

Exploring Reasons for Learning English and Burnout Among Pre-University Students

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ABSTRACT

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English is crucial to achieve academic success and fulfil social needs of the language in today's society. Several studies have reported that the reasons for learning English could facilitate learners to learn the language more seriously with the aim to be proficient and successful in acquiring the language. However, the reasons for learning the English language may be a factor that could lead to academic burnout. Therefore, this study explored the reasons for learning English and burnout among pre-university students. A quantitative approach was done to investigate reasons for learning English and its relation to students' burnout. The survey used was derived from Pintrich and De Groot's (1990) reasons for learning and Campos et al.'s (2011) causes of burnout. A purposive sample of 271 UiTM Centre of Foundation Studies students responded to the survey. The findings of this study revealed the affective component was the most significant cause of academic burnout due to maladaptive perfectionism whereby learners were concerned about making mistakes especially when they focused on learning English to excel in tests and examinations. Conclusively, the relationship between the reasons for learning English language and cause of burnout has prominent implications for academic institutions and educators to foster a positive and successful learning

environment by providing resources and assistance programmes for students to manage academic difficulties and social stresses in English language learning.

Contribution/Originality: This study contributes to the existing literature in finding the reasons for learning English and issues that caused burnout among pre-university students in Malaysia. Since UiTM pre-university programme is a fast-track programme for only two semesters, there is a need to reevaluate the issues pertaining to burnout among these students.

1. Introduction

Globally, English is widely used as a medium of interaction where most countries have implemented the subject in their education policy by including it as a compulsory subject in academic institutions. Hence, due to the importance of fulfilling the academic requirements of schools, it is important for learners to excel in English. Moreover, the English language is a unique selling point in career advancement and opportunities as potential employers have stressed that English is a highly sought employability skill for new employees (Md Zolkapli & Salehuddin, 2019). Thus, the factors influencing learners to learn the English language are vital in enhancing learners' language learning. These include motivational factors that encompass integrative, instrumental, intrinsic, or extrinsic motivation that influence individuals' desire to learn a target language (Gardner & Lambert, 1972; Gardner, 1985; Dornyei, 1998; Zolkapli et al., 2023). Motivated language learners often strive hard, are persistent and attentive with the task, have goals, desires and aspirations, and enjoy the process of learning. This would lead to the reinforcement of learning enhancement where different strategies could be cultivated to aid the achievement of their learning goals whether through success or failure (Zolkapli et al., 2023). Therefore, it is prominently acknowledged that motivational factors are a catalyst in facilitating language learning.

On another note, the long and tedious journey of language learning may cause burnout even with a learner who is motivated at the beginning of the learning process. 'Burnout' is a condition that is characterised as a multi-dimensional syndrome with three symptom clusters: emotional exhaustion, cynicism, and lack of personal efficacy. It is associated with a number of negative effects such as absenteeism, dropout, academic underachievement, and mental illness (Maslach et al., 1997; Yu et al., 2022). In relation to English as a second language learning (ESL) in Malaysia, learners often find it difficult to sustain their interest in language learning as it is a continuous learning process that requires time and effort which may result in burnout (Abdamia et al., 2022). Moreover, most learners put high expectations on their proficiency after going through a few classes of ESL as they want to see instant results, which cause them to put the pressure of learning ESL on themselves (Abidin et al., 2023). However, it is important to address the issues of burnout among ESL learners as it can significantly affect their motivation that could gradually decrease their academic performance. Therefore, the current study examined the reasons for learning and the causes of burnout among ESL learners in Malaysia.

1.1. Statement of Problem

Developing fluency in English requires consistent practice and exposure to the language through various language activities such as reading, writing, listening, and speaking. Participating in these language activities is essential to enhance learners' language abilities and proficiency (Md Zolkapli & Salehuddin, 2019). According to Zulfa and Zahidah (2023), learners are more engaged in these learning activities if they possess a

stronger extrinsic goal orientation, intrinsic goal orientation, or self-efficacy. In fact, numerous studies have consistently demonstrated how motivation significantly influences the effectiveness and productivity of teaching ESL (Amir et al., 2023; Nurudin et al., 2023; Saleh, 2023; Zain et al., 2023). However, several challenges prevent ESL learning objectives from being achieved.

Several studies have extensively reported the link between demotivating and burnout factors in language learning (Ghanizadeh & Jahedizadeh, 2015; Xu, 2017; Yang & Zhair, 2022). For example, Ghanizadeh and Jahedizadeh (2015) investigated the impact of demotivational factors on student burnout. The results suggested that higher levels of student demotivation predicted higher degrees of burnout. The two prominent demotivating factors that cause burnout are the lack of interest in learning the language and the lack of interesting class materials that could boost their motivation when learning the target language. A study by Xu (2017) examined the components and situation of learning burnout among English major university students. The study identified factors that could contribute to the respondents' burnout feelings, such as having limited knowledge about their field of study, lack of practice, and lack of support from their seniors. Another recent study by Yang and Zhai (2022) examined the relationship between the perception of language learning and English language learning among non-English major college students in China. It was found that students viewed English learning primarily as a test, causing them to prioritise getting a good score on their English test rather than improving their proficiency in the target language. This would then influence their language acquisition approach, which can limit their ability to apply the language in real-life contexts and hinder their overall language development.

The study by Ghanizadeh and Jahedizadeh (2015), however, failed to consider demographic factors related to age and educational levels when investigating the impact of demotivational factors among the students. The lack of control over these variables means that the generalisation and application of the findings may be limited. Xu (2017) recommended future research to prioritise on investigating the causes of burnout that stem from the content of the course instead of focusing on students' demographic backgrounds. By shifting the focus towards these aspects, a deeper understanding of the specific challenges and stressors that students face can be achieved to ensure that appropriate measures are implemented to reduce burnout among students. However, Yang and Zhai (2023) suggested that learners' perceptions of learning should be reanalysed in terms of their intrinsic goals instead of extrinsic goals since it may be a prerequisite for burnout in English learning as well. The insights would help educators foster a renewed sense of motivation and interest among students in improving their language learning outcomes and lowering the likelihood of burnout.

