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Motivating and Demotivating Factors in Learning: How Do they Relate to Each Other?

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Abstract

This study delves into the intricate interplay between motivating and demotivating factors in the context of learning. Education and skill acquisition are influenced by a myriad of factors that either inspire or hinder learners' engagement and progress. To gain a comprehensive understanding of the learning process, it is crucial to examine both factors and explore the relationships between these factors. This paper synthesizes existing research and theories to shed light on how motivating and demotivating factors are interconnected and how they contribute to learners' experiences of burnout. This study adopted a quantitative method survey involving 183 respondents from technical and non-technical courses in a public university in Malaysia. The instrument consists of three sections namely demographic with 3 items, followed by motivation with 24 items and demotivation section with 16 items. Through the quantitative analysis and the conceptual framework, this paper highlights instances where motivating and demotivating factors interact, potentially exacerbating burnout. The analysis of the correlation coefficient (r=.525**) and p-value(p=.000) reveals a significant and strong positive relationship between motivation and demotivation factors in learning. The study's outcomes provide evidence that learners' motivation and demotivation factors are not mutually exclusive but are interconnected in a way that warrants careful consideration.

Keywords: Motivation Factors, Demotivation Factors, Burnout

Introduction

Background of Study

Understanding the interplay between motivational and demotivational factors in learning is pivotal for enhancing educational practices. While motivation propels learners toward

achieving their goals and mastering new concepts, demotivation can hinder progress and impede the learning process. Investigating the relationship between these factors can shed light on how they influence each other, offering valuable insights into optimizing educational strategies and fostering a more conducive learning environment.

Motivating factors in learning are aspects, stimuli, or influences that inspire and encourage learners to engage in the process of acquiring knowledge, skills and understanding. These factors play a critical role in driving learners to actively participate, persist, and excel in their educational endeavours. Motivating factors can vary from person to person and context to context. Borah (2021) in a study, identified that common motivating factors in learning include intrinsic interest, sense of mastery, autonomy, relevance, challenge and achievement, recognition and feedback, personal goals and collaboration and social interaction.

On the contrary, demotivating factors in learning are elements or circumstances that hinder, discourage, or decrease individuals' motivation and engagement in the learning process. These factors can contribute to a decline in enthusiasm, persistence, and motivation in learning activities. Some common demotivating factors include lack of relevance, excessive pressure, unsupportive environment, lack of autonomy, fear of failure, resource limitations and burnout (Ahmad, 2021; Zolkapli et al., 2023).

Students in Malaysia, like those in other countries, experience a variety of factors that can either motivate or demotivate their learning efforts. These factors include academic pressures, teacher-student relationships, curriculum design, classroom environment, personal interests, extracurricular activities, and more. Burnout, which is a state of emotional, physical, and mental exhaustion caused by prolonged stress, is a phenomenon that can affect students. Factors such as high expectations, demanding study schedules, and societal pressures can contribute to burnout among students (Tee, K.R. et al. 2022; Arif et al. 2021). Motivated by the burnout issue among Malaysian students at the tertiary level, this study is conducted to explore the interrelationships between motivating and demotivating factors in learning and their potential impact on burnout.

Investigating how there motivating and demotivating factors interact and potentially contribute to burnout among Malaysian tertiary students can yield critical insights for educational institutions. Such insights could inform the development of interventions or strategies to mitigate demotivation, enhance motivation, and consequently, reduce burnout levels. Additionally, understanding these dynamics can contribute to fostering a more supportive and conducive learning environment.

The findings might offer practical implications for educators, policymakers and stakeholders in the Malaysian educational system, allowing them to tailor interventions that address specific factors contributing to student burnout while amplifying motivational aspects that facilitate effective learning experiences.

Statement of Problem

Certainly, there have been numerous past studies focused on exploring the factors that motivate and demotivate learners in the context of education. The influence of motivation significantly enhances learners' learning throughout the process of teaching and learning (Borah & Mayuri, 2021). The study conducted by Ahmad (2021) revealed that the primary factors causing demotivation in learning are excessive teacher lecturing, learners struggling with class assignments, and generally unengaging learning activities, which moderately

hindered their learning activities. Zolkapli et al (2023) suggested that addressing additional demotivation factors contributing to exhaustion is crucial, as their prevention and mitigation hinge on comprehending the fundamental origins of learner demotivation. Furthermore, there is a requirement for a comprehensive investigation to delve deeper into other influencing factors. In a study conducted by Lo KWK et al (2022), the participants were enrolled in credit-bearing service-learning courses only, within a consistent structured curriculum at a university in Hong Kong. Hence, this research accounts for a diverse range of disciplines, encompassing both technical and non-technical programs.

