

Exploring Motivation and Burnout Among Learners Learning Arabic as a Foreign Language

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ABSTRACT

It is relatively common for students, particularly those learning a foreign language, to experience both motivation and burnout during their studies. Despite the presence of advanced educational structures, learners worldwide tend to rely on their motivation to achieve academic goals yet often face burnout in the process. Hence, this quantitative study aims to explore the motivational factors driving students to learn Arabic as a foreign language, while also examining the potential for burnout that may arise from the learning process. This study also explores the relationship between motivational components and causes of burnout among learners. A total of 181 participants from a public university in Malaysia, who were enrolled to learn Arabic, completed a survey that was designed based on the frameworks of Campos et al. (2011) and Pintrich et al. (1990). The survey was divided into three sections, covering the demographic profile, motivational components (24 items), and burnout (16 items) measured on a 5-point Likert scale. Analysis was conducted using SPSS, which revealed a strong positive relationship between motivation and burnout, providing valuable insights into the balance between motivation and burnout in foreign language learning. The results have implications for educators to better support students' learning experiences by creating supportive, low-pressure learning environments, incorporating culturally immersive experiences, and providing opportunities for real-world communication scenarios. The findings will also help both learners and instructors become more aware of foreign language anxiety, enabling them to address and overcome this challenging issue.

Keywords: Motivation, Burnout, Arabic Language, Foreign Language

INTRODUCTION

Background of Study

Learning a foreign language is both culturally enlightening and intellectually enriching, offering new possibilities, connections, and opportunities to students. However, it is not easy, as it requires a strong sense of motivation from the learner to be successful. Motivational factors enhance a learner's receptiveness to new information and influence their learning process, leading to variations in how individuals acquire and process knowledge (Seven, 2020). Meanwhile, according to Usan et al. (2022), burnout in the academic context refers to the pressure and disheartenment that result from a loss of enjoyment in learning, a lack of commitment to academic progress, and diminished motivation to achieve learning objectives.

Despite the implementation of advanced educational frameworks, foreign language learners tend to rely on their motivation to achieve academic goals while simultaneously experiencing burnout. This has been observed in Malaysia, through a study involving 125 respondents from a public university that explored the levels of motivation and burnout among learners studying French as a third language, which sought to examine the potential connection between these two components (Ismail et al., 2024). In line with the study by Shazali et al. (2023), the findings revealed that there is a strong relationship between students' motivation and burnout. It was discovered that extrinsic motivation was higher than intrinsic motivation among the respondents. Rather than

pursuing personal goals for self-satisfaction, students appeared to be more focused on gaining approval from friends and relatives. Moreover, the respondents' causes of burnout were perceived as moderate in intensity. These results provide evidence that support theories proposing a correlation between motivation and burnout.

Statement of Problem

Learning Arabic as a foreign language poses unique challenges that distinguish it from other language learning experiences. Its complex grammar, unfamiliar script, multiple dialects, and pronunciation difficulties often result in increased cognitive load for learners. While these linguistic challenges are well-documented, there is limited research specifically examining how they contribute to learner burnout and reduced motivation within Arabic language contexts. Existing studies on motivation and burnout tend to focus on general foreign language acquisition or other major languages such as English or Spanish, leaving a gap in understanding the psychological experiences of Arabic learners.

This lack of targeted research is concerning, given that Arabic is increasingly taught in diverse educational settings and is considered a critical language in many global contexts. Without a clearer understanding of how motivation and burnout interact in the Arabic learning process, educators may struggle to provide effective support. Therefore, this study seeks to address this gap by investigating the relationship between motivation and burnout among learners of Arabic as a foreign language, offering insights that can inform more effective teaching strategies and learner support systems.

Schaufeli et al. (2022) suggest that burnout in students includes feelings of exhaustion stemming from academic pressures, a negative and detached attitude toward their studies, and feelings of inadequacy Xu (2017) who conducted a study among English major university students, identified several factors contributing to learning burnout. These include limited knowledge about the field of study, lack of practice, and insufficient support from seniors. Such factors resonate with the challenges faced by students learning Arabic, where similar limitations may intensify burnout.