As the previous studies focused more on general sampling, social background of the participants, and the reconstruction of students' perceptions towards language learning, the gap in past research has led this present study to explore the reasons for learning English through the perceptions of learners and the causes of burnout among pre-university students in a Malaysian public university that has been overlooked by previous studies.

1.2. Objective of the Study and Research Questions

This study was conducted to explore the perception of learners on their reasons for learning English and the causes of burnout among pre-university students in Malaysia. Specifically, this study was done to answer the following questions:

- i. How do learners perceive their reasons for learning?
- ii. How do learners perceive their burnout?
- iii. Is there a relationship between reasons for learning and burnout factors?

2. Literature Review

2.1. Motivation and Demotivation for Learning

Motivation in learning is often defined as a part of human psychology and behaviour that determines how an individual spends their time, how much effort they exert in any particular task, how they feel about the task, and how long they persist in the task. Initial studies have reported that when a person participates in an activity willingly but is later offered a monetary reward or points to engage in the same activity, their inherent motivation towards the activity would decrease (Deci, 1971; Ryan & Deci 2000). The presence of monetary reward or points become an extrinsic motivation that shifts the source of motivation and locus of causality for conducting the behaviour (Legault, 2016). Although intrinsic motivation is said to be a major driving force as compared to extrinsic motivation, the latter is believed to be useful when promoting behaviour that is not intrinsically interesting or fascinating.

Demotivation in learning, on the other hand, is frequently defined as factors that diminish the motivational basis of a behavioural intention or an ongoing action. Chong et al. (2019) highlighted two factors that could result in demotivation which are teacher-related factors and learner-related factors. Gardner (2001) described teacher-related factors as teaching approaches, learning materials used and the environment created by teachers with their students. Learner-related factors, on the other hand, revolve around poor self-esteem, failure experiences and negative attitudes towards the learning process.

Motivation and demotivation in learning are factors that are commonly used to gauge the effectiveness and the quality of education. Md Zolkapli and Salehuddin (2019) claimed that in order for students to be actively involved in their learning process, specific motives are required which are manifested through their attitudes and purpose in learning. Students' attitudes revolve around their thoughts, emotions and beliefs that influence their behaviour, engagement and learning approach. Figlona et al. (2020) further defined positive attitude as excitement, interest, and the tendency to actively participate and invest effort in the learning process, whereas a negative attitude may manifest as apathy, disinterest, or resistance to learning. Gardner (2001) also added that to ensure successful language learning, students must have a genuine interest in learning the target language. This was in agreement with Salehuddin (2019) who opined that the process of language learning would become easier if students can comprehend the reasons for learning and using the target language in their daily lives. Hence, by recognising these factors, educators can aspire to create a supportive and inspiring learning environment that could help students be more engaged when learning and thus exhibit higher levels of motivation.

2.2. Factors for Burnout

Burnout is characterised as depression-like symptoms due to chronic or inmedicable work stress. One of the most discussed factors of burnout is maladaptive perfectionism in learning. [Nanda et al. \(2022\)](#) found that maladaptive perfectionism aspects have a significant correlation with academic burnout; among them are concern over mistakes, parental expectation, and parental criticism. This was further supported by [Ruel \(2023\)](#) where the consequences of maladaptive perfectionism is decreased productivity as some learners intently focus on producing perfect work without knowing that it could lead to paralysis and disinterest to do the task again.

Offering a different perspective, [Kurnia and Supriatiningsih \(2023\)](#) claimed that students' burnout can be caused by environmental factors. These factors often occur in students' family environment, school environment, and social environment. [Wahyuni \(2018\)](#) suggested when the environment in students' lives are not supportive to the students, they will have a high tendency to feel disinterested in the learning process. The feelings of burnout would later occur as they fail to see any progress from what they have learned. [Pawicara and Conilie \(2020\)](#), therefore, suggested for educators to be more creative in planning their lessons to cater the needs of their students. Failing to create a suitable learning environment can also result in reduced comprehension of the lessons and material presented by the educators.

2.3. Past Studies on Motivation and Demotivation for Learning

Many studies have been done to explore the learning of motivation and demotivation factors among English language learners. Past studies have found that motivational factors have a positive relationship with demotivational factors. The L2 ideal self represents the qualities that are ideal to be acquired in relation to one's aspirations, hope and desire ([Md Zolkapli & Salehuddin, 2019](#)), which had the most compelling correlation with demotivational factors. Intrinsic and extrinsic factors also play a major role in motivation and demotivation of language learning. For instance, factors such as self-actualisation and resilience are imperative towards motivation while pressure from examination and lack of educational facilities was found to be demotivating.

There have been many past studies on the motivation and demotivation for learning. The study by [Maruf et al. \(2022\)](#) was done to investigate facets of motivation and demotivation in English language learning among eight randomly selected orphan students in Indonesia. Individual semi-structured interviews and focus group discussions were used for data collection and were divided into themes and subthemes for analysis. The study disclosed that intrinsic and extrinsic factors were positively related to motivation and demotivation levels, which means that there is a need for students to be given equal educational aids and facilities as they are equally entitled to education.

Next, the study by [Al-Sharief \(2013\)](#) explored motivation among English language majors who were identified to lack curiosity and interest in learning English. The study used [Ryan and Deci's \(2000\)](#) Self Determination Theory (SDT) while utilising the questionnaire designed by [Green-Demers et al. \(1997\)](#) to assess the students' level of motivation and demotivation. A sample of 365 male and female English majors were categorised into several motivation levels and possible demotivational factors that may have a negative influence towards students' motivation. The findings revealed that the assumption of lack of motivation among the sample students was inaccurate. Nevertheless, some effective demotivational factors were disclosed and the method of teaching was rated to have the

most exceptional relation with it. It was highlighted that enhancing and integrating motivational strategies in learning methods in EFL classes were essential even when students are regarded to be genuinely motivated.

The study by [Shin and Kim \(2017\)](#) investigated the relation between resilience in learning English and motivation and demotivation. A total of 187 grade six elementary school students in South Korea were asked to answer questionnaires which contained 18 to 25 items on English learning resilience, motivation, and demotivation. The results indicated that optimism was the most notable factor in resilience while extrinsic motivational and ideal second language (L2) self were paramount factors to motivation. Negative attitudes towards the language learning assessments on the other hand was classified as being among the high demotivation factors. Hence, it can be inferred that it is pivotal to emphasise learning resilience among students to intensify their motivation and lessen their demotivation in learning English.