Objective of the Study and Research Questions

This study is done to explore the perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions;

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

Literature Review

Motivation and Demotivation for Learning

Motivation and demotivation are crucial factors that impact learning outcomes. Motivation refers to the internal drive and desire to engage in learning activities, while demotivation refers to the reduction or loss of motivation (Deci & Ryan, 1985). Various factors can influence motivation and demotivation in learning. One study identified the lack of self-esteem as a common demotivator that leads to learners' demotivation in learning a foreign language (Husniyah, 2019). Additionally, learners' level problems, such as lack of self-confidence, and learner's situation problems, such as the learning environment, can decrease the learners' motivation (Husniyah, 2019). On the other hand, motivation has been found to have a positive impact on academic achievement (Saaidin, 2020). Research suggests that the dimensions of motivation to learn are related to academic achievement (Saaidin, 2020). However, while motivation has received significant attention from researchers, demotivation has been a relatively under-researched area (Pawlak, 2017). Educators need to understand both motivation and demotivation to effectively support learners' learning and address any barriers to motivation (Pawlak, 2017). By considering factors such as self-esteem, learning environment, and individual differences, educators can create a supportive and motivating learning environment that enhances learners' engagement and achievement (Husniyah, 2019; Pawlak, 2017; Ali & Pathan, 2017). Ultimately, motivation and demotivation play crucial roles in shaping learners' learning experiences and outcomes, and further research is needed to explore these factors in depth (Pawlak, 2017).

Burnout among Learners

Burnout is not classified as a medical condition; rather, it's characterised in terms of occupational stress and mental health, and has been delineated by numerous organizations and researchers. One of the most widely accepted definitions comes from the World Health Organization (WHO) and is included in the International Classification of Diseases (ICD-11). According to the WHO's ICD-11, World Health Organization (2019), burnout is defined as a syndrome resulting from chronic workplace stress which is characterised by three dimensions: feelings of energy depletion or exhaustion, feelings of negativism or cynicism about one's job and reduced professional efficacy. On the other hand, academic burnout

refers to a state of physical and emotional exhaustion resulting from academic demands and responsibilities (Liu, 2023). According to Cornér et al. (2017) past studies, student burnout can occur as a result of increased workload and long-term academic pressure. Furthermore, academic burnout can negatively impact learning outcomes and mental well-being (Wu et al., 2023) and it is associated with poor academic performance, sleep disturbance, an increased risk of mental illness or substance use disorder, and neglect of physical and mental health (Kaggwa et al., 2021). Amidst these diverse interpretations, academic burnout surfaces as a complex phenomenon originating from prolonged stress among learners. It involves emotional, cognitive, and physical elements that impact learners' lives, engagement, and academic performance. It shows that, in the absence of effective emotional and stress management skills, students are susceptible to experiencing burnout. In order to effectively avoid and manage burnout among learners, it is important to address not just the emotional exhaustion part of the problem, but also the cognitive and motivational aspects as well. This strategy plays a crucial role in effectively averting and managing burnout among learners.

Past Studies on Motivation for Learning

Many studies have been conducted to investigate the motivation for learning. One such study by Ames (1992) examined the classroom learning environment in relation to the achievement goal theory of motivation. The study described different classroom structures that can influence children's orientation toward different achievement goals. Another study by Elliot & Church (1997) proposed and tested a hierarchical model of approach and avoidance achievement motivation in a college classroom. The study assessed mastery, performance approach, and performance-avoidance goals and examined their antecedents and consequences. The findings of these studies have implications for understanding how classroom structures and different types of goals can impact students' motivation for learning (Ames, 1992; Elliot & Church, 1997).

