Exploring Motivation and Demotivation Factors for Learning Communication Skills

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Abstract
Motivation is an essential factor for achieving success in learning English as a second language. Several studies have reported that learners' experiences during communication skills classes can significantly impact their motivation to enhance their English language proficiency. Learners' motivation ignites their enthusiasm and determination to learn, leading them to strive for a more comprehensive understanding of the English language. However, attaining their desired learning goals becomes increasingly difficult if learners lack the drive and eagerness to improve their language proficiency. Hence, this study investigates the motivation and demotivation factors related to learning English communication skills. A quantitative approach is done to explore motivation factors for learning communication skills among pre-university students. The instrument used is a survey, rooted from Pintrich and De Groot (1990) for motivation and Campos et al (2011) for causes of burnout. A purposive sample of 271 UiTM Centre of Foundation Studies students responded to the survey. The findings of this study suggest that the role of emotional intelligence is important in managing stress and burnout, as channelling positive emotions and feelings while learning could reduce emotional exhaustion and increase one's motivation. Thus, exploring the relationship between motivation and demotivation factors in learning has significant implications for educational institutions and instructors to implement a supportive learning environment that promotes positive emotions, engagement, and effective communication.

Keywords: Burnout, Communication Skills, Demotivation, Exhaustion, Motivation

Introduction

Background of Study

Effective communication skills are crucial for individuals learning English as a Second Language (henceforth, ESL) to manoeuvre personal, academic, and professional contexts. This is true, especially in Malaysia, where English is considered a Second Language (L2), whereby most students acquire the language via classroom and teaching in schools. English is also important in career building and advancement, as most examinations and job interviews are conducted in English (Zolkapli & Salehuddin, 2019). However, individuals are hindered from improving their English communication abilities due to the influence of motivational factors (Abidin et al., 2023). Motivation has been an essential element in language learning, either as an integrative, instrumental, intrinsic, or extrinsic motivation that influences individuals' desire to learn a target language (Gardner, 1985; Gardner & Lambert, 1972; Dornyei, 1998). Hence, motivation is notably known to inaugurate individuals to learn English and later as the push factor to sustain the long and often tedious language learning process.

Moreover, motivation in language learning is dynamic and changes over time as an internal process that gradually activates, guides, and maintains behaviour (Rehman et al., 2014; Nurhidayah, 2020). Ellis (1993); Ellis (2010) view motivation as the attempt and efforts made by the learners driven by their personal needs and desires, which conforms with Gardner (1985), who believes that motivation requires both a learner's effort and desire to be called a motivated learner. Concurrently, it is also essential to understand the learners' goal of learning a language as it would pertain to the degree of effort exerted by the learner to attain a specific objective (instrumental motivation) or to become assimilated into the target community (integrative motivation) (Gardner, 1985; Gardner & Lambert, 1972; Zareian & Jodaei, 2015). Meanwhile, current L2 motivation research defines motivation as a cumulative force of motives that is on a continuum from zero to strong motivation level, which is described as goal-directed, where the learners' immediate goal is to learn the language (Dornyei, 2005; Liuoliene & Metiuniene, 2006). Hence, with the inconclusive findings reported on this topic, this study investigates the motivational factors of L2 communication skills learning. Overall, this paper contributes to the existing literature by offering clear explanations of how motivation influences L2 communication skills learning.

Statement of Problem

Studies have reported that motivation is widely acknowledged as a crucial element in ensuring success in the acquisition of English as a second language. Purmama et al (2019) claimed that the presence of motivation serves as a catalyst for learners, driving their enthusiasm and determination towards acquiring a deeper understanding of the linguistic components of the English language. They further highlighted that without students' effort and desire to improve their proficiency in the language, the attainment of learning goals becomes more challenging. Zolkapli and Salehuddin (2019) also added that the primary motivation often lies within the individual's internal motivation, particularly when aiming to achieve fluency and accuracy in the target language. The idea of being proficient in the target language becomes a driving force for these L2 learners, stemming from the aspiration to reduce the gap between their current proficiency level and their envisioned ideal state of proficiency. Furthermore, there is a widely accepted notion that the motivation to improve one's proficiency in English learning would significantly impact one's English communication

abilities. Several studies have provided evidence supporting this notion that motivation in English learning directly impacts learners' speaking proficiency. For instance, Tuan and Mai (2015) indicated a positive correlation between high motivation levels in English learning and high speaking proficiency among L2 learners. Hong and Ganapathy (2017) also emphasised the considerable impact of students' self-confidence and intrinsic motivation on their effort to speak outside the four walls of the classroom.

Nevertheless, several challenges would hinder the realisation of these learning goals. Ghanbarpour (2016) demonstrated that high levels of language use anxiety could impede language acquisition as it deteriorates L2 learners' motivation to communicate effectively in the target language. He further suggested that addressing this language use anxiety is crucial to create a supportive and conducive learning environment for L2 learners. Elas et al (2019) also revealed that language use anxiety is influenced by various factors such as learners' characteristics, perceptions, and their learning environments. Additionally, as far as speaking is concerned, Soureshjani and Riahipour (2012) revealed that students felt that teachers' reactions, teaching equipment, and class utility are the three most demotivating factors for them to improve their communication skills. A more recent study by Kashinathan and Aziz (2021) reported that students project several language anxieties that often arise from their limited vocabulary and fear of embarrassment. Consequently, these L2 learners are deprived of the valuable opportunity to actively utilise the language within and outside the classroom setting due to their failure to overcome the psychological obstacles that arise both internally and externally. Hence, the significance of the treatment students received during and after their speaking lessons is worth noting, as it can potentially shape their motivation levels, either positively or negatively. Therefore, the present study aims to get some insights into students' experiences during the communication skills classes as it affects their motivation towards enhancing their English language skills.

Objective of the Study and Research Questions
This study explores the motivation and demotivation factors for learning communication skills. Specifically, this study answers the following questions;

- How do learners perceive their motivation factors for learning communication skills?
- How do learners perceive their demotivation factors for learning communication skills?
- Is there a relationship between motivation and demotivation factors for learning communication skills?

Literature Review
Motivation for Learning
Motivation for learning in this study is defined as the voluntary drive or desire of the students to express engagement for communicative tasks in English language classrooms. Previous studies have proclaimed that higher motivation ensures higher academic achievement (Steinmayr et al., 2019). Motivation can be influenced by various factors such as personal interests, goals, values, and external rewards or recognition. Hence, motivation is crucial for effective learning as it determines the level of effort and persistence one puts into the learning process. For instance, students with a strong interest in a subject tend to adopt a deeper approach to processing information, resulting in higher academic achievement.

