their motivation and learning capacity. This will lead to decreased attention to work with reduced cognitive functioning skills and the anxiety is heightened that will ultimately hinder the learning process of the individual at the same time.

Individual Differences

The third factor is individual differences. Motivation is a highly individualized construct; also, different learners may react differently to various motivational approaches. It is universally understood that what motivates an individual might not have the same positive vibe for another. It is therefore vital to consider the diverse needs, interests, and learning styles of individuals especially when designing motivational strategies. It is important to note that individualization adds to the complexity of a task in the assurance of creating an ideal motivational environment which caters to the unique needs of every individual learner.

In summary, the challenges faced to achieve the ideal situation of intrinsic motivation includes the existence of extrinsic motivation, highly stressed environments, and the need to cater to individual differences can be catastrophic for any individual to handle. To overcome these challenges, require a holistic approach that not only promotes intrinsic motivation but to also create supportive learning environments that acknowledges every individuality found in every learner.

The researchers have explored past studies that show relationships between learner's motivation, stimulus, and stress. The findings shed light on the effects of different motivational factors on learning outcomes.

Intrinsic motivation's role

Numerous studies highlighted the positive impact of intrinsic motivation on learning. For example, Deci and Ryan's Self-Determination Theory (SDT) emphasized that individuals who

engage in activities for autonomous reasons, such as personal interest and enjoyment usually experience greater motivation and achievement. Research carried out by Vallerand et. al (1992) also demonstrated the benefits of intrinsic motivation in various domains which also includes education.

Effects of extrinsic motivators: Many studies have examined the effects of extrinsic motivators, such as rewards and punishments, especially on learner motivation. While extrinsic motivators can initially increase motivation and performance, they however, may have limited long-term effects. Deci et al (1999) found that the use of tangible rewards can undermine intrinsic motivation, which leads to decreased interest and engagement in the task once the rewards are removed. In addition, Deci and Ryan (1985) suggested that extrinsic motivators can shift the focus from the inherent enjoyment of an activity to external outcomes, thereby potentially reducing the quality of learning.

Impact of stress on motivation: Stress can have a significant influence on learner motivation. This is because high levels of stress can lead to decreased motivation, reduced cognitive functioning, and impaired learning. Zeidner and Matthews (2005) examined the relationship between stress and motivation among students and found that high stress levels were associated with lower motivation and academic performance. Chronic stress can also contribute to burnout and disengagement from learning activities.

GAP: Past studies have explored the positive and negative effects of intrinsic and extrinsic motivators, as well as stress, on learner motivation. However, there is a gap in the understanding of the optimal balance between stimulus and stress for motivating learners. The question of whether learners are better motivated through positive stimuli or by inducing stress remains a subject of debate and requires further investigation. Future research could delve into the nuanced relationship between stimulus, stress, and motivation, therefore exploring how different individuals respond to varying motivational strategies and the potential exchange between short-term performance and long-term engagement and well-being as well.

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 the stimulus to motivate their learning?
- How do learners perceive the causes of their stress from burnout?
- Is there a relationship between stimulus to motivate learning and causes of stress from burnout?

Literature Review

The Motivation to Learn

The terminology “motivation” is derived from the Latin word “movere” which means “to move”, depicting the needed energy to cause an action. This action can be influenced by a stimulus towards achieving the goals or alternatively cause stress that could be detrimental to their pursuit of attaining success in their efforts. The study on learner motivation has been widely researched on, with new theories having constituted its influence during the learning process.

Causes and Effects of Burnout for Students

A state of physical and emotional exhaustion accompanied by reduced motivation and engagement is referred to as burnout. It is possible to have detrimental effects on students' well-being and academic performance. Several causes contribute to student burnout. It is important to note that there are many factors that can contribute to academic pressure faced by students like excessive workload, high expectations, and intense competition. Poor time management skills and the inability to balance academic demands alongside the personal commitments can also contribute to burnout. Burnout in students usually lead to high rates of absenteeism from class, the lack of motivation to finish the required course work, the percentage of dropouts is high and a high negative effect on academic achievement (Yang, 2004). In addition, external factors such as financial stress, social pressures, and the lack of support systems can exacerbate burnout among students. The effects of students facing burnout are far-reaching. The result of students experiencing burnout is the reduction of academic achievement, decreased motivation, and a decline in mental health. Burnout can lead to feelings of cynicism, detachment, and a diminished sense of accomplishment. Moreover, burnout can negatively impact relationships, increase absenteeism in classes, and hinder personal growth and development. It is therefore crucial that the society addresses the causes and effects of student burnout to foster a motivating and supportive learning environment for the students.

Past Studies on Motivation to learn

There have been many past studies on the stimulus for learner motivation in their education endeavours. The first study investigated the stimulus for learner motivation based on the expectancy component in the learners' classroom performance. Tahir et.al (2022) conducted a study on the expectancy component focussing on learners' self-efficacy that refers to students' beliefs and attitudes towards their capabilities to achieve academic success and their confidence in completing learning tasks and understanding the material. A Likert scale instrument based on Pintrich and DeGroot's (1990) previous study was presented to 148 respondents in order to investigate the 3 motivational components of value components, expectancy components and the affective components. It was discovered in their study on factors contributing to students' academic success that academic self-efficacy and learning-related emotions stimulate motivation for better academic performance. The study implied that learners are influenced by certain affective components that tend to cause anxiety and stress in their learning process. Furthermore the study also revealed that positive academic emotions like enjoyment, pride, and hope have complex connections with motivational processes, particularly in educational settings.

Another related study conducted by Santos et al (2008) involved a total of 969 participants, consisting of college students from both private and public institutions in the National Capital Region (NCR). The age range of the students was 15 to 21 years and above, and the group comprised 469 males and 500 females.

The study employed two instruments. The first instrument used was the Satisfaction with Life Scale (SWLS), which measured subjective well-being. The second instrument was the General Self-Efficacy Scale, which assessed optimistic self-beliefs utilized for coping with various life demands.

The study's findings revealed a positive relationship between general self-efficacy and subjective well-being. Participants with higher levels of general self-efficacy reported greater levels of subjective well-being. Additionally, the research results indicated that age, gender,

and socio-economic status, as determined by enrollment in either public or private institutions, significantly influenced both general self-efficacy and subjective well-being. The implications of these findings were discussed in relation to schools, educators, counseling interventions, and parents.

These processes implicated in the two studies above involve feelings of self-efficacy and outcome expectancies that also relate to control beliefs and learner motivation, both positively as well as negatively. They play a crucial role in stimulating learners' motivation for achieving educational success, as described by Pressley, Borkowski, and Schneider (1987) as being a "good strategy user." A good strategy user actively engages in planning, monitoring, and evaluating their learning process. They employ effective strategies to comprehend, retain, and organize the information encountered during their educational tasks.

