Academic Burnout, Self-Efficacy, and Emotional Stress Reaction of Learners: Conditional Process Analysis

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Abstracts: Academic burnout lessens learners' insights into their ability to study and their academic achievement, as well as has a detrimental effect on their physical and mental health, which may be tied to an emotional stress reaction. The current study aimed to assess academic burnout, self-efficacy, and emotional stress reaction of sandwich learners through conditional process analysis. For the study, a descriptive survey with a sample size of 385 students who represented a reachable population of 1, 925 respondents was used. Data was collected using a questionnaire with r = .776 through online Google format. Frequencies, percentages, the Pearson product-moment r, and a structural equational model were used to analyze the data. According to the study, there are three levels of self-efficacy for students. However, the study found that most learners have moderate self-efficacy. The study also revealed that there is no substantial relationship between learners' self-efficacy and their emotional stress reactions. It was again found that self-efficacy significantly moderates the influence of academic burnout on emotional stress reactions. Finally, the study found that self-efficacy does not significantly mediate the influence of academic burnout on emotional stress reactions. After these predominant findings, it was concluded that the majority of learners tend to exhibit moderate self-efficacy. This implies that while they possess a certain degree of confidence in their abilities, there is room for improvement and growth in terms of their self-belief. It is advised that educational institutions and teachers concentrate on interventions and tactics to improve students' self-efficacy in light of these findings.

Keywords: Academic Burnout, Emotional Stress Reaction, Conditional Process Analysis, Self-Efficacy

1. INTRODUCTION

Recent decades have seen a boom in the study of emotion management, with a particular emphasis on the regulation of emotions (Gross, 2013). This phenomenon involves the expression and restraint of both positive and negative emotions, and successful regulation has been associated with well-being and good health (DeSteno, Gross, & Kubzansky, 2013). Individuals have different ways of thinking about emotions, and their perceptions of how controllable emotions have a big impact on how they realise the need to control those emotions by picking and using the right tactics and keeping an eye on the results of their efforts. People's use of regulating tactics is significantly influenced by their perception that they have control over the events that cause their emotions and the results of their actions (Ford & Gross, 2018). More individuals would probably be willing to control their emotions if they feel that emotions can be controlled. According to Slivar (2001), learning burnout is the term used to describe the behaviours of learners who experience constant pressure from their schools, teachers, and peers. This type of burnout is frequently characterised by high levels of pressure to learn, a slight sense of education success, and minimal lively involvement in class events. According to some indications, those who are academically burned out may not be interested in class activities or academic matters, be unable to attend classes or acquire academic matters, or feel as though their academic pursuits are meaningless (Yang & Farn, 2005).

Academic burnout has been linked to unfavourable outcomes in previous studies. Academic burnout was found to be favourably correlated with depression and adversely correlated with the psychological health of college learners by Kyeong (2013). Additionally, academic accomplishment and concurrent GPA were inversely correlated with school burnout, and learners who reported simple academic burnout showed a meagre intellectual role (May,

Bauer, & Fincham, 2015). Therefore, cultivating academic fatigue is essential. The review concentrated on the internal and external causes of academic burnout, supported a thorough understanding of this phenomenon, and encouraged further research in this area. Numerous theories, approaches, tactics, and intervention tools have been developed to address burnout and the consequences it has on both individual and organizational effectiveness. One of them is psychological capital (PsyCap), which is described as a person's positive psychological condition of growth and is characterised by self-efficacy (confidence), optimism, hope, and resilience aspects (Luthans et al., 2007). In service industry fields like caregiving, where the relationship between the provider and the recipient is the major component of employment, research on burnout has its roots (Maslach, Schaufeli, & Leiter, 2001). Lin and Yang (2021) discovered that external impacts include family concerns, school features (such as learning pressure, the teaching environment, and interpersonal connections), and other variables, in contrast to the technique described by Maslach, et al. (2001). (parenting style, parental support, family economic status). They also asserted the significance of internal factors like personality, self-esteem, and attribution style. This inquiry would take internal factors into account.

Self-efficacy (SE) was used in the study as a moderating factor for the impact of academic burnout (AB) on emotional stress response (ESR). It also appears to investigate the relationship between SE and ESR. Self-efficacy has been frequently linked to performance enhancements and other beneficial organisational outcomes. It has been defined as a miscible attribute dependent on individual judgments of competence in certain contexts (Gundlach et al., 2003). Because it accurately predicts organisational results and willingness to remain in an organisation, individual commitment is essential to organisational performance (Gamble & Huang, 2008).