The concept of motivation comprises five components, including intrinsic and extrinsic motivation. Intrinsic motivation is the extent to which students' engagement in a task is influenced by their interest, challenge and proficiency, while extrinsic motivation is driven by outward aspects such as rewards, grades, contests and appraisal by others. Ability belief is the student's confidence that their effort in learning would reflect positively. Task value is based on how essential, compelling the task is and if it brings them convenience. Expectancies for success depict a person's self-efficacy, which helps estimate the competency of the present and future performance of the students (Weber et al., 2013).

Causes of Burnout
Over the past few years, several studies reported that university students exhibit a wide range of symptoms of burnout (Jagodics & Szabó, 2022; Rosales-Ricardo et al., 2021; Stăiculescu & Richițeanu-Năstase, 2018). These symptoms, such as physical exhaustion, emotional depletion, decreased motivation, and declining performance, bring unfavourable consequences, which ultimately increase student dropout rates at the tertiary level (Rump et al., 2017).

'School burnout' illustrates the distinct symptoms that appeared on account of school-related stress and demand, in relation to studying among tertiary education and university students. The three main symptoms of student burnout are closely interchangeable with job burnout which are exhaustion stemming from study demands, a pessimistic attitude toward learning and study goals, and the lack of self-efficacy leading to feelings of incompetence and dropping in grades. Higher burnout levels are also associated with lesser engagement in learning (Cilliers et al., 2017; Fiorilli et al., 2017; Shih, 2015) and inconsistency in motivational levels (Jagodics et al., 2021).

Stăiculescu and Richițeanu-Năstase (2018) reported that factors contributing to student dropout could be categorised into social, psycho-pedagogical, and personal traits. Social factors refer to students' background and income level; psycho-pedagogical factors revolve around students' inadequate academic preparation and irrelevant training, whilst personal traits refer to students' ability to adapt to university life and control their emotions. Similar to the previous study, Rosales-Ricardo et al (2021) also stressed on social factors, school factors, and lack of interpersonal communication as the main influencing factors of student burnout. Hence, it is crucial to recognise these factors to develop targeted interventions and support systems that could reduce burnout among university students.

Past Studies on Learning Motivation
Many studies have been done to investigate learning motivation in relation to students' academic performance. For instance, a study by Hsieh (2014) surveyed 178 junior students from a research university in Taiwan. The result reveals that the variety of students' background characteristics and motivation for learning can predict discrete learning outcomes. Motivation Strategies for Learning Questionnaire and the National Survey of Student Engagement College Student Report were adapted for the scales of engagement, motivation, and perceived learning outcomes. The data analysis involved multiple hierarchical regression analysis. Nevertheless, students' behaviours on task engagement cannot notably predict the types of learning outcomes when motivation in learning and students' background elements are involved. Generally, the findings call attention to the significance of learning

motivation and advocate educators to prepare students with greater learning experiences to guarantee more credence in students' learning abilities.

Meanwhile, Hariri et al (2021) also examined student learning motivation and its usage to indicate students' learning strategies in the Indonesian school context. This quantitative study involved 408 randomly selected public high secondary students from Lampung Province schools and used the Motivated Strategies for Learning Questionnaire (MSLQ) for data collection. Multiple regression was used for data analysis. The results highlight a significant and positive correlation between learning strategies and students' learning motivation. Variables of motivation for learning could greatly predict learning strategies. It indicates that variables such as motivation incorporating expectancy, value, and affective components should be considered when any learning strategies are implemented.

Past Studies on Burnout
Many studies have investigated the relationship between burnout and language learning. The study by Yu et al (2022) focuses on the issues of language learning motivation and burnout among English as a foreign language learners. Eight hundred and forty-one EFL undergraduates from two universities in China who participated in this study reported high levels of language learning burnout. It is also reported that the relationship between motivation and burnout was found to be notably impacted by students' inclination to evade and express their negative emotions when learning English. This is due to the persistent fear of making mistakes and heightened self-consciousness, which can generate overwhelming anxiety levels, an increase in emotional exhaustion, and a decline in motivation.

Next, the study by McEown et al (2023) also looked at the role of trait emotional intelligence in predicting academic stress, burnout, and engagement in Japanese students when learning English as a second language. One hundred and eighty-four undergraduates responded to the questionnaire. They revealed that students with higher emotional intelligence traits indicated a substantial decrease in stress and burnout levels, accompanied by a noticeable increase in academic engagement scores and vice versa. This shows that effectively managing stress and burnout factors while fostering a supportive learning environment could enhance the overall learning experience and promote positive student outcomes.

Conceptual Framework
Figure 1 shows the conceptual framework of the study. It is undeniable that while learners learn to balance their motivation when it comes to success in learning, they learn to improve their motivation while at the same time reduce their demotivation factors. It is reported that what learners give attention to becomes their motivation (Rahmat et al., 2021). According to Pintrich and De Groot (1990), learners' motivation can be rooted from three sources. Firstly, they are motivated by their value components such as (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value beliefs. They are also motivated by expectancy and affective components. Expectancy components are divided into (i) students' perception of self-efficacy and (ii) control of beliefs for learning. Successful learners are also able to reduce the cause of burnout. According to Campos et al. (2011), there are causes of burnout among learners, and they are (i) exhaustion and also (ii) disengagement.
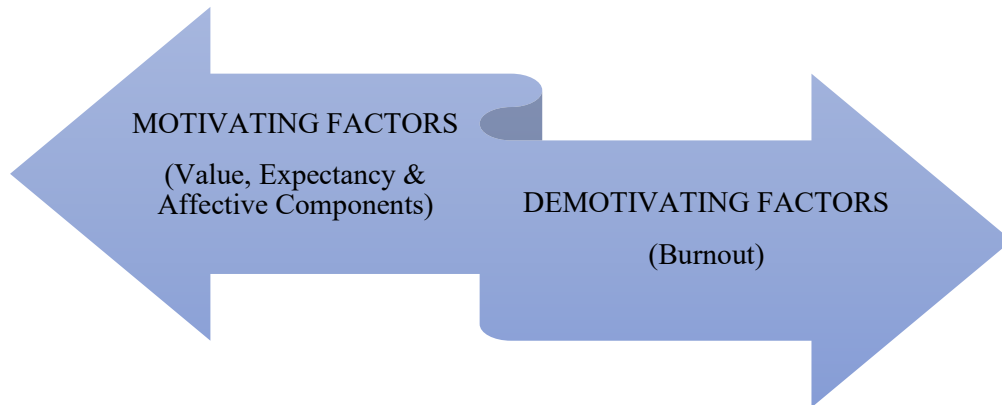
Figure 1- Conceptual Framework of Motivation and Demotivation for Learning Communication Skills

Methodology
This quantitative study is done to explore motivation factors for learning communication skills among pre-university students. A purposive sample of 271 UiTM Centre of Foundation Studies students responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich and De Groot (1990) for motivation and Campos et al (2011) for causes of burnout to reveal the variables in Table 1 below. The survey has four sections. Section A has items on the demographic profile. Section B has 24 items on motivation factors. Section C has 16 items on demotivation factors.

