

## Exploring Pushing Factors for Learning and Causes of Fatigue among Foreign Language Learners

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i1/20628>

DOI:10.6007/IJARBSS/v14-i1/20628

**Published Date:** 23 January 2024

### Abstract

The prevalence of student fatigue is a familiar academic scenario. Nonetheless, a student's motivation can be seen as the learning driving force which has a mediator role in alleviating fatigue. The present study aims to examine the association between learning pushing factors and fatigue sources. This study employs a quantitative approach to 125 purposive samples from a public higher institution. The instrument employed is a 5 Likert-scale survey and is rooted in (Pintrich & DeGroot, 1990; Campos et al., 2011). The survey has 3 sections with 24 items on pushing factors and 16 items on fatigue. The moderate positive correlation found between pushing factors and causes of fatigue may lead to other relevant studies that can fill the gap of literature in academic settings. A more detailed study needs to be carried out in the form of burnout to develop guidelines or models that contribute to alleviating fatigue among students. In conclusion, the findings of the study reflected the significance of the implications for pedagogy and provided valuable insights for future researchers to explore the themes, particularly in learning French as a foreign language in Malaysian public universities.

**Keywords:** Perception, Academic Motivation, Pushing Factors, Academic Fatigue; Foreign Language Learning.

## Introduction

### Background of Study

The prevalence of student fatigue is a familiar academic scenario. Nonetheless, a student's motivation can be seen as the learning driving force which has a mediator role in alleviating fatigue. According to Ali et al (2023), "motivation is an important element of human beings, as the natural environment of life is conducting them to be the best and performs well". The motivation to learn a foreign language is related to intrinsic and extrinsic regulations (Rahmat, 2023).

Human behaviour, cognition, affection, and social influences regulate the level of stress and shape the theories of motivation added (Pishghadam et al., 2019). As claimed by them, based on the dual continuum model of motivation, four different subscales of motivation namely active motivation, active demotivation, passive motivation, and passive demotivation emerged due to the interaction of involvement and engagement.

With a massive amount of research evidence, Self-determination theory (SDT) by Ryan & Deci (2022) offers a comprehensive theory of human motivation and has focused on diverse forms of motivation. SDT suggests that people exhibit higher curiosity, enthusiasm, energy, and self-assurance, demonstrating better achievement, inventiveness, determination, and overall well-being when they are motivated autonomously by the pushing factors either intrinsic or extrinsic by nature.

In fact, in the Malaysian educational setting, among the body of research on academic motivation and burnout, most studies were done among students from different levels of studies and diverse disciplines, but predominantly related to studying English as a foreign language. Rahman et al (2017) argued that parental support, teachers' influence within the classroom, and personal attitude are the essential pushing factors of secondary school students in language instruction. However, in a more recent study, Hashim et al (2023) suggested that the causation of motivation of pre-university students is purely based on the study regime, student performance, and expectations. One could argue that different profiles of respondents play a huge role in determining the pushing factors in Malaysian academic settings. Interestingly, it was revealed that by using Vroom's Theory, the pushing factors behind learning English as a foreign language are not correlated with entertainment purposes (Rahmat, 2023). Instead, it is moved by student's expectancy of what they are obtaining from the program, the way they perceive the program, and as well as the valence of the program. Rahmat's (2023) findings are aligned with Ali et al., 2023; Anuar et al., 2023; Hashim et al., 2023; Sa'adan et al., 2023; Yusof et al., 2023; Zolkapli et al., 2023; whereby students highly value the expectancy, instrumentality, and valence of the program.

Individual interest as pointed out by Rahman et al (2017) can also be a pushing factor for motivation in learning. With theoretical refinement and further study, however, similar findings were revealed in Indonesia by Herpratiwi & Tohir (2022) who suggested that interest in learning and discipline significantly impacted learning motivation.

Burnout, a syndrome of fatigue, has been long observed in a workplace setting. According to Maslach & Jackson (1981), "Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind". It was later expanded to teachers' burnout and in the literature of education research, it was found that the student burnout area was underexplored (Yu et al., 2022). Consequently, the interest in this field of literature is growing.

An increase in workload and long-term academic pressure can lead to numerous negative outcomes. External and internal origins of fatigue are mainly; amplified academic workload and demands, time constraints, insufficient or overloaded academic resources, academic pressures, and absence of social support. Lack of motivation was suggested by Ali et al (2023) to cause fatigue. It was further described that fatigue will transpire before commencing a task and is the root of burnout. Unsurprisingly, causes of fatigue are associated with exhaustion and disengagement (Anuar et al., 2023) which also proposed that emotional fatigue has an impact on self-efficacy in learning and is related to other burnout components.

As mentioned by Yu et al (2022), motivation is seen as a crucial variable of protection and mediation for students who are experiencing burnout. Logically, students who are more driven in learning are more resilient against study pressure and thus less prone to burnout. Hence, in recent years, there has been an augmented quantity of studies investigating the link between pushing factors and causes of fatigue. Consistent with the dominant paradigm in psychology, the research in the EFL field about pushing factors and causes of fatigue in the Malaysian context is treated as a multi-subscales concept. Several studies explored the themes such as the relationship between these two key variables (Anuar et al., 2023; Ali et al., 2023; Hashim et al, 2023). Empirical studies also exist investigating only the pushing factors behind learning English as a Foreign language (Rahman et al., 2017, Rahmat, 2023; Sa'adan et al., 2023). Compared with studies on EFL pushing factors and fatigue, less evidence exists regarding communication skills (Zolkapli et al., 2023) and reasons for drop out (Yusof et al., 2023). Different profiles of foreign language students in Malaysia were examined (secondary schools, pre-university, undergraduates, and postgraduates) but the studies were focused solely on English as a second or foreign language.

The motivation of French language learners refers to the factors that drive individuals to learn and master the French language. This motivation can stem from various sources such as personal interest in the language, career opportunities, travel aspirations, or cultural appreciation. Understanding these motivations can help tailor language learning experiences to better meet the needs and goals of French language learners.

The present research carries substantial importance in the fields of language education and cognitive psychology, focusing on motivation and fatigue in learning a foreign language. Predominantly, it aims to improve teaching strategies by identifying motivational factors and addressing fatigue in learners. This knowledge empowers educators to customize their approaches, fostering a more engaging and supportive learning atmosphere. Additionally, this information can guide educators and institutions in designing environments that reduce exhaustion and improve overall learning outcomes, promoting greater retention and success in language acquisition. Furthermore, the insights from the study have broader implications for promoting a positive and sustainable learning experience for foreign language learners. By addressing factors contributing to fatigue, the research supports learners' mental and physical well-being, cultivating a positive attitude toward language acquisition. On the whole, this research significantly improves language education practices, informs policies, supports learner well-being, contributes to cognitive psychology, and establishes a valuable foundation for further exploration in the field.

