

**INVESTIGATING THE RELATIONSHIP BETWEEN BURNOUT AND  
ACADEMIC SELF-EFFICACY AMONG THE NON-ENGLISH DEPARTMENT  
STUDENTS**

**SKRIPSI**



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FACULTY OF EDUCATION AND HUMANITIES  
UNIVERSITAS KRISTEN DUTA WACANA  
YOGYAKARTA  
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Presented as partial fulfilment of the requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
in English Language Education Department

by

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**Skripsi Defence Approval Page**

**INVESTIGATING THE RELATIONSHIP BETWEEN  
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NON-ENGLISH DEPARTMENT STUDENTS**

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## STATEMENT OF ORIGINALITY

I honestly declare that this Skripsi does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 1 Mei 2025

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## ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitude to God for giving me the patience, perseverance, and strength to complete this thesis. Without God, I would not be able to finish it.

I would like to thank my supervisor, Lemmuella Alvita Kurniawati, M.Hum., for her unwavering guidance, invaluable support, and insightful feedback throughout my thesis process.

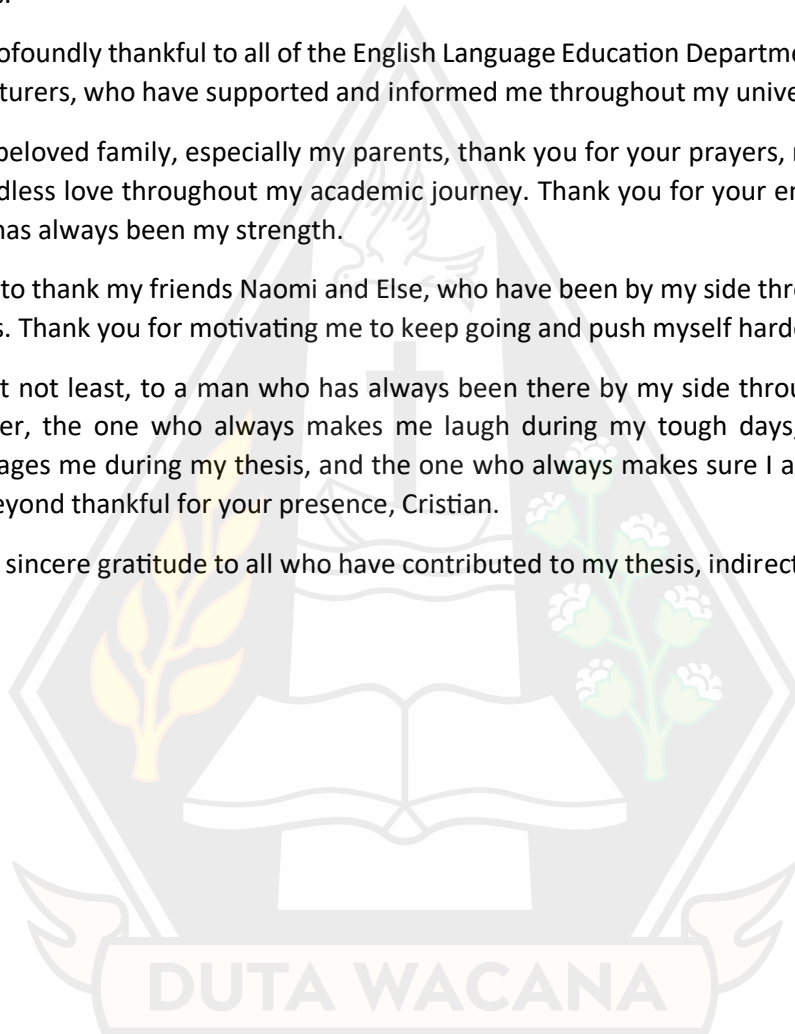
I am profoundly thankful to all of the English Language Education Department (ELED) staff and lecturers, who have supported and informed me throughout my university journey.

To my beloved family, especially my parents, thank you for your prayers, moral support, and endless love throughout my academic journey. Thank you for your encouragement, which has always been my strength.

I want to thank my friends Naomi and Else, who have been by my side through my thesis process. Thank you for motivating me to keep going and push myself harder.

Last but not least, to a man who has always been there by my side throughout my last semester, the one who always makes me laugh during my tough days, the one who encourages me during my thesis, and the one who always makes sure I am alright, I am truly beyond thankful for your presence, Cristian.