Table 1
Distribution of Items in the Survey

SECT		CONSTRUCT		VARIABLE	No of Items	Total Items
B	MOTIVATION FACTORS	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY COMPONENTS	(i)	Students' Perception of Self-Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	
		AFFECTIVE COMPONENTS				5
C	DEMOTIVATION FACTORS	BURNOUT-EXHAUSTION				8
		BURNOUT-DISENGAGEMENT				8
		TOTAL NO OF ITEMS				40

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.960	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .960, thus, revealing good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings
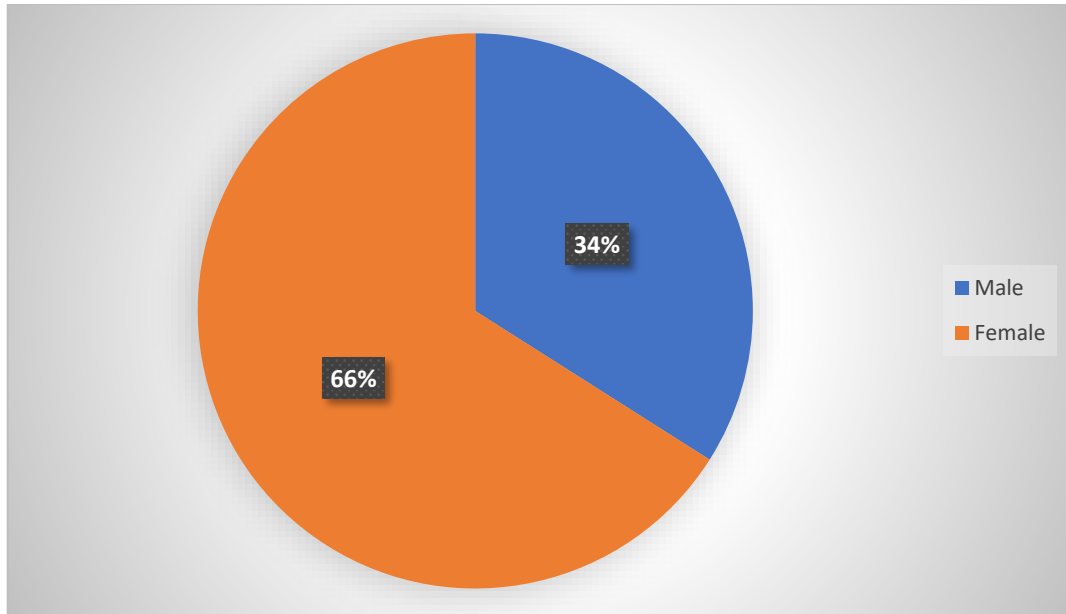Findings for Demographic Profile

Figure 2- Percentage for Gender

Figure 2 shows that sixty-six (66%) of the respondents were female and thirty-four (34%) were male.
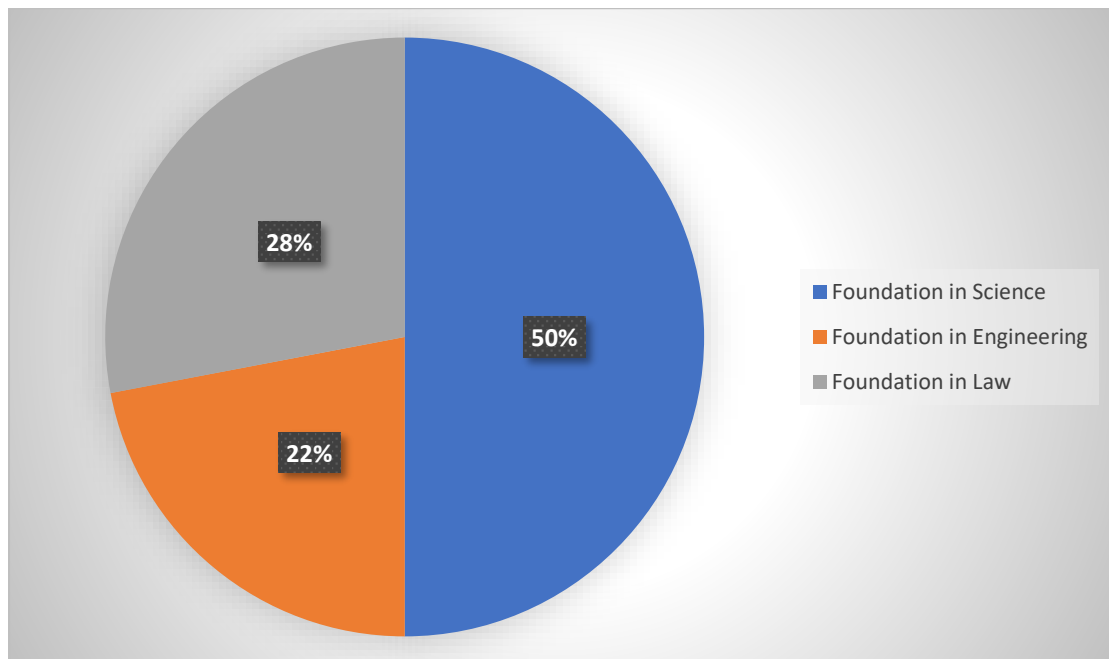

