

Examining Burnout, Social Support, and Academic Motivation within College Students

Astera Hassan

X22448444

School of Business, National College of Ireland

NC010: BA (Honours) in Psychology

Supervisor: Dr Conor Thornberry

March 14, 2025

Submission of Thesis and Dissertation

National College of Ireland

Research Students Declaration Form

(Thesis/Author Declaration Form)

Name: Astera Hassan

Student Number: 22448444

Degree for which thesis is submitted: BA (Hons) Psychology

Title of Thesis: Examining Burnout, Social Support, and academic motivation within college students.

Date: 14/03/2025

Material submitted for award

- A. I declare that this work submitted has been composed by myself. ☒
- B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged. ☒
- C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA. ☒
- D. *Either* *I declare that no material contained in the thesis has been used in any other submission for an academic award. ☒

National College of Ireland

Project Submission Sheet

Student Name: Astera Hassan

Student ID: X22448444

Programme: BA (Hons) Psychology **Year:** 3

Module: Final Project

Lecturer: Dr Barry Coughlan

Submission Due Date: 14/03/2025

Project Title: Examining Burnout, Social Support, and Academic Motivation within College Students

Word Count: 8483

I hereby certify that the information contained in this (my submission) is information pertaining to research I conducted for this project. All information other than my own contribution will be fully referenced and listed in the relevant bibliography section at the rear of the project.

ALL internet material must be referenced in the references section. Students are encouraged to use the Harvard Referencing Standard supplied by the Library. To use other author's written or electronic work is illegal (plagiarism) and may result in disciplinary action. Students may be required to undergo a viva (oral examination) if there is suspicion about the validity of their submitted work.

Signature: Astera Hassan

Date: 14/03/2025

PLEASE READ THE FOLLOWING INSTRUCTIONS:

1. Please attach a completed copy of this sheet to each project (including multiple copies).
2. Projects should be submitted to your Programme Coordinator.

3. **You must ensure that you retain a HARD COPY of ALL projects**, both for your own reference and in case a project is lost or mislaid. It is not sufficient to keep a copy on computer. Please do not bind projects or place in covers unless specifically requested.
4. You must ensure that all projects are submitted to your Programme Coordinator on or before the required submission date. **Late submissions will incur penalties.**
5. All projects must be submitted and passed in order to successfully complete the year. **Any project/assignment not submitted will be marked as a fail.**

Office Use Only	
Signature:	
Date:	
Penalty Applied (if applicable):	

AI Acknowledgement Supplement

Final Project

Examining Burnout, Social Support, and Academic Motivation within College Students

Your Name/Student Number	Course	Date
Astera Hassan/x2244844	BA (Hons) Psychology	14/03/2025

This section is a supplement to the main assignment, to be used if AI was used in any capacity in the creation of your assignment; if you have queries about how to do this, please contact your lecturer. For an example of how to fill these sections out, please click [here](#).

AI Acknowledgment

This section acknowledges the AI tools that were utilized in the process of completing this assignment.

Tool Name	Brief Description	Link to tool
none		

Description of AI Usage

This section provides a more detailed description of how the AI tools were used in the assignment. It includes information about the prompts given to the AI tool, the responses received, and how these responses were utilized or modified in the assignment. **One table should be used for each tool used.**

[Insert Tool Name]	
[Insert Description of use]	
[Insert Sample prompt]	[Insert Sample response]

Evidence of AI Usage

This section includes evidence of significant prompts and responses used or generated through the AI tool. It should provide a clear understanding of the extent to which the AI tool was used in the assignment. Evidence may be attached via screenshots or text

Acknowledgments

I first would like to thank my Final Year Project supervisor Dr Conor Thornberry for his valuable feedback and guidance throughout this research project. I would also like to thank all the participants in this study, who contributed their time for this study. I would also like to thank Adamos, for carrying me through this journey. Finally, I would like to dedicate this work to our immigrant parents, who remind us daily the importance of their dignity and perseverance. They serve as an inspiring testament the ongoing fight for justice like the Kurdish saying goes “Jin, Jiyan, Azadi.”

Abstract

Academic performance and student well-being is significantly impacted by the common problem of burnout among college students. This study examines the relationship between burnout perceived social support, and academic motivation among second-generation and non-immigrant undergraduate college students. Quantitative data was collected using standardised scales, including the Maslach Burnout Inventory-Student Survey (MBI-SS), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Academic Motivation Scale (AMS-HS 28). The results from correlational analysis indicate no significant relationship was found between burnout, social support, and academic motivation. From t-tests results, no significant differences were demonstrated between second-generation and non-immigrant college students in relation to burnout, perceived social support, and academic motivation. The study's outcomes can inform academic policies aimed at the development of student support services and towards reducing burnout and enhancing student well-being by focusing on maintaining academic motivation and strengthening social and support networks.

***Keywords:* academic performance, social support, burnout, motivation**

Table of Contents

Literature Review.....	9
Academic Motivation and Burnout.....	10
Social Support and Burnout.....	12
Thesis Aims and Objectives.....	14
Methods.....	16
Participants.....	16
Measures	16
Demographic information.....	16
Maslach Burnout Inventory-Student Survey (MBI-SS)	16
Multidimensional Scale of Perceived Social Support (MSPSS).....	17
Academic Motivation Scale (AMS).....	18
Design	18
Procedures.....	19
Results.....	21
Descriptive Statistics.....	21
Inferential statistics	22
Discussion	25
Conclusion	30
References.....	32

Literature Review

Burnout, first introduced by Freudenberger (1974), was defined as “to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources”. Burnout was first examined in relation to "helping professions" where employees deal with intense emotional demands, such as social work, healthcare, and education (Çınar et al., 2023; Gibbons, 2010). Burnout has often been studied in various studies, with a usual focus on burnout in effecting individuals in professional workplace settings (Freudenberger, 1974; Maslach, 1998) However, in recent years the topic of burnout has been widely studied by researchers as an experience faced in academic settings (March-Amengual et al., 2022; Wang et al., 2024), with increased focus on the experiences among second-generation immigrant students, facing unique pressures such as family and cultural expectations (Ives & Castillo-Montoya, 2020; Longwell-Grice et al., 2016).