This current study aims to provide more insights into the learning of French as a foreign language. Therefore, foregrounds the intention of the study, which is to discern the pushing factors of motivation and the causation of fatigue among students in learning French as a foreign language in a Malaysian academic setting.

### Statement of Problem

Among the recent studies, many addressed the issue of pushing factors and causes of fatigue. These studies managed to gather similar findings which show a significant correlation between these two key factors. Yu et al. (2022) mentioned that academic motivation predicts notably academic fatigue and it has become an alarming concern in educational settings. Additionally, they added that little is known about the relationship between pushing factors and fatigue among EFL students. The motivation was crucially connected with fatigue in contradictory directions. The protective role of pushing factors on fatigue becomes weaker when students continuously choose to avoid and vent negative emotions. Ali et al. (2023) also shared the parallel assessment and agreed that there is a solid association between motivational constructs and causes of fatigue. Surprisingly, academic motivation had a mediation role in the relationship with fatigue.

In one of the studies by Hashim et al (2023), it is obvious that students perceived their cause of fatigue and were able to convert it into pushing factors for learning. The components of cause and effect for the learning pushing factors and fatigue purely originated from the study regime parameter and not from external elements.

While depicting different profiles of students such as the distressed and the well-functioning group, the results from Zhang et al (2013); Lee et al (2020) came out consistent with the previous studies. Zhang et al (2013) demonstrated specifically among the motivation subscales that distressed students scored the highest on motivation and external motivation. Whereas, well-functioning students scored the highest on intrinsic motivation. The analysis of motivational components by Lee et al (2020) acknowledged that students in the distressed profile group were entirely burned out and exhibited fatigue. Likewise, the struggling group also showed signs of fatigue even though they did their best to perform. It is sufficient to state that fatigue can hinder learning outcomes and have a damaging impact on academic performance. On the flip side, the learning-pushing factor is closely linked to academic achievement, and driven students outperform those who are less driven (Anuar et al., 2023).

In the current educational setting, the phenomenon of mental and physical exhaustion has been documented in many studies as fatigue. Fatigue affects individuals in both student life and normal life negatively. There is an increased number of mental problems in Malaysia and the projection by the Ministry of Health will continue to augment in the future. These statistics are linked to suicidal behaviour. Fatigue and lethargy are among mental health symptoms and affect a person, physically and emotionally. For students, specifically, to achieve good mental health, study and, life stress, the current issues must be resolved (Ali et al., 2023). Without proper interventions, these conditions might lead to bigger issues. As mentioned by Lee et al. (2020), Korean students demonstrated severe academic stress and pressures due to the cultural importance of academic accomplishment and the belief that admission to a reputable university promises an outstanding future. Hence, this results in the most crucial variable to Korean mental health issues and students' suicidal cases.

The impact of the COVID-19 pandemic has led to many undesirable issues. Hashim et al (2023) argued that due to the Malaysian urban lifestyle and waves of change caused by the COVID-19 pandemic, students are becoming the main victims as the numbers of student's fatigue have augmented rapidly. Anuar et al (2023) also added that in recent years during the COVID-19 epidemic, due to the sudden shift to online learning, countless students encountered greater stress and anxiety in academics. These findings are consistent with the analysis by (Yusof et al., 2023). In the aim to explore the association between learning pushing factors, fatigue, and reasons for dropout, it was discovered that there is a positive correlation

with the hypothesis that these subscales were influencing the sudden increase in number of dropouts at universities during the COVID-19 (Yusof et al., 2023). Meanwhile, in another context, while investigating several burnout profiles of Chinese students, Zhang et al (2013) described students in the distressed group as having the highest level of fatigue and may suffer from emotional fatigue, and lack of interest academically and demonstrate vulnerability in their studies. This might lead to demotivation as they feel helpless in their studies.

The ideal situation is to recognize the learning-pushing variables which can alleviate fatigue in an academic setting. Additionally, identification of the causation of fatigue is also crucial since it can play a role as a mediator or a buffer when exhaustion is experienced by students.

In the FL context, some studies attempted to seek the answers to this topic, however, the study on the relationship between pushing factors and causes of fatigue is still considered largely underexplored as stated by (Felaza et al., 2020; Yu et al., 2022). Additionally, a suggestion by Li et al (2021) to examine the link between FL learning pushing factors and variables of fatigue leads to the purpose of this current study.

### *Objective of the Study and Research Questions*

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

- How do learners perceive their pushing factors in the learning of a foreign language?
- How do learners perceive fatigue in the learning of a foreign language?
- Is there a relationship between pushing factors and fatigue in the learning of a foreign language?

### **Literature Review**

#### Motivation to learn

Motivation is essential for effective learning because it affects how much work and perseverance a person puts into the learning process. One's motivation can be influenced by a wide range of things, including objectives, values, pursuit of personal interests, and external rewards or recognition. According to Dornyei (1998), motivation is a complex phenomenon rather than a single, consistent factor. He emphasised the importance of exercising extra caution while defining and evaluating motivational factors, and that one should be fully aware that the particular motivation measure or notion being studied is probably only a small portion of a larger, more complex psychological construct.

#### *Stress Burnout among learners*

Studies have shown that there is a correlation between pushing factors famously known as motivation and stress burnout or fatigue (Yu et al., 2022; McEown et al., 2023; Aguayo., 2019). Stress burnout or fatigue happens because foreign language learners must cope with several demotivators, for example, unsuitable or confusing teaching techniques, inadequate learning facilities, or teachers with low language proficiency (Aydin, 2012; Resnik and Dewaele, 2020). In addition to these reasons, the foreign language learning process demands time and energy in recitation, imitation, and countless practices before successfully transitioning to becoming a good speaker. Due to this scenario, low-motivated learners will



unwillingly spend their time in language learning tasks, and they will feel overwhelmed and fatigued.

#### *Past Studies on Learning Motivation*

Numerous researches have been conducted to look into the motivation behind learning. A study by Zolkapli et al (2023), which explores the motivation and demotivation factors for learning communication skills, found that two factors namely extrinsic goal orientation and control beliefs for learning had significant impacts on students' motivation, thus affecting how well students learn. In relation to that, Zain et al (2023) study showed that learning a foreign language is motivated by both internal and external factors for Malaysian students. Additionally, they also found that intrinsic motivation plays a critical role in encouraging students' extrinsic motivation to become passionate about the learning process.