According to Amtmann et al. (2012) and Mensah and Asamani (2013), a person's path of action is determined by self-efficacy beliefs. They went on to explain that one's confidence in one's capacity to achieve affects motivation, the amount of stress felt, the quantity of work finished, and the degree of perseverance in the face of difficulties and ambiguity. There is evidence that learners who have high levels of self-efficacy do not cheat on exams (Cornelius-Ukpepi, Ndifon, & Obinna, 2012). When learners experience academic burnout, the issue is "Can learners with high self-efficacy handle their emotional stress reaction positively?" Self-efficacy, according to Mensah and Asamani (2013), is about how an individual feels that he or she can accomplish a task and that the one with greater self-efficacy turns to have more confidence or can succeed in a task. They continued by saying that those with low self-efficacy are more likely to give up or put forth less effort in trying situations, whereas people with high self-efficacy put out more effort to get through difficulties. How a person develops a sense of self-worth depends on the underlying culture. According to Suryaningrum's research from 2017, individualism and self-efficacy are positively correlated, whereas collectivism and self-efficacy are negatively correlated. People with autonomous self-construals are more self-confident than people with interconnected ones (Dowd, 2013). Self-efficacy and emotion management techniques are highlighted in connection to emotional stress reactions. People with high levels of self-efficacy would experience less emotional stress reaction than people with low levels of self-efficacy. It is, therefore, imperative to ascertain the emotional stress reactions of these mass learners in Ghanaian schools when they experience academic burnout. There is no comprehensive study that explores the current purpose. The study assesses academic burnout (AB), self-efficacy (SE), and emotional stress reaction (ESR) of sandwich learners through the conditional process analysis. Specifically, the study examines the following objectives:

1. Level of self-efficacy of learners;

2. Relationship between learners' emotional stress reactions and self-efficacy; and

3. The impact of academic burnout on learners' emotional stress response is moderated by self-efficacy.

4. Self-efficacy's mediation role in the relationship between academic burnout and learners' emotional stress response.

1.1. Conceptual Framework
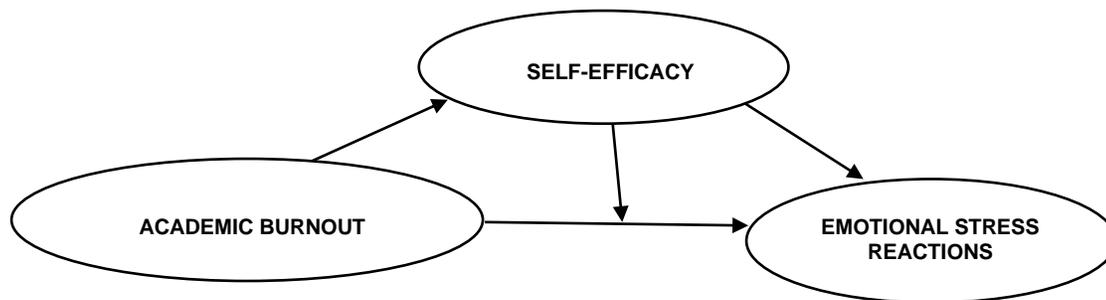
Figure 1: Conditional Process Analysis of AB, SE, ESR

Source: Authors' Construct

Figure 1 depicts how the three variables relate to each other to show the themes of the study in a conditional process analysis. Conditional process analysis (CPA) is a method for data analysis where statistical mediation and moderation analysis are used (Bachl, 2017). This study used CPA as shown in Figure 1 because it assesses how much the machinery(s) through which an upshot function hinges or changes depending on circumstances, settings, stimuli, or personal variations (Hayes & Rockwood, 2020). The variables (AB, SE, and ESR) may change depending on circumstances, settings, stimuli, or personal variations. It can be seen from Figure 1 that academic burnout has a direct influence on the learner's emotional stress reactions (e.g., indifference, anger, pleasure, etc.). The influence is mediated and moderated by self-efficacy which has three levels namely low, moderate, and high. The figure also establishes the relationship between self-efficacy (the mediating and moderating variable) and emotional stress reactions (the dependent variable). The study's independent variable is the learners' level of academic burnout.

1.2. Research Question and Hypotheses

1. What is the level of self-efficacy of learners?

2. H_0: The emotional stress reactions of learners and self-efficacy are not significantly correlated.

3. H_0: Academic burnout has a major influence on learners' emotional stress reactions, and self-efficacy does not greatly mitigate this effect.

4. H_0: Self-efficacy does not significantly mediate the influence of academic burnout on learners' emotional stress reactions.