Past Studies on Causes of Burnout

Burnout is defined as a state of physical and emotional exhaustion which is accompanied by reduced motivation and engagement. It usually has detrimental effects on students' well-being and academic performance. Several causes contribute to student burnout. One of the causes is academic pressure, for example excessive workload, high expectations, and intense competition, are significant factors towards student burnout. Other contributors towards student burnout include poor time management skills, the inability to balance academic demands with personal commitments are examples that contribute to burnout. Additionally, external factors such as financial stress, social pressures, and lack of support systems can further exacerbate burnout among students. The effects of burnout are far-reaching. Students who experience burnout often face reduced academic achievement, decreased motivation, and a decline in mental health. An example of a burnout study carried out by Rahmati (2015) in Iran where it took place in AllameTabatabaei University studying 120 students who completed academic burnout and self-efficacy questionnaires. Students with scores which showed one standard deviation higher than the mean, rated with high self-efficacy ratings. However, they were one standard deviation lower than the mean as it had low self-efficacy. The T-test was carried in the analysis of the data. The results indicated there were negative relationships among self-efficacy, academic burnout variables and their components which are academic exhaustion, academic uninterested and academic inefficacy. Another study between certain university students of China and Malaysia was conducted in 2021. Ruilin, et.al (2021) analysed the mechanism of learning motivation, and the causes of burnout. The breakthrough point is taking on college students majoring in sports to evaluate their learning motivation and burnout capacity. Therefore, the Chinese and Malaysian students majoring in sports were surveyed and compared via the questionnaires. The Chinese students who were majoring in sports are the chosen examples taken to analyse the consequences on learning motivation and on burnout. The study determined the impact of learning motivation on learning burnout. The learning scores of students from both countries are 122.3 ± 22.4 and 140.2 ± 23.6 , respectively while their average scores for each question are 3.60 and 4.07, respectively. Whereas the total learning burnout scores for the Chinese and Malaysian students are 58.2 ± 8.95 and 53.6 ± 7.34 , respectively. The results show that the Malaysian college students were stronger than their Chinese counterparts. However, the Chinese students are extra apparent, exhibiting two dimensions of depression and a low sense of achievement. The comparison of learning motivation and burnout indicated that they are negatively correlating, which means the stronger the learning motivation is, the weaker the learning burnout is shown. Contrarily, the weaker the learning motivation is, the more severe

is the learning burnout. Therefore, these students' issues can be reduced, corrected, and stimulated via their learning motivation and self- efficacy. Therefore, burnout can lead to feelings of cynicism, detachment, and a diminished sense of accomplishment. Moreover, burnout can negatively impact relationships, increase absenteeism, and hinder personal growth and development. Addressing the causes and effects of student burnout is crucial to fostering a motivating and supportive learning environment.

Conceptual Framework

Figure 1 below shows the conceptual framework of the study. This study is done to explore the stimulus that motivates learners to learn. It is also done to investigate the causes of stress for students' burnout. According to Pintrich & De Groot (1990), students' learning motivation are stimulated by stimuli such as (a) value components. These components can be categorized as (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (ii) task value beliefs. Next, the stimulus such as (b) expectancy components are also motivating factors for the students. Expectancy components are subdivided into (i) students' perception of self-efficacy, and (ii) control beliefs for learning. The last stimulus is the affective components. According to Rahmat, et.al. (2021), students usually give their attention to what motivates them. However, some may suffer from stress from burnout as they push themselves to learn. According to Campos, et.al (2011), there are two causes of burnout and they are (a) exhaustion and (b) disengagement.

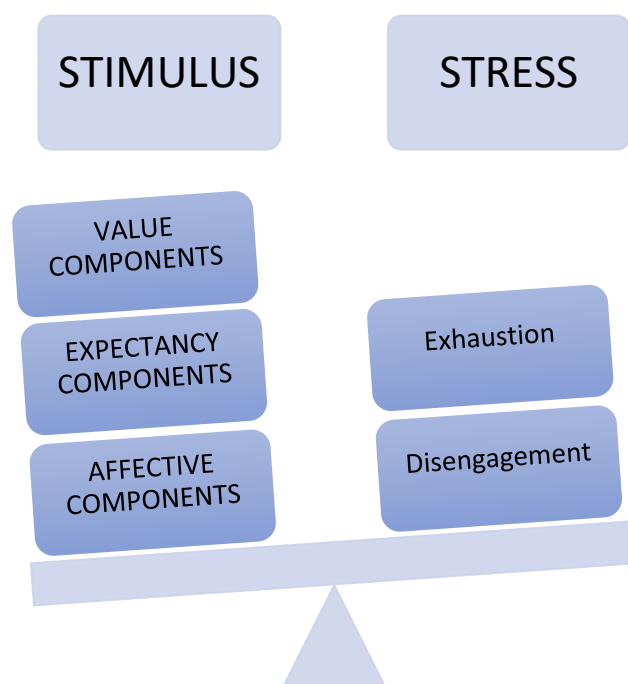


Figure 1- Conceptual Framework of the Study-Learners' Motivation: Stimulus or Stress?

Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 121 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich & De Groot (1990) for motivation and Campos, et.al (2011) for causes of burnout to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 24 items on stimulus. Section C has 16 items on stress.

Table 1

Distribution of Items in the Survey

SECT	HEADING	CONSTRUCT		VARIABLE	Items	Total Items	
B	STIMULUS	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	STRESS	BURNOUT-EXHAUSTION				8	
		BURNOUT-DISENGAGEMENT				8	
		TOTAL NO OF ITEMS				40	

Table 2

Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.866	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .866, 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

Q1 Gender

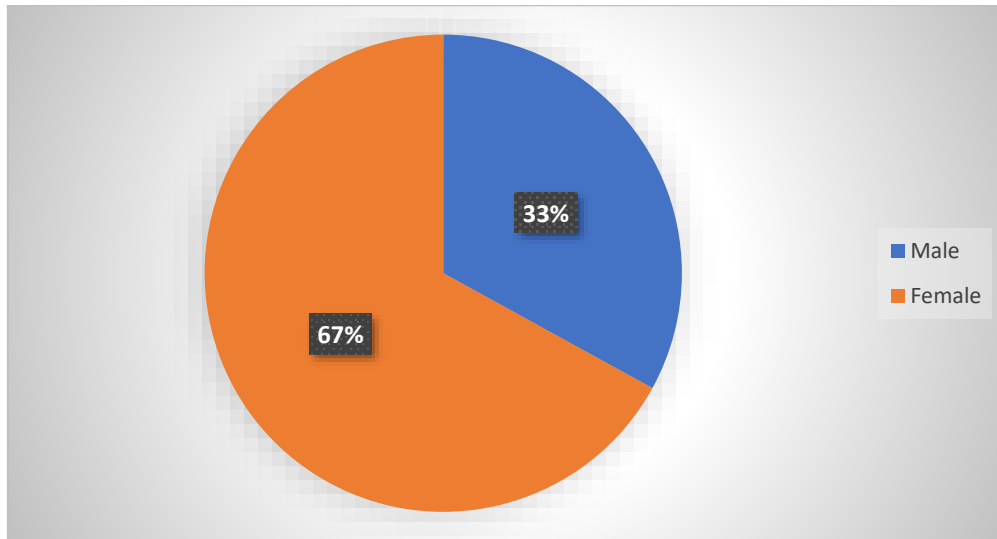


Figure 2- Percentage for Gender

The total of 121 respondents consist of 33% of male and 67% of female (refer to figure 2). All of the respondents are second semester students from the Centre of Foundation Studies UiTM Dengkil Campus.