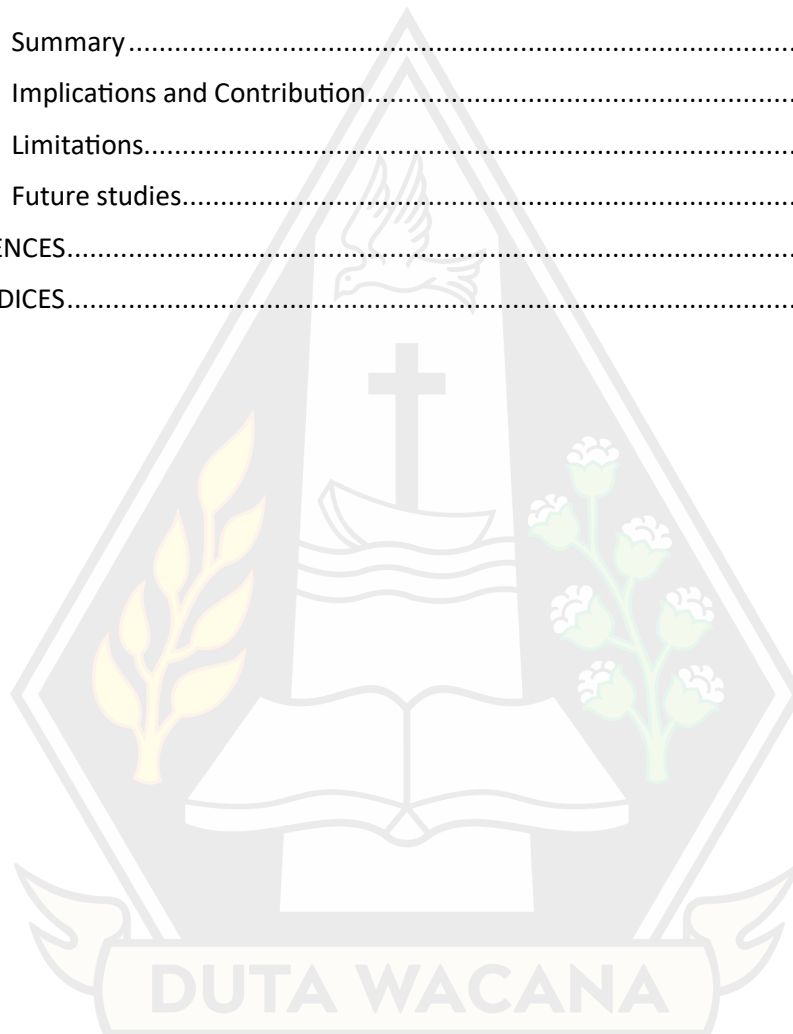
I owe a sincere gratitude to all who have contributed to my thesis, indirectly or directly.



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## ABSTRACT

Mustafa, P.E.P. (2025). *Investigating the relationship between burnout and academic self-efficacy among the non-English department students*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

This research explores the relationship between burnout and self-efficacy in English as a second language (L2) context among non-English department students in Indonesia. Students from non-English majors often face psychological challenges in learning English, which can affect their motivation and performance in learning. This research seeks to (1) identify non-English Department students' burnout level while learning English, (2) identify their level of self-efficacy while learning English as L2, and lastly (3) to examine whether the two variables have any correlation. This research employs a quantitative method; the data were collected from 121 non-English major students through a distributed questionnaire to measure their level of burnout and self-efficacy. The findings of this research reveal that there is a significant negative correlation between the two variables, indicating that learners with high levels of self-efficacy will experience less burnout. The results of this study show the importance of addressing the psychological aspects of learners in language learning, meaning that in order to reduce learner emotional exhaustion and to improve their learning outcomes, increasing learners' self-belief and confidence is needed.

