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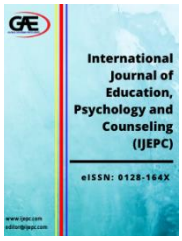

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EXPLORING LEARNERS' MOTIVATION AND LEARNERS' BURNOUT FROM HERZBERG'S DUAL-FACTOR THEORY

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Abstract:

This study aims to explore learners' motivation and burnout from Herzberg's two-factor motivation theory. The theory explores motivation and dissatisfaction in learners. This quantitative study investigates the relationship between learners' motivation and learners' burnout based on Herzberg's motivation theory. A sample of 103 respondents from Social Sciences and Science and Technology responded to the survey. Data were collected through a structured questionnaire consisting of 45 items with a five-point Likert scale survey. The findings indicate a strong positive relationship between dissatisfaction and satisfaction in all components: value, expectancy and affective. This study calls for educators to explore both motivation and burnout factors to foster intrinsic and extrinsic motivation and implement strategies to alleviate burnout.

Keywords:

Learner's Motivation, Learner's Burnout, Herzberg's two-Factor Motivation Theory, Language Learning

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Introduction

Background of Study

Two key aspects that need immediate attention in language learning are motivation in learning and burnout. Individuals learning a language need pull factors that can help them to excel in their performance. Motivational factors include achievement, interest and personal development. (Ramzan, et al, 2023). Motivation can be categorised as intrinsic and extrinsic: both are influenced by both internal and external aspects. Intrinsic motivation comes from internal drives, such as a personal interest in the language or a love for the culture associated with it. On the other hand, extrinsic motivation comes from external rewards or pressures, such as social integration or academic performance.

Numerous studies have established a strong correlation between motivation and language learning outcomes (Dörnyein et al, 2017, Liu et al 2019, Zhang, 2020, Khalil, 2022). Generally, motivated learners are more engaged in their studies, exhibit strong persistence in coping with challenges and achieve high proficiency levels. They are more likely to employ effective learning strategies and put greater effort into learning time.

However, demotivation can significantly hinder language learning which leads to disengagement and a decline in learners' performance. Factors contributing to demotivation include burnout, negative experiences in language classes, external pressures and cultural barriers. According to Kaharudin et al (2023), burnout is a contributing factor to poor academic performance. Therefore, it is significant for educators to explore these demotivating factors as they can severely affect learners' attitudes toward language learning.

There are some reasons why it is important to study the relationship between motivation and demotivation factors in language learning. Firstly, burnout can negatively affect students' academic performance, mental health and general well-being. Thus, investigating these two factors will allow educators to develop some strategies that can alleviate the effects of burnout and help learners achieve optimal performance in language learning. Secondly, performing well academically, especially with a high proficiency level in language learning opens opportunities for students to be competitive in job markets. Therefore, learners should aim to strive for excellence in their performance. Exploring both motivation and demotivation factors will help students find ways to sustain enthusiasm in language learning. Therefore, this study aims to explore the following research questions:

1. to explore learners' satisfaction in learning
2. to investigate learners' dissatisfaction in learning
3. to examine the relationship between learners' satisfaction and dissatisfaction in learning

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Statement of Problem

In an ideal nurturing learning environment, learners are motivated to pursue knowledge and strive for academic excellence. Such a positive environment is vital in encouraging students to feel engaged and valued. Learners are inspired to be committed to acquiring knowledge or developing skills. Most importantly, the supporting atmosphere not only alleviates strain and anxiety related to academic performance but also substantially minimises the likelihood of burnout among learners. The prevalence of burnout syndrome among university learners (Rosales-Ricardo et al., 2021) has significantly affected learners' well-being and academic performance (Salgado & Au-Yong-Oliveira, 2021; Asikainen et al., 2020). Kaggwa et al., (2021) claimed that the effect is more prominent among university students from low to medium-income countries, which suggests that economic factors can contribute to burnout. Felaza et al., (2020) emphasise the vital need to address learners' motivation to prevent burnout, and fostering intrinsic motivation with learners' acknowledgement of personal achievement will prevent learners from experiencing burnout. Thus, motivation and burnout are crucial concerns that have been significantly identified to compromise academic performance (Yusuf et al., 2023) and, hence, require attention. Motivation can be attained intrinsically: from positive attitudes, a sense of resilience or independence, and the yearning or thirst for knowledge. Extrinsic motivation, however, is derived from external factors influencing learners to stay motivated. Intrinsic motivation (IM) involves participating in rewarding activities that are satisfying, or enjoyable extrinsic motivation (EM) involves achieving outcomes separate from performing the actions (Legault, 2020). For learners to sustain and stay motivated, intrinsic, and extrinsic motivation must be present, balanced, and nurtured. This ideal situation is often left unaccomplished and deviated. Learners face demanding expectations and frequently experience dipping or fluctuating motivation levels and rising levels of burnout, which result in poor academic performance. El Barusi et al (2024) claimed that academic burnout causes substantial negative impacts on learners' academic achievement, mental health, and wellness. Understanding how this can be addressed effectively requires an extensive knowledge of the contributing factors to burnout and its impact on learners' motivation.