2.4. Past Studies on Factors for Burnout

Several studies have focused on examining the factors of burnout among students ([Kaharudin et al., 2023](#); [Mohd Shazali et al., 2023](#); [Xu et al., 2022](#); [Zhong & Liu et al., 2022](#); [Zolkapli et al., 2023](#)). These studies mainly relate to motivation and demotivation factors in investigating the causes of burnout which simultaneously affect language achievement negatively ([Kaharudin et al., 2023](#); [Mohd Shazali et al., 2023](#); [Xu et al., 2022](#); [Zhong & Liu et al., 2022](#); [Zolkapli et al., 2023](#)). The implications of these findings showed that the development of students' burnout in particular may correlate with gender and students' stress and self-efficacy on learning the language.

In a recent study on factors of burnout, [Xu et al. \(2022\)](#) constructed a moderated mediation model to study whether English language self-efficacy intervened in the interrelation of English learning stress and English learning burnout and if this intervened relation was impacted by gender and mindfulness of 1130 Chinese undergraduate students. The findings indicated that English learning self-efficacy significantly affected the relation of English learning burnout and English learning stress for both genders. Furthermore, it was revealed that the interrelation of these constructs by mindfulness affected more males compared to female students.

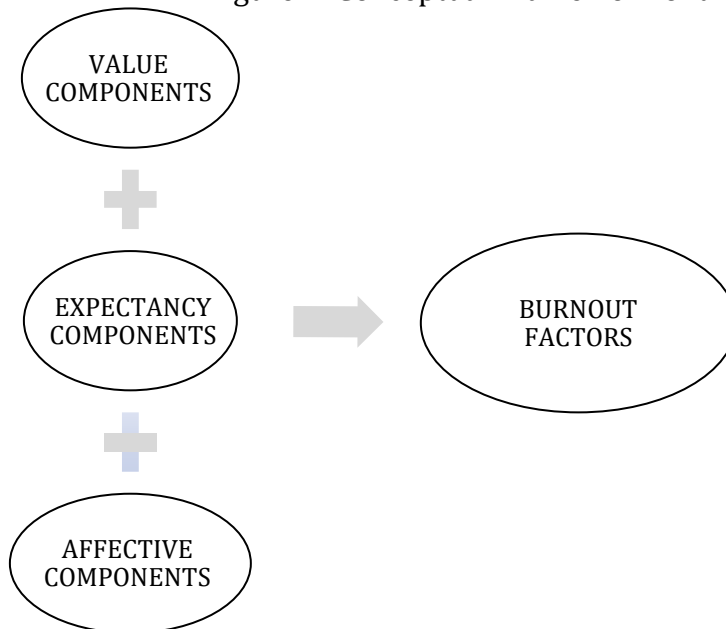
[Zhong and Liu \(2022\)](#) also conducted a similar study on English language burnout, English learning performance and gender dissimilarities among 377 Chinese senior high school students. They utilised the Maslach Burnout Inventory-EFL Student Survey with an independent sample t-test, and one-way ANOVA using the Statistical Package for the Social Sciences (SPSS) 26.0. The findings indicated that (1) the English language burnout of students did not illustrate a noteworthy difference between genders, (2) the sample students experienced a relatively low level of burnout, and (3) the English language burnout level of students was found to vary significantly based on their academic performance levels.

2.5. Conceptual Framework

[Figure 1](#) shows the conceptual framework of the study. In learning, it is evident that reasons for learning would influence learners' academic achievement. It was reported by [Rahmat et al. \(2012\)](#) that learners' reason for learning is reportedly influenced by what they pay attention to. According to [Pintrich and De Groot \(1990\)](#), learners' reasons for learning encompass three sources. The first is through value components such as i)

intrinsic goal orientation, ii) extrinsic goal orientation, and iii) task value beliefs. They are also influenced by expectancy components which are divided into i) students' perception of self-efficacy and ii) control of beliefs for learning. Another component that affect students' reasons for learning is the affective component. However, these factors may be too overwhelming for the learners, which causes burnout. According to [Campos et al. \(2011\)](#), among the causes of burnout among learners are exhaustion and disengagement.

Figure 1: Conceptual Framework of the Study



Source: [Pintrich and De Groot \(1990\)](#); [Campos et al. \(2011\)](#)

3. Methodology

This quantitative study was done to explore the motivation factors for learning among pre-university students in Malaysia, specifically students from the Centre of Foundation Studies, Universiti Teknologi MARA. These students were in the second semester of their one-year programme from the Science, Engineering and Law course. The purposive sampling technique is utilised to recruit the participants in this study. In selecting the sample, researchers were the language experts who selected sample with several pre-defined criteria such as: (i) Students are proficient and understand English, (ii) Students have taken their first semester English subject which is English for Foundation Studies I, (iii) Students have taken at least two English subjects which are English for Foundation Studies I, English for Foundation Studies II, Communication Skills for Foundation Studies and Academic Writing for Foundation Studies. Two hundred and seventy-one (271) participants responded to the survey. The sample size achieved is in accordance to [Anderson and Gerbing \(1984\)](#) in which they suggested that a minimum sample size of 100 is sufficient for a quantitative study. By having a sample size that is greater than 100, a 5% of margin errors is to be expected with the confidence level of 95%. Any lower than the margin error would require a larger sample size and a higher confidence level.

The instrument used in this study was a 5-point Likert scale survey derived from [Pintrich and De Groot \(1990\)](#) for motivation and [Campos et al. \(2011\)](#) for causes of burnout to reveal the variables in [Table 1](#). In addition, the survey used in this study was adopted from [Zolkapli et al. \(2023\)](#). The survey had three sections. Section A contained items on demographic profile. Section B comprised 24 items on motivation factors. Section C

comprised 176 items on demotivation factors. The data from the survey was converted from Excel to SPSS version 28. Cronbach's alpha was tested to check the reliability of the instrument. Next, the mean score of the data was analysed and a correlation test was done to find the relationship between reasons for learning and burnout.