In addition to these studies, there have been other research efforts to explore various aspects of learning motivation. Vallerand et al. (1992) developed a measure of motivation toward education called the Academic Motivation Scale (AMS). The scale assesses three types of intrinsic motivation, three types of extrinsic motivation, and amotivation. The study cross-culturally validated the scale in English and found satisfactory levels of internal consistency and temporal stability. Another study by Ridha & Muassomah (2022) aimed to instil students' learning motivation through the teaching material of a literary text-based Qiraah learning. The study emphasized the importance of learning motivation in enhancing students' interest and focus on learning (Vallerand et al., 1992; Ridha & Muassomah, 2022).

Furthermore, research has explored the role of parental participation in improving children's learning motivation. El-Taro and Aryani EL-Taro & Aryani (2022) conducted a study on parental participation during the COVID-19 pandemic and found that parents play a significant role in providing learning motivation to students during distance learning. The study highlighted the aspects of facilities, time, and child psychology as important factors in parental involvement. Understanding the impact of parental participation can contribute to the development of strategies to enhance students' learning motivation (EL-Taro & Aryani, 2022).

Overall, past studies on motivation for learning have examined various factors such as classroom structures, achievement goals, intrinsic and extrinsic motivation, and parental involvement. These studies provide valuable insights into understanding the complex nature of learning motivation and its implications for educational practices. By identifying the factors

that influence students' motivation for learning, educators can design effective strategies to enhance students' engagement and achievement in the learning process (Ames, 1992; Elliot & Church, 1997; Vallerand et al., 1992; Ridha & Muassomah, 2022; EL-Taro & Aryani, 2022).

Past Studies on Burnout among Learners

Numerous studies have been conducted to explore burnout concerns among learners. The study by Kaggwa et al (2021) provides a systematic review and meta-analysis of the prevalence of burnout among university students from 24 low-and-middle-income countries (LMICs). The majority of the studies were conducted in Brazil and China and a total of 27,940 participants were taken from various training programmes, including postgraduate students and non-medical related programs. The study uses the Maslach Burnout Inventory (MBI) in the majority of the studies, ensuring consistency in the measurement of burnout. This study contributes to the understanding of burnout among university students in LMICs which was estimated to be 12.1% of the burden of burnout. A study by March-Amengual et al (2022) aimed to investigate the prevalence of psychological symptoms and burnout in first-year college students and their relationships with academic performance. A sample of 506 students from health sciences and non-health sciences undergraduate programs participated in the study. The Maslach Burnout Inventory-Student Survey (MBI-SS) questionnaire was utilized to measure burnout, specifically assessing emotional exhaustion, depersonalization, and personal accomplishment. The prevalence of psychological distress was found to be 27.1%, while burnout was reported by 7.3% of the students. The study found that academic performance was unaffected by psychological distress or burnout. However, non-health sciences students showed a greater risk of depression. Both studies emphasised the significance of prevention programs and the necessity for institutions to establish a psychological support system in order to mitigate student burnout.

Next, the study by Saatila et al (2021) focused on measuring the perceived stress and burnout levels among 314 accounting students during Open and Distance Learning (ODL) sessions. An electronic survey was conducted using the Perceived Stress Scale and MBI-SS questionnaires. The findings showed that 50% of the respondents experienced burnout from never to practically every week, and 50% felt perceived stress from never to sometimes. There was a substantial positive association between perceived stress and burnout, indicating that higher levels of perceived stress were associated with increased burnout among accounting students during ODL sessions. The study was limited to one university, which may restrict the generalizability of the results. Liu et al (2023) delved into the current state of academic burnout among Chinese college students and identified its influencing factors. The study utilised a cross-sectional design where the MBI-SS (with three subscales: reduced personal accomplishment, emotional exhaustion, and cynicism) instrument was employed to measure academic burnout among 22,983 Chinese college students. More than half of the students (59.9%) in the study experienced academic burnout shows a very significant issue that needs to be addressed. Moreover, factors such as gender, grade, monthly living expenses, smoking, parents' education level, study and life pressures, and the current degree of professional knowledge interest significantly impacted academic burnout. Liu et al (2023) suggested the need for longitudinal studies to establish true causal relationships with burnout syndrome and implement an effective wellness program to reduce student burnout.