Motivation plays a crucial role in student success and adaptation in educational settings. According to Pintrich and Schunk (1996), motivation is the process that initiates and sustains goal-directed activity. For students learning Arabic as a foreign language, maintaining motivation can be particularly challenging. While an engaging learning environment, effective teaching strategies and supportive resources can help sustain students focus and progress, the inherent difficulties of the language often lead to frustration and a loss of interest. Understanding the factors that influence motivation is vital in addressing challenges like burnout. Ryan and Deci (2000) emphasize that social contexts fostering feelings of competence, autonomy, and relatedness are central to sustaining intrinsic motivation and encouraging self-determination in extrinsic motivation. When students receive support in these areas, they are more likely to remain motivated and resilient throughout their learning journey. However, without such support, the risk of burnout increases, particularly for the learning of demanding languages like Arabic.

This study explores the relationship between motivation and burnout in students learning Arabic as a foreign language. It identifies the factors that influence motivation and investigates how these factors are linked to burnout. By providing insights into these relationships, the study aims to improve teaching methods, reduce burnout, and enhance the overall learning experience. The findings will assist educators in creating supportive environments that sustain student engagement and motivation, helping them achieve their language goals while minimizing stress.

Objective of the Study and Research Questions

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

1. How do learners perceive their motivation for learning?
2. How do learners perceive their burnout?

3. Is there a relationship between motivation for learning and burnout?

LITERATURE REVIEW

Theoretical Framework

Motivation for Learning

Motivation is a key factor that impacts the behaviors and strategies in foreign language learning. Motivation can be defined as a strong desire or a strong spirit in a person that motivates him to try or do something to achieve success. As such, the attitude towards learning a language is an important factor that determines the success of a student who knows a language. It is the driving factor that makes or encourages someone to try or do something with interest. According to Winarti (2001), motivation is the desire found in an individual that drives him to perform actions. Meanwhile, according to Dörnyei and Ushioda (2021), motivation is something that drives a person in making decisions and determines how diligent they are in striving for it. Motivation is also defined by Borah (2021) as a stimulant that pushes someone into doing work.

Research by Ismail (2024) shows that students experience motivation and fatigue when they learn French as a foreign language. The study found that students were more driven by extrinsic motivation compared to intrinsic motivation. Belief in the value of the task is also considered an important factor in intrinsic motivation. This is because students become aware of the importance of the lessons in addition to being interested in the subject or course. The study also showed that students experience motivation based on other people's expectations. Based on the expectation component, students were found to have higher control beliefs about learning than their perceptions of self-efficacy as they believe they will be able to understand and learn their course material.

There are several theories related to motivation, including the L2 Motivational Self-System Theory (Dörnyei, 2005). This theory links motivation to a person's identity in the language-learning process.

1. **Ideal L2 Self:** Learners study a language because they aspire to achieve an ideal self-image, such as becoming a fluent diplomat in a foreign language.
2. **Ought-to L2 Self:** Learners are motivated to learn a language because they feel the need to meet others' expectations or job demands.
3. **L2 Learning Experience:** Positive learning experiences also influence learners' motivation to acquire a second language.

It is clear from the theory that students themselves influence their learning motivation. The conclusion that can be drawn is that motivation is important in language learning, especially when it comes to acquiring a third language such as Arabic. Therefore, students should cultivate their internal motivation to make learning more effective and meaningful.

Burnout among Students

Burnout among students refers to a condition where students experience mental, emotional, and physical exhaustion caused by prolonged academic stress and overwhelming study demands. According to Vizoso, Arias-Gundin, and Rodríguez (2019), burnout is defined as a "psychological syndrome characterized by gradual emotional fatigue, loss of motivation, and reduced enthusiasm". Meanwhile, Maroco and Campos (2012) described it as a response to chronic stress. Burnout is commonly portrayed through three key dimensions: exhaustion, cynicism, and reduced efficacy (Maslach, Schaufeli, and Leiter, 2001). However, Schaufeli and Taris (2005) categorized it as a syndrome of mental exhaustion that is observed across various professions. Research on burnout has predominantly focused on teachers, with limited exploration in the context of students, particularly for academic burnout, which is an issue of growing concern worldwide as it is a phenomenon that warrants serious attention. According to Zhang et al. (2007), academic burnout is defined as a state of exhaustion experienced by students due to high study demands (exhaustion), which leads to emotional detachment from academic tasks (cynicism) and a feeling of inefficacy or inability to achieve academic success (inefficiency).