First-generation immigrant students are those who were born outside their currently residing country, often facing challenges related to adjusting to a new academic environment, language barriers, and cultural differences (Schwartz et al., 2010). Second-generation immigrant students, on the other hand, are born in residing country to immigrant parents and may experience additional stressors, such as balancing the expectations of their parents, who may have different cultural values, with those of the academic system (Terenzini et al., 1996). Migrant students are individuals who have moved from their home country to another, facing challenges such as social integration, discrimination, and sometimes language barriers (Schwartz et al., 2010). While both second-generation and migrant students face unique pressures, this study focuses specifically on second-generation immigrant students as they are often more likely to experience specific cultural and familial expectations that intersect with their academic experiences, contributing to burnout (Ives & Castillo-Montoya, 2020; Longwell-Grice et al., 2016). Research indicates that second-generation students may

experience an additional layer of cultural conflict as they navigate the demands of their immigrant parents while adjusting to mainstream educational expectations (Ives & Castillo-Montoya, 2020; Terenzini et al., 1996). Second-generation immigrant students often have to switch between their identity to adapt to external pressures such as academic work while meeting their familial expectations. These pressures can negatively impact their well-being and may contribute to their burnout levels (Johnson-Esparza et al., 2021; Ives & Castillo-Montoya, 2020).

Student burnout is a growing issue, burnout levels within college students have increased throughout the years (Jacobs & Dodd, 2003; Wang et al., 2024) with a resulting impact on the overall well-being and academic achievement of students (Çınar et al., 2023; Wang et al., 2024). Understanding the factors influencing burnout, such as academic motivation (David, 2010) and perceived social support (Jacobs & Dodd, 2003), is important in creating a supportive college learning environment that promotes the academic achievements and success of students through available student support services.

Academic Motivation and Burnout

Academic motivation is a significant factor influencing burnout within students, impacting student engagement with studies and their academic achievements. Higher levels of academic motivation is associated with lower levels of burnout among students (David, 2010). Research shows the growing rise of burnout levels among college students due to increased academic pressures (Çınar et al., 2023; Wang et al., 2024). This is also demonstrated among second-generation college students, who experience an added significance of familial and cultural expectations that influence their academic motivation, which can increase vulnerability to burnout (ERIC, 2013; Ives-Castillo-Montoya, 2020). Research by Freudenberg (1974), showed the influences of high workload and social support availability as factors of burnout. Jacobs & Dodd (2003) suggested that academic

motivation is negatively correlated with burnout, as higher levels of motivation are associated with reduced burnout and building increased resilience. Past studies examining academic motivation and burnout have focused on two types of motivation: intrinsic motivation and extrinsic motivation (David, 2010). Both intrinsic and extrinsic motivation significantly influence academic achievement. Intrinsic factors effecting motivation may demonstrate greater resilience in students when experiencing burnout, with students participating in tasks, such as college work, to gain enjoyment or satisfaction from what the task offers itself, supporting them when faced with challenges (Ryan & Deci, 2020). Research has demonstrated that students who are intrinsically motivated are better equipped to face challenges within their studies (Ryan & Deci, 2020; Rahmati, 2015) and show resilience in their academic life by providing students with the skills to overcome challenges from fulfilling their learning, contributing to their long term academic achievements (March-Amengual et al., 2022; Mostert et al., 2007). Academic achievement leads to higher satisfaction gained from their studies, which in turn can bring on higher motivation levels within students. Extrinsic motivation in students is driven by satisfaction from external rewards, such as grades and parental or social approval, making them more vulnerable to burnout (David, 2010; Çınar et al., 2023; Wang et al., 2024). Students who are extrinsically motivated have shown higher levels of burnout compared to those who lean toward intrinsic motivation in their studies. This is often due to pressure from external factors, such as parents and academic advisors, and their own expectations to succeed, which contributes to students vulnerability to burnout due to increased pressure and, in some cases, a lack of social support or academic success (Ryan & Deci, 2020). Another contributor to academic motivation is self-efficacy, described as a student's confidence when carrying out tasks. The self-efficacy of students who are more extrinsically motivated may differ when compared to those who are intrinsically motivated. Studies have shown that increased burnout, coupled with lower self-

efficacy and motivation, leads to declines in academic performance and overall well-being (March-Amengual et al., 2022; Mostert et al., 2007; Rahmati, 2015; Wang et al., 2024).

These Studies examining academic achievement and self-efficacy showing their influence on burnout levels, suggest that high self-efficacy and motivation contribute to lower burnout level, as students who are confident in their abilities when completing tasks are more likely to stay resilient when faced with academic challenges. Studies by Cinar et al. (2023) and Wang et al. (2024) further suggest an inverse relationship between burnout and academic motivation, with lower levels of burnout associated to higher levels of academic motivation among college students, impacting student well-being and academic achievements. An increase in burnout, combined with low levels of motivation, has been shown to decrease students' performance and achievements toward their studies (March-Amengual et al., 2022; Mostert et al., 2007; Rahmati, 2015; Wang et al., 2024). The relationship between academic motivation and burnout is an important contribution to research on student burnout, as understanding the factors related to student burnout can provide colleges with valuable insights into enhancing students' motivation and academic achievements (David, 2010; Ryan & Deci, 2000; Ryan & Deci, 2020). However, past research has limitations such as the lack of consideration for factors such as students age, gender and diverse backgrounds, especially among second-generation immigrants students, whose experiences may differ due to unique pressures such as familial and cultural expectations.

Social Support and Burnout

Social Support has a significant influence on burnout among college students. Among college students levels of perceived social support from family, friends, and academic advisors act as protective factors (Johnson-Esparza et al., 2021), reducing burnout levels. However, support that can be applied to a diverse population, while considering the different cultural influences on burnout is important (Ives & Castillo-Montoya, 2020; Longwell-Grice

et al., 2016). Cultural factors such as familial norms and expectations can influence social supports efficiency as a protective factor to burnout among diverse populations. Research on first-generation and second-generation immigrant students shows that perceived social support from family, friends, and academic advisors is critical for their academic success and emotional well-being (Longwell-Grice et al., 2016). Addressing these diverse cultural influences contributes to informed support groups. Social support influences many aspects that contribute to burnout, such as resilience (Ioannis Moisoglou et al., 2024). Social support aids in stress management for students faced with academic challenges caused by workload and provides them with necessary skills to manage their stressors. The perceived social support available to students from academic advisors, family, and friends has been shown to influence burnout levels, resulting in lower burnout among students with higher levels of perceived social support (Jacobs & Dodd, 2003). Research by March-Amengual et al. (2022), conducted on first-year college students, examined their perceived social support, burnout, and academic performance. According to March-Amengual et al. (2022), increased social support can help lower burnout levels and improve student engagement and success in their studies. It has been found that stress faced by students from academic demands greatly influences their perceived social support and overall well-being. Social support assists students in managing stress caused by academic work and provides them with various coping methods for managing their workload and stressors, further protecting students from academic burnout (Gibbons, 2010). In second-generation immigrant students, the efficiency of social support as a protective factor against burnout may vary in outcome, with the added factors such as familial expectations (ERIC, 2013; Ives-Castillo-Montoya, 2020). These studies highlight the importance of establishing effective support systems within colleges to help students succeed in their studies and reduce the levels of burnout experienced among them.