Herzberg's Two-Factor Theory was initially used to analyse and explain workplace motivation, which can also be advocated into academic research (Ibrahim et. al, 2023; Miah, 2022). Herzberg's Dual-Factor Theory offers a framework to analyse the difference between the two related factors. Firstly, motivation factors that are triggered intrinsically result in satisfaction. Secondly, the theory offers an insight into hygiene factors; extrinsic factors that impede satisfaction (Alshmemri et al., 2017). While the framework has been adapted to analyse professional settings (Yusoff et al., 2013: Dartey-Baah & Amoako, 2011: Peramatzis & Galanakis 2022), it is yet to be fully explored in academic settings.

The research aims to explore the determinants of satisfaction and burnout. This is crucial in fostering a positive mental state and the well-being of the learners which may eventually affect academic performance (Abouras, 2021). The research also seeks to provide educators with knowledge in elevating a supportive learning environment for learners to strive.

Objective of the Study and Research Questions

This study is done to explore the perception of learners on their satisfaction and dissatisfaction in learning. Specifically, this study is done to answer the following questions:

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- How do learners perceive satisfaction in learning?
- How do learners perceive dissatisfaction in learning?
- Is there a relationship between satisfaction and dissatisfaction in learning?

Literature Review

Theoretical Framework

Satisfaction In Learning (Motivational Components)

Motivation plays a crucial role in learning. It increases students' initiation and persistence in completing activities throughout the learning process. It influences how students behave and perform. Motivated students demonstrate a more cheerful outlook and possess greater energy in their classroom activities and learning experiences. They are also more likely to take charge of their learning and continue striving through a challenging learning process. Seven (2020) states that the absence of motivation can hinder students' attempts and their hope of learning. According to Alshmemri (2017), motivational factors lead to satisfaction in learning because of the individual's need for self-growth and self-actualisation. Ivancevich, Konopaske, and Matteson (20105) in Busatlic & Mujabasic (2018) advocate that the motivation process fundamentally depends on three basic elements: need, effort, and reward. The need is represented by the psychological state or physiological tension that requires satisfaction; effort refers to actions taken to alleviate this tension; and reward relieves the tension that accompanies achievement.

Herzberg's motivation-hygiene theory explains the factors that motivate individuals through identifying and satisfying their individual needs, desires and the aims pursued to satisfy these desires. This theory of motivation is also known as Herzberg's two-factor content theory or Herzberg's dual-factor theory. The main principles of Herzberg's Two-Factor theory are motivation and hygiene factors, which affect job satisfaction. In the context of this study, Herberg's theory is extended to learning motivation. When learners are motivated to learn, they will strive to do well, and this will give them a sense of satisfaction towards the learning task. However, sometimes some factors affect learners' motivation. These factors can be either intrinsic or extrinsic. Being demotivated can cause learners to become dissatisfied with their learning task. According to Alshmeri (2017) and Busatlic & Mujabasic (2018), the absence of motivation can eventually cause people to be demotivated and eventually dissatisfied with their task outcome. Similarly, the concept of satisfaction and dissatisfaction at work by Legault (2016) Maruf, et al. (2022) can be transferred to the learning environment. Learners are motivated by some factors in learning, and they can also become demotivated by some issues such as burnout.

Dissatisfaction In Learning (Burnout)

Dissatisfaction in learning is considered an issue in learning a language. It can also be referred to as burnout. Maslach (1982) defines burnout as a syndrome of exhaustion comprising emotional exhaustion, depersonalisation, and low personal accomplishment (cited by Li., et.al, 2023). Burnout is also defined as a feeling of exhaustion, depersonalisation and low personal achievement. Additionally, burnout is seen as extreme tiredness by trying to do too much or by working too hard.

