



UNIVERSITI
MALAYSIA
KELANTAN

HTP 40103

PROJEK PENYELIDIKAN PELANCONGAN (PPTA 2)

**AWARENESS AND KNOWLEDGE OF ACADEMIC BURNOUT AMONG STUDENT
IN UNIVERSITY MALAYSIA KELANTAN KAMPUS KOTA: A QUALITATIVE
STUDY**

By

NURFARAHIM BINTI MOHD ZUKI	H20A1942
AIMAN INSYIRAH BINTI KHARUDIN	H20B1061
AIN SABRINA BINTI AZMI	H20B1064
MALINI A/P BALOO	H20B1199

Bachelor of Entrepreneurship (Tourism) with Honours

A report submitted in partial fulfilment of the
requirements for the degree of
Bachelor of Entrepreneurship (Tourism Entrepreneurship)
with Honours

Faculty of Hospitality, Tourism and Wellness

UNIVERSITI MALAYSIA KELANTAN

DECLARATION

I hereby certify that the work embodied in this report is the result of the original research and has not been submitted for a higher degree to any other University or Institution.

OPEN ACCESS

I agree that our report is to be made immediately available hardcopy or on-line open access (full text)

CONFIDENTIAL

(Contains confidential information under the Official Secret Act 1972)*

RESTRICTED

(Contains restricted information as specified by the organisation where research was done)*

I acknowledge that University Malaysia Kelantan reserves the right as follow.

The report is the property of University Malaysia Kelantan.

The library of University Malaysia Kelantan has the right to make copies for the purpose of research only.

The library has the right to make copies of the report for academic exchange.

Certified by

Signature

Group Representative:

Date:

Signature of Supervisor

Name:

Date:

Note: *If the report is **CONFIDENTIAL** OR **RESTRICTED**, please attach the letter from the organisation stating the period and reasons for confidentiality and restriction.

ACKNOWLEDGEMENTS

In the name of God, the Merciful and Merciful

We would like to express our gratitude to everyone who offered us sound counsel, suggestions, and help in order for us to complete this report on time. We gratefully thank Encik Muhammad Firdaus Bin Bidin, our supervisor, for overseeing this report from beginning to end and for his supervision, support, advice, patience, and insightful ideas. We also appreciate his gracious collaboration during the research and writing phases. His advice and motivation are what make this report what it is. We must express our gratitude to everyone who helped us out, taught us things, and gave us advice as we worked on this report. We appreciate our parents and other family members' kindness, patience, and support as we carried out this research. Additionally, we would like to thank our helpful friends who provided us with assistance and support as we completed this research. We are incredibly appreciative and fortunate to have everyone's kind support and direction. Thank you so much to everyone that helped. Last but not least, we would like to express our gratitude to the Faculty of Hospitality, Tourism and Wellness (FHPK), Universiti Malaysia Kelantan Kampus Kota, for providing us with the ideal setting and resources to carry out this study. We appreciate your assistance in making it such a positive experience.

MALAYSIA

KELANTAN

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
CANDIDATES' DECLARATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF DIAGRAMS	vii
LIST OF ABBREVIATIONS	viii
ABSTRACT	ix
ABSTRAK	x
CHAPTER 1	
1.1 Introduction	1
1.2 Background of Study	3
1.3 Problem Statement	7
1.4 Research Questions	11
1.5 Research Objectives	11
1.6 Scope of Study	12
1.7 Significant of Study	12
1.8 Structure of the Report	13
1.9 Summary	13
CHAPTER 2	
2.1 Introduction	15
2.2 Discussion of the Issue	
2.2.1 Awareness of Burnout	16
2.2.1.1 Health	17

	2.2.1.2	Cleanliness	18
	2.2.1.3	Pollution	19
	2.2.2	Knowledge of Burnout	20
	2.2.3	Academic Burnout	21
2.3		Conceptual Framework	25
2.4		Summary	25
CHAPTER 3			
3.1		Introduction	26
3.2		Research Design and Strategy	26
3.3		Sampling Strategy	
	3.3.1	Target Population	27
	3.3.2	Sample Size	28
	3.3.3	Sampling Method	28
3.4		Data Collection Method	
	3.4.1	Primary Data	29
	3.4.2	Secondary Data	30
	3.4.3	In-depths Interview	30
3.5		Data Analysis Process	30
	3.5.1	Thematic Analysis	31
3.6		Summary	33
CHAPTER 4			
4.1		Introduction	34
4.2		Discussion Based On Research Questions	34
	4.2.1	Academic Burnout Awareness	36
	4.2.2	Academic Burnout Knowledge	45
4.3		Summary	53
CHAPTER 5			
5.1		Introduction	54
5.2		Link With Previous Studies	54
5.3		Research Finding	59

5.4	Limitation	63
5.5	Recommendation	65
5.6	Summary	66
REFERENCES		68
TURNITIN RESULT		



UNIVERSITI
MALAYSIA
KELANTAN

LIST OF TABLES

Tables	Title	Page
Table 4.1	Participants' demographic profile	35
Table 4.2	Burnout being left out among Malaysian students	37
Table 4.3	Students' struggle in coping with university life	38
Table 4.4	Burnout being left among Malaysian students	42
Table 4.5	Students' struggle in coping with university life	43
Table 4.6	Impact of the unsupportive environment on academic burnout	46
Table 4.7	Steps to overcome academic burnout	47
Table 4.8	Impact of the unsupportive environment on academic burnout	51
Table 4.9	Steps to overcome academic burnout	52
Table 5.1	Findings of Theme 1	60
Table 5.2	Findings of Theme 2	61
Table 5.3	Findings of Theme 3	62
Table 5.4	Findings of Theme 4	62

LIST OF DIAGRAMS

Diagrams	Title	Page
Diagram 2.1	Conceptual framework	25
Diagram 4.1	Theme one burnout being left out among Malaysian students	36
Diagram 4.2	Theme two students' struggle in coping with university life	37
Diagram 4.3	Theme one impact of the unsupportive environment on academic burnout	45
Diagram 4.4	Theme two steps to overcome academic burnout	46

LIST OF SYMBOLS & ABBREVIATIONS

Abbreviations

CGPA	Cumulative Grade Point Average
UMK	Universiti Malaysia Kelantan
APA	The American Psychological Association
WHO	World Health Organization
SDGs	Sustainable Development Goals
ASEAN	The Association of Southeast Asian Nations
Covid-19	Coronavirus disease 2019
UMSU	University of Melbourne Student Union
MoHE	Malaysia Ministry of Higher Education
USM	Universiti Sains Malaysia
LMICs	Low-and Middle-income Countries
DASS	Depression Anxiety Stress Scale
FHPK	Faculty of Hospitality, Tourism and Wellness
HCW	Healthcare Workers
SARS COV-2	Severe Acute Respiratory Syndrome

MALAYSIA

KELANTAN

ABSTRACT

Academic burnout entails the tiredness and disengagement students endure due to long-term exposure to specified academic expectations. Academic burnout has various negative consequences, including poor academic performance and mental health. The rate of Malaysian students suffering from mental health problems doubled in less than a decade, from 10 percent in 2011 to 20 percent in 2016. This study examined the awareness and knowledge of academic burnout among the University Malaysia Kelantan Kampus Kota students. This study also proposes recommendations and suggestions for preventing student stress and burnout. This study conducted an in-depth interview where print-out questions were given to the respondents. This study used 'purposive sampling' where only Universiti Malaysia Kelantan Kampus Kota students participated.

Keywords: Burnout, academic burnout, awareness, knowledge

UNIVERSITI
MALAYSIA
KELANTAN

ABSTRAK

Keletihan akademik melibatkan keletihan dan ketidakterlibatan pelajar akibat pendedahan jangka panjang kepada jangkauan akademik tertentu. Keletihan akademik mempunyai pelbagai akibat negatif, termasuk prestasi akademik yang lemah dan kesihatan mental. Kadar pelajar Malaysia yang mengalami masalah kesihatan mental meningkat dua kali ganda dalam tempoh kurang sedekad, daripada 10 peratus pada 2011 kepada 20 peratus pada 2016. Kajian ini mengkaji kesedaran dan pengetahuan tentang kelesuan akademik dalam kalangan pelajar Universiti Malaysia Kelantan Kampus Kota. Kajian ini juga mencadangkan cadangan dan cadangan untuk mengelakkan tekanan dan kelesuan pelajar. Kajian ini menjalankan temu bual mendalam di mana soalan cetakan telah diberikan kepada responden. Kajian ini menggunakan 'purposive sampling' di mana hanya pelajar Universiti Malaysia Kelantan Kampus Kota mengambil bahagian.

Kata Kunci: Burnout, burnout akademik, kesedaran, pengetahuan

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Burnout as a psychological notion has just recently come to be understood, perhaps forty years. One of the pioneers in the study of burnout was Herbert Freudenberger. He is actually credited with creating the therapeutic concept of burnout. He saw that over time, a group of volunteers he was working with in a free clinic were becoming emotionally spent and losing their motivation. In an essay that appeared in the Journal of Social Issues in 1974, he referred to the condition as "burnout," and it was described as "to fail, wear out, or become fatigued by exerting excessive demands on energy, strength, or resources" (Freudenberger, 1974).

The individuals who will run the country in the future are students. Yet numerous factors have an impact on their academic achievement and university experience. Students may occasionally experience pressure as a result of this pressure. The group of persons who will experience the era of transition between adolescence and adulthood are bachelor university students. According to a number of studies, this transitional era is one of the most stressful times in a person's life.

He independently directed Christina Maslach's investigation on the same topic over the same time period. Burnout is described by Maslach, Jackson, and Leiter (1996)

as "...a syndrome of emotional tiredness, depersonalization, and lower personal achievement that can emerge among those who study with others in some capacity." Their definition is based on the results of their research. Maslach developed Maslach Burn Inventory in collaboration with Susan Jackson and Michael Leiter (MBI). The most popular tool for measuring fatigue is still this inventory, which forms a benchmark for fatigue research and is still in use today (Qiao & Schaufeli, 2011; Schaufeli, Bakker, Hoogduin, Schaap, & ("Kladler, 2001").

Students have been the focus of a comparatively small number of studies, and the student subpopulations discussed in burnout literature typically are students with advanced degrees who are undergoing advanced training or are preparing to enter the health care industry or other highly demanding professions (Campos, Jordani, Zucoloto, Bonafe, & Maroco, 2012; IsHak et al., 2009; Pereira-Lima & Loureiro, 2015). Burnout scholars have focused a lot of emphasis on medical interns, nursing students, and graduate-level psychology students (Campos et al., 2012; Cecil, McHale, Hart, & Laidlaw, 2014; da Silva et al., 2014).

Using research from Yikealo, Tareke, and Karvinen, environmental and academic pressures are major contributors to the five primary ones that relate the most to students' level of stress domains (intellectual, social, environmental, and physiological). Students are subjected to a variety of academic pressures, according to Shaikh et al, where they constantly feel the need to perform well in their studies and are unsure of their future. The constant demands on students, particularly in Malaysia, are also a result of students' mindsets, which think that a high cumulative grade point average (CGPA) in their education is required to secure a better job in the future.

Due to the rigours of university life, this perspective will eventually lead to mental and emotional pressure, tension, or stress, which produces academic stress in university students. In order to offer remedies to help lower the likelihood that more students would experience this problem and to promote a healthy academic life among students at the higher level institution, it is vital to recognise academic stress among students at Malaysian higher education level institutes. Consequently, the purpose of this study is to ascertain the level of academic stress among Universiti Malaysia Kelantan Kampus Kota students (UMK).

1.2 BACKGROUND OF THE STUDY

Burnout is a frequent occurrence that causes significant disruption due to people's emotional and physical exhaustion due to a combination of external and internal stresses and poor coping and adaptive capacities (Bullock et al., 2017). Burnout is also influenced by one's environment and workload (Friganović et al., 2021). Though issues usually trigger it at work or in institutions, they can manifest themselves in other aspects of life, such as parenting, caregiving, or romantic relationships. Burnout is not a new illness, although it has only been recognised as a condition since Maslach identified it in her book in 1982 (Church, 2019). Although burnout is not a disorder, according to the Diagnostic and Statistical Manual of Mental Disorders (APA, 2010), it is a 'life management' problem, per the International Statistical Classification of Diseases and Related Health Problems (WHO, 2019).

Freudenberg (1974) created the term "burnout" after witnessing drug abusers staring at cigarettes until they burned out (Hammond et al., 2018). The powerful image of a flame being reduced to ashes corresponds to people's long-term psychological degeneration. The early "fire" of excitement, passion, and dedication to achievement has "burned out," leaving smouldering embers of exhaustion, cynicism, and ineffectiveness. Exhaustion is more specifically defined as sensations of tension and prolonged tiredness. Simultaneously, cynicism is characterised by an apathetic or detached attitude toward work, a loss of interest in one's work, or a failure to view work as significant. Ineffectiveness decreases sentiments of competence, achievement, and accomplishment (Walburg, 2014).

Exhaustion is an essential aspect of academic burnout. It refers to academic emotions of strain, namely persistent weariness caused by failing to satisfy study obligations. Another component, cynicism, refers to a remote attitude toward studies in general, a lack of enthusiasm for one's academic work and a cynical and detached attitude toward one's studies. Inadequacy, or a lack of study-related effectiveness, is the third feature of burnout. It refers to a lack of competence, less achievement, and a sense of failure in one's profession and study. Students who felt inadequate were shown to be more cynical about their academics (Hyytinen et al., 2022).