**Keywords:** burnout, self-efficacy, non-English department students, L2 learning, psychological factors

## INTISARI

Mustafa, P.E.P. (2025). *Investigating the relationship between burnout and academic self-efficacy among the non-English department students*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Penelitian ini mengeksplorasi hubungan antara burnout dan efikasi diri dalam konteks bahasa Inggris sebagai bahasa kedua (L2) di kalangan mahasiswa jurusan non-Inggris di Indonesia. Mahasiswa dari jurusan non-Inggris sering menghadapi tantangan psikologis dalam belajar bahasa Inggris, yang dapat mempengaruhi motivasi dan kinerja mereka dalam belajar. Penelitian ini bertujuan untuk (1) mengidentifikasi tingkat kelelahan mahasiswa non-Inggris saat belajar bahasa Inggris, (2) mengidentifikasi tingkat efikasi diri mereka saat belajar bahasa Inggris sebagai L2, dan yang terakhir (3) menguji apakah kedua variabel tersebut memiliki korelasi. Penelitian ini menggunakan metode kuantitatif; data dikumpulkan dari 121 mahasiswa jurusan non-Inggris melalui kuesioner yang disebarakan untuk mengukur tingkat kelelahan dan efikasi diri mereka. Temuan dari penelitian ini mengungkapkan bahwa terdapat korelasi negatif yang signifikan antara kedua variabel tersebut, yang mengindikasikan bahwa pelajar dengan tingkat self-efficacy yang tinggi akan mengalami lebih sedikit burnout. Hasil penelitian ini menunjukkan pentingnya menangani aspek psikologis pembelajar dalam pembelajaran bahasa, yang berarti bahwa untuk mengurangi kelelahan emosional pembelajar dan untuk meningkatkan hasil belajar mereka, diperlukan peningkatan keyakinan diri dan kepercayaan diri pembelajar.

**Kata kunci: kelelahan, efikasi diri, mahasiswa jurusan non-Inggris, pembelajaran bahasa asing, faktor psikologi**

## **CHAPTER I INTRODUCTION**

### **A. Research Background**

Academic burnout frequently occurs among second language (L2) learners during the process of acquiring a second language (C. Li et al., 2021). The prevalence of burnout is characterized by extreme mental exhaustion, which has emerged in various professions (Schaufeli & Taris, 2005). Psychologically speaking, students are engaged behaviorally and emotionally in certain activities that can resemble "work" (C. Li et al., 2021). These activities, which have been structured (e.g., taking exams, completing assignments, and attending classes), have a specific purpose for achieving goals (Schaufeli & Taris, 2005). A study showed that burnout has three levels: the first level is emotional fatigue, which is where learners feel drained; the second level is cynicism, the negativity from one activity characterized by this level; the third level is burnout, which can demolish learners' professional effectiveness in both non-social and social aspects of academic performance (Maslach et al., 2001). Therefore, burnout can be a crucial problem for learners, especially non-English language learners.

Considering burnout causes many problems for learners, not only feeling overwhelmed by their task load and fatigue, but they also have lost motivation in doing the tasks (Maslach & Leiter, 2016). That is why it is important to discuss what factors minimize burnout. One important factor is learners' self-efficacy. Self-efficacy plays a crucial role in predicting learners' performance in educational environments (Bandura, 1978). Self-efficacy is explained as human assessments of their potential to carry out and plan their action to achieve some goals (Bandura, 1978). A study has shown that self-efficacy has a big impact on motivation, especially in learning (Pajares, 1996). Self-efficacy is significant to social cognitive theory (Raofi et al., 2012). According to this theory, people can influence their surroundings and shape them rather than just being passive to it (Raofi et al., 2012). Based on the social cognitive theory, individuals' self-efficacy is linked to particular factors of stressful situations, such as barriers, and the outcomes will show stronger associations with how well an individual maintains stress compared to self-

efficacy that is measured and conceptualized in general (Bandura, 1978). This concept suggests that individuals' thoughts, surroundings, and actions are somehow interconnected. Individuals' behaviour is shaped by their own beliefs, choices, and their environment (Mills, 2009). Since people live in a social environment, individuals are more likely to be affected by their environment, and the environment plays a big role in shaping them.

Some research has explored the idea of self-efficacy, which suggests that self-efficacy influences students' learning behaviour, motivation, and decision-making. For example, studies have shown a link between learners' choices and their self-efficacy in decisions about future careers and college majors (Lent, 1987). Moreover, individual beliefs in their self-efficacy are linked to their methods of learning (Ashton & Webb, 1986). Building on this, various researchers have indicated that learners with higher self-efficacy tend to perform and achieve better academically (Multon et al., 1991; Pajares, 1996; Schunk, 1991). Furthermore, (Bandura, 1977) identified there are three key of self-efficacy that influence our actions, thoughts, and feelings: (1) choosing activities: people are likely to engage in activities or tasks that they can handle or feel confident about and individuals tend to avoid strenuous activities; (2) Persistence and Effort: people who have much effort will expend on their activities, it will show how long they persevere when they were having obstacles, and will also show how resilient people when facing an adverse situations; (3) emotional reactions and thought patterns: self-efficacy also influence amount of stressed individuals feels when their engage with a tackling challenge and how satisfied they feel when accomplishing their goals. Researchers also found that individuals with high levels of self-belief or self-efficacy are more likely to solve and approach obstacles creatively, and students with high self-efficacy tend to persevere in their academic activity (Bandura, 1977). From that, self-efficacy is crucial for learners.