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Pala (2012) stated that excessive academic demands, fear of negative evaluation from professors, overcrowded classrooms, and lack of sufficient support precipitate students' academic burnout. In a study by Husniyah (2019), she pointed out that a lack of self-esteem is a common demotivator that leads to learners' dissatisfaction in learning. Exhaustion and disengagement are also identified as other factors of demotivation (Rasyiqah et al, 2024). Wu et. al (2023) found that burnout can negatively impact learning outcomes and mental well-being. Overall, dissatisfaction in learning (burnout) can be seen as one of the critical aspects to be considered when the issue of language learning is discussed.

Past Studies

Past Studies On Satisfaction In Learning

Researchers have extensively studied the relationship between motivation and satisfaction in learning, revealing the critical role of motivational components. Obiosa (2020) conducted a study to explain students' satisfaction in lectures by examining the effects of motivation and engagement. Using a survey questionnaire and Partial Least Squares-Structural Equation Modelling (PLS-SEM) for data analysis, the study involved students from higher education institutions attending 80 different class lectures. The findings highlighted that both motivation and engagement significantly and positively impact students' satisfaction in lectures, underscoring their importance in the educational experience.

Davidovitch and Dorot (2023) compared high school and undergraduate students in determining how motivation affects their achievements. Using a 22-item questionnaire, the study involved 121 participants and employed statistical analysis of the responses. It concluded that undergraduate students are more motivated for learning than high school students, with motivation increasing with age, grade average, and socio-economic status. This study further emphasised the significance of motivation in educational settings, suggesting that strategies to enhance motivation can lead to improved learning outcomes.

These studies collectively underline the critical influence of motivation on students' satisfaction in learning. They demonstrate that motivation and engagement are strong elements of satisfaction, thereby highlighting the need for educators to create supportive learning environments. This focus on motivation can lead to higher levels of student satisfaction and better educational outcomes.

Past Studies On Dissatisfaction In Learning

Several past studies have investigated the issue of dissatisfaction in learning, particularly focusing on burnout, revealing a range of influential factors. According to Pham Thi and Duong (2024), learning burnout significantly affects academic performance among students. They conducted a longitudinal study to explore the factors influencing learning burnout among management students. Using questionnaire surveys and Structural Equation Modelling (SEM) for data analysis, their research found significant relationships between English anxiety, self-efficacy, past English learning performance, and burnout. They discovered that changes in self-efficacy were negatively related to changes in burnout, while workload changes positively influenced burnout levels.

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Mohd Shazali et al. (2023) examined the relationship between burnout and learners' drive among undergraduate students at the Faculty of Administrative Science and Policy Studies (FSPPP) at UiTM. This cross-sectional quantitative study, which used a Google Form survey for data collection and statistical analysis of responses, found that students' motivation is correlated with burnout, with extrinsic motivation being more powerful than intrinsic motivation. The study implies that creative teaching and learning environments, along with the adaptation of modern technology, can help suppress burnout by enhancing students' motivational levels.

According to Karttunen, et.al. (2023), there is a significant association between school burnout, perceived learning difficulties, and delayed graduation. Utilising questionnaires and latent profile analysis, their research found that students with perceived learning difficulties are at a higher risk of school-delayed graduation. These findings emphasise the importance of addressing perceived learning difficulties and providing support to at-risk students to reduce burnout and improve graduation rates.

Briefly, the issue of dissatisfaction in learning needs to be addressed promptly. Considering the challenges faced by learners, it is important to explore their motivation and burnout issues, as these factors contribute to the success of learning.

Conceptual Framework

The conceptual framework of this study (Figure 1) is scaffolded from Herzberg's (1966) work-factor motivation theory. In the context of this study, Herzberg's (1966) motivation theory is used to explore satisfaction and dissatisfaction among learners. Rooting on the concept that motivation ensures satisfaction, this study conceptualises the fact that learners' motivation is derived from positive factors. The existence of these positive factors helps learners stay motivated. According to Rahmat & Taraba (2024), motivation is important to sustain learning. Motivation can be traced from some components. According to (Pintrich, et. al, 1990). Campos et.al (2011), sources of motivation include value, expectancy and affective components. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and their task value beliefs. Next, expectancy components refer to learners' perception of self-efficacy and their control beliefs for learning. Finally, affective components refer to learners' emotions towards the learning activities.

However, even motivated learners can face burnout from time to time. Learners can become dissatisfied due to burnout factors. Sometimes dissatisfaction can begin with the learners trying their utmost best to perform well. However, overwork can cause burnout which can be caused by exhaustion and disengagement (Campos et.al (2011). This study also explores the relationship between motivational components and causes of burnout among learners.

