

THE RELATIONSHIP BETWEEN ENGAGEMENT AND BURNOUT AMONG STUDENTS IN UNIVERSITI MALAYSIA SABAH (UMS)

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ABSTRACT

This study investigated the relationship between engagement and burnout of students at Universiti Malaysia Sabah (UMS). This study found that there is indeed a significant negative correlation between engagement and burnout. Among them, the assumption of engagement, vigour and engagement is not accepted, and the relationship between them is not very significant. The two factors and engagement in the relationship between dedication and absorption are very significant. They have a huge impact on engagement. For burnout, the study found that exhaustion, cynicism and effectiveness are closely related to burnout, and these three factors will have a significant impact on burnout. Finally, this study shows that to improve the learning attitude of UMS students, UMS managers and lecturers should find ways to mobilize students' dedication and absorption to improve students' engagement and reduce burnout and find ways to control students' exhaustion, cynicism and Efficacy to build a positive learning atmosphere.

INTRODUCTION

Previously, most of the research on participation and burnout was on staff in the fields of social services, education, and medicine. Later, it was widely extended to other industries. But there is always less attention to students. This has led to a reduction in the rate of attention to students, and it has also led to a lot of problems in the management of students in many colleges

and universities. However, universities, society, and the country need to increase the focus on students and gain a deeper understanding of their physical and mental health. Therefore, student participation and burnout have been treated as “good things” in higher education. For example, in 2011, the United Kingdom proposed a white paper on higher education, System Core Students, which emphasizes that student participation is a key element in the development of a higher education learning community. This also shows the importance of students to a country. A developed country like the United Kingdom attaches great importance to the engagement of students. Malaysia, as a Commonwealth country, also attaches importance to the engagement of students.

Thus, this research aims to analyze the relationship between engagement and burnout among students in higher education. When higher education institutions grasp these analysis results, they can better manage the study and life of students. Since most of the current education systems are based on examination-oriented teaching structures, almost all students with different educational levels need to prepare for centralized examinations. Therefore, engagement and burnout, academic level and other related factors will contribute to the development and improvement of Malaysian literature education.

Before this, lecturers and school administrators were also looking for ways to improve grades and interest in learning students. For example, there are several strategies that universities often use and often discuss, such as using data to drive teaching, hiring high-quality, high-diploma and highly capable lecturers, and improving the leadership and management abilities of leaders and managers of universities. But the result is obvious. Up to now, there are still many problems on the university campus that have not been effectively resolved. For example, the active engagement of students in the classroom is also a factor of great concern,

but when students spend a lot of time and energy to complete a task or an assignment, their hearts are full of desire to be praised and recognized, but in the end, students may get denial and criticism, or even redo. Such a result will dampen the enthusiasm and engagement of the students. Over time, it will increase burnout and decrease interest in learning. In fact, for many university activities, the most important thing is the active engagement of students, not whether the students do perfectly because the students must not be perfect, if every student can do any task perfectly, then there is no need to come to campus to study. Therefore, it can also be seen from this example that it is very important to study the mind and behaviour of students.

In summary, under the current special background, the relationship between student engagement and burnout should be studied and analyzed as early as possible, so that early research, early discovery, early knowledge, early adjustment, and early benefit can be achieved.

The main purpose of this research is to analyze the relationship between engagement and burnout among students at UMS. The study aims to investigate and discuss the factors that affect students' engagement (vigour, dedication, and absorption) and burnout (exhaustion, cynicism, and efficacy) to achieve the ultimate goal (Trowler, 2010). This study uses quantitative research to test the hypotheses and collects data through questionnaires. Two commonly used software tools, SPSS and Smart PLS were used for data collection and data analysis respectively.

LITERATURE REVIEW

Student Engagement

Student engagement is a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behaviour.

Student Burnout

Burnout may lead to mental distress in the form of anxiety, depression, frustration, hostility or fear. Prior research has shown that burnout can lead to lower commitment, higher turnover, absenteeism, reduced productivity, low morale, and lower human consideration (Cordes & Dougherty, 1993; Maslach & Pines, 1977; Maslach, 1978).