Burnout and mental health issues have gained prominence across the world. Good mental health is increasingly recognised as a necessity for individual health and national development (SDGs) (World Health Organisation, 2020) and was thus included in the Sustainable Development Goals (SDGs) (UN Department of Economic and Social Affairs, 2020). Coping with burnout and mental health education are frequently

brushed aside in Southeast Asia (ASEAN). Cultural taboos and misconceptions are so pervasive that practical help is challenging (Naluri, 2022). Many ASEAN countries have serious mental health issues. They lack mental health laws, effective policies, and strategic strategies to address this issue across communities and for specific populations, especially youth (Dessauvagie et al., 2022).

Students have been included in the scope of burnout in recent years, as the workload on them has been vastly increased; heavier syllabuses, swamped schedules, increased coursework, and augmented responsibilities to perform well in work life are some of the things that can ooze their interest in disturbances (Wing et al., 2018). Higher burnout scores are linked to lower engagement (Hyytinen et al., 2022) and changes in motivation and are associated with lower academic performance and higher absenteeism (Jagodics & Szabó, 2022). University students' burnout and mental health issues pose a substantial public health burden. According to the World Health Organisation (WHO) World Mental Health (WMH) Surveys, three-fourths of mental disorders are onset before 24 (Dessauvagie et al., 2022).

Burnout has been occurring for a long time. However, since the COVID-19 pandemic, burnout has worsened. Lockdowns have forced the closure of schools and institutions globally, making students to have significant burnout levels during the quarantine due to stress, depression and anxiety. Studies indicate that students typically undergo heightened stress levels while attending university in one way or another (Conley et al., 2013). 71 percent of students in the United States said they experienced increased stress and anxiety during the pandemic. According to meta-analyses, 9 to 54 percent of students worldwide reported psychological suffering (Długosz & Liszka,

2021). According to studies, one in every five formerly stress-free university students in the United Kingdom was identified as clinically anxious by the middle of their studies.

Many research studies have discovered that symptoms of depression, anxiety, and stress impact students' academic performance in school, college and university, leading to interpersonal conflicts, marital troubles, and employment prospects (Shamsuddin et al., 2018). The incidence of mild to profound depression, anxiety and stress in a survey of Malaysian university students is 37.2 percent, 63.0 percent, and 23.7 percent for depression, anxiety, and stress, respectively (Shamsuddin et al., 2018). A higher prevalence of depression, anxiety, and stress could be attributed to the fact that an extensive syllabus must be covered in a short period, a sudden change in their study style, the possibility of appearing or failing in exams, and insufficient time allocated to clinical posting have all become significant factors (Teh et al., 2015).

A person's memorable times in life are being a student as the student years lay the groundwork for the rest of their lives. Students do not only study from books, but they learn to develop emotionally, physically, philosophically, and socially. A student's sense of happiness has far-reaching consequences since social and academic achievement are inextricably linked to their emotional state. Several additional research indicates that happiness might have an impact on academic achievement. They also show that emotions substantially impact students' learning techniques, cognitive resources, motivation, and academic accomplishment. Students, therefore, deserve to be happy. However, students suffering from burnout are less physically active due to excessive anxiety, stress and depression.

Individuals suffering from burnout are less physically active as a result of exhaustion. Burnout also has an impact on an individual's psychological anguish and physical wellbeing. When people begin to suffer burnout, their anxiety and despair levels rise, as does their risk of suicide and substance usage (Reinhart, 2016). Montero-Marin et al., (2013) discovered a gradual decline in involvement to cope with stress and dissatisfaction. Headaches, nausea, suicidal ideation, chronic weariness, ulcers, gastro-intestinal issues, frequent and persistent illness, and hypertension are all symptoms of severe burnout. Burnout is connected with more longer sickness-related absences and greater turnover rates as a result of these health-related repercussions (Nadon et al., 2022).

1.3 PROBLEM STATEMENT

Universities in the twenty-first century have problems training students to become versatile specialists in their subjects, capable of searching effectively for relevant and accurate material from a vast body of knowledge and utilising digital technology. University education is also an inherently challenging time in the lives of many individuals. At the same time, higher education students are under more stress than ever in our demanding knowledge age, and developing mental health issues is a significant worry. Coursework, relationships, exams, part-time jobs, internships, and parental and guardian pressure compete for a student's time (Kaggwa et al., 2021). These issues may result in study-related burnout, which has a long-term detrimental impact on students' well-being. Many students are in danger of burnout as a result of this.

The University of Malaya Students' Union (UMSU) has urged university authorities to consider the impact of burnout on students' mental health and reduce their burden. UMSU sent an open letter to the Ministry of Higher Education (MOHE) expressing concern over student fatigue. This follows the deaths of two Universiti Teknologi MARA (UiTM) students due to acute stress brought on by their academic pressure (Ramachandran, 2021). Despite the Malaysian government's efforts to improve awareness, Malaysian students' mental health remains a challenge, made worse by students' unfavourable views regarding mental health (Kotera et al., 2021). The rate of Malaysian students suffering from mental health problems doubled in less than a decade, from 10 percent in 2011 to 20 percent in 2016.

Many institutional context-related risk factors for academic stress and increased institution-related burnout have been found, including institutional pressure, peer groups, institution participation, adjustment, and academic track. Academic burnout can contribute to disastrous beliefs and actions, indicating that the student is fed up with studying. Under long-term learning pressure, students withdraw or refuse to participate in the learning process, resulting in physical or emotional fatigue, academic inefficacy, and cynicism towards studying (Wang et al., 2021). Academic burnout may lead to a variety of undesirable outcomes, including poor academic performance and mental health. However, most studies on student burnout focused on medical students, with only a few of studies on student burnout focused on medical students, with only a few studies focusing on other courses.

Burnout research among USM medical students revealed a significant frequency of burnout of around 67.9 percent. According to the survey, 68.1 percent of female medical students felt burnout compared to 67.7 percent of male medical students (Chin et al., 2016). According to research conducted among undergraduate students at Melaka Manipal Medical College (Melaka Campus) in Malaysia, students who are dissatisfied with their social lives and have a family income of RM1,000 per month are more likely to suffer from depression, stress, and anxiety. It has also been demonstrated that Malay students are highly anxious (Teh et al., 2015). According to a study conducted at Universiti Teknologi MARA (UiTM) Tapah on stress and burnout among undergraduate students during ODL sessions, burnout is deemed severe (Isa et al., 2021). There is no information available on burnout among students at the University Malaysia Kelantan Kampus Kota.

Next, based on the study conducted by Kaggwa et al. (2021), they found that middle-income countries (MICs) are aware of the consequences of burnout. In contrast, the lower-income countries (LICs) are still lacking behind. This disparity in burnout understanding may be due to the costly study instruments utilised in burnout screening. Kaggwa et al. (2021) later explained that the burnout level in LICs is higher compared to MICs' economic levels among Low- and Middle-Income Countries (LMICs). Although the study revealed that MICs are aware of burnout and its effects, there are still individuals in the MICs who are unaware of or comprehend burnout. For example, students living in the suburbs and rural regions are less informed about burnout.

University life is more sophisticated than high school. Various studies have also revealed that, in addition to distress symptoms, students reported suicidal thoughts, drug

abuse, alcohol use, and difficulties concentrating. Based on the WMH International College Students Project, Mortier et al (2018) estimated a prevalence of 22.3 percent for lifetime suicidal ideation, plans and attempts among students. Every year, over 500 Japanese students under 20 commit themselves. Thailand reported a 22 percent rise in suicide rates in the first half of 2020 compared to the previous year, while Singapore had the highest suicide rates in ASEAN at 11.2 percent, despite a population of less than six million. Malaysia recorded 609 suicide incidents in 2019, 631 in 2020 (Yeo, 2021), and 468 instances in the first quarter of 2021 (Naluri, 2022).

Many cases go unreported and untreated, resulting in data gaps in the region's burnout and mental health. Moreover, Asians are ashamed of disclosing their mental health problems compared with other groups. Poor job quality, drinking, sleep issues, personal health neglect, and high-risk activities are some of the negative consequences of burnout. Early diagnosis and prevention of burnout among university students are critical from a public health standpoint. This is critical for educational progress, future job growth, and the nation because today's young are tomorrow's leaders (Shamsuddin et al., 2018). Rising suicide rates have brought burnout and mental health issues into the limelight, raising awareness of burnout among Malaysians. Nevertheless, Malaysian students rarely examine burnout awareness, indicating a need for exploration.

Based on the study conducted by Teh et al. (2015), Malay ethnicity has been linked to an increased risk of acquiring anxiety and stress. It has been shown that the Malay ethnicity has a more significant stress score on the DASS than their other ethnic peers, which might be attributable to cultural differences (Shamsuddin et al., 2018). Shamsuddin et al. (2018) believe that cultural elements caused Malays to be more

vulnerable to stress. Students hailing from a low socioeconomic background; with a total family income per month of less than RM1,000 (Teh et al., 2015), the added element of financial vulnerability is significantly associated with the risk of having depression, anxiety and stress (Shamsuddin et al., 2018). University students from remote regions were shown to have greater levels of depression, anxiety, and stress when compared to those from metropolitan areas (Shamsuddin et al., 2018).

1.4 RESEARCH QUESTIONS

- What is the level of awareness of academic burnout among Universiti Malaysia Kelantan Kampus Kota students?
- What is the level of knowledge of academic burnout among Universiti Malaysia Kelantan Kampus Kota students?

1.5 RESEARCH OBJECTIVE

- To examine the awareness of the academic burnout among the Universiti Malaysia Kelantan Kampus Kota students.
- To analyse the knowledge of the academic burnout among the Universiti Malaysia Kelantan Kampus Kota students.
- To propose recommendations and suggestions for preventing stress among the Universiti Malaysia Kelantan Kampus Kota students.

1.6 SCOPE OF STUDY

The purpose of this study is to examine the awareness of the academic burnout among the Universiti Malaysia Kelantan Kampus Kota students, to analyse the knowledge of the academic burnout among the Universiti Malaysia Kelantan Kampus Kota students and to propose recommendations and suggestions on ways to prevent the stress among the Universiti Malaysia Kelantan Kampus Kota students. Furthermore, for the information, the burnout or stress case had been one of the common cases in the community especially among the students whether it is a serious case or not. Due to the increasing number of the burnout cases among the university's students, this study focuses on Universiti Malaysia Kelantan Kampus Kota students which are on FHPK, FKP and JDS faculties students as different faculties' students have different stress itself. The statistic has shown that between the years of 2019-2021, there was a 30 percent increase in the number of FHPK students from Universiti Malaysia Kelantan Kampus Kota visiting the campus counselling centre, as it is one of the most challenging years for the students.

1.7 SIGNIFICANCE OF THE STUDY

The relevance of a study is determined by its importance. It discusses the study's influence on a research field as well as its contribution(s). The significance also outlines who and how the study results will benefit them. The level of mental health of the students, the effects of stress on students and to analyse what is the best way to prevent the stress among the Universiti Malaysia Kelantan Kampus Kota students. The findings

of this study will help prevent students from stress. Stress serves to shield a person from physical harm and temporarily boost performance to increase the likelihood of survival. Particularly diminished are sleep and appetite, while anxiety is elevated.

1.8 STRUCTURE OF THE REPORT

In Chapter 1, the introduction and context of the study will be covered, followed by a problem description, research questions, research objectives, scope of the investigation, importance of the study, report structure, and summary.

Chapter 2 will include the literature review, which will contain an introduction, discussion of the topics, and a summary. The purpose of this study was to gather new information and do research on the selected subject.

In Chapter 3, the following topics will be covered: introduction, research design and strategy, sampling strategy, data collecting technique, data analysis procedure, and summary. This chapter will go through the methods that researchers have used to collect data.

1.9 SUMMARY

Overall, this chapter outlines an overview of the study on burnout among students at Universiti Malaysia Kelantan Kampus Kota. The purpose of this study is to

examine the awareness of academic fatigue among Universiti Malaysia Kelantan Kampus Kota students and analyze the knowledge of academic fatigue among Universiti Malaysia Kelantan Kampus Kota students and propose recommendations and suggestions to prevent stress among Universiti Malaysia Kelantan Kampus Kota students. This will also affect students if they do not get enough exposure to personal health.



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to Paul et al, (2020), the literature review gives an overview of the literature on subjects, ideas, and methodologies, as well as a synthesis of past studies to increase the knowledge base. The researcher can comprehend the breadth and depth of the existing area of study and identify gaps to investigate by studying the literature (Xiao & Watson, 2019). A literature review is a critical appraisal of current collective knowledge about the subject. There are various reasons to write one and this will determine the length and style of the researcher's review (Winchester et al., 2017).

A literature review examines books, academic papers, and any other materials related to a certain subject, field of research, or theory, and gives a description, summary, and critical evaluation of these works in connection to the research problem under consideration. Literature reviews are intended to offer an overview of the sources you used when studying a certain issue and to show your readers how your research fits into a wider field of study (SAGE, 2014).