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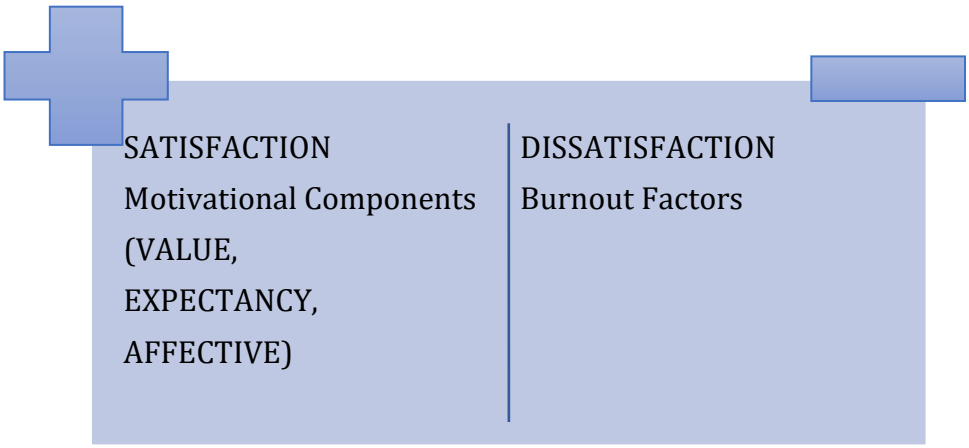

Figure 1- Conceptual Framework Of The Study-
Exploring Learners' Motivation And Learners' Burnout From Herzberg's Theory

Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 103 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Campos et.al (2011) and Pintrich, et.al (1990) to reveal the variables in Table 1 below. The survey has 3 sections. Section A has items on the demographic profile. Section B has 24 items on motivational components. Section C has 16 items on burnout.

Table 1- Distribution Of Items In The Survey

SECT	Category	CONSTRUCT		VARIABLE	No Of Items	Total Items	Items	Cronbach Alpha
B	MOTIVATIONAL SCALE	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	14	28	.900
			(ii)	Extrinsic Goal Orientation	5			
			(iii)	Task Value Beliefs	5			
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self- Efficacy	7	9		
			(ii)	Control Beliefs for Learning	2			
		AFFECTIVE COMPONENTS				5		
B	BURNOUT	BURNOUT-EXHAUSTION				8	16	.835

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		BURNOUT-DISENGAGEMENT				8		
		TOTAL NO OF ITEMS					44	.920

Table 1 also shows the reliability of the survey. The analysis shows a Cronbach alpha of .900 for the motivational scale and .835 for burnout. The overall external reliability for all 44 items is .920; 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

Table 2- Percentage For Q1- Gender

NO	ITEM	PERCENTAGE
1	Male	27%
2	Female	73%

Table 2 shows the gender distribution of the study sample: 103 respondents, represented by 27% male and 73% female, are all undergraduate students from a local university.

Table3 - Percentage For Q2- Age Group

NO	ITEM	PERCENTAGE
1	19-21 years old	46%
2	22-24 years old	52%
3	25 years old and above	2%

Table 3 illustrates the age range of the respondents. The findings showed that 46% of the respondents were between 19 and 21 years old, 52% were between 22 and 24, and the remaining 2% were 25 years old and above.

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Table 4- Percentage For Q3- Discipline

NO	ITEM	PERCENTAGE
1	Science & Technology	19%
2	Social Sciences	81%

Table 4 displays the percentage of students according to the discipline. 81% of the students were from Social Science and the remaining 19% were Science & Technology students.

Table 5- Percentage For Q4- Semester

NO	ITEM	PERCENTAGE
1	Semester 1-2	6%
2	Semester 3-4	33%
3	Semester 4-5	61%

Table 5 shows the semesters of the respondents. The findings showed 6% were Semester 1-2 students, this was followed by 33% from Semester 3-4, and the majority of them were from Semester 4-5 with 61%.

Table 6- Percentage For Q5- Living Situation

NO	ITEM	PERCENTAGE
1	Lives on campus	38%
2	Lives off campus	48%
3	Lives with family	14%

Table 6 illustrates the distribution of students and their living situations: 38% of them lived on campus, 48% lived off campus and 14% lived with family.

Findings For Satisfaction In Learning

This section presents data to answer research question 1: How do learners perceive satisfaction in learning?