There have been many past studies on learning motivation. The study by Zolkapli et al. (2023) is done to explore the motivating and demotivating factors amongst pre-university students and the effects on their communication skills. This quantitative approach collected the data from a purposive sample of 271 UiTM Centre of Foundation Studies students via survey, drawing inspiration from Pintrich & De Groot (1990) for motivation and Campos et al. (2011) for burnout factors. There are four sections in the survey. In section A, there are items on the demographic. There are 24 items on motivation factors in Section B. 16 items in Section C address demotivation factors. The findings revealed that to manage stress and burnout, emotional intelligence plays a significant role since focusing on positive emotions and feelings during the learning process might lessen emotional fatigue and boost motivation. The implications of the finding suggest that to provide a supportive learning environment that encourages good emotions, engagement, and effective communication, educational institutions and instructors should pay considerable attention to the relationship between motivational and demotivational aspects in learning.

Zain et al (2023) conducted a quantitative study that examines the relationship between students' motivation and their fear of learning a foreign language. 163 UiTM Melaka students from various faculties participated in the survey. The survey used a 5-point Likert scale and it was adapted from Horwitz, Horwitz, and Cope (1986) and Gardner (2001). There are 3 sections in the survey. Section A is items on the demographic profile. The 11 items in Section B deal with learning motivation, while 33 items in Section C deal with learning a foreign language fear. The data indicates that, when it came to learning foreign languages, the majority of language learners showed a propensity towards instrumental motivation as opposed to integrative drive. The investigation's implications are significant for foreign language learning and pedagogy in Malaysia. Language teachers can use these implications as a guide to develop effective teaching strategies that improve the comprehension and fluency of foreign languages among their students.

#### *Past Studies on Stress and Burnout among Language Learners*

A quantitative study by Han and Haider (2022) investigated the impacts of stress burnout as one of foreign language classroom anxiety (FLCA) in achieving successful foreign language learning experiences among 615 students in universities in China. The survey and data were gathered from November 2021 until March 2022 amidst the disturbing impacts of the COVID-19 pandemic, where all the language learning acquisition took place online. Results from the study showed stress burnout as a part of FLCA has a strong correlation in determining students' achievement in foreign language learning. The study also revealed that the higher

the emotional intelligence, the better performance that the students will achieve due to the substantial pushing factors that the students have. Lastly, it was claimed that emotional intelligence, as a pushing factor, manages to decrease students' foreign language anxiety or stress burnout in foreign language learning.

On the other hand, a qualitative study by Solo et al (2022) was conducted to assess the connections between teacher motivation and burnout among English as a foreign language (EFL) teachers in Chile. The study focussed on the impacts on demotivators and burnout in foreign language teaching. 154 school teachers were respondents to the study. The questionnaire had four categories, which were autonomous motivation for teaching, demotivators, perceived burnout, and L2 motivation. Additionally, interview sessions were given to fifteen teachers to develop a comprehensive understanding of the survey results. The qualitative findings suggested that teachers with years of teaching experience were inclined to be more motivated and they used demotivators as a pushing factor to excel in their career.

Another study by Jahedizadeh et al (2016) was conducted to assess burnout, foreign language students' demotivation, perceptions of classroom tasks, and mastery goal orientation in Mashhad, Iran. 250 EFL language institutes and university students were respondents to the study. There were four types of scales used in this research, the 'Achievement Goal Orientation Inventory', the 'Students Perceptions of Classroom Activities' scale, the 'Maslach Burnout Inventory', and the 'de-motivation scale'. Interesting findings showed that demotivators such as class materials, teachers, lack of interest, classroom setting, and failure ordeal are the major and crucial causes of burnout. Class materials, such as uninteresting textbooks or handouts topped as the main cause of students' burnout.

### **Conceptual Framework**

Motivation for learning comes from some pushing factors and lack of motivation may lead to learners feeling overwhelmed with fatigue. Some factors that can push learners to want to continue learning are the surrounding peer community, the learning activities, and also the teaching approach taken by the instructor (Rahmat et al., 2021). Similarly, Pintrich & DeGroot (1990) presented three motivational constructs such as (a) value components, (b) expectancy components, and also (c) affective components. The conceptual framework of the study is presented in Figure 1 below. This study explores the relationship between motivational factors by Pintrich & DeGroot (1990) and burnout factors by Campos et al. (2011).

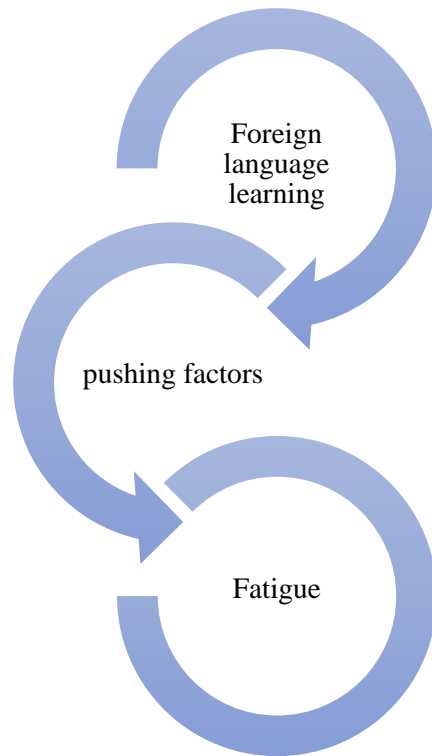


Figure 1- Conceptual Framework of the Study- Pushing Factors for Learning and Causes of Fatigue among Foreign Language Learners

### Methodology

This quantitative study is done to explore pushing and fatigue factors for learning among undergraduates. A purposive sample of 125 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Pintrich & DeGroot (1990); Campos et al (2011) 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 pushing factors. Section C has 16 items on fatigue.



