

# Investigation of Motivation and Burnout Sources Among Students Learning Business Correspondence

Nadiah Hanim Abdul Wahab<sup>1\*</sup>, Ahmad Aminuddin Soopar<sup>2</sup>, Ilham Alia Mat Isa<sup>3</sup>, Noor Shariena Zaraini<sup>4</sup> Clarence Lim Kia Seng<sup>5</sup>, Noor Hanim Rahmat<sup>6</sup>

<sup>1,2,3,4,6</sup>Academy Pengajian Bahasa, University Technology MARA, Shah Alam, Malaysia

<sup>5</sup>Faculty of Psychology and Social Sciences, University of Cyberjaya

\*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90300270>

Received: 28 February 2025; Accepted: 10 March 2025; Published: 12 April 2025

## ABSTRACT

The English language is a widely used language in the educational and professional sectors in Malaysia. It plays a crucial role in determining students' success in securing employment, as good proficiency in English, particularly in writing and speaking, enhances employability prospects. Various factors contribute to burnout among students mastering language skills, both verbally and in writing professional business correspondence. This study aims to investigate learners' perceptions of their motivation and sources of burnout in learning business correspondence, and to identify any relationship between the two. A questionnaire was employed to gather quantitative data from 146 students who are studying English courses on writing business correspondence from a public university in Selangor. The instrument used a 5 Likert-scale survey, based on frameworks by Pintrich and De Groot (1900) and Campos et al. (2011), consisting of three main sections. The results indicated that while students are motivated to learn, they also experience feelings of exhaustion and burnout in learning business correspondence. Statistical analysis revealed a moderately positive relationship between motivation and burnout in this context. These findings provide valuable insights into students' motivation and strategies to maintain their engagement in learning and mastering business correspondence.

**Keywords:** English language, Proficiency, Motivation, Burnout, Business Correspondence

## INTRODUCTION

### Background of Study

English functions as a second language widely used in business, education and in the urban areas in Malaysia. Consequently, English courses are mandatory for students, particularly in the public universities. These courses are designed and aim to enhance students' language proficiency for both academic and professional contexts, enabling them to communicate effectively in the workplace, both verbally and in writing (Ganaprakasam & Karunaharan, 2020). However, the rise and widespread use of social media platforms like Facebook, Instagram, TikTok, Twitter and WhatsApp have altered the communication styles among the youth. Young people now engage less in face-to-face interaction and frequently use abbreviations, emojis, and oversimplified words and sentences (Anuashok, et. al., 2024). The shift has impacted students' language use in academic and professional settings. Given the high demand for these skills, learning to master them can sometimes be overwhelming, even for highly motivated students. As a result, learners may experience burnout, particularly when struggling to acquire the skills necessary for formal professional business correspondence (Chong, et. al., 2025). As mentioned by Campos, et. al. (2011), burnout, characterized by the feelings of exhaustion and disengagement, is most likely to occur among students taking courses related to business correspondence upon completing their studies.

Motivation refers to the reasons or forces that drive individuals to act or behave in a particular way (Purnama et. al., 2019). It can be intrinsic, stemming from personal interest or enjoyment, or extrinsic, driven by external

rewards. Burnout is a state of physical, emotional, and mental exhaustion caused by prolonged or repeated stress (Freudenberger, 1974), as cited in Schaufeli et. al., (2009). It often resulted from excessive workload, lack of control, or insufficient support, leading to decreased motivation, lowered performance, and negative attitudes towards oneself and others. Business Correspondence refers to the exchange of information in a written format for business purposes. This includes letters, emails, memos, and other forms of written communication used within and between organisations, or between businesses and their clients. Given the importance of English in business correspondence in Malaysia, investigating motivation and sources of burnout among students studying related courses is highly relevant.

### **Statement of Problem**

Students are expected to exhibit intrinsic motivation, active participation, and resilience when facing academic challenges. Motivation is essential for fostering perseverance, creativity, and a sense of achievement in learners, as it strongly influences both academic success and personal well-being. Usán et al. (2022) and Atik and Çelik (2021) highlights the critical role of sustained academic motivation in achieving positive educational outcomes. This is particularly relevant in business correspondence courses, where mastering practical communication skills alongside theoretical knowledge is crucial for students to excel in their future careers.

Despite this ideal, higher education students are increasingly affected by academic burnout, which undermines their engagement and drive. Jagodics and Szabó (2022) point out that burnout arises when academic demands exceed the resources available to students, leading to emotional fatigue, detachment, and reduced productivity. Salgado and Au-Yong-Oliveira (2021) further identify heavy workloads and inadequate support systems as major contributors to burnout among university students. In business correspondence courses, burnout can manifest as disinterest, diminished performance, and difficulty in mastering key skills, ultimately hindering students' ability to meet course requirements.

The effects of declining motivation and rising burnout are significant and far-reaching as they not only lower academic performance but also negatively impacts mental health and career readiness (Tikkanen et al., 2021). Atik and Çelik (2021) reveal that motivation and burnout are interlinked, creating a cycle where low motivation exacerbates burnout and vice versa. In business correspondence courses, this dynamic can result in poor learning outcomes and insufficient professional preparation. Understanding the interplay between motivation and burnout is therefore vital to improving students' learning experiences and performance in such courses.

Thus, this study aims to investigate learners' perceptions of their motivation and burnout in business correspondence and explore how these factors interact.

### **Objective of the Study and Research Questions**

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

- How do learners perceive motivation for learning business correspondence?
- How do learners perceive burnout for learning business correspondence?
- Is there a relationship between motivation and burnout for learning business correspondence?