The following studies discussed the burnout scenario during the post Covid-19 and returning to the face to face classes. Estrada-Araoz et al (2023) found an inverse and significant association between academic burnout and university students' engagement in the Peruvian

Amazon, particularly when returning to face-to-face classes. The study was non-experimental, which included sociodemographic information and the application of the MBI-SS and the UWES-S Scale instrument with a sample size of 342 students. The preliminary results indicated that the students had moderate levels of academic burnout and engagement. There was a significant inverse relationship between academic burnout and student engagement, with significant correlations found between specific dimensions of burnout and engagement. The study concluded that addressing academic burnout is crucial for fostering student participation in the class. The research carried out by Tran et al (2023) aims to understand the prevalence of academic burnout among international university students in Taiwan during the post-COVID-19 new normal and explore the preventive measures of academic resilience. MBI-SS and the Student Resilience Survey (SRS) were used to collect data from 383 foreign university students. The overall prevalence of high academic burnout was determined to be 12.01%. Participants reported significant depression and anxiety but moderate to high perception of academics and relationships. Resilience components were found to have strong associations with burnout symptoms, implying that resilience may assist prevent burnout among international university students in the post-COVID-19 new normal.

Past studies suggest that there is a noticeable rise in burnout among students. In general, the researchers believe that a more comprehensive investigation into this burnout phenomenon is necessary to make sure it does not adversely impact academic performance. This entails a thorough exploration of the factors that contribute to it, including the aspects that both motivate and demotivate learners, along with the exploration of potential solutions.

Conceptual Framework

Learning in higher institutions can sometimes be tough for students and what gives them the drive to succeed are the motivating and demotivating factors. More often than not, students need genuine intrinsic and extrinsic motives for learning (Rahmat, 2019). Figure 1 below shows the conceptual framework of the study. This study is done to explore motivating and demotivating factors for learning among students in higher institutions of learning. According to Pintrich & De Groot (1990), students' motivation comes from value components, expectancy and affective components. Nevertheless, even highly motivated students can sometimes be demotivated when faced with burnout. According to Campos, et al. (2011), burnout can be caused by exhaustion and disengagement.

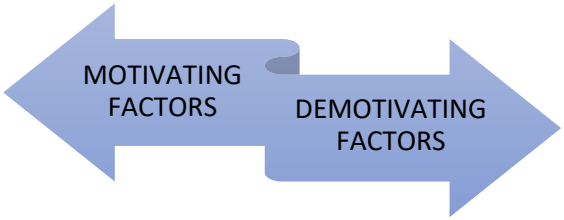

Figure 1- Conceptual Framework of the Study-
Motivating and Demotivating Factors in Learning.

Methodology

This quantitative study is done to explore learners' motivation and the cause of burnout. A purposive sample of 183 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Pintrich & DeGroot (1990) and Campos, et al. (2011) to

reveal the variables in Table 1 below. The survey has 3 sections. Section A has 3 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	FACTORS	CONSTRUCT		VARIABLE	No of Items	Total Items	
B	MOTIVATION (Pintrich & De Groot, 1990)	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12	24
			(ii)	Extrinsic Goal Orientation	3		
			(iii)	Task Value Beliefs	5		
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self- Efficacy	5	7	
			(ii)	Control Beliefs for Learning	2		
		AFFECTIVE COMPONENTS				5	
C	DEMOTIVATION (Campos, et al. 2011)	BURNOUT		Exhaustion		8	16
				Disengagement		8	
		TOTAL NO OF ITEMS					40

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.910	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .910, 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

This section gives information about the demographic profile of the respondents based on three demographic questions, consisting of gender, programme level and discipline. There are no control groups and all findings have been stated in the statistical table.

Q1 Gender

1	Male	40%
2	Female	60%

Figure 2- Percentage for Gender

Based on the gender statistics depicted in Figure 2, the study has identified a notable disparity between female learners, accounting for 60%, and male learners, constituting 40%. This implies that out of the participants involved in this study, 100 were female learners, while 73 were male learners.

Q2 Programme Level

1	Diploma	50%
2	Degree	50%

Figure 3- Percentage for Programme level

Figure 3 reveals a balanced distribution among program levels, with an equal 50% of participants in this study falling into either Degree level or Diploma level categories. This equilibrium underscores the study's comprehensive representation across different educational levels.

Q2 Discipline

1	Technical	55%
2	Non-Technical	45%

Figure 4- Percentage for Discipline

The statistics table presented in Figure 4 indicates that a higher percentage of learners from technical disciplines, specifically 55% took part in this study in comparison to learners from non-technical disciplines, which accounted for 45%. The technical disciplines encompassed learners from Science & Technology (S&T) programs, while non-technical learners were sourced from programs outside the realm of S&T, including programs like Business & Management, Accounting, Language Studies, etc.