For the report's literature review, this report's topic discussions are all about the awareness of the academic burnout, the knowledge about the academic burnout and the recommendations and preventing stress among the students. All of these topics will be

discussed among the students at Universiti Malaysia Kelantan Kampus Kota. All of these aspects are important as it can help the Universiti Malaysia Kelantan Kampus Kota students to solve their problems much easier.

2.2 DISCUSSION OF THE ISSUE

2.2.1 AWARENESS OF BURNOUT

In general, the word "awareness" indicates "knowledgeable being mindful; cognizant, educated, vigilant." The condition or capacity to notice, feel, or be mindful of events, objects, or sensory patterns is known as awareness (K. Abdul Ghafor 2012). At this level of consciousness, an observer can confirm sense facts without necessarily assuming cognition. Any knowledge must have a possessor, yet awareness alone does not qualify as knowledge. It is, more broadly speaking, the characteristic or state of being aware of something. There are difficulties in measuring awareness or knowledge of problems. The term awareness is not quite obvious to begin with. Being aware requires being aware of, realising, or exhibiting interest in something, as well as recognising how significant it is. Knowledge of something is awareness. Consequently, what separates awareness from knowing. In the taxonomy of affective domain, it is one of the behaviours classified as "receiving." Awareness might be assessed or self-reported. The purpose of awareness measurement is to determine respondents' levels of knowledge and ignorance. Testing for peak performance or testing for average performance is both feasible.

2.2.1.1 Health

The healthcare sector is regarded as one of the most demanding occupations since it necessitates strong interpersonal interactions with both pupils and patients. As a result, fatigue is a significant problem for healthcare workers (HCW) and has recently received increasing attention. It has been discovered that students majoring in healthcare are more likely to experience sadness, anxiety, tension, and insomnia. They may also be more susceptible to long-term consequences from exposure to SARS-CoV-2. Particularly, the COVID-19 pandemic seems to have made people's mental health problems worse. The absence of safety and health monitoring for the students themselves, which has an adverse effect on patient safety, consistency of care, costs of the health care system, and work flow, is one reason why burnout in HCWs is receiving more attention. The risk of medical errors and burnout have also been proven to be strongly associated (Alijabri et al., 2011).

Health care students now operate in less than ideal conditions due to the COVID-19 pandemic's current high number of cases and fatalities as well as the need to instal additional containment measures to stop the infection from spreading. Therefore, it's crucial to provide fresh approaches to treating burnout condition by identifying potential remedies (Leo et al 2009). There are a number of reasons that may contribute to burnout in HCW.

The significance of emotional intelligence as a preventative measure against burnout demonstrates that lifestyle changes help to raise emotional intelligence (Sharaf

et al., 2007). Emotional intelligence, a positive psychology concept that can be quantified, should therefore receive more focus because it is one of the non-technical resources and talents that can help HCWs experience less burnout (Cao et al., 2011).

2.2.1.2 Cleanliness

Both the condition of being clean and free of germs, filth, trash, or waste, as well as the habit of obtaining and maintaining that state, are considered to be aspects of cleanliness. Cleaning is a common way to obtain cleanliness. According to the proverb "Cleanliness is next to Godliness,"[1] cleanliness is typically seen as a positive cultural trait that supports other goals like health and beauty (Berg 2003). Everyone, but especially students, should practise good hygiene.

Students' discomfort is also impacted by cleanliness. A student will experience burnout if the school environment is not kept in pristine condition. For instance, if the environment is unclean, both the student's health and mental state will be impacted. This is due to the fact that it is an issue that needs to be resolved on campus so that students can study peacefully. The psyche of the pupil will be impacted by the environment's cleanliness, leading to a high mental level.

The cleanliness of oneself, other students, and the school will all have an impact on one's mental health. For instance, bodily odour. Students must take care of it as well. Other pupils' stress levels will be impacted by students who do not maintain good personal hygiene. This will raise the high mental level.

2.2.1.3 Pollution

One of the biggest environmental issues in many nations, particularly emerging nations, is air pollution. Exposure to air pollution both temporarily and permanently can raise human morbidity and mortality rates (1–4). According to Tingzong Yang (2021) study in China, exposure to air pollution increases the risk of cardiovascular disease and early death, as well as cellular dysregulation, including inflammation. It was also shown by a number of experimental and observational research that air pollution exposure was linked to behavioural problems and mental diseases. Additionally, some research discovered links between air pollution and depression (8–10), as well as mental emergency. A insight into the potential mechanisms that could connect high levels of air pollution with health issues through mental stress is provided by psychological theories (Yu Jin, 2021).

Around 7 million premature deaths globally occur each year as a result of air pollution, which is considered to be the largest environmental danger to public health. Because all significant pollutants affect the climate and the majority of them originate from the same source as greenhouse gases, air pollution and climate change are intimately intertwined (Yu Jin, 2021). Our ecosystem, our health, and development will all benefit from better air quality. Students' health and well-being will suffer when pollution exists in the Universiti Malaysia Kelantan Kampus Kota's environment, which will also have a detrimental effect on the students.

Environmental and individualised factors can affect mental stress, according to ecological models. Many research projects on air pollution and mental stress, however,

are restricted to small local samples and primarily concentrate on economic and social development factors. As a result, the levels of air pollution in different places are drastically varied. Residential area appears to be associated with mental stress given the variations in air pollution, however no research has specifically looked into this issue (Weifang Zhang, 2021). A widely used and reliable way to evaluate how exposed people are to air pollution is by where they live (13, 18). The association between ambient air pollution and mental stress can be expanded upon and further clarified in this study by making use of a sizable national population sample.

In the vicinity of Universiti Malaysia Kelantan Kampus Kota, air pollution has developed into a societal health issue. This study set out to look at the connection between local air pollution levels and generalised stress perception. This study could offer evidence to support the implementation of tighter environmental protection laws and raise environmental consciousness among residents of Universiti Malaysia Kelantan Kampus Kota.

2.2.2 KNOWLEDGE OF BURNOUT

In particular, the findings of this study added to the body of knowledge on how young adults especially the students with burnout can experience it in a variety of contexts. Interaction that has most of the negative outcomes in this burnout field can affect those with whom providers came into contact. This particular information puts a lot of strain on people who work in service-related industries. It's also likely that people in certain professions are more aware of emotional health issues and a great way to spot

the warning symptoms of imminent burnout, which could explain why burnout is most prevalent in these sectors.

The majority of research on personal factors has examined demographic elements like age, gender, and so on (Maslach & Schaufeli, 1996). Personality, social support, and personal beliefs are additional personal characteristics that have drawn some attention (Maslach & Schaufeli, 1996). Researchers that are attempting to build a database of information about the psychological causes of burnout are becoming more and more interested in these kinds of characteristics. Due to the prevalence of reliable and simple to use personality assessments, personality is possibly one of these qualities that is easiest to measure.

2.2.3 ACADEMIC BURNOUT

Academic burnout developed from the phrase "job burnout" in the workplace. Although students are not employees as such, from a psychological standpoint, bachelor studies involve scheduled activities, including course attendance, assignments and tests, which might be seen as "work" (Ye et al., 2021). Burnout among university students is defined as weariness caused by academic expectations (emotional exhaustion), having a negative attitude and lack of interest in academic duties (cynicism), and a sense of incompetence as a student (inefficacy) (Charkhabi et al., 2013).

Academic burnout is a serious issue and has a detrimental impact on students. Academic burnout entails the tiredness and disengagement students endure due to

long-term exposure to specified academic expectations (Norez, 2017). Academic burnout has also been connected with an increased risk of suicide ideation among students (Oloidi et al., 2022), lower academic achievement, low self-efficacy, perceived course load, and lower coping effectiveness (Portoghese et al., 2018). Burnout symptoms include feeling unable to keep up, overwhelmed and fatigued, unable to sleep, and feeling nervous.

Academic burnout is characterised by students' emotions of immobility, pessimism, and low self-efficacy. Academic burnout can be the root cause of a variety of student behaviours, including poor academic performance; it can affect the relationship between students and their faculty in universities; it can affect the students' enthusiasm for education (Charkhabi et al., 2013), and it can cause a student to lose interest in maintaining a social life, physical health, and overall well-being (Sprofera, 2021). Students in a burnout state commonly experience fatigue and acquire a cynical, withdrawn motivation towards their studies.

Academic burnout occurs due to a combination of work and personal life stresses (Lane, 2021) that cause students to become overwhelmed and unable to meet standard requirements. Prolonged stress, a lack of sleep, poor dietary habits, concurrent family pressures, minimal physical activity, poor time management, and unrealistic ambitions cause academic burnout. As the tension mounts, students tend to lose interest or enthusiasm for taking on a specific task in the first place. Amelia (2022), conducted a survey on factors that influence academic burnout.

Academic burnout in students is consequence of exhaustion due to demands and academic obligations, negative emotion and lack of interest toward work and experiencing incompetency. Research done in 1981 discovered that students have significant levels of burnout (Karimi et al., 2014). Risk factors for burnout may include unrealistic or perfectionistic expectations at work or study, heavy workload, family environment (Amelia, 2022), conflicts in the university, feeling undervalued, poor self-esteem, and poor coping skills in stress management.

Students believe they have too much work to accomplish and too much coursework, tests, and lectures to catch up on (Lane, 2021). A study shown that academic burnout lowers students' productivity and depletes their energy, leaving them despondent, cynical, and angry. Previous research has found that women, on average, had more severe burnout symptoms than men. However, many outcomes have been identified. Other aspects of burnout in the educational context have been influenced by gender. Women were shown to be more weary and inept in higher education than men (Asikainen et al., 2022).

Academic stress is the most prevalent emotional or mental condition that students feel when studying; nonetheless, prolonged stress leads to burnout. As a result, the present generation of students is far more agitated and nervous than earlier generations. This is because the present generation of students is viewed as the most capable, particularly in terms of technological competency. Nevertheless, being viewed as talented has placed great expectations on them, and they are being pressured to meet unreasonable standards. This can have detrimental consequences, such as academic burnout.

Academic burnout can arise due to everyday routines, and such scenarios are not just encountered by high school students but also beginning to proliferate among university students. A study conducted by Schaufeli et al. (2002) showed that among 1661 undergraduate students from Spain, Portugal, and the Netherlands experienced burnout which was inversely related to engagement and performance at university, disregarding of their origin (Amelia, 2022).

For a number of reasons, academic burnout among students is one of the most significant research topics in universities. First, academic burnout can be the underlying cause of a variety of student behaviours, such as poor academic performance; second, academic burnout can have an influence on the connection between students and their faculty in universities; and, finally, academic burnout can have an influence on students' enthusiasm for education. As a consequence, it is expected to reduce academic weariness by improving students' academic achievement and enthusiasm to learn (Charkhabi, 2013).

The issue with academic burnout is that only some acknowledge it in themselves. Academic burnout does not arise quickly, and it is difficult to combat once it has occurred. Thus, the sooner one recognises and addresses the signs of stress, the higher chance that individual has of avoiding burnout. Several studies and research have been undertaken to diagnose the causes and repercussions of academic burnout, which include environmental and individual factors, for prevention and intervention (Charkhabi, 2013).

2.3 CONCEPTUAL FRAMEWORK

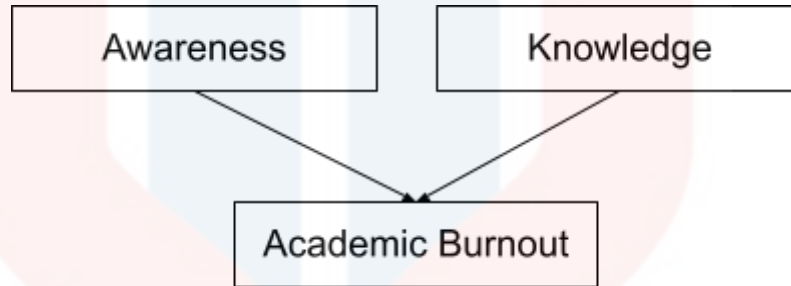


Diagram 2.1: Conceptual framework

2.4 SUMMARY

The literature review on knowledge and awareness fatigue is covered in this chapter. This study provides a thorough explanation of the concepts of awareness burnout, knowledge burnout, and academic burnout. This chapter also discusses different researchers' perspectives on awareness, knowledge, and academic burnout. This detailed information might help the reader better comprehend and comprehend the specifics of burnout. It is believed that by providing this explanation, readers would be better able to comprehend the consciousness and knowledge of burnout.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The process by which a researcher develops a study in order to assure accurate and reliable results that address the research aims and objectives is referred to as research methodology. This methodology chapter supports the design choices by selecting procedures and approaches that are most appropriate for the study aims and objectives and will yield valid and reliable results.

3.2 RESEARCH DESIGN AND STRATEGY

The collection of methodologies and processes used to gather and analyse measures of the variable described in the issue investigation is referred to as the research design. The current study aimed to explore the awareness and knowledge of academic burnout and propose recommendations and suggestions for preventing burnout among the Universiti Malaysia Kelantan Kampus Kota students. Hence, this study is qualitative. Qualitative study is more effective when studying people's behaviours and interactions and developing a highly nuanced picture of academic burnout. This is accomplished by using a limited yet targeted sample basis.