Q2 Age Group

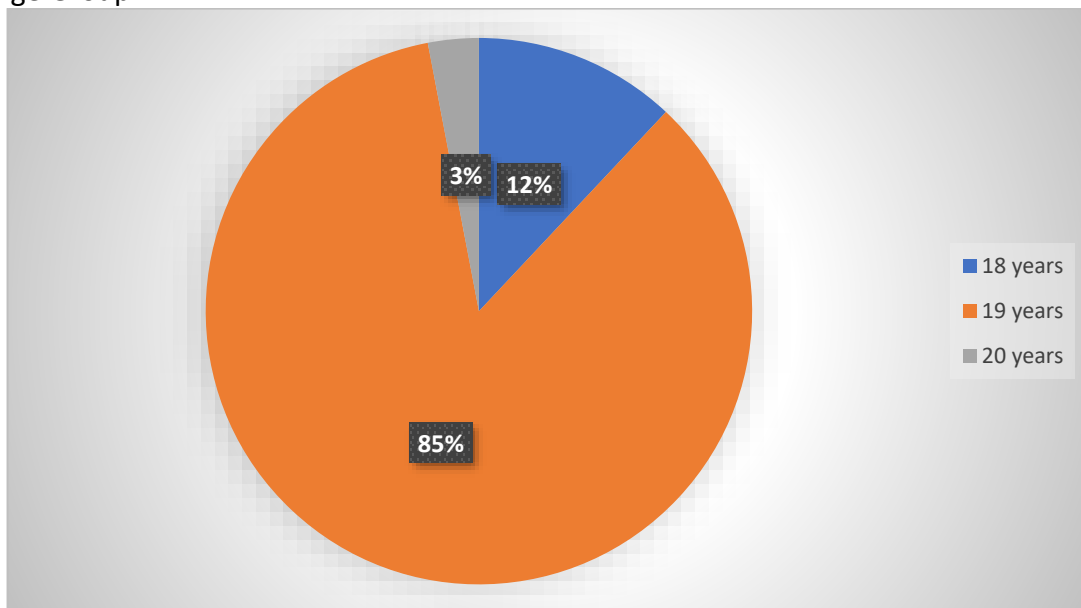


Figure 3- Percentage for Age Group

The age range of the 121 respondents are from 18 years-old, 19-years-old and 20 years-old (refer to figure 3). All of the respondents are second semester students from the Centre of Foundation Studies UiTM Dengkil Campus.

Findings for Stimulus

This section presents data to answer research question 1- How do learners perceive the stimulus to motivate their learning? In the context of this study, the stimulus to motivate learning is measured by motivational scale such as (a) value components (intrinsic goal orientation, extrinsic goal orientation and task value beliefs), (b) expectancy components (students' perception of self-efficacy and control beliefs for learning) and also (c) affective components.

Motivational Scale (12 items)

(a) Value Component

(i) Intrinsic Goal Orientation (4 items)

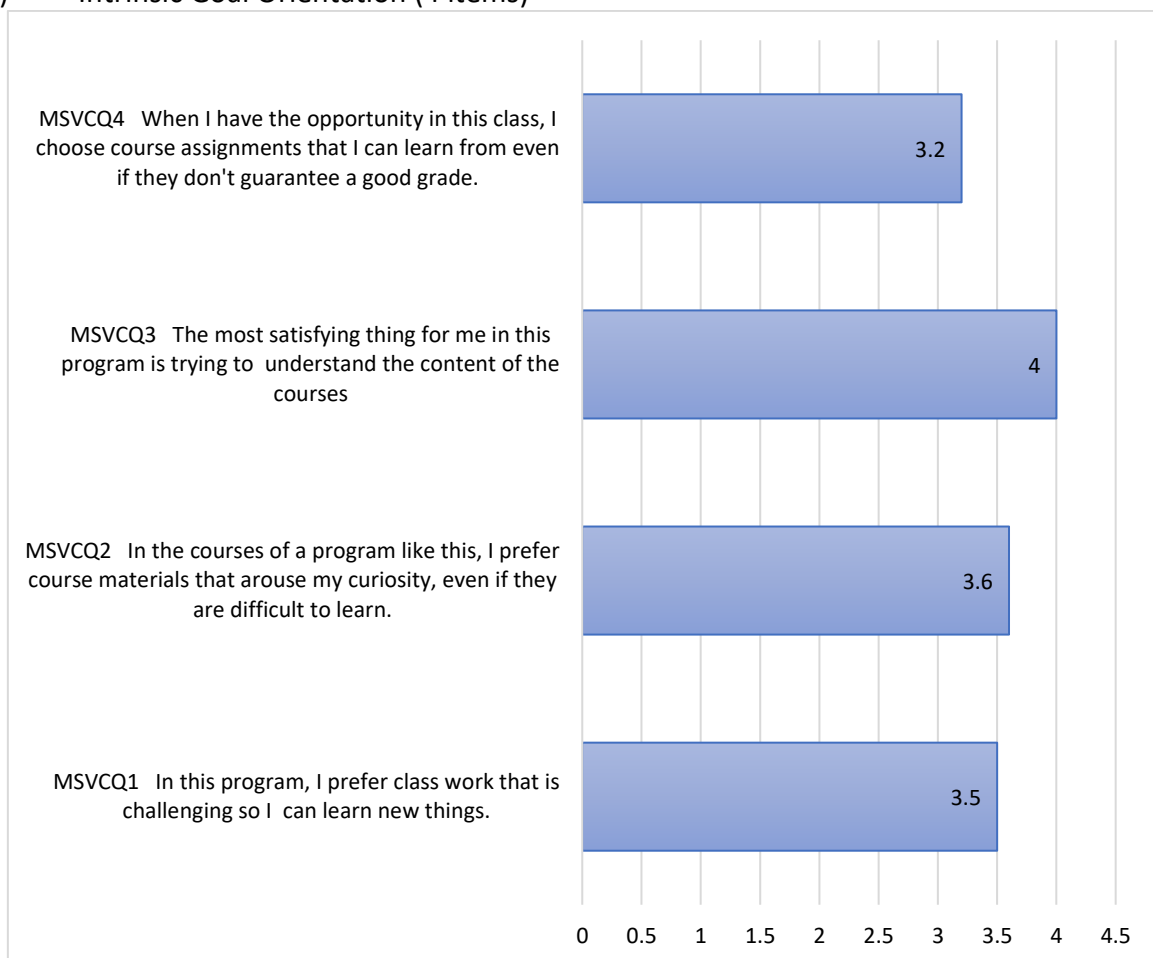


Figure 4- Mean for Intrinsic Goal Orientation

Figure 4 above presents the study of intrinsic goal orientation. It presents the mean scores for the items related to intrinsic goal orientation from the Motivational Scale, which consists of 12 items. Each item reflects a different aspect of intrinsic motivation. The results of the above table present the respondents generally indicating positive attitudes towards intrinsic goal orientation. The mean score for MSVC-Q1 suggests that, on average, learners prefer challenging class work as it provides an opportunity to learn new things. Similarly, the respondents expressed a preference for course materials that will arouse their curiosity, although it may be difficult to learn, as indicated by the higher mean score for MSVC-Q2. Similarly, the highest mean score of 4.0 comes from MSVC-Q3 which indicates that trying to

understand the content of the courses is the most satisfying aspect of the program for the learners. This finding suggests that learners derive intrinsic motivation from the process of comprehending and engaging with the course material. However, the mean score for MSVC-Q4 is relatively lower at 3.2, therefore indicating that learners might not always prioritize assignments solely based on their learning potential but also consider the potential impact on their grades. Overall, these results suggest that intrinsic goal orientation is a significant motivator for learners in the program, as they value challenging class work, curiosity-inducing course materials, and the satisfaction derived from understanding the content. It is important to consider these factors in designing educational experiences as they foster intrinsic motivation and support learners' desire for meaningful learning and personal growth.