Figure 3- Percentage for Course

Figure 3 shows the percentage of students according to the programme. Fifty (50%) were students from Foundation in Science, twenty-eight (28%) from Foundation in Law and twenty-two (22%) from Foundation in Engineering.
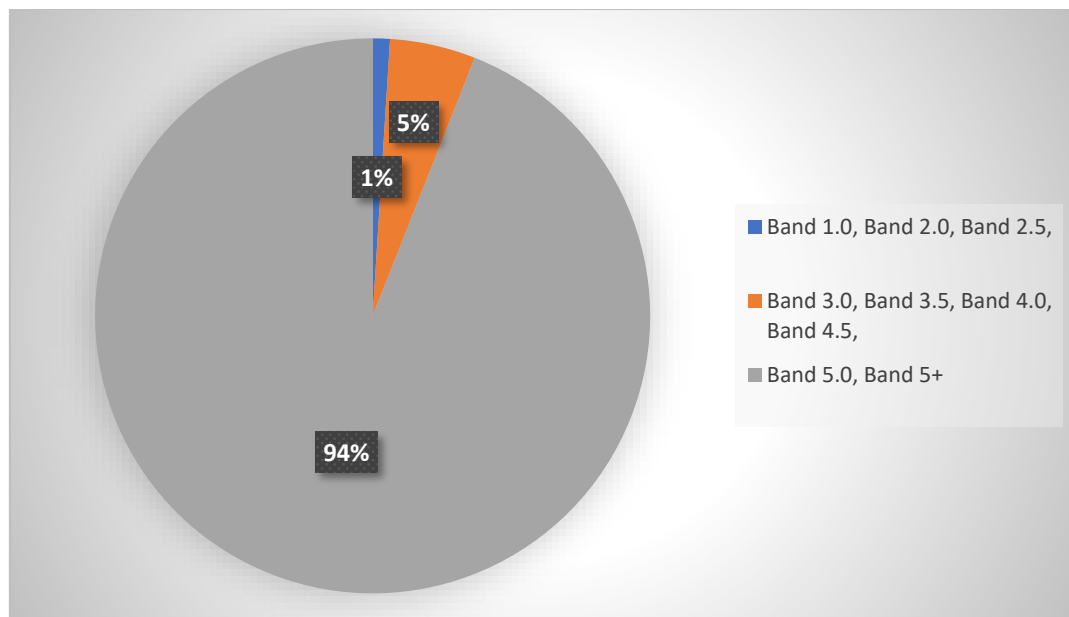
Figure 4- Percentage for MUET Band

Figure 4 presents the percentage for MUET Band achieved by the respondents. 1% of the respondents achieved Band 1.0, Band 2.0 and Band 2.5. Next, 5% of the respondents achieved Band 3.0, Band 3.5, Band 4.0 and Band 4.5. Finally, 94% of respondents achieved Band 5.0 and Band 5+.

Findings for Motivation Factors
This section presents data to answer Research Question 1: How do learners perceive their motivation factors for learning? In the context of this study, motivation factors are measured by (a) value components (intrinsic goal orientation, extrinsic goal orientation and task value beliefs), (b) expectancy components (students' perception of self-efficacy and control beliefs for learning) and also (c) affective components.

(a) Value Component

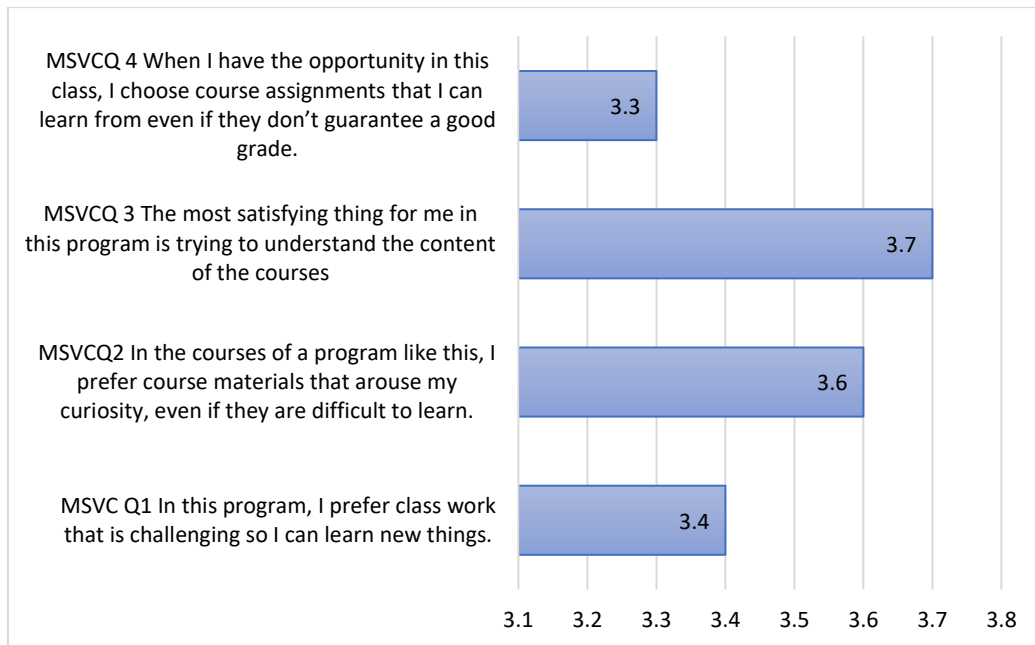### i.   Intrinsic Goal Orientation

Figure 5- Mean for Intrinsic Goal Orientation

Figure 5 illustrates the mean scores for intrinsic goal orientation. The analysis indicates that students felt satisfied the most when they 'understand the content of the course'(M: 3.7.) This is followed by students preferred to learn 'course materials that pique their curiosity' (M: 3.6). Next is 'when students prefer challenging class work' (M: 3.4) and finally, when they are 'given an opportunity in class to choose course assignments that they can learn from' (M: 3.3).
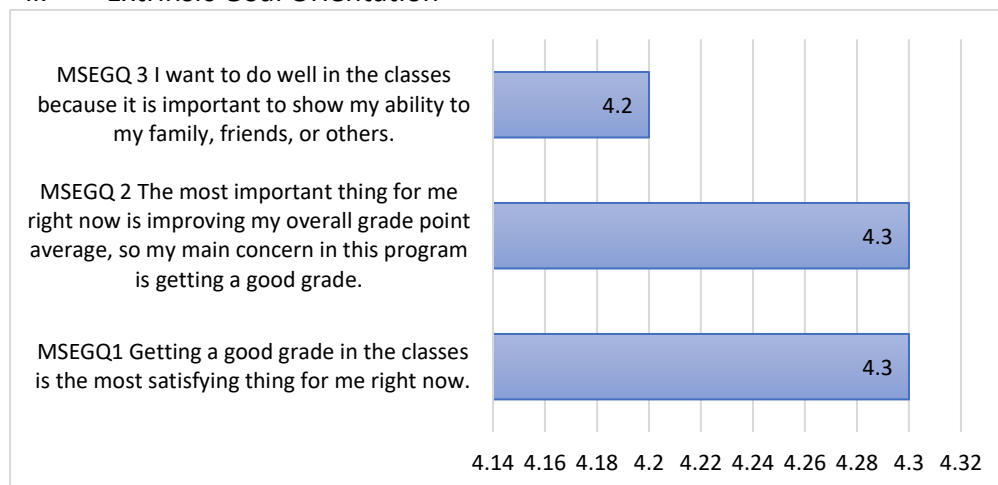
ii.   Extrinsic Goal Orientation