In conclusion, this review of literature examines the relationship of social support, burnout, and academic motivation within students. This review aims to provide further knowledge on the factors influencing burnout and the relationships between these factors and burnout within college students to be able to understand the complexity of burnout and its consequences to students' academic achievements and overall well-being.

Thesis Aims and Objectives

Burnout in professional settings has been widely researched (Freudenberger, 1974; Maslach, 1998), however, less attention has been given to the impact of academic motivation and perceived social support on student burnout, particularly within second-generation students. Research on students with immigrant backgrounds, have suggested challenges such as balancing familial expectations and cultural pressures, which can increase stress and burnout (Ives-Castillo-Montoya, 2020). There is limited research examining how social support impact burnout in diverse student populations, namely second-generation immigrant students. To address this gap in literature this study aims to examine the relationship between burnout, perceived social support, and academic motivation among second-generation and non-immigrant students. This study aims to explore the following research question: What is the relationship between burnout, perceived social support, and academic motivation among second-generation college students and college students with non-immigrant backgrounds, and how do these relationships compare between the two groups? Drawing on past literature, we hypothesise that (H1) there will be a negative correlation between perceived social support from family and burnout levels among college students. Second-generation students will report lower family support compared to students with non-immigrant backgrounds, leading to higher levels of burnout as well. We also hypothesis that (H2) higher levels of academic motivation will be associated with lower levels of burnout in college students. This relationship will differ for second-generation students compared to

their peers with non-immigrant backgrounds, with a weaker association expected. This research aims to provide valuable findings into the relationship between these variables while also exploring possible differences in these variables between second-generation and non-immigrant students.

Methods

Participants

Participants were recruited using a convenience sampling method to ensure that both second-generation students and non-immigrant undergraduate college students are appropriately represented, as participants were recruited online through social media groups and social media platforms, where the a description of study and the survey link was posted and was also shared to others. Participants voluntarily completed the survey distributed through social media. The initial sample for this study consisted of 58 participants. In line with ethical procedure, only undergraduate students currently enrolled in college and aged over 18, who provided informed consent were selected. Students who were not currently enrolled in an undergraduate programme and students who do not provide informed consent were excluded. Students were required to be currently enrolled in an undergraduate programme at a college in the Republic of Ireland to provide this study with participants experiencing similar workload or academic pressure and social support such as from academic advisors and student support services available to them. The final sample then consisted of 21 undergraduate college students in Ireland aged over 18.

Measures

Demographic information

Participants were asked demographic questions such as their age, gender (female, male, non-binary, prefer to self-describe_) and degree level to confirm participants as over 18, and undergraduate students, as well as 2 questions on country of birth to identify second-generation immigrants students.

Maslach Burnout Inventory-Student Survey (MBI-SS)

The Maslach Burnout Inventory-Student Scale (MBI-SS), was based on the Maslach Burnout Inventory Survey by Schaufeli et al. (2002). Burnout levels within the current sample was measured using the Maslach Burnout Inventor-Student Scale (MBI-SS), consisting of 16 items rated on a 7-point Likert scale. The MBI-SS measures three dimensions of burnout within students for exhaustion, cynicism, and academic efficiency. Participants indicate their level of agreement with each item on the 7-point Likert scale, ranging from 0 (Never) to 6 (Every day). Example of items include “I feel emotionally drained by my studies” and “I have become less interested in my studies”. Higher scores on Exhaustion and Cynicism indicate greater burnout, while higher scores on Academic Efficacy reflect lower burnout levels (Rahmati, 2015; Wang et al., 2024). The MBI-SS has been used and shown validity in student populations, demonstrating strong internal consistency with Cronbach’s alpha values ranging from .75 to .87 (Schaufeli et al., 2002). For this scale, the Cronbach’s alpha was .85, showing good reliability

Multidimensional Scale of Perceived Social Support (MSPSS)

The Multidimensional Scale of Perceived Social Support (MSPSS), developed by Zimet et al. (1988) was used to measure the level of perceived social support available from three key sources: family, friends, and academic staff. Participants were asked to rate their level of agreement to 12 statements on a 7-point Likert scale from 1 (very strongly disagree) to 7 (very strongly agree). Example of items include “ There is a special person who is around when I am in need" and "I can talk to my family about my problems with my friends”. Participants were asked to rate their level of agreement to 12 statements on a 7-point Likert scale from 1 (very strongly disagree) to 7 (very strongly agree). The MSPSS has shown to be reliable in effectively examining the relationship between social support and burnout in students, based on previous research (Gibbons, 2010; Jacobs & Dodd, 2003; March-Amengual et al., 2022; Zimet, 2016). Cronbach's alpha coefficient was calculated for the

MSPSS to ensure internal consistency. The Cronbach's alpha for this scale was .98, demonstrating excellent reliability.

Academic Motivation Scale (AMS)

The Academic Motivation Scale (AMS), developed by Vallerand et al. (1992), consists of 28 items rated on a 7-point Likert scale ranging from 1 (Does not correspond at all) to 7 (Corresponds exactly). Participants were asked to respond to each item with the response that reflects their level of agreement with the following question: Why do you go to college? Example of items include "Because I experience pleasure and satisfaction while learning new things" and "Because with only a high-school degree I would not find a high-paying job later on". AMS was used to measure intrinsic motivation, extrinsic motivation, and self-efficacy in students. Past research has demonstrated this measures effectiveness in research among similar student populations (Çınar et al., 2023; David, 2010; Gibbons, 2010; Jacobs & Dodd, 2003; March-Amengual et al., 2022; Mostert et al., 2007; Wang et al., 2024). This scale provides insight into the types of motivation driving student engagement in academic activities and has been used in research to assess the relationship between motivation and burnout (David, 2010). This measure has shown strong validity across student populations (Rahmati, 2015), and a Cronbach's alpha coefficient ranging from .74 to .86 (Vallerand et al., 1992). This research had a Cronbach's alpha coefficient of .79, demonstrating acceptable reliability.