Table 1: Distribution of Items in the Survey

Sect		Construct		Variable	No Of Items	Total Items
B	Reasons For Learning	Value Components	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		Expectancy Components	(i)	Students' Perception of Self- Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	
		Affective Components				5
C	Burnout	Burnout-Exhaustion				8
		Burnout-Disengagement				8
		TOTAL NO OF ITEMS				40

Table 2 shows the reliability score of the survey. The analysis showed a Cronbach's alpha of .960, revealing a good reliability of the instrument chosen/used. Cronbach Alpha is used to test the external reliability of the instrument used in this study. According to [Mat Nawi et al. \(2020\)](#), a good range of Cronbach Alpha is greater than 0.6 for all variables. They further elaborated that similar studies have agreed that 0.9 indicated a high level of reliability which shows an acceptable level of consistency of the research instrument. Further analysis using SPSS was done to present the findings to answer the research questions for this study.

Table 2: Reliability of Survey

Reliability Statistics	
Cronbach's Alpha	No of Items
.960	40

4. Findings

4.1. Findings for Demographic Profile

Figure 2 indicates that 66% of the respondents were female and 34% were male. Figure 3 indicates that 50% of the participants were students from Foundation in Science, 28% from Foundation in Law, and 22% from Foundation in Engineering.

Figure 2: Percentage for Gender

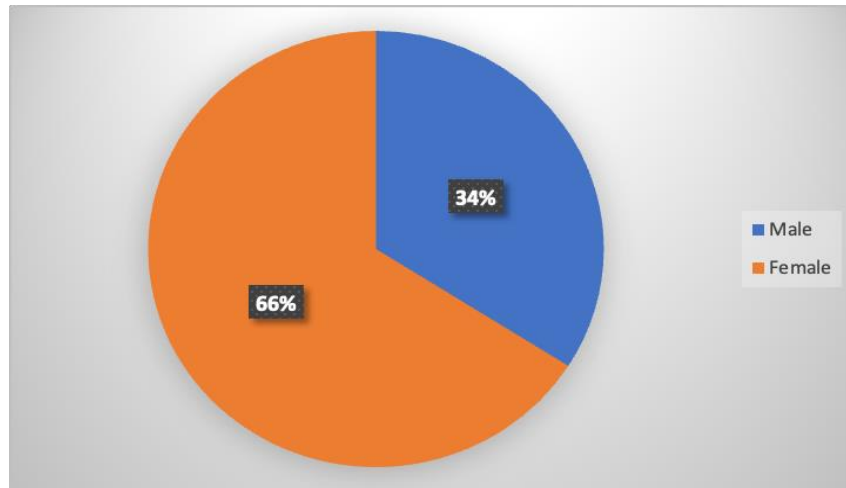


Figure 3: Percentage for Course

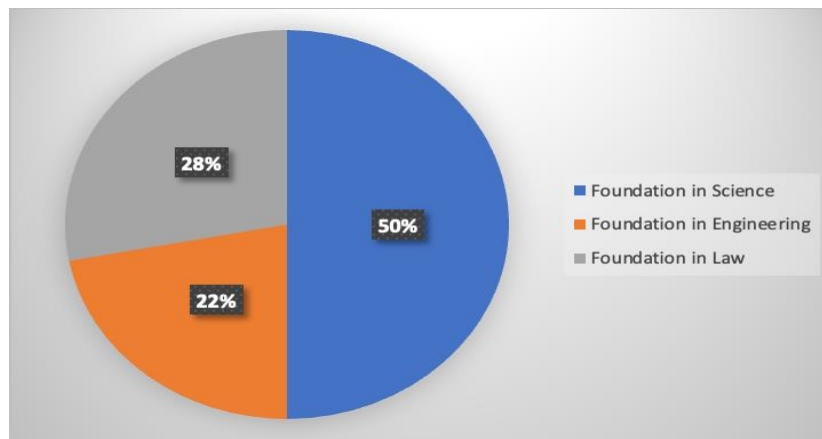
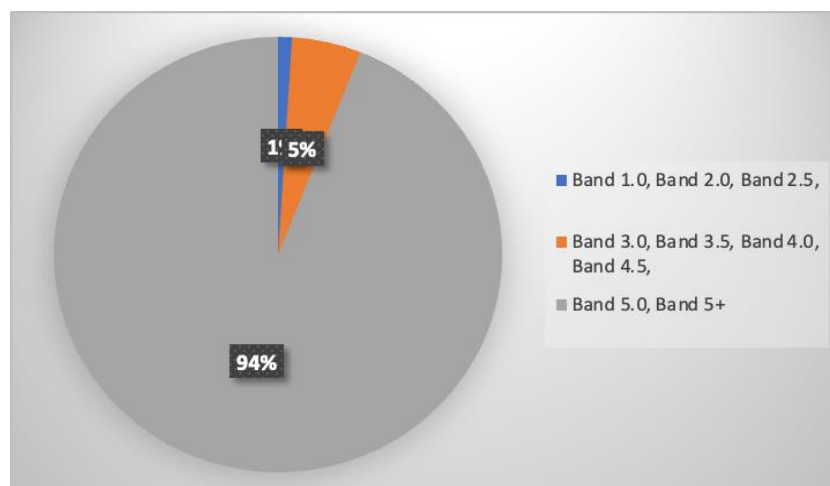


Figure 4 shows the percentage for MUET band achieved by the respondents. Ninety-four percent (94%) of the respondents achieved Band 5.0 and Band 5+. Then, 5% of the respondents achieved Band 3.0, Band 3.5, Band 4.0, and Band 4.5. Finally, 1% of the respondents achieved Band 1.0, Band 2.0, and Band 2.5.

Figure 4: Percentage for MUET Band



4.2. Findings for Reasons for Learning

This part shows data to answer Research Question 1 – “How do learners perceive their reasons for learning?”

