

A Study of Satisfiers and Dissatisfiers As Motivation to Learn

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Abstract

In the current post-pandemic era, there are diverse perspectives regarding the mode of delivery for language learning. The implementation of hybrid learning is perceived differently among students. It also causes them to either become more motivated to learn or exhausted. The present study aims to examine how Herzberg's two-factor theory affects students' motivation to learn a language. This study employs a quantitative approach to 152 purposive samples. The instrument used is a 5 Likert-scale survey and is rooted from Herzberg's two factor principles Herzberg (1959) merged with Pintrich & De Groot's (1990) motivational construct and also cause of burnout by (Campos, et.al., 2011). The survey has 4 sections with 35 items in total. The findings reveal that students were satisfied the most with good grades and the level of understanding of the course content. On the other hand, their motivation decreases when they feel exhausted and emotionally drained. The implications of these findings shed light on the design of effective learning environments and strategies to enhance learner's motivation to improve educational outcomes.

Keywords: Satisfier, Dissatisfier, Learning Motivation, Burnout

Introduction

Background of Study

In the current post-pandemic era, there are diverse perspectives regarding the mode of delivery for language learning. The massive and rapid use of media and digital technology resources have broadened the implementation of hybrid learning. The combination approach

of traditional face-to-face instruction with online methods seeks high motivation from learners to sustain their focus and interest in learning. Students' learning motivation can be influenced by lecturers who have high teaching motivation (Mazulfah et.al., 2021). In a hybrid model, lecturers need to be creative and innovative to ensure the learning process is meaningful and satisfying (Sari e.al., 2021).

Instead of depending on external motivation for language learning, it is intriguing to observe how students adapt to the process themselves. The emphasis on the communicative approach in English language learning in Malaysia holds significant importance for several reasons. Firstly, English is widely recognized as an international language of communication, commerce, and technology. Proficiency in English opens doors to numerous educational and professional opportunities globally. Therefore, it is essential for Malaysian learners to develop strong speaking and listening skills in English to compete in the global arena.

The communicative approach promotes active engagement and participation in the language learning process. By encouraging learners to communicate meaningfully in real-life contexts, this approach enhances their ability to express themselves fluently and comprehend spoken English effectively. These skills are vital for successful communication, both in academic and professional settings.

Exploring learners' motivation in the context of hybrid learning is crucial due to the evolving educational landscape. Hybrid learning combines online and face-to-face components, providing flexibility and convenience while maintaining the benefits of direct interaction with instructors and peers. Understanding learners' motivation in this context can help educators and policymakers design effective language learning programs that cater to the specific needs and preferences of the learners.

The application of Herzberg's two-factor theory to learning motivation is a novel and significant extension of this motivational framework. By applying this theory to the domain of learning motivation, researchers can identify the factors that positively influence learners' motivation (satisfiers) and those that may hinder their motivation to learn English (dissatisfiers). This knowledge can inform the development of effective strategies and interventions to enhance learner motivation and optimize language acquisition outcomes.

In summary, there is a need to study the factors of English language learning motivation among students in Malaysia through the application of Herzberg's two-factor theory. This research is essential to thrive in an increasingly interconnected world and to enhance speaking and listening skills, which are vital for effective communication. Understanding learners' motivation and applying Herzberg's two-factor theory to learning motivation can provide valuable insights to improve language learning programs and facilitate successful language acquisition.

Statement of Problem

For many years, the Motivator-Hygiene theory developed by Herzberg has been used to gauge people's drive to succeed in their workplaces. However, there are very few studies on the connections between Herzberg's Two-factor theory and learning motivation in educational settings.

The research by Ibrahim et al (2023) reveals that it is possible to identify students' motives for language acquisition by applying the motivator and hygiene elements from Herzberg's Two-Factor Theory. The findings revealed that the application of Herzberg's Two-Factor Theory is feasible in finding the students' motivations in language learning.

Meanwhile, a study by Sankaran et al (2023) revealed that by using the Herzberg's motivation-hygiene theory, it was found that motivators were positively connected to satisfaction whereas hygienic variables were neutral. Students demonstrated a readiness to accept a more difficult challenge in exchange for intrinsic and future career gains. With the swiftly changing and challenging nature of language learning today, such as the incorporation of technology into teaching and learning, this will certainly open a new door to investigate the motivation of students in learning.

Consequently, the purpose of this study is to investigate how Herzberg's two-factor theory can influence language-learning motivation among students. The satisfiers and dissatisfiers elements of Herzberg's Motivator-Hygiene theory are anticipated to be taken into account by language instructors and curriculum developers when creating instructional materials to increase students' motivation and happiness in language learning.

Objective of the Study and Research Questions

This study is done to explore the motivating factors for learning among undergraduates. Specifically, this study is done to answer the following questions;

- How do satisfiers influence motivation to learn among undergraduates?
- How do dissatisfiers influence motivation to learn among undergraduates?
- Is there a relationship between satisfiers and dissatisfiers for learning?

Literature Review

Motivation for Learning

Motivation to learn pertains to an individual's motivation and desire to engage in learning activities and obtain new skills and knowledge. A growing body of literature has examined the topic of learning motivation and proposed related theories and models to understand it better. Vallerand and Ratelle (2002) have presented their Hierarchical Model of Intrinsic and Extrinsic Motivation which has highlighted the distinction between intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation relates to participation in an activity for the inherent pleasure and fulfilment of the activity, while extrinsic motivation relates to a wide range of behaviours characterised by the fact that they are performed for instrumental reasons instead of inherent ones. On the other hand, amotivation relates to a relative absence of motivation whereby amotivated students experience incompetency and helplessness that lead them to doubt the benefit of participating in the activity.

Another study by Ryan and Deci (2017) has proposed self-determination theory by laying out its six mini-theories: cognitive evaluation theory, organismic integration theory, causality orientations theory, basic psychological needs theory, goal contents theory, and relationships motivation theory. The different types of motivation in this theory can be distinguished by the level to which they indicate autonomous versus controlled regulations. For example, autonomously motivated behaviours are those that the person agrees with and is fully willing to do, while controlled motivated behaviours are those that the person feels internally or externally pressured or forced to do that resulted in contradictory or foreign actions with regard to that person's sense of self.

Burnout among Students

In the early stages of exhaustion, researchers were more concerned with the occupational field. Later, it was extended to the academic realm as researchers discovered that fatigue also affected education individuals (Kim et al., 2017). Maslach and Jackson (1981)

were the first to develop a burnout inventory and postulate that it occurs when three factors are present: emotional exhaustion, personal accomplishment, and depersonalisation. It was improved further by (Schaufeli et al., 1996). In general, the term 'burnout' refers to a condition characterised by emotional exhaustion, cynicism, and detachment, which is caused by an excessive amount of extreme stress (Lazarus & Folkman, 1984; Walburg, 2014). It is common for college students to experience burnout. This concept is also referred to as "academic boredom, student burnout, and learning burnout" (Olwage and Mostert, 2014; Feng et al., 2019; Shen et al., 2021; Li et al., 2022). Academic burnout is associated with the mental health of individuals in the field of education. It is commonly regarded as a learning condition described by faulty mental and physical responses to prolonged exposure to stressful events (Kim et al., 2021; Fiorilli et al., 2022; Song et al., 2022). Burnout typically occurs when students feel intimidated and exhausted because they lack (or believe they lack) the necessary resources to manage prolonged demanding situations (Di Chiacchio et al., 2016; Fiorilli et al., 2017; Fiorilli et al., 2022). Motivation is connected to burnout. The theory explains that external resources determine a student's learning behaviour. Students will experience demotivation if their psychological requirements, such as competence, autonomy, and relatedness, are not met by external resources (Davis et al., 2003; Ryan et al., 2017; Song et al., 2022).