## **LITERATURE REVIEW**

### **Theoretical Framework**

#### **Motivation**

Motivation is generally known as a driving force in doing something. Purnama et al. (2019) define motivation as the combination of effort and intention, which eventually provides the reasons behind people's actions, desires, and needs to achieve the desired learning objectives and goals. In this study, motivation is viewed as the

catalyst for studying the business correspondence courses offered at the respective institution. Motivation is needed to begin and sustain the learning process (Mustopa et al., 2020; Oguz & Ataseven, 2016). Undeniably the term motivation is studied and being viewed in various perspectives with intrinsic and extrinsic motivations being the most relatable. Extrinsic and Intrinsic motivations complement each other (Lin et al., 2017).

Theoretically, Pintrich and De Groot (1990) highlight that motivational components influence the students' academic performance. Whereby students with higher self-efficacy performed better academically. Ahmad and Khalid (2011) summarise the three factors suggested by Pintrich and De Groot (1990) as expectancy component (self-efficacy), value component (intrinsic motivation) and affective component (test anxiety). Self-efficacy refers to a person's assessment of their ability to successfully perform a task in a specific situation (Waddington, 2023). Pintrich and De Groot (1990) coined that it is significant to integrate both motivational and self-regulated learning components to better comprehend the classroom academic performance and dynamic. Students' self-efficacy and the belief that classroom tasks are meaningful and worth learning are strongly linked to self-regulated learning. Ergo, the researcher believes that motivation alone does not suffice, and self-regulated learning plays a more critical role in academic success.

Self-Determination Theory which revolves around motivation in the context of physical activity discusses the role of different types of motivation, known as intrinsic, extrinsic and amotivation (no motivation to act) in supporting or deterring a person to engage in physical activity (Ryan et al., 2009). This theory views the autonomous motivation or the willingness to complete a task out of a genuine interest will encourage the long-term engagement in physical activity. It highlights the importance of meeting basic psychological needs which are the autonomy, competence, and relatedness in contributing to personal growth, mental health and overall well-being when driven by intrinsic or self-determination. It is viewed that indeed, students drive in fulfilling a task influenced by their personal determination. Hence, fostering an environment that supports the suggested needs can lead to higher engagement and academic success.

Future-Oriented Motivation is closely linked to this study, as one of the focal points in this study is on the role of motivation driven by long-term goals, such as career aspirations or academic achievements in maintaining students' engagement in learning (Schmidt, 2007). Aside from motivation, Schmidt adds that self-regulation is needed in assisting the students in managing their learning processes independently, where effective self-regulation strategies (i.e.: time management and self-monitoring) plays a crucial role to succeed in learning. He believes that motivation and self-regulation are interconnected. Thus, students with a strong view of the achievable future aims are more likely to apply self-regulation strategies.

Undoubtedly, motivation is not a new concept in the field of research especially among the students in learning various courses offered. Like other aspects, motivation is studied overtime with the advent of technology has significantly impacted the changes on students' performance. Of all the listed theories, it is safe to say that different types of motivations, be it intrinsic, extrinsic or amotivation is not the only push to aid the students in completing the task or to succeed in their field. Unquestionably, self-regulation is a key aspect emphasized across all three frameworks, Pintrich and De Groot's (1990) model, Self-Determination Theory, and Future-Oriented Motivation- as it is regarded as a critical determinant of success.

In relation to this research, all the aforementioned theories are studied. It is clear that motivation in students learning business correspondence may combine intrinsic factors, extrinsic drivers and the addition of self-efficacy and affection. Hence, comprehending all the factors is vital to fostering engagement in the subject matter.

## **Burnout**

Maslach Burnout Inventory (MBI) was used in various studies in gauging the burnout syndrome faced by individuals in various fields (i.e.: Obregon et al., 2020; Soares et al., 2022; Williamson et al., 2018) and it was acknowledged as one of the possible inventories in assessing the burnout syndrome. Maslach et al. (1997) view burnout as a psychological state characterized by emotional exhaustion, depersonalization and reduced academic or personal efficacy. This condition is commonly experienced by students due to academic pressures and stress (Campos et al., 2011). Taris et al. (2005) concur that burnout is indeed a developmental process whereby the

exhaustion faced by an individual may increase depersonalization and decrease personal accomplishment over time, but these effects are relatively weak to be generalized for early detection or intervention.

Aside from focusing on motivation in achieving the desired goals, Pintrich and De Groot (1990) also suggested that burnout is a result of lacking in self-regulation, such as due to poor time management, lack of goal-setting and poor emotional management. In reflecting the Self-Determination Theory (SDT), Ryan et al. (2009) suggested that when the said needs such as autonomy and competence are lacking, individuals will be prone to face burnout as the needs are the vital self-regulation components.

However, it is interesting to note that Future-Oriented motivation (Schmidt, 2007) on utilizing long-term goals to guide the current happenings has been linked to burnout prevention. In his study, Schmidt found that students who have clear goals tend to have lower rates of emotional exhaustion and higher resilience. Despite the suggested prevention, Eccless and Wigfield (2022) caution that over future expectations, without immediate support and measurable results may heighten the risk of burnout by creating feelings of frustration and inadequacy when the desired future goal is not reached.