Design

This study used a cross-sectional research design, as data was collected at a single time point to examine the relationships between burnout, perceived social support, and academic motivation among undergraduate college students. Correlational quantitative methods were conducted to assess the two hypotheses. Pearson's correlation analyses were conducted to assess the relationships between perceived social support and burnout (H1) and academic

motivation and burnout (H2). An independent samples t-test was used to compare burnout levels and perceived social support between second-generation immigrant students and non-immigrant students. This design was employed to explore the associations between the predictor variables (PV's), namely perceived social support and academic motivation and the criterion variable burnout

Procedures

This study involved collecting quantitative data from sample of undergraduate college students through an online survey. Participants were recruited through social media platforms, such as, Instagram and LinkedIn, with a link and brief description of study. Participants were directed to a secure online survey platform (Google Forms), where they accessed an information about the study (see Appendix A). After reading this information, participants were presented with a consent form (see Appendix B), which stated that by participating, they will be consenting to the data being used for the purposes of the dissertation and potential publication or presentation of the results. The participants were required to provide consent and verify that they were over 18 years of age before proceeding to the survey questions. Participants were asked to anonymously complete the surveys at their convenience with no time limit, allowing time for breaks to be taken if needed. The Participants were then asked to fill out demographic information, relating to age, gender, enrolment status in an Irish university, and questions on place of birth to identify immigrant backgrounds (see Appendix C). The survey then required participants to complete the Maslach Burnout Inventory-Student Survey (MBI-SS), Academic Motivation Scale (AMS), and Multidimensional Scale of Perceived Social Support (MSPSS). Once, participants had completed all scales they were provided with a debrief form, where the studies aims were reiterated and participants were thanked for their involvement in this study. The debrief form also included contact information and a link to a relevant NCI help and support resource (see Appendix E), to

address any concerns or support possibly needed by participants. The survey approximately took 15-20 to fully complete. Participants were able to withdraw from study at any point.

This study was approved by the National College of Ireland's (NCI) Ethics Committee. This study was carried out within accordance with NCI Ethical Guidelines and the Psychological Society of Ireland Code of Professional Ethics. To address any emotional stress and distress that participants may have experienced, the survey included support services in the debrief sheet for participants who needed assistance. Participants were reassured about the confidentiality of data collected during the study, the purpose of the study, and how their data may have been used, such as in the final year project dissertation and any further presentations or publications. Information about the data collection process and who had access to the data was provided (see Appendices B and E for full details).

Results

Descriptive Statistics

Descriptive statistics were employed for all variables including burnout, perceived social support, and academic motivation to summarize variability and demographics within the data from this current sample of 21 participants ($n = 21$). This includes the Mean (M), Standard Deviation (SD), and range scores as displayed in Table 2. Participant demographics are presented in Table 1 below.

Table 1

Frequencies for all categorical variables

Variable	Frequency	Valid %
ParentsBornInIreland_N		
Yes	16	76.2
No	5	23.8
Total	21	100
BornInIreland_N		
Yes	21	
UndergradIE_N		
Yes	21	100
Gender_N		
Male	5	23.8
Female	16	76.2
Total	21	100

Table 2

Descriptive statistics and reliability for all continuous variables

Variable	<i>M</i> [95% CI]	<i>SD</i>	Range
MBI_SS_N_Total	54.86	13.97	50
MSPSS_N_Total	57.95	18.03	66
AMS_N_Mean	5.49	1.18	4
Age	23.81	4.85	20

Note: Burnout (MBI-SS) and social support (MSPSS) were measured using total scores, while academic motivation (AMS) was measured using the mean score.

Inferential statistics

Preliminary analyses were performed prior to conducting Pearson's correlation analyses, to ensure no violations of the assumptions of normality, all variables were found to be approximately normally distributed. The data was also examined for outliers using boxplot and showed no extreme outliers in dataset. Internal consistency of all scales was assessed using Cronbach's alpha, with values ranging from .78 to .92, demonstrating acceptable reliability.

Pearson's correlation analyses were conducted to examine the relationships between burnout, perceived social support, and academic motivation. The results of the correlational analysis can be seen in table 3. No significant correlations were found between burnout, perceived social support, and academic motivation. There was a weak negative correlation between burnout and perceived social support ($r = -.12$, $N = 21$), suggesting that higher levels of perceived social support were associated with lower burnout levels, however the relationship was not statistically significant ($p = .608$). A moderate negative correlation was found between burnout and academic motivation ($r = -.27$, $N = 21$), but was not statistically

significant ($p = .172$). A non-significant, moderate, negative correlation was also found between perceived social support and academic motivation ($r = -.31$, $N = 21$, $p = .240$).

Table 3

Pearson's correlations between all continuous variables

Variable	1.	2.	3.
1. MBI_SS_N_Total			
2. MSPSS_N_Total	-.12 ($p = .608$)		
3. AMS_N_Mean	-.27 ($p = .240$)	-.31 ($p = .172$)	

Note: $N = 21$. $p < .05$. $*p < .01$. p values are two tailed.

Independent samples t-tests were conducted to compare burnout, perceived social support, and academic motivation between second-generation immigrant and non-immigrant students. Preliminary analysis were conducted to ensure no violation of the assumptions of normality and homogeneity of variance. All Levene's test values were in an acceptable range ($p > .05$) and therefore, the data were suitable for examination through independent samples t-test.

Levene's test showed that the assumption of equal variance was met for burnout ($F = 2.25$, $p = .150$). The results indicated that second-generation immigrant students ($M = 65.00$, $SD = 9.75$) had significantly higher burnout scores than non-immigrant students ($M = 51.69$, $SD = 13.78$), $t(19) = 1.99$, $p = .03$. The effect size, measured by Cohen's d , was $d = 0.97$, 95% $CI [-0.45, 2.06]$, indicating a large effect, however the presence of zero in the confidence interval, suggests that there's a possibility the true value is zero.

Levene's test indicated that the assumption of equal variances was met for perceived social support ($F = 0.03$, $p = .870$). The results indicated that there was no significant difference between the perceived social support of second-generation immigrant students (M

= 53.80, $SD = 20.81$) and non-immigrant students ($M = 59.25$, $SD = 17.62$), $t(19) = -0.580$, $p = .284$. Cohen's d was -0.30 (95% CI $[-1.30, 0.72]$), indicating a small effect, however the presence of zero in the confidence interval, suggests that there's a possibility the true value is zero.

Levene's test was non-significant for academic motivation ($F = 0.21$, $p = .653$), thus equal variances were assumed in the analysis of academic motivation. The results indicated that there was no significant difference between the AMS_N_Mean of second-generation immigrant students ($M = 5.45$, $SD = 1.17$) and non-immigrant students ($M = 5.50$, $SD = 1.22$), $t(19) = -.08$, $p = .468$. The effect size was negligible (Cohen's $d = -0.04$, 95% CI $[-1.05, 0.96]$), suggesting no meaningful difference between groups.

Overall, the independent samples t-tests showed no statistically significant differences between second-generation immigrant and non-immigrant students in burnout, perceived social support, and academic motivation. Additionally, no significant correlations were found through Pearson's correlation analyses between perceived social support, burnout, and academic motivation.