1.3. Theoretical Framework

The work was supported by the Conservation of Resources (COR) Theory. The COR Theory studies and clarifies the characteristics of psychological stress, including emotional stress reactions and possible repercussions (Hobfoll & Ford, 2007). Stress theories have traditionally concentrated on how each individual perceives a stressful situation to foretell how troubled they would feel and whether or not they would react. According to Hobfoll and Ford, the COR Theory describes how stress develops when people in a culture don't succeed in achieving common goals (academic achievement). Culture plays a big role in this stress since most fundamental demands on individuals have a shared social context and because culture is a social phenomenon. People develop an understanding of what they need to confirm the acquisition and possession of things that are important directly, indirectly, and symbolically for success within their culture and bare survival via personal experience and learning. The COR Theory's mechanisms are shown in Figure 2.
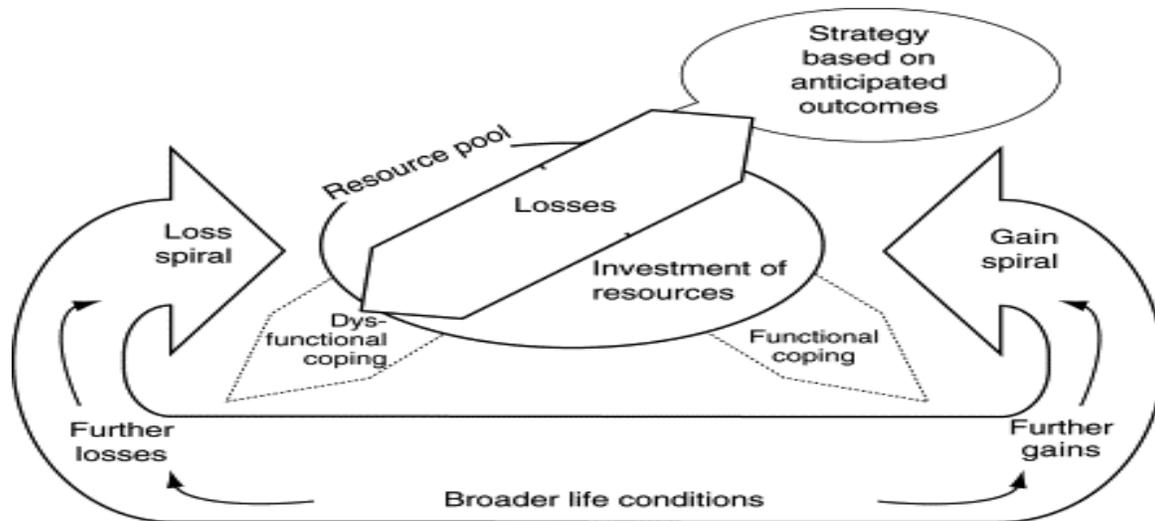
Figure 2: Processes of COR Theory

Source: Hobfoll and Ford (2007)

2. EMPIRICAL LITERATURE REVIEW

2.1. Level of Self-Efficacy of Learners

Three primary goals served as the foundation for Sawari and Mansor's (2013) research. The primary goal was to gauge secondary learners' overall self-efficacy. Second, it looks at whether there is a statistically significant difference in total self-efficacy between male and female high school learners. The ultimate objective was to investigate any potential sex differences in general self-efficacy. Four hundred and eighty-nine learners from four institutions participated in the poll as a whole. This study used a 10-item questionnaire to assess general self-efficacy. The findings indicated that most learners had low overall self-efficacy. Since the previous research was exhaustive and illuminating, it served as a model for this one. For instance, they employed the same statistical techniques as we did. The second purpose of this study is also the same as the first one. The major body of the present paper should thus address the outcomes.

The academic self-efficacy of a group of adult learners was compared to how well they performed in the online learning environment in Goulao's (2014) study. The investigation's main objective is to ascertain whether there is still a connection between a group of learners' online academic success and their sense of self. Sixty-three learners with an average age of 42 years who were enrolled in their first year of undergraduate studies were the subjects of the data collection. The information was gathered using a modified questionnaire that assesses self-efficacy and had a r =.908 score. Descriptive and inferential statistics were used in the analysis. There is a significant link between self-efficacy and academic success (r=0.286, at the 0.05 level), and the average self-efficacy score among learners was 45. The first result runs counter to Sawari and Mansor's (2013) findings, which claim that self-efficacy is low. This study aims to evaluate learners' self-efficacy in the research domain.