According to the insights from the scholars, burnout exists, and it is a challenge for the students. In Pintrich and De Groot (1990) burnout is viewed as the effect of lack of adaptive strategies and cognitive overload. While SDT highlights the frustration of psychological needs and reliance of extrinsic motivation as the main contributor. On the other hand, Future-Oriented Motivation claims unrealistic or unachievable future goals will result in burnout. It can be seen that all these theories agree that lacking or unmet needs play a significant role in contributing to burnout. In reflecting with the scope of this current study, burnout is viewed in line with the suggested definition and the possible contributors to burnout- in terms of exhaustion and disengagement in studying the business correspondence course.

## **Past Studies**

### **Past Studies on Motivation**

The study "Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivational Factors for EFL and ESL Adult Learners" by Hussain et al. (2020) investigates both intrinsic and extrinsic motivational factors influencing adult English learners in Saudi Arabia (EFL context) and Pakistan (ESL context). Utilizing a 20-item questionnaire administered to 100 participants from each country, the research reveals that while learners in both contexts exhibit intrinsic motivation, Saudi EFL students face unique challenges. These include a lack of supportive learning environments and social disapproval of English learning. Conversely, Pakistani ESL learners struggle due to a shortage of motivated and trained teachers, inadequate classroom resources, a lack of financial incentives, and unsupportive institutional environments. To address these challenges effectively, the study recommends that educators engage intrinsically motivated students with challenging activities. For Saudi EFL learners, creating positive classroom environments is crucial to counteract external social disapproval and enhance motivation.

In another relevant study, "How Students' Motivation and Learning Experience Affect Their Service-Learning Outcomes: A Structural Equation Modeling Analysis" (Lo et al., 2022) explores the causal relationships between students' learning experiences, motivation, and cognitive learning outcomes in academic service-learning contexts. Grounded in expectancy-value theory, which emphasizes the roles of expectancy (belief in one's ability) and value (perceived importance of a task) in shaping motivation, this research involved 2,056 college students from a university in Hong Kong. Data were gathered through surveys assessing learning experiences, motivational beliefs, and cognitive outcomes. The study tested three main hypotheses: (1) learning experiences influence motivation; (2) motivation positively predicts cognitive outcomes; and (3) both learning experiences and motivation directly affect cognitive outcomes, with motivation serving as a mediator. Findings confirmed that meaningful learning experiences enhance both the expectancy and value components of motivation, leading to deeper engagement and improved cognitive outcomes. Thus, the study highlights the importance of designing engaging service-learning tasks that students find relevant and interesting, ultimately fostering better academic performance.

In conclusion, both studies stress the need to address motivation in adult learners. Improving educational

conditions and providing engaging experiences can help foster intrinsic motivation and support academic success.

## Past Studies on Burnout

Previous research has explored the issue of burnout among individuals learning English as a second language. The study titled "Unveiling the Drive and Drift: Exploring Motivation and Sources of Burnout in ESL Learning" investigates the relationship between motivation and burnout among ESL learners in Malaysia (Azhari et al., 2023). This study utilized a quantitative research design and employed a survey questionnaire as the primary tool for data collection. The participants included 124 undergraduate students from a public university in Selangor. Data was gathered through Google Forms over a two-week period via WhatsApp. The questionnaire covered demographics, motivation factors (including value, expectancy, and affective aspects), and burnout (focusing on exhaustion and disengagement). Data analysis was conducted using SPSS, which revealed a moderate positive correlation between motivation and burnout. The findings indicated that although students were motivated to learn ESL, they also experienced significant stress, exhaustion, and disengagement, particularly in response to exams and academic pressure. The study suggests that higher levels of motivation can sometimes lead to burnout.

Another study by Zolkapli et al. (2024), examined the relationship between students' reasons for learning English and burnout among 271 pre-university students at UiTM Malaysia. Using a quantitative design, data were collected through a structured survey based on Pintrich and De Groot's (1990) reasons for learning scale and Campos et al.'s (2011) burnout scale. Analysis using SPSS 28 found moderate correlations between burnout and the value ( $r=0.333$ ) and expectancy components ( $r=0.341$ ), while the affective components showed a strong correlation ( $r=0.855$ ). The findings revealed that extrinsic motivation (such as grades and recognition) predominated students' learning goals, but maladaptive perfectionism and test anxiety also contributed to burnout. While students found English engaging, fears of failure and social comparisons increased disengagement. The study suggests a shift in focus from exams to practical skills and the implementation of stress management programs. Future research should explore the long-term effects of motivation on burnout and the environmental factors influencing language learning.

These findings underscore the importance of balancing motivation with strategies to manage stress and prevent burnout among ESL learners.

## Conceptual Framework

Figure 1 presents the conceptual framework of the study. This study looks at the relationship between motivation and burnout. For learning to succeed, learners need to be motivated (Rahmat & Thasrabiab, 2024). According to Pintrich, et.al. (1990), sources of motivation include value, expectancy, and affective components. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and their task value beliefs. Next, expectancy components refer to learners' perception of self-efficacy and their control beliefs for learning. Finally, affective components refer to learners' emotions towards the learning activities. However, the needs of learning can sometimes be overwhelming even for the motivated students and learners can also face burnout. Burnout can be caused by exhaustion and disengagement (Campos, et.al., 2011).