Table 1

*Distribution of Items in the Survey*

SECT	MAIN CONSTRUCT	COMPONENT		VARIABLE	No Of Items	Total Items
B	PUSHING FACTORS Pintrich & De Groot (1990).	VALUE	(i)	Intrinsic Goal Orientation	4	24
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY	(i)	Students' Perception of Self-Efficacy	5	
			(ii)	Control Beliefs for Learning	2	
		AFFECTIVE			5	
C	FATIGUE (Campos, et.al (2011).	EXHAUSTION			8	16
		DISENGAGEMENT			8	
	TOTAL NO OF ITEMS					40

Table 2

*Reliability of Survey***Reliability Statistics**

Cronbach's Alpha	N of Items
.920	40

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

Q1- Gender

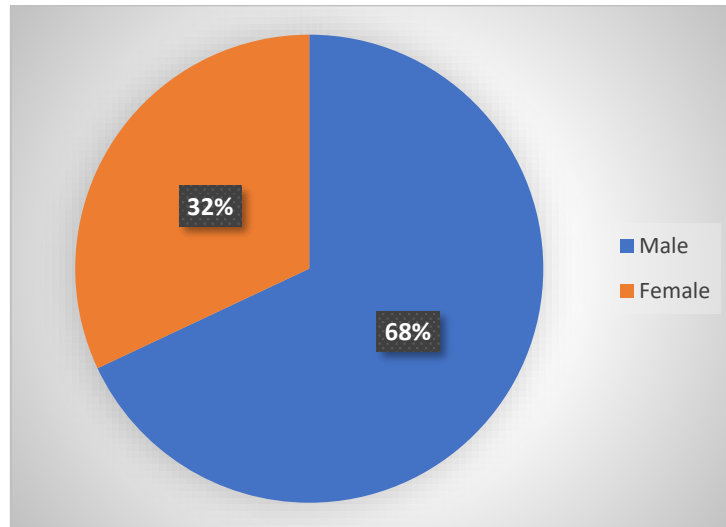


Figure 2 - Percentage for Gender

Figure 2 displays the percentage for gender. From 125 respondents, the results showed 68% of the respondents were male students and 32 % were female students.

Q2 - Course

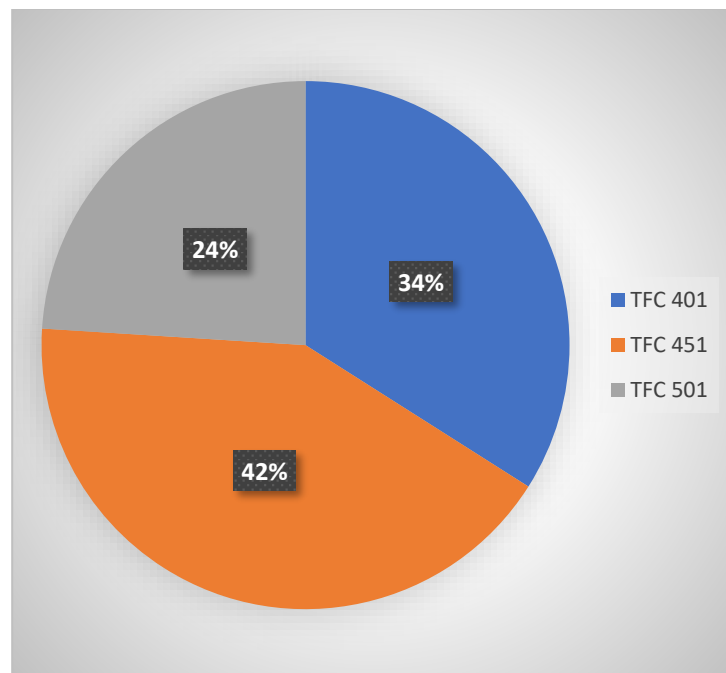


Figure 3 - Percentage for Course

Figure 3 indicates the respondents' various courses. 42% of the respondents were from TFC 451 course and another 34% of them were in TFC401 course. Meanwhile, 24% of the other respondents were doing TFC 501.

Q3 - Discipline

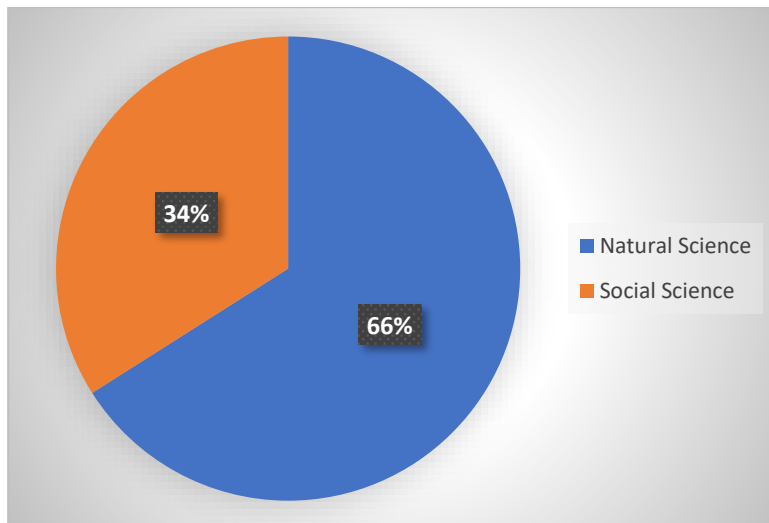


Figure 4 - Percentage for Discipline

Figure 4 reports the respondents’ two different disciplines. Most of the respondents (66%) were natural science students and 34% of them were from social science disciplines.

Findings for Pushing Factors

This section presents data to answer research question 1 - How do learners perceive their pushing factors in the learning of a foreign language? In the context of this study, pushing factors are measured by (A) Value components, (B) Expectancy components, and (C) Affective components.

Value Component

(i) Intrinsic Goal Orientation (4 items)