Findings for Motivation Factors

This section presents data to answer research question 1- How do learners perceive their motivation factors in learning?

SECTION B- MOTIVATIONAL SCALE (12 items)
A.VALUE COMPONENT
Section B describes the motivational scale among learners in terms of value component which falls under 3 categories including intrinsic goal orientation, extrinsic goal orientation and task value beliefs.

(i) Intrinsic Goal Orientation (4 items)

	Mean
MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things.	3.6
MSVCQ2 In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.6
MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses	4
MSVCQ4 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.	3.3

Figure 5- Mean for Intrinsic Goal Orientation

Figure 5 illustrates the intrinsic goal orientation of learners. The highest mean score, reaching 4.0, corresponds to the statement “MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses”. Meanwhile, the statements “MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things” and “MSVCQ2 In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn”, both share a similar mean value of 3.6. The final statement “MSVCQ4 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” holds the lowest mean value of 3.3. This observation aligns with the principles of Self-determination Theory (SDT), indicating that learners derive contentment from their efforts to grasp the course contents. Furthermore, their inclination towards demanding tasks and courses that spark curiosity coincides with the findings of Borah, Mayuri (2021), which highlight intrinsic motivation as being driven by a personal interest or enjoyment in tasks, such as course assignments.

(ii) Extrinsic Goal Orientation (3 items)

	Mean
MSEGQ1 Getting a good grade in the classes is the most satisfying thing for me right now.	4.4
MSEGQ2 The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade.	4.4
MSEGQ3 I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.2

Figure 6- Mean for Extrinsic Goal Orientation

The research findings from Figure 6 reveal a consistent pattern of extrinsic goal orientation among the participants, with mean values indicating a strong emphasis on external rewards and validation. Participants reported a mean value of 4.4 for both Item 1 ("Getting a good grade in the classes is the most satisfying thing for me right now") and Item 2 ("The most important thing for me right now is improving my overall grade point average, so my main

concern in this program is getting a good grade"), reflecting a high level of motivation driven by the desire for academic success and good grades. Additionally, Item 3 ("I want to do well in the classes because it is important to show my ability to my family, friends, or others") yielded a slightly lower mean value of 4.2 but still indicated a significant inclination towards seeking external recognition and validation as a motivator for academic performance. These findings suggest that the participants in this study place a substantial emphasis on extrinsic factors in their academic pursuits, highlighting the need for further exploration of the impact of such orientations on their educational experiences and outcomes.

(iii) Task Value Beliefs (5 items)

	Mean
MSTVQ1 I think I will be able to transfer what I learn from one course to other courses in this program.	4.5
MSTVQ2 It is important for me to learn the course materials in the courses.	4
MSTVQ3 I think the course material in the courses of this program is useful for me to learn	4
MSTVQ4 I like the subject matter of the courses.	3.8
MSTVQ5 Understanding the subject matter of the courses is very important to me.	4.2

Figure 7- Mean for Task Value Beliefs

The research findings presented in Figure 7 shed light on the participants' task value beliefs regarding their educational experience. Notably, Item 1 ("I think I will be able to transfer what I learn from one course to other courses in this program") garnered the highest mean value of 4.5, indicating a strong belief in the applicability and transferability of knowledge gained across different courses within the program. Furthermore, Items 2 and 3 ("It is important for me to learn the course materials in the courses" and, "I think the course material in the courses of this program is useful for me to learn") both received mean values of 4, emphasizing the perceived significance and utility of the course content for the participants. While Items 4 and 5 ("I like the subject matter of the courses" and "Understanding the subject matter of the courses is very important to me") yielded slightly lower mean values of 3.8 and 4.2, respectively, they still underscored the importance of subject matter comprehension and the overall positive disposition towards the course materials. These findings collectively suggest a strong endorsement of the value and relevance of the educational content within the program, potentially influencing the participants' engagement and motivation in their coursework.