Figure 6- Mean for Extrinsic Goal Orientation

Figure 6 shows the mean score for extrinsic goal orientation. The analysis revealed that 'getting a good grade in the classes' and 'improving overall grade point average' share a similar mean score of 4.3 followed by 'wanting to do well in the classes to show the ability to family, friends or others' (M: 4.2).
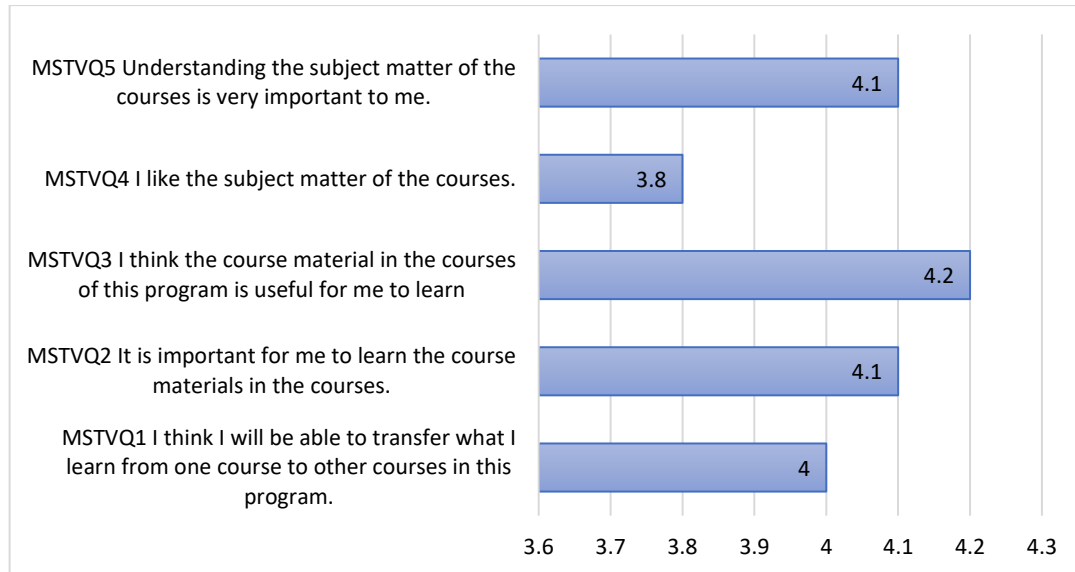
Iii. Task Value Beliefs

Figure 7- Mean for Task Value Beliefs

Figure 7 reflects the mean score for task value beliefs. The highest mean score (M: 4.2) is recorded for a statement indicating that students felt 'the program is useful for them to learn'. This is followed by a similar mean score (M: 4.1) where students felt that 'it is important for them to learn the course material in the courses' and 'understand the subject matter of the courses'. Next, a mean score of 4 is recorded when students perceive themselves as being able to 'transfer what they have learned from one course to other courses' in the program that they enrolled in and a mean score of 3.8 for a statement indicating that they like the 'subject matter of the course.

(b) Expectancy Component
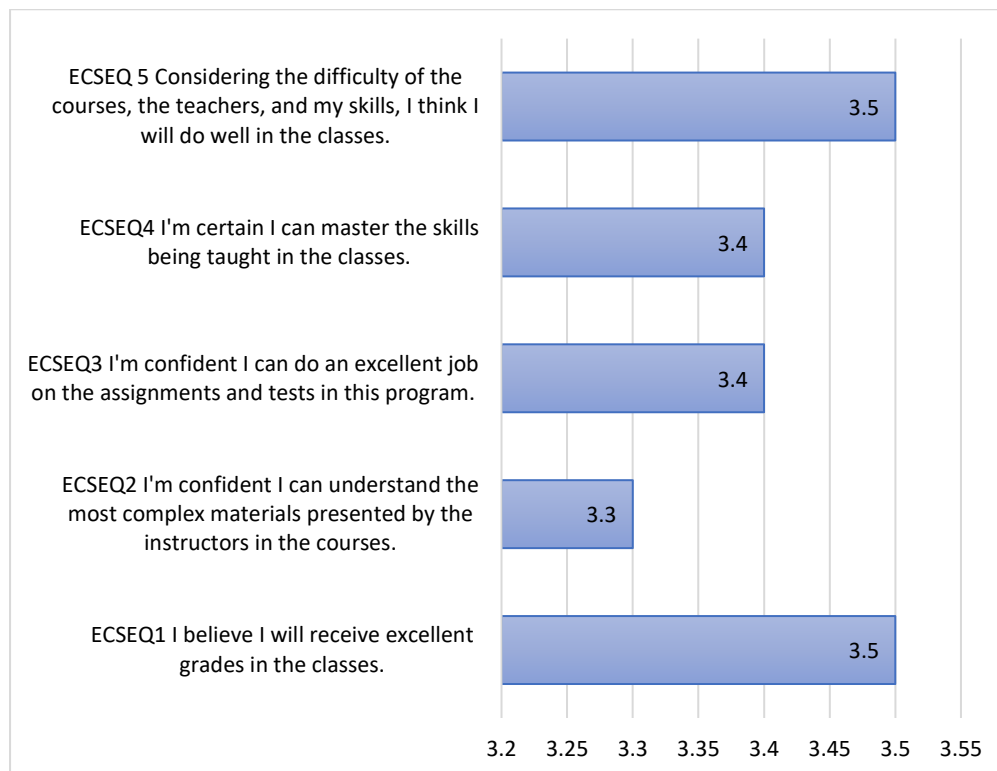i. Students ' Perception of Self-efficacy