The Relationship Between Engagement and Burnout Among Students

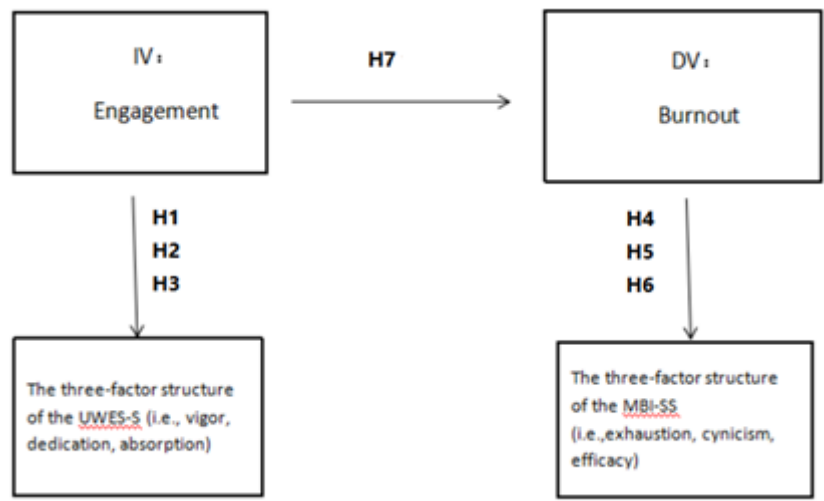
Through the study of the previous literature, it was found that so far there was limited literature that studies the relationship between student engagement and burnout. Many researchers have studied the relationship between student engagement and student performance, as well as the relationship between student burnout and academic performance. For example, Nowack and Hanson (1983) found that there is a relationship between college students' burnout and other grades which was a weak negative correlation; McCarthy et al. (1990) found that there was a significant but low negative correlation between college students' burnout levels and their average grades. Many researchers have discovered the subtle relationship between them (Xu, 2013).

Even though few researchers specialize in studying the relationship between student

engagement and burnout, from the existing literature, it can still be found that there is a close relationship between student learning engagement and burnout, and that engagement and burnout had a negative correlation. In other words, the higher the degree of dedication required of the students, the smaller the value of burnout. Such students were very interested in learning, and they are very energetic.

They also have a positive attitude towards learning. However, if the student's burnout value is higher, this will affect the student's learning engagement. Such students have little interest in learning, and even when they are learning, they are always bored, sleepy and in other conditions that are not conducive to learning, and more. Serious students may not have a positive attitude towards life, and burnout for a long time may cause mental unhealthy problems such as depression. In short, it has no good impact on students' physical and mental health towards learning. Through this study, if you can find out the relationship between students' learning engagement and burnout, both the university and the parents of the students can correctly guide the students and have a positive attitude towards life and learning. Strive to increase the learning engagement of each student and reduce student burnout as much as possible. To help students live better life and improve academic performance.

Research Model and Hypothesis



- H1: There is a significant relationship between vigour and engagement.
H2: There is a significant relationship between dedication and engagement.
H3: There is a significant relationship between absorption and engagement.
H4: There is a significant relationship between exhaustion and burnout.
H5: There is a significant relationship between cynicism and burnout.
H6: There is a significant relationship between efficacy and burnout.
H7: There is a significant relationship between engagement and burnout.

Figure 1 Conceptual framework

METHODOLOGY

The data of this research survey is based on the research and analysis of the primary data with quantitative research. It covers all relevant research methods and frameworks. The research design, methodology, and framework used in this study cover the research framework, research questions, research objective, hypothesis development, research design, target population, data analysis tools, data collection, data analysis, data validity and reliability. Moreover, the most important point of this research framework is that it has no mediator variables, and there is a direct correlation between the independent variables and the dependent variables, to directly achieve the main ideas and objectives of the research. This study uses a cross-sectional survey (current situation survey) design to analyze the relationship between independent variables and dependent variables. This study

uses a questionnaire survey method and uses structured questions to collect primary data. This study only obtained primary data as the main data source online.