Past Studies on Learning Motivation

In the literature, many studies have been published on learning motivation; however, only a few studies have been published on the use of satisfiers and dissatisfiers in learning motivation. A study conducted by Ibrahim et al (2023), for instance, examined the correlation between Herzberg's Motivator-Hygiene Theory and motivation for learning in academic environments, with a particular focus on language learning classrooms. The research employed a 5-point Likert-type questionnaire to assess the motivator (satisfier) and hygiene (dissatisfier) factors and established a correlation between the outcomes and the Pintrich & De Groot motivational scale. The research revealed that the Motivator-Hygiene Theory proposed by Herzberg provides support for the motivational factors that drive language learning among students. The presence of satisfiers, such as a pertinent curriculum and genuine lesson plans, can serve as a driving force for students to perform exceptionally well in the process of language acquisition. Conversely, dissatisfiers, such as inadequate classroom management, can have an adverse effect on motivation. The course content and attainment of high grades are highly valued by students, which is consistent with prior research findings. The presence of positive self-efficacy and control beliefs can serve as a motivating factor for students to achieve excellence in the realm of language acquisition. The findings suggest a modest positive correlation between satisfiers and dissatisfiers, underscoring the importance of fostering a constructive association between these factors in the context of language education.

Another study that focuses on learning motivation and burnout was conducted by (Rehman et al., 2020). It investigated the mediating function of social support and learning motivation in the association between burnout and psychological well-being among university students in China. This research employed a sample size of 486 individuals who were between the ages of 18 and 35 years. It was discovered that the association between burnout and psychological well-being was mediated by social support and learning motivation. The study found that a positive correlation exists between high levels of social support and enhanced learning motivation, resulting in decreased burnout and improved

psychological well-being. This association was particularly evident in collectivist cultures, such as those found in Asian countries. The findings of the study indicate that implementing intervention programmes that focus on enhancing social support and learning motivation could potentially enhance the psychological well-being of university students.

Past Studies on Burnout among Learners

Many studies have been done to investigate the issue related to burnout among learners. The aspects of focus vary in terms of learning profiles (Asikainen et.al., 2020), basic needs and personality traits (Sulea et.al., 2015), as well as learning motivation and engagement (Cazan, 2015).

On the aspect of learning profiles, Asikainen et.al (2020) have investigated students' learning profiles and their relationship to study-related burnout. The respondents are 339 first-year university students, and the instrument used is the HowULearn questionnaire (Parpala & Lindblom-Ylänne, 2012). Using SPSS Amos 22.0, and confirmatory factor analysis was conducted on the items measuring students' approaches to learning and study-related burnout. It was found that students of different learning profiles have different levels of tendencies of developing study-related burnout, which also affects their academic achievement. The study suggests that students' study skills and their learning processes should be considered when considering study-related burnout in higher education.

The study by Sulea et.al (2015) focuses on the relations between different kinds of well-being (engagement, boredom, and burnout) and personality, and evaluates whether basic need satisfaction has an incremental contribution over personality in explaining these types of well-being. The data was collected from questionnaires on the aspects of engagement, boredom, burnout, personality traits, and need satisfaction. The respondents of this study are 255 third and fourth year college students in Romania. The results suggest that certain personality factors play a role in well-being, which includes burnout. Students who scored high on neuroticism, and low on extraversion and agreeableness experienced higher levels of burnout. Moreover, burnout is also found to be negatively related to extraversion and agreeableness, other than also associated with unfulfilled psychological needs.

Learning motivation and engagement are the other issues of focus in relation to burnout which were investigated in the past studies. Cazan (2015) in her study investigated the associations between engagement, burnout and academic performance among university students. A set of questionnaires comprising The Maslach Burnout Inventory-Student Survey, the Utrecht Work Engagement Scale and the Motivated Strategies for Learning Questionnaire were administered to a sample of 202 undergraduate students. The results suggested significant and negative correlations between burnout and engagement. Significant correlations were also obtained between learning motivation, engagement and burnout. Generally, this study highlights the possibility to identify students who are at risk regarding their high level of burnout, which is a main predictor of academic dropout.

Conceptual Framework

The framework of this study is rooted from Herzberg's Two-Factor Principles (Herzberg, 1959). According to Herzberg (1959), there are two mutually exclusive factors at a place of work. In the context of this study, the place of work is considered the place where learners gain their knowledge. The two factors are satisfiers which is also seen as motivators for the learners. However, when learners can sometimes lack motivators when there are factors that can upset motivators. According to Rahmat (2018), both motivating and demotivating factors

are needed in learning. Some factors pushes learner, some facilitates ; while some pulls them to feel the need to learn. These factors are labeled as dissatisfier by (Herzberg, 1959). Figure 1 below shows the conceptual framework of the study. In the context of this study, the satisfiers can be seen as factors like motivators. Expectancy and affective (Pintrich & De Groot, 1990). Nevertheless, lack of satisfiers can lead to exhaustion or disengagement (Campos et.al., 2011).

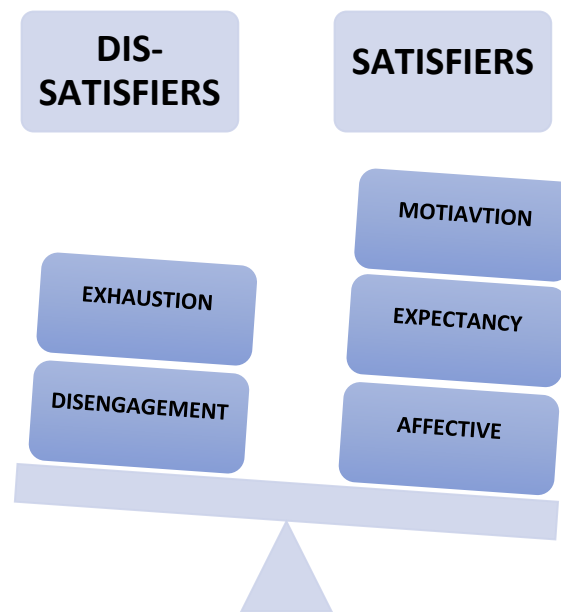


Figure 1- Conceptual Framework of the Study-
Balancing Satisfiers and Dissatisfiers for Learning Motivation

Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 152 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Herzberg's two factor principles (Herzberg, 1959) to merge with Pintrich & De Groot's (1990) motivational construct and also cause of burnout by Campos,et.al (2011) to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 14 items on satisfiers and section C has 21 items on dissatisfiers.