Figure 8- Mean for Students' Perception of Self-Efficacy

Figure 8 shows the mean score for students' perception of self-efficacy. The analysis illustrates that students share the level of perception of 'receiving excellent grades in classes' and think 'they will do well in classes despite the difficulty of the courses, the teachers and their skills' (M: 3.5). This is followed by the same mean score of 3.4 on how confident they are to 'do an excellent job on the assignments and tests in the program' and that they are 'certain to master the skills taught in the classes'. Furthermore, the data revealed a mean score of 3.3 for 'students' confidence in understanding the most complex materials presented by the course instructors'.
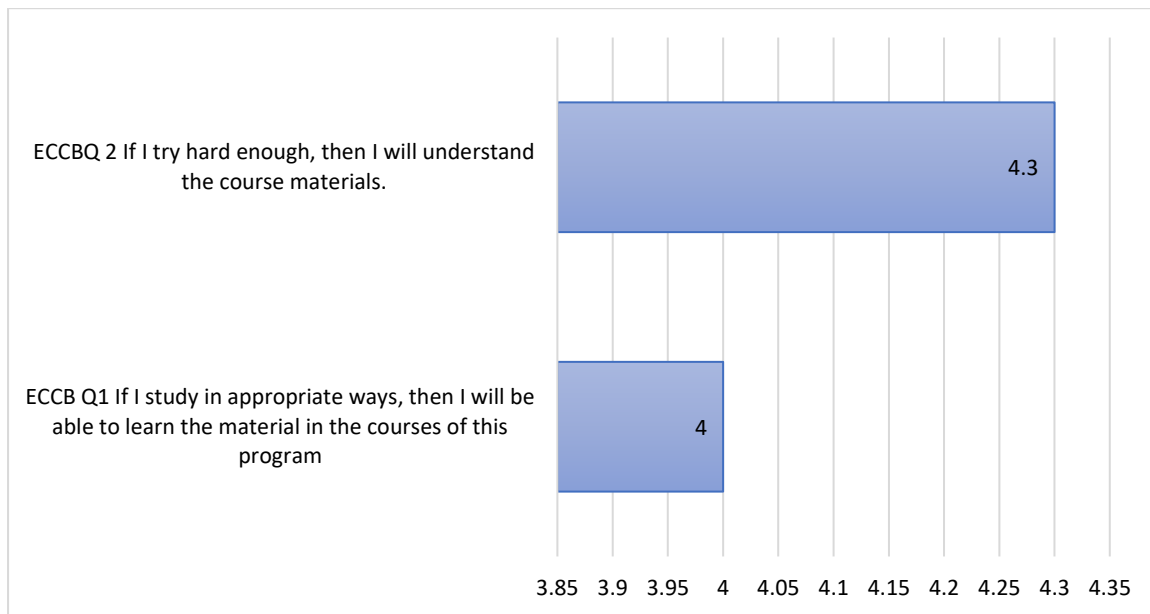
ii. CONTROL BELIEFS FOR LEARNING

Figure 9- Mean for Control Beliefs for Learning

Figure 9 shows the mean score for control beliefs for learning where the data indicates that students believe that they would understand the course materials if they are diligent and 'try hard enough' (M: 4.3). The mean score of 4 is also recorded as they presume to be able 'to learn the material in the courses provided that they studied in appropriate ways'.
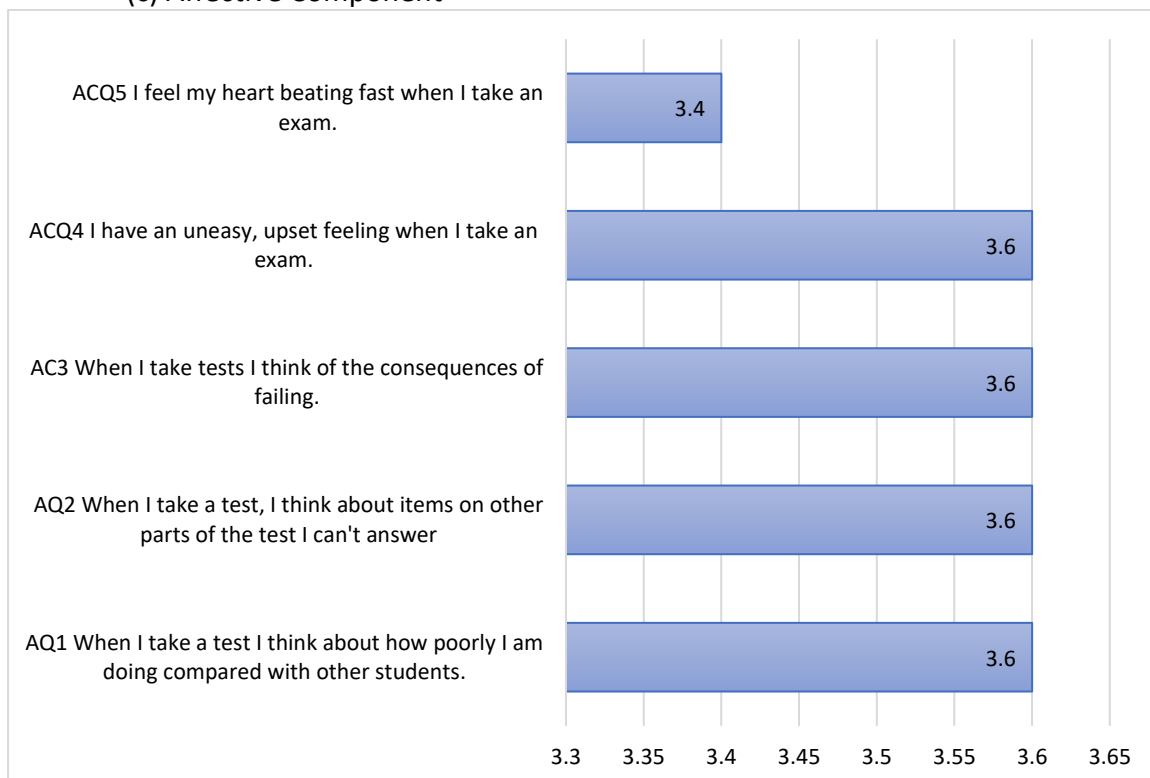
(c) Affective Component

Figure 10- Mean for Affective Component

Figure 10 shows the mean for the affective component of motivation. The shared mean score of 3.6 denotes that students think about 'how poorly they are doing compared to others', the items on other parts of the test they 'cannot answer' and the 'consequences of failing' when answering a test. They were also burdened with 'uneasy and upset feelings when taking an exam' (M: 3.6). Additionally, the mean score of 3.4 is recorded to analyse how students felt their 'heart beating fast while answering an exam'.