Past Studies

Past Studies on Motivation for Learning

Past studies on motivation for learning have explored various dimensions of this complex construct, focusing on different populations and employing diverse methodologies.

Jerie and Zamri (2010) conducted a study to explore the attitudes and motivation of Iban students in learning Malay as a second language and determine whether there are differences based on gender. A total of 302 Iban students in Year 6 from 15 primary schools in the Kanowit district of Sarawak were selected as the study respondents using purposive sampling. The study was based on Gardner's socio-educational model and employed a questionnaire containing 36 items on attitude and motivation building. Descriptive statistics and inferential statistics results demonstrated that Iban primary school students had a positive attitude and high motivation to learn Malay as their second language. However, these students showed low motivation when learning Malay for a longer period compared to other subjects. The findings also showed that there was a difference in motivation between male and female students. In general, from this study, the researcher found that the attitude of Iban students in primary school when learning Malay as a second language was positive. This suggests the acceptance of the Malay language as the language of knowledge and unity in Sarawak among the respondents.

Likewise, the study conducted by Nurul and Azizi (2012) aimed to explore the relationship between learning motivation, parenting style, and attitude with academic achievement among school students. A total of 291 students in eight secondary schools in the Kulai district of Johor were randomly selected. A pilot study was conducted to determine the reliability and appropriateness of the questionnaire, while Cronbach's alpha was used to measure its internal consistency. The questionnaire was related to aspects of learning motivation and students' attitudes and was constructed and modified based on the instruments used by previous researchers in past studies and psychological approaches. Descriptive statistics using the mean, frequency, percentage and standard deviation were used to analyze the most dominant factors in intrinsic motivation and extrinsic motivation as well as the level of academic achievement of students. Meanwhile, Pearson's correlation analysis was used to determine the relationship between learning motivation, parenting style and attitude with students' academic achievement. The t-test was also used to identify whether there is a significant difference between learning motivation, parenting style, and attitude among school students based on the location of residence.

The results of the study found that the goal factor was the most dominant factor in intrinsic motivation, while the grade factor was the most dominant factor in extrinsic motivation. Pearson's correlation analysis found that there was no significant relationship between learning motivation, parenting style and attitude with students' academic achievement. Therefore, several suggestions were presented in the study to increase learning motivation and academic achievement among students.

Past Studies on Burnout among Students

Past studies on burnout among students have primarily focused on understanding the prevalence and impact of burnout within educational settings. Various researchers have employed diverse methodologies, such as the study by Mohd Azri Abdul Malik et al. (2022) who explored academic burnout as a negative psychological condition that causes chronic stress among students. The study was conducted to identify the dominant dimensions of academic fatigue (emotional exhaustion, reduced sense of personal achievement and depersonalization) in influencing the scholastic achievement of students at Universiti Teknologi MARA (UiTM), Kota Bharu Campus. A total of 282 students enrolled in the second and third years were selected as the study sample using stratified sampling. The study used the Maslach Burnout Inventory-Student Survey (MBI-SS) to measure the dimensions of academic burnout and employed multiple linear regression to identify the dimensions that significantly affect students' scholastic achievement. The results of the study showed that more than half of the students were found to experience academic stress, which led to a high level of academic burnout symptoms. There was also a significant difference in the level of academic fatigue between male and female students. The study concludes that emotional exhaustion significantly affects the scholastic achievement of students.