In a similar study, Wilde and Hsu (2019) examined how six distinct forms of vicarious experience information affected participants' self-efficacy to finish a task and fill in a knowledge gap during an online workshop. Each participant's total self-efficacy was taken into consideration while analysing the findings. When compared to learners with excellent general self-efficacy, individuals with low general self-efficacy thought vicarious experience knowledge was much less useful for their self-efficacy in finishing a task. Because they were more likely to utilise vicarious experience data to foster negative self-efficacy, vicarious experience data were less likely to help those who had low overall self-efficacy enhance it. Contrarily, individuals with high levels of general self-efficacy were less likely to overlook any adverse information, which increased their self-efficacy to complete the task after receiving

the bulk of the vicarious experience information. The findings of this study point to the necessity of further research into the development and delivery of vicarious experience knowledge that will raise task-specific self-efficacy for all learners, regardless of their level of general self-efficacy. Although the study lacked enough quantitative data, the literature it supplied was crucial in the development of our current investigation. The literature supplied in the study was crucial in the creation of the investigation, although it was not quantitatively sufficient.

2.2. Self-Efficacy Relationship with Learners' Emotional Stress Reactions

Suryaningrum (2017) examined the connections between college learners' self-construal, self-efficacy, and emotion regulation mechanisms as culturally related components of social anxiety in the setting of collectivist societies. The current study also looked into how they perceived their degree of social anxiety as it developed. 116 undergraduate learners served as the research participants for this quantitative survey study, which also included a t-test and a correlational analysis. The results showed a significant relationship (p 0.05) between interdependent self-construal and social anxiety and between independent self-construal and cognitive reappraisal techniques. The results also demonstrated that college learners' self-construals were more developed and that their levels of social anxiety were sufficient. This pilot study's finding will probably be included in the creation of a self-construal and intervention-based social anxiety model. The current study will directly investigate the connection between emotional stress reaction and self-efficacy.

The degree to which people's self-efficacy views their capacity to handle particular emotions, such as anger, sorrow, fear, humiliation, and guilt, are connected with life satisfaction was also examined by Caprara et al. (2020). The results show the Multidimensional Negative Emotions Self-Regulatory Efficacy Scale to be reliable and valid, and they also show how moral and basic emotions are related to self-efficacy beliefs in different ways to negative affect and life satisfaction. These results lend credence to the hypothesis that various emotions require different management strategies or approaches depending on how they relate to a person's adjustment and overall well-being. They also support earlier findings from American and Italian populations. The current study would assess both positive and negative emotional stress reactions (e.g., anger, indifference, pleasure, etc.) although the study examined only negative emotional stress reactions.

Finally, Hameli and Ordun (2022) looked at the link between emotional intelligence, self-efficacy, and organizational commitment while taking into account the mediating role of self-efficacy in this relationship. The authors used an online survey to collect the data they needed for their study. One hundred and forty-five employees from various Kosovo-based organisations made up the sample. Using PROCESS Model Type 4, a mediation analysis was performed to test the hypothetical model. According to the findings, organisational commitment and self-efficacy are both positively correlated with emotional intelligence. According to the findings of the study, managers and leaders in organizations should consider the emotional intelligence of their employees since those with higher emotional intelligence have higher levels of self-efficacy and are capable of doing better. Self-efficacious and emotionally intelligent learners are more likely to be able to regulate their emotional reactions to stress. The study also found that emotional intelligence and organizational commitment are mediated by self-efficacy. The goal of the current study is to determine if self-efficacy might mitigate the effects of academic burnout on learners' emotional stress reactions.

2.3. Moderating Role of Self-Efficacy on the Influence of Academic Burnout on Emotional Stress Reactions

Bolelli and Ekizler (2022) investigated the relationship between psychological capital and burnout as well as the moderating impact of locus of control. Through questionnaire surveys that use the convenience sample approach, data for the study is gathered. After sifting and deleting forms with inconsistent or missing answers, 409 viable surveys were left. After reliability assessments showed that all the constructs were reliable and consistent, multiple regression analyses were conducted utilising the study variables. Results show that all aspects of burnout are significantly and positively influenced by self-efficacy, while the emotional exhaustion and depersonalisation aspects of burnout are negatively impacted by optimism and resilience. All PsyCap components have a strong and

favourable impact on reduced personal achievement, and external LoC is shown to attenuate the association between PsyCap and burnout. The current study sought to run robust analyses to finetune existing findings.

In a direct sense, Makara-Studziska, Golonka, and Izydorczyk (2019) examined the significance of personal resources in one of the occupations with the greatest risk levels: firefighting. Research including 580 male firemen from 12 different Polish provinces looked at a wide range of sociodemographic characteristics as well as the reported work stress, burnout, and self-efficacy. The research made use of the General Self-Efficacy Scale (GSES), the Relationship Burnout Questionnaire (LBQ), and the Perceived Stress Scale (PSS). To assess the relationships between work-related stress, burnout, and self-efficacy, distinct regression models were looked at for each component of burnout. The results show that the associations between perceived stress and psychophysical exhaustion, a sense of professional ineffectiveness, and disillusionment are significantly moderated by self-efficacy. According to the results, self-efficacy among firefighters is a vital personal resource that lessens the impact of perceived stress on the majority of burnout symptoms. In conclusion, programs to avoid burnout, promote good health, and provide psychoeducation all depend on the development of self-efficacy, which should be given specific emphasis in high-risk jobs.