Table 1

Distribution of Items in the Survey

SECT	HERZBERG'S TWO-FACTOR PRINCIPLES (Herzberg,1959)	MOTIVATION & BURNOUT CONSTRUCT		VARIABLE	No Of Items	Total Items
B	SATISFIERS	MOTIVATIONAL SCALE Pintrich & De Groot (1990)	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY COMPONENT Pintrich & De Groot (1990)	(i)	Students' Perception of Self- Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	
						19
		AFFECTIVE COMPONENTS Pintrich & De Groot (1990)				5
C	DISSATISFIERS	BURNOUT-EXHAUSTION Campos,et.al (2011)				8
		BURNOUT-DISENGAGEMENT Campos,et.al (2011)				8
						21
		TOTAL NO OF ITEMS				40

Table 2

Reliability of Survey

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .921, thus, revealing a 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

Q1 Gender

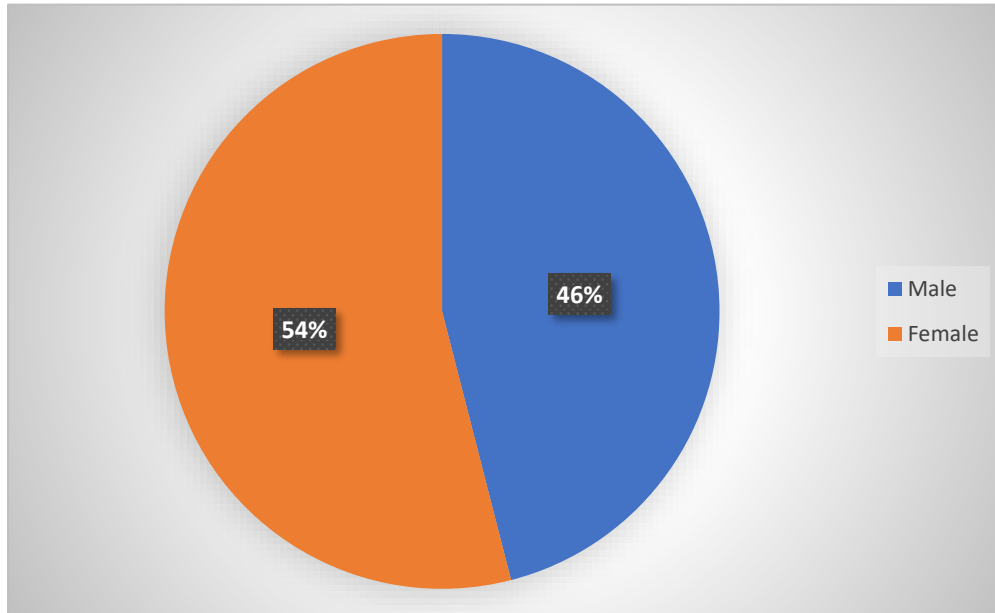


Figure 2-Percentage for Gender

Figure 2 shows the demographic profile of this study. 46% of the respondents are male and 54% are female.

Q2 Age Group

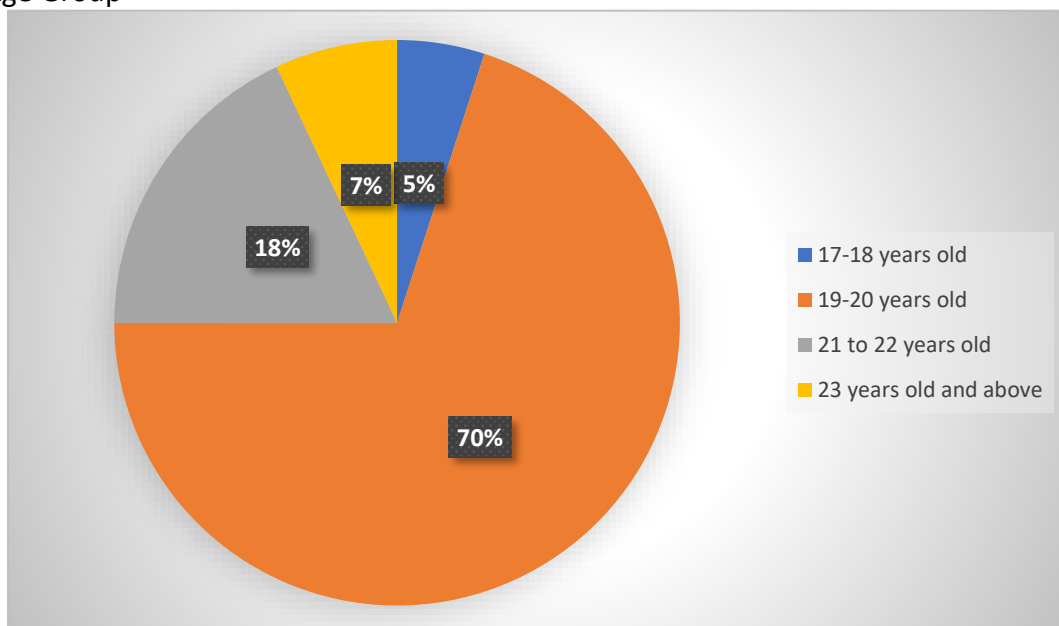


Figure 3-Percentage for Age Group

Figure 3 shows the age group of the respondents. Majority of the respondents are in the range of 19 to 20 years old. 18% of the respondents are 21 to 22 years old and less than 7% of the respondents are 17-18 years old. The remaining are 23 years old and above.

Q3 Discipline

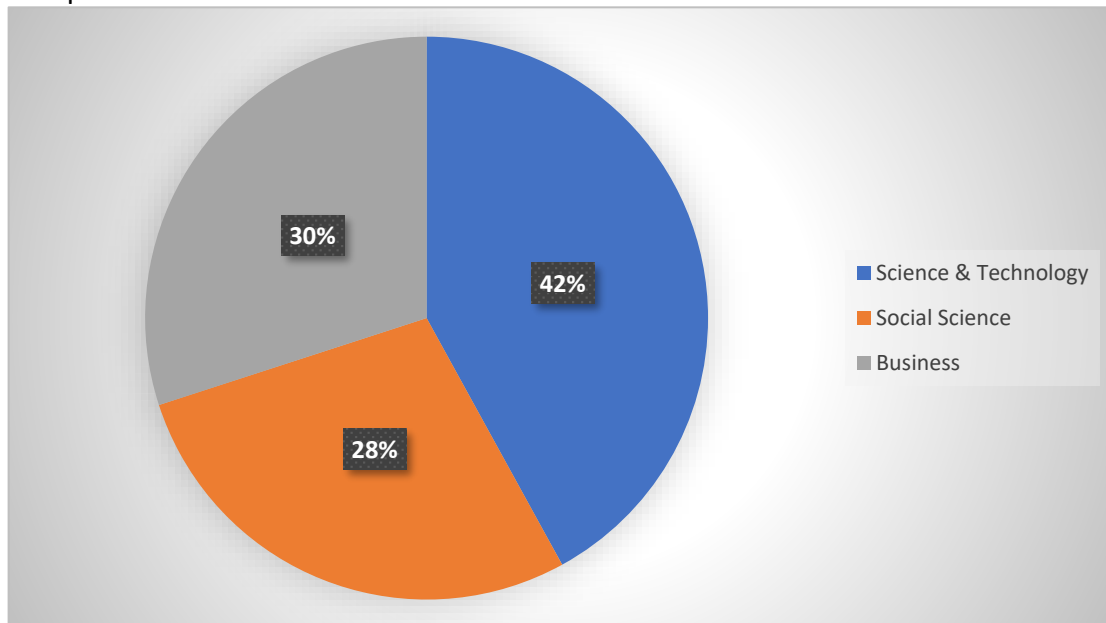


Figure 4-Percentage for Discipline

Figure 4 shows the respondents' discipline. 42% are from Science and Technology discipline followed by business (30%) and Social Science (28%)

