A Study on the Motivation, Learning Anxiety and Burnout of Thai Chinese Language Learners in Chinese Language Learning: A Case Study of Chinese Language Colleges in Thai Universities

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Abstract

This study aims to explore the relationship between learning motivation, learning anxiety, and learning burnout, focusing on analyzing the association between learning motivation and learning burnout among Chinese major students at two Thai universities, and verifying the mediating role of learning anxiety. It also investigates the mediating role of learning anxiety. The data was collected through an online questionnaire using the purposive sampling method. A total of 325 questionnaires were collected, and after removing invalid ones, 240 valid questionnaires remained. Data analysis was conducted using SPSS and Mplus.

The findings indicate that: 1. learning motivation negatively affects learning burnout; 2. the relationship between learning motivation and learning burnout is somewhat mediated by learning anxiety. This study highlights how important it is to reduce learning anxiety because doing so increases learning motivation and dramatically lowers the likelihood of learning burnout. In order to improve the learning effectiveness of Thai Chinese learners, the research findings offer empirical evidence for the optimization of Chinese language education policies in Thailand and a theoretical foundation for teaching Chinese.

Keywords: Learning Motivation, Learning Burnout, Learning Anxiety, Chinese Majors of Two Thai Universities

泰国籍汉语学习者汉语学习动机、学习焦虑与学习倦怠的研究—以泰国高校中文学院为例

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摘要

本研究目的在于探讨学习动机、学习焦虑与学习倦怠之间的关系，重点分析两所泰国大学中文学院学生的学习动机与学习倦怠之间的关联，并验证学习焦虑的中介作用。采用立意抽样法，通过在线问卷收集数据，回收了 325 份 ，去除无效问卷,有效问卷为 240 份。并使用 SPSS 和 Mplus 进行分析，

研究结果表明：1. 学习动机对学习倦怠产生负向影响；2. 学习焦虑在学习动机与学习倦怠之间起到部分中介作用。本研究强调了缓解学习焦虑的关键意义，这不仅能够增强学习动机，还能显著降低学习倦怠的发生。研究成果为汉语教学实践提供了理论依据，同时也为在泰汉语教育政策的优化提供了实证支持，以便提升泰国籍汉语学习者的学习成效。

关键词: 学习动机, 学习倦怠, 学习焦虑, 泰国高校中文学院

Introduction

Since the 1980s, China and Thailand have fostered a "friendly alliance," with increasingly close economic and trade ties between the two nations. A "revitalization" of Chinese language instruction in Thailand has resulted from the government's active encouragement of the Chinese population there to advance the language through a variety of channels (Li, Y., 2021). With the Asian countries' increasingly close exchanges with China in the areas of economy and trade, education, culture, etc., the enthusiasm for learning the Chinese language and understanding China continues to rise (Yang & Wang, 2024). However, in this study, Thai students enrolled in Chinese language departments at universities face significant challenges, including learning anxiety arising from language difficulty, cultural differences, and learning tasks. Despite these challenges, not much research has looked at how learning motivation, learning burnout, and learning anxiety interact when studying Chinese in Thailand. Thus, this study illustrates how students' motivation to learn significantly influences their Learning Anxiety and Learning Burnout, in accordance with Ryan & Deci's (2000) self-determination theory, and using learning anxiety as a mediating variable, this study intends to investigate the relationship between learning motivation and learning burnout in Chinese language learning among Thai students and suggests remedies to these problems. Given the importance of this issue, a focused investigation of students in Chinese-related colleges in Thai universities is both necessary and crucial.

The study of learning motivation, learning burnout, and learning anxiety in Thai students learning Chinese holds significant value in understanding the current challenges faced by these students. First, the findings can assist educational institutions in better comprehending the difficulties and anxieties that students encounter while learning Chinese, thereby enabling the development of strategies to alleviate learning obstacles and improve overall learning efficiency. This could involve providing more opportunities for oral practice and offering personalized counseling. Second, the study can be used as a guide when educational regulations are being developed, which will help Chinese language instruction in Thailand grow. Above all, this study will better understand how motivation affects the learning process and provide theoretical support for raising students' motivation and performance in learning Chinese by examining the mediating role of Learning Anxiety between learning motivation and Learning Burnout.