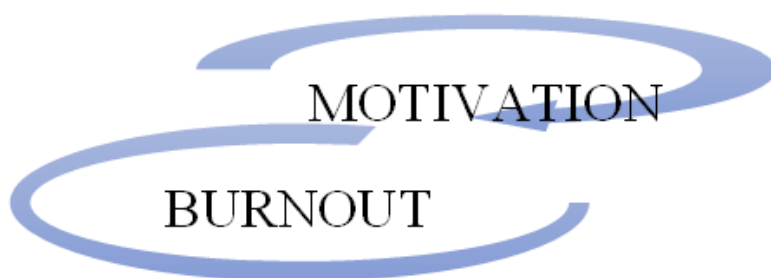


Figure 1- Conceptual Framework of the Study Motivation and Burnout Sources among Students Learning Business Correspondence

## METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 146 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Campos, et.al (2011) and Pintrich, et.al (1990) to reveal the variables in Table 1 below. The survey has 3 sections. Section A has items on demographic profile. Section B has 24 items on motivational components. Section C has 16 items on burnout. The questionnaire was created using Google Forms and distributed using WhatsApp application over a two-week period.

Table 1- Distribution of Items in the Survey

SECT	CATEGORY	CONSTRUCT		VARIABLE	No Of Items	Total Items	Tot Items	Cronbach Alpha
B	MOTIVATION	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12	24	.909
			(ii)	Extrinsic Goal Orientation	3			
			(iii)	Task Value Beliefs	5			
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self-Efficacy	5	7		
			(ii)	Control Beliefs for Learning	2			
		AFFECTIVE COMPONENTS				5		
B	BURNOUT	BURNOUT-EXHAUSTION				8	16	.818
		BURNOUT-DISENGAGEMENT				8		
		TOTAL NO OF ITEMS				40		.909

Table 1 also shows the reliability of the survey. The Cronbach alpha for motivation is .909 while the Cronbach alpha for burnout is .818. The overall analysis for all 40 items shows a Cronbach alpha of .909; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

## FINDINGS

### Findings for Demographic Profile

Table 2- Mean for Q1 Gender

NO	ITEM	PERCENTAGE
1	Female	36%
2	Male	64%

Table 2 provides the breakdown of the gender distribution among respondents for question one (Q1). Male represents 36% of the respondents while female represents 64% of the respondents. This indicates that a larger proportion of the respondents are female compared to male.

Table 3- Percentage for Q2- Age Group

NO	ITEM	PERCENTAGE
1	17 - 19	1%
2	20 - 22	80%
3	23 - 25	19%

Table 3 provides the breakdown of the age distribution among respondents for question 2 (Q2). Only 1% of the respondents are from the age group of 17-19 years old. 80% of the respondents are from the age group of 20-22 years old and the remaining 19% are among 23-25 years old. Thus, the majority of the respondents are between 20 to 22 years old.

Table 4- Percentage for Q3- Discipline

No	Item	Percentage
1	Social Sciences	47%
2	Engineering	1%
3	Math & Computer Science	11%
4	Business Accounting	41%

Table 4 describes the breakdown of the respondents' academic disciplines in public university in Selangor for question 3 (Q3). 47% of the respondents are from Social Sciences disciplines which is the largest group. Engineering only represents 1% of the respondents. Mathematics and Computer Science represents a modest portion of 11% of the respondents. Business and Accounting represents 41%, the second highest group. Overall, the majority of the respondents are from the social sciences and business and accounting disciplines, with nearly half of the total respondents coming from each of these fields.

Table 5- Percentage for Q4 - Course

NO	ITEM	PERCENTAGE
1	ELC 650	47%
2	LCC 500	24%
3	LCC 503	0%
4	EWC 662	29%

Table 5 describes the breakdown of the respondents' courses related to writing business correspondences, such as emails and letters. ELC650 (English for Professional Interaction) is taken by 47% of the respondents making it the most common course. LCC500 (English for Workplace Communication) is taken by 24% of the respondents. None of the respondents are taking LCC503 (English for Business Communication). EWC662 (English for Business Correspondence) is taken by 29% of the respondents. Overall, the majority of respondents are enrolled in ELC650 and EWC662 courses, with a notable portion enrolled in LCC500.

## FINDINGS FOR MOTIVATION

This section presents data to answer research question 1-How do learners perceive their motivation for learning business correspondence?

In the context of this study, this refers to (A) value components, (B) expectancy components and (C) affective components.

To begin with, (A) value components are measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value beliefs.

Table 6- Mean for (i) INTRINSIC GOAL ORIENTATION

Item	Mean	SD
MSVC Q1 In this program, I prefer class work that is challenging so I can learn new things.	3.4	.82843
MSVC Q2 In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.6	.76989
MSVC Q3 The most satisfying thing for me in this program is trying to understand the content of the courses	3.9	.70786
MSVC Q4 When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	3.6	.85160

Table 6 presents four survey items related to the preferences and satisfaction levels of students in a particular academic program. The mean scores for each item reflect a moderate to high level of engagement with the course content. Question 1 reports a mean score of 3.4, suggesting that students moderately prefer challenging coursework that facilitates the learning of new concepts. The second item (Q2) has a mean of 3.6, indicating that students show a tendency towards valuing course materials that stimulate their curiosity, even if these materials are perceived as difficult. With a mean of 3.9, the third item (Q3) shows that the majority of students find the process of understanding course content to be the most rewarding aspect of the program. The fourth item (Q4), with a mean of 3.6, suggests that students tend to select assignments that may not necessarily ensure a good grade but provide opportunities for learning. The consistency in the responses implies that a preference for challenging and intellectually stimulating content is generally shared among the respondents. Overall, the data suggests a group of students who are motivated by personal growth and learning rather than solely by the pursuit of high grades. This indicates an academically engaged cohort, with a strong inclination towards understanding and mastering the material presented.