Q4 Level

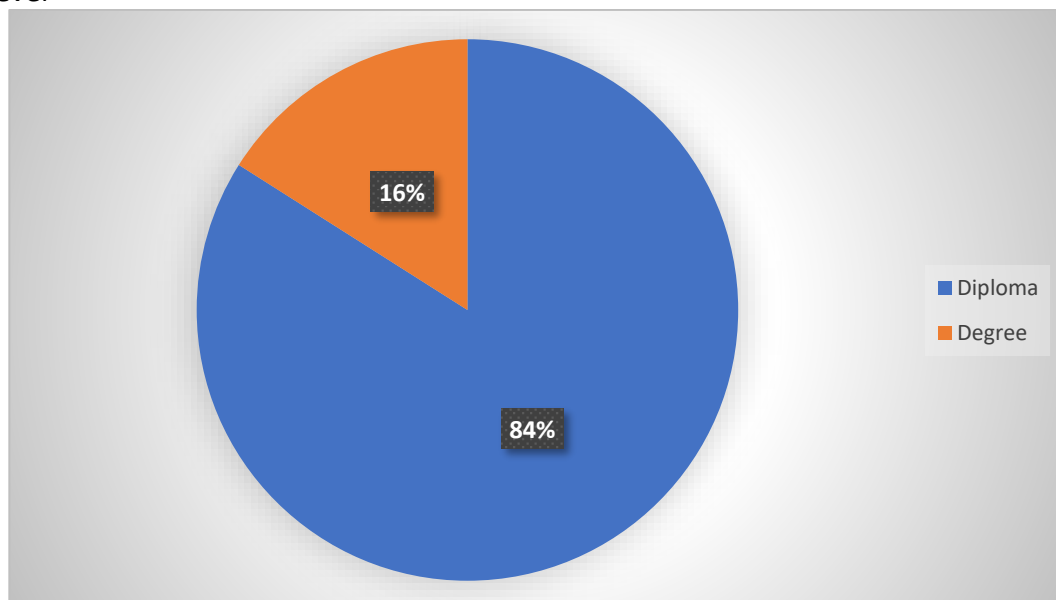


Figure 5-Percentage for Level

Figure 5 shows the education level that they are taking during the study. Majority of the respondents are diploma students (84%) followed by degree students (16%).

Findings for Satisfiers

This section presents data to answer research question 1- How do satisfiers influence motivation to learn among undergraduates? In the context of this study, satisfiers are measured by (a) motivational scale such as (i) intrinsic goal orientation, (ii) extrinsic goal orientation & (iii) task value beliefs; (b) expectancy component such as (i) students' perception of self-efficacy & (ii) control beliefs for learning as well as (c) affective component.

(a) Motivational Scale (12 items)

(i) Intrinsic Goal Orientation (4 items)

MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things.	3.7
MSVCQ2 In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.9
MSVCQ 3 The most satisfying thing for me in this program is trying to understand the content of the courses	4.1
MSVCQ 4 When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	3.8

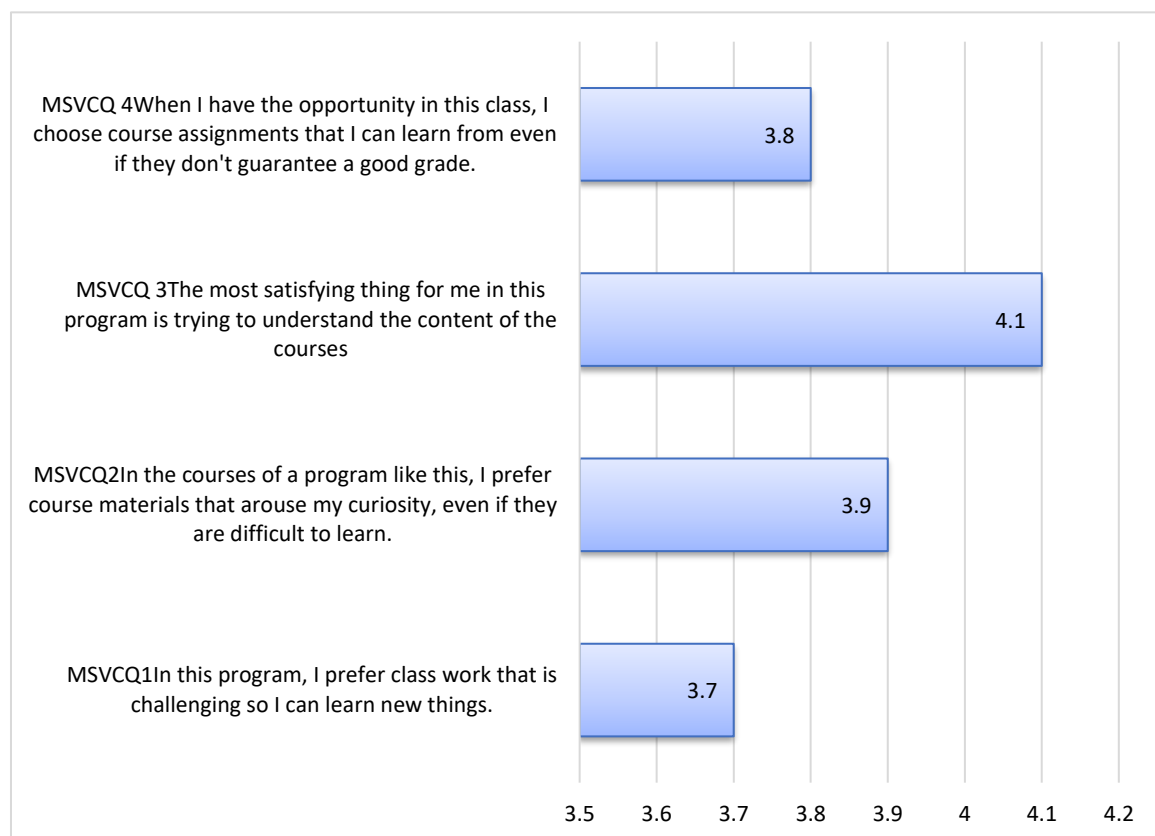


Figure 6-Mean for Intrinsic Goal Orientation

Figure 6 presents the mean scores for Intrinsic Goal Orientation scale. The highest mean score was recorded by the third item, whereby students responded positively that the most satisfying thing for them in the program was trying to understand the content of the courses (M=4.1). This was followed by other positively rated items whereby they reported that they preferred course materials that aroused their curiosity, even if the materials were difficult to

learn (M= 3.9), they chose course assignments that they could learn from even if the assignments did not guarantee a good grade (M=3.8), and lastly, they preferred class work that was challenging so they could learn new things (M=3.7).