Since the academic burnout issue needs more focus in Malaysia, a more thorough approach is necessary to investigate the related issues. We adopted a case study technique because it is focused on explaining the *whys* and *hows* of the event under consideration. Data may be gathered through various techniques, including in-depth interviews, focus groups, and indirect methods. To ensure we did this research correctly, we also refer to other journals and papers related to burnout and academic burnout. Doing so can ensure we better understand the overall academic burnout and its awareness and knowledge on students.

3.3 SAMPLING STRATEGY

3.3.1 TARGET POPULATION

A population is a collection of individuals or a community of individuals who share a common place, belong to the same group, and are able to interbreed. A population is another term for a group of people who share a characteristic and can be used in research as a sample for analysis and data collection. Population definition must be included in the paperwork for both qualitative and quantitative investigations (Nestor et al., 2017). The use of a sampling process is necessary due to the size of the population.

At the Universiti Malaysia Kelantan Kampus Kota in Pengkalan Chepa, Kota Bharu, Kelantan, data for this study were gathered. Next, the entire student body at the Universiti Malaysia Kelantan Kampus Kota is the target demographic. The wellbeing of

students is critical. Examining academic burnout awareness, analysing academic burnout knowledge, and developing recommendations are the main goals of this study. The goal of this programme, which was held at Universiti Malaysia Kelantan Kampus Kota, is to increase students' awareness of the value of maintaining good health. As a result, this demographic is a great fit for the study's target audience because it fulfils the goals of the research.

3.3.2 SAMPLE SIZE

The term "sample size" describes the number of participants or people from the study's population (Ajay Shankar Singh, 2014). Only 8 undergraduate students were allowed to respond to the researcher's online in-depth interview, which served as the data gathering method. Through the print-out questions, the researcher posed open-ended questions to each respondent.

3.3.3 SAMPLING METHOD

Sampling is the process of picking a group from which the researchers will gather the data for their study. To reduce errors and biases and to maximise maximum representation, sampling techniques should be as rigorous as possible (Tyrer & Heyman, 2016). The probability sampling method and the non-probability sampling method are the two available sampling techniques. A non-probability sampling technique has been applied in this study. In addition, a judgemental or purposive sample approach has been used in this study. When choosing participants or members of the public to take part in the study, the researchers use a selection technique known as "purposeful sampling,"

which involves using their best judgement. Over the past three decades, there has been a dramatic increase in the number of qualitative studies published in peer-reviewed publications (Pernecky, 2016).

A sample strategy that is relevant to the researcher's criteria is called "purposive sampling" (Sarstedt et al., 2018). Since only students of Universiti Malaysia Kelantan Kampus Kota participated in the study and the respondents must be within the age range of the study from the first year to the last year.

The researcher no longer needs to walk around much in order to collect data with this sampling technique, and they may still adhere to the Standard Operating Procedure (SOP) during the COVID-19 pandemic. However, thanks to endemic, researchers can now travel anywhere to conduct interviews. Due to the fact that the data source is appropriate for the study's context, it can also lower the margin of error data. A venue for teaching and demonstrating this technique for gathering data through in-depth interviews with close friends and acquaintances.

3.4 DATA COLLECTION METHOD

3.4.1 PRIMARY DATA

This study's initial phase is by collecting primary data using Google Forms-based and print-out-based questionnaires. These two phases are used to distribute questionnaires because this way makes it simpler for respondents to respond to those

questions through offline and online. A total of 8 respondents will take part in this study received questionnaires, which were distributed via snowball techniques to students at Universiti Malaysia Kelantan Kampus Kota students.

3.4.2 SECONDARY DATA

The researchers then used secondary data from books, newspapers, and research articles as sources of information and direction. Observation is another technique for acquiring information. The management, guests, and activities were first observed as part of the research process.

3.4.3 IN-DEPTHS INTERVIEW

An in-depth interview was conducted for 8 students for this particular study. The interview questions in the guide cover the topic that assists in learning about the awareness and knowledge of academic burnout among students at Universiti Malaysia Kelantan Kampus Kota and the effects of stress on students at Universiti Malaysia Kelantan Kampus Kota. The approach used in this study is an online in-depth interview due to the first wave of post-flood.

3.5 DATA ANALYSIS PROCESS

The data analysis process is one of the important processes in qualitative research. The data analysis in qualitative research is the process of collecting the data,

interpreting the data and analysing the collective data. By doing all of these processes, it can help the researcher to make a well-decision in the future. In this study, the researcher is using thematic analysis to generate the data.

Furthermore, in this study, the researcher is using two different methods while doing the research which are online surveys and in-depth interviews to collect the data from the respondents. An online survey is basically a set of questionnaires that are generally answered by the respondents through the online platform. Usually, the online survey will be done in various types of online platforms such as via Whatsapp, Telegram, Instagram, Google form and others. As for the in-depth interview, the interviewer will be giving the print-out questions face-to-face to the respondents. Following the presentation of the data, the researcher concluded a survey of the data of the awareness and knowledge of academic burnout and also the suggestions and recommendations to prevent the stress among Universiti Malaysia Kelantan Kampus Kota students through two different methods which are online survey which is the questionnaire and in-depth interview.

3.5.1 THEMATIC ANALYSIS

Thematic Analysis is one of the common methods that has been used by the researcher especially in collecting the data, identifying the data and analysing the collective data. Thematic analysis is also often used in qualitative research. This method can help the researcher's work become much easier.

There are four different steps in the thematic analysis such as identifying the patterns or themes in the code, reviewing themes, finalising the themes and producing the report. For the first step of thematic analysis, basically the process is to identify the themes while collecting the data. Next step of thematic analysis is reviewing the themes. For this step, it is about reviewing the themes and checking whether it fits the data or not. The third step of thematic analysis is finalising the themes. Basically, this step is to make the final decision for the themes and describe it in detail. The fourth step is producing the report. In this step, the researcher will do the report based on the themes that had been decided before. The report must have enough information for a reader to evaluate the rigour of the analysis.

In this study, the researcher had used the thematic analysis in analysis the awareness and knowledge of the academic burnout and also the suggestions and recommendations to prevent the stress among the Universiti Malaysia Kelantan Kampus Kota students by using four respondents among the students to conduct the online survey which is a questionnaire and another four respondents had conducted a in-depth interview. A total of eight respondents were conducted in an online survey and in-depth interview for this research.

As for the Google Form that had been used for this research, there are four sections in it, which are section A, section B, section C and section D. For the first section, which is section A it is about the respondent's demographic, as for section B, it is about the awareness of academic burnout among the Universiti Malaysia Kelantan Kampus Kota students. Next, for section C, it is about the knowledge of academic burnout among the Universiti Malaysia Kelantan Kampus Kota students, meanwhile for

section D, it is about the suggestions and recommendations to prevent the stress among the Universiti Malaysia Kelantan Kampus Kota students. The questions were written in bilingual language to ensure that respondents understood the study and can respond well.

3.6 SUMMARY

In conclusion, the objective of this study is to examine the awareness and knowledge of academic burnout and also to identify the suggestions and recommendations to prevent the stress among the Universiti Malaysia Kelantan Kampus Kota students. The collection data for this study is done by two different methods which are online survey and in-depth interview. The researcher gathered the data from Universiti Malaysia Kelantan Kampus Kota students. As for the result of the research, Universiti Malaysia Kelantan Kampus Kota should be more aware and pay a lot of attention to their students as this is one of the serious matters that often happens in a student's life.

UNIVERSITI
MALAYSIA
KELANTAN

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter offers and examines the research findings and discussion of the research. The purpose of this research was to examine the awareness and knowledge of academic burnout among the students of University Malaysia Kelantan Kampus Kota.

4.2 DISCUSSION BASED ON RESEARCH QUESTIONS

This study was conducted at the University Malaysia Kelantan Kampus Kota in Pengkalan Chepa, Kota Bharu, Kelantan. This study discovery provides an answer to the previously posed research questions. The researcher answers the research questions raised in the previous chapter in this chapter.

The study topic is to investigate the awareness and knowledge of academic burnout among the students of University Malaysia Kelantan Kampus Kota. This study included 8 students from the University Malaysia Kelantan Kampus Kota, ranging from first to fourth year. The outcome revealed the following information.

Table 4.1: Participants' demographic profile

No.	Gender	Age	Race	Current Year	Faculty	Latest GPA
1	Female	21 - 23	Malay	Sophomore (2nd Year)	FKP	3.60
2	Female	24 - 26	Other	Junior (3rd Year)	FHPK	3.81
3	Female	21 - 23	Malay	Junior (3rd Year)	FHPK	3.26
4	Female	18 - 20	Malay	Freshman (1st Year)	JDS	3.34
5	Female	21 - 23	Malay	Sophomore (2nd Year)	FHPK	3.06
6	Female	21 - 23	Malay	Freshman (1st Year)	JDS	3.26
7	Female	21 - 23	Indian	Sophomore (2nd Year)	FHPK	3.60
8	Female	21 - 23	Indian	Junior (3rd Year)	FKP	3.60

According to the researcher's observations, there are outcomes discovered following the interview with participants that can assist the researcher in completing this research. The interview findings may provide an answer to the research question connected. The following is a summary of the research questions based on participant interview findings, which are separated into two sections - academic burnout awareness and academic burnout knowledge.