Table 7- Mean for (ii) EXTRINSIC GOAL ORIENTATION

Item	Mean	SD
MSEG Q1 Getting a good grade in the classes is the most satisfying thing for me right now.	4.4	.70721
MSEG Q2 The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade.	4.4	.72853
MSEG Q3 I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.1	.89358

Table 7 presents three items related to extrinsic goal orientation, with the mean scores reflecting a strong focus on achieving academic success. The first item (Q1) has a mean score of 4.4, suggesting that students find getting a good grade in their classes to be the most satisfying aspect of their academic experience. The second item (Q2) also records a mean of 4.4, indicating that improving their overall grade point average is currently the most important priority for these students, with a clear emphasis on securing good grades. The third question shows a

slightly lower mean of 4.1, pointing to the fact that while some students consider performing well in their courses important for demonstrating their abilities to family, friends, or others, this aspect is somewhat less prominent compared to the direct concern for grades. The consistency in the higher scores for items Q1 and Q2 suggests that extrinsic goals, such as academic performance and grade improvement, are crucial to the students' motivation. Overall, the data reveals a cohort highly motivated by achieving good grades and enhancing their academic standing, with less emphasis on external validation from others.

Table 8- Mean for (ii) TASK VALUE BELIEFS

Item	Mean	SD
MSTV Q1 I think I will be able to transfer what I learn from one course to other courses in this program.	3.9	.84088
MSTV Q2 It is important for me to learn the course materials in the courses.	4.1	.77894
MSTV Q3 I think the course material in the courses of this program is useful for me to learn	4.2	.77038
MSTV Q4 I like the subject matter of the courses.	3.9	.78592
MSTV Q5 Understanding the subject matter of the courses is very important to me.	4.2	.78206

Table 8 outlines data on task value beliefs, with the mean scores indicating a moderate to strong value placed on course materials and their relevance to the students' learning process. The first item shows a mean of 3.9, reflecting that students moderately believe they will be able to transfer what they learn in one course to other courses in the program. The second question has a mean score of 4.1, indicating that learning the course materials is deemed important by the students. With a slightly higher mean of 4.2, item Question 3 suggests that students generally find the course materials to be useful for their learning. The fourth item (Q4) records a mean of 3.9, showing that the students have a moderate level of liking for the subject matter of the courses. The fifth item (Q5) has a mean score of 4.2, indicating that understanding the subject matter is considered very important to the students. Overall, the data reveals that the students value the relevance, utility, and importance of the course content to their learning, with a consistent emphasis on the significance of the subject matter across the items. This suggests that students are generally engaged in their studies and find the materials meaningful.

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

Table 9- Mean for (i) STUDENTS 'PERCEPTION OF SELF-EFFICACY

Item	Mean	SD
ECS EQ1 I believe I will receive excellent grades in the classes.	3.7	.86536
ECSE Q2 I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.7	.84100
ECSE Q3 I'm confident I can do an excellent job on the assignments and tests in this program.	3.7	.84657
ECSE Q4 I'm certain I can master the skills being taught in the classes.	3.7	.81845
ECSE Q5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.8	.79456

Table 9 shows the mean for students' perception of self-efficacy. Notably, students reported an average of 3.7 for four items (Q1, Q2, Q3 & Q4) stated in this section. This shows that students view the four aspects positively, which are the grades, comprehension of complex materials, excel in the assigned tasks and tests and skill mastery. The highest mean of 3.8 was recorded for Q5 on the confidence in performing well in classes albeit encountering the difficulty of the courses, the instructors, and personal skills. This indicates that students are optimistic with their abilities to succeed despite the challenges they face. Overall, the results highlighted that students are positive and have a strong belief in themselves in their capabilities in mastering the course.

Table 10- Mean for (ii) CONTROL BELIEFS FOR LEARNING

Item	Mean	SD
ECCB Q1 If I study in appropriate ways, then I will be able to learn the material	4.1	.71177

in the courses of this program		
ECCB Q2 If I try hard enough, then I will understand the course materials.	4.2	.67508

Table 10 presents the mean for students' control beliefs for learning. The highest average of 4.2 was recorded for the Q2 statement, '*If I try hard enough, then I will understand the course materials*'. This reflects their confidence in their ability to comprehend the course content through their dedication. The Q1 statement on '*If I study in appropriate ways, then I will be able to learn the material in the courses of this program*', garnered a score of 4.1. This points to students being aware that applying the right study method will aid them in mastering the content of the program. These results imply that students acknowledged they can better comprehend the lesson through perseverance and by adopting the right study strategies.

Table 11- Mean for AFFECTIVE COMPONENT -reversing

Item	Mean	SD
AC Q1 When I take a test, I think about how poorly I am doing compared with other students.	3.1	.96125
AC Q2 When I take a test, I think about items on other parts of the test I can't answer	3	.93955
AC Q3 When I take tests I think of the consequences of failing.	2.9	1.05557
AC Q4 I have an uneasy, upset feeling when I take an exam.	3.2	1.02903
ACQ5I feel my heart beating fast when I take an exam.	2.9	1.15145

Table 11 reveals a moderate level of affective components in test taking. Q3 and Q5 recorded the lowest score (2.9 respectively). Whereby for Q3, it was evident that students have moderate consideration of failing the test, and it showed that this did not heavily impact their test-taking experience. As for Q5, students stated a moderate score for '*I feel my heart beating fast when I take an exam*', this indirectly means that this state is not extreme for most of the students. Q2 with the mean of 3.0 on *When I take a test, I think about items on other parts of the test I can't answer* reflects that the students sometimes are concerned about their inability to answer certain questions which may contribute to test anxiety. Students indicate a moderate level of anxiety (mean 3.1) about self-comparison on their performance comparative to others. Indirectly, this suggests that students may feel some pressure to perform well in comparison to others. Q4 recorded the highest mean (3.2) depicting that students tend to experience uneasiness or upset during exams, yet it is not an overwhelmingly high level of anxiety. Overall, the results on affective components are at moderate level, suggesting that the students faced anxiety in taking the test, however, they are not greatly affected.