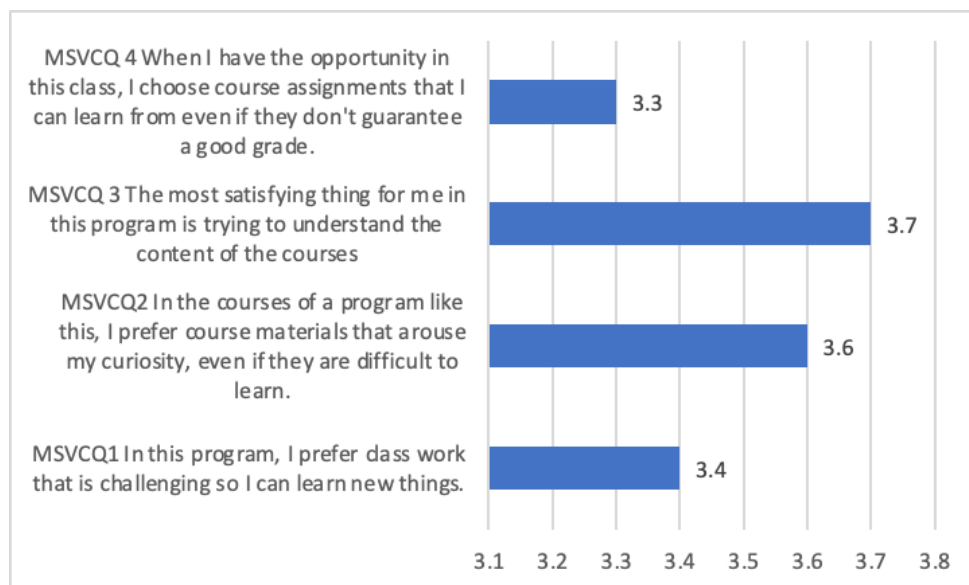
In the context of this study, students’ perceptions were measured through (a) value components (intrinsic goal orientation, extrinsic goal orientation and task value beliefs), (b) expectancy components (students’ perception of self-efficacy and control beliefs for learning), and (c) affective components.

4.2.1. Value Component

i) Intrinsic Goal Orientation

Figure 5 shows the mean scores for intrinsic goal orientation. The analysis shows that students experienced highest satisfaction in the programme when they managed to understand the course content (M: 3.7) that they had learned. This was then followed by their preferences to have course materials (M: 3.6), class work (M: 3.4), and course assignments (M: 3.3) that challenged their mind.

Figure 5: Mean for Intrinsic Goal Orientation



ii) Extrinsic Goal Orientation

Figure 6 shows the mean score for extrinsic goal orientation. The analysis suggests that students expressed satisfaction if they could achieve good grades in their classes (M: 4.3), improve their overall grade point average (M: 4.3), and can showcase their talents to others (M: 4.2).

iii) Task Value Beliefs

Figure 7 shows the mean scores for Task Value Beliefs. The analysis suggests that students expressed the highest satisfaction when they personally felt that the course material was relevant for them to learn (M: 4.2), crucial for them to master (M: 4.1), and that they understood the subject matter (M: 4.1). This was then followed by the ability to transfer what they had learned in the course to other relevant subjects (M: 4). Figure 7 also shows

that only a few students felt that liking the subject matter of the course would determine their motivation towards learning the subject (M: 3.8).

Figure 6: Mean for Extrinsic Goal Orientation

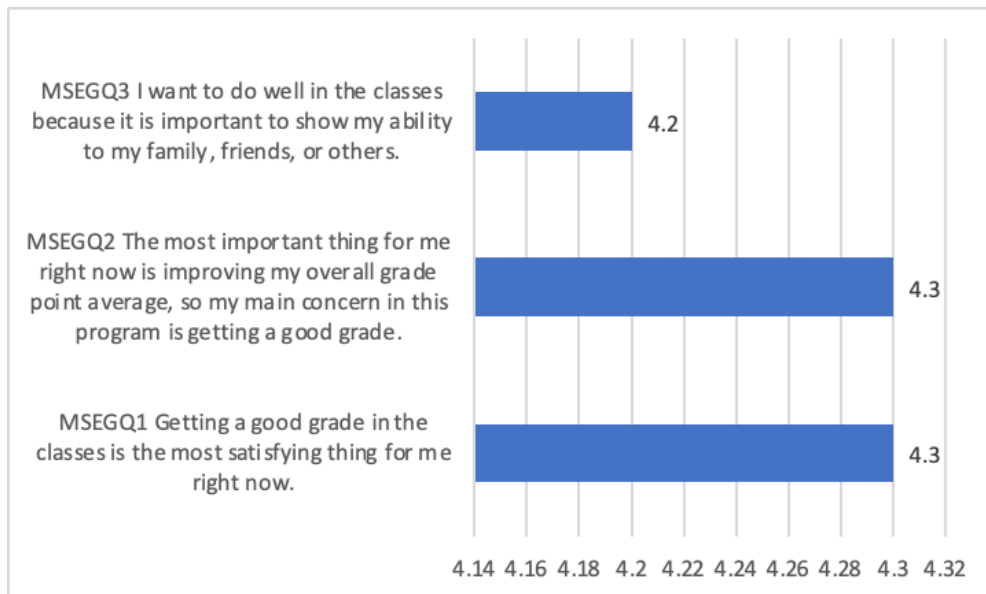
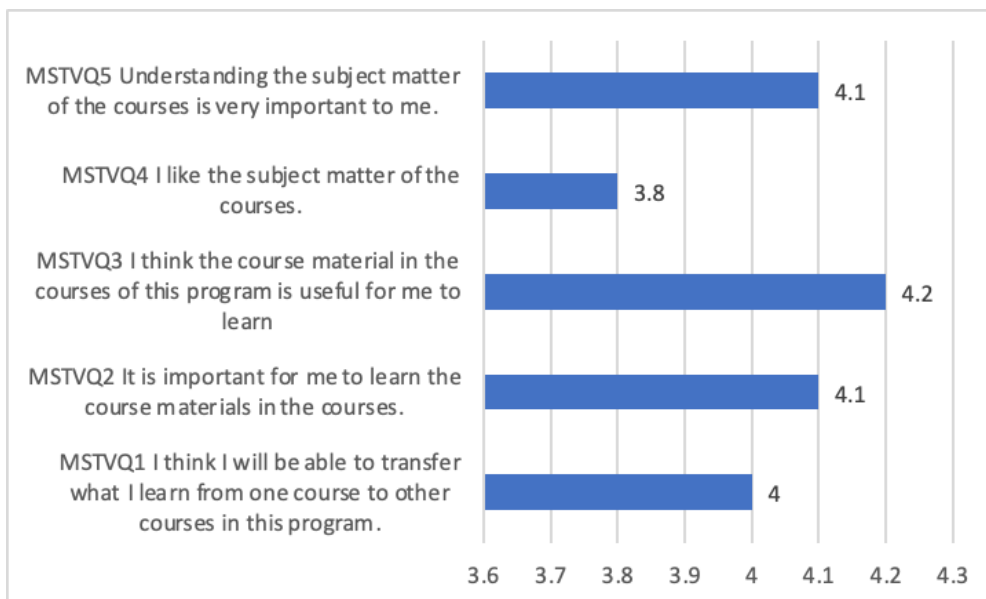


