

**EFFECT OF ACADEMIC SELF EFFICACY ON LEARNING BURNOUT AMONG
UNIVERSITY STUDENTS: ROLE OF ACADEMIC MOTIVATION AND RESILIENCE**



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**EFFECT OF ACADEMIC SELF-EFFICACY ON LEARNING BURNOUT AMONG
UNIVERSITY STUDENTS: ROLE OF ACADEMIC MOTIVATION AND RESILIENCE**

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By

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DECLARATION

I, **Ms. Bushra onib**, Registration No. **346FSS/MSEP/F23** student of **MS** in the subject of Psychology, session **2023-2025**, hereby declare that the matter printed in the thesis titled:

Effect of academic self efficacy on learning burnout among university students:

Role of academic motivation and resilience is my own work and has not been printed, published and submitted as research work, thesis or publication in any form in any University, Research Institution etc in Pakistan or abroad.

Signatures of Deponent

RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis titled: _____
has been carried out and completed by Ms. XYZ, Registration No. **ABC** under my supervision.

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Dedication

This thesis is dedicated to the unwavering pillar of strength and wisdom, my father Mr. Onib and my mother Miss Nasreen, your consistent support and boundless belief have propelled me forward. Your guidance and love have been my guiding light, illuminating my path towards academic excellence. To my dearest best friend Nudrat Khan, who have stood by me through thick and thin, I extend my heartfelt gratitude. Your continuous encouragement has been instrumental in shaping my journey, making the challenges surmountable. To my exceptional supervisor, whose profound expertise and unwavering guidance have sculpted the very essence of this thesis, I express my deepest appreciation. Your unwavering dedication to my intellectual growth and unwavering belief in my capabilities have been transformative. This thesis stands as a testament to the profound impact of familial love, the enduring power of friendship, and the invaluable mentorship that have shaped my scholarly pursuits. I extend my sincerest thanks and dedicate this work to all of you with immeasurable gratitude.

List of Tables	i
List of Figures	ii
List of Annexure	iii
List of Abbreviations	iv
Acknowledgement	V
Abstract	vi

Chapter 1

Introduction

Academic self-efficacy	2
Academic self-efficacy sources	6
Impact of academic self-efficacy	7
Cognitive impact	7
Motivational impact	7
The function of teachers in fostering	8
Goal setting	8
Modeling	8
Learning burnout	9
Reasons of learning burnout	11
Family Factors	11
Individual factors	12
Academic motivation	15

Intrinsic motivation	19
Extrinsic motivation	21
Lack of motivation	22
Resilience	24
Resilience in class room	25
Elements of academic resilience	26
The research of academic achievement	27
and resilience	
Theoretical framework	28
Bandura's Self-Efficacy Theory	28
The Effort-Reward Imbalance Model	28
(ERIM) and the Demand-Control Model	
(DCM)	
Theory of Expectancy-Value	29
Theory of Social Cognitive	30
The seven Cs of resilience	30
The Doughnut With Resilience	31
Literature Review	31
Rationale	36
Objectives of study	38
Hypotheses	39

	Conceptual Framework	40
Chapter 2	Method	41
	Research Design	41
	Sample	41
	Inclusion Criteria	41
	Exclusion Criteria	41
	Operational Definitions	41
	Academic-self efficacy	41
	Learning burnout	42
	Academic motivation	42
	Resilience	42
	Instruments	43
	Demographic Sheet	43
	Scale of Academic Self-Efficacy	43
	Maslach Burnout Inventory-Student	43
	Survey	
	The Academic Motivation Scale (AMS)	43
	Nicolson McBride Questionnaire	44

	Ethical consideration	44
	Procedure	44
Chapter 3	Results	45
Chapter 4	Discussion	57
	Limitations and suggestions	64
	Implications	64
	Conclusions	64
	References	65
	Annexure	70

List of Tables

Table No.	Table Heading	Pg No.
Table 1	Frequency and percentage across demographic variables	46
Table 2	Descriptive Statistics and Alpha Reliability of study variable	47
Table 3	Pearson Correlations of Learning Burnout, Academic Motivation, Academic Self-Efficacy and Resilience among University Students	48
Table 4	Simple linear regression predicting Learning Burnout from Academic Self-Efficacy	49
Table 5	Mediation Of Academic Motivation in The Relationship Between Academic Self-Efficacy And Learning Burnout	50
Table 6	Moderating Role of Resilience Quotient (RQ) between the Relationship of Academic Self-Efficacy (ASES) and MBISS	52
Table 7	Mean ,Standard Deviation and t- values across Gender on Study Variables	54
Table 8	One Way ANOVA to Investigate Difference on the basis of Qualification level variables	55

Table 9	Mean, Standard Deviation and t-values across family system	56
	on study variables	

List of figures

Figure No	Figure Note	Page No.
Figure No 1	Conceptual Framework	40
Figure No 2	Mediation Of Academic Motivation in The Relationship Between Academic Self-Efficacy And Learning Burnout	51
Figure No 3	Moderating Role of Resilience Quotient (RQ) between the Relationship of Academic Self-Efficacy (ASES) and MBISS	52

List of Annexure

Annexure A	Inform consent
Annexure B	Demographic sheet
Annexure C	Permission from author for using scale
Annexure D	Letter for data collection
Annexure E	Academic Self Efficacy Scale
Annexure F	Muslach Burnout Inventory
Annexure G	Academic Motivation Scale
Annexure H	Resilience Scale

List of Abbreviations

APA	American Psychological Association
DSM	Diagnostic and Statistical Mannual of Mental Disorders
SPSS	Statistical Package for Social Sciences

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ABSTRACT

The present study aimed to examine the relationships among academic self-efficacy, learning burnout, academic motivation, and resilience among university students. There were 300 university students in the sample, ages 18 to 26 (150 men and 150 women). The link between academic self-efficacy, learning burnout, academic motivation and resilience has been investigated using a quantitative survey research approach. Data has been gathered using the Academic self-efficacy Scale (AES) (Abdul Gafoor & Ashraf, 2012), the Maslach Burnout Inventory-Student Survey (MBISS) (Maslach & Jackson, 1981), the Academic Motivation Scale (AMS) (Vallerand et al., 1989), and the Resilience Questionnaire (RQ) (Pilafas et al., 2020). The findings showed that learning burnout had a negative link with academic self-efficacy and academic motivation, resilience had a good correlation with both constructs. Findings for mediation analysis indicated that academic self-efficacy significantly predicted academic motivation, and it significantly reduced learning burnout. Furthermore, moderation analysis showed that the interaction between Academic self-efficacy and resilience was not statistically significant, demonstrating that resilience does not moderate the relationship between academic self-efficacy and burnout. These findings suggest that academic self-efficacy functions as an independent protective factor against burnout, regardless of students' resilience levels. Furthermore, gender-based analyses demonstrated that male students scored higher than female students on academic self-efficacy, academic motivation, and resilience, whereas female students reported higher levels of learning burnout. Differences were also observed across educational levels, with PhD students exhibiting higher academic self-efficacy compared to postgraduate and undergraduate students. Overall, results indicate that as education level increases, students show greater self-efficacy, motivation, and resilience, and experience lower burnout. Moreover,

individuals belonging to joint families demonstrated higher burnout , while those from nuclear families showed relatively more higher self-efficacy, academic motivation and resilience.

Key words: Academic Self Efficacy, Learning Burnout, Academic Motivation, Resilience

Introduction

University students are required to take personal responsibility for their education and actively participate in it. They have to set goals and strive to accomplish them. A student's primary objective is to succeed academically, which can be impacted by a number of variables. Their confidence in their ability to get great grades could be one of these variables. A person's views about achieving a goal or excelling at an activity may have an impact on how well they perform. High performance standards, a lot of schoolwork, numerous tests, and competitiveness are just a few of the ongoing academic stresses that university students must deal with. These pressures could lead to emotional exhaustion and psychological stress, which would cause learning burnout characterized by a diminished sense of success, cynicism about studies, and emotional tiredness (Maslach, Leiter, & Jackson, 2012). Engagement, academic achievement, and student retention are all adversely affected by learning burnout (Alt, D et al., 2010). One of the main psychological factors causing learning burnout is academic self-efficacy, or a student's belief in their capacity to complete academic tasks (Bandura, 1997). Chemers, Hu, and Garcia (2001) found that students with high levels of academic self-efficacy are more likely to work more, perceive academic obstacles as manageable, and endure difficulties for longer. Conversely, students with low self-efficacy are more likely to experience stress and emotional exhaustion, which increases the likelihood of burnout (Zhao, Niu, & Li, 2021). However, the relationship between self-efficacy and burnout may be influenced by other psychological traits including academic drive and resilience. Self-Determination Theory states that academic motivation, which can be extrinsic (outcome-based) or intrinsic (interest-based), motivates students to participate in learning activities (Ryan & Deci, 2000). Higher involvement and less

signs of fatigue are exhibited by motivated students (Rahmati, 2015). In a similar vein, resilience—which is characterized as the capacity to recover from stress or adversity—allows pupils to successfully manage academic difficulties (Connor & Davidson, 2003). During challenging academic times, resilient students retain emotional equilibrium and exhibit less signs of burnout (Li, Zhao, & Li, 2020). Promoting student wellbeing and academic achievement requires an understanding of how academic self-efficacy lowers fatigue and how motivation and resilience affect this relationship.

Academic Self-Efficacy

Bandura (1997) referred to this concept as academic self-efficacy. The belief in one's own talents that influences task performance is another definition of academic self-efficacy (Köseoğlu, 2015). According to Bandura (2006), "the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning" since individuals cannot master everything and improve their academic self-efficacy in a range of circumstances. Since their area of functioning is related to their academic tasks, university students' efficacy beliefs might be referred to as academic self-efficacy. The idea that one can perform at the appropriate level in academic work is known as academic self-efficacy. "A construct where a student's intellectual performance is based on the development of cognitive skill and his or her perceived self-efficacy," (Ayiku, 2005).

By improving their cognitive abilities, students can increase their academic self-efficacy. Numerous academic and learning challenges are linked to self-efficacy, according to research. Cheng and Chiou (2010) discovered a positive relationship between accounting students' exam scores and their sense of self-efficacy. Klassen (2010) discovered that adolescents' end-of-term

English grades were significantly influenced by their self-efficacy for self-regulated learning. Michaelides (2008) examined a number of studies that discovered a connection between mathematical skill and efficacy views. Webb-Williams (2006) discovered a positive relationship between elementary school students' science performance and their sense of self-efficacy. At every level of education, getting good grades and succeeding academically are among the key objectives, with benefits for both students and educational systems. Thus, determining the elements affecting students' academic performance has always been a top priority for researchers and educational psychologists. One of the key elements affecting academic performance is academic self-efficacy. Students' attitudes and beliefs about their capacity to succeed academically, as well as their confidence in their capacity to complete assignments and successfully understand the material, are referred to as academic self-efficacy. Academic self-efficacy beliefs increase dedication, effort, and tenacity, which results in exceptional achievement. While students with low self-efficacy attribute their failures to their low abilities, individuals with strong academic self-efficacy attribute their failures to lower attempts rather than lower aptitude. As a result, academic self-efficacy can affect both the selection of tasks and the persistence with which they are completed. To put it another way, students who have poor academic self-efficacy are more likely to avoid, put off, and eventually give up on their assignments because they are terrified of accomplishing them. When presented with complex problems, they are more inclined to rely on themselves to solve them. They are also more likely to be patient during the process, put in more work, and persevere longer to get over the obstacles.

Consequently, it appears that one of the most crucial elements in students' academic achievement is their sense of self-efficacy. Chemers and Garcia, for instance, discovered that students' self-efficacy during their first year of college is a reliable indicator of how well they

will perform in the future. In a study including 214 college students, Alyami et al. (2017) found that academic self-efficacy significantly and favorably affects students' academic performance.

According to other research, students' learning, motivation, and academic achievement are significantly impacted by their academic self-efficacy. The belief that a student has in his or her intellectual capacity to achieve academic success and successfully complete academic assignments at a specified level is known as ASE (Elias & MacDonald, 2007). ASE is an important component of students' learning process and academic success because it reflects their psychological development, which improves their knowledge and fosters their innate interest in academic subjects, talents, and capacities (Alt, 2015). In more recent times, ASE has been viewed as "a dynamic motivational belief that influences the amount of effort we employ, the goals we set, and the persistence we put forth." Because it affects the decisions and actions that students take, self-efficacy is a crucial component of learning success in the field of education (Pajares, 2002). The belief (conviction) that one can effectively complete a task at a given level or reach a particular academic objective is known as academic self-efficacy. Self-efficacy theory serves as the foundation for academic self-efficacy (Bandura, 2001). "A person's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task" is what self-efficacy theory defines (Eccles & Wigfield, 2002).

According to self-efficacy theory, academic self-efficacy may differ in degree depending on the complexity of the activity; some people may feel most effective on challenging assignments, while others may only feel this way on simpler ones. Additionally, it is thought that self-efficacy is situational rather than a constant quality (Linenbrink & Pintrich, 2002). Students accurately distinguish between their assessments of their own efficacy in many academic areas, which together create a loose, multifaceted, hierarchical framework.