Extrinsic Goal Orientation (3 items)

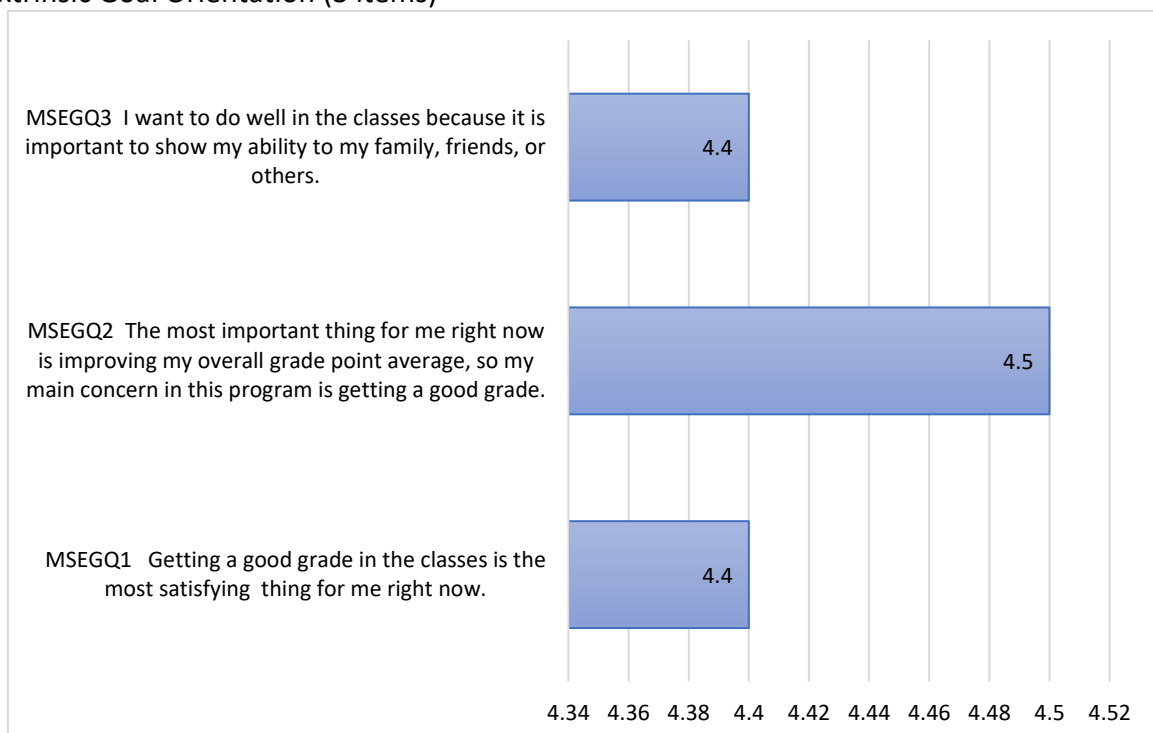


Figure 5- Mean for Extrinsic Goal Orientation

Figure 5 above presents the Mean for Extrinsic Goal Orientation (Motivational Scale - 12 items). The mean for MSEG-Q1, indicated that “getting a good grade in the classes is the most satisfying thing for me (the student) right now”. The reply to this question is 4.4. While MSEG-Q2 looked at “the most important thing for me (the student) right now is improving my overall grade point average, so my main concern in this program is getting a good grade”. This question received the highest point at 4.5. The next question MSEG-Q3 looked at “I want to do well in the classes because it is important to show my ability to my family, friends, or others. The score for this question was the second highest at 4.4. The table therefore presents the mean scores for the items related to extrinsic goal orientation from the Motivational Scale, which consists of 12 items. Each item reflects a different aspect of extrinsic motivation. Based on the results in the above table, the respondents generally indicated a high level of extrinsic goal orientation. The mean scores for all three items related to extrinsic motivation are relatively high, ranging from 4.4 to 4.5. The high mean scores suggest that the respondents find getting good grades and improving their overall grade point average to be

highly satisfying and important. The desire to demonstrate their abilities to their family, friends, or others also received a high mean score. These findings indicate that external factors such as grades, GPA improvement, and social recognition play a significant role in motivating the learners in the program. They prioritize external outcomes and recognition as sources of satisfaction and motivation. While extrinsic motivation can provide initial drive and focus on performance outcomes, it is important to consider the potential impact on intrinsic motivation and long-term engagement. Excessive reliance on extrinsic motivators can undermine intrinsic motivation and hinder deep learning and personal growth. Educational strategies and environments should aim to strike a balance between extrinsic and intrinsic motivators, fostering a supportive learning environment that nurtures both internal drive and external recognition. By integrating meaningful and engaging learning experiences, educators can help learners develop a sense of intrinsic motivation alongside the pursuit of external goals.

(ii) Task Value Beliefs (5 items)