(ii) Extrinsic Goal Orientation (3 items)

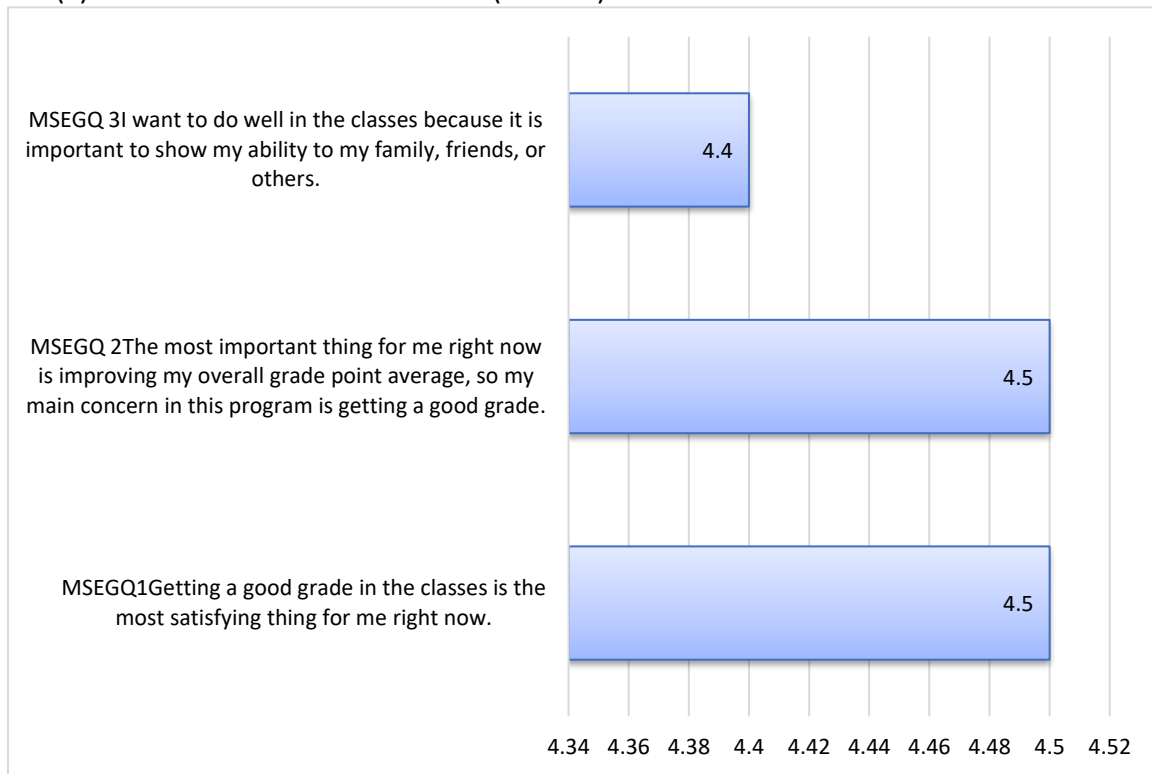


Figure 7-Mean for Extrinsic Goal Orientation

Figure 7 presents the mean scores for Extrinsic Goal Orientation scale. Both the first and second items recorded the highest mean score, M=4.5, whereby the respondents agreed that getting a good grade in the classes was the most satisfying thing for them and the most important thing for them at that moment was improving their overall grade point average, so their main concern in the program was getting a good grade. The third item received M=4.4, whereby the respondents agreed that they wanted to do well in the classes because it was important to show their ability to their family, friends, or others.

(iii) Task Value Beliefs (5 items)

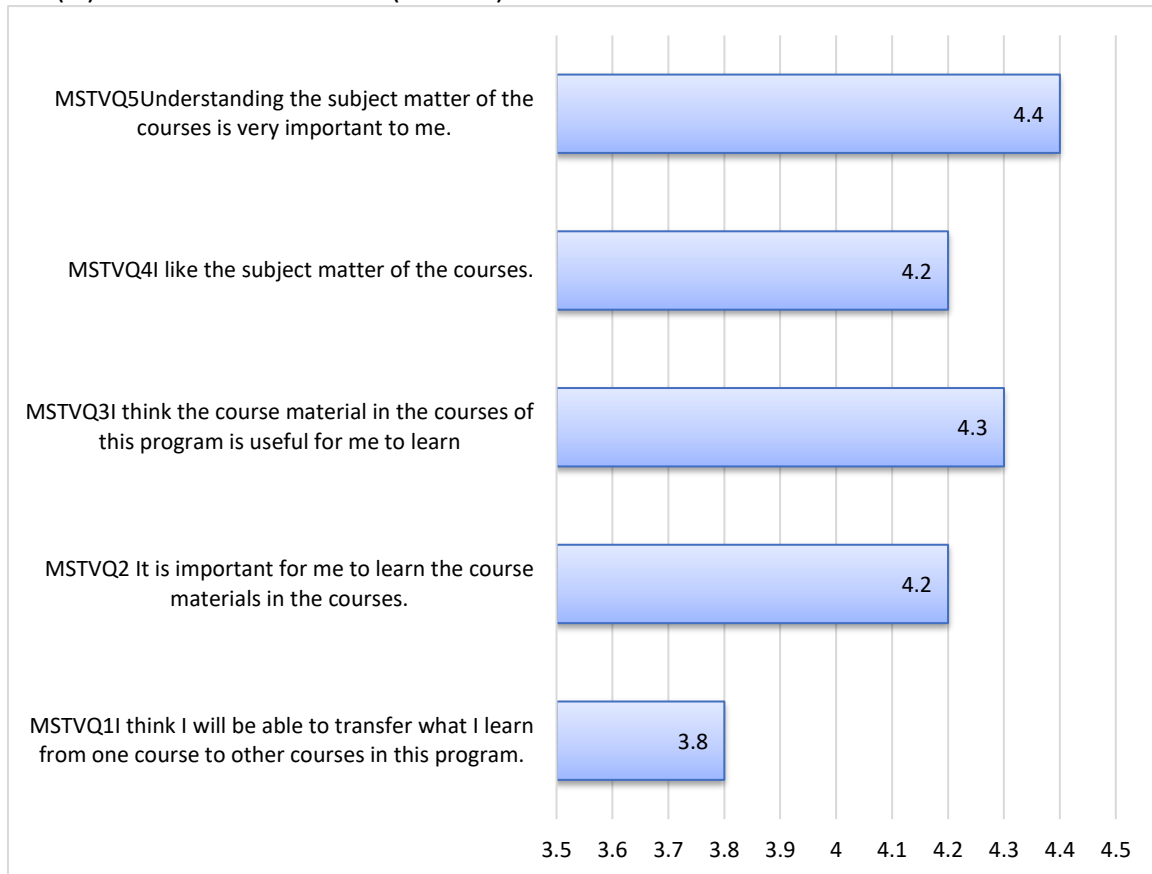


Figure 8-Mean for Task value Beliefs

Figure 8 displays the means for the respondents' task value beliefs. The items were recorded as receiving excellent ratings. "Understanding the subject matter of the course is very important" was rated as the most essential task value belief in learning ($M = 4.4$) among all items. It is followed by item MSTVQ3, which indicates that the course material in the programme's courses is beneficial for learning with a mean score of 4.3. Respondents gave equal weight to the MSTVQ2 and MSTVQ4 because mastering the course materials is as vital as enjoying the subject matter. The lowest mean is 3.8 for those learners who believed less in the transferability of their knowledge across the programme's courses.