Discussion

This study set out with the aim of examining the relationships between burnout, perceived social support, and academic motivation among second-generation and non-immigrant undergraduate college students. It also aimed to explore whether differences exist between second-generation immigrant and non-immigrant students regarding burnout, perceived social support, and academic motivation. Past research has explored burnout in professional settings (Freudenberger, 1974; Maslach, 1998), but less attention has been given to the role of academic motivation and perceived social support in student burnout, particularly within second-generation students. Past research suggests differences between that first-generation and non-immigrant college students, suggesting that first-generation students may experience additional stressors, such as balancing familial expectations and cultural pressures, which could contribute to burnout (Ives-Castillo-Montoya, 2020). Previous research found that students with immigrant backgrounds face challenges such as lower levels of social support and higher stress levels, possibly making them more susceptible to burnout, and compared this to their non-immigrant fellow classmates (Schwartz et al., 2010; Terenzini et al., 1996). Past research by Longwell-Grice et al. (2016), also indicated that first generation college students reported low levels of social support and academic motivation, compared to their non-immigrant classmates. While this past study have focused on first-generation students, these challenges are similar to those of second-generation immigrant college students. To address these gaps, the current study formulated two hypotheses.

Past studies have demonstrated the significance of perceived social support in mitigating burnout, with higher levels of social support associated with lower levels of burnout (Gibbons, 2010; Jacobs & Dodd, 2003; March-Amengual et al., 2022; Wang et al., 2024). In line with this, it was hypothesized that (H1) there would be a negative correlation between

perceived social support from family and burnout levels among college students. Second-generation students will report lower family support compared to students with non-immigrant backgrounds, leading to higher levels of burnout as well. This was explored using Pearson's correlation analysis, which contrary to expectations, revealed no significant relationship between perceived social support and burnout. Perceived social support and burnout showed a weak negative relationship, but this relationship was not significant. Unfortunately, these findings are rather difficult to interpret due to the lack of significant correlations. This unexpected findings suggest that the hypothesis was not supported, as perceived social support and burnout do not appear to be closely related. This is inconsistent with previous research, which demonstrated significant correlations between perceived social support and burnout (Jacobs & Dodd, 2003; March-Amengual et al., 2022). This inconsistency with the lack of significant correlations in this study may be due to the small sample size ($N = 21$), which may have limited the reliability of these findings therefore these results need to be interpreted with caution.

To explore the potential differences between second-generation and non-immigrant students in relation to burnout and perceived social support, Independent t-tests were conducted. No significant differences were found between second-generation and non-immigrant in perceived social support levels. For burnout, results from the independent t-test showed that second-generation immigrant students experience significantly higher levels of burnout compared to non-immigrant students. Interestingly, the effect sizes for both social support and burnout shows observable differences between both groups, with pronounced differences between these groups in relation to burnout ($d = 0.97$), and differences in perceived social support ($d = -0.30$) are limited with no strong evidence of meaningful differences. However, these findings should be cautiously interpreted due to the potential variability suggested by the confidence interval for perceived social support and burnout.

These results contradict the initial hypothesis and suggest that there may not be a significant difference between second-generation and non-immigrant students in relation to these factors, unlike previous research focused on first generation has demonstrated this relationship with higher levels of burnout and lower levels of social support reported (Ives & Castillo-Montoya, 2020; Longwell-Grice et al., 2016; Terenzini et al., 1996). This limited difference in our current study may be due to various factors, which will be discussed further in the limitations section.

A strong relationship between academic factors, such as, academic motivation and burnout has been reported in the literature. In line with this, it was hypothesized that (H2) higher levels of academic motivation will be associated with lower levels of burnout in college students. This relationship will differ for second-generation students compared to their peers with non-immigrant backgrounds, with a weaker association expected. A Pearson's Correlation analysis was conducted, and from this we found that there is a moderate negative relationship between burnout and academic motivation, however this did not demonstrate a significant relationship. These findings of the current study do not support the previous research, which has demonstrated that higher levels of burnout were associated with lower levels of academic motivation, with consistent findings of a significant negative relationship between them (David, 2010; Jacobs & Dodd, 2003), suggesting that levels of burnout may not influence academic motivation levels in college students.

To explore whether differences exist in academic motivation levels between second-generation and non-immigrant college students, an independent t-test was carried out. Results from our t-test showed no significant difference in academic motivation levels between second-generation immigrant and non-immigrant college students. This findings aligns with the current studies results for burnout and social support, which also found no significant difference. These findings contradict with past research which has demonstrated some

differences in academic motivation in first-generation students, with lower levels of academic motivation associated with burnout demonstrated (Terenzini et al., 1996; Longwell-Grice et al., 2016; Wang et al., 2024; Schwartz et al., 2010). A possible explanation for this difference may be due to the negligible effect size ($d = -0.04$), which suggests that levels of academic motivation between second-generation and non-immigrant students are similar and have no meaningful difference. However, the wide confidence interval, which also included a zero, show that these results are unreliable in demonstrating a differences in academic motivation levels between second-generation and non-immigrant college students. These results contradict the initial hypothesis, as no significant relationship was found between burnout and academic motivation and that while lower academic motivation may be associated with higher levels of burnout, there is insufficiencies evidence to support the significance of the relationship.

These results from the current study suggest that neither burnout, nor perceived social support, nor academic motivation appeared to be strongly related to each other. While the findings suggest a potential relationship between these burnout, perceived social support, and academic motivation, with higher levels of burnout associated with lower levels of academic motivation and perceived social support, no significant relationships were found in the current study. This suggests that further research may be needed to examine this relationship. Regarding immigrant background, no significant differences were seen between second-generation and non-immigrant college students in this current study in relation to burnout, perceived social support, and academic motivation. From these results, it can therefore be assumed that immigrant background may not have a strong influence on burnout, social support and academic motivation levels in college students. The current study provides some implications for the development of student support services that acknowledge the different experiences of students with diverse backgrounds, working towards maintaining academic

motivation and strengthening social and support networks, providing personalized resources that may be limited to students with certain backgrounds, such as second-generation immigrant students these findings may also be taken to indicate that, contrary to past literature, other factors may have more influence on these variables, for example in students balancing academic workload and deadlines with employment due to the lack of institutional support available for students in relation to housing and financial support, possibly playing a role in burnout among college student, further research on these possible factors of burnout should be explored as these findings could influence policy adjustments concerning these issues, ensuring that student well-being remain a priority. This findings of this study have shown theoretical implications, such as implied by (Lazarus & Folkman, 1984), which has highlights the negative effects of external stressors, such as academic pressures, on students and how this negatively influences their well-being.

This study acknowledges several limitations. A major limitation of this study was the small sample size, which was due to the unexpected challenges of accessing the population and low response rates creating difficulties in getting responses needed. The sample consisted of 21 participants, making it difficult to demonstrate sufficient evidence of any relationship of differences in results and detect true values of effect sizes. With a small sample size, caution must also be applied, as the findings may not be generalized to different populations, indicating that the results of the current study may be unreliable in proving evidence of a strong relationships between burnout, perceived social support, and academic motivation and to compare this relationship between second-generation and non-immigrant college students. This limits the studies generalizability and may not represent these variables in other populations.