Figure 7: Mean for Task value Beliefs

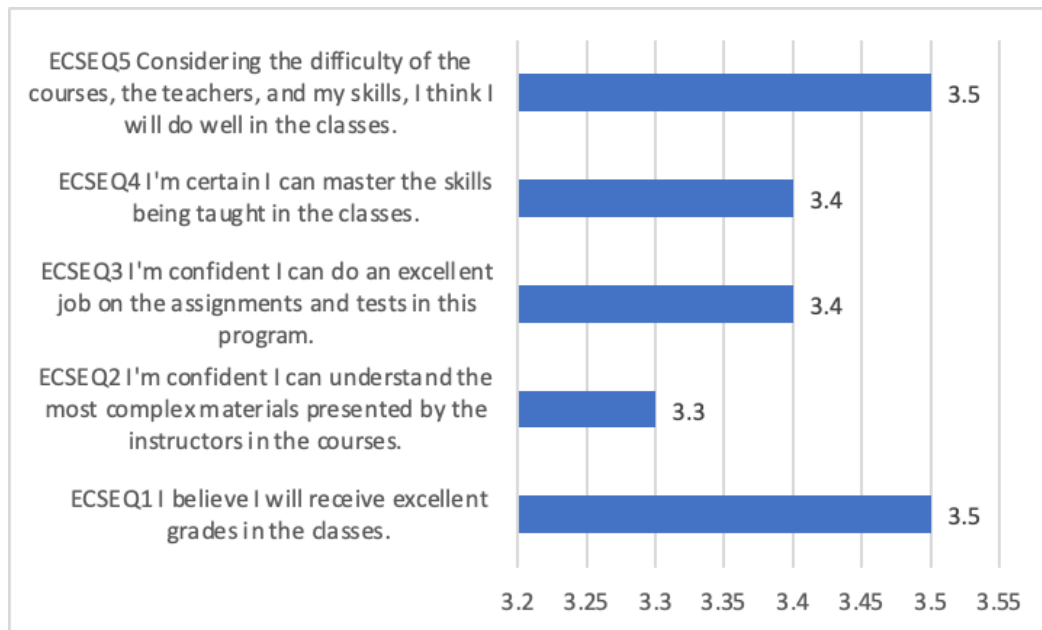


4.2.2. Expectancy Component

i) Students' Perception of Self-Efficacy

Figure 8 describes the mean scores for students' perception of self-efficacy. They felt that they would be able to receive excellent grades in the classes (M: 3.5) and were confident that they would do well in the course (M: 3.5). The analysis also shows that students would do well on their assignments and test (M: 3.4), master the skills being taught in the classes (M: 3.4), and understand the complex materials introduced in the class (M: 3.3).

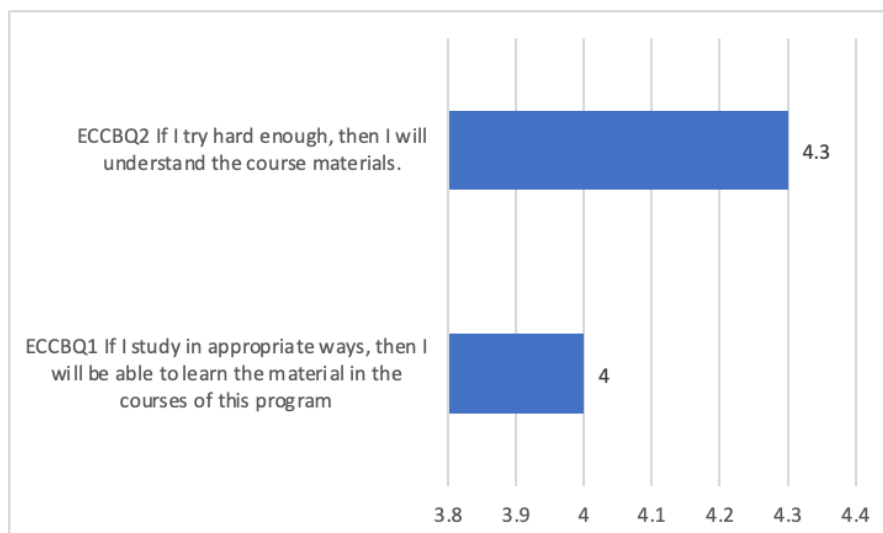
Figure 8: Mean for Students' Perception of Self-Efficacy



ii) Control Beliefs for Learning

Figure 9 describes the mean scores for control beliefs for learning. The analysis suggests that students expressed the belief that if they exerted sufficient effort, they would be able to comprehend the course materials (M: 4.3). Additionally, they believed that by employing appropriate strategies, they would be capable of effectively learning the course content within the programme. (M: 4).