Even though burnout and self-efficacy have been studied separately, some researchers have investigated the relationship between burnout and self-efficacy (Cong et al., 2024; Rahmati, 2015; Xu et al., 2022). For instance, Cong et al. (2024) found a significant but negative correlation between burnout and self-efficacy, indicating that Chinese English Foreign Learners (EFL) who have confidence in their capabilities are less likely to

experience burnout while learning. This study is also supported by Rahmati (2015), who found a negative relationship among learners. She stated that individuals with high self-efficacy are likely to experience low emotional exhaustion, as they show high persistence in reaching their goals, use suitable strategies while doing tasks, and effectively respond to failure. Additionally, a study by Xu et al. (2022) also showed the same result as the previous studies: Females are more likely to have burnout when they feel incapable of learning English.

Studies about the relationship between burnout and self-efficacy have been conducted in several contexts, such as Iran and China (Charkhabi et al., 2013; Cong et al., 2024; Ma, 2024; Xu et al., 2022; G. Yang et al., 2022). No research exists in the Indonesian context on the relationship between burnout and self-efficacy among students in non-English departments. Most studies on burnout are linked with six demotivators, engagement, and students' resilience (Mozaffari & Yaqubi, 2016; Wu, Wang, et al., 2024; Wu, Zeng, et al., 2024). A study on 250 Iranian EFL learners by Mozaffari and Yaqubi (2016) reveals that six demotivators contribute to burnout, including a lack of interest, a negative classroom environment, inadequate instructional materials, ineffective teachers, experiences of failure, and characteristics of the classes. Another study by Wu, Wang, et al. (2024) among 452 senior high school students in China found that burnout was linked to learners' resilience, indicating that learners with high resilience tend to experience less burnout. Additionally, a study by Wu, Zeng, et al. (2024) involving 1456 Chinese senior high school students from 7 provinces and 16 schools, shows that burnout was linked to engagement. The study suggests that learners who perceive a high level of burnout tend to be less engaged in English as a Foreign Language (EFL) learning. Meanwhile, self-efficacy is also linked to other variables, such as learners' metacognitive awareness, anxiety, and self-perception (Bensalem, 2018; Doğan, 2016; Nosratinia et al., 2014).

The rationale of the participants is discussed here to provide a comprehensive understanding of the study's focus. The participants' criteria were determined based on important aspects that aligned with the research objectives. In previous studies, this research primarily investigated the relationship between burnout and self-efficacy among teachers (Bing et al., 2022; Ghasemzadeh & Nemati, 2019; Khani & Mirzaee, 2015;

Mashhady, 2012). To begin with, Bing et al. (2022) conducted a study involving 174 English teachers from different provinces in China, which shows that burnout and self-efficacy are correlated, indicating that teachers are vulnerable to burnout due to the demands of satisfying their professional needs. However, Ghasemzadeh and Nemati (2019) took a different perspective, showing that 171 Iranian EFL teachers who were reflective about their teaching activities, actively engaged with their learners, and consistently found solutions to the problems they faced were found to be successful in managing their stress. Similarly, a study by Khani and Mirzaee (2015) involving 216 EFL private language teachers in Iran, found that there is a negative correlation between self-efficacy and burnout, the study shows that the teachers are actively engaged with the students by using efficient teaching strategies that resulted in less time pressure and less discipline problems. In a related study, Mashhady (2012) found that 112 EFL teachers exhibited a high level of self-efficacy, suggesting that teachers who employ effective strategies in classroom management tend to experience less burnout. While those studies found a correlation between burnout and self-efficacy among teachers, research on self-efficacy and its association with burnout among non-English language department students, especially in Indonesia, is very infrequent; therefore, conducting a study on burnout and its correlation to academic self-efficacy is worthwhile.