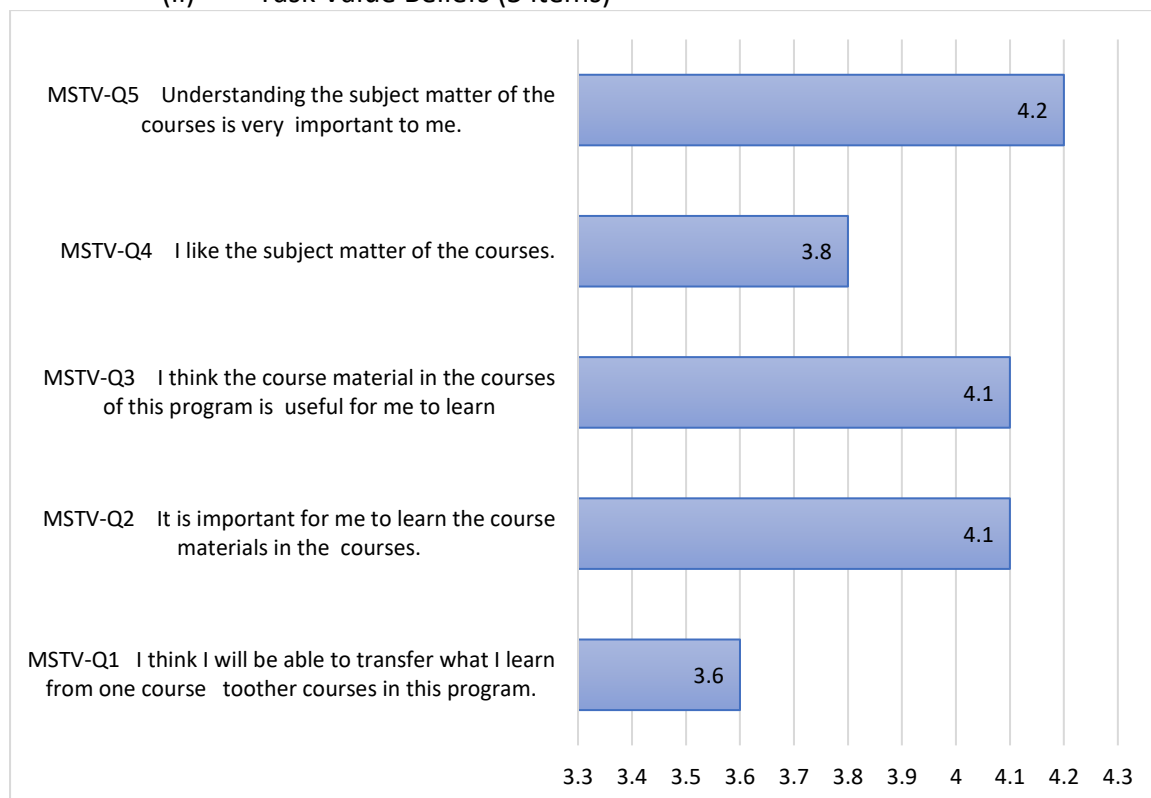


Figure 6- Mean for Task Value Beliefs

Figure 6 above shows the mean for Task Value Beliefs (Motivational Scale which states 12 items). The mean for MSTV-Q1 questions on “I (the student) think I (the student) will be able to transfer what I (he or she) learn from one course to other courses in this program.” The mean for the said question is still in the above grade at 3.6. For the second question MSTV-Q2, the question asked is “It is important for me (the student) to learn the course materials in the courses.” The result for the second question is also high at 4.1. For question MSTV-Q3 looks at “I (the student) think the course material in the courses of this program is useful for me (him or her) to learn. The mean for this question is 4.1, which is still in the high range. Finally, the last question for table 8 is MSTV-Q4 which asks “I (the student) like the subject

matter of the courses and the mean to this question is 3.8. The final question, MSTV-Q5 asks the question of “Understanding the subject matter of the courses is very important to me (the student). The mean for this said question is high at 4.2.

Therefore, table 8 presents the mean scores for the items related to task value beliefs from the Motivational Scale, which consists of 12 items. Each item reflects a different aspect of learners' beliefs regarding the value and importance of the tasks they engage in. Based on the results, the respondents generally showed positive task value beliefs. The mean scores for all five items related to task value beliefs are above average, ranging from 3.6 to 4.2. The respondents indicated that they believe in the transferability of their learning from one course to another within the program, as reflected in the mean score of 3.6 for MSTV-Q1. They also expressed a high level of importance in learning the course materials MSTV-Q2 and found the course material to be useful for their learning MSTV-Q3, as indicated by the mean scores of 4.1 for both items. Furthermore, the respondents showed positive attitudes towards the subject matter of the courses, as evidenced by the mean scores of 3.8 for MSTV-Q4 and 4.2 for MSTV-Q5. They believe that understanding the subject matter is highly important. These findings suggest that the learners value the tasks and course materials in the program, perceiving them as meaningful and useful for their learning. They recognize the importance of acquiring knowledge and understanding the subject matter, as well as the potential transferability of their learning. The positive task value beliefs indicate that learners are motivated by the perceived relevance and value of the tasks they engage in. Emphasizing the practical applications, real-world connections, and meaningfulness of the course material can further enhance learners' motivation and engagement. Educators can leverage these task value beliefs by highlighting the practical implications and providing opportunities for students to apply their knowledge in real-world contexts. By fostering a sense of value and relevance, educators can promote intrinsic motivation and create a more stimulating and engaging learning environment.

(b) Expectancy Component- 7 items

(i) STUDENTS ' PERCEPTION OF SELF-EFFICACY (5 items)

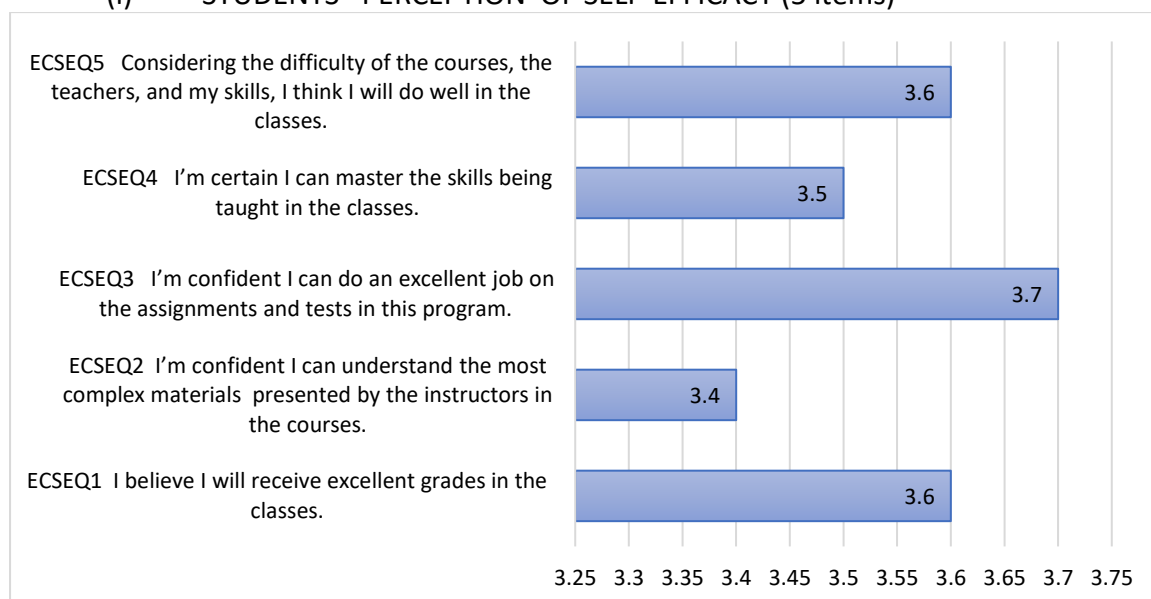


Figure 7- Mean for Students' Perception of Self-Efficacy

Figure 7 illustrates the mean scores for students' perception of their self-efficacy towards their academic performance in the classroom. From the moderate to high levels of confidence demonstrated in the scores, ranging from 3.4 to 3.7, it can be seen that the students are positively confident on the whole when it pertains to achieving high grades in their examinations, completing their assignments, while at the same time, mastering the skills that are taught in their classes. This suggests that the students possess a strong belief in their capabilities towards academic success. However, the results also indicate that there is a lower confidence level when the students encounter complex learning materials, which indicate that there is reasonable room for improvement in this learning aspect. On the whole, the mean scores reflect a generally positive perception of self-efficacy among the students surveyed, with confidence in assignments and tests appearing to be the strongest aspect.