As a task-specific assessment, self-efficacy differs from self-esteem and self-concept, which provide more universal affective assessments of oneself. There are two broad types of academic expectation beliefs that have been proposed. The idea that certain actions would result in particular outcomes is known as academic outcome expectations (e.g., "If I do homework my grades will improve"). A student's expectations for academic effectiveness are their convictions that they can carry out the actions required to achieve a particular result (e.g., "I have enough motivation to study hard for this test"). Since "individuals can believe that a certain behavior will produce a certain outcome (outcome expectation), but may not believe they can perform that behavior (efficacy expectation)," it is critical to comprehend the distinction between these two types of expectancy beliefs (Eccles & Wigfield, 2002,). According to studies by Linenbrink and Pintrich (2003), students' learning, cognitive engagement, analytical thinking, academic dedication, strategy utilization, perseverance, vulnerability to negative emotions, and achievement are all substantially correlated with their academic self-efficacy. Children's scholastic motivation, interest, and academic achievement are probably greatly influenced by their beliefs in their own ability to govern their own educational processes and results as well as to master difficult subject matter. High self-efficacy is exhibited by students who have faith in their capacity to plan, carry out, and control their problem-solving or task performance at a specified level of competence. Most people agree that self-efficacy is a multifaceted concept that varies depending on the operating domain. The belief that one can effectively complete assigned academic activities at certain levels is known as academic self-efficacy. Midgley et al. (2000) define academic self-efficacy similarly, saying that it "refers to students' perceptions of their competence to do their class work." Students accurately distinguish between their assessments of their own efficacy in various academic disciplines, which, together create a multifaceted, loosely

hierarchical framework. Because self-efficacy results in particular behaviors and motivations that can either promote or inhibit good performance, self-efficacy beliefs should be significant to understanding academic outcomes. According to Bandura (1993), students who have high academic self-efficacy see failures as the consequence of inadequate knowledge or effort rather than a lack of ability; they also see problems as challenges to be overcome rather than threats, and they set goals to overcome them; they are dedicated to the academic objectives they set be task-diagnostic, which offers helpful feedback to enhance performance, as opposed to self-diagnostic, which perpetuates the student's low expectations for their own abilities intensify their efforts if they are unable to meet their predetermined objectives. This emphasizes the cyclical or reciprocal linkages between behaviors, the environment, and the self that Bandura's (1977) social cognitive theory proposed. Enhancing self-efficacy through environmental interventions may encourage students to choose more difficult assignments, which increases the likelihood of receiving helpful feedback and can result in improved performance.

Academic Self-Efficacy Sources

Because academic self-efficacy "influences the choices learners make and the courses of action they pursue," it is a critical component of student success in education (Pajares, 2002). In general, there are four primary factors that impact self-efficacy: enactive mastery experience, or practical experience; vicarious experiences, or other people's experience; emotive and physiological conditions, such as stress, anxiety, mood, pain, and exhaustion; and verbal persuasion, such as evaluation or comments from others (Hodges, 2008). According to Bandura (1977), the most important source of efficacy is thought to be mastery experiences. Self-efficacy can be extended to comparable learning scenarios once it has been established. The effect is stronger when these circumstances are more similar to those where self-efficacy has increased

(Bandura & Adams, 1977). These sources are chosen, analyzed, and combined to create an overall assessment of self-efficacy, which then affects later cognitive, motivational, emotional, and selective processes.

Impact of Academic Self-Efficacy

According to the idea, students' educational performance is impacted by their academic self-efficacy beliefs because of the impacts they have on four psychological processes (Bandura, 1993):

Cognitive Impact. Students' perceptions of their potential future academic performance are influenced by the type of ideas they have about their skills in connection to a particular task. While students who lack confidence in their abilities are more likely to experience what Bandura refers to as cognitive negativity—a condition in which they become somewhat fixated on their flaws and overly doubtful of their ability to succeed in the face of difficult learning situations—those who do believe in their abilities envision successful, positive outcomes.

Motivation Impact. A strong feeling of academic self-efficacy makes students more willing to put forth effort in their education, helps them persevere in the face of adversity, and speeds up their recovery from a poor performance. On the other hand, pupils' enthusiasm in learning is reduced when they feel ineffective on an emotional level. While a low self-estimation of capacity may lead to high levels of anxiety and agitation, which frequently result in irrational thinking that ultimately impairs their cognitive and intellectual effectiveness, a strong perceived sense of competence is likely to reduce the amount of stress that students may experience during their learning process. At the selection level, students' perceptions of their academic aptitude are likely to have an impact on the decisions they make, the setting they choose, and the options they

choose. It is frequently the case that students shun activities in which they feel less competent and instead participate in those in which they feel effective. This weakens their ability to resist when faced with obstacles and erodes their dedication to reaching their objectives.

The Function of Teachers in Fostering Academic Self-Efficacy

By teaching students how to apply a range of learning methods, including goal-setting, strategy training, modeling, and feedback, teachers can help their students develop positive self-perceptions of efficacy (Schunk, 1995).

Goal Setting. Instructors should inform their students of the objectives of their classes and give them updates on their progress toward those objectives. Students may find that setting proximal goals increases their dedication and prevents them from putting things off. training in strategy. To help pupils perform better, teachers should create educational programs that teach them specific techniques. Verbalization techniques or think-aloud exercises may be used to accomplish this (Schunk, 1995). This could help students stay focused on the essential components of the assignment, engage their encoding and retention skills, become more methodical in their work, and have greater control over their education.

Modeling. By demonstrating cognitive skills and self-regulation approaches, teachers can help students who may be lacking in motivation and learning (Zimmerman, 2000). For example, giving students a model that solves an exercise using a certain cognitive style is likely to improve their motivation and learning. Comments. Teachers should present students with frequent, real-time feedback so they may evaluate their own learning progress. Consequently, it will eventually improve their academic performance.

Students' perceptions of and reactions to academic expectations are greatly influenced by their academic self-efficacy. High academic self-efficacy lowers the perceived stress brought on by demanding coursework and academic pressure since students believe they can overcome obstacles and successfully complete academic assignments (Bandura, 1997). Students are more likely to participate actively in their education, use efficient study techniques, and persevere through challenges when they have confidence in their skills (Chemers, Hu, & Garcia, 2001). Because of this, these pupils feel less worn out and disinterested in their academics. On the other hand, individuals who have poor academic self-efficacy often doubt their talents, feel overburdened by academic demands, and find regular academic assignments difficult, all of which raise their susceptibility to burnout from learning (Zhao, Niu, & Li, 2021). As a result, academic self-efficacy protects pupils from emotional weariness and lowers their risk of burnout.

Learning Burnout

Student learning burnout, or the burnout of students throughout the learning process, was first proposed by Pines and Katry (1989). According to Maslach (1997), learning burnout is a common term that can be used to characterize students who have just experienced some pressure, but it should truly refer to a far more stressful situation. Additionally, she thinks that burnout is a confluence of depersonalization, tiredness, and a negative self-perception. Since Maslach's burnout concept has had a significant impact on burnout research, learning burnout overseas essentially applies Maslach's learning burnout concept, with the only modification being the time context. Schaufeli (2001), for instance, described learning burnout as a condition in which students experience emotional tiredness, alienation from their studies, and a low sense of accomplishment as a result of an overwhelming learning demand. Fives and Hamman (2007) examined the issue of burnout during the student teaching phase. Research on the effects of

perceived stress, loneliness, and learning burnout on university students' educational experiences was conducted by Stoliker and Lafreniere (2015). The topic of learning burnout among teacher candidates has been examined by Kokkinos and Stavropoulos (2016). A negative emotional condition brought on by a lack of interest or motivation in the learning process is known as learning burnout in the field of learning

psychology. This may show up as fatigue and boredom, which may cause people to avoid learning activities. (Ling and others, 2014). Learning burnout is a worldwide issue that impacts students of all ages and academic fields, much like employment burnout (Liu et al., 2023). Learning burnout has not been thoroughly studied, despite the fact that it significantly impairs college students' mental health and academic performance. Researchers will examine and evaluate both individual internal and external elements in their investigation of the causes driving learning burnout. Researchers are now investigating a number of extrinsic factors that impact learning burnout. Researchers have looked into how social support affects learning burnout. Chen et al. (2023) investigated how parents' expectations for their children's schooling affected the same phenomenon.

Lastly, the impact of parents' educational aspirations on learning fatigue was investigated by Wu et al. (2022). A 2009 study by Rubino et al. looks at how stressors affect learning burnout. Yang et al.'s study from 2024 looks at how learning burnout is affected by mobile phone addiction. Scholars mostly investigate the impact of personality and internal motivation on learning burnout when examining the internal aspects that influence it (Amelia, 2022). Stress and burnout among art students have been the subject of relatively few research. Exam anxiety is affected by art students' intolerance for ambiguity and their bad sleep, according to an empirical study by Liu et al. (2024). This suggests that art students' mindset and capacity for emotional

control are connected with their perceptions of their learning pressure. Using art students as the subject of the study, Zhao (2023) verified that psychological capital is a mediator between career expectations and employment anxiety, and that college students' psychological capital is significantly positively correlated with their self-acceptance (Yao et al., 2023). In the meantime, perceived stress and burnout are strongly linked to students' employment anxiety (Wright et al., 2023).

The Reasons of Learning Burnout

Currently, instructors at colleges and universities are more concerned with imparting knowledge to their students. When teaching, teachers focus more on getting assignments done than they do on students' learning interests and involvement in class. Teachers use the "cramming" and "infusing" teaching methods to finish the relevant teaching tasks within the allotted class hours. This results in low student participation, a class that is not student-centered, and some teachers who fail to update the relevant teaching content in a timely manner in accordance with the times, which leaves the professors' teachings comparatively outdated (Yao et al., 2023). It will give students the impression that the material they are studying is not relevant to their future careers, which will lead to a loss of interest in the classroom, frequent wandering, and eventually the onset of learning fatigue.

Family Factors. The majority of college students from single-parent households struggle with certain psychological issues. The psychology of learning burnout can easily develop in pupils who feel inferior and are reluctant to interact with professors and peers. However, some parents lack education for their children because they believe that the school is in charge of their education and that parents have no say in the matter. Despite being adults, college students still

struggle with self-control, and the absence of rules will discourage them from studying. Additionally, students from low-income homes are more prone to experience learning fatigue. Psychology: Students from low-income families are frequently occupied with a range of part-time activities. They work part-time jobs to help pay for their own expenses, which has a significant impact on their learning. Sleeping in class and other disruptive behaviors eventually lead to learning burnout. (Liu et al., 2023)

Individual Factors. Students don't adjust to studying in college. Due to the significant differences between the learning environments and methods used in middle school and university, students find it difficult to adjust to university study which results in low study motivation. Students in middle school are passively learning, and parents and teachers are subject to rigorous monitoring. But once they're in college, learning focuses on independence, and teachers only serve as advisors. The learning strategies used by students are more self-directed and involve self-discovery. A lack of enthusiasm to learn, deteriorating grades, and ultimately learning burnout are the results of certain students' continued belief in passive learning and their failure to adjust to the college learning environment (Wright et al., 2023).

After graduation, many students lack a well-defined objective and a solid plan. They believe that the knowledge they have gained will not be useful in their future careers. Every day, they mostly partake in a variety of extracurricular activities. When they first arrive at university, they loosen their rules, fail to adjust to the university's learning style, and are unable to manage their free time effectively. This leads to a variety of problems, including poor academic performance, a lack of a sense of accomplishment in their studies, and the potential for learning burnout (Liu et al., 2023). Since university is a completely different environment for students, some will be less able to adjust to their new surroundings. This can easily result in psychological

cognitive dissonance due to differences in learning styles, interpersonal relationships, professional interests, and other aspects of a variety of problems. It is simple to allow students to experience psychological issues if they are unable to receive prompt catharsis and counseling due to a variety of issues brought on by psychological issues. This can then interfere with the students' regular academic lives and result in learning burnout. College students' educational approach to learning burnout The following elements of education management should be implemented in order to assist students in overcoming learning burnout, enhancing learning efficiency, and concentrating on the development of exceptional learning styles in the classroom (Alan, 2019).

College students who have a positive attitude on life, values, and the world will be more likely to hold strong ideas and beliefs. They will also be more motivated to learn, overcome obstacles in their academic lives, and work for their college career goals. College students who don't have the right values, view on life, and outlook on the world will feel lost when they get there and find it difficult to fit in with the academics and lifestyle of the university. Enhancing college students' ideological and political education can help them develop the right values, worldview, and viewpoint on life, which will enable them to sustain their passion for learning as long as they have the right perspective on life, values and worldview of college students, so that they can sustain their passion for learning. Under the guidance of the right perspective on life, college students can recognize the value of learning for themselves, find the drive to learn, and be inspired to take the initiative and be willing to learn. To help students with learning burnout achieve their goals at different phases and develop short-, medium-, and long-term goals, career planning should be done based on the characteristics of each individual student. It can also assist kids improve their learning achievement and self-efficacy as they accomplish tiny tasks.

Additionally, assist pupils in overcoming the psychological effects of learning fatigue (Alan, 2019).

Parents are crucial to the process of managing students' education, and the school is not the only entity responsible for their education. First and foremost, parents should understand the reasons for their children's learning burnout, trust them, and support them. Rather than condemning and reprimanding their children mindlessly, parents should try to go forward with their children. Second, in order to make sure that the information channel runs smoothly, parents should learn more from teachers about how to connect with their children across a range of channels in order to promptly comprehend their academic performance and educators to effectively instruct pupils who are experiencing burnout (Rahmati, 2015).

Even though college students' intellectual development has peaked, they are psychologically immature, have more internal conflicts, unstable psychological development, are easily swayed by emotions, have a poor ability to adjust to a new environment, are unable to overcome obstacles and setbacks, and are frequently trapped in disappointment, distress, and depression that hinders their ability to learn. These factors not only negatively affect their physical and mental health but also have a significant negative impact on their ability to learn. Therefore, college students should receive mental health education to help them comprehend who they are, how to perceive learning, how to plan their lives, careers, and academic goals, how to deal with disappointments, how to be more adaptable, enhance their ability to interact with others, use the network scientifically, learn self-psychological adjustment, lessen the negative emotions brought on by life and study-related psychological issues, encourage their psychological growth and personality development, and ultimately complete their studies with distinction (Schaufeli et al., 2002).