In the context of this study, satisfaction refers to (A) value components, (B) expectancy components and (C) affective components.

To begin with, (A) value components are measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value beliefs.

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Table 7- Mean For (I) Intrinsic Goal Orientation (4 Items)

	Mean
MSVCQ1In this program, I prefer class work that is challenging so I can learn new things.	3.4
MSVCQ2In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	3.5
MSVCQ 3 The most satisfying thing for me in this program is trying to understand the content of the courses	3.8
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.	3.1

Table 7 describes the mean scores of four items in intrinsic goal orientation among learners. As observed, the highest mean score is 3.8 for the items identified in MSVCQ3. This indicates that learners' intrinsic goal orientation is linked to feeling most satisfied when they try to understand the content of the courses. A mean score of 3.5 was found for item MSVCQ2, indicating that students will be intrinsically motivated by course materials that arouse curiosity. This is followed by item MSVCQ1 with a mean score of 3.4, suggesting that lessons should introduce new things and be challenging for learners. The final item (MSVCQ4) scored a mean of 3.1, suggesting a low preference among the learners to choose course assignments that they can learn even without the guarantee of a good grade. Overall, this table provides the empirical data that learners are motivated by intrinsic elements, with the most emphasis given on the content of the courses.

Table 8- Mean For (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
MSEGQ 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.	4.5
MSEGQ 3I want to do well in the classes because it is important to show my ability to my family, friends, or others	4.3
MSEGQ4: I want to do well in the classes because it is important to show my ability to my friends.	3.6
MSEGQ5: I want to do well in the classes because it is important to show my ability to others (not my family and friends).	3.6

Table 8 presents the mean score for five items related to extrinsic goal orientation among learners. The highest mean score of 4.5 is awarded to item MSEGQ2 with a mean score of 4.5. This suggests that learners are extrinsically motivated most by overall grade point average or good grades, to improve their GPA scores. Item MSEGQ1 came close with a mean score of 4.4 indicating that learners are moderately extrinsically motivated by good grades in the current course they are taking presently. A mean score of 4.3 is given to item MSEGQ3 suggesting that learners feel motivated when they can demonstrate their ability to family, friends, and others. Both items MSEGQ4 and MSEGQ5 score 3.6 illustrating that learners are moderately motivated by the need to perform well to show their ability to friends and others. Overall, the

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data from Table 8 suggests that students are highly motivated by extrinsic goals to achieve good grades.

Table 9- Mean For (Iii) Task Value Beliefs (5 Items)

	Mean
MSTVQ1I think I will be able to transfer what I learn from one course to other courses in this program.	3.7
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.	4.1
MSTVQ4 I like the subject matter of the courses.	3.9
MSTVQ5 Understanding the subject matter of the courses is very important to me.	4.1

Table 9 presents the mean score of five items to task value beliefs. As observed in the table, the highest mean score is awarded to items MSTVQ3 and MSTVQ5, indicating that learners agree that the course materials are relevant for them to learn and important for them to understand the subject matter of the course. The mean score for item MSTVQ2 is 4.0 indicating that learners understand the relevance of course materials in learning. Item MSTVQ4 has a mean score of 3.9 signifying those learners like the subject matter in the course. The last item MSTVQ1 has a mean score of 3.7, suggesting that learners believe that knowledge from one course is transferable to other courses in the programme. Overall, the data suggests that learners have strong task value beliefs, specifically related to the relevance and usefulness of course materials.

Next, expectancy components are measured by (i) students' perception of self-efficacy, and (ii) control beliefs for learning.

Table 10- Mean For (I) Students 'Perception Of Self-Efficacy (5 Items)

	Mean
ECSEQ1I believe I will receive excellent grades in the classes.	3.5
ECSEQ2I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.2
ECSEQ3I'm confident I can do an excellent job on the assignments and tests in this program.	3.5
ECSEQ4I'm certain I can master the skills being taught in the classes.	3.4
ECSEQ5Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.4
ECSEQ6: Considering the lecturers, I think I will do well in the classes.	3.7
ECSEQ7: Considering my skills, I think I will do well in the classes.	3.4

Table 10 presents the mean for students' perception of self-efficacy. The mean scores show that students believe that they have level of self-efficacy. The findings show that students sometimes believe that they will do well if they pay attention to lectures with a mean score of 3.7. They sometimes feel confident about receiving excellent grades, can produce excellent work for assignments and do well in all tests as marked by 3.5 mean scores respectively.