SECTION C -EXPECTANCY COMPONENT- 7 items

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

	Mean
ECSEQ1 I believe I will receive excellent grades in the classes.	3.5
ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.2
ECSEQ3 I'm confident I can do an excellent job on the assignments and tests in this program.	3.4
ECSEQ4 I'm certain I can master the skills being taught in the classes.	3.4
ECSEQ5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.6

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

Figure 8 demonstrates the mean score, which reflects students' perceptions of self-efficacy and beliefs about their academic performance and abilities. The highest mean score (M: 3.6) signifies students' confidence in 'doing well in the classes'. This statement takes into account the challenges posed by the courses, the quality of teaching, and their own skills, suggesting that students have a relatively optimistic perspective on their potential success. Subsequently, the mean value of 3.5 for ECSEQ1 suggests that the students express a moderate level of belief in their ability to achieve excellent grades in their classes. The data also reveal an equal mean score of 3.4 for questions ECSEQ3 and ECSEQ4 indicating their confidence in completing the assessment effectively and a moderate level of self-assurance to learn and apply the subject matter. With a mean value of 3.2, the students show an average level of confidence in 'understanding the most complex course topics offered by instructors' which suggests uncertainty in their perceived ability to handle complex academic content.

(ii) Control Beliefs for Learning (2 items)

	Mean
ECCBQ1 If I study in appropriate ways, then I will be able to learn the material in the courses of this program	4.2
ECCBQ2 If I try hard enough, then I will understand the course materials.	4.3

Figure 9- Mean for Control Beliefs for Learning

Figure 9 represents responses to two items on a questionnaire related to student's beliefs about their ability to succeed in their courses. The mean score for ECCBQ1 is 4.2 suggests that the students moderately agree with the statement and believe that using effective study strategies will contribute to their ability to grasp the course material. For question ECCBQ2, the mean value of 4.3 recommends slightly stronger agreement, indicating students are more confident in their own efforts and it leads to a better understanding of the course materials.

SECTION D -AFFECTIVE COMPONENT -reversing (5 items)

	Mean
ACQ1 When I take a test I think about how poorly I am doing compared with other students.	3
ACQ2 When I take a test, I think about items on other parts of the test I can't answer	3
ACQ3 When I take tests I think of the consequences of failing.	2.8
ACQ4 I have an uneasy, upset feeling when I take an exam.	2.8
ACQ5 I feel my heart beating fast when I take an exam.	2.7

Figure 10- Mean for Affective Components

Figure 10 shows a set of statements related to test-taking experiences and their emotions. The mean score for questions ACQ1 and ACQ2 is 3, indicating a modest level of agreement. Students tend to compare their performance to other students during exams and they are often thinking and distracted by unanswered questions. While questions ACQ3 and ACQ4 have the same mean score of 2.8, this indicates that, on average, students are aware of the consequences of not performing well on the exam and tend to feel uneasiness or distress during the exam. The mean score for the question 'I feel my heart racing rapidly when I take an exam' is 2.7, showing students' physical response to the exam environment. Based on the findings, there is a need to support students in managing their emotional responses during exams.

Findings for Demotivation Factors

This section presents data to answer research question 2- How do learners perceive their demotivation factors in learning? As learning is a long process of achieving knowledge, learners tend to get demotivated while learning.

Section E- Burnout (Exhaustion)

	Mean
EQ1 There are days when I feel tired before the day begins	4
EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	4.1
EQ3I can tolerate the pressure of my studies very well	3.2
EQ4 During classes, I often feel emotionally drained	3.3
EQ5 After classes, I have enough energy for my leisure activities	3.2
EQ6 after classes, I usually feel energized	3
EQ7 after my classes, I usually feel worn out and weary	3.4
EQ8 Usually, I can manage the amount of my work well	3.4

Figure 11- Mean for Exhaustion

Figure 11 displays the mean for exhaustion experienced by learners while attending classes. The highest mean score, reaching 4.1, corresponds to the statement “EQ2 After classes, I tend to need more time than in the past in order to relax and feel better”. Following closely is the statement “EQ1 There are days when I feel tired before the day begins” with an average mean score of 4.0. These findings indicate that when learners lack sufficient time to relax after one class, it influences their sense of exhaustion in the subsequent class. This notion is supported by the responses to the statements “EQ7 After my classes, I usually feel worn out and weary”

and "EQ4 During classes, I often feel emotionally drained", both of which garnered mean scores of 3.4 and 3.3, respectively. The statement "EQ8 Usually, I can manage the amount of my work well" holds an average mean score of 3.4. Regarding the innate sentiments expressed in relation to "EQ3 I can tolerate the pressure of my studies very well" and "EQ5 After classes, I have enough energy for my leisure activities" both statements received an average mean score of 3.2 However, the statement "EQ6 After classes, I usually feel energized" achieved a relatively lower mean score of 3.0. Numerous factors contribute to exhaustion experienced during learning, notably the classroom environment that deters students' concentration (Takase et al., 2019).