4.2.1 ACADEMIC BURNOUT AWARENESS

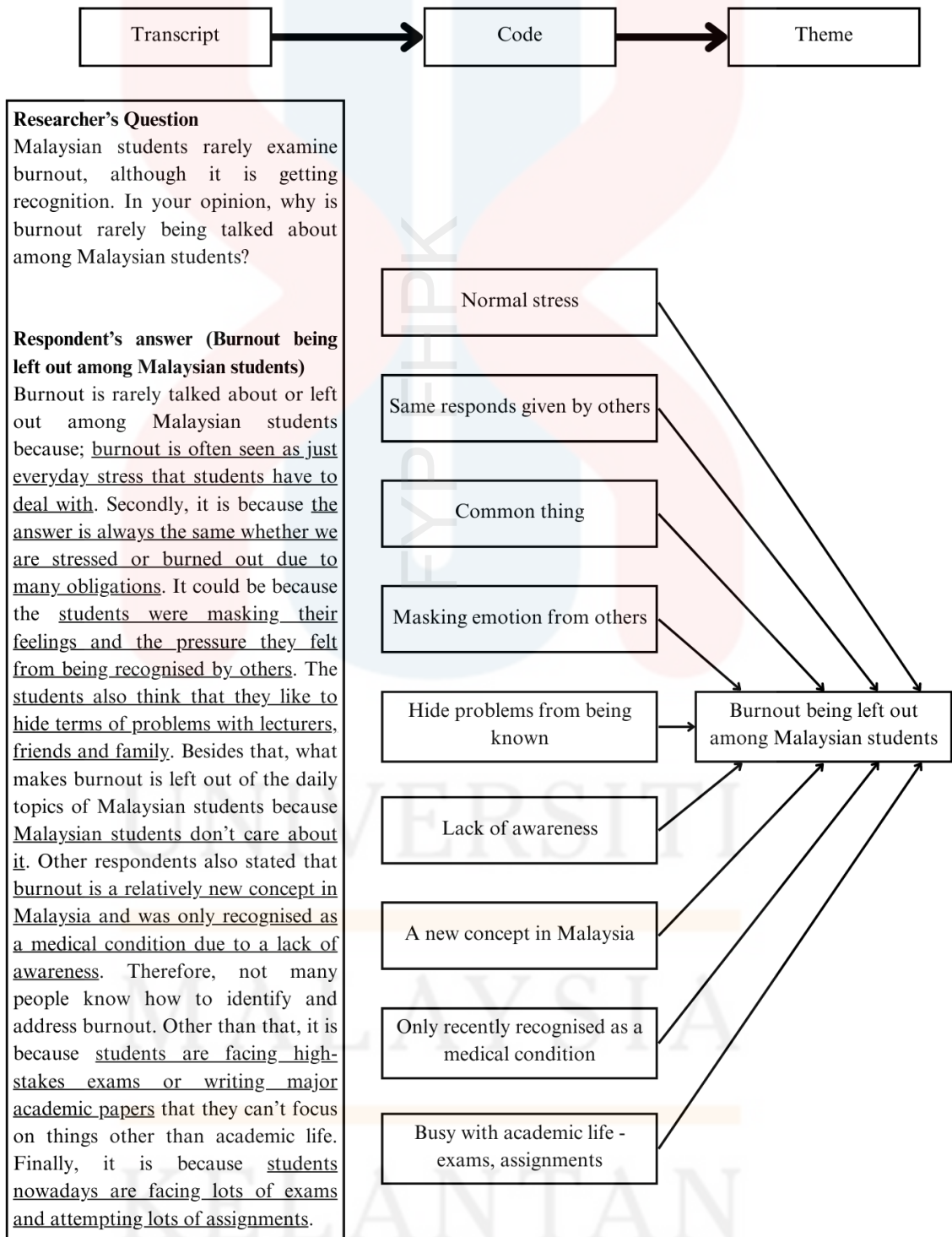


Diagram 4.1: Theme one burnout being left out among Malaysian students

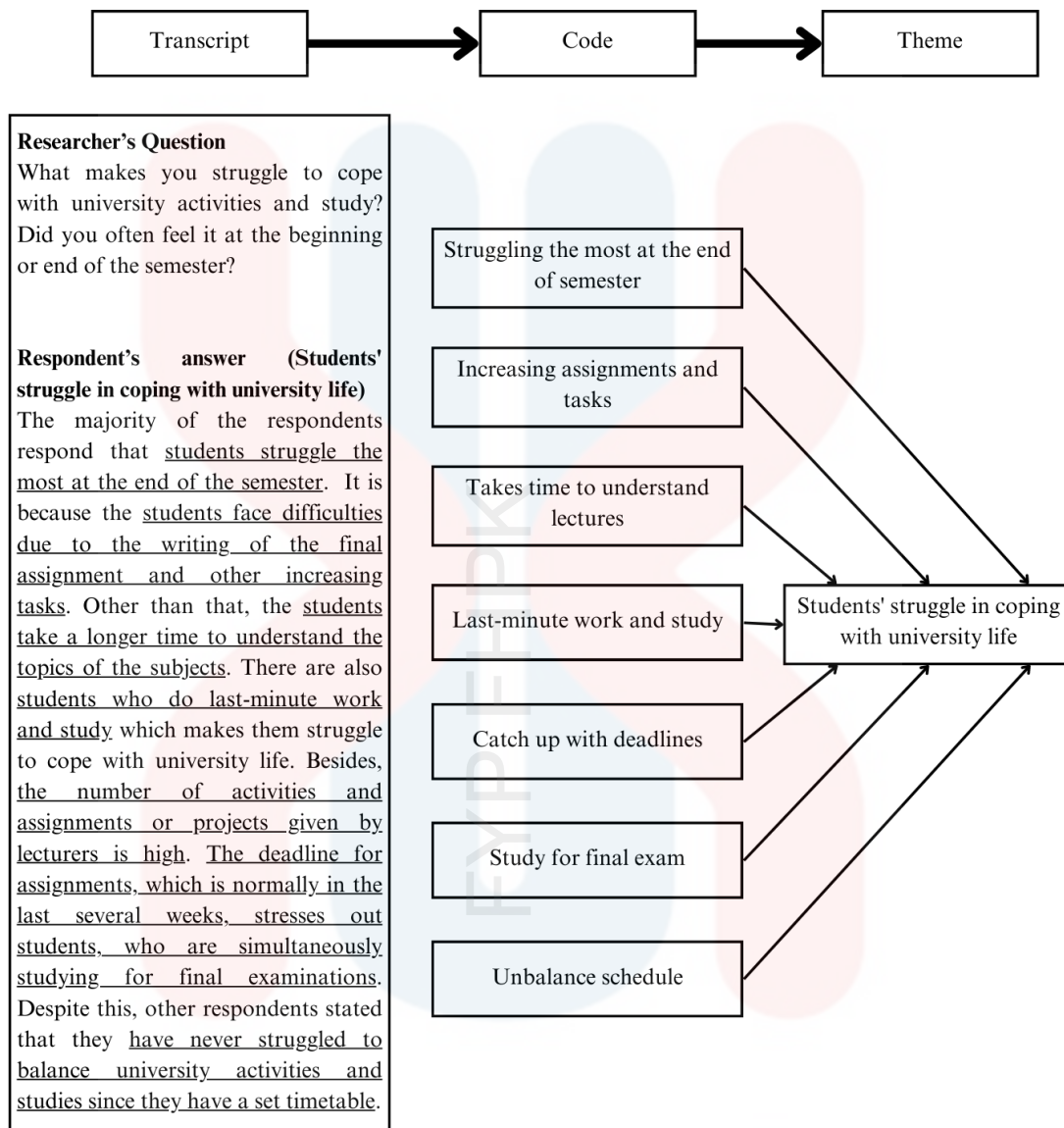


Diagram 4.2: Theme two students' struggle in coping with university life

Table 4.2: Burnout being left out among Malaysian students

Theme	Codes
Burnout being left out among Malaysian students	<ul style="list-style-type: none"> • Normal stress • Same responds given by others • Common thing • Masking emotion from others

	<ul style="list-style-type: none"> ● Hide problems from being known ● Lack of awareness ● A new concept in Malaysia ● Only recently recognised as a medical condition ● Busy with academic life - exams, assignments
--	---

Table 4.3: Students' struggle in coping with university life

Theme	Codes
Students' struggle in coping with university life	<ul style="list-style-type: none"> ● Struggling the most at the end of semester ● Increasing assignments and tasks ● Takes time to understand lectures ● Last-minute work and study ● Catch up with deadlines ● Study for final exams ● Unbalance schedule

Research Objectives 1: To examine the awareness of the academic burnout among the students of Universiti Malaysia Kelantan Kampus Kota.

Theme 1: Burnout being left out among Malaysian students

Interview's Transcription (8 undergraduate students respondents)

Respondent 1, between 21 to 23 years old, a Malay female from faculty FKP 2nd year, with GPA of 3.60. In my opinion, among students, 'burnout' is often seen as just normal stress that students have to face.

(Respondent 1)

Respondent 2 is a 24 to 26-year-old other ethnic female from faculty FHPK 3rd year with a 3.81 GPA. We don't normalise talking about burnout or depression among students, in my opinion, because the answer is usually the same where we are stressed or burnout because we have a lot of tasks.

(Respondent 2)

Respondent 3, between 21 to 23 years old, a Malay female from faculty FHPK 3rd year, with GPA of 3.26. This is because students hide their feelings and the pressure they face so that others do not know.

(Respondent 3)

Respondent 4, between 18 to 20 years old, a Malay female from faculty JDS 1st year, with GPA of 3.34. This is due to the students have a feeling that they like to hide all their problems in terms of problems with lecturers, friends, and family.

(Respondent 4)

Respondent 5, between 21 to 23 years old, a Malay female from faculty FHPK 2nd year, with GPA of 3.06. Burnout is rarely talked about among Malaysian students because Malaysian students don't really care about it.

(Respondent 5)

Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year, with GPA of 3.26. Lack of awareness - Burnout is a relatively new concept in Malaysia, and many people may not be aware of it. Burnout was only recently

recognised as a medical condition. So, many people may not know what burnout is, how to identify and how to address it.

(Respondent 6)

Respondent 7, between 21 to 23 years old, an Indian female from faculty FHPK 2nd year, with GPA of 3.60. In my opinion, it is because students are facing high-stakes exams or writing major academic papers.

(Respondent 7)

Respondent 8, between 21 to 23 years old, an Indian female from faculty FKP 3rd year, with GPA of 3.60. Based on my opinion, because students nowadays are facing lots of exams and attempting lots of assignments.

(Respondent 8)

Theme 2: Students' struggle in coping with university life

Interview's Transcription (8 undergraduate students respondents)

Respondent 1, between 21 to 23 years old, a Malay female from faculty FKP 2nd year, with GPA of 3.60. I struggle or face stress at the end of the semester due to the writing of the final assignment and some other assignments that are increasing in number.

(Respondent 1)

Respondent 2, between 24 to 26 years old, other ethnic female from faculty FHPK 3rd year, with GPA of 3.81. I do not feel any struggle to cope with universities activities and study cause I have schedule.

(Respondent 2)

Respondent 3, between 21 to 23 years old, a Malay female from faculty FHPK 3rd year, with GPA of 3.26. Understanding a topic and subject takes time. Therefore, the end of the semester is felt even more because it is about to take the exam.

(Respondent 3)

Respondent 4, between 18 to 20 years old, a Malay female from faculty JDS 1st year, with GPA of 3.34. I will feel it at the end of the semester because I always do my work, studying and making notes at last minute. To be precise, I'm a 'last-minute' person..

(Respondent 4)

Respondent 5, between 21 to 23 years old, a Malay female from faculty FHPK 2nd year, with GPA of 3.06. The thing that makes me struggle to cope with university activities and studies is when the assignments given by many lecturers. I often feel it at the end of the semester.

(Respondent 5)

Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year, with GPA of 3.26. I often feel it during the end of the semester because many activities are done. At the same time, I have to study for the final exam.

(Respondent 6)

Respondent 7, between 21 to 23 years old, an Indian female from faculty FHPK 2nd year, with GPA of 3.60. Nothing. No.

(Respondent 7)

Respondent 8, between 21 to 23 years old, an Indian female from faculty FKP 3rd year, with GPA of 3.60. The difficult group assignments. Usually at the end of the semester.

(Respondent 8)

Table 4.4: Burnout being left out among Malaysian students

Theme	Interview's Transcription (8 respondents)
Burnout being left out among Malaysian students	<p>R1: In my perspective, among students, burnout is frequently perceived as typical stress that students must deal with.</p> <p>R2: In my opinion, we don't normalise discussing burnout or depression among students since the answer is typically the same where we are stressed or burnout because we have a lot of duties.</p> <p>R3: This is due to students conceal their emotions and the stress they are under so that others do not know.</p> <p>R4: This is because students have the impression that they prefer to conceal all of their troubles with professors, friends, and family.</p>

	<p>R5: Burnout is rarely discussed among Malaysian students because Malaysian students seem unconcerned about it.</p> <p>R6: Burnout is a relatively new notion in Malaysia, and many individuals are likely unaware of it. Burnout is a medical disorder that was just recently acknowledged. As a result, many individuals may be unaware of what burnout is, how to recognise it, and how to deal with it.</p> <p>R7: It is, in my judgement, because students are preparing for high-stakes tests or writing significant academic papers.</p> <p>R8: According to my perspective, students nowadays are subjected to several examinations and tasks.</p>
--	--

Table 4.5: Students' struggle in coping with university life

Theme	Interview's Transcription (8 respondents)
Students' struggle in coping with university life	<p>R1: I struggle or experience stress at the conclusion of the semester as a result of the composition of the final assignment and other increasingly numerous assignments.</p> <p>R2: I don't find it difficult to balance university activities with studies because I have a routine.</p> <p>R3: It takes time to understand a topic and issue. As a result, the conclusion of the semester is felt even more keenly because the exam is approaching.</p> <p>R4: I'll notice it near the end of the semester since I usually</p>

	<p>finish my work, study, and take notes at the last minute. To be more specific, I am a 'last-minute' person.</p> <p>R5: The tasks offered by many teachers make it difficult for me to cope with university activities and academics. It's most noticeable near the conclusion of the semester.</p> <p>R6: It happens regularly near the end of the semester since so many things happen at the same time as I prepare for the final exam.</p> <p>R7: Nothing. No.</p> <p>R8: Group projects are the hardest part. Typically at the end of the semester.</p>
--	--

4.2.2 ACADEMIC BURNOUT KNOWLEDGE

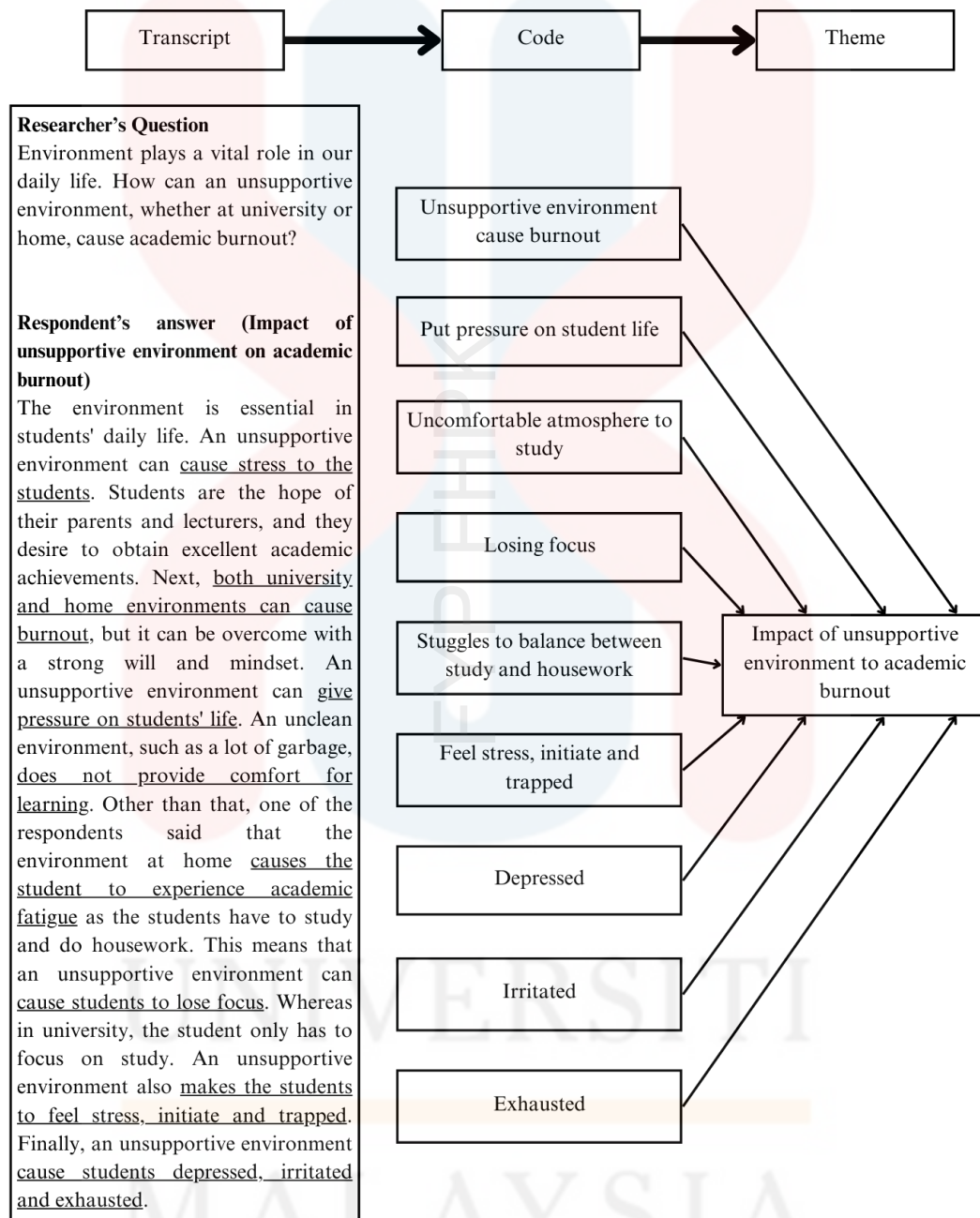


Diagram 4.3: Theme three impact of the unsupportive environment on academic burnout