(ii) Control Beliefs for Learning (2 items)

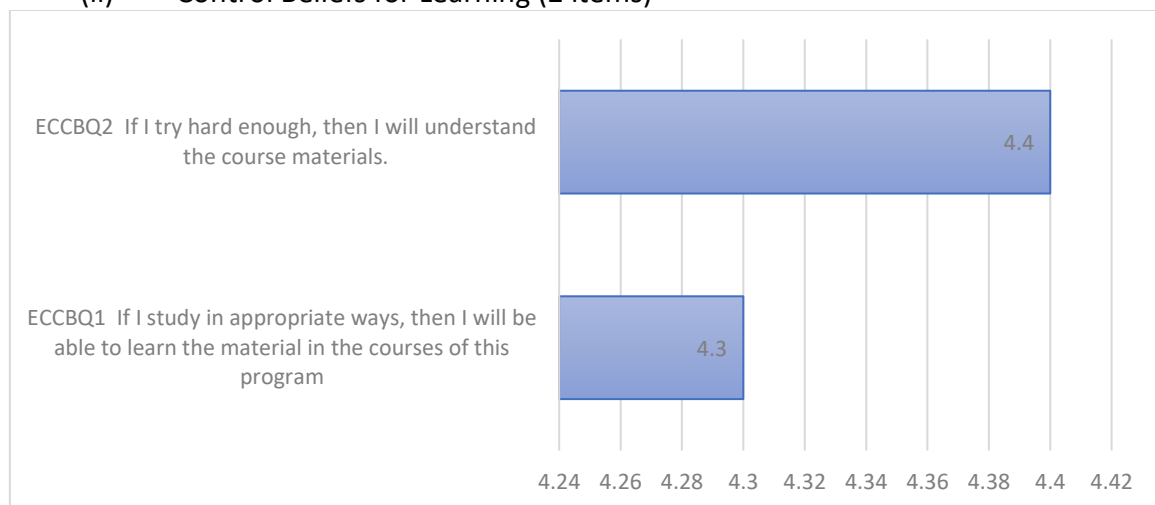
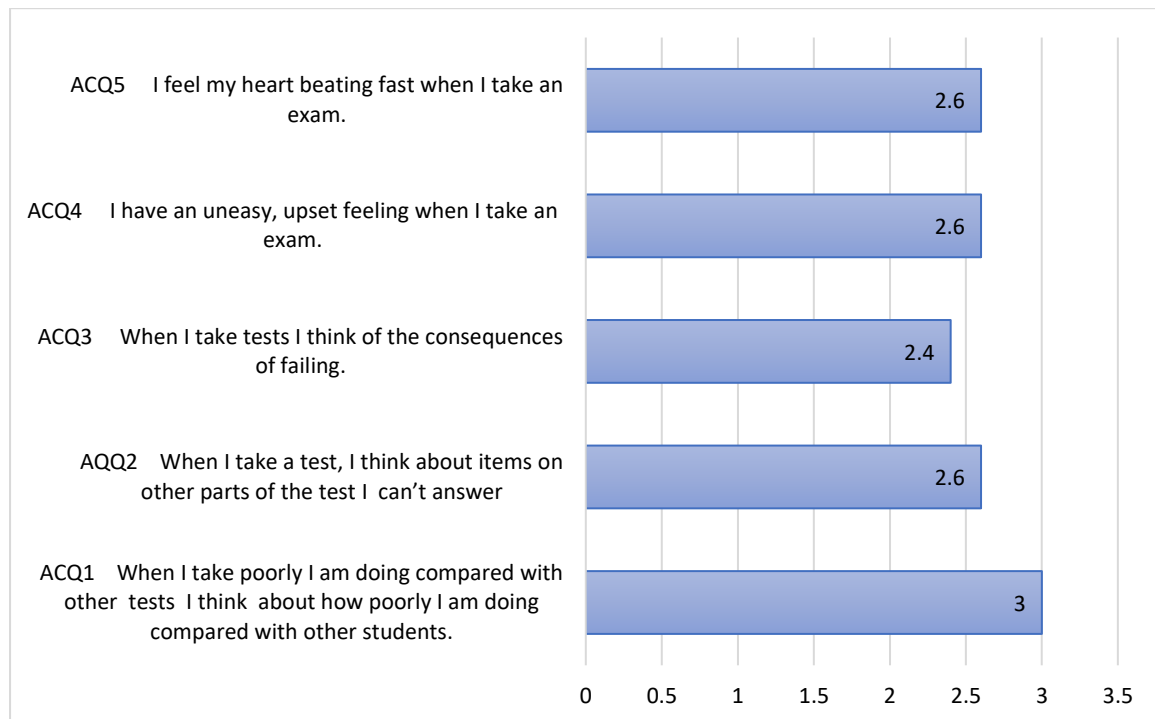


Figure 8- Mean for Control Beliefs for learning

The mean scores depicting the control beliefs in figure 8 reflect the participants' perceptions relating to their ability to learn and comprehend the course materials. The mean scores also suggest that, on average, there is moderately high levels of confidence among the participants in the study in their learning ability of new material. This level of confidence can further be enhanced if the participants apply their control beliefs effectively to employ the appropriate study methods together with sufficient effort in their learning progress.

Affective Component -reversing (5 items)



\Figure 9- Mean for Affective Components

Figure 9 presents the mean scores for the items are in reverse related to the affective components from the Motivational Scale which consists of 5 items. The highest mean scores of 3 in reverse indicate that the learners are conscious of their performance as compared to their fellow classmates. They are visibly affected by how their other counterparts attempt at answering the questions in a given test. Equally on the higher mean scores i.e. a mean score of 2.6, are illustrated in the categories where the learners are also affected emotionally in their display of upset and anxiety when encountering questions asked in their exams.

Findings for Stress

This section presents data to answer research question 2- How do learners perceive the causes of their stress from burnout? In the context of this study, stress is measured by student burnout that is caused by (a) exhaustion, and (b) disengagement.