(b) Expectancy Component- 7 items

(i) Students 'Perception of Self-Efficacy (5 items)

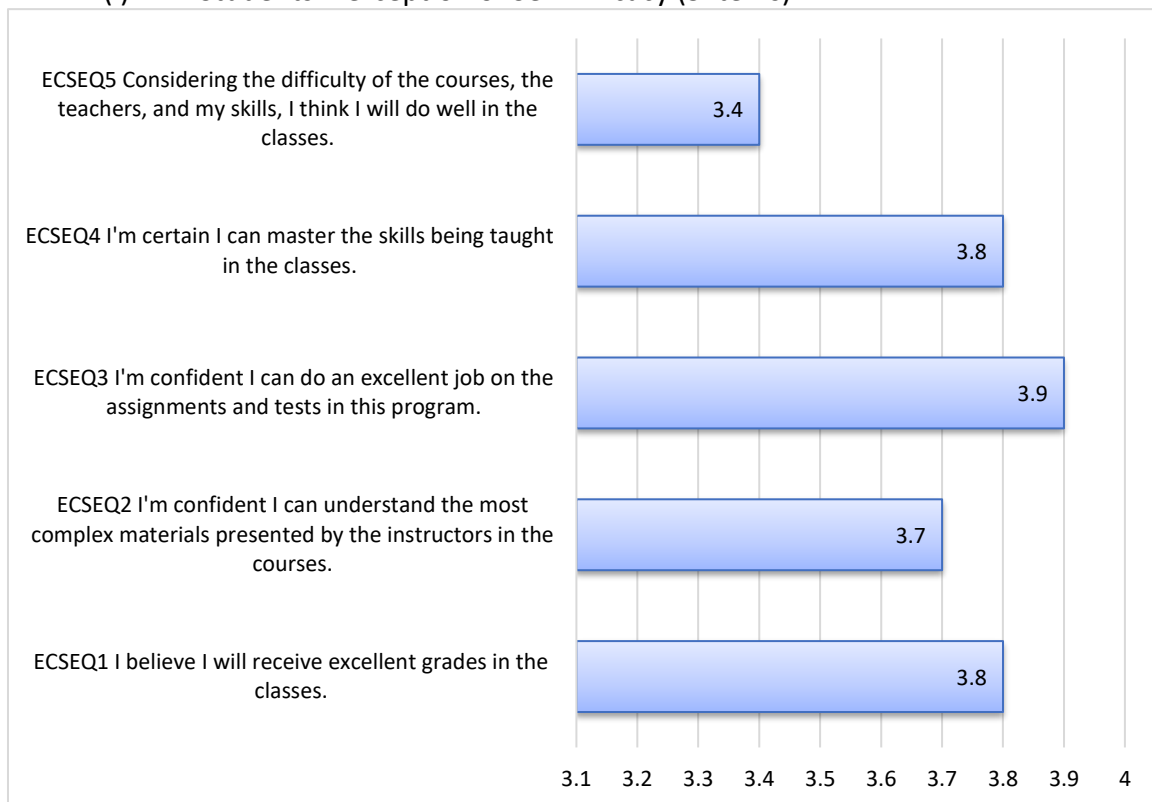


Figure 9-Mean for Students' Perception of Self-Efficacy

Figure 9 depicts the perception of self-efficacy among students. The component of expectation has an average mean value. Students felt the most confident about their ability to perform well on programme-related assignments and exams ($M = 3.9$). As certain as the students were that they would obtain the skills being taught in class ($M = 3.8$), they were equally certain that they would receive excellent grades. With a mean score of 3.7, students' confidence in their ability to comprehend the complex course materials presented by instructors follows closely behind. The mean score, which is 3.4, is the lowest, providing students confidence in the course's difficulty, their teachers, and their own abilities to succeed.

(ii) Control Beliefs for Learning (2 items)

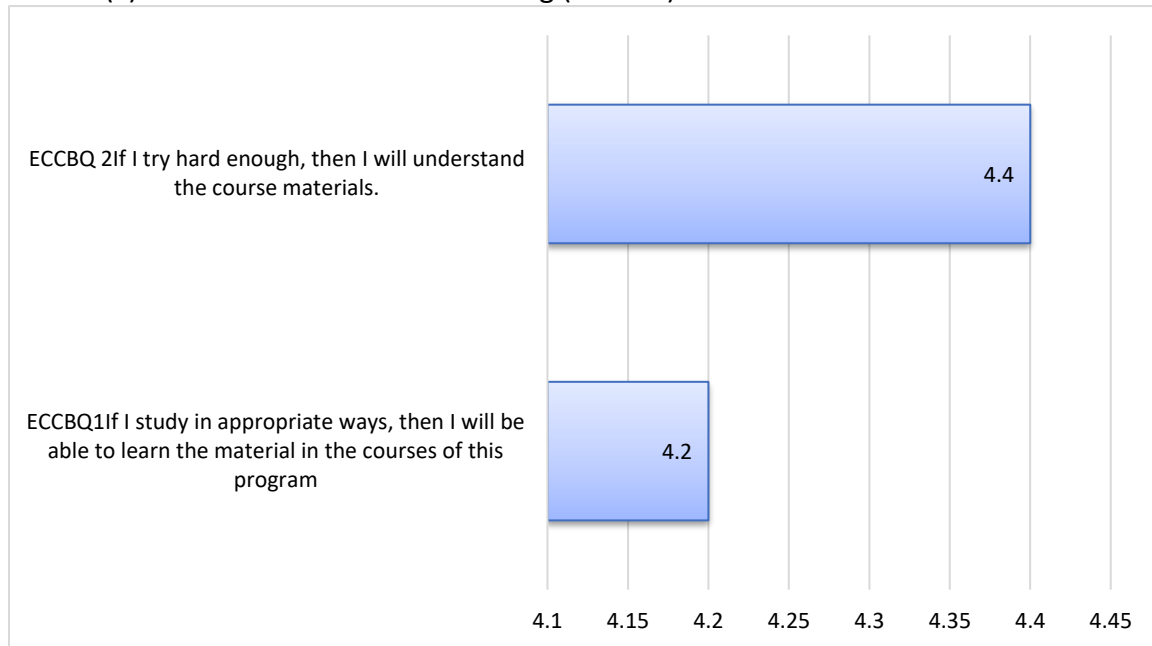


Figure 10-Mean for Control Beliefs for Learning

Figure 10 above illustrates the mean for control beliefs for learning. The mean value for the first statement is 4.2, where students believe that if they study in appropriate ways, they will be able to learn the material in the courses of this program. Students also agreed that if they try hard enough, they will be able to understand the course materials based on the mean value of 4.4.