After providing information on the participants' criteria, the next step is to elaborate on the rationale of the methods from previous studies that have been conducted. The chosen methods aim to provide reliable insights. The methods that were used in previous studies were mainly quantitative (Ma, 2024; Mashhady, 2012; Seifalian et al., 2012). Therefore, this study employs quantitative methods. The participants of this research were non-English Language Department University students across all majors. Drawing upon the existing studies, the researchers have used EFL students as their participants (Cong et al., 2024; Rahmati, 2015; Xu et al., 2022). Based on the existing study, this research will investigate the correlation between self-efficacy and burnout among university students from non-English Language Departments. Based on the rationales described, this research aimed to address the identified gap in the literature concerning the psychological dynamics of English language acquisition among non-English Department students. More precisely, this research aims to investigate learners' level of burnout and self-efficacy and

to analyze the correlation between these two variables, especially in the context of English language learning.

### **B. Research Questions**

This research focuses on three research questions. The research questions that will be analyzed and discussed are:

1. What is the non-English Department Students' level of burnout?
2. What is the non-English Department Students' level of self-efficacy?
3. Is there any correlation between burnout and self-efficacy in learning English as a Second Language (L2)?

### **C. Research Objective**

This research concerns three primary things about burnout and self-efficacy that the non-English Department Students faced in learning English as L2. This research intends to:

1. Discover the level of burnout that occurs among non-English Department students' faced with learning English.
2. Discover the level of self-efficacy among non-English Department Students in learning English.
3. Discover the relationship between burnout and self-efficacy among non-English Department Students as a Second Language (L2).

### **D. Research Benefits**

As mentioned before, hopefully, this study can help non-English Department Students' and other researchers:

1. Non-English Department Students'

With this study, aspiring learners will be more conscious of the several factors that can lead to burnout and can help them find strategies for overcoming burnout.

2. Other researchers:

Hopefully, this study can help other researchers willing to conduct a study about burnout and self-efficacy among non-English Students learning English as L2.

3. Pre-service English Teachers

Hopefully, this study can help pre-service English teachers understand the concept of burnout and self-efficacy in learners so that they can prepare more on how to maintain learners.

4. In-service English Teachers

Hopefully, this study can help in-service English teachers understand the impact of burnout on learners' self-efficacy, enabling them to support learners in overcoming burnout and applying effective learning strategies.



## **CHAPTER V CONCLUSION**

This chapter will discuss the summary, implications, contribution, limitations, and further studies.

### **A. Summary**

This research investigates the psychological factors that non-English Department students experience in learning English as a second language (L2), focusing on students' burnout and self-efficacy. This study had three main objectives: (1) to discover the level of non-English Department students' burnout while learning English, (2) to discover the level of non-English Department students' self-efficacy while learning English, and (3) to find the correlation between burnout and self-efficacy in L2 learning. This study used a quantitative approach. The data is collected by distributing a questionnaire to non-English department students in Indonesia who are L2 learners. This study reveals that most of the non-English Department students did not experience any burnout while learning English, meaning that their level of burnout is low. In contrast, their level of self-efficacy demonstrates a high result, meaning that they feel confident in their ability to succeed in English language learning. Among all the findings, what stands out the most is that the study found a negative relationship between burnout and self-efficacy. This indicates that when students have a high level of self-efficacy, they will experience less burnout. It implies that students' self-efficacy plays a crucial role in motivating L2 learning and managing their stress.

### **B. Implications and Contribution**

This study's findings contribute to improving educational studies, especially in the English language learning context. The finding of a negative correlation between burnout and self-efficacy validates Bandura's social-cognitive theory, which suggests that an individual's belief in their abilities (self-efficacy) plays a crucial role in motivation, resilience to learning pressures, and regulating stress levels. In practical classroom terms, this indicates that when students believe in their ability to succeed in their English learning tasks, they are more likely to stay engaged, emotionally resilient, and motivated even when facing obstacles. This study also enriches the literature on emotional factors that affect English language learning among non-English Department students. Practically, this

research can be useful for English language teachers, education programs, and lectures. By acknowledging that high levels of burnout can be decreased by increasing learners' self-efficacy, teachers can develop better learning strategies that are more enriching and can support learners' confidence in English language learning.