Academic motivation and learning burnout are strongly related since motivation influences how students approach assignments and deal with difficulties. Self-Determination Theory states that motivated students, particularly those with intrinsic motivation, are more likely to set meaningful academic goals, persevere through challenges, and participate deeply in their studies (Ryan & Deci, 2000). Students that are motivated have more energy, engagement, and happiness in their academic pursuits, which lowers the likelihood of fatigue and disengagement (Rahmati, 2015). However, academic tasks become demanding as motivation declines, resulting in negative emotional states including exhaustion and frustration that exacerbate learning burnout (Schaufeli et al., 2002). In addition to limiting effort and perseverance, low motivation also heightens emotions of cynicism and a lessened sense of accomplishment—all of which are fundamental elements of burnout (Maslach, Leiter, & Jackson, 2012). Thus, by increasing students' engagement and lowering their vulnerability to learning burnout, academic motivation serves as a protective element. Academic motivation is one of the most important elements affecting the direction, intensity, and determination of student behavior during the teaching-learning process.

Academic Motivation

Academic motivation is one of the most important elements affecting the direction, intensity, and determination of student behavior during the teaching-learning process. Motivation is a concept that is both attractive and harmful. It is fascinating since it underlies almost everything that people do (Gottfried, 1990). Motivation has been well studied in education and other fields. Given that motivation is a complex psychological phenomenon, it is not surprising that there isn't a single, comprehensive definition or theory of motivation.

Numerous theoretical stances, including behavioral (Skinner, 1978), social (Bandura, 1999), cognitive, and humanistic ones, have been used by researchers to study motivation. Motivation comes in several forms (intrinsic, extrinsic, and amotivation) and levels (low to high). Extrinsic motivation is when people do something because of incentives or reinforcements from outside sources, including fame, money, power, or popularity, while intrinsic motivation is when people want to do something because it interests them or makes them feel good (Alan, 2019). Furthermore, academic engagement, as defined by SDT, is a sign of academic motivation in the form of involvement in learning activities or assignments, and it is impacted by how much students believe that academic pursuits satisfy their psychological requirements. Learning theorists recognize that students' enthusiasm and desires for learning have a favorable impact on their learning process success. Two ideas known as "learning motivation" and "academic motivation" may help to understand the factors that allow students to participate in their education with excitement and interest (Anderman & Midgley, 1997). When a student's proficiency is assessed against a performance or excellence criterion, academic motivation is described as the student's desire (as demonstrated by approach, perseverance, and level of interest) for academic subjects (McClelland, et al., 1953). The word "academic motivation" encompasses a wide range of ideas that researchers have examined, such as resilience, self-efficacy, and determination. Previous studies have connected academic desire to other positive outcomes, including academic success (Paulsen & Feldman, 1999). Academic involvement, improved study techniques, the adoption of self-regulated learning strategies, increased success managing stress, and perseverance (Porchea et al., 2010). Grit is a corollary of academic motivation that has also been recognized in the literature. According to Duckworth and Quinn (2009), grit is the internal drive and perseverance to achieve long-term objectives. It is "working

strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress." It is asserted that college students' diverse outcomes are influenced by their academic motivation and involvement. Students' desire or interest in participating in their education and school experience is known as academic motivation. Academically motivated students are more likely to prefer studying, enjoy learning-related activities, and view school and education as useful, according to a wealth of research. According to studies, one of the main causes of underachievement is a lack of motivation (Scheel, Madabhushi, & Backhaus, 2009). It is anticipated that a student will be more motivated in academic settings if they wish to advance to a higher rank than their current one. As a result, it is anticipated that students at the forefront of training and education initiatives will advance in their careers, meaning that their motivation and accomplishments will rise. It is anticipated that highly motivated students will work harder to improve their social and academic performance during the learning process. Therefore, in terms of university education, it is preferable for students to have high academic and career motivation.

A career is a professional process that a person creates and grows throughout the course of the majority of his active years. It usually starts with schooling and lasts until the conclusion of his working life. According to Leung et al. (2010), a person's career encompasses both their job and their education in order to fulfill their expectations, goals, feelings, and desires regarding the job role they have been assigned in the workplace and during the teaching process. This allows them to advance their knowledge, skills, abilities, and desire to work. A person's career is defined as their level of achievement in life, their commitment to a certain specialty, or their steady advancement in their line of work.

According to Osipow (1999), is the process by which a person combines professional and personal knowledge to arrive at a career decision. Making a career decision is actually a complicated procedure that involves numerous steps and circumstances. Conversely, professional decidedness conveys a person's level of contentment and determination with their career decision (Miller, 2011). Bandura's (1996) Social Cognitive Theory served as the foundation for Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory, which in turn served as the basis for the concept of career decidedness. The notion states that a person's profession decision is influenced by both personal and environmental influences. The person is in charge of creating and advancing their own career. However, it is argued that this authority is not absolute and that the context and environmental elements have an impact on the individual's decision. The concept of "career decidedness," which describes a person's level of confidence in choosing a specific career path, has grown in importance for college students' academic and job futures. Research indicates that individuals who make more resolute career selections are more likely to secure substantial career chances and longer-term employment in their chosen area (Hirschi, 2011). It was discovered that students with high levels of academic motivation and career decision-making also have high levels of life satisfaction.

Kelly (2009) asserts that it is crucial for cognitive and motivating contextual elements to interact throughout the professional path. Kelly (2009) uses Bandura's Social Learning Theory to focus on three factors. These include a person's personal objectives, expectations for the outcome of their work, and their impression and expectation of competence in their position. People who are older claim that choosing a career becomes more difficult (Gati & Saka, 2001). As people mature, their personal developmental stages, the state of the environment, and internal dynamics all have an impact on the careers they choose (Howard & Walsh, 2011). It is possible to identify

two internal and external elements that guide an individual during their career. Emotions, thoughts, accomplishments, psychological strength, self-realization, and taking accepting accountability, involvement, status, and interests. A person's social background, family, environment, education, and socioeconomic circumstances are examples of external influences that influence how their internal reactions and motivations are formed. All of these influence people both inside and outside of themselves and influence their professional choices (Day & Allen, 2004). One of the most crucial areas for educators to concentrate on these days is intrinsic motivation, or motivation that comes from inside. Parental and instructional methods have the power to either strengthen or weaken students' intrinsic drive, which makes them receptive to learning and success (Ryan & Stiller, 1991). Since the majority of human activities are not driven by inner motivation, extrinsic motivation—which is associated with external rewards or circumstances—is a similarly significant source of motivation. Embracing interests, status, involvement, and accountability. Examples of external factors that affect how an individual's internal responses and motivations are developed include their family, environment, education, socioeconomic situation, and social background. All of these affect people's professional decisions and have an impact on them both internally and externally (Day & Allen, 2004). Intrinsic motivation, or motivation from within, is one of the most important topics that educators should focus on these days. Students' intrinsic drive, which makes them open to learning and success, can be strengthened or weakened by parental and instructional strategies (Ryan & Stiller, 1991). Extrinsic motivation, which is linked to external incentives or situations, is a similarly important form of motivation because most human behaviors are not motivated by internal factors.

Academic Self-efficacy, which is defined as a person's assessment of their own capacity to carry out specific tasks, can be used to analyze academic motivation. "People's judgment of their capabilities to organize and execute courses of action required to attain designation types of performances" is how Bandura (1986) defined self-efficacy. Academic success, motivation, social skills, quitting smoking, pain tolerance, athletic performance, career choices, assertiveness, coping with feared situations, heart attack recovery, and sales performance are just a few of the variables and outcomes that self-efficacy may influence and predict (Bandura, 1986). The three components of academic motivation under study are amotivation, extrinsic motivation, and intrinsic motivation.

Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation is the ability to participate in an activity because it is inherently stimulating or fulfilling. People who are intrinsically motivated engage in actions or activities spontaneously, free from pressure from inside or without, and without anticipating benefits. A cognitive and humanistic perspective on motivation, intrinsic motivation is based on an awareness of individuals' physiological and psychological development. It focuses on people's internal abilities, mostly emotional and cognitive, which result in sentiments, goals, perceptions, attitudes, and thoughts that can either inspire or demotivate. The act of performing a work for the enjoyment it entails is known as intrinsic motivation. However, intrinsic motivation tended to rise when that person received positive feedback and verbal reinforcement. When someone is engaged in an activity and receives no outward benefits other than the activity itself, that person is clearly motivated by intrinsic factors. According to research, intrinsic motivation is a universal concept that may be divided into three broad groups. These unique motivations are recognized as the intrinsic drive to learn, to achieve,

and to be stimulated. Participating in an activity "For the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new" is known as intrinsic desire to know (Vallerand et al., 1992). This drive is reflected in the classroom since it is associated with concepts such as inquiry, curiosity, The internal drive for achievement Participating in an activity or task for the pleasure and enjoyment it brings, whether it be to create something new or different, to shine or excel, or to accomplish a new objective, is known as motivation. People that fit the description of exhibiting intrinsic desire for achievement frequently aspire to be creative or innovative and feel competent and informed. These people prefer to concentrate on the activity's process rather than the outcome or final output. Last but not least, those who are intrinsically motivated to be stimulated engage in activities for the enjoyment, joy, and pleasant emotions connected to them (Vallerand et al., 1992). According to Vallerand, Blais, Briere, and Pelletier (1989), students who exhibit higher levels of intrinsic motivation also express greater enthusiasm in their studies. Additionally, these students are less likely to drop out (Vallerand, Fortier, & Guay, 1997). According to earlier studies, the most intrinsically motivated individuals are the top achievers in the classroom from childhood through adolescence (Gottfried, Gottfried, Cook, & Morris, 2005). According to Gottfried et al. (2005), these students also have the highest and "most positive self-perceptions" and are noticeably less worried at school. At the conclusion of junior high school, students who remain intrinsically driven years encountered fewer adverse consequences upon entering high school (Otis, Grouzet, & Pelletier, 2005).

Extrinsic Motivation

There is a difference between intrinsic and extrinsic motivation. When someone performs a task or obligation in order to receive payment or to avoid external pressure, this is known as

extrinsic motivation (Ryan & Deci, 2002). Participating in an activity or experience purely for the purpose of achieving outcomes unrelated to the activity or experience is known as extrinsic motivation. An individual is exhibiting extrinsic motives, for instance, if they do a work just to receive reward or recognition and gratitude (Ryan & Deci, 2000). Behaviors driven by external factors are merely "means to an end" and are not carried out for their own purpose. According to the theory of extrinsic motivation, people can be inspired by manipulating both positive and negative reinforcement. This is a metaphor for the employment of a combination of reward and punishment to elicit desired behavior, and it can be recognized as the carrot and the stick reward system. This system is exemplified by a number of positions, such as "academic jobs," where professors are given a set number of years to show increasing research output through the publication of their publications. Professors are either aware that they will be rewarded for their actions (effective teaching and research) with tenure and promotions at the end of the period, or they will be disciplined with dismissal. External regulation, introjection, identification, and integrated regulation are some examples of these categories. By establishing that behaviors are controlled by an external stimuli, like rewards, external regulation correlates to extrinsic motivation. The behaviors exhibited by an individual in order to obtain an external consequence for a task are referred to as external regulation. Introjection is the process by which a person internalizes the motivations behind their own behavior. The avoidance of guilt or shame is an example of internalized regulation, which is impacted by an internal pressure that is somewhat more internalized by the individual. Identification is the act of a person selecting a course of action that they believe will motivate them. Leroy and Bressoux (2016) defined identified regulation as another name for it. This type of extrinsic motivation is more independent. The final form of extrinsic incentive is thought to be the most independent: integrated regulation. It

happens when the self completely absorbs rules or guidelines (Deci & Ryan, 1985). The theoretical distinction between identified and integrated regulation is up for dispute. According to one view put out by Vallerand (1997), integrated regulation as a motivational mechanism does not become entrenched until adulthood.

Lack of Motivation

Deci and Ryan (1985) proposed the motivational notion of amotivation. It is among the most significant behaviors a person can display. According to Ryan and Deci (2000), amotivation is the "state of lacking an intention to act." When there is no sense of probability between an individual's acts and the results of those actions, that individual may become demotivated (Vallerand et al., 1992). When someone loses their motivation, they may feel uncontrollable and incompetent. This indicates that people believe their actions are under their control and the result of external factors. This leads to the individual feeling less inspired to conduct tasks that they regularly do. Amotivated activities might be characterized as "non motivated" since they are neither intrinsically nor extrinsically motivated, according to Vallerand and Bissonnette (1992). Amotivation arises when someone exhibits behaviors for unclear reasons or without meaning, or when they do not plan to behave.

Deci and Ryan (2002). A lack of purpose in one's work or activity is known as amotivation, and it can make people blind to the reasons for their actions. When examining amotivation with students, Cheon and Reeve (2015, p. 100) noted "with amotivation the students have no reason to act – not intrinsic motivation, identified regulation, external regulation, or introjected regulation." Amotivation denotes the lack of contingency between activity and results. Individuals that are more or less autonomously driven are able to understand why they

behave in particular ways. However, persons who are amotivated do not understand or find a purpose to participate in particular endeavors. This lack of preparation for contingency suggests a “dereliction of intention to act” it arises due to numerous different factors. In the classroom, unmotivated students frequently exhibit inappropriate behavior or activities and lack the confidence to take charge of their own education and learning (Yates, 2009). Failure is seen as an indication of a lack of ability in students who exhibit amotivation, leading to self-doubt about their ability to solve their difficulties (Montagne & Van Garderen, 2003). This self-doubt about one's capacity for success in the classroom also leads demotivated kids to feel that any effort to learn or grow is futile, which is consistent with self-efficacy. This can make the student start to doubt whether it is really feasible to complete the assignment (Leroy & Bressoux, 2016), which breeds negativity and pessimism.