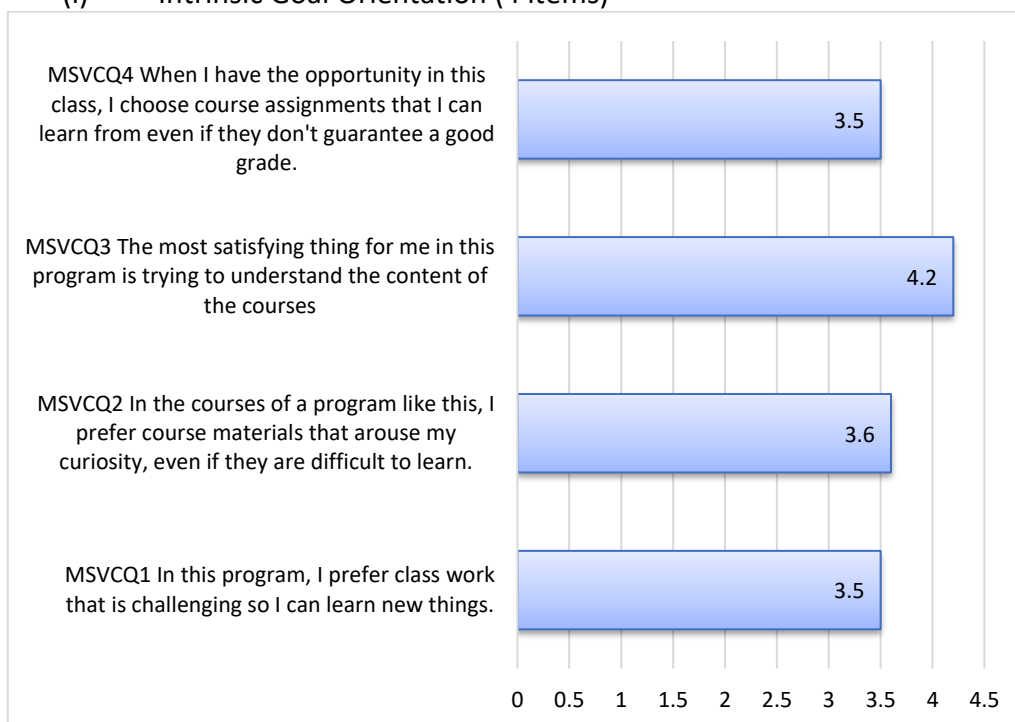


Figure 5 - Mean for intrinsic goal orientation

Figure 5 displays the mean score for “Intrinsic Goal Orientation”. The highest mean score of 4.2 is the respondent claims the most satisfying thing for him/her in this program is trying to understand the content of the courses. The second highest mean score of 3.6 is the respondent believes in the courses of a program like this, he/she prefers course materials that arouse his/her curiosity, even if they are difficult to learn. The third and fourth mean score of 3.5 depicts that the respondent clarifies in this program, he/she prefers class work that is challenging so he/she can learn new things, and when he/she has the opportunity in this class, he/she chooses course assignments that he/she can learn from even if they don't guarantee a good grade.

(ii) Extrinsic Goal Orientation (3 items)

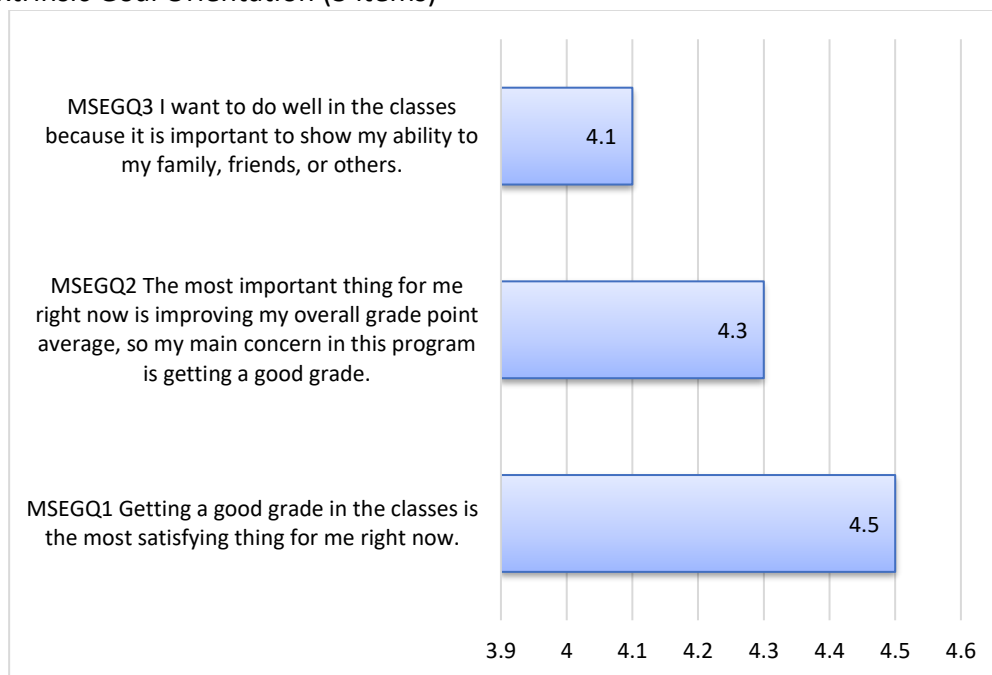


Figure 6 - Mean for Extrinsic goal orientation

Figure 6 shows mean scores for extrinsic goal orientation from the student's perspective. The highest mean score value is 4.5 as the respondents viewed getting a good grade in the classes as the most satisfying goal for them. Then, the second highest mean score 4.3, they perceived the most important thing for them was improving their overall grade point average, with their main concern in the program being scoring a good grade. Meanwhile, the lowest mean score value is 4.1, which indicates that the respondents observed themselves as wanting to do well in the classes because it is important to show their abilities to their family, friends, and others.

## (iii) Task Value Beliefs (5 items)

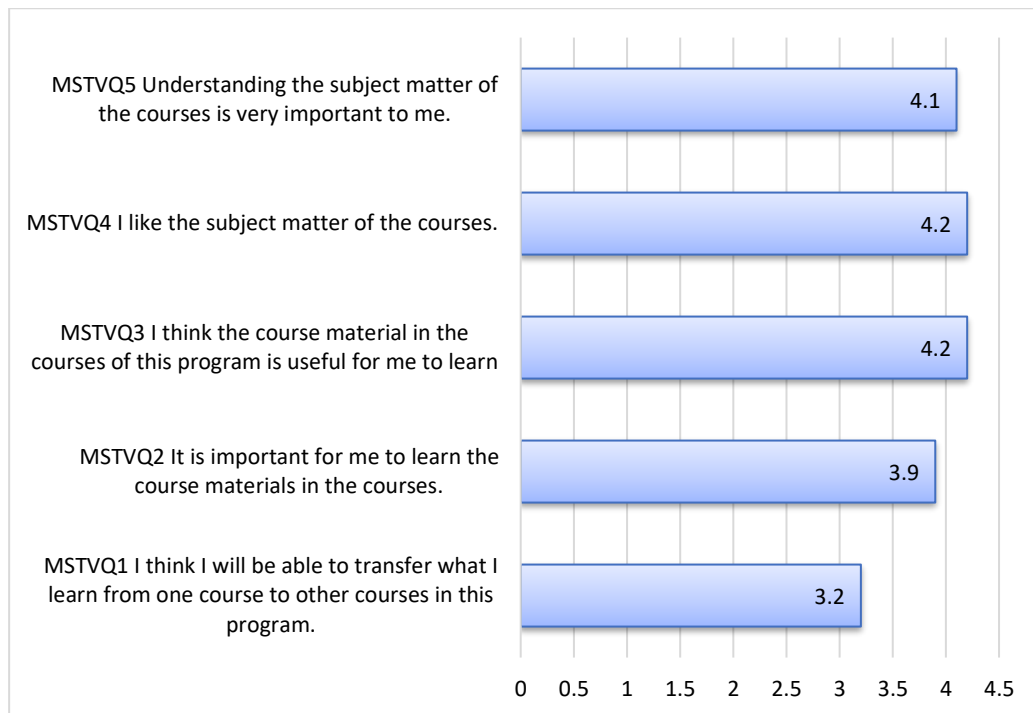


Figure 7 - Mean for Task Value Beliefs

Figure 7 exhibits mean scores for task value beliefs based on the respondents' perceptions. The highest score value stands at 4.2, which was shared by two different task value beliefs, with the respondents thinking that having the course material in the courses of this program is useful for them to learn and the respondent likes the subject matter of the course. The second highest value, a mean score of 4.1, showed that the respondents believed that understanding the subject matter is very important to them. The third mean score, 3.9, displays that the respondent believed that it was important for the respondents to learn the course materials in the courses. Lastly, the lowest mean score of 3.2, is for the respondents' belief that they will be able to transfer what they have learned from one course to another similar course.