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Students believe that the skills they possess and their abilities to master skills which are taught in class will lead them to do well (mean score 3.4). They believe the ability to overcome the difficulties of their courses, deal with teachers and the skills they own will ensure they do well in class (mean score 3.4). Furthermore, feeling confident in understanding the most complex materials presented by the instructors in their courses sometimes indicates their strong self-efficacy as shown by the mean score of 3.2. Overall, the findings indicate that students possess high self-efficacy based on the mean scores above.

Table 11- Mean For (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
ECCBQ 2 If I try hard enough, then I will understand the course materials.	4.3

Table 11 shows the mean for learners' control beliefs for learning. A mean score of 4.3 indicates that it is very often students believe that if they try hard enough, they will get to understand the course materials. Students very often believe that by adopting the appropriate method of study, they will be able to learn the course material of their programme as shown by a mean score of 4.2. The findings indicate students are confident that they can comprehend the course materials if they make extra efforts to learn by engaging in the appropriate study method.

Table 12- Mean For (C) 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	2.8
ACQ3 When I take tests I think of the consequences of failing.	2.5
ACQ4 I have an uneasy, upset feeling when I take an exam.	2.5
ACQ5 I feel my heart beating fast when I take an exam.	2.5

Table 12 exhibits the mean score for the affective component. Students often think that they did poorly on the test as compared to their friends (mean score of 3.0). They rarely think about items on other parts of the test, they could not answer with a mean score of 2.5. They also rarely feel uneasy or upset and nor do they feel nervous when sitting for an exam. Therefore, they rarely think about the consequences of failing the exam. Overall, the findings show students think poorly of themselves compared to other classmates when taking a test.

Findings For Dissatisfaction In Learning

This section presents data to answer research question 2- How do learners perceive dissatisfaction in learning?

In the context of this study, dissatisfaction is measured by two sources of burnout, and they are (i) exhaustion and (ii) disengagement.

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Table 13- Mean For (I) Exhaustion

	Mean
EQ1 There are days when I feel tired before the day begins	4.1
EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	4
EQ3I can tolerate the pressure of my studies very well	3.4
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	2.8
EQ7 after my classes, I usually feel worn out and weary	3.5
EQ8 Usually, I can manage the amount of my work well	3.5

Table 13 illustrates the mean score for exhaustion. The highest mean score (4.1) highlights that students feel tired before the day begins (EQ1). Additionally, students often need more time to relax and feel better to recover after classes (EQ2), with a mean score of 4.0, and they feel worn out and weary after classes (EQ7), with a mean score of 3.5. On the other hand, the lowest mean score (2.8) for feeling energised (EQ6) suggests that students rarely feel refreshed after classes. Although some students manage their workload well (EQ8, mean 3.5) and can tolerate academic pressure (EQ3, mean 3.4), the mean scores for emotional drainage during classes (EQ4, mean 3.3) and having enough energy for leisure activities after classes (EQ5, mean 3.2) indicate a direct trend of exhaustion affecting learners' overall performance. Thus, this analysis indicates that students frequently experience significant fatigue and stress related to their studies.

Table 14- Mean For (II) Disengagement

	Mean
DQ1I always find new and interesting aspects in my study	3.7
DQ2It happens more and more often that I talk about my studies in a negative way	2.9
DQ3Lately, I tend to think less during classes and attend classes almost mechanically	3.2
DQ4 I find my studies to be positive challenging	3.6
DQ5 Over time, students can become disconnected from this type of routine	3.7
DQ6 This is only thing (studying) that I can imagine myself doing now	3.4
DQ7I feel more and more engaged in my studies	3.3
DQ8 Sometimes I feel sickened by my study tasks	3.5

Table 14 exhibits the mean score for disengagement. The highest mean scores indicate that students always find their studies new and interesting (DQ1, mean 3.7) and perceive their studies as positively challenging (DQ4, mean 3.6). However, over time, they also tend to become disconnected from this routine (DQ5, mean 3.7) and sometimes feel sickened by their study tasks (DQ8, mean 3.5). Additionally, students report that they think less during classes and attend classes mechanically (DQ3, mean 3.2) and often discuss their studies negatively (DQ2, mean 2.9). Although some students can imagine themselves continuing their studies (DQ6, mean 3.4) and feel engaged (DQ7, mean 3.3), these values suggest a blend of both positive engagement and emotional strain. Overall, the findings highlight the complexity of student engagement, indicating that while students may find elements of their studies

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interesting and challenging, there are also considerable feelings of disengagement that can impact their overall learning experience.