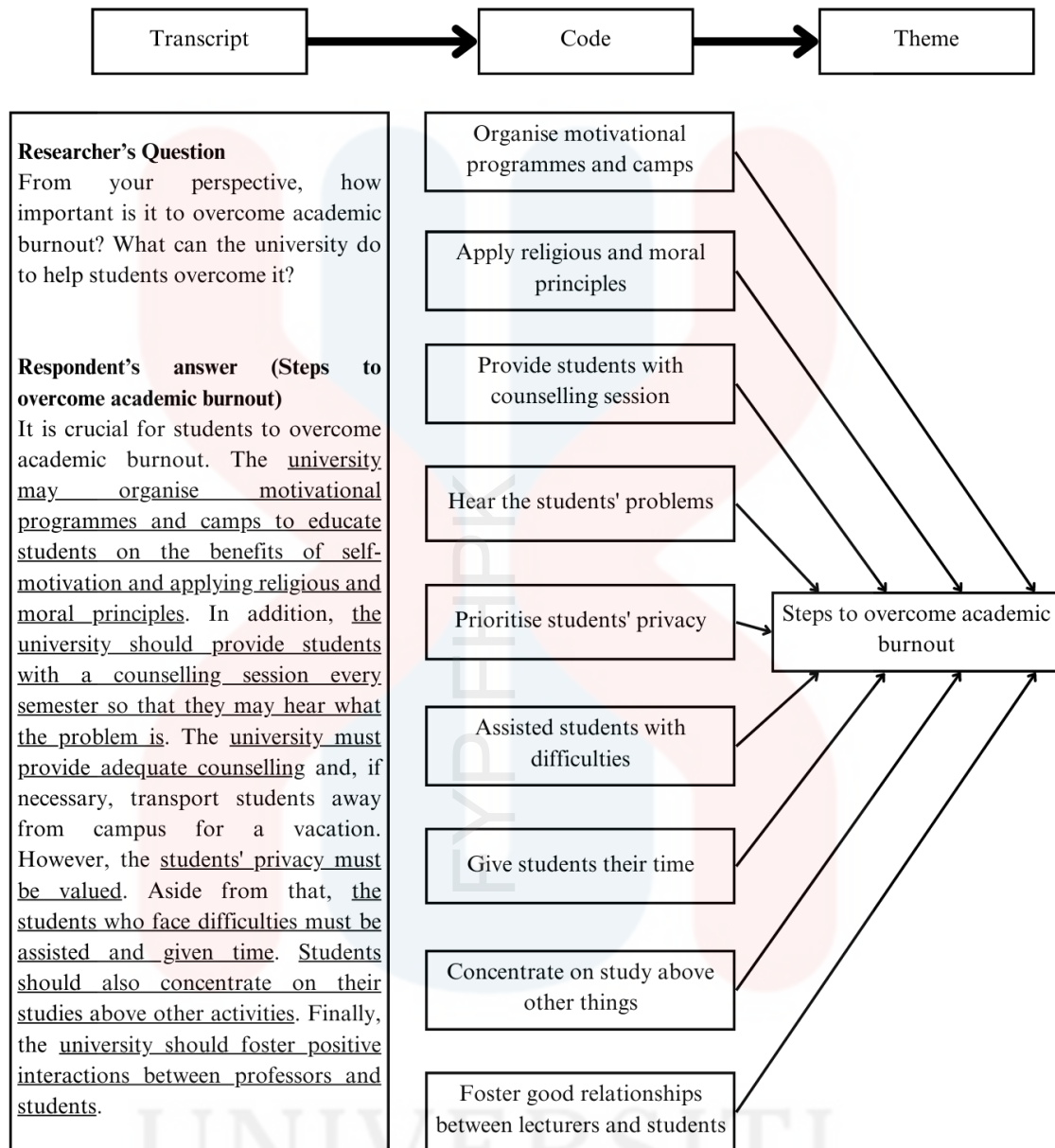


Diagram 4.4: Theme four steps to overcome academic burnout

Table 4.6: Impact of the unsupportive environment on academic burnout

Theme	Codes
Impact of the unsupportive	<ul style="list-style-type: none"> ● Unsupportive environment cause burnout ● Put pressure on student life ● Uncomfortable atmosphere to study

environment on academic burnout	<ul style="list-style-type: none"> ● Losing focus ● Struggles to balance between study and housework ● Feel stress, initiate and trapped ● Depressed ● Irritated ● Exhausted
---------------------------------	--

Table 4.7: Steps to overcome academic burnout

Theme	Codes
Steps to overcome academic burnout	<ul style="list-style-type: none"> ● Organise motivational programmes and camps ● Apply religious and moral principles ● Provide students with counselling session ● Hear the students' problems ● Prioritise students' privacy ● Assisted students with difficulties ● Give students their time ● Concentrate on study above other things ● Foster good relationships between lecturers and students

Research Objectives 2: To analyse the knowledge of the academic burnout among the students of Universiti Malaysia Kelantan Kampus Kota.

Theme 3: Impact of the unsupportive environment on academic burnout

Interview's Transcription (8 undergraduate students respondents)

Respondent 1, between 21 to 23 years old, a Malay female from faculty FKP 2nd year, with GPA of 3.60. Academic burnout is caused by the environment. Students are the great hope of parents, professors, and those who want to attain exceptional academic results.

(Respondent 1)

Respondent 2, between 24 to 26 years old, other ethnic female from faculty FHPK 3rd year, with GPA of 3.81. For me, both universities and home environment can cause a burnout, but it will always be overcome by ourselves and mindset.

(Respondent 2)

Respondent 3, between 21 to 23 years old, a Malay female from faculty FHPK 3rd year, with GPA of 3.26. The environment at university and at home is the same. At university, friends help. At home, parents and sisters also help.

(Respondent 3)

Respondent 4, between 18 to 20 years old, a Malay female from faculty JDS 1st year, with GPA of 3.34. The uncondusive and unsupportive environment is also one of the pressures faced by students.

(Respondent 4)

Respondent 5, between 21 to 23 years old, a Malay female from faculty FHPK 2nd year, with GPA of 3.06. An unclean environment such as a lot of garbage does not provide comfort for learning to students.

(Respondent 5)

Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year, with GPA of 3.26. I felt that the environment at home causes me to experience academic fatigue because, at home, I have to study and do homework. Whereas, in university, I only have to focus on my studies.

(Respondent 6)

Respondent 7, between 21 to 23 years old, an Indian female from faculty FHPK 2nd year, with GPA of 3.60. Stress, initiate and trapped.

(Respondent 7)

Respondent 8, between 21 to 23 years old, an Indian female from faculty FKP 3rd year, with GPA of 3.60. Depressed, irritated and exhausted.

(Respondent 8)

Theme 4: Steps to overcome academic burnout

Interview's Transcription (8 undergraduate students respondents)

Respondent 1, between 21 to 23 years old, a Malay female from faculty FKP 2nd year, with GPA of 3.60. In my opinion, it is very important for a student to overcome the problem. Among the ways that the university can overcome this problem is to organise programs and motivational camps to open students' minds about the importance of self-motivation and apply religious and moral values.

(Respondent 1)

Respondent 2, between 24 to 26 years old, other ethnic female from faculty FHPK 3rd year, with GPA of 3.81. Universities should give a student a counseling session every one semester so that they can hear what the problem is. But, the counselor must be the one who can take care of student privacy.

(Respondent 2)

Respondent 3, between 21 to 23 years old, a Malay female from faculty FHPK 3rd year, with GPA of 3.26. Allow students time and assist those who are having difficulty - be it in their academic or personal life.

(Respondent 3)

Respondent 4, between 18 to 20 years old, a Malay female from faculty JDS 1st year, with GPA of 3.34. The university should provide counseling to the students and it would be more effective if the university took the students for a walk outside.

(Respondent 4)

Respondent 5, between 21 to 23 years old, a Malay female from faculty FHPK 2nd year, with GPA of 3.06. It is critical, in my opinion, to address the issue of academic weariness so that students can concentrate on their studies.

(Respondent 5)

Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year, with GPA of 3.26. It is important to prevent students from becoming stressed. The

university, as much as possible, does not put too much pressure on students and provides counselling if there are students who need the service.

(Respondent 6)

Respondent 7, between 21 to 23 years old, an Indian female from faculty FHPK 2nd year, with GPA of 3.60. Very important.

(Respondent 7)

Respondent 8, between 21 to 23 years old, an Indian female from faculty FKP 3rd year, with GPA of 3.60. It is really very important. Universities should develop good relationships between professors and students.

(Respondent 8)

Table 4.8: Impact of the unsupportive environment on academic burnout

Theme	Interview's Transcription (8 respondents)
Impact of the unsupportive environment on academic burnout	<p>R1: The environment causes academic burnout to occur. Students, is the great hope of parents, lecturers, and the desire to obtain excellent academic achievements.</p> <p>R2: Burnout may occur at both institutions and the home environment for me, but it is always conquered by ourselves and our thinking.</p> <p>R3: The setting is the same at university and at home. Friendship can be handy in university. Parents and siblings assist at home as well.</p> <p>R4: The unsupportive environment can give stress to students.</p>

	<p>R5: A filthy setting, such as having a lot of waste, does not offer students with a comfortable studying atmosphere.</p> <p>R6: I believe that my home environment contributes to my academic weariness since I am required to study and perform homework at home. In contrast, in university, I simply have to concentrate on my studies.</p> <p>R7: Stress, initiate and trapped.</p> <p>R8: Depressed, irritated and exhausted.</p>
--	---

Table 4.9: Steps to overcome academic burnout

Theme	Interview's Transcription (8 respondents)
Steps to overcome academic burnout	<p>R1: It is critical for a student to conquer the challenge. The institution may address the issue by create programmes and motivational camps to educate students about the significance of self-motivation and the application of religious and moral principles.</p> <p>R2: Every semester, universities should offer a counselling session to students so that they may hear what the problem is. However, the counsellor must be the one who can protect the student's privacy.</p> <p>R3: Give the students time and assist the students who face difficulties.</p> <p>R4: Counselling should be provided to students by the</p>

	<p>university, and it would be more beneficial if the university took the students on a stroll outside.</p> <p>R5: In my view, it is important to overcome the problem of academic fatigue so that students can focus on their studies.</p> <p>R6: It is essential to keep students from becoming anxious. As much as possible, the university avoids putting too much pressure on students and offers counselling to those who require it.</p> <p>R7: Very important.</p> <p>R8: It is quite significant. Professors and students should create positive interactions at the university level.</p>
--	---

4.3 SUMMARY

To summarise, the findings and discussion based on study questions are covered in this chapter. The aim of this chapter is to learn about the responses of students at Universiti Malaysia Kelantan Kampus Kota to questions concerning academic burnout awareness and knowledge. Researchers compile a list of eight respondents' responses for each topic, then identify one respondent from each theme who answers the research questions that satisfy the study objectives with additional depth.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

The final section serves as the study's conclusion and will include a summary, recommendations for future research, and a discussion of how this study relates to earlier research. Literature reviews from earlier researchers about student academic burnout are linked to in relation to past studies. After conducting in-depth interviews, in which the researcher conducted face-to-face interviews and requested all the interviewees to respond to open-ended questions using a paper handout, the researcher came out with the findings from the data analysis. As they conduct their research and gather information from respondents, the researchers also disclose the study's limitations. Academic burnout among students at Universiti Malaysia Kelantan Kampus Kota was the subject of a final recommendation from the researchers for further study.

5.2 LINK WITH PREVIOUS STUDIES

In this particular section, the link with previous studies related to the academic burnout research questions based on participant interview findings. Researchers link with previous studies related to the literature review from past researchers on academic burnout among students by using 8 undergraduate student respondents to answer section

B and section C research questions. Research questions for section B are academic burnout awareness among students in Universiti Malaysia Kelantan Kampus Kota while research questions for section C is academic burnout knowledge among students in Universiti Malaysia Kelantan Kampus Kota. The way of collecting information and gathering data was all done physically and open-ended questions are asked to all interviewers personally. In-depth interviews entail the use of open-ended questions and follow-up inquiries to learn more about the respondents' experiences, perspectives, opinions, feelings, and expertise.