## Findings for Burnout

This section presents data to answer research question 2- How do learners perceive burnout for learning business correspondence?

In the context of this study, two sources of burnout are (i) exhaustion and (ii) disengagement.

Table 12- Mean for (i) EXHAUSTION

Item	Mean	SD
E Q1 There are days when I feel tired before the day begins	3.7	.98625
E Q2 After classes, I tend to need more time than in the past in order to relax and feel better	3.8	1.01263
E Q3 I can tolerate the pressure of my studies very well	3.5	.90399
E Q4 During classes, I often feel emotionally drained	3.1	1.01377

E Q5 After classes, I have enough energy for my leisure activities	3.2	.94908
E Q6 after classes, I usually feel energized	3.1	1.02203
E Q7 after my classes, I usually feel worn out and weary	3.3	.90294
E Q8 Usually, I can manage the amount of my work well	3.6	.82772

Table 12 presents the average levels of exhaustion reported by students. The data indicates that students experience moderate levels of exhaustion, with certain factors significantly affecting their energy and well-being. For instance, students find it particularly challenging to recover after classes, as shown by a mean score of 3.8 for the need for more time to relax (E Q2). Emotional and physical fatigue are also prevalent, as evidenced by low energy levels after classes, reflected in item E Q6, which has a mean score of 3.1, and for item E Q4 (feelings of emotional drain during classes), which also scores 3.1. Nevertheless, students show moderate ability to manage their workload, with a mean score of 3.6, and they can tolerate academic pressure, with item E Q3 scoring 3.5. Overall, these findings underscore the need for strategies supporting students' recovery and energy management to alleviate academic exhaustion.

### Findings for Disengagement

This section presents data to answer research question 3- How do learners perceive disengagement in learning business correspondence.

Table 13- Mean for (ii) DISENGAGEMENT

Item	Mean	SD
D Q1 I always find new and interesting aspects in my study	3.8	.83683
D Q2 It happens more and more often that I talk about my studies in a negative way	3	1.2239
D Q3 Lately, I tend to think less during classes and attend classes almost mechanically	3.1	.96193
D Q4 I find my studies to be positive challenging	3.8	.74911
D Q5 Over time, students can become disconnected from this type of routine	3.5	.81579
D Q6 This is only thing (studying) that I can imagine myself doing now	3.6	.89189
D Q7 I feel more and more engaged in my studies	3.6	.79574
D Q8 Sometimes I feel sickened by my study tasks	3.1	1.01458

Table 13 portrays the mean for students' disengagement. The data shows that students generally feel positive about their studies, as they find them interesting (D Q1: 3.8) and challenging in a good way (D Q4: 3.8). Many feel that studying fits their current goals (D Q6: 3.6) and that they are becoming more engaged over time (D Q7: 3.6). However, some signs of disengagement are present, with students admitting to going through the motions in class (D Q3: 3.1) and occasionally feeling negative about their tasks (D Q8: 3.1). The risk of losing interest due to routine (D Q5: 3.5) is also noted. Overall, while students are engaged, keeping their interest alive and preventing boredom is important.

### Findings for the Relationship between Motivation and Burnout

This section presents data to answer research question 3 - Is there a relationship between motivation and burnout for learning business correspondence?

To determine if there is a significant association in the mean scores between motivation and burnout for learning business correspondence, data is analyzed using SPSS for correlations. Results are presented separately in table 14 below.

Table 14- Correlation between Motivation and Burnout

### Correlations

		MOTIVATION	BURNOUT
MOTIVATION	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.000
	N	146	146
BURNOUT	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.000	
	N	146	146

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

Table 14 shows there is an association between motivation and exhaustion. Correlation analysis shows that there is a weak significant association between motivation and exhaustion ( $r=.230^{**}$ ) and ( $p=.000$ ). According to Jackson (2015), the 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 from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between motivation and exhaustion among students learning English for business correspondence.

## CONCLUSION

### Summary of Findings and Discussions

This study was conducted to explore learners' perception of their motivation for learning English, investigate the sources of burnout among students learning English for business correspondence and examine the relationship between motivation and burnout in this context. The findings indicate that motivation is influenced by both intrinsic and extrinsic factors, with students showing a preference for intrinsic goals but also being significantly driven by external rewards such as academic performance and grade improvement. As evidently shown in the data revealing high mean scores for items related to task value beliefs and extrinsic goal orientation. The result is parallel with the previous studies by Lin et al. (2017) displaying the ways in which extrinsic and intrinsic motivation complement each other.

The students also show positive responses regarding values and self-efficacy components, as they are generally engaged in their studies, find them to be meaningful, and have a strong belief in their capabilities to master the course. They acknowledge that lessons can be better comprehended through perseverance and by adopting the right study strategies. As for the affective component, students indicate moderate responses, revealing that they experience some anxiety when taking tests, but are not greatly affected. Overall, the findings reveal that students are generally motivated to learn and acquire the skills necessary for English in business correspondence.