(c) Affective Component -reversing (5 items)

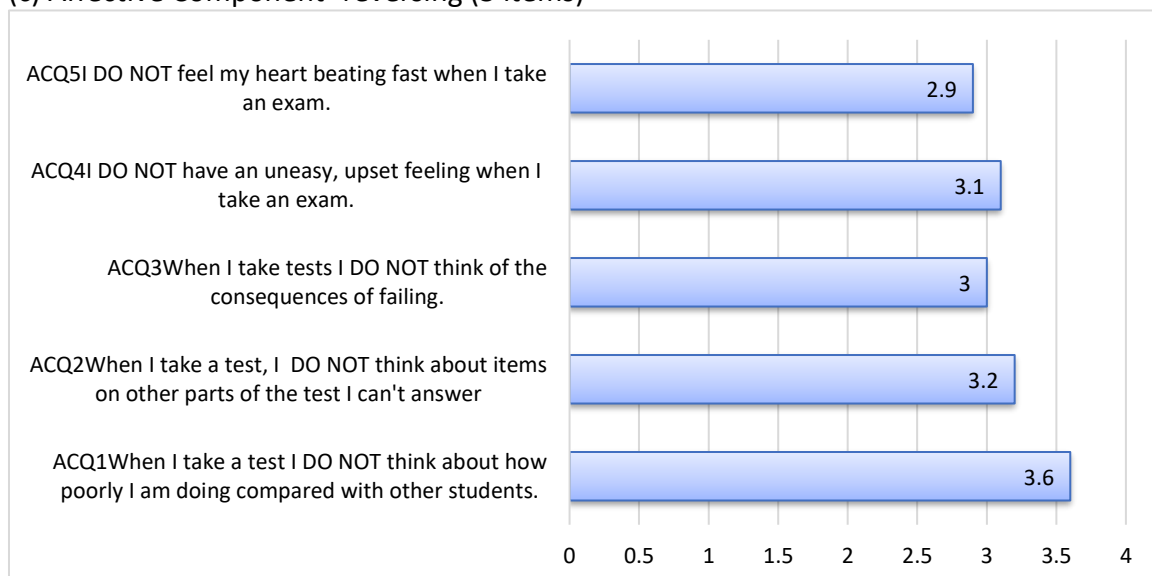


Figure 11-Mean for Affective Components

In Figure 11, you can see the mean values for the affective component (reversing). The highest mean value achieved is 3.6, where the learners agreed that they did not compare with other students on how poorly they are doing when taking a test. Additionally, based on the mean value of 3.2 they did not think about items on other parts of the test they could not answer,

and they are neutral with a mean value of 3 that they did not consider the consequences of failing while taking the test. A mean value of 3.1 was achieved for the fourth statement that asked whether the student felt uneasy or upset during the exam. The final affective component, "I do not feel my heart beating fast when I take an exam." has the lowest mean of 2.9.

Findings for Dissatisfiers

This section presents data to answer research question 2- How do dissatisfiers influence motivation to learn among undergraduates? In the context of this study, dissatisfiers are measured by (i) burnout exhaustion and (ii) burnout disengagement.

(i) BURNOUT (EXHAUSTION)

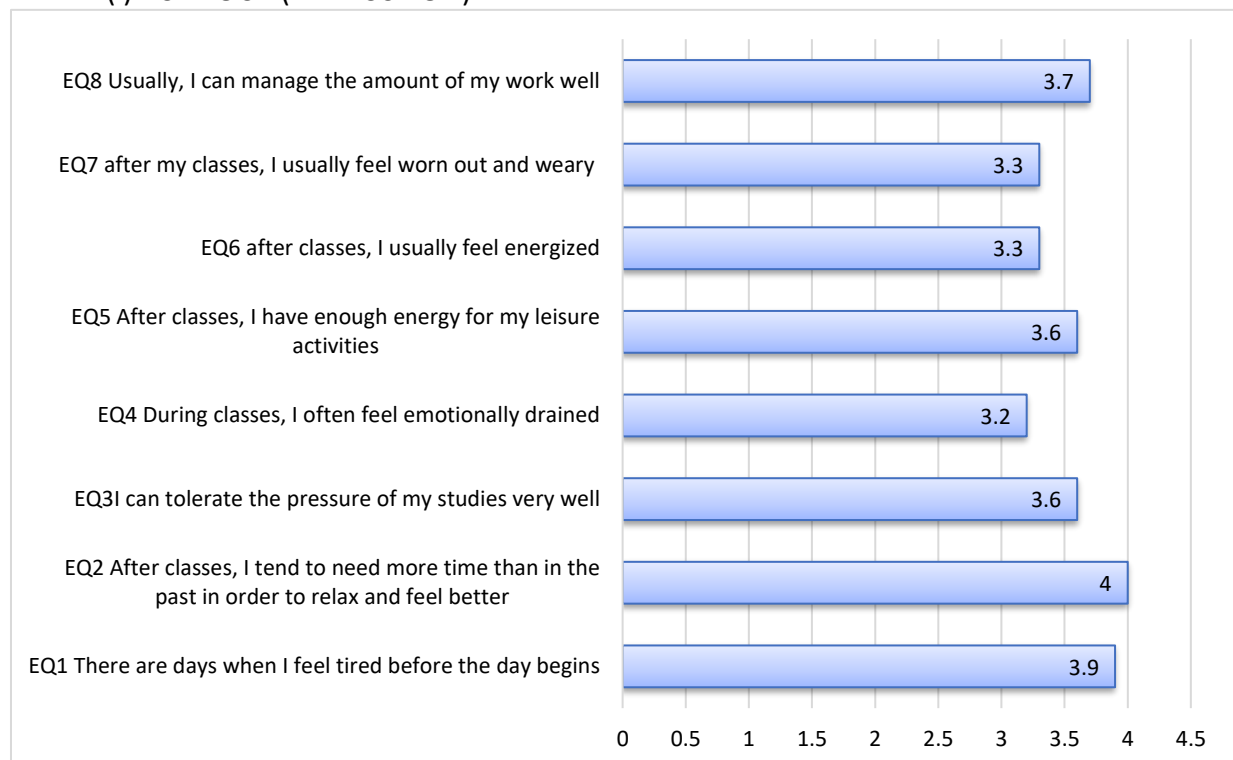


Figure 12-Mean for Burnout-Exhaustion

Figure 12 illustrates the mean for burnout-exhaustion. Among all 8 items, EQ2 recorded the highest mean ($M=4.0$), which indicates that the students need more time to relax and feel better after classes as compared to the past. It is followed by EQ1 ($M=3.9$) regarding the students feeling tired before the day begins. As for the lowest mean value, the item on feeling emotionally drained during class (EQ4) recorded the lowest ($M=3.2$), meanwhile EQ6 (feeling energized after class) and EQ7 (feeling worn out and weary after class) recorded the second lowest value at 3.3.