According to the theory that the fundamental self-evaluation components of self-esteem and self-efficacy govern this connection, Thompson and Gomez (2014) evaluated the correlation between workplace pressures (role conflict and role ambiguity) and strain in the early years (depression, anxiety, and tension stress). They had 78 employees (32 males, 46 females). The results supported our assumptions by showing that role ambiguity, stress, and depression were all regulated by self-efficacy, whereas anxiety and stress, anxiety and performance role ambiguity, and anxiety and stress were all moderated by self-esteem. These data also demonstrate the distinct roles that self-efficacy and self-esteem play in the stress response. The need to bring role stress elements into consideration when building an interactive model of person/environment fit is highlighted by their findings.

2.4. Academic Burnout and the Mediating Effect of Self-Efficacy on Emotional Stress Reactions

Yoon and Jung (2014) examined the role of academic self-efficacy in mediating the link between academic stress and academic burnout. The study was carried out using a sufficient sample of 850 learners from nine junior high schools in Kunggi-do Province. Data were analysed using the SAS package application. The results show a significant link between academic stress and burnout. Studying and academic success in particular had a big impact on how much stress learners experienced in school. Academic self-efficacy has a detrimental effect on academic stress and academic burnout. Academic self-efficacy had a role in mediating some of the connections between academic stress and academic burnout. These results suggest that increasing academic self-efficacy is crucial for preventing and reducing the symptoms of academic stress and academic burnout.

Jung, Kim, Ma, and Seo (2015) did a similar study on the connections between academic stress, academic burnout, and academic self-efficacy. The effect of academic self-efficacy in regulating the association between academic stress and academic burnout was also examined in this study. The final analysis included 412 third graders from two different middle schools. The maximum likelihood estimation techniques of AMOS 20.0 and structural equation modeling (SEM) were used to validate the latent variable measurement models. The study discovered a connection between academic stress and burnout. According to the modeling's findings, academic self-efficacy both indirectly and directly influences the relationship between academic stress and burnout. Consequently, academic self-efficacy

In their 2019 study, Fariborz, Hadi, and Ali looked at how self-efficacy serves as a mediator in the relationship between learners' academic stress, stress response, and academic burnout. A total of 361 learners (177 females and 184 males) were selected using a multi-stage cluster sampling approach, and they were given the Maslach Academic Burnout Questionnaire, the Sherer General Self-Efficacy Questionnaire, and the Gadzella Learner-Life Stress Inventory to complete. The recommended model was evaluated using the structural model approach from Amos Software. The suggested model's mediating relationships were investigated using the bootstrap method. Results showed that the recommended model was a good fit for the data. Academic stress and the stress response

have a beneficial and significant influence on academic burnout. The findings also showed a significant and detrimental link between academic weariness and self-efficacy. The results of indirect links showed that, through academic stress and stress response, self-efficacy had a significant indirect influence on academic burnout. Overall, the results demonstrated that self-efficacy served as a mediator in the relationship between academic stress, stress response, and academic burnout.

Despite having similar results, Yoon and Jung (2014) and Jung et al. (2015) found a little mediating influence, whereas Fariborz et al. (2019) found a significant influence. This variation might be the consequence of a sample gap as the latter used a smaller sample size than the former. For the current inquiry, the general methodology used by Fariborz et al. would be changed. To strengthen the academic self-efficacy of learners, it is necessary to utilise ongoing social support and efforts to design instructional methodologies and educational programmes.

3. RESEARCH METHOD

This study was carried out using a descriptive survey approach. The design makes it simpler to comprehend the study challenge and provides explanations for why, what, how, where, when, etc (Creswell & Creswell, 2018). Descriptive surveys are used by researchers in a variety of sectors to precisely identify a population or a situation. The design was chosen since it is a time-saving research method and involves the subjects who are the focus of the study (Cohen et *al.*, 2018). A sample size of 385 learners was used for the study, representing a survey population of 2,000,000 and an accessible population of 1, 925 respondents (CheckMarket Sample Size Calculator, 2022). Through a purposive sampling procedure, the data were collected using a Google-style online questionnaire with r =.776. Thirty items in two sections made up the questionnaire (A and B). Section A gathered demographic information (sex and age range), whereas Section B collected data on the three main variables: self-efficacy (SE), academic burnout (AB), and emotional stress reaction (ESR). The SE scale's eight items were modified by Chen et *al.* (2001) with r = .76 to .89. The SE scale is currently used by Lazic et *al.* (2021). The 10 AB scale items were taken from Bakker et *al.* (2000) with r = .89. The AB scale was used in Meredith, et *al.* (2020). The ESR scale, which included 10 items, was also modified from Demerouti and Bakker's (2008) instruments with r = .81. The ESR scale was used in Campos et *al.* (2012). The four-point Likert scales used to evaluate the Section B items had values of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. For the items' face and content validity to be guaranteed, research experts verified the questionnaire. Fifty learners who did not participate in the e-collection of data took part in a pre-test of the items.