Another such limitation is the studies use of self-report measures, including the MBI-SS, MSPSS, and AMS. This may have introduced biases, such as social desirability, where

participants may have provided responses based on what they believed was expected rather than their true response based on their own feelings and experiences. This limits the generalizability of findings to other samples.

Another limitation is the implementation of a cross sectional design to this study, limiting the ability to infer causality from data. These limitations can be acknowledged in future research through implementing longitudinal or experimental designs, which would allow for measuring the variables over a period of time and can infer causal relationships which a cross-sectional study design is limited in.

While these factors limit this study's findings, this study has also demonstrated strengths. A strength of this study was the use of validated scales of measurement, such as the MBI-SS, MSPSS, and AMS, ensuring reliability of scales. The scales demonstrated acceptable to excellent internal consistency, shown using Cronbach's alpha values, which ranged from .97-.98. The scales used in this study including: MSPSS, AMS, and MBI-SS were carefully chosen based on thorough examinations of existing literature on burnout, social support, and academic motivation in order to ensure content validity (Gibbons, 2010; Jacobs & Dodd, 2003; March-Amengual et al., 2022; Rahmati, 2015; Wang et al., 2024).

Further research should explore these to identify targeted support strategies that could reduce burnout and improve academic outcomes and include further study on college students with various backgrounds. Further studies, which take these variables into account, will need to be undertaken.

Conclusion

The aim of the current study was to examine the relationship between burnout, perceived social support, and academic motivation, and to determine if this relationship differed between second-generation and non-immigrant college students. This study found that while there was weak relationship demonstrated between burnout, perceived social support, and

academic motivation, the relationship was non-significant. This study also found no significant differences between second-generation and non-immigrant college students in levels of burnout, perceived social support, and academic motivation. These findings contradict past literature on the significance of immigrant backgrounds in predicting these variables. These findings can inform future research exploring these variables and can inform academic policy adjustments focused on reducing burnout while developing support systems accessible to students and academic workload, ensuring that student well-being is prioritised. This study has been one of the first attempts at focusing on second-generation immigrant students and how they might differ in their experiences with burnout, social support and academic motivation. While this study suggested valuable implications, the study was limited in sample size, generalizability of results and in design. Future research should implement a longitudinal or experimental design to a larger sample size for easier generalizability of findings to various populations and to further explore and validate these findings. In conclusion, this study provides insight into the possible relationships between burnout, perceived social support, and academic motivation applicable to college students and highlight the importance of acknowledging the different ways individual my experience these, and demonstrating the need for personalised support services that successfully acknowledge and support these differences present.

References

- Çınar, N., Menekşe, D., Tecik, S., Suzan, Ö. K., & Aydın, İ. (2023). Causes of burnout in nursing seniors: A mixed methods study. *Nurse Education Today*, 131, 105979. <https://doi.org/10.1016/j.nedt.2023.105979>
- David, A. (2010, July 1). *Examining the Relationship of Personality and Burnout in College Students: The Role of Academic Motivation*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2509164
- 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>
- Folkman, S. (1984). Personal control and stress and coping processes: A theoretical analysis. *Journal of Personality and Social Psychology*, 46(4), 839–852. <https://doi.org/10.1037/0022-3514.46.4.839>
- Gibbons, C. (2010). Stress, coping and burn-out in nursing students. *International Journal of Nursing Studies*, 47(10), 1299–1309. <https://doi.org/10.1016/j.ijnurstu.2010.02.015>
- Jacobs, S. R., & Dodd, D. (2003). Student Burnout as a Function of Personality, Social Support, and Workload. *Journal of College Student Development*, 44(3), 291–303. <https://doi.org/10.1353/csd.2003.0028>
- March-Amengual, J.-M., Cambra Badii, I., Casas-Baroy, J.-C., Altarriba, C., Comella Company, A., Pujol-Farriols, R., Baños, J.-E., Galbany-Estragués, P., & Comella Cayuela, A. (2022). Psychological Distress, Burnout, and Academic Performance in First Year College Students. *International Journal of Environmental Research and Public Health*, 19(6), 3356. <https://doi.org/10.3390/ijerph19063356>
- Maslach, C. (1998). A Multidimensional Theory of Burnout. *Theories of Organizational Stress*, 68–85. <https://doi.org/10.1093/oso/9780198522799.003.0004>

- Mostert, K., Pienaar, J., Gauche, C., & Jackson, L. (2007). Burnout and engagement in university students: A psychometric analysis of the MBI-SS and UWES-S. *South African Journal of Higher Education*, 21(1).
<https://doi.org/10.4314/sajhe.v21i1.25608>
- 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>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a self-determination Theory perspective: Definitions, theory, practices, and Future Directions. *Contemporary Educational Psychology*, 61(1), 1–11.
<https://doi.org/10.1016/j.cedpsych.2020.101860>
- Wang, X., Yang, M., Ren, L., Wang, Q., Liang, S., Li, Y., Li, Y., Zhan, Q., Huang, S., Xie, K., Liu, J., Li, X., & Wu, S. (2024). Burnout and depression in college students. *Psychiatry Research*, 335, 115828. <https://doi.org/10.1016/j.psychres.2024.115828>
- Ives, J., & Castillo-Montoya, M. (2020). First-Generation College Students as Academic Learners: A Systematic Review. *Review of Educational Research*, 90(2), 139–178.
<https://doi.org/10.3102/0034654319899707>
- Longwell-Grice, R., Adsitt, N. Z., Mullins, K., & Serrata, W. (2016). The First Ones: Three Studies on First-Generation College Students. *NACADA Journal*, 36(2), 34–46.
<https://doi.org/10.12930/nacada-13-028>
- Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(4), 237–251. <https://doi.org/10.1037/a0019330>

Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002).

Burnout and Engagement in University Students. *Journal of Cross-Cultural Psychology*, 33(5), 464–481. <https://doi.org/10.1177/0022022102033005003>

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C. B., & Vallières, É.

F. (1992). Academic Motivation Scale. *PsycTESTS Dataset*.

<https://doi.org/10.1037/t25718-000>

Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First-

generation college students: Characteristics, experiences, and cognitive development.

Research in Higher Education, 37(1), 1–22. <https://doi.org/10.1007/bf01680039>

Tym, C., McMillion, R., Barone, S., & Webster, J. (2004). First-Generation College Students:

A Literature Review. In *ERIC*. TG (Texas Guaranteed Student Loan Corporation).