Figure 9: Mean for Control Beliefs for Learning

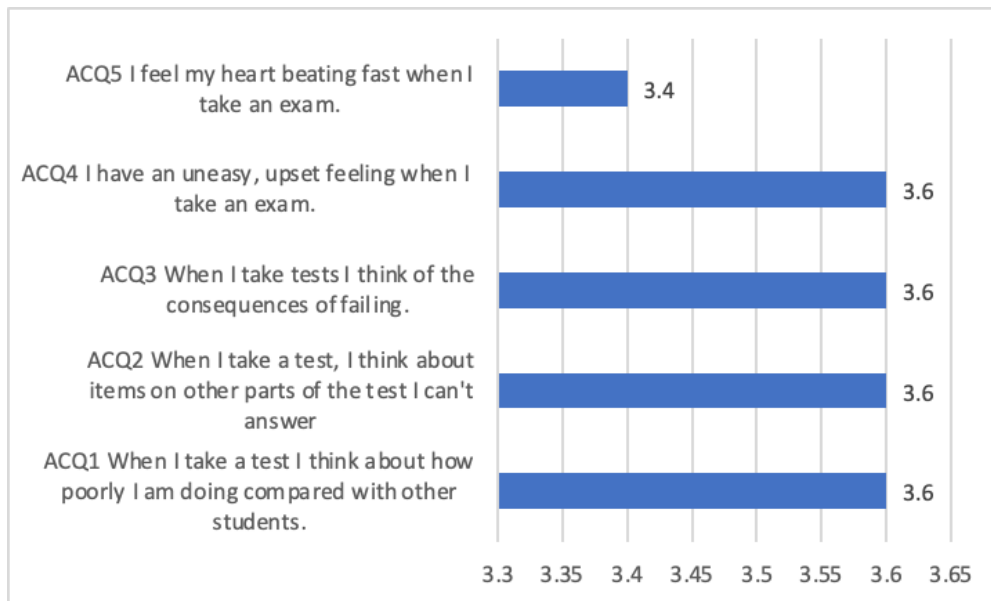


4.2.3. Affective Component

Figure 10 presents the mean scores for the affective component. The analysis indicated that during tests, students reported thoughts where they would compare their performance unfavourably to other students (M: 3.6), contemplate unanswered items on

different sections of the test (M: 3.6), consider the potential repercussions of failing (M: 3.6), and experience an increased heart rate (M: 3.4).

Figure 10: Mean for Affective Component



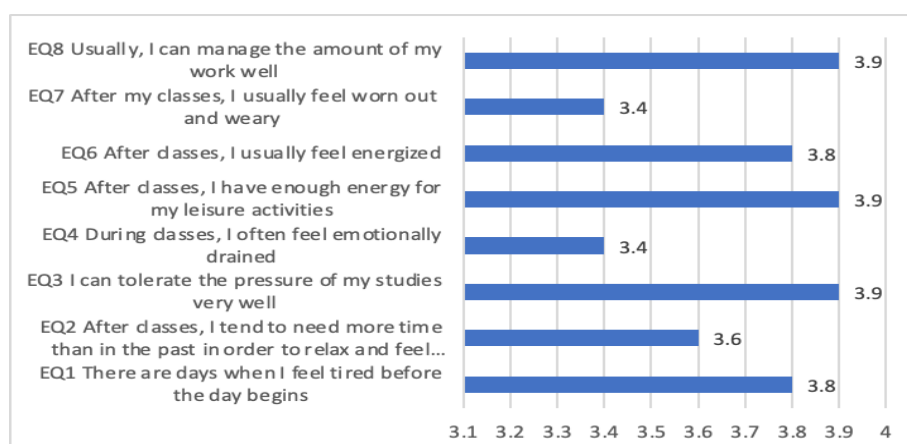
4.3. Findings for Burnout

This part shows data to answer Research Question 2 – “How do learners perceive their burnout?”

4.3.1. Burnout (Exhaustion)

Figure 11 shows the mean of exhaustion as one of the demotivation factors. The highest mean was 3.9 for the items “I can tolerate the pressure of my studies very well”, “After classes, I have enough energy for my leisure activities” and “Usually, I can manage the amount of my work well”. This was followed by the mean of 3.8 for “There are days when I feel tired before the day begins” and “After classes, I usually feel energized”. Students also reported that they needed extra time to relax and feel better after classes as compared to the past (M=3.6). The students frequently felt “emotionally drained” during classes and regularly felt “worn out and weary” after classes (M=3.4).

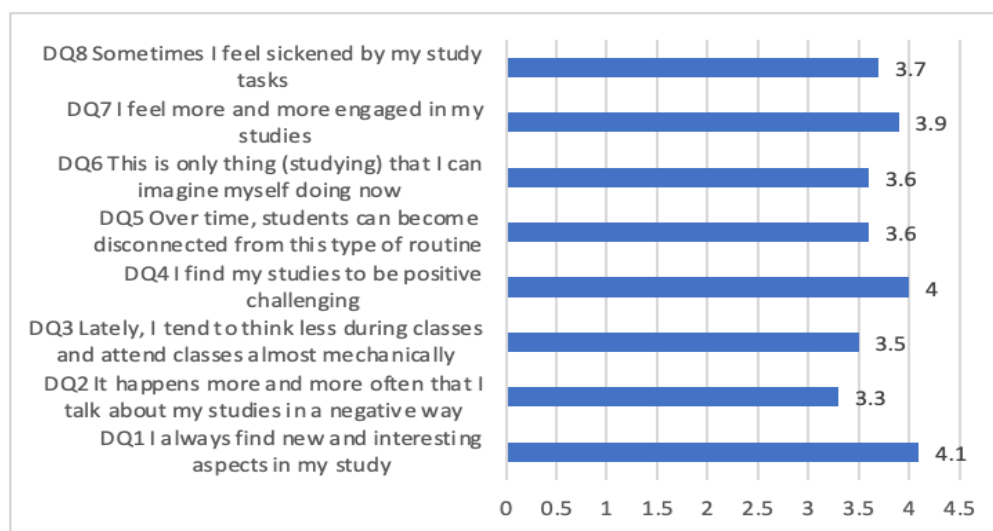
Figure 11: Mean for Demotivation Factors-Exhaustion



4.3.2. Disengagement

Figure 12 presents the mean for disengagement. The highest mean was 4.1 for the item “I always find new and interesting aspects in my study”. This was followed by the mean of 4 for “I find my studies to be positively challenging”. Students reportedly felt progressively engaged in their studies ($M= 3.9$) and occasionally were sickened by the study tasks ($M=3.7$). Two items shared the same mean of 3.6 as students felt that studying was “the only thing” that they could visualise themselves doing at the present time and gradually became “disconnected from this type of routine”. This was followed by the mean of 3.5 and 3.3 for items “Lately, I tend to think less during classes and attend classes almost mechanically” and “It happens more and more often that I talk about my studies in a negative way” respectively.