Findings For The Relationship Between Satisfaction And Dissatisfaction In Learning

This section presents data to answer research question 3- Is there a relationship between satisfaction and dissatisfaction in learning?

In the context of this study, satisfaction variables are value, expectancy and effective. To determine if there is a significant association in the mean scores between satisfaction and dissatisfaction in learning, data is analysed using SPSS for correlations. Results are presented separately in table 15 below.

Table 15- Correlation Between Dissatisfaction In Learning And Satisfaction-Value

Correlations

		DISSATISFACTION	SATISAFCTION_VALUE
DISSATISFACTION	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	103	103
SATISAFCTION_VALUE	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	103	103

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

Table 15 shows there is an association between dissatisfaction in learning and satisfaction-value. Correlation analysis shows that there is a highly significant association between dissatisfaction in learning and satisfaction value (r=.470**) and (p=.000). According to Jackson (2015), the coefficient is significant at the .05 level and 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 dissatisfaction in learning and satisfaction value.

Table 16- Correlation Between Dissatisfaction In Learning And Satisfaction Expectancy

Correlations

		DISSATISFACTION	SATISFACTION_EXPECTANCY
DISSATISFACTION	Pearson Correlation	1	.566**
	Sig. (2-tailed)		.000
	N	103	103
SATISFACTION_EXPECTANCY	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.000	
	N	103	103

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

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Table 16 shows there is an association between dissatisfaction in learning and satisfaction-expectancy. Correlation analysis shows that there is a highly significant association between dissatisfaction in learning and satisfaction-expectancy (r=.566**) and (p=.000). According to Jackson (2015), the coefficient is significant at the .05 level and 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 dissatisfaction in learning and satisfaction expectancy.

Table 17- Correlation Between Dissatisfaction In Learning And Satisfaction-Affective Components

Correlations

		DISSATISFACTION	SATISFACTION_AFFECTIVE
DISSATISFACTION	Pearson Correlation	1	.334**
	Sig. (2-tailed)		.001
	N	103	103
SATISFACTION_AFFECTIVE	Pearson Correlation	.334**	1
	Sig. (2-tailed)	.001	
	N	103	103

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

Table 17 shows there is an association between dissatisfaction in learning and satisfaction-affective components. Correlation analysis shows that there is a high significant association between dissatisfaction in learning and satisfaction-affective components(r=.334**) 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. 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 dissatisfaction in learning and satisfaction-affective components.

Conclusion

Summary of Findings and Discussions

This study reports findings to suggest that satisfaction among learners is derived from their motivation towards learning. Nevertheless, motivated learners may be further driven to push themselves to perform better. This drive can lead to learners' burnout and having the burnout can in turn cause them (the learners) to feel dissatisfied with the learning experience.

Satisfaction in Learning

To investigate motivation among learners, the researcher replicated the motivational components by Pintrich, et.al (1990) and they are value components, expectancy components and affective components. In the context of this study, value components are measured by intrinsic orientation, extrinsic orientation and task value beliefs. In terms of value components, findings showed that the learners found most satisfaction in the process of trying to understand the contents of the course. This finding is in accordance with the study by Obiosa (2020) who

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reported that motivation for learning comes from learners having a sense of engagement with what they are learning- the contents. Next, when it comes to extrinsic goal orientation, this study also reported that learners felt that the most important thing during learning is to improve their overall grade point average. Similarly, the study by Davidovitch and Dorot (2023) reported that learners' motivation pushed them towards achieving success in their overall learning outcome. Findings for task value beliefs showed that learners perceived that the course material is useful for their learning and understanding its contents is also important. This is in line with the study by Obiosa (2020) who emphasised learners' engagement with the course material and being engaged means striving to understand the materials.

Another motivational component investigated in this study is expectancy components. Pintrich, et.al. (1990) suggested that expectancy components can be sub-categorised into self-efficacy and control of beliefs for learning. Interestingly for self-efficacy, learners perceived the instructors as the determining factor for their success in learning. This is in accordance with the Herzberg's (1966) motivation-hygiene theory where the environment is a determining factor for motivation towards success; be it at work or in the classroom environment. Next, for the sub-heading of beliefs for learning, learners felt that their understanding of the course materials motivates them to learn more. Understanding the course materials is an important motivational factor to learn further and motivation leads to learning satisfaction (Davidovitch and Dorot, 2023). Next, for affective components, learners reported they do compare themselves with their coursemates. Sadly, this can lead to a diminishing motivation to learn. According to Mohd Shazali et al. (2023), reduced motivation can eventually cause dissatisfaction and lead to possible burnout. The study by Mohd Shazali et al. (2023) also reported similar findings that show exhaustion leads to students' burnout. In terms of disengagement, positive feelings towards learning and finding the learning interesting can help reduce disengagement.