Literature Review

Learning burnout, learning motivation, and learning anxiety are the key factors affecting students' learning performance and psychological state. Freudenberger (1974)

first defined burnout as a negative reaction of individuals in a long-term high-pressure environment, which is manifested by physical and mental exhaustion and emotional exhaustion. Ning, et al. (2023), based on this, specified burnout as a negative coping state caused by long-term negative factors, and the core features of burnout include insufficient motivation to learn, stress, and anorexia, which ultimately undermine the students' commitment to their studies. According to the research of Lian, et al. (2005), the performance of college students in the emotional dimension of their professional commitment has a significant impact on the degree of their learning burnout. Meanwhile, motivation, as an internal psychological mechanism that stimulates and maintains learning behaviors (Liu, 2020), directly affects individuals' pursuit of learning goals. Jiang, et al. (2023) further pointed out that motivation is an internal force that drives learning activities to be sustained and directed toward specific goals, and its strength is closely related to the formation of learning burnout. Hong (2024) found that strong learning motivation enables students to maintain more stable emotions, concentration, and willpower in the process of achieving their goals, thereby better controlling their learning behaviors and making efforts to achieve long-term learning goals. In addition, learning anxiety, as a common negative emotion in the learning process, manifests itself as students' tension and worry about learning tasks, especially stemming from the fear of task failure (Shi, et al., 2016). Jing and Wang (2015) found that under the premise of strong learning motivation, the lower the anxiety level, the more conducive it is for students to acquire a second language. Therefore, exploring the interactions among learning burnout, learning motivation, and learning anxiety is of great significance for understanding the psychological mechanisms of students' academics and developing effective intervention strategies.

Research Methodology
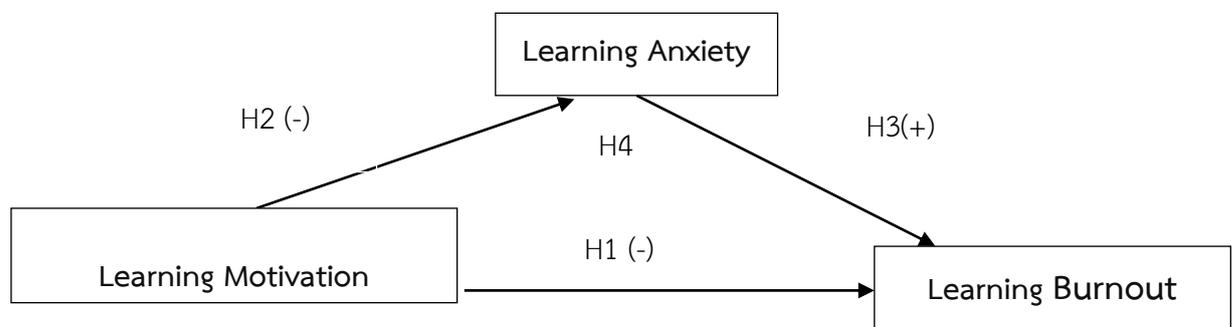
Figure 1: Research Framework

Note: This figure demonstrates the relationship between the variables of this study. (+) indicates a positive relationship, and (-) indicates a negative relationship.

Research Hypothesis

Xiang, et al. (2022) discovered that Learning Burnout is significantly impacted negatively by learning motivation. Chen (2016) investigated the connection between learning motivation and learning burnout and discovered a substantial negative correlation between the two. Accordingly, learning motivation is thought to have a major detrimental effect on learning burnout.

Additionally, there is a negative correlation between classroom anxiety and middle school pupils' enthusiasm to learn English (Wang, Y., 2010). Although students with strong learning motivation have lower anxiety scores and learning motivation has a significant negative impact on learning anxiety, students with weak learning motivation require external reasoning and have poor autonomous learning abilities, which frequently results in increased learning and test anxiety (Li, H., 2010). Zhang (2022) also discovered that learning anxiety significantly improves learning burnout. Wang and Jiang (2021) investigated the connection between college students' worry about learning English and their learning burnout and discovered a substantial positive correlation between the two. The following is the research hypothesis, which are based on the literatures mentioned above.

H1: Learning burnout is considerably affected negatively by learning motivation.

H2: Learning anxiety is greatly affected negatively by learning motivation.

H3: Learning anxiety has a substantial favorable impact on learning burnout.

H4: The association between learning motivation and learning burnout is mediated by learning anxiety.

Sample and Data Collection

Purposive sampling was used in this study, which is suitable when the researcher is well-versed in their subject and has a thorough grasp of the study as a whole (Zhu, 2018). Moreover, Wenjuanxing Survey platform was used to create an online questionnaire, and after communicating with and obtaining permission from the university teachers, the teachers assisted in distributing the questionnaires to the students for data collection, which was obtained from undergraduate students majoring in Chinese at two universities in Bangkok, Thailand.

The questionnaire for this study was distributed at the end of 2024. To ensure the validity of the data, this study removed the following samples: There were a large number of missing values in the questionnaire; All the answers to the questions were the same. The study collected 240 valid questionnaires, which met the criteria set by Tinsley and Tinsley (1987). SPSS 26.0 and Mplus were used to analyze the data.

Measuring Tools

This study employed validated Chinese scales, all of which have undergone reliability and validity testing. All scales were presented in Simplified Chinese. The questionnaire items were finalized in consultation with a linguistics PhD to ensure comprehensibility for Chinese department participants.