According to one study, the type of motivation that was most strongly correlated with grade point average, or GPA, was amotivation (Karsenti & Thiebert, 1995). According to research, amotivation may pose a serious risk to the academic success of younger pupils (Taylor et al., 2014). When transferring to their high school environment, amotivated kids who were recognized near the end of their junior high school careers were said to have the worst long-term consequences (Otis et al., 2005).

As previously mentioned, self-efficacy is frequently used to analyze academic motivation (Schunk, 1991). Albert Bandura postulated in 1977 that a person's self-efficacy influences their activity choices, level of effort, and perseverance. Accordingly, this idea can be used to identify two categories of people: those who feel efficacious and those who have poor self-efficacy. People may postpone undertaking a task if they don't think they can do it. When faced with

challenges, people who are confident in their ability to complete a task put in more effort and persevere longer than those who are unsure of their abilities.

Academic motivation and resilience are strongly associated since students' willingness to keep studying is directly impacted by how resilient they are in the face of academic challenges. Even under demanding academic circumstances, resilient students are more likely to view obstacles as chances for personal development rather than as dangers (Connor & Davidson, 2003). Resilient pupils exhibit better emotional control, perseverance, and optimism, which sustains their inner drive to achieve academic objectives (Martin & Marsh, 2006). According to Ahmed, Minnaert, van der Werf, and Kuyper (2010), students with low resilience, on the other hand, would feel overwhelmed or disappointed by academic losses, which would impair their motivation and involvement in learning tasks. Thus, resilience functions as a psychological buffer, helping students sustain academic motivation by enabling them to cope effectively with stress and maintain confidence in their academic capabilities.

Resilience

Resilience serves as a psychological buffer, assisting students in maintaining their academic drive by empowering them to manage stress and retain self-confidence. Resilience, according to Rajendran and Videka (2006), is the capacity to perform in the face of evident pressures. According to Edwards et al. (2016), resilience in the context of education is the ability of the student to achieve objectives in the face of difficult or distressing situations. True Bridge (2016) defined resilience as the dynamic and negotiated process within individuals (internal) and between individuals and others for the tools and assistance to adjust and establish themselves as healthy in the face of hardship, danger, trauma, and/or daily stress (p. 15).

Two perspectives were used by Howe et al. (2012) to characterize resilience. "Resilience is a dynamic process encompassing positive adaptation within the context of significant adversity," according to their psychological definition of the term (p. 543). "A measure of successful stress-coping ability" is one way to use resilience as a psychological attribute (Connor & Davidson, 2003, p. 77). According to Howe et al. (2012), individual, social, and environmental factors can either support or undermine resilience from a sociological standpoint. Resilience is seen from a social standpoint as a collection of social variables that represent how people connect with their surroundings and the opportunities and situations they may have to grow (Ungar, 2012). Regardless of challenges, resilient learners can maintain strong mental power and endure stress, according to Herrman et al. (2011). According to Shin et al. (2009), resilience is a mix of social and psychological behaviors that are dynamic elements. According to Masten and Obradovic (2006), it can assist people in functioning successfully and adjusting to daily responsibilities in challenging or distressing circumstances. According to White et al. (2010), it can be considered a significant individual difference feature that explains why some people perform better than others when faced with challenges. Jowkar and associates (2014) claimed that there are behavioral, emotional, and academic categories of resilience, and that many educational researchers have been interested in the study of academic resilience.

Resilience in the Classroom

As a motivational-affective characteristic, resilience is important in the classroom. Recent research has focused on unique psychological ideas to alter L2 learning behavior and reduce demotivation in foreign language acquisition. As a result, the study of foreign learning has given

academic resilience more attention (Kim & Kim, 2016). Academic resilience, according to Morales and Trotman (2004), is the kind of academic achievement that occurs in spite of obstacles and adversity. According to them, academic resilience is the dynamic process by which academically successful people get past the obstacles preventing their colleagues from succeeding Trotman and Morales (2004). Accordingly, academic resilience is defined as a motivator for achieving both academic and personal goals as well as a source of suitable coping strategies for the stress and anxiety that arise in a university setting (Cassidy, 2016). According to Knight (2007), pointing out students' shortcomings in the face of adversity and trying to find answers are insufficient in educational settings. According to him, resilience researchers have drastically changed their approaches by honing people's strengths and attempting to identify the variables influencing students' ability to bounce back from adversity. According to Krovetz (2008), individual behaviors, psychosocial circumstances, and sociocultural contexts all have an impact on resilience as a multifaceted and developmental process. As a result, it is the duty of educational institutions to help students grow their abilities and resilience in order to succeed (Thomsen, 2002).

Elements of Academic Resilience

Researchers who closely observe and analyze learners' cognitive and affective processes as well as their techniques of academic performance have taken notice of academic resilience. The concept of achievement has primarily changed and expanded. Stated differently, the success of students is determined by how well they manage their cognitive talents, self-control, and independence (Schunk & Zimmerman, 2007). People encounter a number of risk factors or causes over their academic careers, such as having a chronic illness, living with parents, experiencing a natural disaster, having financial difficulties, etc. (Masten, 1994). Even while

these risk factors have unfavorable effects on a student's academic career, They may simultaneously impact the learner's progress by inciting one another, and they can also impact their progress in a variety of areas. Additionally, these findings can have varying effects on different learners (Little et al., 2004).Despite the risk factors, several additional elements—referred to as protective ones—have a major impact on the achievements of academically resilient learners and lead to beneficial adaptation (Rojas, 2015). Therefore, it is crucial to look at protective factors, such as the learner's social context or interactions, the quality of his or her traits, and so forth. Recognizing and specifying protective elements help learners preserve themselves in uncertainty surrounded by their academic lives. According to Poulou (2007), learners' protective factors reduce the correlation between risk factors and consequences by acting as a buffer against the negative effects of adversity.

According to Masten and Tellegen (2012), protective factors—which they divided into internal and external protective factors—help learners experience favorable outcomes. While exterior protective variables are linked to a person's social situation, internal ones are linked to a person's character (Foster, 2013). Fallon (2010) said that learners' positive attitudes about adversity are internal variables, such as optimism and self-efficacy. In contrast, Poulou (2007) defined external variables as the social protection and support that learners receive in the face of adversity. Examples of external protective factors include a supportive parent, a helpful teacher, a society that encourages a stable identity, etc.

The Research on Academic Achievement and Academic Resilience

Certain variables inside the positivist psychology construct domain, such emotional

(Fathi et al., 2021), academic engagement (Derakhshan, 2021b), teacher immediacy (Liu, 2021), and teacher resilience (Derakhshan, 2021a) were examined. Several studies have been conducted on resilience as a component of positive psychology. By examining their felt enjoyment, empathy, sociability, perseverance, and self-control, Kim and Kim (2016) investigated the learning-related resilience of secondary EFL learners. They discovered that the primary explanatory factors for EFL learning were reported happiness and tenacity. Furthermore, Proietti Ergün and Dewaele's research showed a strong correlation between teaching delight and resilience. Martin (2013) looked on the academic buoyancy and resilience of high school students in Australia. According to his research, academic resilience considerably predicted significant unfavorable outcomes in learning situations, and buoyancy and academic resilience are two distinct characteristics. The study by Nguyen et al. (2016) also showed a strong link between the resilience of learners and their exposure to storytelling as a means of boosting resilience. They also noted that problem-solving abilities, social competence, purpose, the use of narrative to increase resilience, and autonomy are some protective characteristics for resilience. Recent research has shown the link between academic achievement and academic resilience. Fallon (2010) examined the academic performance of 150 Latino high school students from poor socioeconomic classes and how it related to their academic resilience. Measured factors included students' academic performance, parental participation, school engagement, and general academic resilience. He discovered a strong and favorable relationship between students' academic success, academic optimism, and academic resilience.

Kotzé and Kleynhans (2013) found that academic resilience is a strong predictor of academic performance in a study of junior African students. Çelik et al. (2014) investigated the connections between academic accomplishment, self-esteem, locus of control, academic

resilience, and hope among 1,169 Turkish students. They discovered that, as protective factors, environmental context, family support, and personal concerns had a major impact on students' growth in hope, confidence, academic resilience, and academic accomplishment. Academic accomplishment and academic resilience were found to be significantly correlated in Mwangi et al.'s (Mwangi et al., 2015) study. Haibin (2017) discovered that parental supervision, school expectations, and school engagement all play a major role in reducing troublesome behaviors and enhancing students' academic resilience and success.

Theoretical Framework

The following theories provide a theoretical framework for comprehending the role of academic motivation and resilience as well as the impact of academic self-efficacy on learning burnout among college students.

Bandura's Self-Efficacy Theory

This idea urges teachers to take into account and directly address their students' views about their academic self-efficacy in an attempt to deliver more interesting and successful instruction. Bandura (1997) asserts that self-efficacy beliefs are fundamental to human functioning. Having the necessary information and abilities to complete a task is not enough; people also need to believe that they can carry out the necessary conduct or behaviors in both normal and, crucially, difficult situations. Therefore, in order to operate effectively, one needs the abilities and efficacy beliefs to carry them out suitably—two elements that co-develop as people mature and gain knowledge Bandura (1982).

The Effort-Reward Imbalance Model (ERIM) and the Demand-Control Model (DCM)

University students are impacted by the problem of academic burnout, which can have detrimental effects on their academic performance. To explain the causes and contributing elements of academic burnout, a number of theories have been put forth. According to attachment theory, higher levels of academic burnout may be associated with attachment orientations including attachment anxiety and attachment avoidance. In the context of online emergency classes during the COVID-19 epidemic, the cultural-historical activity theory (CHAT) identifies a number of issues that contribute to academic burnout, including extended periods of online study, privacy concerns, and cyberbullying. Two popular theoretical models that describe the situation are the effort-reward imbalance model (ERIM) and the demand-control model (DCM). route to exhibiting symptoms of academic burnout, with the ERIM having a greater impact on the explanation of academic burnout in Korean students (Zhu et al., 2023).

Theory of Expectancy-Value

Expectancy-value theories, which are based on research by Wigfield (1994), show that motivation results from the viability and desirability of an anticipated action. The anticipation conveys the subjective likelihood that the current course of action is feasible and is typically triggered by the situation's incentives. The value denotes the attractiveness of a course of action, which is established by the situation's incentives and the action's expected outcomes. The theory of achievement motivation postulated an inverse relationship between anticipation and value. The more desirable an action is, the more difficult it is to implement, and vice versa. Therefore, it was thought that knowing the subjective likelihood of success was enough to assess a task's incentive value. But as it turned out, the notion that expectation and value were negatively correlated was untenable (Eccles, 1984).

Theory of Social Cognitive

Bandura (1986) expanded the achievement motivation theory's expectancy notion within the framework of social cognitive theory. Two beliefs were used to distinguish the subjective likelihood of achieving a specific goal, or expectation of success. When students think about methods and procedures to complete certain tasks, competence beliefs come into play. The perceived degree to which the selected methods and procedures produce the intended result is represented by control beliefs.

The seven Cs of resilience

The **Seven Cs of Resilience**, developed by Ginsburg (2014), provide a practical framework for understanding how individuals build strength and adapt to challenges. The first component, *Competence*, refers to having the necessary skills to effectively handle different situations, while *Confidence* represents the belief in one's own abilities that grows as competence develops. *Connection* emphasizes the importance of supportive relationships with family, friends, and community, which help individuals feel secure and valued. *Character* involves having a clear sense of right and wrong, guided by personal values that shape responsible decision-making. *Contribution* highlights that giving to others—whether through helping, volunteering, or sharing—builds a sense of purpose and meaning. *Coping* focuses on learning healthy strategies for dealing with stress and setbacks, rather than avoiding or being overwhelmed by challenges. Finally, *Control* refers to recognizing that one has influence over their actions and the outcomes they experience, which increases responsibility and personal

agency. Together, the Seven Cs illustrate how resilience is not just an innate trait but a set of interconnected strengths that can be developed over time.

You can gain insight into areas where you may need to improve by considering how developed each of your Cs is. For instance, you may need to reestablish significant personal relationships that have deteriorated over time or create stronger coping mechanisms (Zimmerman, 2013).

The Doughnut With Resilience

A model for personal resilience has been developed by Vella and Pai (2019), which uses a clear and colorful graphic to highlight many aspects of internal and external support. Three internal and seven external components are covered by the model. The internal factors are: I am (self-efficacy), I have (resources), and I am (self-esteem). Parental support, learned skills, family networks, education and relationships with teachers, peer friendships, community connections, and money—that is, economic stability—are the main external determinants.

Literature Review

Academic self-efficacy and Learning Burnout

Academic self-efficacy refers to students' beliefs in their ability to organize, execute, and succeed in academic tasks (Bandura, 1997). Rooted in Social Cognitive Theory, self-efficacy influences how students think, behave, and respond to challenges. According to Bandura (1997), individuals with strong self-efficacy see obstacles as challenges rather than threats and are more resilient in stressful conditions.