Findings for Demotivation Factors
This section presents data to answer research question 2- How do learners perceive their demotivation factors for learning? In the context of this study, demotivation factors are measured by (a) burnout (exhaustion) and (b) disengagement.
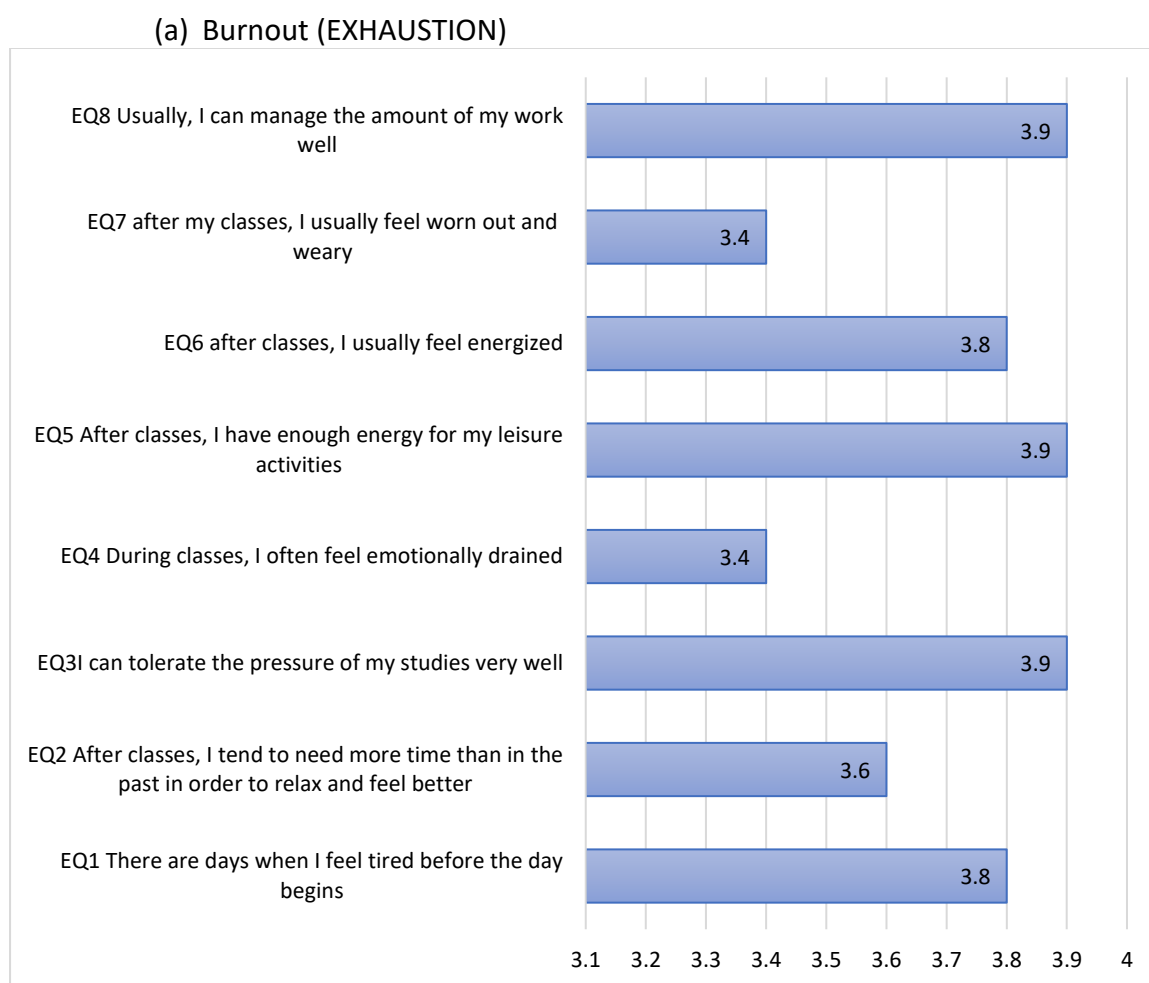
(a) Burnout (EXHAUSTION)

Figure 11- Mean for Demotivation Factors-Exhaustion

Figure 11 reflects the mean score for Demotivation Factors of Exhaustion. The analysis recorded that 'the students can tolerate pressure', 'have enough energy for leisure activities after class' and 'are usually able to manage the amount of work well' with a similar mean score (M: 3.9). Followed by 'there are days when students feel tired before the day begins' and 'usually feeling energised (M: 3.8). Next, 'the students tend to need more time than in the past in order to relax and feel better' with a mean score 3.6. Finally, the results denote a similar mean score of 3.4 for 'students who often feel emotionally drained during classes' and 'usually feel worn out and weary after classes'.
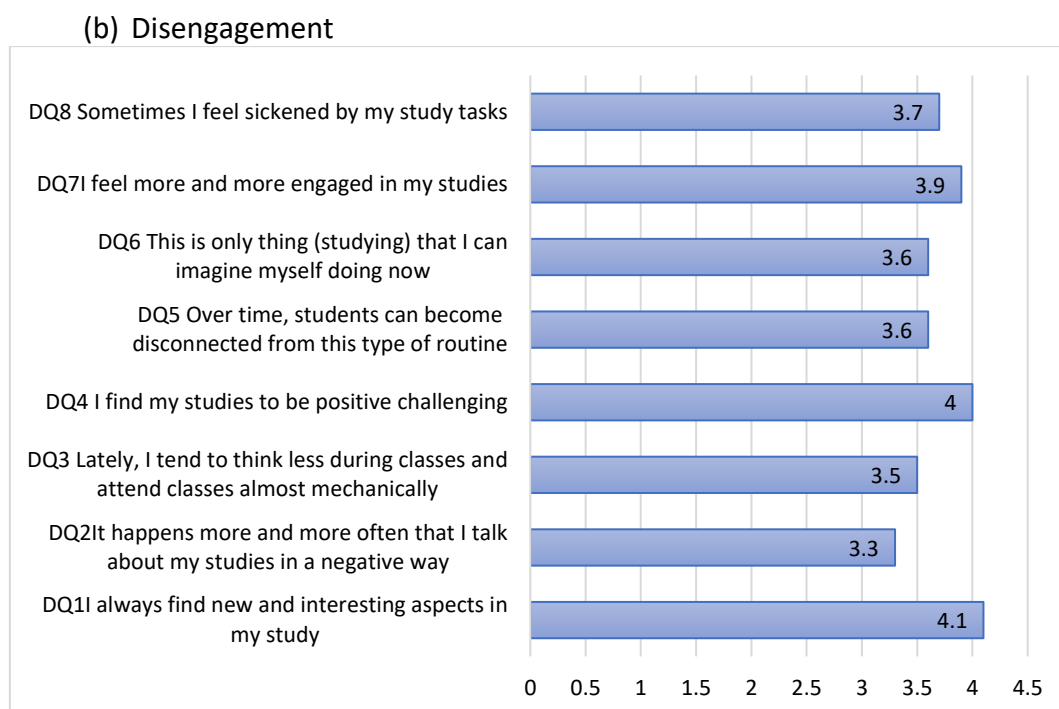
(b) Disengagement

Figure 12- Mean for Disengagement

Figure 12 illustrates the mean score for Disengagement . The analysis recorded the highest mean score of 4.1 for 'always find new and interesting aspects in the study'. Students find their studies to be positively challenging' with a mean score of 4, and 'they feel more and more engaged in their studies' with a mean score of 3.9. However, with a mean score of 3.7, 'students feel sickened by their study tasks'. Followed by a similar mean score of 3.6 for 'studying is the only thing they can imagine doing for now' and 'over time, students can become disconnected from this type of routine'. The results also denote a mean score of 3.5 for ' students tend to think less during classes and attend classes almost mechanically' and a mean score of 3.3 for 'it happens more and more often that students negatively talk about their studies'.