## Expectancy Component - 7 items

Expectancy is measured by (i) students' perception of self-efficacy and (ii) control beliefs for learning.

## (i) Students' Perception Of Self-Efficacy (5 items)

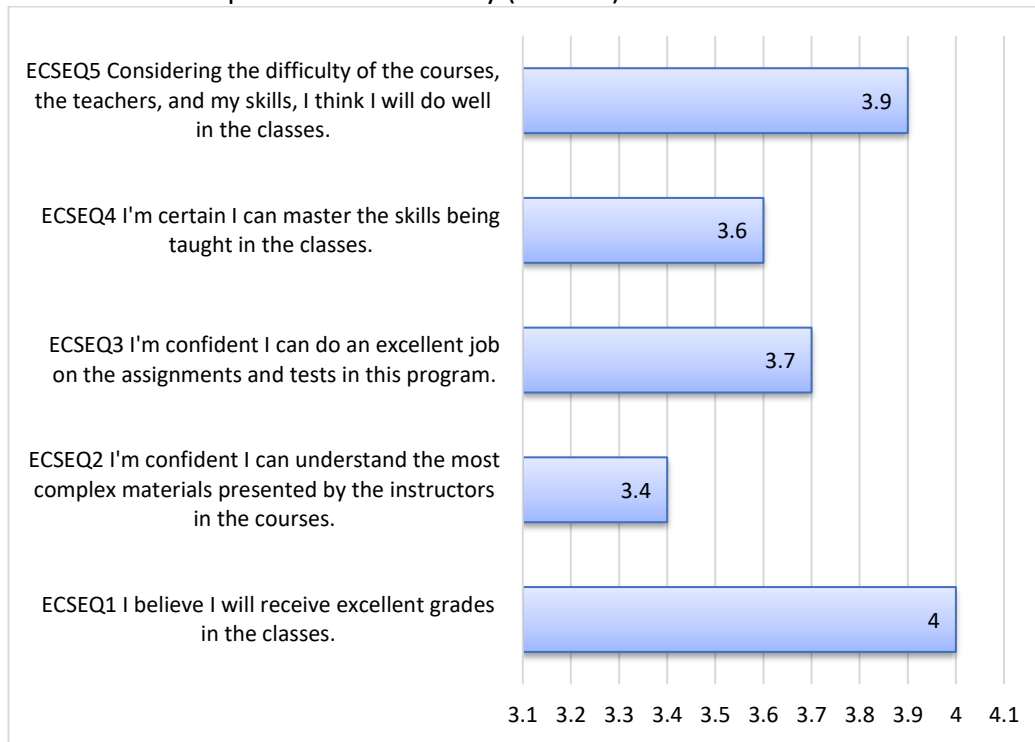


Figure 8 - Mean for Students' Perception of Self-Efficacy

Figure 8 presents students' perception of self-efficacy in terms of mean scores. The highest score was 4 representing the first item, where the students believe they will receive excellent grades in the classes. In addition, students who are certain that they can master the skills being taught in the classes, and those who are considering the difficulty of the courses, the teachers, and their skills, think that they will do well in the classes with a mean score of 3.9. The third highest mean score, 3.7, displays that the respondents were confident that they could do an excellent job on the assignments and tests in this program. The fourth-highest mean score of 3.6 denotes that the respondents were certain that they could master the skills being taught in the classes. Finally, the lowest score was 3.4, showing that students were confident that they could understand the most complex materials presented by the instructors in the courses.



(ii) Control Beliefs For Learning (2 items)

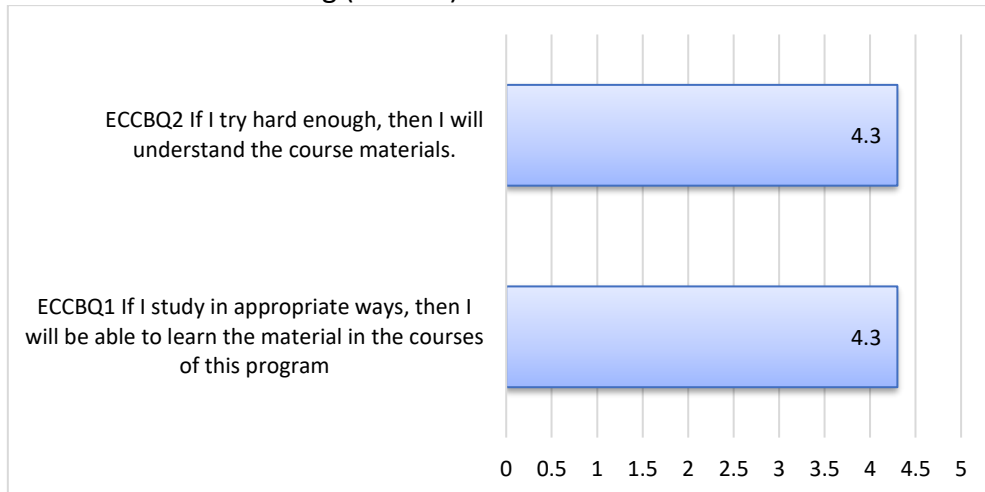


Figure 9 - Mean for Control Beliefs for Learning

Figure 9 shows the mean for control beliefs for learning in which both have the same mean of 4.3.