Figure 12: Mean for Disengagement



4.4. Relationship between Reasons for Learning and Burnout

This part shows data to answer Research Question 3 – “Is there a relationship between reasons for learning and burnout factors?”

To determine if there is a significant association in the mean scores between reasons for learning (value, expectancy, and affective components) and burnout, data was analysed using SPSS to test for correlations. The results are presented separately in Table 3, Table 4, and Table 5.

Table 3: Relationship between Burnout and Value Correlations

		Burnout	Total Value
Burnout	Pearson Correlation	1	.333***
	Sig. (2-tailed)		.000
	N	271	271
Total Value	Pearson Correlation	.333**	1
	Sig. (2-tailed)	.000	
	N	271	271

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

Table 3 shows that there is an association between burnout and value components. The correlation analysis shows that there is a moderate and significant association between burnout and value components ($r=.333^{**}$) and ($p=.000$). According to [Jackson \(2015\)](#), coefficient is significant at the .05 level and positive correlation was measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there was also a moderate positive relationship between burnout and the value components.

Table 4 shows an association between burnout and expectancy components. Correlation analysis shows that there was a moderate significant association between burnout and expectancy components ($r=.341^{**}$) and ($p=.000$). According to [Jackson \(2015\)](#), a coefficient is significant at the .05 level and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation would be from 0.3 to 0.5, and a strong positive correlation would be from 0.5 to 1.0. This means that there was also a moderate positive relationship between burnout and expectancy components.

Table 4: Relationship between Burnout and Expectancy Correlations

Burnout		Total Value	
Burnout	Pearson Correlation	1	.341***
	Sig. (2-tailed)		.000
	N	271	271
Total Expectancy	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	N	271	271

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

Table 5 shows an association between burnout and affective components. Correlation analysis shows that there was a high and significant association between burnout and affective components ($r=.855^{**}$) and ($p=.000$). According to [Jackson \(2015\)](#), a coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is a strong positive relationship between burnout and affective components.

Table 5: Relationship between Burnout and Affective Correlations

Burnout		Total Value	
Burnout	Pearson Correlation	1	.855**
	Sig. (2-tailed)		.000
	N	271	271
Total Affective	Pearson Correlation	.855**	1
	Sig. (2-tailed)	.000	
	N	271	271

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

5. Conclusion

The findings reflect the learners' perceptions towards their reasons for learning the English language. The perceptions of learners' towards reasons for learning were measured through (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 (c) affective components. The study revealed that the value components of extrinsic orientation have prominent implications for learners' reasons for learning. The result signified that learners' reasons for learning were influenced by the extrinsic goal orientation where they valued external rewards and acknowledgement. In accordance with [Zolkapli et al. \(2023\)](#), the primary intention of learning was influenced by the idea of being fluent in the language, being able to communicate proficiently and be recognised by others as a proficient English user. In contrast to [Legault \(2016\)](#), where monetary rewards became the extrinsic goal orientation which eventually reduced learners' motivation to learn, this study revealed that learners admit that achieving academic success through getting good grades and demonstrating their proficiency to others as reasons for them to learn English. Therefore, the findings have highlighted valuable insights from the learners' perceptions on the reasons for learning language.

Moreover, this study also identified learners' perceptions on burnout factors for learning, where two primary causes of burnout analysed in the study were exhaustion and disengagement. However, it was evident from the findings that learners were not easily affected by exhaustion and disengagement in English language learning. They reported that they had the capacity to endure the stress of academics and allocate time for recreational activities following their classes, all while effectively managing their workload. According to [Ghanizadeh and Jahedizadeh \(2015\)](#), highly motivated learners report lesser burnout since they are able to manage their time and lesson effectively.

Furthermore, the findings showed that language learning was positively engaging for learners as they found each aspect of language learning to be new and interesting. It can be said that having positive emotions and interest towards learning could facilitate learners in learning and lessen the burnout effect. This is supported by [Shin and Kim \(2017\)](#) as optimism is an essential mindset to be fostered in learners as negative attitudes towards the language learning process contributes to burnout. In comparison to [Zhong and Liu \(2022\)](#), learners' burnout level varies according to their level of academic performance. Hence, it is confirmed that the learners for this study were average to high achievers as they did not experience burnout.

However, there was a strong relationship between burnout and affective components even if there were slight negative feelings in language learning. This was evident especially when the learners start to feel anxious after taking a test and start comparing themselves with other learners and develop fear of failure. Therefore, this concurred with [Nanda et al. \(2022\)](#) where one of the aspects of maladaptive perfectionism is when learners often feel burnout due to the concern over making mistakes. This was also in line with [Yang and Zhai \(2022\)](#) as the findings of this study complemented their findings where students experience burnout when they perceive learning English solely as a test.

In conclusion, the findings of this study illustrate the importance of educators and policymakers to develop approaches that address burnout factors that may hinder English language learners' learning process. It is suggested that educators may act as a

catalyst to facilitate students in English language learning as recommended by Yang and Zhai (2022). It is crucial for educators to reconstruct students' perceptions of English language learning and redesign the curriculum to prevent students from interpreting that learning English is only for a test. Moreover, this study was able to provide valuable insights for academic institutions that can help educators implement and provide a supportive learning environment that focuses on positive emotions, engagement and learning aspirations that could enhance learners' English proficiency while reducing the burnout effect. This can be achieved by providing student-centred teaching and learning approaches to understand students' style of learning and integrate stress management strategies by offering resources and assistance programmes for students to manage academic difficulties and social stresses of education. In addition to research, efforts should be made to address other factors that may cause burnout among students with a larger sample size of respondents. This shows how essential it is for future researchers to investigate other factors that may cause burnout and come out with the best strategies to overcome them. Overall, this study has contributed valuable insights into the perceptions of learners' reason for learning English language and its correlation with learners' burnout to foster a positive and successful learning environment.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the UiTM Research Ethics Committee. All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. The UiTM Research Ethics Committee operates in accordance with the ICH Good Clinical Practice Guidelines, Malaysian Good Clinical Practice Guidelines and the Declaration of Helsinki. This study has received ethics approval from the UiTM Research Ethics Committee of Universiti Teknologi MARA (UiTM), REC/05/2023 (ST/MR/124).

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Conflict of Interest

The authors declare no conflict of interest.

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