(ii) DISENGAGEMENT

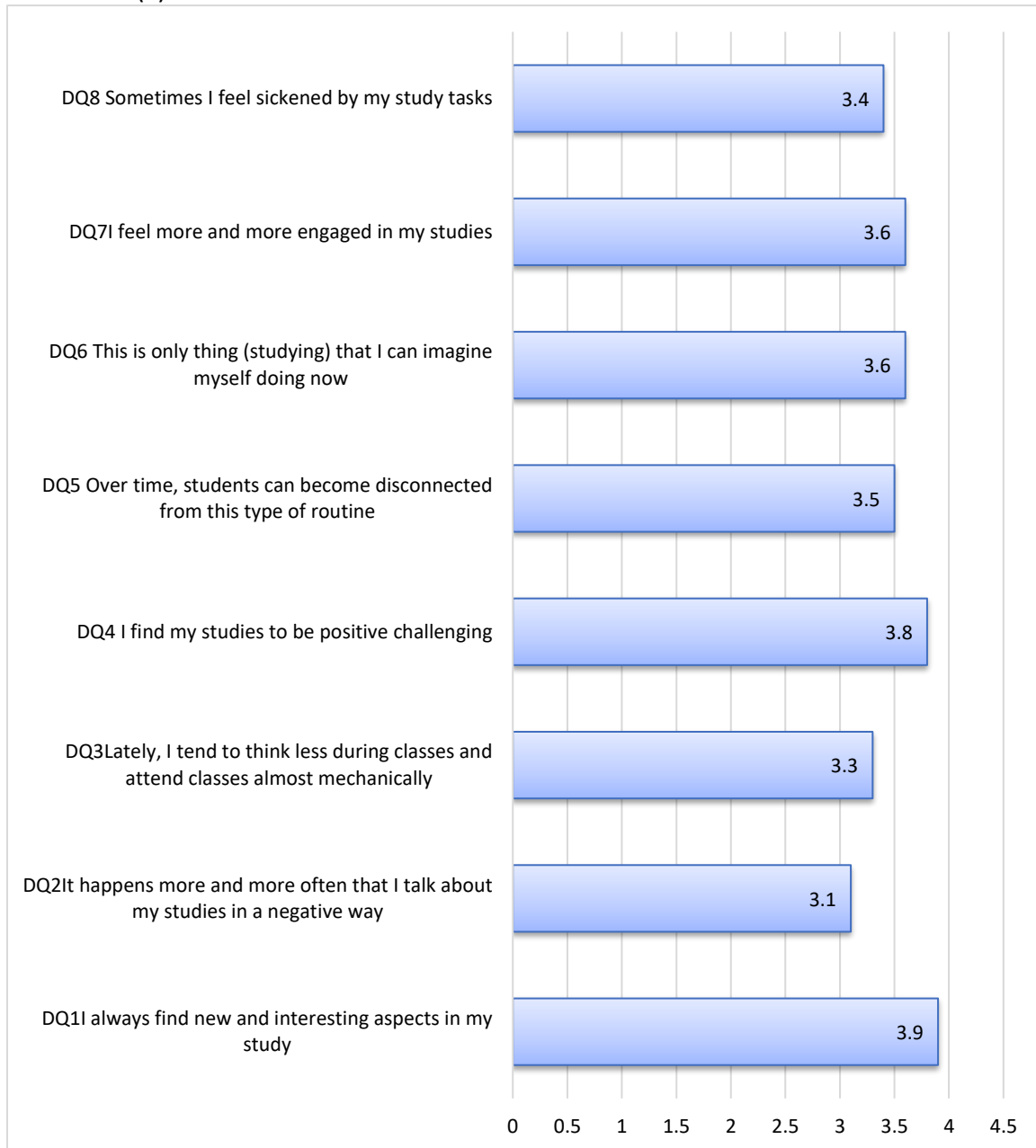


Figure 13-Mean for Disengagement

Figure 13 presents the mean for disengagement. The highest mean value is 3.9, for item DQ1 on studies being positively challenging for the students, meanwhile the lowest mean value is item DQ2 (M=3.1) regarding the frequency of the students talking negatively about studies. Another item which recorded a high mean value is DQ4 (M=3.8), which suggests that the students generally find their studies to be positively challenging.

Findings for Relationship between satisfiers and dissatisfiers

This section presents data to answer research question 3- Is there a relationship between satisfiers and dissatisfiers for learning?

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analysed using SPSS for correlations. Results are presented separately in table 3 below.

Table 3

		TOTALSATISFIERS	TOTALDISSATISFIERS
TOTALSATISFIERS	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	152	152
TOTALDISSATISFIERS	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	152	152

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

Table 3 shows there is an association between satisfiers and dissatisfiers. Correlation analysis shows that there is a high significant association between satisfiers and dissatisfiers ($r=.623^{**}$) 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 satisfiers and dissatisfiers.

Conclusion

Summary of Findings and Discussions

This study aims to explore the motivating factors rooted from the Herzberg two-factor principle, for learning among undergraduates. The first research question seeks to understand how satisfiers can influence their desire and drive to engage in learning activities. In the context of this study, satisfiers are measured by (a) motivational scale such as (i) intrinsic goal orientation, (ii) extrinsic goal orientation & (iii) task value beliefs; (b) expectancy component such as (i) students' perception of self-efficacy & (ii) control beliefs for learning as well as (c) affective component. For motivational elements, the finding suggests that students responded positively that the most satisfying thing for them was trying to understand the content of the courses. They also agreed that getting a good grade in the classes was the most satisfying thing for them and the priority at that moment was improving their overall grade point average. This report is also parallel with respondents' task value belief in learning, whereby understanding the subject matter of the course is very important. This result is aligned with a study by Ibrahim et al (2023) whereby students highly value the course content and the achievement of high grades. The existence of positive self-efficacy and control beliefs as dictate in the present study was also agreed as a driving force for students to excel in the field of language acquisition.

The second research question addresses the dissatisfiers that can hinder students' motivation and enthusiasm for learning. In the context of this study, dissatisfiers are measured by (i) burnout exhaustion and (ii) burnout disengagement. In general, students

stated that their motivation decreases when they feel exhausted and they need more time to relax and feel better after classes. Fortunately, despite the burnout, students did not show total disengagement from learning but regard their studies as interestingly and positively challenging. This is congruent with the above mentioned study by Cazan (2015) which also suggested significant and negative correlations between burnout and engagement.

The last research question points to the relationship between satisfiers and dissatisfiers. Correlation analysis shows that there is a high significant association between satisfiers and dissatisfiers. This means that there is a strong positive relationship between these two motivational factors.

Pedagogical Implications and Suggestions for Future Research

This study on motivation factors in language learning, using Herzberg's satisfiers and dissatisfiers principle (1959), holds significant utility and effectiveness in the field of education. By examining the details and factors of burnout among undergraduate students, this research sheds light on the challenges faced by learners and provides valuable insights for educators.

Understanding the motivation factors in language learning is crucial for educators as it allows them to tailor their teaching methods and strategies to meet students' needs. By identifying what motivates students, educators can incorporate these factors into the teaching and learning process, creating a supportive and engaging environment. This is particularly important in the post-pandemic era, where remote and hybrid learning has become more prevalent. Creating a motivating and supportive learning environment can help students overcome the challenges of online learning and maintain their enthusiasm for language acquisition.

Moreover, addressing motivation factors not only promotes positive learning experiences but also helps in reducing potential sources of burnout among students. Burnout is a state of physical and emotional exhaustion caused by prolonged stress and overwhelm. By being vigilant in identifying signs of burnout, such as fatigue and emotional drain, educators can intervene and provide support to students who may be experiencing these issues.

Incorporating motivating and creative activities in the classroom, providing constructive feedback, and personalizing instruction according to individual needs are effective strategies to ensure a conducive learning environment. These approaches can help students stay engaged, maintain their motivation, and prevent burnout.

The study on motivation factors in language learning, along with addressing burnout among students, is highly valuable and effective for educators. By understanding and incorporating these factors into teaching practices, educators can promote positive learning experiences, reduce burnout, and create an environment that fosters language acquisition and student success.

Future research should delve in different variables of motivation and burnout construct. It is also recommended to conduct a similar study to a larger sample size from different levels and disciplines. The intervention of learning styles in the future studies could also yield in-depth understanding on motivation factors and burnout causes.

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