(a) Exhaustion

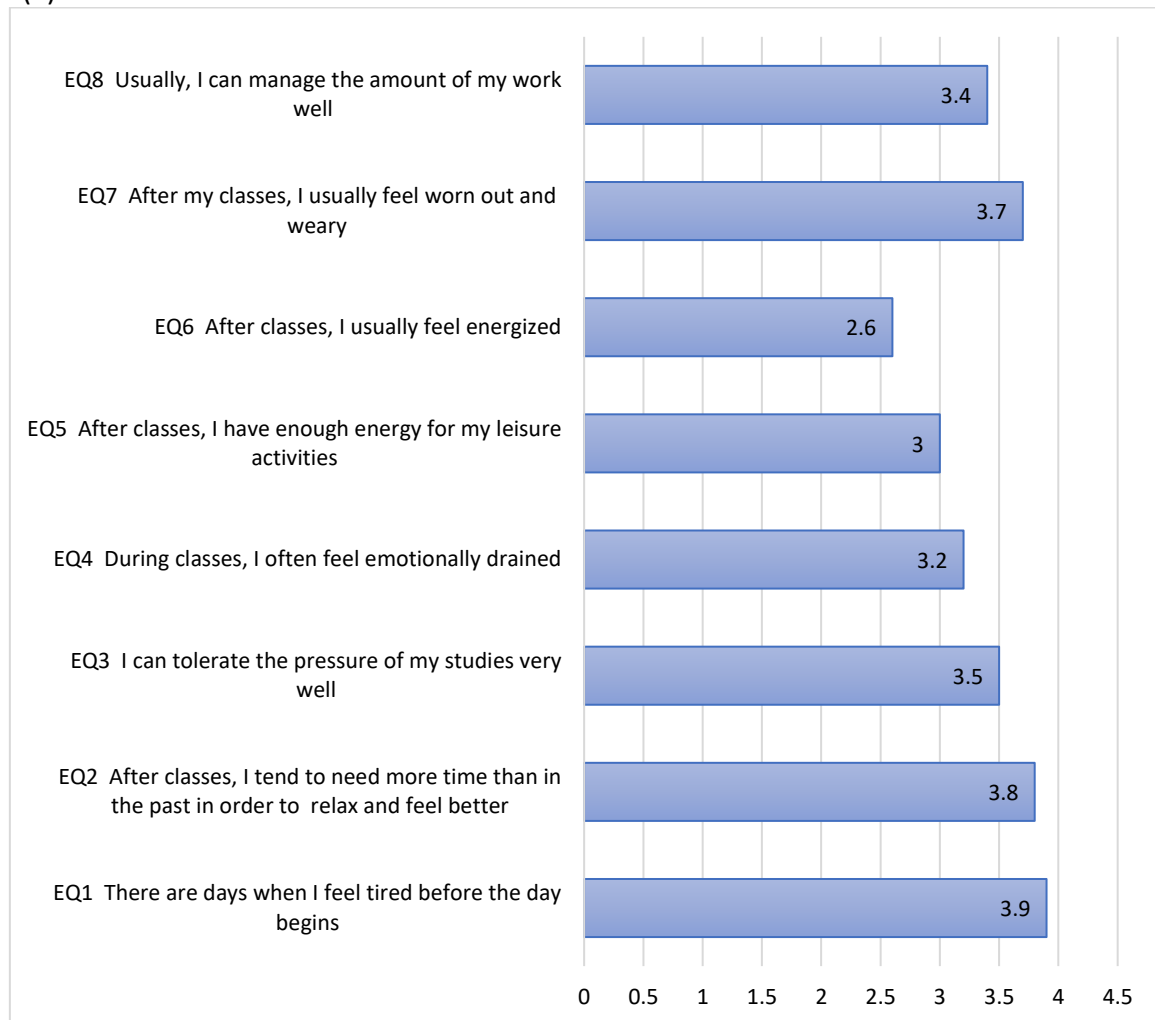


Figure 10- Mean for Exhaustion

Based on the findings from figure 10, the mean for the student's exhaustion is quite promising as the readings are above average except for EQ6 as the item describes "after classes, I usually feel energized" as the mean readings for this item is 2.6 in comparison to the other items. The second highest mean readings are item EQ4, EQ5 and EQ8, as this may dictate that the respondents are still trying their best to cope with their routine regime in the campus. The highest mean readings are item EQ1, EQ2, EQ31 and EQ7. These items might indicate that the students are indeed in a form of stress and need more time to relax and rejuvenate from their previous classes and assessments.

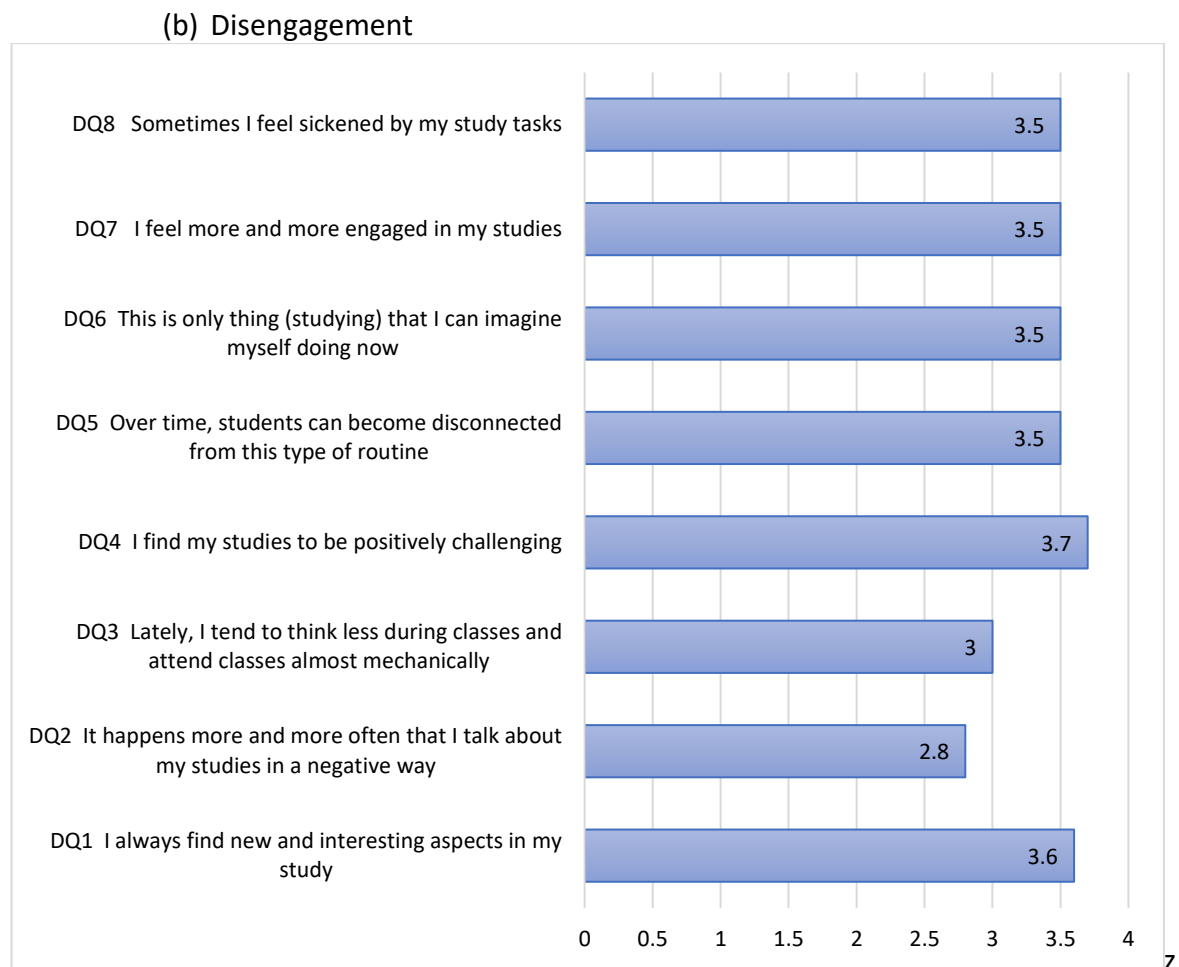


Figure 11- Mean for Disengagement

By referring from figure 11- Mean for Disengagement, item DQ2 and DQ3 has the lowest mean readings in comparison to the other items. Such mean readings might suggest that, at some point, a number of the respondents has begun to distance themselves from their study routine and psychologically affect them.