In educational settings, academic self-efficacy determines how students approach learning, regulate effort, manage time, and maintain persistence (Zimmerman, 2000). Students with high self-efficacy set higher academic goals, low burnout, and apply effective learning strategies (Schunk & Pajares, 2002). Conversely, students with low efficacy beliefs experience learning burnout, anxiety, and poor academic adjustment, which negatively impacts learning outcomes (Honicke & Broadbent, 2016). Research indicates that academic self-efficacy positively predicts academic achievement and engagement (Chemers, Hu, & Garcia, 2001). Students who believe in their academic capabilities are more proactive, show higher motivation, and are less affected by burnout affects (Lent, Brown, & Hackett, 2002).

Learning burnout and Academic Motivation

Learning burnout, also known as academic burnout, refers to a psychological state characterized by emotional exhaustion, cynicism toward academic work, and a reduced sense of academic achievement and motivation. (Maslach, Schaufeli, & Leiter, 2001). According to the Job Demand–Resource Model, burnout occurs when academic demands exceed available psychological and emotional resources (Schaufeli et al., 2002). Emotional exhaustion involves feeling drained due to academic pressure, cynicism reflects detachment and loss of interest in studies, while reduced academic accomplishment leads to feelings of incompetence (Maslach et al., 2012). Burnout negatively affects concentration, productivity, motivation, and overall academic success (Salmela-Aro, Kiuru, & Nurmi, 2008). Research indicates that academic burnout is linked to high stress, fear of failure, lack of support, and ineffective coping strategies (Jacobs & Dodd, 2003). Students who experience persistent burnout demonstrate decline in academic engagement, psychological well-being, and performance, and may eventually consider

dropping out (Madigan & Curran, 2021). Protective factors such as self-efficacy, motivation, and resilience play a crucial role in reducing burnout and improving students' ability to cope with academic challenges (Li, Zhao, & Li, 2020).

Additionally, Academic motivation acts as a psychological buffer against academic stress and burnout (Zhao, Niu, & Li, 2021). This shows that academic self-efficacy is not only linked to performance but also to students' emotional well-being. Academic self-efficacy, as the name suggests, is a learner's confidence in reaching academic success in relation to academic tasks and performance. According to Yang et al. (2005), who focused on the unique performance of Chinese middle school and college students, learning burnout occurs when students develop a psychological state of physical and mental exhaustion and treat learning activities negatively, despite having no interest in or motivation for learning. Li et al. (2006) provided a more precise definition of learning burnout, arguing that learning fatigue is the term used to describe students' loss of motivation and interest in learning, which results in psychological tiredness and a negative attitude toward learning. In their study of private secondary vocational students, Yang et al. (2023) discovered that rural students are more likely than urban students to experience learning burnout, and that students from various backgrounds have varying levels of academic motivation. As a result, learning burnout will be reduced, self-efficacy will be lower, and urban students will have better self-efficacy. In contrast, rural students require more external stimulation to increase their self-effectiveness and decrease learning burnout.

Academic Motivation and Academic Self-efficacy

According to Hitches (2022), the level of interest and desire pupils exhibit to learn is what determines their academic motivation. There are two main categories of student motivation

in academic settings: a) inner motivation and b) exterior motivation. Activities carried out for their own purpose or out of innate interest are examples of inner motivation. pleasure. Conversely, activities taken for purposes other than their intrinsic fulfillment are referred to as outer motivation (Coffman & Gilligan, 2002).

According to Duru et al. (2014), academic achievement and academic fatigue are significantly correlated negatively. Additionally, pupils' academic success was significantly predicted by their academic efficacy. Another study's results showed that, among a sample of Iranian college students, academic achievement was negatively and significantly correlated with emotional exhaustion, academic apathy, and academic inefficacy. Furthermore, the majority of the differences in the students' academic performance were similarly explained by academic inefficacy.

According to Hystad et al. (2009), academic achievement and academic motivation are linked to a variety of factors, including gender and academic self-efficacy. The results of the study demonstrated a correlation between improved academic motivation and adaptive coping mechanisms and greater levels of academic self-efficacy. High self-efficacy students set more difficult goals for themselves and manage their academic stress by using healthy coping mechanisms. Different student and instructor sources have an effect on students' learning fatigue and self-efficacy in studies of private institutions and universities. In a study of private secondary vocational students, Multon et al. (1991) discovered that students from various backgrounds have varying levels of academic self-efficacy and that rural students are more likely than urban students to experience learning burnout As a result, learning burnout will be reduced, self-efficacy will be lower, and urban students will have better self-efficacy. In contrast, rural

students require more external stimulation to increase their self-effectiveness and decrease learning burnout.

Wang et al. (2022) discovered that the connection between undergraduates' self-efficacy and emotional weariness was totally mediated by academic motivation. Chen and Han (2020) found that self-efficacy increased intrinsic drive, which decreased disengagement and cynicism. According to these research, students are more inclined to persevere and protect themselves from burnout when they believe they are capable. Even after adjusting for demographic factors, a research of Chinese EFL learners revealed that lower burnout scores were strongly predicted by better academic self-efficacy (Liu & Hall, 2021). This substantial negative correlation is further supported by meta-analytic research, which indicates that one of the best defenses against student burnout is self-efficacy (Kim & Lee, 2019). Adapted from occupational burnout, learning burnout usually has three components: diminished academic efficacy (perception of ineptitude), cynicism/detachment (lack of interest or unfavorable attitudes toward learning), and emotional weariness (feeling depleted by academic expectations). Burnout is a common complaint among university students because of their demanding schedules, performance expectations, and lack of coping mechanisms. Research from several cultures has connected burnout to increased likelihood of dropout, decreased academic performance, absenteeism, and worse mental health (Schaufeli et al., 2002; Gao et al., 2023).

Resilience and Learning Burnout

Thus, burnout is a systemic issue in higher education as much as an individual one. Numerous research suggest that the association between burnout and self-efficacy is moderated by resilience. In other words, pupils with high resilience have stronger self-efficacy

protections against burnout. Yu et al. (2021), for example, discovered that resilience increased the negative correlation between medical students' emotional weariness and self-efficacy. In a similar vein, resilient students who had high levels of self-efficacy reported much lower levels of burnout than their less resilient colleagues (Martínez et al., 2022). According to this moderation, resilience serves as a safeguarding "buffer," enhancing the positive impacts of self-efficacy. Integrated models that take into account both mediation and moderation are becoming more and more important in recent studies. For instance, research suggests that self-efficacy lowers burnout in part by boosting motivation (mediation). whereas the strength of this indirect effect (moderated mediation) is determined by resilience. Although it is currently sparse, evidence for these intricate models is growing. For example, Gao et al. (2023) showed that resilience moderated both direct and indirect effects, while motivation mediated the connection between self-efficacy and burnout. These results emphasize how crucial it is to look at many psychological resources collectively rather than separately.

Rationale

Academic self-efficacy predicts academic performance and motivation in Pakistani students. Several Pakistani studies find positive relationships between academic self-efficacy and academic success / motivation (e.g., Majeed et al., 2022; Hanif et al., 2023). Research in Pakistan reports differences by socioeconomic status, parenting style, perceived discrimination, and access to resources — e.g., authoritative parenting and better resources are associated with higher Academic self-efficacy. Pakistani studies show Academic self-efficacy negatively correlates with burnout and is associated with coping skills and psychological well-being. Most Pakistan studies use cross-sectional survey designs with university/college students and validated self-efficacy scales adapted for local use. Large-sample surveys from public universities exist

(e.g., studies from Punjab universities). This study's rationale is to determine how academic self-efficacy affects learning burnout and how academic motivation and resilience relate to university students. Javed and Tariq (2016) assessed the relationship between academic burnout, academic performance, and academic self-efficacy among university students in Lahore. Their research revealed a negative correlation between academic performance and academic self-efficacy.

At the college level in Pakistan, Ullah et al. (2019) examined the relationship between academic achievement, resilience, and academic self-efficacy across a number of science groups and discovered that academic achievement is positively correlated with resilience and academic self-efficacy.

Abdul Ghani et al. (2021) investigated the reciprocal association between student academic achievement, academic self-efficacy, and parent-child cohesiveness at the primary school level. The study used a longitudinal design, examining the variables six times between grades four and five. The study, which was conducted in Karachi, discovered that a sectional research design was employed to examine academic accomplishment and academic self-efficacy. 400 full-time, regular university students from various academic institutions participated in the sample Pakistan's Karachi. It was found that academic self-efficacy and emotional intelligence were important factors in reducing learning burnout in undergraduate students. Emotional intelligence influences academic performance, and students with good emotional stability do better. As a result, it can be said that research on the relationship between academic self-efficacy and learning burnout, as well as the importance of academic motivation and resilience, has been conducted recently in a number of Pakistani locations. Few research have been conducted, but the results have indicated that academic self-efficacy and leaning fatigue often have a negative

impact on one another when academic motivation is taken into account as a mediator and resilience as a moderator.

Nevertheless, if completed, the findings were deemed ambiguous, especially when considering Pakistan, where the majority of research revealed little to no correlation between these characteristics. However, very little research has been done on the likely impacts of these factors on students' academic burnout (Wang et al., 2024). Additionally, no empirical study has simultaneously examined the effects of students' academic motivation and academic self-efficacy on their academic burnout, according to the literature currently in publication

Objectives of study

The objectives of the present study are:

1. To examine the relationship between academic self-efficacy , learning burnout, resilience and academic motivation among university students.
2. To investigate the effect of academic self efficacy on learning burnout among university students.
3. To investigate the mediating effect of academic motivation between academic self efficacy and learning burnout among university students.
4. To study the moderating effect of resilience between academic self-efficacy and learning burnout among university students.
5. To investigate the effect of demographic variables like gender, education and family type on academic self-efficacy, learning burnout, academic motivation and resilience among university student

Hypotheses

1. There is positive relationship between academic self efficacy, resilience and academic motivation among university students.
2. Learning burnout is negatively correlated with academic self efficacy, academic motivation and resilience among university students.
3. Academic motivation work as a mediator between academic self efficacy and learning burnout among university students.
4. Resilience work as a moderator between academic self efficacy and learning burnout among university students.
5. Male university students scored higher than female university students on self-efficacy, academic motivation, and resilience .
6. Female university students scored higher than male university students on learning burnout.
7. PhD students scored higher than MS and BS students on academic self efficacy, academic motivation and resilience.
8. Students from nuclear families will score higher than those from joint families on academic self –efficacy, academic motivation and resilience.
9. Students from joint families will score higher than those from nuclear families on learning burnout.

Conceptual Framework

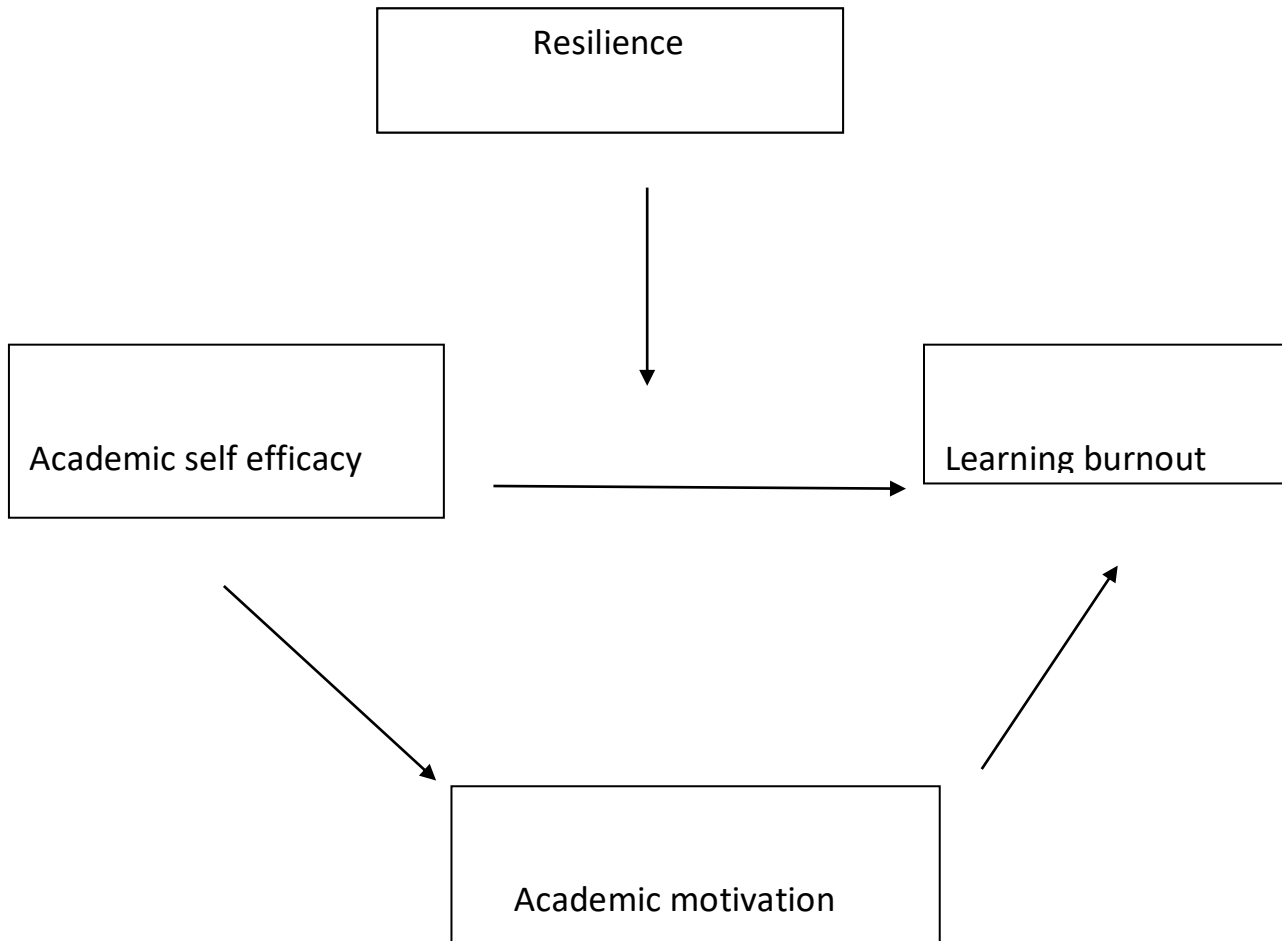


Figure 1: Conceptual Framework

Method

Research Design

The study will employ a quantitative cross-sectional research approach. This kind of study examines data from a sample population at a specific point in time. The prevalence of risk variables is estimated by cross-sectional research.