3.1. Data Processing and Analysis

Frequencies, percentages, Pearson's product-moment correlation coefficient (r), and a structural equational model were used to analyse the data. Data were analysed using frequencies and percentages on a three-level scale: 1-Low (7 to 15), 2-Moderate (16 to 24), and 3-High to address the study topic (25 to 32). For research hypothesis 1, the Pearson Product Moment r was utilised, and for research hypothesis 2, a structural equational model was used. Statistical Package for Social Sciences (SPSS) Amos Version 23.0 and Jeffery Amazing Software Program (JASP) Versions 4.0 were used, respectively, to analyse the data that had been produced and electronically coded onto an Excel spreadsheet file (comma-separated values).

4. RESULTS

Tables 1, 2, 3, 4, 5, and Figure 3 present the results of the data analysis in addition to the research question (RQ) and the research hypothesis (RH) derived from the four study goals.

RQ: What is the learners' degree of self-efficacy?

Table 1- Bio Features of Respondents

Variable	Frequency	Per cent (%)
Sex		
Male	175	45.5
Female	210	54.5
Age Range		
18 - 25	59	15.3
26 - 33	222	57.7
Above 33	104	27.0
Total	**385**	**100.0**

Table 1 shows the demographic characteristics (sex and age group) of respondents. Female respondents were in the majority (n=210, 54.5%) with their male counters in the minority (n=175, 45.5%). The table also showed that 222 respondents, or 57.7% of the total, were between the ages of 26 and 33. It suggests that most of the responders were over the age of 25.

Table 2- Learners' level of self-efficacy

SN	LEVEL	FREQUENCY (n)	PERCENT (%)
1	Low	17	4.42
2	Moderate	193	50.13
3	High	175	45.45
Total		385	100

The degree of learners' self-efficacy is displayed in Table 2. According to the data, the majority of learners (n = 193, or 50.13 percent) had a moderate level of self-regulation. High self-efficacy (n = 175, 45.45%) and poor self-efficacy (n = 17, 4.42%) were the next two results. A learner's degree of self-efficacy might be assumed (i.e., low, moderate, and high). However, the study discovered that most learners had a modest level of self-efficacy.

RH 1: H$_0$: The emotional stress reactions of learners and self-efficacy are not significantly correlated.

Table 3- Relationship between self-efficacy and learners' emotional stress reactions

VARIABLE	Emotional Stress Reactions	
Self-Efficacy	Pearson's r	0.076
	p-value	0.138

The correlation between self-efficacy and emotional stress responses is seen in Table 3. P-value =.138 (p >.05) indicates that there is no connection between learners' emotional stress reactions and self-efficacy. This indicates that the marginally significant low positive association (r =.076) between self-efficacy and emotional stress responses is not present. Therefore, it is demonstrated that, regardless of learners' level of self-efficacy, there is no meaningful association between their emotional stress reactions (either low, moderate, or high).

The results in Figure 3 and Tables 4 and 5 are the analyses to test RH 2 and RH 3. They were generated from Structural Equation Model (SEM) analysis.
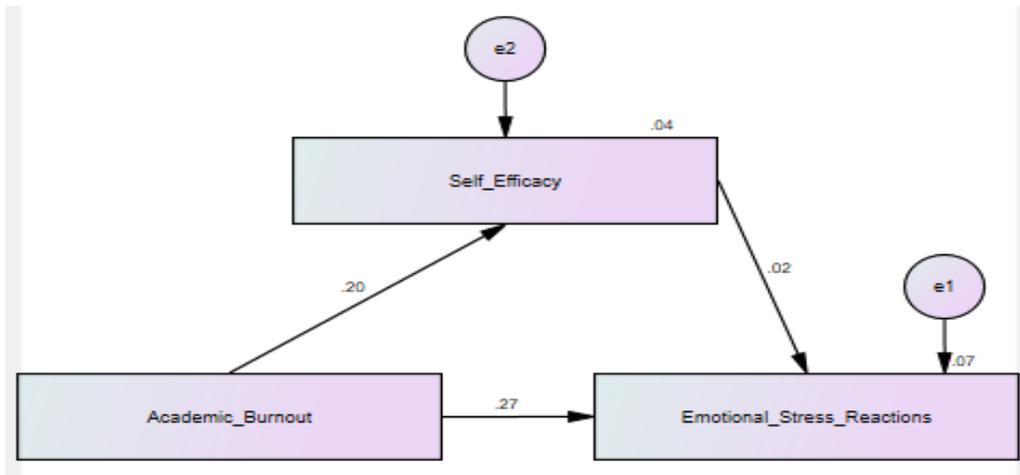
Figure 3. Structural Equational Models Output