Meanwhile the second highest mean readings are items DQ5, DQ6, DQ7 and DQ8, as these perhaps indicate that the respondents are trying to cope and at the same time they are trying to disengage with their study routine. The highest mean 2 reading is item DQ1 and DQ4, as the nature of the finding might suggest that the respondents are attempting to positively cope with their study environment and simultaneously, trying to find alternatives to motivate their study.

Findings for Relationship between Stimulus to Motivate Learning and Causes of Stress This section presents data to answer research question 3- Is there a relationship between stimulus to motivate learning and causes of stress from burnout? To determine if there is a significant association in the mean scores between stimulus and stress among students, data is analysed using SPSS for correlations. Results are presented separately in table 3 below.

Correlations

		Stimulus	Stress
Stimulus	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	71	71
Stress	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	71	71

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

Table 14 shows there is an association between stimulus for learning and stress. Correlation analysis shows that there is a high significant association between stimulus for learning and stress ($r=.556^{**}$) 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 stimulus for learning and stress.

Conclusion

Summary of Findings and Discussions

Based on the execution of the analysis, it is clear that the causation of stress and motivation is correlated to one another, meaning that the surfacing of stress from the respondents will be able to trigger motivation and motivation will be able to trigger stress. Upon revisiting the intentions of this study, it is clear that the respondents perceived their cause of stress or burnout and were able to convert it into motivation for learning and a tool for completing their class assessments. For them, difficulties and obstacles that are surfaced during their class engagements are taken by the respondents as a form of motivation for problem solving. Although visibly, a number of the respondents still conceived the obstacles as a form of stress. There are a number of respondents who managed to identify their burnout state caused by their incapability to manage the learning regime such as class assessments and inputs. At the same time another factor that might be taken into consideration is their high level of expectations of their performance despite they are having a difficult time upon coping with the class inputs and assessments.

Based on the study conducted it is quite clear that there are no external factors such as family and other social related factors that triggers the respondents motivation and burnout factors. Clearly the elements of cause and effect for the learning motivation and stress are purely within the study regime parameter. In which the students' motivation and stress are purely originated from their coping with the study regime and hoping that they are able to overcome it with flying colours. Yet at the same time, such expectations will be their only downfall.

Despite the Malaysian scenario having undergone both pandemic and endemic eras, the students at some point have adopted and appropriately adapted the lifestyle. Thus displayed that the respondent's stress factors are not quite affected by it. Solely, as previously stated, the causation of motivation and stress is purely based on the study regime, their performance

and expectations.

(Pedagogical) Implications and Suggestions for Future Research

This study has indeed provided a valuable insight upon understanding the nature of the student's motivation and stress factors. Additionally, from this point it is advisable to proceed by scrutinizing the student's response towards the nature of the higher institution's learning environment.

References

- Petersen, A. H. (2022). *CAN'T EVEN : how millennials became the burnout generation*. Vintage.
- Campos, J. A. D. B., Zucoloto, M. L., Bonafe, F. S. S., Jordani, P. C., and Maroco, J. (2011). Reliability and Validity of Self-Reported Burnout in College Students: A Cross Randomized Comparison of Paper-and-Pencil vs. Online Administration. *Computers in Human Behavior*, 27, 1875-1883.
<https://doi.org/10.1016/j.chb.2011.04.011>
- Cazan, A., & Nastasa, L.E. (2015). Emotional intelligence, satisfaction with life and burnout among university students. *Procedia - Social and Behavioral Sciences*, 180, 1574-1578.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627–668. <https://doi.org/10.1037/0033-2909.125.6.627>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York, NY: Plenum.
<https://doi.org/10.1007/978-1-4899-2271-7>
- Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development*, 21(1), 34–64. <https://doi.org/10.1159/000271574>
- Jackson, S. L. (2015) *Research methods and Statistics-A Critical Thinking Approach (5th Edition)*. Boston, USA:: Cengage Learning.
- Maslach, C., Leiter, M., and Schaufeli, W. B. (2008). Measuring burnout. In C.L. Cooper and S. Cartwright (Eds). *The Oxford Handbook of Organizational Well-Being*. (pp. 86-108). Oxford: Oxford University Press.
- Pintrich, P. R., & De Groot E. V. (1990). Motivational and self-regulated learning Components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33–40.
<https://psycnet.apa.org/doi/10.1037/0022-0663.82.1.33>
- Pressley, M., Borkowski, J. G., & Schneider, W. (1987). Cognitive strategies: Good strategy users coordinate metacognition and knowledge. In R. Vasta & G. Whitehurst (Eds.), *Annals of child development* 5. 89 –129. Greenwich, CT: JAI Press.
- Rahmati, Z. (2015). The Study of Academic Burnout in Students with High and Low Level of Self-efficacy. *Procedia - Social and Behavioral Sciences*. 171.
- Rahmat, N. H., Sukimin, I. S., Sim, M. S., Anuar, M., & Mohandas, E. S. (2021) Online Learning Motivation and Satisfaction: A Case Study of Undergraduates Vs Postgraduates. *International Journal of Asian Social Science*, Vol 11(2), pp 88-97.
<http://dx.doi.org/10.18488/journal.1.2021.112.88.97>
- Schaufeli, W. B., Martinez, I. M., Pinto, A.M., Salanova, M., and Bakker, A.B. (2002). Burnout and engagement in university students: A cross national study. *Journal of Cross Cultural Psychology*, 33(5), 464-481.

- Shell, D. F., & Husman, J. (2008). Control, Motivation, Affect, and Strategic Self-Regulation in the College Classroom: A Multidimensional Phenomenon. *Journal of Educational Psychology* 100 (2) 443-459.
- Tahir, N. S. H., Zamri, N. E. M. M., Ahmad, Y., Hamid, S. N. F. A., Arsat, A. R., & Rahmat, N. H. (2022). Investigating The Motivators and Hindrance for Learning. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1828 – 1843.
- The Star*. (n.d.). Grab drivers feeling the pinch from conditional MCO. Retrieved June 23, 2023, from <https://www.thestar.com.my/news/nation/2020/10/28/grab-drivers-feeling-the-pinch-from-conditional-mco>
- Weiner, B. (2004). Attribution theory revisited: Transforming cultural plurality into theoretical unity. In D. M. McInerney & S. Van Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* 4. 13–30. Greenwich, CT: Information Age Publishing.
- Yang, H. (2004). Factors affecting student burnout and academic achievement in multiple enrolment programs in Taiwan’s technical-vocational colleges. *International Journal of Educational Development*, 24, 283-301.
- Zeidner, M., and Matthews, G. (2005) Evaluation Anxiety: Current Theory and Research. In: Elliot, A.J. and Dweck, C.S., Eds., *Handbook of Competence and Motivation*, Guildford Press, London, 141-163.