The research on burnout among students studying business correspondence reveals that students experience moderate levels of exhaustion, with certain factors significantly impacting their energy and well-being. Despite this, students demonstrate a moderate capacity to manage their workload and tolerate academic pressure. These findings highlight the necessity for strategies that support students' recovery and energy management to mitigate academic exhaustion.

Regarding disengagement, students generally maintain a positive outlook on their studies, finding them both interesting and appropriately challenging. Many students feel that their studies align with their current goals and report increasing engagement over time. However, some signs of disengagement are evident, with students occasionally going through the motions in class and feeling negative about their tasks. The risk of losing interest due to routine is also noted. Therefore, while students are engaged, it is crucial to sustain their interest and

prevent boredom, as shown in Azhari et al., (2023) & Zolkapli et al. (2024) in ESL learning.

Based on statistical analysis of the study, there is a moderately significant association between motivation and sources of burnout among students learning English for business correspondence. It indicates a moderate positive relationship between motivation and burnout: as the motivation levels increase, the likelihood of students experiencing burnout also rises moderately. However, as revealed in a study by Salanova, et. al. (2010), students who successfully achieve their goals feel more motivated, which leads to lower levels of burnout. Highly motivated students are less likely to experience burnout while learning English for business correspondence compared to those who are less motivated. Schmidt (2007) specifically found that students with clear goals tend to have lower rates of emotional exhaustion and higher resilience. Motivation can influence students' engagement, self-efficacy, and belief in their learning capabilities.

### **Pedagogical Implications and Suggestions for Future Research**

Based on the findings of the current study, it is evident that educators play a crucial role in guiding students to acquire proficiency in English for business correspondence. Recognising the importance of the use of English language in both academic and professional context can significantly motivate students to improve their skills. Therefore, educators should employ diverse teaching styles and learning methods to help students effectively acquire the necessary skills for proper English usage in business correspondence, while also preventing burnout. Additionally, educators should focus on fostering supportive learning environments that address both academic and professional demands, as well as the students' emotional well-being. These recommendations have also been emphasised in previous studies by Hussain et al. (2020) and Lo et al. (2022). Providing ample constructive feedback and guidance aimed at improving the students' proficiency is also essential.

A suggestion for future research is to conduct longitudinal studies examining the long-term effects of burnout and motivation on students' career and professional success. These studies should involve a broader sample size across multiple institution in different regions of the country to acquire deeper insights into how learning business correspondence may evolve over time. Such studies would provide a clearer understanding of long-term impacts and allow for generalisations of the findings. Additionally, incorporating qualitative methods, such as interviews which would provide richer data on students' personal experiences with burnout and motivation.

Another area for investigation is the role of technology in enhancing English language proficiency in both academic and professional settings.

In conclusion, this study highlights the intricate relationship between motivation and burnout among students in learning English for business correspondence. The results emphasise the importance of creating learning experiences that not only intellectually engage students but also support their emotional well-being. It is anticipated that future studies will build on these findings to develop more effective teaching and learning strategies for enhancing resilience and motivation among learners of English for business correspondence. By understanding and addressing these challenges, particularly through interventions that mitigate burnout while maintaining motivation, educators can create a more inclusive and supportive educational landscape where all students can thrive academically, personally, and professionally.

### **ACKNOWLEDGMENT**

The researchers would like to thank the students for volunteering to participate in this study.

### **REFERENCES**

1. Ahmad, Z. & Khalid, M. (2011). Classroom academic performance based on motivational and self-regulating learning factors. Conference 8<sup>th</sup> International Conference on Recent Advances in Statistics.327-342. <https://doi.org/10.13140/2.1.4342.5289>
2. Anuashok, A., Gupta, V., Tyagi, T., Agarwal, T., Reddy, R., & Rout, A. (2024). A Study on the impact of social media on modern communication. International Journal for Multidisciplinary Research (IJFMR), 6 (2). <https://www.ijfmr.com/papers/2024/2/15980.pdf>