Disengagement

	Mean
DQ1 I always find new and interesting aspects in my study	3.6
DQ2 It happens more and more often that I talk about my studies in a negative way	3.1
DQ3 Lately, I tend to think less during classes and attend classes almost mechanically	3.2
DQ4 I find my studies to be positive challenging	3.7
DQ5 Over time, students can become disconnected from this type of routine	3.6
DQ6 This is only thing (studying) that I can imagine myself doing now	3.5
DQ7 I feel more and more engaged in my studies	3.4
DQ8 Sometimes I feel sickened by my study tasks	3.5

Figure 12- Mean for Disengagement

Numerous scenarios contribute to a lack of engagement in the learning process, as illustrated in Figure 12. The statement "DQ4 I find my studies to be positive challenging" garnered the highest average score at 3.7. This was followed by "DQ1 I always find new and interesting aspects in my study" and "DQ5 Over time, students can become disconnected from this type of routine", both yielding an average value of 3.6. In relation to "DQ6 This is only thing (studying) that I can imagine myself doing now" and "DQ8 Sometimes I feel sickened by my study tasks", which both had an average value of 3.5, as well as "DQ7 I feel more and more engaged in my studies", scoring a mean value of 3.4, it becomes evident that many learners necessitate a heightened focus on their classes and assignments, potentially stemming from feelings of confusion during lectures or the overwhelming demands of numerous tasks (Takase, M., Niitani, M., Imai, T., & Okada, M, 2019). A significant number of learners appear to relate to "DQ3 Lately, I tend to think less during classes and attend classes almost mechanically" and "DQ2 It happens more and more often that I talk about my studies in a negative way", both receiving average scores of 3.2 and 3.1, respectively.

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 in learning? To determine if there is a significant association in the mean scores between motivation and demotivation, data is analysed using SPSS for correlations. Results are presented separately in Table 3 below.

Table 3-Relationship between Motivation and Demotivation

Correlations

		MOTIVATION	DEMOTIVATION
MOTIVATION	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	183	183
DEMOTIVATION	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	183	183

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

Table 3 shows there is an association between motivation and demotivation. Correlation analysis shows that there is a highly significant association between motivation and demotivation (r=.525**) and (p=.000). According to Jackson (2015), the coefficient is significant at the .05 level and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivation and demotivation.

Conclusion

Summary of Findings and Discussions

The result highlights the need for a thorough instructional strategy that recognizes the delicate balance between motivating and demotivating variables, especially as they relate to burnout. The findings show that the observed link between motivation and demotivation is significant and positive. According to Jackson's (2015) definition of the correlation scale, there is a strong and significant connection between motivation and demotivation. With such a high positive link, it is implied that when levels of motivation rise, demotivation rises as well, and vice versa. Although it may seem contradictory, this finding aligns with the recognition that educational settings are influenced by multifaceted dynamics that simultaneously stimulate and hinder learners' engagement. As such, the development of a climate that fosters intrinsic motivation while proactively addressing possible demotivators is advised for educators. On the other hand, learners can gain from increased awareness of these linked elements by arming them with practical ways to maintain motivation and lower their risk of burnout.

Pedagogical Implications and Suggestions for Future Research

In view of the complex interactions between motivating and demotivating elements in the learning process, with a particular focus on their consequences for burnout, this research adds to the body of knowledge. Stakeholders can improve educational experiences and outcomes while preventing burnout by understanding the possible impact of both positive and negative factors. By integrating strategies that prioritize individual interests, holistic well-being, and balanced achievement, the Malaysian educational landscape can cultivate a generation of students who are not only academically accomplished but also emotionally resilient. Research in this area can continue to provide techniques that help learners and educators deal with shifting dynamics of motivation, demotivation, and burnout.

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