Target Population

The target population of this study is students from different colleges currently at Universiti Malaysia Sabah (UMS), such as business faculty, engineering faculty, information technology faculty, art faculty, faculty of psychology, medical faculty and language faculty. Target respondents only focused on the Universiti Malaysia Sabah.

Sample and Sampling Procedure

For the sampling technique in this study, the non-probability of the sample type was selected, that is, the target sampling technique was selected. Respondents must be students

in UMS schools and distributed in different colleges and fields. Respondents in this study are of great significance, requiring both respondents in science and social sciences, not just individual social sciences. Field or just science. Only in this way can we analyze the students in school comprehensively. The advantage of using the questionnaire is that the researcher can get all the complete answers in a short time. This method allows the researcher to reach a large number of respondents in a short time Sekaran and Bougie (2010).

The sample size required for this study is based on G-power analysis. In the G-power analysis, there are five independent variables with an alpha error probability of 0.05, indicating a minimum sample size of 138; for an alpha error probability of 0.01, it shows a sample size of 174. Therefore, the sample size between 138 respondents and 174 respondents is a suitable sample size for this study. To avoid losing the data in the collected questionnaires, the researchers distributed 174 questionnaires to the operators.

Data Analysis

To analyze the data collected in this study, the social science statistical software package (SPSS) and partial least squares equation modelling (PLS-SEM) of the SMART PLS version 3.0 path modelling approach will be used. SPSS is used to type in the collected data, and SMART PLS is used for data analysis.

RESULTS AND DISCUSSION

The findings of this study indicate that the vigour factor within the H1 hypothesis was rejected, which indicates that among UMS students, there is no significant relationship between vigour and student engagement. In

this study, the student's vigour performance is feeling mentally strong, continuing for a very long time when I am studying, bursting with energy, feeling strong and vigorous and then getting up in the morning, will feel like going to class (Martin & Bolliger, 2018). The research shows that the relationship between vigour and engagement is very small. This can be explained by the fact that the student's learning engagement may be affected by factors such as his classmates, the degree of preference for the teacher, and the degree of preference for the course, rather than vigour. Therefore, this shows that the insignificant relationship between vigour and engagement is due to other factors rather than vigour.

The Dedication and Absorption factors within the H2 and H3 hypotheses were accepted, which indicates that among UMS students, there is a significant relationship between Dedication and Absorption and student engagement. In this study, students' Dedication performance feels meaning and purpose, studies can inspire us, enthusiastic about studies, feel proud of studies, and feel challenged (Langelaan et al., 2006). The students' Absorption is expressed as feeling that time is passing fast, and they will forget everything around them when studying, feel happy when studying intensively, and get carried away by their studies (Kuh, 2009). The research shows that the relationship between Dedication, Absorption and Engagement was significant. The findings of this study were consistent with previous studies, indicating that there was a significant relationship between Dedication, Absorption and Engagement (Wilmar, 2002). Students who scored high in Dedication and Absorption will significantly affect their engagement. Therefore, the results of this study show that Dedication is very important for improving student engagement.

Table 1 The relationship between hypotheses with actual results

Hypotheses	Finding
Vigour ↔ Engagement	Not supported
Dedication ↔ Engagement	Supported
Absorption ↔ Engagement	Supported
Exhaustion ↔ Burnout	Supported
Cynicism ↔ Burnout	Supported
Efficacy ↔ Burnout	Supported
Engagement ↔ Burnout	Supported

The findings of this study indicated that the Exhaustion, Cynicism and Efficacy factors within the H4, H5 and H6 hypotheses are accepted, which indicated that among UMS students, there was a significant relationship between Exhaustion, Cynicism and Efficacy and student burnout. In this study, the performance of students' exhaustion felt emotionally drained by their studies, felt used up at the end of a day at university, tired when getting up in the morning, Studying or attending a class is a strain, felt burned out from studies (Gonzalez-Roma et al., 2006). Students' Cynicism manifested as becoming less interested in studies, becoming less enthusiastic about studies, becoming more cynical about the potential usefulness, doubt the significance of studies (Demerouti et al., 2010). The student's Efficacy performance was that they can effectively solve the problems that arise in studies and believe that they make an effective contribution to the classes that they attend, feel stimulated when achieving study goals, learned many interesting things and feel confident. The study shows that the relationship between Exhaustion, Cynicism Efficacy and burnout was significant. The findings of this study were consistent with previous studies, indicating that there was a significant relationship between Exhaustion, Cynicism Efficacy and burnout (Wilmar, 2002). Students who scored high in Exhaustion, Cynicism and Efficacy were significantly affected by their burnout. Therefore, the results of this study showed that controlling Exhaustion, Cynicism and Efficacy were very important for reducing the burnout of students.