Figure 3 indicates that the dependent variable (ESR) and moderating/mediating variable (SE) are influenced by errors (e1 and e2) respectively. With reference from Table 4, these errors had significant effects (e1 = .275 and e2 = .427) on the variables with $\rho < .05$. It could also be seen that AB had a direct influence on ESR and SE while SE also influenced ESR. Table 3 further gives a detailed explanation of the effects.

Table 4- Regression Weights of SEM Output

Dependent Variable		Independent Variable	Standardised Estimate	S.E.	C.R.	ρ
Self-Efficacy	<---	Academic Burnout	.200	.070	3.994	***
Emotional Stress Reactions	<---	Self-Efficacy	.022	.041	.443	.658
Emotional Stress Reactions	<---	Academic Burnout	.268	.057	5.351	***

Key: *** means $\rho < .05$

Table 4 shows that AB significantly influences ESR with standardised estimate = .268, $\rho < .05$ and SE with standardised estimate = .200, $\rho < .05$. However, SE does not significantly influence ESR with standardised estimate = .022, ρ (.658) > .05. The analysis further means that SE does not significantly mediate the influence of AB on ESR but significantly moderate the influence due to the significant influence of AB on SE with standardised estimate = .200, $\rho < .05$.

Table 5- Variances of SEM Output

Moderating/Mediating Variables	Estimate	S.E.	C.R.	ρ
Academic Burnout	.226	.016	13.856	***
error 2	.427	.031	13.856	***
error 1	.275	.020	13.856	***

Table 5 the error effects on SE and ESR. The errors were seen as having significant effects (e1 = .275 and e2 = .427) on the variables with $\rho < .05$. This might have caused unobserved variations in the results. Researchers and users of this study should be cautious when generalising the findings.

RH 2: H₀: Self-efficacy does not significantly moderate the influence of academic burnout on learners' emotional stress reactions.

From the SEM analysis, the null RH 2 was rejected. It was, therefore, found that SE significantly moderates the influence of AB on ESR due to the significant influence of AB on SE with standardised estimate = .200, $\rho < .05$.

RH 3: H$_0$: Self-efficacy does not significantly mediate the influence of academic burnout on learners' emotional stress reactions.

From the SEM analysis, we failed to reject the null RH 3. It was, consequently, found that SE does not significantly mediate the influence of AB on ESR due to its insignificant influence on ESR with standardised estimate = .022, ρ (.658) > .05.

5.DISCUSSION

According to the study, there are three levels of self-efficacy for learners. The majority of learners, the survey revealed, exhibit a moderate level of self-efficacy. The results concur with those of Goulao (2014), who discovered that learners had an average level of self-efficacy. The results of Sawari and Mansor (2013) and Wilde and Hsu (2019), which revealed that the majority of learners had low or poor overall self-efficacy, are in direct opposition to this. The variation could be the different geographical settings and cultural differences of the various studies. The latter studies were conducted in Asia while the current study is from Africa and Goulao (2014) from Europe. According to the study, there is no connection between learners' feelings of emotional stress and their self-efficacy. This conclusion conflicts with Suryaningrum's (2017) findings that independent self-construal and cognitive reappraisal techniques and interdependent self-construal and social anxiety have a significant association (p 0.05). Similar to how it contradicts Caprara et al. (2020), Hameli and Ordun (2022) also found a positive correlation between self-efficacy and emotional intelligence, and Caprara et al. (2020) showed how fundamental and self-conscious/moral emotions are connected to self-efficacy beliefs in distinct ways to negative affect and life satisfaction. One of the variables from the current investigation is either deployed or used in the empirical evidence. The two variables weren't utilised together in any of the investigations. It would possibly lead to inconsistent results.