Sample

There are 300 students in the sample (150 men and 150 women) from various Islamabad universities. They ranged in age from 18 to 26. University students were studying at undergraduate BS and postgraduate MS/MPhil degree programs. The study's sample was drawn from several Pakistani universities. The current study's data was gathered using the convenient sampling technique. Data collection would be conducted by the survey method and questionnaires would be distributed among university students.

Inclusion Criteria

Students range in age from 18 to 26. Students pursuing bachelor's and master's degrees are another need for participation.

Exclusion Criteria

Assessment of academic self-efficacy excludes students with psychological issues.

Operational Definitions

Academic Self-Efficacy

A person's confidence in their ability to succeed academically, based on their perceived abilities and prior experiences, is known as academic self-efficacy. When faced with new activities for which prior knowledge is limited, it is very helpful (Pajares, 1996). It is assessed using the Academic Self-Efficacy Scale (Gafoor & Ashraf, 2012), which evaluates reading, comprehension, memory, learning process, and extracurricular activities. Higher frequency and range of self-efficacy are indicated by a high score on the scale, whilst lower scores imply lower levels of self-efficacy.

Learning Burnout

"A phenomenon where students, as a result of academic pressures, workload, or other personal psychological factors, experience emotional exhaustion, depersonalization, and diminished personal accomplishment during their learning process." (2002) Schaufeli et al. The Maslach Burnout Inventory-Student Survey is used to measure it (Maslach & Jackson, 1981). The scale's high score denotes burnout, as do the low scores on PE (professional efficacy) and high scores on EX (exhaustion) and CY (cynicism).

Academic Motivation

Academic motivation describes the factors that influence behaviors that are somehow connected to academic functioning and success, such as the amount of effort students put forth, their ability to effectively manage their workload, the pursuits they choose, and their perseverance in the face of setbacks (Collins, 2009). The Academic Motivation Scale is used to

measure it (Vallerand et al., 1989). High academic motivation is indicated by a high score on the scale, whereas poor academic motivation is indicated by a low score.

Resilience

The ability to effectively adjust to pressures and preserve psychological health in the midst of hardship is known as resilience. It is the capacity to recover from challenging situations (Haldane et al., 2021). The Nicholson McBride Resilience Questionnaire is used to measure it (Pilafas et al., 2020). A high scale score demonstrates a person's capacity to manage stress and hardship in their lives, and low scores on the measure indicate that they have trouble managing stress.

Instruments

Demographic Sheet

First, a demographic sheet will be given to gather data for the study, such as age, gender, and educational attainment.

Scale of Academic Self-Efficacy

The Academic Self-Efficacy Scale was created to evaluate students' academic self-efficacy using Bandura's (1977) Self-Efficacy theory, which he positioned within the framework of Social Cognitive theory. Out of the 40 statements, 20 are favorable and 20 are negative. The learning process, reading comprehension, memory, curriculum activities, time management, teacher-student and peer relationships, resource utilization, goal orientation, adjustment, and examination are the chosen aspects of academic work. Split half reliability of the scale =.90 (N=370); test-retest correlation coefficient =.85 (N=30) (Abdul Gafoor & Ashraf, 2012).

Maslach Burnout Inventory-Student Survey (MBI-SS)

Each subscale's reliability ranges from 0.85 to 0.89, indicating that the MBI-SS has shown strong validity across cultural contexts (Maslach & Jackson, 1981). A seven-point frequency rating scale, with 0 denoting never and 6 denoting never, is used to score each item. Burnout is indicated by low scores on PE (Professional Efficacy) and high scores on EX (Exhaustion) and CY (Cynicism), according to the scores of each dimension (Maslach and Jackson, 1981).

The Academic Motivation Scale (AMS)

A self-report questionnaire called the Academic Motivation Scale (AMS) is used to gauge pupils' academic motivation. There are 28 items in the AMS. On a Likert-type scale, which goes from 1 (not at all true) to 7 (extremely true), participants are usually asked to score how much they agree with each statement. The Academic Motivation Scale (AMS) exhibits acceptable levels of temporal stability over a one-month period (mean test-retest correlation =.79) and internal consistency (mean alpha value =.81) (Vallerand et al., 1989).

Nicholson McBride Resilience Questionnaire

One self-report tool for assessing psychological resilience is the Nicholson McBride Resilience Questionnaire (NMRQ). It was created to evaluate people's capacity to handle stress and hardship in their daily lives. There are twelve items on the NMRQ that measure resilience. A 5-Likert scale point system is used to measure each item on the self-reported questionnaire. A score of 1 indicates significant disagreement, whereas a score of 5 indicates strong agreement. The Greek version that was suggested made use of the same system. Cronbach's alpha coefficient

analysis was used to test for internal consistency. The analysis's overall score for the 12 items is .800 (Pilafas et al., 2020).

Ethical Considerations

Ethical approval from the IIUI Department of Psychology's Ethical Review Board and the institution's head. The participants' informed consent was also acquired, and their responses were kept private and confidential.

Procedure

With permission from the appropriate authorities, the researcher contacted a student in the university sector. The informed consent of the authorities or respondents was obtained after a brief description of the study. After that, questionnaires were used to collect the data, and the respondents' answers were kept confidential. Following that, all of the ambiguities were cleared up and the data was collected. A person is also asked to be truthful when responding to the inquiry. Using SPSS, descriptive analysis, linear regression analysis, and the t-test were carried out to determine the various outcomes.

RESULTS

Results

Table 1

Frequency and percentage across demographic variables (N=300)

Variables	<i>f</i>	%
Gender		
Boys	150	49.5
Girls	150	49.5
Education		
BS	96	31.7
MS.	131	43.2
Phd.	73	24.1
Family type		
Joint	108	35.6
nuclear	192	63.4

Table 1 shows frequency and percentage of participants. Girls ($f = 150$, 49.5%) and boys ($f = 150$, 49.5%) are equal in number with respect to gender. Participants from BS ($f = 131$, 43.2%) are greater in number than participants from MS ($f = 96$, 31.7%) and participants from Phd.

($f = 73$, 24.1%) .Participants from nuclear family ($f=192$,63.4) are greater than joint family ($f=108$,35.6).

Table 2

Descriptive Statistics and Alpha Reliability of study variable (N=300)

Variables	<i>k</i>	<i>a</i>	<i>M</i> (<i>SD</i>)	Range		Skewness	kurtosis
				Potential	Actual		
Academic self efficacy scale	30	0.83	108(9.9)	0-63	3-52	.37	-.05
Learning burnout scale	5	0.83	40.5(6.3)	0-100	11-84	-.35	.00
Academic-motivation scale	7	0.65	84.2(9.5)	0-48	16-53	-.20	.04
Resilience questionnaire	12	0.83	32.4(6.5)	0-66	4-50	.36	.03

Note. M = Mean; SD = Standard Deviation; a = Alpha

Table 2 shows psychometric properties of study variables. The reliability analysis indicate that the reliability coefficient of Maslach Burnout Inventory , Academic Motivation Scale, Academic Self-Efficacy and Resilience Questionnaire is .91, .79 and .83 respectively which indicate satisfactory internal consistency. The value of Skewness and kurtosis for Maslach Burnout Inventory , Academic Motivation Scale, Academic Self-Efficacy and Resilience Questionnaire are less than 1 and 2 which indicate that univariate normality is not problematic.

Table 3

Pearson Correlations of Learning Burnout, Academic Motivation, Academic Self-Efficacy and Resilience among University Students (N=300).

Variables	1	2	3	4
1. Academic Self Efficacy	-			
2. Learning Burnout	-.17**			
3. Academic Motivation	.37**	-.34**	-	
4. Resilience	.46**	-.23**	.38**	-

*Note: ** $p < 0.01$*

Table 3 presents the correlations among Academic Self-Efficacy, Learning Burnout, Academic Motivation, and Resilience among university students. Academic self-efficacy showed a significant negative relationship with learning burnout ($r = -.17$, $p < .01$), indicating that students with higher self-efficacy experience lower levels of burnout. At the same time, academic self-efficacy was positively and significantly related to academic motivation ($r = .37$, $p < .01$) and resilience ($r = .46$, $p < .01$). This suggests that students who have stronger beliefs in their academic abilities tend to be more motivated and more resilient in academic settings. Learning burnout had a significant negative correlation with academic motivation ($r = -.34$, $p < .01$) and resilience ($r = -.23$, $p < .01$), indicating that higher levels of burnout are associated with lower motivation and lower resilience. Finally, academic motivation was positively and significantly related to resilience ($r = .38$, $p < .01$), suggesting that more motivated students tend to display higher resilience.

Table 4

Simple linear regression predicting Learning Burnout from Academic Self-Efficacy (N=300)

	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>p</i>
Constant	-0.02	0.05	-	-0.04	.65
Academic self-efficacy	-0.33	0.05	-0.34	-6.4	.001

Note .R = .34, R² = .12

A simple linear regression analysis was conducted to determine whether academic self-efficacy (ASES) significantly predicted learning burnout (MBISS) among university students. The overall model was statistically significant, indicating that academic self-efficacy is a meaningful predictor of learning burnout. The model explained 12.1% of the variance in learning burnout scores ($R = .34$, $R^2 = .12$).

Table 5

Mediation Of Academic Motivation in The Relationship Between Academic Self-Efficacy And Learning Burnout (N = 300)

Predictor		Learning burnout			
Model	R^2	β	p	t	95%of BaCI
1 Constant		-0.02	.56	-0.58	[-0.12,0.07]
Academic self-efficacy	.21	0.47	.000	8.93	[0.36,0.57]
2 Constant		-0.02	.65	-0.45	[-0.12,0.07]
Academic self-efficacy	.12	-0.33	.000	-5.5	[-0.44,-0.21]
Academic motivation	.12	-0.01	.79	-0.26	[-0.12,0.099]

Step 1 $F = 79.83^{***}$, Step 2 $F = 20.44^{***}$, Indirect effect = -0.0071

Note: R^2 = Explained variance, BaCI = Bias-corrected confidence interval.

Table 5 shows the results of the mediation analysis conducted using PROCESS Model 4. The results indicated that academic self-efficacy significantly predicted academic motivation ($\beta = 0.47, p < .001$). However, academic motivation did not significantly predict learning burnout ($\beta = -0.02, p = .794$). The direct effect of academic self-efficacy on learning burnout remained significant even after the inclusion of academic motivation in the model ($\beta = -0.33, p < .001$), suggesting that mediation did not occur. The indirect effect of academic self-efficacy on learning burnout through academic motivation was not significant ($\beta = -0.007, 95\% \text{ CI } [-0.058, 0.046]$),

as the confidence interval included zero. These findings indicate that academic motivation does not mediate the relationship between academic self-efficacy and learning burnout. Thus, academic self-efficacy independently predicts learning burnout among university students.

Mediation Model

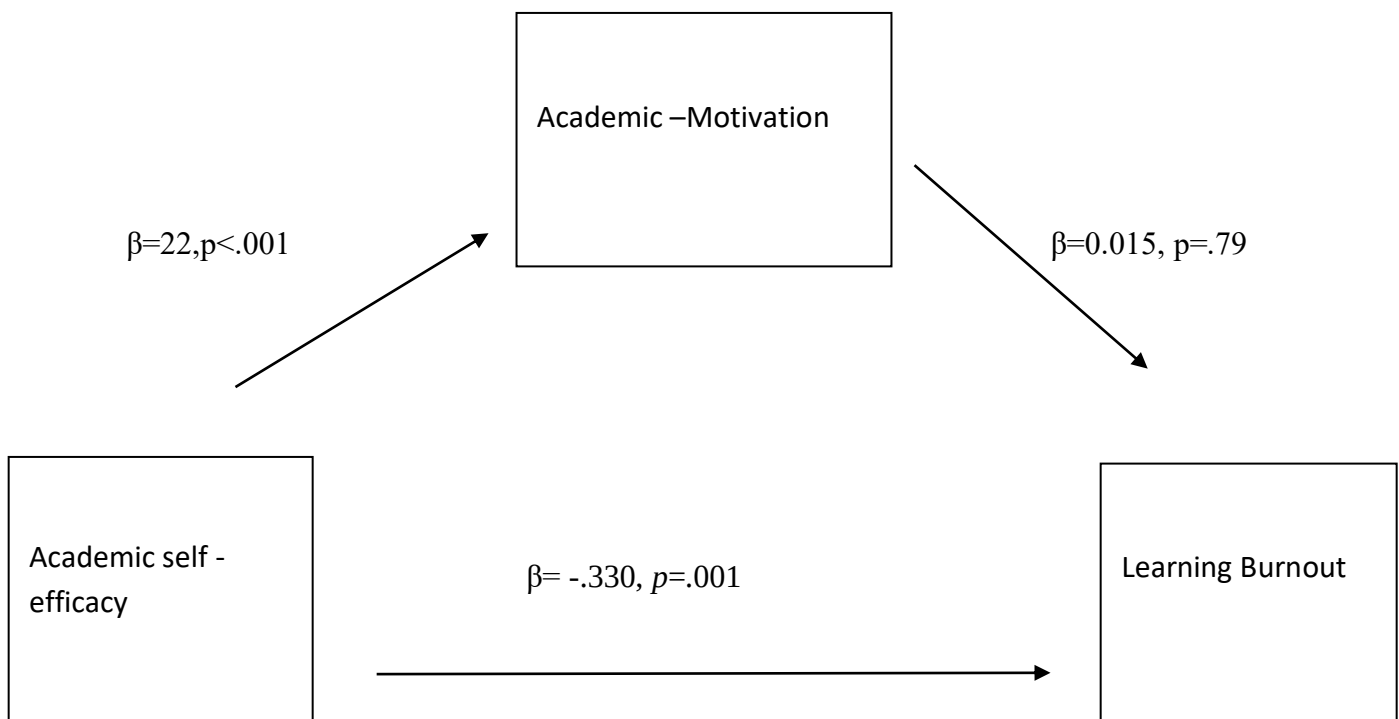


Table 6

Moderating Role of Resilience Quotient (RQ) between the Relationship of Academic Self-Efficacy (ASES) and MBISS (N = 300)