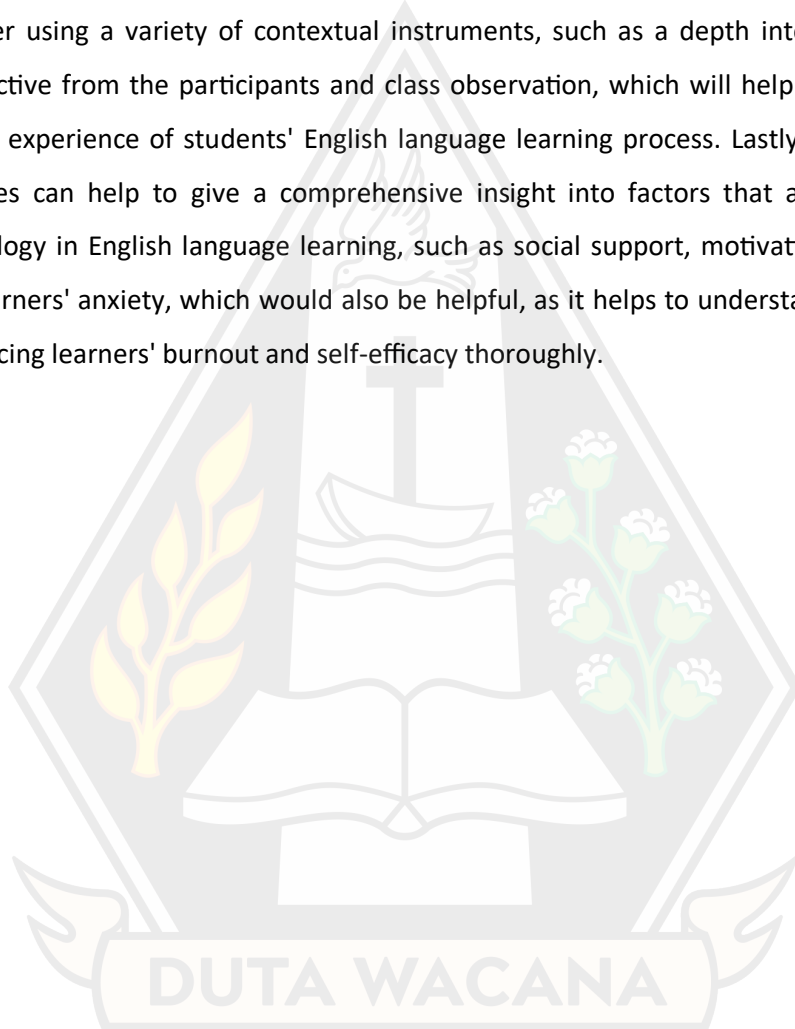
This study broadens the understanding of the psychological aspect of learning a second language, especially regarding the limited attention of non-English major students. Even though the participants do not represent the general population, this study contributes a new perspective on the psychological challenges that learners have experienced. This study provides insights for educational institutions and teachers to concentrate more on the psychological aspects of non-English Department students who need to study English. Hence, learning methods that consider self-efficacy can be merged to increase learning engagement and reduce burnout.

### **C. Limitations**

This research has several limitations that ought to be acknowledged. First, the quantitative instrument. This study only uses questionnaires to collect data, which limits deeper investigation of students' personal experiences. Second, the duration of the questionnaire distribution was too short. The questionnaire was distributed for only two weeks, and only 121 participants responded, meaning the questionnaire gained a very small number of participants. Third, because this study investigates the correlation of the two variables, it cannot be asserted that burnout and self-efficacy have a cause-and-effect relationship. As a result, even if a relationship is found between those two variables, it cannot be confirmed whether one variable influences the other variable. Fourth, this study only uses non-English language department students, which limits the applicability of the findings to learners from different fields of study or those who have various stages of English proficiency. Therefore, the outcomes of this study may not represent broader psychological dynamics and the experience of English major students or even students from different educational backgrounds. Lastly, this research only focuses on burnout and self-efficacy, without considering other variables that might have important roles in the L2 context, such as learning methods, academic pressure, learners' motivation, and other aspects related to English language learning.

#### **D. Future studies**

Based on the several limitations of this study, some suggestions for future studies exist. Firstly, a mixed methods approach is recommended to investigate broader experiences and emotional factors that can influence the English language learning process. Secondly, future studies could involve more educational institutions to gain more representative results, such as high school students, workers, and English department students. Third, consider using a variety of contextual instruments, such as a depth interview to gain perspective from the participants and class observation, which will help to picture the deeper experience of students' English language learning process. Lastly, adding more variables can help to give a comprehensive insight into factors that affect learners' psychology in English language learning, such as social support, motivation, self-study, and learners' anxiety, which would also be helpful, as it helps to understand the causes influencing learners' burnout and self-efficacy thoroughly.



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