The findings of this study indicate that the H7 hypothesis is accepted, which indicates that there is a significant relationship between student engagement and burnout in UMS schools. Engagement is defined as a student's positive attitude toward learning in this study, and burnout is a student's negative attitude toward learning (Cole et al., 2012) in their efforts to achieve learning goals and tasks. This result shows that there is a significant and negative correlation between engagement and burnout. In other words, improving students' engagement can effectively control their burnout.

CONCLUSION

Theoretical Implications

Theoretically, this research will help to discover the relationship between engagement and burnout of UMS students, and the importance of their influencing factors. Engagement and burnout are each composed of three influencing factors. So researchers hope to fill the gaps in the research, that is, to what extent each factor affects the relationship between engagement and burnout. The research of this research can evaluate and determine the important factors that affect students' engagement and burnout, as well as the relationship between engagement and burnout. Each variable has a certain relationship, thereby improving students' learning engagement and reducing students' learning burnout.

Managerial Implications

As for the contribution of management, this study provides insights for UMS school leaders, management academicians and subject lecturers to understand the relationship between engagement and burnout, and is aimed at UMS students. This study provides these university leaders and lecturers with an overview of how students learning engagement affects burnout and, in turn, learning enthusiasm and performance.

The research mainly provides a guide for lecturers in various programs to solve the problems of students' low learning efficiency, absenteeism rate and decline in learning enthusiasm, because all these problems are caused by the decline of student engagement. Therefore, lecturers need to understand the factors that increase student engagement to reduce burnout. Therefore, this research can help lecturers to grasp the influencing factors of students' engagement and achieve their teaching goals, and help students improve their learning engagement and performance. In addition, this research can also bring benefits to managers. Supervisors and leaders should have self-awareness of engagement, which may directly affect students' engagement and produce different learning attitudes, which in turn affects students' performance, the achievement of the school's teaching goals, and the management of students.

Limitations of the Study

Although this study has certain research significance and obtained certain results, it still has limitations. For example, the first limitation is related to the faculty. The data collected cannot collect all the relevant data of all the faculties in the UMS and only obtained the relevant data from 6 faculties (FPEP, FFSN, FKJ, FKI, FSSK, and FPP). The second limitation is related to the student programme. Although the data collected has 6 faculties, it does not include all the programmes in the 6 faculties. The research has only 19 programmes, which is far fewer than all the programmes in the 6 faculties. The third is limited to the current social situation. The study is in a pandemic period on a global scale because UMS cannot enter and exit normally, which adds difficulty and inconvenience to the study. All data collection will be conducted online, despite great efforts, there is still no way to achieve comprehensive data collection. Therefore, more time is needed to collect the distributed questionnaires. In addition, the research data was collected from UMS, and the respondents were only UMS students. The results of studying

the interrelationship between variables and variables may be highly influenced by the living standards, lifestyle, education level and culture of students in UMS.

Recommendations for Future Research

For future research recommendations, the first is to conduct research in a wider area. The current research is only data collection and statistics for UMS students. In the future, the research area should be expanded to other universities, which can be outside UMS. Universities in Malaysia, such as Universiti Malaya (UM), Universiti Utara Malaysia (UUM), etc. It can also be a university in other countries, such as Singapore, China, Thailand, Indonesia, etc. This can help researchers to collect more accurate data, which can represent the engagement and burnout of a wider range of students and can solve more problems. In addition, researchers should avoid collecting data during the student's exam, because students will not be able to actively participate in research due to the important task of the exam. For Kota Kinabalu in Sabah, the examination period is usually held in January and June because this period is the end of each semester, and a unified final exam will be conducted before the end of the semester.

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