Affective Component - (5 items)

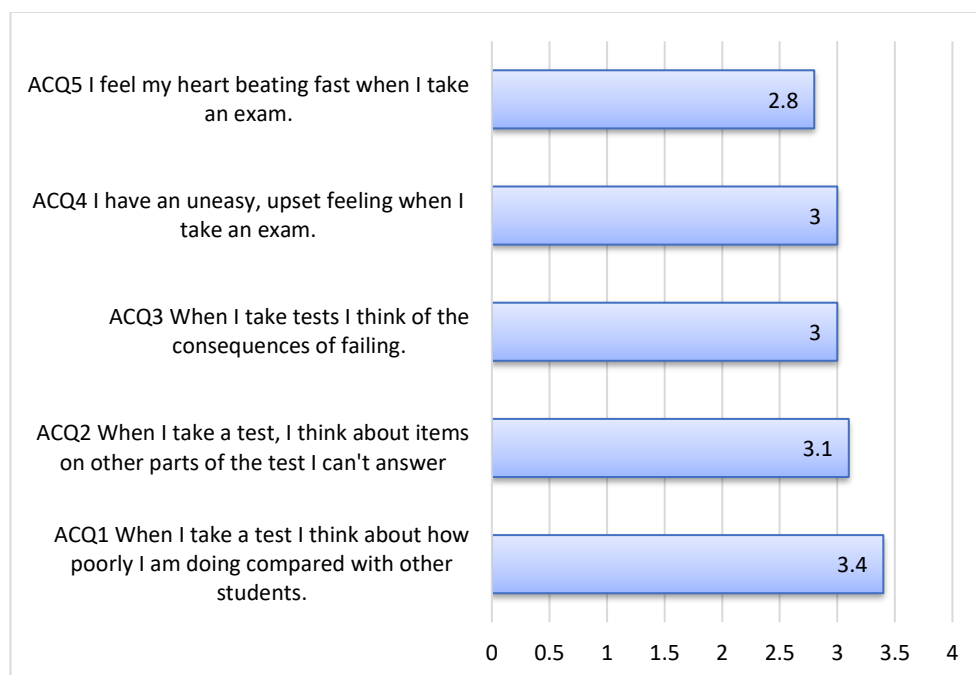


Figure 10 - Mean for Affective Components

Based on Figure 10, the highest mean for affective components is 3.4 whereby most of the students think about how poorly they did compared to other students. The lowest mean is 2.8 in which students feel their heart beating fast when they take an exam.

## Findings for Fatigue

This section presents data to answer research question 2 - How do learners perceive fatigue in the learning of a foreign language?

## (i) Burnout (EXHAUSTION)

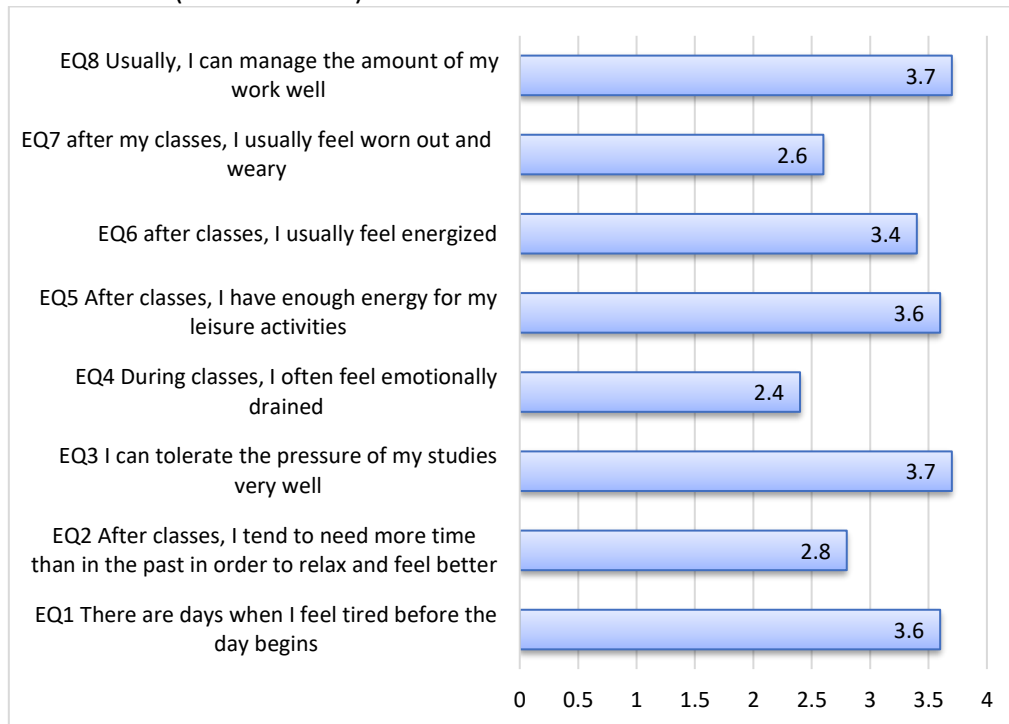


Figure 11- Mean for Burnout (Exhaustion)

Figure 11 shows the Burnout (Exhaustion). The lowest is item 4 which indicates that most respondents disagree that during classes, they often feel emotionally drained ( $M = 2.4$ ). Meanwhile, item 3 and 8 share the highest mean score ( $M = 3.7$ ). This shows that the respondents agree that they can tolerate the pressure of their studies very well and they usually can manage the amount of their work well.

(ii) Disengagement

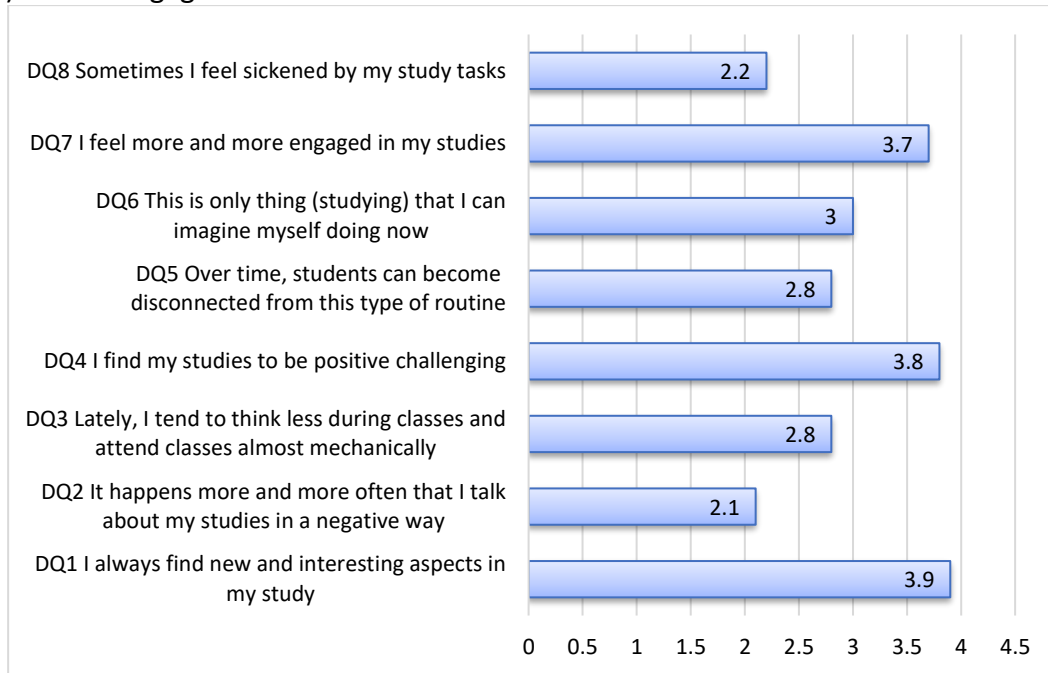


Figure 12 - Mean for Burnout (Disengagement)