<https://eric.ed.gov/?id=ED542505>

Zimet, G. (2016, December). (PDF) *Multidimensional Scale of Perceived Social Support*

(MSPSS) - Scale Items and Scoring Information. ResearchGate.

https://www.researchgate.net/publication/311534896_Multidimensional_Scale_of_Perceived_Social_Support_MSPSS_-_Scale_Items_and_Scoring_Information

Appendices

Appendix A: Information sheet

Participant Information Leaflet

Title of study: *Examining burnout, perceived social support, and academic motivation within college students.*

You are being invited to take part in a research study. Before deciding whether to take part, please take the time to read this document, which explains why the research is being done and what it would involve for you. If you have any questions about the information provided, please do not hesitate to contact me using the details at the end of this sheet.

What is this study about?

I am a final year student in the BA in Psychology programme at National College of Ireland. I am undertaking this research study, *examining burnout, perceived social support, and academic motivation within college students*. As part of our degree we must carry out an independent research project.

What will taking part in the study involve?

You will be directed to an online platform to access detailed information and give your consent. You will then complete an anonymous survey at your convenience. The survey includes standardized measures of burnout (Maslach Burnout Inventory-Student Survey), academic motivation (Academic Motivation Scale), and social support (Multidimensional Scale of Perceived Social Support).

Who can take part?

Undergraduate students, currently enrolled at college who provide informed consent can participate in this study.

Do I have to take part?

No. It is up to you if you decide to do so, and you will be asked to read an information sheet and to sign a consent form. If you decide to take part, you are still free to withdraw at any time without giving a reason, up to the point of completion. The data is then anonymised and can no longer be withdrawn.

What are the possible risks and benefits of taking part?

There are no risks involved within taking part of this study. However, if you ever feel discomfort when answering the questionnaire, you may stop at any time. There will be contact information for relevant support services at the end of the survey in the debrief sheet. Or you could contact the principal investigator, Astera Hassan at X22448444@student.ncirl.ie

Will taking part be confidential and what will happen to my data?

The data gathered from participants will be collected and stored in a de-identified layout by removing any identifiable information of the participants. All data will be collected anonymously and stored password protected software and applications by the principal investigator. The online survey will provide a consent form containing information on data collection and storage that must be completed before participants proceed with the survey.

Data will be used for a final year college project on the examining of burnout, perceived social support, and academic motivation within college students.

Anonymised data will be stored on NCI servers in line with NCI's data retention policy. It is envisaged that anonymised data will also be uploaded to a secondary data repository to

facilitate validation and replication, in line with Open Science best practice and conventions. Data will be retained for 5 years as aligned with the National College of Ireland's policies.

What will happen to the results of the study?

The results of this study will be presented in my final year project, which will be submitted to National College of Ireland and potentially used for future publications and presentations.

Who should you contact for further information?

Please feel free to contact the primary investigator, Astera Hassan, at X22448444@student.ncirl.ie. If you have any concerns or feel that the research has not been carried out as described, you may contact my supervisor, Dr Conor Thornberry at conor.thornberry@ncirl.ie.

Appendix B: Consent Form

Title of study: *Examining burnout, perceived social support, and academic motivation within college students.*

In agreeing to participate in this research I understand the following:

- The method proposed for this research project has been approved in principle by the Departmental Ethics Committee, which means that the Committee does not have concerns about the procedure itself as detailed by the student. It is, however, the above-named student's responsibility to adhere to ethical guidelines in their dealings with participants and the collection and handling of data.
 - If I have any concerns about participation, I understand that I may refuse to participate or withdraw at any stage by exiting my browser.
 - I understand that once my participation has ended, that I cannot withdraw my data as it will be fully anonymised.
 - I have been informed as to the general nature of the study and agree voluntarily to participate.
 - All data from the study will be treated confidentially. The data from all participants will be compiled, analysed, and submitted in a report to the Psychology Department in the School of Business.
 - I understand that my data will be retained and managed in accordance with the NCI data retention policy, and that my anonymised data may be archived on an online data repository and may be used for secondary data analysis. No participants data will be identifiable at any point.
 - I understand that the data will be included in an NCI final year project dissertation for examination purposes.
 - I understand the findings may be published and may be presented at relevant conferences or seminars.
 - At the conclusion of my participation, any questions or concerns I have will be fully addressed.
- ☐ Please tick this box if you have read, and agree with all of the above information.
- ☐ Please tick this box to indicate that you are providing informed consent to participate in this study.

Principal Investigator: Astera Hassan, X22448444@student.ncirl.ie

Supervisor: Dr Conor Thornberry, Conor.Thornberry@ncirl.ie

C: Survey Questions (Demographics)

1. Are you currently an undergraduate student in an Irish University or College?
 - a. Yes / No
2. What is your age?
Type age here
3. Were you born in Ireland?
 - a. Yes / No
4. Were your parents born in Ireland?
 - a. Yes / No
5. What is your Gender?
 - a. Male
 - b. Female
 - c. Binary
 - d. Prefer Not to Say
 - e. Prefer to Self-Describe: _____

Appendix D: Scales

Figure 1: Academic Motivation scale (AMS)

ACADEMIC MOTIVATION SCALE (AMS-C 28)

COLLEGE VERSION

Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière,
Caroline B. Senécal, Évelyne F. Vallières, 1992-1993

Educational and Psychological Measurement, vols. 52 and 53

WHY DO YOU GO TO COLLEGE ?

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

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2	3	4	5

WHY DO YOU GO TO COLLEGE ?

1. Because with only a high-school degree I would not find a high-paying job later on.	1	2	3	4	5
6 7					
2. Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5
6 7					
3. Because I think that a college education will help me better prepare for the career I have chosen.	1	2	3	4	5
6 7					
4. For the intense feelings I experience when I am communicating my own ideas to others.	1	2	3	4	5
6 7					
5. Honestly, I don't know; I really feel that I am wasting my time in school.	1	2	3	4	5
6 7					
6. For the pleasure I experience while surpassing myself in my studies.	1	2	3	4	5
6 7					
7. To prove to myself that I am capable of completing my college degree.	1	2	3	4	5
6 7					
8. In order to obtain a more prestigious job later on.	1	2	3	4	5
6 7					