<i>Predictor</i>	<i>B</i>	<i>SEB</i>	<i>t</i>	<i>p</i>	<i>95% of CI</i>	
					<i>LL</i>	<i>UL</i>
Constant	-0.00	0.05	-0.07	0.944	-0.10	0.10
ASES	-0.2	0.05	-5.19	0.000	-0.40	-0.18
Resilience	-0.1	0.05	-2.0	0.040	-0.22	-0.00
ASES*RQ	-0.0	0.04	-0.78	0.431	-0.13	0.056

Note: $p < .05$, ASES = Academic Self-Efficacy, RQ = Resilience

Table show the interaction term between academic self efficacy and resilience. Both academic self efficacy ($B = -0.2945$, $p < .001$) and resilience ($B = -0.1139$, $p = .040$) individually predict learning burnout. The interaction term ($ASES \times RQ$) was not significant ($B = -0.0379$, $p = .431$), indicating that resilience does not moderate the relationship between academic self-efficacy and learning burnout. In other words, the strength of the association between academic self efficacy and learning burnout is not dependent on levels of resilience.

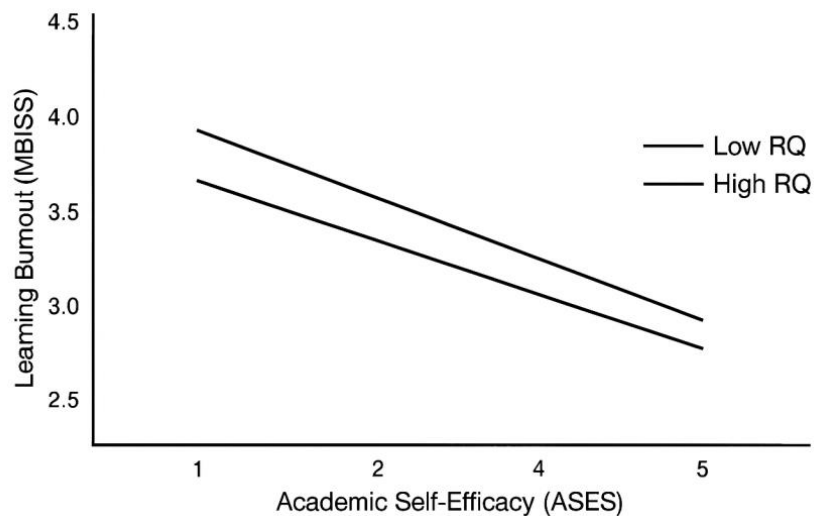


Figure 3. Moderating Effect of Relationship Quality (RQ) on the Relationship between Academic Self-Efficacy (ASES) and Learning Burnout (MBISS). N = 300

Figure 3 shows the Moderating role of Resilience (RQ) in the relationship between Academic Self-Efficacy and Maslach Learning Burnout. The near-parallel lines indicate that resilience does not significantly moderate the relationship between academic self-efficacy and learning burnout. Since the interaction was not significant ($p = .431$), the two lines appear almost parallel, which clearly shows that resilience does not significantly change the strength of the relationship between academic self-efficacy and learning burnout.

Table 7

Mean ,Standard Deviation and t- values across Gender on Study Variables(N=300)

		Male	Female					
		(n=176)	(n=174)	95%CI				
Variable		<i>M(SD)</i>	<i>M(SD)</i>	<i>t</i> (293)	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohens d</i>
Academic self-efficacy		74.20(9.45)	71.10(8.85)	2.93	.004	1.02	5.18	0.14
Learning burnout		42.15(7.82)	44.30(8.01)	-2.5	.019	-3.95	-0.35	0.12
Academic motivation		76.90(9.12)	74.30(8.65)	2.53	.012	0.58	4.62	0.240
Resilience		68.70(8.10)	65.90(7.85)	3.04	.003	0.99	4.61	0.06

Note: df=293,CI=confidence interval; LL=lower limit; UL=upper limit.

Table 9 presents the results of an independent sample t-test analysis examining Academic Self-Efficacy, Learning Burnout, Academic Motivation and Resilience in relation to gender. The analysis revealed statistically significant differences between female and males. Males scored significantly higher ($M=74.20, SD=9.45$) than females ($M=71.10, SD=8.85$) on self-efficacy, motivation ($76.90, SD=9.12$), and resilience ($68.70, SD=8.10$). Females scored higher on learning burnout ($44.30, SD=8.01$). It's important to note that the p-values obtained from the analysis were statistically significant ($p < .05$).

Table 8

One Way ANOVA to Investigate Difference on the basis of Qualification level variables (N=300)

	BS(n=120)	MS(n=100)	PhD(n=80)		
Variable	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>F(2,297)</i>	<i>P</i>
Academic self-efficacy	70.50(8.80)	73.80(8.35)	76.40(9.10)	7.21	.001
Learning burnout	45.10(7.65)	42.30(7.45)	40.80(7.30)	6.54	.002
Academic motivation	73.90(8.90)	76.80(8.40)	78.10(8.70)	5.87	.003
Resilience	65.40(7.95)	68.30(8.20)	70.20(7.85)	6.11	.002

Table 10 displays the results of a one-way ANOVA showed significant differences across education levels in academic self-efficacy, learning burnout, motivation, and resilience. Table revealed that PhD students reported significantly higher self-efficacy ($M=76.40, SD=9.10$) than both BS ($M=70.50, SD=8.80$) and MS ($M=73.80, SD=8.35$) students, while BS students scored the lowest. For burnout, BS students reported significantly higher scores ($M=45.10, SD=7.65$) than both MS ($M=42.30, SD=7.45$) and PhD ($M=40.80, SD=7.30$) students, with no difference between MS and PhD. In terms of motivation and resilience, BS students again scored significantly lower ($M=73.90, SD=8.90$) than both MS ($M=76.80, SD=8.40$) and PhD ($M=78.10, SD=8.70$) students, while no significant differences were found between MS and PhD groups. Overall, results indicate that as education level increases, students show greater self-efficacy, motivation, and resilience, and experience lower burnout.

Table 9

Mean, Standard Deviation and t-values across family system on study variables (N=300)

Variable	Joint	Nuclear	95% CI				
	family	family					
	<i>M(SD)</i>	<i>M(SD)</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
Academic self-efficacy	71.20(8.90)	74.50(9.10)	-3.15(298)	.002	-5.35	-1.25	-0.36
Learning burnout	44.80(7.70)	42.10(7.90)	2.72(298)	.007	0.74	4.66	0.31
Academic motivation	74.10(8.60)	77.20(8.50)	-3.02(298)	.003	-5.11	-1.09	-0.35
Resilience	66.00(8.05)	69.20(7.90)	-3.02(298)	.002	-5.14	-1.26	-0.37

Note: df=298, CI=confidence interval; LL=lower limit; UL=upper limit.

Table 11 presents the results of an independent sample t-test analysis examining various academic self-efficacy, learning burnout, academic motivation and resilience aspects with students belonging from different family system. The analysis reveals statistically significant differences between students from joint family and nuclear family system. Students belonging from nuclear family system tend to have higher self-efficacy ($M=74.50, SD=9.10$), motivation

($M=77.20, SD=8.50$), and resilience ($M=69.20, SD=7.90$), while students belonging from joint family system report higher burnout ($M=42.10, SD=7.90$).

Discussion

Chapter 4

Discussion

This chapter critically examines the results of the current study regarding academic self-efficacy, academic motivation, resilience, and learning burnout among university students, drawing on current theoretical frameworks and empirical research. The discussion seeks to place the findings within the larger body of current research and is organised in accordance with the study's hypotheses. The current findings offer solid empirical evidence for the suggested links between these psychological dimensions, which are widely acknowledged as being essential to students' academic functioning and well-being. Academic self-efficacy, motivation, resilience, and learning burnout are all interconnected parts of a dynamic psychological system that influences students' academic engagement, emotional control, and general performance rather than functioning separately.

In the current study, academic self-efficacy emerged as a crucial variable, exhibiting robust positive correlations with academic motivation and resilience. This conclusion is supported by Bandura's Social Cognitive Theory (1997), which holds that people's perceptions of their own skills affect their decisions, degree of effort, perseverance in the face of difficulties, and emotional responses to stressful circumstances. Strong academic self-efficacy increases a student's likelihood of actively participating in learning activities, maintaining effort in the face of academic challenges, and using adaptive coping mechanisms. The correlational results showed that students with higher levels of academic self-efficacy also reported better levels of academic motivation and stronger resilience, which is consistent with this theoretical paradigm. These findings are consistent with earlier empirical studies. For example, among first-year university

students, Chemers et al. (2001) discovered that academic self-efficacy significantly predicted academic confidence, persistence, and effective adjustment. In a similar vein, Zajacova et al. (2005) found that students who had higher self-efficacy beliefs were better able to control their academic stress and stay motivated in difficult situations. When taken as a whole, these results highlight the critical role that self-efficacy plays in fostering psychological resilience and adaptive academic functioning in higher education settings.

According to this study, academic motivation is both a result of self-efficacy and a buffer against learning fatigue. Students that are motivated are more engaged, maintain their effort, and exhibit more goal-directed behaviour. According to Deci and Ryan's Self-Determination Theory (2000), motivation stems from the satisfaction of three fundamental psychological needs: relatedness, competence, and autonomy. Strong self-efficacy beliefs give students a sense of competence, which boosts their intrinsic drive and increases academic engagement while lowering emotional fatigue. It is possible to view the relationship between motivation and self-efficacy as reciprocal rather than completely unidirectional from a critical standpoint. Self-efficacy boosts motivation, but over time, self-efficacy beliefs may be strengthened by persistent motivation and academic achievement. However, because the current study is cross-sectional, Causal conclusions cannot be proven beyond a reasonable doubt. Therefore, longitudinal research is required to elucidate these constructs' developmental paths.

According to first hypothesis there is a positive relationship between academic self-efficacy, resilience, and academic motivation among university students. The findings supporting this hypothesis indicate that students who believe in their academic capabilities tend to display higher levels of resilience and academic motivation. Academic self-efficacy enhances students' confidence in handling academic challenges, which strengthens their persistence and coping

abilities when facing academic stressors. Resilient students are better able to adapt to academic difficulties, recover from setbacks, and maintain motivation despite obstacles. This interrelationship supports Bandura's Social Cognitive Theory, which posits that self-efficacy influences behavior, motivation, and emotional regulation. When students feel competent, they are more likely to remain motivated and resilient, contributing to improved academic engagement and performance

According to second hypothesis learning burnout is negatively correlated with academic self-efficacy, academic motivation, and resilience among university students.

The second hypothesis was supported by the regression analysis, which also showed a strong negative correlation between academic self-efficacy and learning fatigue. Due to increased academic pressure, competitive contexts, and performance expectations, university students are more likely to experience learning burnout, which is characterised by emotional tiredness, cynicism, and decreased academic efficiency. Strong self-efficacy beliefs make academic difficulties seem doable rather than overwhelming to students, which lowers the risk of burnout symptoms. These results are in line with Schaufeli and Bakker's (2004) theory that burnout is a reaction to ongoing academic stress and a lack of coping mechanisms. Salanova et al. (2010) further contended that by encouraging participation and boosting perceived control over academic obligations, self-efficacy serves as a psychological buffer that shields students from burnout. Pupils who have confidence in their ability to succeed are more likely to use proactive learning techniques, effectively control their emotions, and bounce back from academic setbacks.

According to third hypothesis academic motivation works as a mediator between academic self-efficacy and learning burnout among university students. The findings showed the

association between academic self-efficacy and learning burnout was found to be somewhat mediated by academic motivation, according to mediation analysis. This suggests that although self-efficacy directly lowers burnout, it also indirectly affects burnout by boosting motivation. The significance of motivational processes in comprehending how self-beliefs result in emotional and behavioural outcomes is shown by this research. This mediation function of motivation is supported by earlier research. Motivated students show greater levels of perseverance, self-control, and engagement, which in turn lessen academic stress and fatigue, as Phan (2010) showed. Similar findings were made by Salanova and Schaufeli (2008), who discovered that student burnout and personal resources were mediated by motivation and engagement. All of these results point to motivation as a crucial mechanism for the protective effects of self-efficacy.