In section B, researchers ask respondents "Malaysian students rarely examine burnout, although it is getting recognition. In your opinion, why is burnout rarely being talked about among Malaysian students?". According to the responses of the respondents, students offer almost the same answers that students who are facing high-stakes exams or writing major academic papers. The majority of students at Universiti Malaysia Kelantan Kampus Kota responded that many people may not know what burnout is, how to identify and how to address it. These answers are linked to previous study which are overloaded with work that may cause people to rarely talk about burnout (Zeinab Rahmati / Procedia - Social and Behavioral Sciences 171 (2015) 49 – 55).

The second question from section B is regarding "how often do you feel emotionally and physically exhausted? Do you think you are at risk of academic burnout?". According to the responses of the respondents, students with GPAs higher and lower than 3.5 offer almost the same answers that they are emotionally and physically weary. The majority of students at Universiti Malaysia Kelantan Kampus

Kota claimed they felt this way because of the pressure of their assignment and the deadlines set by their lecturers. Students at Universiti Malaysia Kelantan Kampus Kota are at danger of academic burnout because they report feeling emotionally and physically weary. These answers are linked to previous study that says course load can display emotional exhaustion (Yang, 2004).

Next question from section B is regarding “What makes you struggle to cope with university activities and study? Did you often feel it at the beginning or end of the semester?” According to the responses of the respondents, students at Universiti Malaysia Kelantan Kampus Kota are battling the hardest towards reaching the end of the semester. Some blamed it on forthcoming examinations, while others blamed it on the deadline for assignments, which is normally due in the few last week of the semester. However, other students did not have difficulty juggling university activities and studies. Students with GPAs less than 3.5 have the most difficulty. These responses literally linked to previous study that says most of the students face difficulties in the last few weeks of semester that even cause some of them to even drop some subjects due to difficulties in coping up (C. A. Ogilvie, 2009).

The fourth question from section B is about “Have you ever considered taking a break from, taking a leave of absence, and/or discontinuing university studies? What moment made you think of having a break?”. Majority of the respondents - especially those with GPA under 3.6 for the previous semester- considered taking a break from study due to different reasons - including students' workload. The two students who did not consider taking a break from study are those with GPA higher than or at least with GPA 3.6. This is linked with the previous study that shows that students below the given

GPA or the students that are not interested in studying as well as those having personal and mental health issues are discontinuing their studies (Dr Andrew Harvey, 2017).

The last question from section B is regarding “Social support satisfaction can directly prevent burnout and promote academic engagement. What kind of help or support have you ever sought? How important is it for you?”. Based on the respondent's answers, the majority responded that to prevent burnout and promote academic engagement, the respondents seek help from their close circle, including parents, friends and lecturers. Only one respondent looked for a counsellor, one looked for a partner, and one responded have never felt burnout. Both respondents with higher and lower GPAs than 3.6 seek help to prevent burnout and promote academic engagement. This is linked to most of the previous studies that say students serve with healthcare and consulting services for identifying students at risk of burnout (Katariina Salmela, 2010).

In section C, researchers came with the first question regarding “What do you know about academic burnout? How do you differentiate the differences between academic burnout and depression?”. Based on the response given by the respondents, the researcher found that the respondents have the basic knowledge about burnout. The respondents can differentiate the difference between academic burnout and depression. However, a more in-depth knowledge and understanding on academic burnout should be given to students. This statement is linked to the previous studies that say, through academic experience students can differentiate the difference between academic burnout and depression (Liselotte N. MD, 2014).

The second question from section C is regarding “What symptoms do you experience when you are mentally exhausted? Do these experiences lead you to suicide ideation?”. Based on the answers given by the respondents, the researcher found that most of the respondents have unstable emotions where they quickly get angry and are more sensitive. Only one of the respondents said have never felt mentally exhausted. All of the respondents responded that they never had suicidal intentions. This statement is truly linked with most of the previous study that says emotional exhaustion is considered the key aspect of burnout (O. Koropet¹, A. Fedorova¹, Kacane 2019).

Next question from section C is regarding “Environment plays a vital role in our daily life. How can an unsupportive environment, whether at university or home, cause academic burnout?” Based on the results above, respondents agreed that the environment - both at the university and home, plays an important role for them to have a conducive space to study. An unsupportive environment can cause the students stress, depression, irritation, trapped and exhausted. One of the respondents mentioned that the environment at home disallows the student from studying. However, one respondent responded that although the student may be in an unsupportive environment, it can be overcome with a strong will and mind.

The fourth question from section C is about “How can a student deal with academic burnout? If you’re dealing with academic burnout, where and what kind of resources did you seek to overcome it?”. Based on the response given by the respondents, researchers can conclude that asking for help and having enough rest can help the students to overcome academic burnout. Some respondents said that going out to any place with a calm environment can help them to overcome stress and burnout.

There are also respondents who said that letting out their feelings and problems to closest friends is one of the alternatives that they take to overcome academic burnout. This is linked to several previous studies that say take initiative and opt for an online mode of collaborations through social media groups to seek help, support or guidance to avoid loneliness that may lead to terrible academic burnout (Lata Bajpai Singh, 2020).

The last question from section B is regarding “From your perspective, how important is it to overcome academic burnout? What can the university do to help students overcome it?” Based on the answers given by the respondents, all of the respondents agreed that it is crucial for students to overcome academic burnout. Majority of the respondents responded that universities should do counseling sessions with the students who need help. However, one respondent mentioned that all information regarding the counseling session should be kept private between the counselor and the student. A good relationship between students and professors, and a relationship between students and university should be developed. A good relationship between two parties can guarantee a strong bond between them and problems can be solved. This then will prevent students from facing burnout.

5.3 RESEARCH FINDING

The researchers compile a list of 8 respondents' responses for each theme and then pick one respondent from each theme who answers the research questions that further the study objectives. The purpose of this study was to look at the awareness and understanding of academic burnout among students at the Universiti Malaysia Kelantan

Kampus Kota. The findings of this study shed light on the students of Universiti Malaysia Kelantan Kampus Kota's awareness and understanding of academic burnout.

Finding of theme one which is burnout being left out among Malaysian students in Universiti Malaysia Kelantan Kampus Kota. Burnout is a relatively new concept in Malaysia and many people may not be aware of it. Burnout was only recently recognised as a medical condition. So, many people may not know what burnout is, how to identify and how to address it (Zeinab Rahmati / Procedia - Social and Behavioral Sciences 171 (2015) 49 – 55).

Table 5.1: Findings of Theme 1

No	Findings of Burnout being left out	Interview's Transcription
1	Burnout being left out among Malaysian students	<p><i>Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year. Burnout is a relatively new concept in Malaysia and many people may not be aware of it. Burnout was only recently recognised as a medical condition. So, many people may not know what burnout is, how to identify and how to address it.</i></p> <p>Researchers choose respondent 6 because this respondent answered well and very clearly. As we can see, the respondent has spoken out her thoughts about why burnout is being left out among Malaysian students. So, from her thoughts, we can conclude that there are many people that don't know the term of burnout until now.</p>

Finding theme two which is the struggle to cope with university life among the students in Universiti Malaysia Kelantan Kampus Kota. The struggle to cope with

university life among the students is when most of the students face difficulties in the last few weeks of semester that even cause some of them to even drop some subjects due to difficulties in coping up (C. A. Ogilvie, 2009).

Table 5.2: Findings of Theme 2

No	Findings of Students' Struggle to Cope	Interview's Transcription
1	The struggle to cope with university life among students	<p><i>Respondent 5, between 21 to 23 years old, a Malay female from faculty FHPK 2nd year. The thing that makes me struggle to cope with university activities and studies is when the assignments given by many lecturers. I often feel it at the end of the semester.</i></p> <p>Researchers choose respondent 5 because this respondent answered well and very clearly. As we can see, the respondent understood well and spoke out her struggle during her studies. Nowadays, it can't be denied that the students have to face many challenges and obstacles during their study period. At the same time, it becomes one of the reasons why the students always face academic burnout.</p>

Finding of theme three which is the impact of the unsupportive environment of the academic burnout among students in Universiti Malaysia Kelantan Kampus Kota. One of the impacts of the academic burnout is it can affect the students' life. At the same time, it has become one of the reasons for students facing academic burnout. For example, the students are not interested in studying as well as those having personal and mental health issues are discontinuing their studies (Dr Andrew Harvey, 2017)

Table 5.3: Findings of Theme 3

No	Findings of Impact of Unsupportive Environment	Interview's Transcription
1	Impact of the unsupportive environment on academic burnout among students	<p><i>Respondent 6, between 21 to 23 years old, a Malay female from faculty JDS 1st year. I believe that my home environment contributes to my academic burnout weariness since I am required to study at home. In contrast, in university, I simply have to concentrate on my studies.</i></p> <p>Researchers choose respondent 6 because this respondent answered well and very clearly. As we can see, it has shown that this respondent has spoken out her opinion about the impact of the unsupportive environment on academic burnout among the students. Based on this respondent's opinion, we can conclude that the unsupportive environment will affect the students especially on their study.</p>

Finding of theme four which is steps to overcome the academic burnout among students in Universiti Malaysia Kelantan Kampus Kota. The university or institution should take the action so that they can overcome the academic burnout among students in Universiti Malaysia Kelantan (UMK). One of the university's terms is that the students serve with healthcare and consulting services for identifying students at risk of burnout (Katariina Salmela, 2010).

Table 5.4: Findings of Theme 4

No	Findings of Steps Overcoming Academic Burnout	Interview's Transcription
1	Steps to overcome academic burnout among students	<p><i>Respondent 1, between 21 to 23 years old, a Malay female from faculty FKP 2nd year. It is critical for a student institution to address the</i></p>

		<p><i>issue by creating programmes and motivational camps to educate students about the significance of self-motivation and the application of religious and moral principles.</i></p> <p>Researchers choose respondent 1 because this respondent answered well and very clearly. As we can see, this respondent understands the question well and gives out her opinion about what the institution should do to overcome the academic burnout among the students.</p>
--	--	--

5.4 LIMITATION

Limitations happen in any study as the challenge to conclude an excellent research process and it is the same as in this research. It is critically important for the researchers to be striving to minimise the range of scope of limitations throughout the research process. When conducting research, researchers will encounter hurdles and problems.

Firstly, researchers have difficulty in conducting face-to-face in-depth interview sessions with respondents due to the first wave of post-flood. Due to the flood, most students are studying online from their homes. Moreover, there are some students who are still having fully online classes, which results in them still being in their hometown, respectively. Hence, the in-depth interview was postponed until the water was fully low-tide and the students were back to university.

Second, the paucity of previous studies, particularly qualitative research on academic burnout among students, made it difficult for researchers to collect new information. There is a similar title, but it does not feature students or the surrounding vicinity of Universiti Malaysia Kelantan. Aside than it, there were no earlier investigations in the subject area. This study's title has not yet been determined at Universiti Malaysia Kelantan Kampus Kota. Researchers in the future must identify projects or use these research plans to do better study.

Thirdly, the researchers are having limitations to conduct the research due to the limited time and limited sample size. The researchers experienced limited time to conduct the in-depth interview as most of the possible respondents were busy with their life as a student. Students are busy with their studies, coursework for subjects taken, and some are needed to travel out of Kelantan for the purpose of completing their assignment. These make the researchers take some time to complete the research successfully. The limited sample size prevents the researcher from collecting more thorough data.

Last but not least, some of the respondents' responses make it difficult for the researchers to assess them. Some responders provide relatively restricted responses, while others provide confusing responses. This makes it difficult for the researchers to examine and summarise the responses provided by the respondents. The responses supplied by respondents may appear to indicate that they are either having difficulty understanding the questions or responding them for the sake of answering them.

5.5 RECOMMENDATION

Based on the discussion of the results, the researcher can make recommendations for practical implementation or further research. The recommendation suggested here is for the future researchers to take into consideration in conducting their future research regarding academic burnout.

The first suggestion is that the researcher can conduct the indirect meeting. For example, the researcher can conduct virtual or indirect meetings utilising any virtual platform, such as Google Meet, Microsoft Teams, Skype, and others. These apps can assist future researchers conduct interviews with their chosen respondents. By using this way, it can make the researcher's work become much easier.

The second suggestion is the universities or other higher education institutions give more examples of qualitative research to make it easier for students to find references especially for specific themes. Furthermore, the institution should give additional secondary data sources in the library, such as textbooks, journals, papers, and theses. All of these sources will be useful to students, particularly university students, in the future as they conduct research or learn new things from the sources supplied.

Aside from that, future researchers can utilise other platforms, such as Google Forms and social media, to distribute study questions to potential responders and gather data. Instagram, Twitter, and Facebook are among the preferred social media networks.

The prospective researcher can also send the Google Form via WhatsApp and Telegram. All of these methods can assist researchers in gathering data for research purposes.

Furthermore, it is recommended that students manage and spend their time properly. It is critical for pupils to accept their own priorities and wrongdoings rather than blaming others. Students have significant obligations to their parents as students and as children, and these responsibilities may be a hardship to some of them. However, life is full of ups and downs, and each person has their own set of obligations. As a result, knowing what their priorities are is critical for them to manage their time effectively. This will assist them in overcoming excessive stress, which can lead to burnout.