Figure 12 shows the Disengagement. The lowest is item 8 which indicates that most respondents disagree that they sometimes feel sickened by their study tasks (M = 2.2). Meanwhile, item 1 has the highest mean score (M = 3.9). This shows that the respondents agree that they always find new and interesting aspects in their study.

*Findings for Relationship between Pushing Factors and Fatigue*

This section presents data to answer research question 3 - Is there a relationship between pushing factors and fatigue in the learning of a foreign language? To determine if there is a significant association in the mean scores between pushing factors and fatigue data is analysed using SPSS for correlations. Results are presented separately in Table 3 below.

**Correlations**

		PUSHINGFAC TOR	FATIGUE
PUSHINGFACTOR	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	125	125
FATIGUE	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	125	125

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

Table 3 shows there is an association between pushing factors and fatigue. Correlation analysis shows that there is a moderately significant association between pushing factors and fatigue. (r=.449\*\*) 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 moderate positive relationship between pushing factors and fatigue.

## **Conclusion**

### *Summary of Findings and Discussions*

The findings reflect on students' perception of the pushing factors in learning French as a foreign language related to (1) value factor which included intrinsic, and extrinsic motivations and task value beliefs; (2) expectancy factor which covers self-efficacy; and (3) affective factor.

The most common finding related to intrinsic and extrinsic factors is that students tend to possess an inferior perception of achievement when they have less intrinsic motivation and more extrinsic motivation as argued by Felaza et al. (2020). Intrinsically, students claim that the most satisfying thing is the process of trying to comprehend the course outline. In addition, they favour the course materials that stimulate their curiosity even though it is challenging to understand. The findings of the present study support previous research (Liu et al., 2023) that revealed a growth mindset or integral motivation will enhance foreign language learning and can promote resilience in studies. Rahman et al. (2023) added that to achieve a successful language learning experience, students require a positive attitude and pushing factors. From the analysis, students perceive one of the most significant extrinsic pushing factors that influence learning is sustaining and improving their overall grade point average to score a good grade. This is supported by prior studies (Sa'adan et al., 2023; Zolkapli et al., 2023) that receiving good grades serves as a pushing factor in foreign language learning.

According to Yusof et al (2023), students with higher task value beliefs, self-efficacy, and control beliefs towards their learning attitudes are more driven in learning. This is further explained in the findings of the current study. In determining how students perceive task value belief, mostly believe the usefulness of the course material to learn is vital. Similarly, to be able to understand the topics in the French language is crucial too. The perception of liking the subject matter also plays an important part for them. On the contrary, according to Lee et al. (2020), students who are unable to find meaning and experience the joy of study and being profiled as the Distressed group. They were burned out and needed assistance to alleviate their level of fatigue. This type of pushing factor is noteworthy in encouraging academic performance.

Additionally, the analysis of self-efficacy variables revealed from the student's perspective, they will obtain exceptional grades in the classes. This analysis is consistent with the previous research (Sa'adan et al., 2023; Zolkapli et al., 2023) that showed getting good results contributes to learning motivation and is one of the most significant pushing factors. Moreover, students who are certain that they can master the French language skills being taught, and those who are considering the intricacy of the courses, the teachers, and their language skills, think that they will do well in the French language.

Equally important, the learning control beliefs subscale showed that students will be able to learn the course materials if they study in appropriate ways, and if they try hard enough, they will understand the course materials. Since they believe that they have sufficient confidence in their ability to learn, they will persevere in academic study (Zhang et al., 2023). This is supported by Zolkapli et al (2023), where students' control belief can shape their insights into their capability to succeed.

Moreover, the analysis of fatigue factors has dual components: (1) exhaustion and (2) disengagement, and reflects on the student's perception of these two aspects. The findings on exhaustion indicate that students can tolerate the pressure of their studies very well and they usually can manage the amount of their work well. Meanwhile, for the disengagement variable, they find new and interesting aspects in their study. This result is aligned with a study by previous research Anuar et al (2023) where the causes of fatigue are the variables examined.

Finally, the moderate positive relationship between pushing factors and fatigue demonstrates that there is indeed a correlation between these two factors and the findings were consistent with the previous studies done Ali et al (2023); Anuar et al (2023); Hashim et al (2023); Sa'adan et al (2023); Yusof et al (2023); Zolkapli et al (2023) in this field. Interestingly, the previous studies aimed to investigate the link between pushing factors and causes of fatigue of students from English as a second language, and the present study examined French as a foreign language point of reference. Conclusively, this study has contributed findings that reflect the foreign language students in Malaysia and the researchers need to address new insights to develop a better understanding of learning French as a foreign language in an academic setting.

#### *Pedagogical Implications and Suggestions for Future Research*

In conclusion, the findings of the study reflected the significance of the implications for pedagogy and provided valuable insights for future researchers to explore particularly in recognizing learning French as a foreign language in Malaysian public universities. The correlation found between pushing factors and causes of fatigue may lead to other relevant studies that can fill the gap in the literature in academic settings. This analysis highlights the necessity for academicians to detect the causes of fatigue among learners and implement a supportive learning environment to alleviate exhaustion in this challenging socio-economic milieu. Furthermore, efforts to strengthen intrinsic motivations may help to protect students from fatigue. Policymakers are encouraged to devise intervention strategies and blueprints to assist students easing burnout in academic tasks. Additionally, psychological support from parents plays a huge role in helping students to foster positive sentiments and to cope with academic challenges. Moreover, it is highly commendable for educational establishments to prioritise and implement a supportive learning environment by introducing stress management approaches and providing additional resources to nurture these projects. Future research is necessary to examine other possible variables (dropouts, academic performance, language skills), various foreign languages (German, Italian), and different student profiles (secondary schools, pre-university) under similar hypotheses to help contribute to the body of literature. A more detailed study needs to be carried out in the form of burnout to develop guidelines or models that contribute to alleviating fatigue among students.

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