Findings for Relationship between Motivation and Demotivation Factors
This section presents data to answer research question 3- Is there a relationship between motivation and demotivation factors for learning communication skills? To determine if there is a significant association in the mean scores between motivation and demotivation factors, data is analysed using SPSS for correlations. Results are presented separately in Table 3 below.

Table 3
Correlation between Motivation and Demotivation Factors

Correlations

		MOTIVATION	DEMOTIVATION
MOTIVATION	Pearson Correlation	1	.659[**]
	Sig. (2-tailed)		.000
	N	271	271
DEMOTIVATION	Pearson Correlation	.659[**]	1
	Sig. (2-tailed)	.000	
	N	271	271

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between motivating and demotivating factors. Correlation analysis shows that there is a high significant association between motivating and demotivating factors (r=.659**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivating and demotivating factors.

Conclusion
Summary of Findings and Discussions
The findings reflect on learners' perceptions of their motivation for learning. These motivation factors were measured through three main components: a) value components, which encompassed intrinsic goal orientation, extrinsic goal orientation, and task value beliefs; b) expectancy components, which included students' perception of self-efficacy and control beliefs for learning; and c) affective components. The study revealed two components that have prominent implications for learners' learning experiences. The first component is 'extrinsic goal orientation' within value components, and the second component is 'control beliefs for learning' within the expectancy components. Both were illustrated to have a notable effect on learners' motivation. The former signifies that learners are highly motivated due to extrinsic goal orientation, where they prioritise external rewards and recognition, such as getting good grades and showing their ability to communicate well with others, which serve as a learning motivation and satisfaction to learn communication skills. In contrast, Md Zolkapli and Salehuddin (2019) stated that the primary motivation often lies within the individual's internal motivation, with the idea of being proficient in the target language. Additionally, language learners who believe they have control over their ability to improve their communication skills are more likely to be motivated to learn. Learners' control beliefs for learning, bear immense importance as they shape learners' perceptions of their ability to succeed and exert control over their learning process, which in turn can influence their level of effort and persistence in learning communication skills. This is supported by Steinmayr et al (2019), where higher motivation ensures higher academic achievement as the learners are confident that they can improve their communication skills by having a positive mindset towards themselves in learning the language. Hence, the findings have highlighted valuable

insights from the learners' perceptions of motivational factors. It is found important for educators and language instructors to provide extrinsic motivation and encourage a positive mindset in language learners to enhance their motivation to learn communication skills which will result in higher academic achievement.

Moreover, this study also illustrates learners' perceptions of their demotivation factors for learning. Two key factors of demotivation in the study were burnout, which encompassed exhaustion and disengagement. Nonetheless, it is evident from the findings that learners are not highly affected by exhaustion and disengagement to be demotivated in learning. Learners reported that they are able to tolerate the pressure of studying and spend time on leisure activities after class while managing their amount of work well. It is safe to assume the learners have effectively managed their stress and exhaustion by finding leisure activities that could minimise their stress and exhaustion. This is supported by McEwon et al (2023), where the role of emotional intelligence in predicting academic stress and burnout would foster a supportive learning environment which could enhance the overall learning experience and promote positive outcomes among learners. Furthermore, it is also evident that learners are positively engaged in learning as they find that every aspect of their study is new and interesting, positively challenging, which makes them more engaged in their studies rather than feeling disengaged. It can be said that learners are not demotivated due to disengagement, as it is clearly shown that learners have positive emotions and feelings towards learning communication skills. In comparison with Yu et al (2022) where burnout was found to notably impact learners' inclination to evade and express their negative emotions when learning. This is also supported by Jagodics et al (2021), where higher burnout levels are associated with lesser engagement in learning and inconsistency in motivational levels.

Therefore, it is also in line with the findings that there is a strong positive relationship between motivating and demotivating factors. The study shows that channelling positive emotions and feelings while learning could help reduce emotional exhaustion and increase one's motivation and vice versa. However, according to Rosales-Ricardo et al (2021), other factors such as social factors, school factors and lack of interpersonal communication would also be the influencing factors of learners' burnout that need to be observed. Hence, it is crucial to acknowledge these factors in order to create focused interventions and support systems that can effectively reduce burnout among learners.

Conclusively, this study has contributed findings that contradict past studies, which often associate negative emotions with burnout. The findings of this study reflect that pre-university students in Malaysia are able to manage their level of exhaustion and disengagement. The majority of them managed to find time for themselves outside of the classroom to be involved with activities that they enjoyed. Moreover, in a classroom setting, they would always project positive emotions when learning the language. Hence, it is evident that researchers should address these new insights in depth to develop a better curriculum that could facilitate these students' needs for a supportive learning environment.

Implications and Suggestions for Future Research
In conclusion, the findings of this study reflected the importance of the implications for pedagogy and provided valuable insights for future research. The significant positive correlation between motivating and demotivating factors highlights the need for educators and policymakers to develop approaches that address both aspects simultaneously. By fostering positive emotions and feelings during the learning process, educators can potentially reduce emotional exhaustion and enhance learners' motivation levels.

Additionally, efforts should be made to address other demotivation factors that might cause burnout, as knowing the ultimate factors of demotivation among learners could prevent and lessen them. This shows how important it is for future research to explore other factors in greater depth and identify effective strategies to address them. Moreover, it is recommended for educational institutions and instructors to prioritise and implement a supportive learning environment that promotes positive emotions, engagement and effective communication. This can be achieved through incorporating student-centered teaching approaches, nurturing strong relationships between educators and students, implementing stress management strategies and providing resources and support systems for students to cope with academic challenges and social pressures of learning. Overall, this study emphasises the significant relationship between motivation and demotivation factors in learning communication skills and how crucial it is to take the factors into account in order to cultivate a positive learning environment for learners.

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