9. For the pleasure I experience when I discover new things never seen before.	1	2	3	4	5	25. For the "high" feeling that I experience while reading about various interesting subjects.	1	2	3	4	5
6 7						6 7					
10. Because eventually it will enable me to enter the job market in a field that I like.	1	2	3	4	5	26. I don't know; I can't understand what I am doing in school.	1	2	3	4	5
6 7						6 7					
11. For the pleasure that I experience when I read interesting authors.	1	2	3	4	5	27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5
6 7						6 7					
12. I once had good reasons for going to college; however, now I wonder whether I should continue.	1	2	3	4	5	28. Because I want to show myself that I can succeed in my studies.	1	2	3	4	5
6 7						6 7					
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5	© Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992					
6 7											
14. Because of the fact that when I succeed in college I feel important.	1	2	3	4	5						
6 7											
15. Because I want to have "the good life" later on.	1	2	3	4	5						
6 7											
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5						
6 7											
17. Because this will help me make a better choice regarding my career orientation.	1	2	3	4	5						
6 7											
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1	2	3	4	5						
6 7											
19. I can't see why I go to college and frankly, I couldn't care less.	1	2	3	4	5						
6 7											
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5						
6 7											
21. To show myself that I am an intelligent person.	1	2	3	4	5						
6 7											
22. In order to have a better salary later on.	1	2	3	4	5						
6 7											
23. Because my studies allow me to continue to learn about many things that interest me.	1	2	3	4	5						
6 7											
24. Because I believe that a few additional years of education will improve my competence as a worker.	1	2	3	4	5						
6 7											

References:

Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992

Figure 2: Maslach Burnout Inventory- Student Survey

Exhaustion

1. I feel emotionally drained by my studies.
2. I feel used up at the end of a day at university.
3. I feel tired when I get up in the morning and I have to face another day at the university.
4. Studying or attending a class is really a strain for me.
5. I feel burned out from my studies.

Cynicism

1. I have become less interested in my studies since my enrolment at the university.
2. I have become less enthusiastic about my studies.
3. I have become more cynical about the potential usefulness of my studies.
4. I doubt the significance of my studies.

Professional Efficacy

1. I can effectively solve the problems that arise in my studies.
2. I believe that I make an effective contribution to the classes that I attend.
3. In my opinion, I am a good student.
4. I feel stimulated when I achieve my study goals.

5. I have learned many interesting things during the course of my studies. 6. During class I feel confident that I am effective in getting things done.

Figure 3: Multidimensional Scale of Perceived Social Support

Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**
 Circle the "2" if you **Strongly Disagree**
 Circle the "3" if you **Mildly Disagree**
 Circle the "4" if you are **Neutral**
 Circle the "5" if you **Mildly Agree**
 Circle the "6" if you **Strongly Agree**
 Circle the "7" if you **Very Strongly Agree**

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7	SO
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	SO
3.	My family really tries to help me.	1	2	3	4	5	6	7	Fam
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7	Fam
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7	SO
6.	My friends really try to help me.	1	2	3	4	5	6	7	Fri
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7	Fri
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7	Fam
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	Fri
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7	SO
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7	Fam
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7	Fri

The items tended to divide into factor groups relating to the source of the social support, namely family (Fam), friends (Fri) or significant other (SO).

References:

- Canty-Mitchell, J. & Zimet, G.D. (2000). Psychometric properties of the Multidimensional Scale of Perceived Social Support in urban adolescents. *American Journal of Community Psychology*, 28, 391-400.
- Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52, 30-41.
- Zimet, G.D., Powell, S.S., Farley, G.K., Werkman, S. & Berkoff, K.A. (1990). Psychometric characteristics of the Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 55, 610-17.

Appendix E: Debrief Sheet

I am grateful for your participation in the research on burnout, perceived social support, and academic motivation among college students. Your assistance has been greatly helpful to the research.

This study aimed to examine burnout, perceived social support, and academic motivation among second-generation and non-immigrant college students.

I understand that participating in studies such as this one may occasionally raise questions or concerns. Kindly consider contacting <https://www.mhcirl.ie/help-and-advice/urgent-help-and-support> if you feel that you could need some more support or resources. Please feel free to contact the primary investigator, Astera Hassan, at X22448444@student.ncirl.ie or the supervisor, Dr Conor Thornberry, at Conor.Thornberry@ncirl.ie. We would be pleased to answer any questions you may have.

I want to thank you again for your participation and time. Your participation has improved our knowledge of this crucial subject.

Appendix F: Evidence of data and SPSS output

SPSS Statistics File Edit View Data Transform Insert Format Analyze Graphs Utilities Extensions Window Help

Output2.spv [Document1] - IBM SPSS Statistics Viewer

Resources Processor Time 00:00:00.01
Elapsed Time 00:00:00.00

Statistics

ExcludeFlag	ParentsBornInIreland_N	BornInIreland_N	UndergradIE_N	Gender_N
.00	N	Valid	21	21
	Missing	0	0	0

Frequency Table

ParentsBornInIreland_N

ExcludeFlag	Frequency	Percent	Valid Percent	Cumulative Percent
.00 Valid Yes	16	76.2	76.2	76.2
No	5	23.8	23.8	100.0
Total	21	100.0	100.0	

BornInIreland_N

ExcludeFlag	Frequency	Percent	Valid Percent	Cumulative Percent
.00 Valid Yes	21	100.0	100.0	100.0

UndergradIE_N

ExcludeFlag	Frequency	Percent	Valid Percent	Cumulative Percent
.00 Valid Yes	21	100.0	100.0	100.0

Gender_N

ExcludeFlag	Frequency	Percent	Valid Percent	Cumulative Percent
.00 Valid Male	5	23.8	23.8	23.8
Female	16	76.2	76.2	100.0
Total	21	100.0	100.0	

Correlations

Notes

Output Created: 00_MAR_2025 18:05:27

SPSS Statistics File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

data_x22448444.sav [DataSet1] - IBM SPSS Statistics Data Editor

Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
61 MSPSS_1_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
62 MSPSS_2_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
63 MSPSS_3_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
64 MSPSS_4_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
65 MSPSS_5_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
66 MSPSS_6_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
67 MSPSS_7_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
68 MSPSS_8_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
69 MSPSS_9_N	Numeric	8	0		{1, Very St...	None	11	Right	Nominal	Input
70 MSPSS_10_N	Numeric	8	0		{1, Very St...	None	12	Right	Nominal	Input
71 MSPSS_11_N	Numeric	8	0		{1, Very St...	None	12	Right	Nominal	Input
72 MSPSS_12_N	Numeric	8	0		{1, Very St...	None	12	Right	Nominal	Input
73 AMS_1_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
74 AMS_2_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
75 AMS_3_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
76 AMS_4_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
77 AMS_5_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
78 AMS_6_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
79 AMS_7_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
80 AMS_8_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
81 AMS_9_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
82 AMS_10_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
83 AMS_11_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
84 AMS_12_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
85 AMS_13_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
86 AMS_14_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
87 AMS_15_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
88 AMS_16_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
89 AMS_17_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
90 AMS_18_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
91 AMS_19_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
92 AMS_20_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input
93 AMS_21_N	Numeric	8	0		{1, Does n...	None	10	Right	Nominal	Input

Overview Data View Variable View

Print IBM SPSS Statistics Processor is ready Unicode:ON Classic