Dissatisfaction in Learning

In the context of this study, lack of motivation can lead to burnout and this can eventually cause learners to feel dissatisfied. According to Campos et.al (2011), burnout can be traced from exhaustion and disengagement. When it comes to exhaustion, interestingly learners reported external factors tire them and sadly this exhaustion snowballed to their motivation to learn. This is in accordance with studies by Maslach (1982), and Liu,et.al.(2023) who also reported that burnout is a formula for students' dissatisfaction for learning.

This research also explores the relationship between satisfaction and dissatisfaction in learning, showing a strong positive relationship between dissatisfaction in learning and satisfaction in all components: value, expectancy and affective, consistent with past research on these two elements in learning. The studies by Pham Thi and Duong (2024), Mohd Shazali, et.al. (2023) and Karttunen,et.al. (2023) reported similar findings of the relationship between learners' satisfaction towards learning and how burnout leads to dissatisfaction.

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Implications And Suggestions For Future Research

Conceptual and Pedagogical Implications

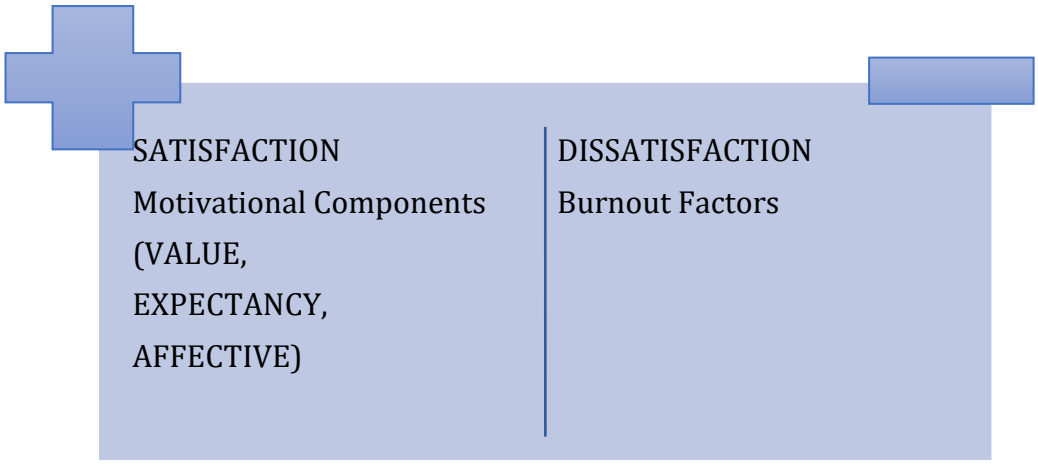

Figure 1- Conceptual Framework Of The Study-
Exploring Learners' Motivation And Learners' Burnout From Herzberg's Theory

With reference to figure 1 above on the conceptual framework of the study. This study was initiated from the concept of satisfaction-dissatisfaction theory by Herzberg (1966). However, the researcher extended Herberg's (1966) classic theory into the context of classroom motivation and burnout. Findings have shown that learners' satisfaction is enhanced by motivational components such as value, expectancy and affective. In layman's terms, when learners value what they learn as useful to them, they begin the learning journey with expectation that they can do well. Having motivation for learning brings about positive attitude (affective) and encourages learners to succeed in learning.

However, learning in higher institutions these days requires learners to succeed both academically and non-academically. Students are expected to participate in non-academic activities while still being expected to perform well academically. This causes exhaustion among the learners. Imagine being exhausted even before classroom activities began! When they are exhausted, they may "zone out" and this is the beginning of disengaging themselves from learning further, as they are dissatisfied with the demotivation that they have due to burnout.

Pedagogically, the study suggests that educators should take into consideration the aspects of motivation and demotivation when engaging students in language learning. It is also recommended that educators apply effective strategies that can help language learners perform at the optimum level and at the same time alleviate themselves from burnout. Future research should explore deeper into the effects of satisfaction and dissatisfaction in learning a language and investigate coping strategies to help learners of a language learning reach their full potential.

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Suggestions for Future Research

Future research should explore the effects of satisfaction and dissatisfaction in learning a language and investigate coping strategies to help language learners reach their full potential.

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