Learning anxiety variables scale was adopted from Hsieh's (2015) learning anxiety questionnaire (11 questions). The learning burnout scale was adapted from the 20 questions. Learning burnout survey measure for college students that Lian, et al. (2005) created. The Learning Motivation Scale was adopted from Wan (2006), which consists of 16 test items, including internal and external motivation dimensions, with 8 items in each dimension. The study's scales used the Likert 5 rating scale (1 = Strongly Agree; 5 = Strongly Disagree).

Results

Descriptive Statistics

A total of 325 questionnaires were collected, and after removing invalid ones, 240 valid questionnaires remained. In terms of gender distribution, 126 males (52.50%) and 114 females (47.50%) participated.

Scale Reliability and Validity Analysis

The Cronbach alpha coefficient for the Learning Anxiety Scale is 0.933. The Learning Burnout Scale has a Cronbach's alpha of 0.965. The learning motivation scales' Cronbach's alpha coefficients were all at extremely high levels, at 0.921. Furthermore, the KMO values for learning anxiety, learning burnout, and learning motivation to learn variables were 0.961, 0.979, and 0.940, respectively. The KMO values for the overall model and each variable exceed 0.8, with Bartlett's test yielding a p-value of 0.000. Therefore, the questionnaire used in this study demonstrated good reliability and validity.

Confirmatory Factor Analysis (CFA)

This study employed Mplus for data analysis and obtained the following model fit indices: X2/DF value of 1.178, which is less than 3, and the TLI and CFI indices all exceeding 0.8, alongside an RMSEA of 0.027, which is below 0.08. See Table 1: Goodness-of-fit indicators of the overall model.

Table 1: Goodness-of-fit Indicators of The Overall Model

Indicators	X^2	df	p	X^2/df	TLI	RMSEA	CFI
Value	1211.380	1028	0	1.178	0.974	0.027	0.975

Distinguishing Validity and Convergent Validity

Distinguishing validity: the square root values of each latent variable AVE (learning anxiety = 0.748, learning burnout = 0.761, learning motivation=0.647) were significantly greater than the absolute values of the maximum correlation coefficients between the variable and other variables (0.481,0.553, and 0.553, respectively). This result fulfills the discriminant criterion that the square root of the latent variable AVE must be greater than its correlation coefficient with the other variables. This study demonstrates discriminant validity according to the standards set by Fornell and Larcker (1981). See Table 2.

Table 2 Distinguishing Validity: Pearson's Correlation vs. AVE Square Root Values

	Learning Motivation	Learning Anxiety	Learning Burnout
Learning Motivation	**0.647**		
Learning Anxiety	-0.470	**0.748**	
Learning Burnout	-0.553	0.481	**0.761**

Note: Bolded Diagonal Numbers are AVE Square Root Values.

Convergent Validity: learning anxiety = 0.580, learning burnout = 0.560, learning motivation=0. 418. Based on the standards set by Bagozzi and Yi (1988), the convergent validity of this study is deemed appropriate.

Stepwise Regression Analysis

1. The Effect of Learning Motivation on Learning Anxiety

Learning motivation has a strong negative impact on Learning Anxiety, as indicated by the regression coefficient of -0.504 ($p<0.05$). The results corroborate hypothesis H2.

2. The Impact of Learning Anxiety and Learning Motivation on Learning Burnout.

Learning anxiety's regression coefficient value is 0.290, $p<0.05$, indicating that it will significantly improve learning burnout and that hypothesis H3 is correct. Learning burnout is significantly negatively impacted by learning motivation, as indicated by the regression coefficient of -0.481 ($p < 0.05$). The findings support hypothesis H1.

3. Learning Anxiety Mediates Between Learning Motivation and Learning Burnout

The indirect effect of learning motivation on learning anxiety and, subsequently, learning burnout is significant ($p < 0.05$) with an effect size of -0.146. This suggests that a decrease in learning motivation leads to an increase in learning anxiety, which in turn increases learning burnout, and that learning anxiety mediates the relationship between learning motivation and learning burnout, and that hypothesis H4 is validated by the results.

Table 3 displays the outcomes of the mediation effect. Since every VIF value is less than 3, this study does not exhibit collinearity.