Additionally, it was discovered that self-efficacy considerably reduces the impact of academic burnout on stress-related emotional reactivity. This supports Bolelli and Ekizler's finding from 2022 that external LoC moderates the link between burnout and psycap. It also supports Makara-Studziska, Golonka, and Izydorczyk's (2019) finding that self-efficacy plays a significant moderating role in the connections between felt stress and fatigue, a sense of ineffectiveness in the workplace, and disillusionment. Additionally, it was discovered that self-efficacy considerably reduces the impact of academic burnout on stress-related emotional reactivity. This supports Bolelli and Ekizler's finding from 2022 that external LoC moderates the link between burnout and psycap. It also supports Makara-Studziska, Golonka, and Izydorczyk's (2019) finding that self-efficacy plays a significant moderating role in the connections between felt stress and fatigue, a sense of ineffectiveness in the workplace, and disillusionment.

CONCLUSIONS

In conclusion, this study discovered that learners demonstrate varying levels of self-efficacy, with three distinct categories identified: low, moderate, and high. However, the predominant finding suggests that the majority of learners tend to exhibit moderate self-efficacy. This implies that while they possess a certain degree of confidence in their abilities, there is room for improvement and growth in terms of their self-belief. Once more, the results of this study show that there is no connection between learners' feelings of emotional stress and their self-efficacy. This implies that learners' emotional stress is not directly influenced by self-efficacy, which is defined as one's belief in one's capacity to attain desired results. It is significant to highlight that this study concentrated explicitly on the connection between self-efficacy and emotional stress responses as well as other elements that might support learners' emotional wellbeing. The finding that self-efficacy significantly moderates the influence of academic burnout on emotional stress reactions highlights the importance of individuals' belief in their abilities in mitigating the negative impact of academic burnout. Once more, the results of this study show that there is no connection between learners' feelings of emotional stress and their self-efficacy. This implies that learners' emotional stress is not directly influenced by self-efficacy, which is defined as one's belief in one's capacity to attain desired results. It is significant to highlight that this study concentrated explicitly on the connection between self-efficacy and emotional stress responses as well as other elements that might support learners' emotional wellbeing.

Recommendations

It is advised that educational institutions and teachers concentrate on interventions and tactics to improve learners' self-efficacy in light of these findings. Giving learners the assistance and chances they need to grow and build their self-belief in their skills can improve their academic achievement, motivation, and general well-being. Learners may develop a greater feeling of self-efficacy by putting tactics like goal-setting, giving constructive criticism, and providing mentoring or counseling into practice. Additionally, creating a positive and supportive learning environment can help learners achieve better levels of self-efficacy. Again, it is advised that future studies examine other potential causes of emotional stress in learners. The emotional health of learners may be significantly influenced by elements including social support, academic pressure, and environmental impacts. Understanding these factors can help educators and mental health professionals design targeted interventions to address and manage learners' emotional stress. Furthermore, promoting emotional resilience and coping strategies can provide learners with the necessary tools to navigate and manage stress effectively, irrespective of their self-efficacy levels.

Additionally, educators and policymakers should address the issue of academic burnout by implementing strategies that reduce excessive academic pressure and promote a healthy work-life balance. Creating supportive learning environments, encouraging open communication, and providing resources for stress management and self-care can contribute to minimising the negative effects of burnout. Furthermore, individuals can benefit from developing self-awareness and practicing self-care techniques that enhance self-efficacy. Finally, while this result may be unexpected, it provides valuable insights for further research and intervention strategies. It suggests that addressing self-efficacy alone may not be sufficient in reducing emotional stress reactions among individuals experiencing academic burnout. Instead, it highlights the need to explore and consider other factors that may contribute to emotional stress reactions in this context. In summary, while self-efficacy may not significantly mediate the influence of academic burnout on emotional stress reactions, there are various other avenues to explore and interventions to implement. By adopting a comprehensive approach that addresses the root causes of burnout, provides support systems, and promotes self-care, we can strive to create a more nurturing and resilient academic environment. To provide more efficient techniques for intervention and support, additional study is required to better understand the complex interactions between self-efficacy, burnout, and emotional stress reactivity. Our understanding of the variables that affect self-efficacy may be further deepened by more studies in this field, which can also guide efficient solutions.

Limitations

One limitation of collecting data through an online questionnaire is the potential for self-selection bias. The sample may not precisely represent the whole target population because participation in the study depends on people actively deciding to answer the questionnaire. The results may be skewed because people who choose to participate could have particular traits or experiences that are different from those who choose not to. This bias may impair the study's external validity and have an impact on how generalizable its findings are. Additionally, the online format may exclude certain segments of the population who do not have internet access or are not comfortable with technology, further limiting the representativeness of the sample. My earlier cognisant of these limitations, measures were put in place to control their negative influence on the findings.

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