Finally, the researcher advises pupils to be more conscious of their surroundings and current events. It is critical to be aware of the most recent themes that are making headlines throughout the world. The researcher also advised students to learn more about burnout and academic burnout by reading and conducting research on the subject. They may readily adjust to a scenario where the themes are being contested or discussed if they have information or thoughts on such topics. Students will also not rely on others if they are aware of and knowledgeable about current events.

5.6 SUMMARY

In conclusion, the purpose of this research was to uncover the issue of academic burnout among students at Universiti Malaysia Kelantan Kampus Kota. Researchers

concluded that students at Universiti Malaysia Kelantan Kampus Kota had a serious lack of awareness and information about academic burnout. Regardless, promoting awareness and understanding about the risk of academic burnout is essential. The researchers hope that with this study being done, the level of awareness and knowledge on academic burnout among students in Malaysia will be increasing in the future, and more research on academic burnout will be done. Through this study, the researcher hopes it will generate enough information and inspiration for subsequent scholars to use in their work.



REFERENCES

- Amelia, R. N. (2022). Literature Review of Academic Burnout. *American Research Journal of Humanities & Social Science (ARJHSS)*, 05(02), 06-13.
- APA. (2010). *Diagnostic and statistical manual of mental disorders, text revision (DSM-IV-TR®)*.
- Asikainen, H., Nieminen, J. H., Häsä, J., & Katajavuori, N. (2022). University students' interest and burnout profiles and their relation to approaches to learning and achievement. *Learning and Individual Differences*, 93, 102-105.
- ATS. (2016). What is Burnout Syndrom (BOS)? *Am J Respir Crit Care Med*, 194(ATS Public Health Information Series © 2016 American Thoraic Society), 1-2.
- Bakusic, J., Schaufeli, W., Claes, S., & Godderis, L. (2017). Stress, burnout and depression: A systematic review on DNA methylation mechanisms. *Journal of psychosomatic research*, 92, 34-44.
- Bullock, G., Kraft, L., Amsden, K., Gore, W., Prengle, B., Wimsatt, J., Ledbetter, L., Covington, K., & Goode, A. (2017). The Prevalence and Effect of Burnout on Graduate Healthcare Students. *Canadian Medicual Education Journal*, 8(3), 90-108.
- Charkhabi, M., Azizi Abarghuei, M., & Hayati, D. (2013). The association of academic burnout with self-efficacy and quality of learning experience among Iranian students. *Springerplus*, 2(1), 1-5.
- Chin, R. W. A., Chua, Y. Y., Chu, M. N., Mahadi, N. F., Yusoff, M. S. B., Wong, M. S., & Lee, Y. Y. (2016). Prevalence of Burnout among Universiti Sains Malaysia Medical Students. *Education in Medicine Journal*, 8(3).
- Church, J. A. (2019). Was I prepared for burnout?: A qualitative study about burnout among nurses.

- Conley, C. S., Travers, L. V., & Bryant, F. B. (2013). Promoting psychosocial adjustment and stress management in first-year college students: The benefits of engagement in a psychosocial wellness seminar. *Journal of American College Health, 61*(2), 75-86. <https://doi.org/10.1080/07448481.2012.754757>
- Creswell, J.W. (2005) Educational Research: *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*
- Dessauvague, A. S., Dang, H.-M., Nguyen, T. A. T., & Groen, G. (2022). Mental Health of University Students in Southeastern Asia: A Systematic Review. *Asia Pacific Journal of Public Health, 34*(2-3), 172-181. [10.1177/10105395211055545](https://doi.org/10.1177/10105395211055545)
- Długosz, P., & Liszka, D. (2021). The Relationship between Mental Health, Educational Burnout and Strategies for Coping with Stress among Students: A Cross-Sectional Study of Poland. *International Journal of Environmental Research and Public Health, 18*(20), 10827. <https://doi.org/10.3390/ijerph182010827>
- Dyrbye, L. N., West, C. P., Satele, D., Boone, S., Tan, L., Sloan, J., & Shanafelt, T. D. (2014). Burnout among US medical students, residents, and early career physicians relative to the general US population. *Academic medicine, 89*(3), 443-451. [10.1097/ACM.0000000000000134](https://doi.org/10.1097/ACM.0000000000000134)
- FHSU Scholars Repository - Fort Hays State University. (n.d.-a). <https://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1501&context=theses>
- Freudenberger, H. J. (1974). Staff burn-Out. *Journal of Social Issues, 30*(1), 159-165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Friganović, A., Kurtović, B., & Selič, P. (2021). A cross-sectional multicentre qualitative study exploring attitudes and burnout knowledge in intensive care nurses with burnout. *Slovenian Journal of Public Health, 60*(1), 46-54. <https://doi.org/10.2478/sjph.2021.00001>

- Hammond, T. E., Crowther, A., & Drummond, S. (2018). A thematic inquiry into the burnout experience of Australian solo-practicing clinical psychologists. *Frontiers in Psychology, 8*, 1996.
- Harvey, A., Szalkowicz, G., & Luckman, M. (2017). The re-recruitment of students who have withdrawn from Australian higher education. *Report for the Australian Government Department of Education and Training. Melbourne: Centre for Higher Education Equity and Diversity Research, La Trobe University.*
http://www.ncsehe.edu.au/wp-content/uploads/2018/05/56_LaTrobe_AndrewHarvey_Accessible_PDF.pdf
- Hyytinen, H., Tuononen, T., Nevgi, A., & Toom, A. (2022). The first-year students' motives for attending university studies and study-related burnout in relation to academic achievement. *Learning and Individual Differences, 97*, 102165.
- Isa, N. S. M., Mansor, N. A., Zamri, N., & Rahman, L. A. (2021). Measuring Perceived Stress and Burnout Level among Undergraduates during ODL Sessions in UiTM Tapah. *Insight Journal, 8*(3).
- Jagodics, B., & Szabó, É. (2022). Student burnout in higher education: A demand-resource model approach. *Trends in Psychology, 1-20*.
- Kaggwa, M. M., Kajjimu, J., Sserunkuma, J., Najjuka, S. M., Atim, L. M., Olum, R., Tagg, A., & Bongomin, F. (2021). Prevalance of burnout among university students in low- and middle-income countries: A systematic review and meta-analysis. *PLoS ONE, 16*(8).
- Karimi, Y., Bashirpur, M., Khabbaz, M., & Hedayati, A. A. (2014). Comparison between perfectionism and social support dimensions and academic burnout in students. *Procedia-Social and Behavioral Sciences, 159*, 57-63.

- Kotera, Y., Ting, S.-H., & Neary, S. (2021). Mental health of Malaysian university students: UK comparison, and relationship between negative mental health attitudes, self-compassion, and resilience. *Higher education, 81*(2), 403-419.
- Lane, C. (2021). *How to Cope With Academic Burnout at University*. Top Universities. Retrieved December 16, 2022, from <https://www.topuniversities.com/student-info/health-support/how-cope-with-academic-burnout-university>
- Montero-Marin, J., Asun, S., Estrada-Marcen, N., Romero, R., & Asun, R. (2013). Effectiveness of a stretching program on anxiety levels of workers in a logistic platform: a randomized controlled study. *Atención primaria, 45*(7), 376-383.
- Mortier, P., Cuijpers, P., Kiekens, G., Auerbach, R., Demyttenaere, K., Green, J., Kessler, R., Nock, M., & Bruffaerts, R. (2018). The prevalence of suicidal thoughts and behaviours among college students: a meta-analysis. *Psychological medicine, 48*(4), 554-565.
- Nadon, L., De Beer, L. T., & Morin, A. J. (2022). Should Burnout Be Conceptualized as a Mental Disorder? *Behavioral Sciences, 12*(3), 82.
- Naluri. (2022, September 30). *Taking Southeast Asia's Largest Mental Health Data Set to the Next Stage*. Naluri. Retrieved December 14, 2022, from <https://www.naluri.life/article/taking-southeast-asias-largest-mental-health-data-set-to-the-next-stage>
- Norez, D. (2017). Academic Burnout In College Students: The Impact of Personality Characteristics and Academic Term on Burnout.
- Ogilvie, C.A. (2009). Changes in students' problem-solving strategies in a course that includes context-rich, multifaceted problems. *Physical Review Special*

<https://doi.org/10.1103/PhysRevSTPER.5.020102>

- Oloidi, F. J., Sewagegn, A. A., Amanambu, O. V., Umeano, B. C., & Ilechukwu, L. C. (2022). Academic burnout among undergraduate history students: Effect of an intervention. *Medicine*, 101(7), e28886-e28886.
- Omar, M., Bahaman, A. H., Lubis, F. A., Ahmad, S. A. S., Ibrahim, F., Aziz, S. N. A., & Ismail, F. D. (2020). *Perceived academic stress among students in Universiti Teknologi Malaysia*. Atlantis Press.
- (PDF) behavior and burnout in medical students - researchgate. (n.d.-b).
https://www.researchgate.net/publication/265021064_Behavior_and_burnout_in_medical_students
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know? *International Business Review*, 29(4), 101717.
The art of writing literature review: What do we know and what do we need to know?
- Portoghese, I., Leiter, M. P., Maslach, C., Galletta, M., Porru, F., D'Aloja, E., Finco, G., & Campagna, M. (2018). Measuring burnout among university students: factorial validity, invariance, and latent profiles of the Italian version of the Maslach Burnout Inventory Student Survey (MBI-SS). *Frontiers in psychology*, 9, 2105.
- Rahmati, Z. (2015). The study of academic burnout in students with high and low level of self-efficacy. *Procedia-Social and Behavioral Sciences*, 171, 49-55.
<https://doi.org/10.1016/j.sbspro.2015.01.087>
- Ramachandran, J. (2021, July 11). *UM Student Union Pleads For MOHE To Take Burnout Seriously After Death Of 2 Students*. SAYS. Retrieved December 15,

2022, from

<https://says.com/my/news/um-student-union-pleads-for-mohe-to-take-the-issue-of-burnout-among-students-seriously>

Reinhart, E. T. (2016). *Burnout, work engagement, and well-being in the healthcare professions: A proposal for a digital intervention*. Wright State University.

Shamsuddin, K., Fadzil, F., Ismail, W. S. W., Shah, S. A., Omar, K., Muhammad, N. A., Jaffar, A., Ismail, A., & Mahadevan, R. (2018). Correlates of depression, anxiety and stress among Malaysian university students. *Asian journal of psychiatry*, 6(4), 318-323. <https://doi.org/10.1016/j.ajp.2013.01.014>

Sprofera, M. (2021, December 21). *Academic Burnout - What is It? How to Avoid It & Recovery Tips* | OPG. O'Connor Professional Group. Retrieved December 16, 2022, from <https://oconnorpg.com/blog/academic-burnout/>

Teh, C. K., Ngo, C. W., binti Zulkifli, R. A., Vellasamy, R., & Suresh, K. (2015). Depression, anxiety and stress among undergraduate students: A cross sectional study. *Open Journal of Epidemiology*, 5(04), 260.

UN Department of Economic and Social Affairs. (2020, July 11). *Sustainable Development*. The 17 Goals. Retrieved December 14, 2022, from <https://sdgs.un.org/goals>.

Walburg, V. (2014). Burnout among high school students: A literature review. *Children and Youth Services Review*, 42, 28-33.

Wang, J., Bu, L., Li, Y., Song, J., & Li, N. (2021). The mediating effect of academic engagement between psychological capital and academic burnout among nursing students during the COVID-19 pandemic: A cross-sectional study. *Nurse Education Today*, 102, 104938.

- WHO. (2019). *ICD-11 for Mortality and Morbidity Statistics*. ICD-11 for Mortality and Morbidity Statistics. Retrieved November 10, 2022, from <https://icd.who.int/browse11/l-m/en>
- WHO. (2020, July 11). *Special Initiative for Mental Health (2019-2023)*. World Health Organization; 2019. Retrieved December 14, 2022, from https://eupha.org/repository/EUPHW/Resources/The_WHO_Special_Initiative_for_Mental_Health_2019-2023.pdf.
- Winchester, C. L., & Salji, M. (2016). Writing a literature review. *Journal of Clinical Urology*, 9(5), 308-312.
- Wing, T., Pey, Y. C., Subramaniam, V., Ab Raof, N. A., Ting, O. W., & Ahmad, M. H. H. (2018). Prevalence of burnout in medical and non-medical undergraduate Malaysian students in various international universities-A cross-sectional study. *future*, 3, 4.
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of planning education and research*, 39(1), 93-112.
- Yang, H.-J. (2004). Factors affecting student burnout and academic achievement in multiple enrollment programs in Taiwan's technical-vocational colleges. *International journal of educational development*, 24(3), 283-301. <https://doi.org/10.1016/j.ijedudev.2003.12.001>
- Ye, Y., Huang, X., & Liu, Y. (2021). Social support and academic burnout among university students: a moderated mediation model. *Psychology research and behavior management*, 14, 335.
- Yeo, A. (2021, July 2). Mental health is critical and needs to be addressed. *The Sun Daily*. Retrieved December 14, 2022, from

<https://www.thesundaily.my/local/mental-health-is-critical-and-needs-to-be-addressed-IE8024831>



UNIVERSITI
MALAYSIA
KELANTAN