According to fourth hypothesis, Resilience works as a moderator between academic self-efficacy and learning burnout among university students . The results showed resilience did not, as predicted, mitigate the association between academic self-efficacy and learning fatigue. The relationship between resilience and self-efficacy was not statistically significant, despite resilience's independent prediction of reduced levels of burnout. This result implies that self-efficacy has a consistent protective impact against burnout at all resilience levels. Although resilience was an independent predictor of reduced burnout, there was no statistically significant interaction between resilience and self-efficacy. This implies that regardless of students' resilience levels, the positive effects of self-efficacy on lowering burnout are constant. This result is in line with the assertion made by Schwarzer and Hallum (2008) that self-efficacy serves as a potent internal resource that is independent of other psychological barriers. While resilience helps kids overcome hardship, self-efficacy has a direct impact on how

difficulties are viewed and handled right away. Strong self-efficacy beliefs can therefore be advantageous for pupils of all resilience levels.

According to fifth hypothesis male university students scored higher than female university students on self-efficacy, motivation, and resilience. The results indicating higher scores among male students may be influenced by sociocultural expectations, gender socialization, and differences in perceived academic confidence. Males may receive greater encouragement to exhibit independence and self-confidence, which can contribute to higher self-efficacy and resilience. Additionally, differences in academic motivation may reflect variations in academic experiences, expectations, or coping strategies between genders.

According to sixth hypothesis ,female university students scored higher than male university students on learning burnout. Higher levels of learning burnout among female students may be associated with increased academic pressure, role strain, and emotional involvement in academic responsibilities. Females often demonstrate higher academic conscientiousness, which, when combined with high expectations and stress, can increase vulnerability to burnout. Social and cultural factors may also contribute to greater emotional exhaustion among female students.

According to seventh hypothesis , PhD students scored higher than MS and BS students on academic self-efficacy, academic motivation, and resilience. PhD students' higher scores can be attributed to greater academic experience, research exposure, and developed coping strategies. Over time, advanced students acquire stronger self-regulatory skills and confidence in their academic abilities. Their sustained engagement in academic work reflects higher intrinsic motivation and resilience developed through prolonged exposure to academic challenges.

According to eighth hypothesis students from nuclear families scored higher than those from joint families on academic self-efficacy, academic motivation, and resilience. Students from nuclear families may experience greater autonomy, independence, and individualized support, which can foster self-efficacy and motivation. The family environment in nuclear families may allow for greater focus on personal academic goals and decision-making, contributing to stronger resilience and academic confidence.

According to ninth hypothesis students from joint families scored higher than those from nuclear families on learning burnout. Higher burnout among students from joint families may result from increased familial responsibilities, shared household expectations, and potential role conflicts. Such environmental demands can contribute to emotional exhaustion and reduced academic focus, increasing the likelihood of learning burnout.

Overall, the results of this study demonstrate how important academic self-efficacy is in influencing students' psychological health, resilience, and motivational processes. Self-efficacy, motivation, and resilience interact to create a protective network that promotes academic engagement and lowers the risk of burnout.

Implications

For educators, university administrators, legislators, and upcoming researchers, the study's conclusions have a number of significant practical ramifications. Enhancing students' academic self-efficacy need to be a primary goal of instructional strategies for teachers. By creating mastery-oriented learning activities, offering helpful criticism, promoting peer modelling, and cultivating a positive classroom environment, educators can help students develop self-efficacy. The study's conclusions have significant ramifications for future research,

institutional policy, and educational practice. Strategies that boost students' academic self-efficacy should be given top priority by educators from a pedagogical standpoint. Students' confidence in their academic ability can be increased through mastery-oriented instruction, formative feedback, scaffolded learning challenges, and peer modelling opportunities.

The psychological health of university students should be given top priority in institutional support systems. Programs including academic skills training, counselling services, resilience-building workshops, and seminars that boost motivation can assist students in building the personal tools need to manage academic stress. Burnout may be further decreased by establishing student-centered learning settings that prioritise development over competitiveness. Educational policies that support stress management, mental health awareness, and holistic student development are crucial for legislators. Long-term student wellbeing and better academic results can result from the inclusion of psychological support services in higher education frameworks.

Future researchers should investigate other potential moderators, such as emotional intelligence, social support, coping mechanisms, and learning contexts, in light of resilience's non-significant moderation effect. In order to determine causal linkages and have a deeper understanding of students' lived experiences, longitudinal and mixed-methods study designs are also advised.

Conclusion

In conclusion, this study shows that students' motivation, resilience, and learning burnout are significantly influenced by their academic self-efficacy. Strong self-efficacy beliefs are associated with increased motivation, improved psychological adjustment, and reduced burnout. Resilience is a significant but independent predictor of students' capacity to manage academic stress, while academic drive is a crucial mechanism via which self-efficacy lowers

burnout.

Universities can promote motivated, self-assured, and mentally healthy students by incorporating these findings into instructional strategies and institutional regulations. In order to support long-term academic achievement and wellbeing in higher education, it is imperative that students' psychological resources be strengthened. This study shows that university students' motivation, resilience, and experiences of learning burnout are significantly influenced by their academic self-efficacy.

These results have significant ramifications for higher education philosophy, research, and practice. Universities can support academic engagement, psychological well-being, and long-term success by cultivating students' self-efficacy and motivation.

Study Limitations

Despite its significant findings, the study has several limitations that should be acknowledged. The cross-sectional research design limits the ability to establish causal relationships among variables. Self-reported data may be influenced by social desirability bias, mood states, or subjective self-perceptions. Additionally, the sample was drawn from specific academic contexts, which may limit the generalizability of the findings.

Important factors such as socioeconomic status, family expectations, mental health conditions, learning environments, and teacher support were not included in the analysis. Furthermore, the study focused primarily on resilience and academic motivation, while other psychological constructs—such as coping strategies, optimism, and emotional intelligence—were not examined. Addressing these limitations in future research will enhance the robustness and applicability of findings in this area.

Information gathered at a single point in time makes it impossible to pinpoint specific causal linkages. Social desirability, mood, or self-perception might skew responses. Information from particular regions or academic backgrounds could not apply to all student populations. Significant factors such socioeconomic pressures, family expectations, mental health conditions, study environments, and teacher assistance were left out. Only concentrate on resilience and academic motivation other psychological aspects, such as coping mechanisms, optimism, and emotional intelligence, may also mediate burnout but were not investigated.

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ANNEXURES

Annex. A

Informed Consent Form

Respected Respondents, I am a student of MS-Psychology from International Islamic University Islamabad. I am conducted a research on university students between the ages of 18- 26. The present study aimed to find the Impact of Academic Self-Efficacy on Learning Burning: Role of Academic Motivation and Resilience. In order to achieve this purpose your cooperation will be highly required and appreciated. Therefore, it is requested to fill the below mentioned form on the basis of your experience and personal views. While the information provided by you will be kept confidential and completely anonymous and will be solely used for the research purpose. The consent form also allows you the privilege of right to withdraw from the process at any point where you don't want to participate any further. However it will be grateful if you fill this questionnaire till the end.

Participant's signature_____

Annex. B

Demographics Sheet

Instructions: Please fill the following details. Your responses will be kept confidential and will be used for research purposes only.

Age: 18 to 20 \ 21 to 26

Gender: Male / Female

Education: BS / MS/Ph.D

Marital Status: Married \ Unmarried

Family Type: Joint \ Nuclear



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Annex. C

Letter of Data Collection

Respected Sir/Madam

It is certified that Ms. Bushra Onib, Registration number 346-FSS/MSEP/F23 is the student of Department of Psychology, Faculty of Social Sciences, International Islamic University Islamabad. Kindly allow her to collect data for her thesis from your prestigious institute for the partial fulfillment of her degree. The information will be kept confidential and ethical concerns will be followed.

Your cooperation in this regard will be highly appreciated.

Dr. Mussarat Jabeen

Lecturer

Department of Psychology,

International Islamic University Islamabad

Annex. D

Academic Self Efficacy Scale

Some statements concerning your beliefs about the learning are given below. Five responses are given to each statements. Carefully read each statement and decide to what extent it is true in your case. Then mark 'X' in the column of the given response sheet against the serial number of the statement.

Items	Exactly true	Nearly true	Neutral	Nearly false	Exactly false
1. Irrespective of the subject, I am competent in learning.					
2. I can not read and understand my text books well.					
3. I sense that I am quick to pick the points from what I read					
4. I feel that I have no ability to keep things unforgotten.					
5. I can do my projects well					
6. I can't manage time efficiently for learning					
7. I can arrange the help of my teachers in learning.					
8. I fail to find out the necessary sources for my study.					
9. I can arrange help of my peers for my learning whenever I					

need it.					
10. I fail to set higher goals in my study.					
11. I can usually find out quite a few solutions when I confront with problems in my study					
12. I can't express ideas well while attending examinations					
13. It is difficult for me to read and understand the textbooks in English language.					
14. During examinations, I can recollect what I have learnt.					
15. Often I fail to comprehend the actual meaning of what I study.					
16. If taught, I can prepare my class notes neatly.					
17. I fail to find out time for learning in the midst of sundry chores.					
18. I can't arrange the resources of my study from my relatives, neighbours, etc.					
19. I am assured that I have a few friends who would be helpful in my study.					
20. I may not clarify doubts from my teachers while in class, even if I reach higher					

classes.					
21. I can accomplish my aims in learning.					
22. I can't answer the essay type questions well					
23. I experience that I am weak in understanding the classes of my teachers					
24. I can develop the reading skill required to learn school subjects.					
25. When I study a new concept, I can't recall the related knowledge from the earlier classes.					
26. I can utilize the available library facility for my study					
27. I observe that I fail to prepare my seminars and assignments in time.					
28.If I miss some classes for some reason, I can compensate the loss fairly well.					
29.I consider that I fail to develop a healthy relationship with my teachers.					
30.I am confident that I can perform well in competitive examinations					
31.I can't deal efficiently with the unexpected problems in my study.					

32.I can be calm at time of exam as I am conscious of my ability to learn.					
33.I can't complete the homework myself without any help from guidebooks, previous notes etc					
34.I can usually handle the disturbing situations in the study.					
35.If a sudden test is conducted for us without prior notice, I can answer it well.					
36.If I try, I can become one of the good grade holders.					
37.I can't answer the questions which teachers ask me.					
38.I can score well in the short answer type questions					
39.I can't accomplish challenging tasks and problems in my study.					
40.However twisted the question is I can answer them.					

Annex. E

MASLACH BURNOUT INVENTORY-STUDENT SURVEY (MBI-SS)

Instructions:

Read each statement carefully and mark the boxes corresponding to the frequency of your feelings about the studies .

Items	Never	Sometimes	Regularly	Often	Always
1.I feel emotionally drained by my studies					
2.I feel used up at the end of a day at university					
3. I feel tired when I get up in the morning and I have to face another day at the university					
4.Studying or attending a class is really a strain for me					
5.I feel burned out from my studies					
6.I have become less interested in my studies since my enrollment at the university.					
7.I have become less enthusiastic about my studies.					
8.I have become more cynical about the potential usefulness of my studies.					
9.I doubt the significance of my studies					
10.I can effectively solve the problems that arise in my studies					
11. I believe that I make an effective contribution to the classes that I attend.					
12. In my opinion, I am a good student.					
13.I feel stimulated when I achieve my study goals.					

14. I have learned many interesting things during the course of my studies.					
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Annex. F

ACADEMIC MOTIVATION SCALE(AMS-U28)

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to university.

Items	does not correspo nd at all	correspond a little	correspond moderately	correspo nd a lot	corespo nd exactly
1.Because without a high Education degree I would not find a high paying job later on					
2.Because I experience pleasure and satisfaction while learning new things					
3.Because I think a high education will help me a better prepare for the career that I have chosen					
4.For the intense feelings I experience when I am communicating my own ideas to others					
5.Honestly I don't know I really feel I am wasting time in my studies					
6.For the pleasure I experience while surpassing myself in my studies					
7.To prove to myself that I am capable of completing my university					
8.I order to obtain a more a prestigious job later on.					
9.For the pleasure I experience when I discover new things never seen before.					
10.Because eventually it will enable me to entre the job market in a field that I like.					
11.For the pleasure that I					

experience when I read interesting authors					
12.I once had good reasons for going to college;however now I wonder whether I should continue					
13.For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments					
14.Because of the fact that when I succeed in college I feel important.					
15.Because I want to have “good life later on”					
16.For the pleasure that I experience in broadening my knowledge about my subjects which appeal to me.					
17.Because this will help me make a better choice regarding my career orientation					
18.For the pleasure that I experience when I feel completely absorbed by what certain authors have written.					
19.I cannot see why I go to the college and frankly ,I could not care less.					
20.For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.					
21.To show myself I am an intelligent person					
22.In order to have a better salary later on .					
23.Because my studies allow me to continue to learn about many things that interest me					

24.Because I feel few additional years of education will improve my competence as a worker.					
25.I don't know I can not understand what I am doing in university					
26.Because university allow me to experience personal satisfaction in my quest for excellence in my studies					
27.Because I want t show myself that I can succeeded in my studies.					

Annex.G

Resilience Questionnaire

This is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ). For each question, score yourself between 1 and 5, where 1 = strongly disagree and 5 = strongly agree. Be honest: understanding the specific areas in which you lack resilience will enable you to get the most out of our 10 point booster plan.

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.In a difficult spot, I turn at once to what can be done to put things right.					
2.I influence where I can, rather than worrying about what I can't influence.					
3.I don't take criticism personally.					
4.I generally manage to keep things in perspective					

5.I am calm in a crisis.					
6.I'm good at finding solutions to problems.					
7.I wouldn't describe myself as an anxious person.					
8.I don't tend to avoid conflict.					
9.I try to control events rather than being a victim of circumstances.					
10.I trust my intuition.					
11.I manage my stress levels well.					
12.I feel confident and secure in my position.					