Table 3 The Mediation Effects Modeling

	Model 1 Learning Burnout	Model 2 Learning Anxiety	Model 3 Learning Burnout
Learning Motivation	-0.627**	-0.504**	-0.481**
Learning Anxiety			0.290**
R^2	0.327	0.243	0.386
Adjustment R^2	0.306	0.220	0.364
F-value	$F\,(7,232)=16.085**$	$F\,(7,232)=10.614**$	$F\,(8,231)=18.118**$

* $p<0.05$ ** $p<0.01$

Discussion and Conclusion

While most of the existing studies have focused on Chinese language learners in Europe, America, or East Asia, this study focuses on Thai university students. This study verifies the relationship among the three variables for the first time among Thai university Chinese learners, filling a research gap in Southeast Asia. In addition, the study confirms the partially mediating role of learning anxiety in Thai Chinese language education, revealing that learning motivation not only directly affects learning burnout but also indirectly plays a role through the affective pathway, which provides a new research direction for the key role of affective factors in second language learning.

This study can help schools and educational institutions better understand the difficulties and anxieties students face in learning Chinese, and help students overcome learning obstacles and improve learning efficiency by providing more oral practice opportunities and personalized learning guidance. In addition, this study can provide valuable reference for the formulation of Chinese education policies, thereby promoting the optimization and development of Chinese teaching.

The results have validated all four of the study's hypotheses. The study's conclusions support Chen (2016) findings that learning burnout is negatively impacted by learning motivation; learning motivation negatively affects learning anxiety, The results of this study are similar to those of Jing & Wang (2015), who found that there was a significant positive linear correlation between the intensity of learning motivation and classroom anxiety among minority students; and learning anxiety has a positive impact on learning burnout, the results of this study are similar to those of Zhang (2022), who selected non-English major college students from a university in Guangdong Province as the research subjects. The study showed that foreign language learning anxiety and learning

burnout were significantly positively correlated among non-English major college students. Based on this, the hypothesis H3 of this study was verified. As a result, Learning Anxiety partially mediates the relationship between Learning Burnout and Learning motivation.

Furthermore, Chou, et al. (2022) emphasize that in Chinese educational institutions, the class advisor is crucial. Therefore, this study suggests adopting the unique class advisor system from Mainland China when supporting students in learning Chinese. This system can provide emotional support for students who experience anxiety while learning Chinese. Chinese students in Thailand communicate with their class advisors through a WeChat group established by the school, which effectively reduces the language barrier in Chinese. Each class has a special WeChat group managed by a Chinese-speaking classroom teacher and student leaders, and course scheduling and learning exchanges are done through the WeChat group. The study found that timely responses from class teachers can greatly reduce the stress and anxiety of international students. Besides, based on scholars' emphasis that learning motivation is the primary factor driving learning, it can serve as a key element in reducing students' burnout in second language learning. Therefore, this study suggests that enhancing students' learning motivation is essential (Amali, et al.,2024). Amali, et al. (2024) have shown that extrinsic motivation and task value beliefs are more influential than intrinsic motivation. Hence, the school's Chinese advisor should focus on strengthening students' extrinsic motivation.

Limitations and Future Research Directions

This study possesses research innovation, but there are some limitations in the research. Firstly, this study focuses on three variables, and it is suggested that future research explore the relationships among learning motivation, learning burnout, learning anxiety, and other influencing factors in Chinese language learning among Thai university students to obtain more comprehensive research results.

Secondly, the breadth of the sample can be further expanded. This study only surveyed 325 university students, so replication with a larger and more diverse sample, as well as an extended temporal framework, is needed to improve the validity of the findings. The current study focused on students from two universities, so further research is required to validate these results across other universities in Thailand to ensure the generalizability of the findings.

Third, this study adopted a questionnaire method, and it is recommended that future research combine qualitative and quantitative methods, such as adding interviews and observation methods, in order to gain a deeper understanding of the learning motivation, learning anxiety, and learning burnout of Chinese language students in Thai universities.

Originality and Body of Knowledge Suggestions

Based on the suggestions of Wu (2011), this study puts forward two specific suggestions for classroom management of Chinese teaching as a foreign language as follows:

First, Chinese teachers should actively improve learners' learning effects based on ensuring the quality of face-to-face courses to inspire them to use more learning strategies, such as: students conduct on-site collaborative sharing with each other under the organization of teachers; encourage students to conduct group collaborative learning in class, and deepen their understanding and mastery of Chinese through role-playing, scenario simulation, classroom presentation and other forms. This kind of collaborative learning not only helps to enhance students' oral expression ability, but also cultivates their teamwork spirit and autonomous learning ability.

Second, in the learning process, teachers should strengthen the guidance and management of students' learning behavior, and help them establish stable learning motivation and good learning habits. Since language learning is a long-term accumulation process, many students may show high enthusiasm for learning in the early stage, but as the learning difficulty increases, some students may show a decline in motivation or even give up. Therefore, teachers need to continue to pay attention to students' learning status in the teaching process and give positive feedback and encouragement in time. At the same time, teachers should also formulate clear learning norms and discipline requirements to ensure classroom order and learning efficiency, to reduce students' anxiety caused by confusion or procrastination, thereby maintaining their high level of learning enthusiasm.

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