3. Atik, S. & Çelik, O. T. (2021). Analysis of the relationships between academic motivation, engagement, burnout and academic achievement with structural equation modelling. *International Journal of Contemporary Educational Research*, 8(2), 118-130. DOI: <https://doi.org/10.33200/ijcer.826088>
4. Azhari, Siti Hajar Aisyah & Zamri, Nur & Daud, Khairunnisa & Zaraini, Noor. (2023). Unveiling the Drive and Drift: Exploring Motivation and Sources of Burnout in ESL Learnings. *International Journal of Academic Research in Business and Social Sciences*. 13. 10.6007/IJARBS/v13-i11/19372.
5. Campos, J.A.D.B., Zucoloto, M.L., Bonafé, 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>
6. Chong, L. Z., Foo, L. K., & Chua, S.-L. (2025). Student Burnout: A Review on Factors Contributing to Burnout Across Different Student Populations. *Behavioral Sciences*, 15(2), 170. <https://doi.org/10.3390/bs15020170>
7. Eccles, J. S. & Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53(1). 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
8. Ganaprakasam, C., & Karunaharan. S. (2020). The Challenge of Teaching English as Second Language. *International Journal of Education, Psychology and Counseling*, 5 (37), 173-183. DOI: 10.35631/IJEPC.5370014.
9. Hussain, M. S., Salam, A., & Farid, A. (2020). Students' motivation in English language learning (ELL): An exploratory study of motivational factors for EFL and ESL adult learners. *International Journal of Applied Linguistics and English Literature*, 9(4), 15-22.
10. [Jackson, S.L. (2015) *Research methods and Statistics-A Critical Thinking Approach* (5<sup>th</sup> Edition) Boston, USA: Cengage Learning.
11. Jagodics, B., & Szabó, É. (2022). Student Burnout in Higher Education: A Demand-Resource Model approach. *Trends in Psychology*, 31(4), 757–776. <https://doi.org/10.1007/s43076-021-00137-4>
12. Lin, M.-H., Chen, H.-C. & Liu, K. -S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 13(7), 3553-3564. <https://doi.org/10.12973/eurasia.2017.00744a>
13. Lo, K. W. K., Ngai, G., Chan, S. C. F., & Kwan, K. (2022). How students' motivation and learning experience affect their service-learning outcomes: A structural equation modeling analysis. *Frontiers in Psychology*, 13, 825902. <https://doi.org/10.3389/fpsyg.2022.825902>
14. Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). *Maslach Burnout Inventory manual* (3rd ed.). Consulting Psychologists Press. [https://www.researchgate.net/publication/277816643\\_The\\_Maslach\\_Burnout\\_Inventory\\_Manual](https://www.researchgate.net/publication/277816643_The_Maslach_Burnout_Inventory_Manual)
15. Mustopa, N. M., Mustopa, R. F. & Diella, D. (2020). The relationship between self-regulated learning and learning motivation with metacognitive skills in biology subjects. *Journal Pendidikan Biologi Indonesia*, 6(3), 355-360. <https://doi.org/10.22219/jpbi.v6i3.12726>
16. Obregon, M., Luo, J., Skelton, J. Blevis, T. & MacDowell, M. (2020). Assessment of burnout in medical students using the Maslach Burnout Inventory-Student survey: A cross-sectional data analysis. *BMC Medical Education*, 20(376). <https://doi.org/10.1186/s12909-020-02274-3>
17. Oguz, A., & Ataseven, N. (2016). The relationship between metacognitive skills and motivation of university students. *Educational Process: International Journal*, 5(1), 54–64. <https://doi.org/10.12973/edupij.2016.51.4>
18. 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. Retrieved from <https://psycnet.apa.org/doi/10.1037/0022-0663.82.1.33>
19. Purnama, N.A., Rahayu, N. S. & Yugafiati, R. (2019). Students' motivation in learning English. *Professional journal of English Education*, 2(4), 539-544. <https://d1wqtxts1xzle7.cloudfront.net/100686955/pdf-libre>
20. Rahmat, N.H. & Thasrabiab, T. (2024) Exploring Motivation and Self-Regulation from the Social

- Cognitive View. *International Journal of Academic Research in Business & Social Sciences*, 14(1), 3276-3290. 10.6007/IJARBSS/v14-i1/20476
21. Ryan, R. M., Williams, G.C., Patrick, H. & Deci, E. L. (2009). Self-determination theory and physical activity: The dynamics of motivation in development and wellness. *Hellenic Journal of Psychology*, 6, 107-124.
  22. Salgado, S., & Au-Yong-Oliveira, M. (2021). Student Burnout: A Case Study about a Portuguese Public University. *Education Sciences*, 11(1), 31. <https://doi.org/10.3390/educsci11010031>
  23. Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220. <https://doi.org/10.1108/13620430910966406>
  24. Schmidt, J. T. (2007). Preparing students for success in blended learning environments: Future oriented motivation and self-regulation. [Doctoral dissertation, Imu]. [https://edoc.ub.uni-muenchen.de/6561/1/Schmidt\\_Joel\\_T.pdf](https://edoc.ub.uni-muenchen.de/6561/1/Schmidt_Joel_T.pdf)
  25. Soares, J.P., Lopes, R. H., Mendonca, P. B. D. S., Silva, C. R. D. V., Rodrigues, C.C.F.M. & Castro, J. L. D. (2022). Use of the Maslach Burnout Inventory among public health care professionals: Protocol for a scoping review. *JMIR Research Protocol*, 11(11): e4338. <https://doi.org/10.2196/42338>
  26. Tikkanen, L., Pyhältö, K., Soini, T., & Pietarinen, J. (2021). Crossover of burnout in the classroom – Is teacher exhaustion transmitted to students? *International Journal of School & Educational Psychology*, 9(4), 326–339. <https://doi.org/10.1080/21683603.2021.1942343>
  27. Usán, P., Salavera, C., Quílez-Robres, A., & Lozano-Blasco, R. (2022). Behaviour Patterns between Academic Motivation, Burnout and Academic Performance in Primary School Students. *International Journal of Environmental Research and Public Health*, 19(19), 12663. <https://doi.org/10.3390/ijerph191912663>
  28. Waddington, J. (2023). Self-efficacy. *ELT Journal*, 77(2). 237-240. <https://doi.org/10.1093/elt/ccac046>
  29. Williamson, K., Lank, P. M., Cheema, N., Hartman, N., Lovell, E.O. & Emergency Medicine Education Research Alliance (EMERA). (2018). Comparing the Maslach Burnout Inventory to other well-being instruments in Emergency Medicine Residents. *J Grad Med Educ.*,10(5), 532-536. <https://doi.org/10.4300/JGME-D-18-00155.1>
  30. Zolkapli, R. B. M., Kenali, S. F. M., Hadi, N. F. A., Basiron, M. K., Shaharudin, N. A. D., & Mohamad, H. A. (2024). Exploring reasons for learning English and burnout among pre-university students. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(1), e002670. <https://doi.org/10.47405/mjssh.v9i1.2670>