Similarly, Muhammad Wafi Ramli and Sharifah Rohayah Sheikh Dawood (2020) aimed to study stress factors among students of Universiti Sains Malaysia (USM) from the learning, finance and personal aspects. A survey was administered to 100 randomly selected student respondents. The study was conducted at USM's main campus, which is located in the Northeast district of Penang. Descriptive statistical analysis was used to obtain the frequency, percentage and mean values. For the learning aspect, the highest item was "I find it difficult to understand what the lecturer teaches during learning". Overall, the study had successfully identified stress factors related to learning, mental health, and financial factors that influence learning. The study also stressed the importance for universities to implement holistic stress management and prevention programs or interventions so that stress problems among students can be reduced.

Conceptual Framework

This study looks at learners' motivation to learn Arabic as a foreign language. To sustain learning, learners need to have motivation (Rahmat & Thasrabiab, 2024). The stimulus in the environment can cause changes in behavior during learning (Rahmat, 2019). A positive environment creates a positive learning experiences and vice versa. Figure 1 shows the conceptual framework of the study. This study is done to explore the relationship between motivational components and causes of burnout among learners. According to Pintrich, et.al, (1990), sources of motivation include value, expectancy and affective components. Value components include learners' intrinsic goal orientation, extrinsic goal orientation and also 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. Nevertheless, even the motivated students can face burnout as it can be caused by exhaustion and disengagement (Campos, et.al., 2011).

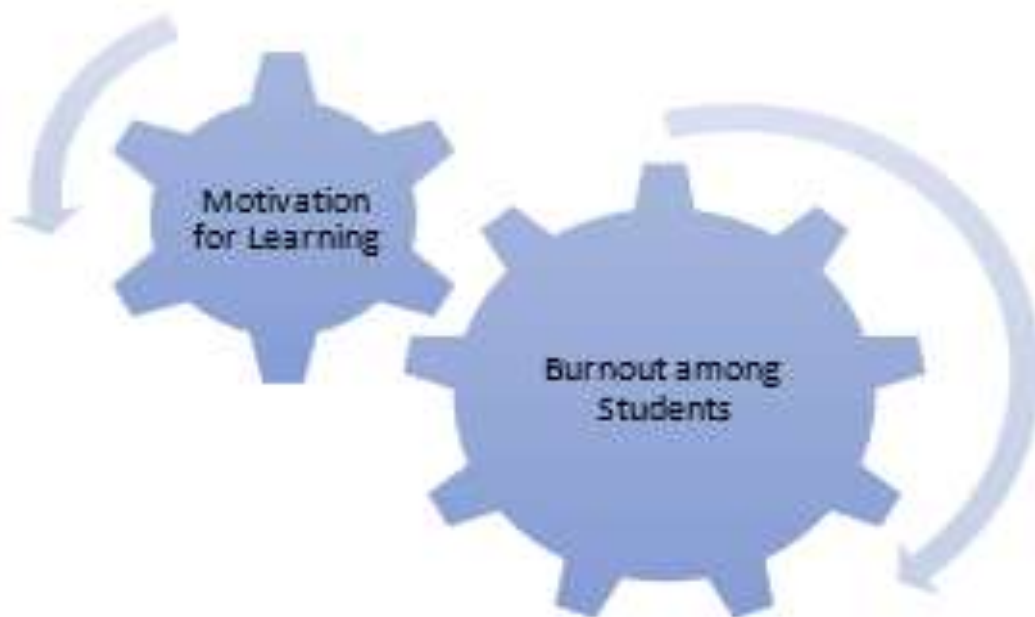


Figure 1-Conceptual Framework of the Study Exploring Motivation and Burnout among Learner

METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 181 participants, who were enrolled to learn Arabic and were purposely chosen to represent the population, 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 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		Construct		Variable	No Of Items	Total Items	Tot Items	Cronbach Alpha
B	Motivational Scale	Value Components	(I)	Intrinsic Goal Orientation	4	12	24	.929
			(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	5		
C	Burnout	Burnout- Exhaustion				8	16	.863
		Burnout- Disengagement				8		
		Total No Of Items				40		.936

Table 1 also shows the reliability of the survey. Reliability tests were done on individual variables. The analysis shows a Cronbach alpha of .929 for Motivational Scale and .863 for burnout. The overall Cronbach alpha for all 40 items is .936; 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	32%
2	Female	68%

Table 2 illustrates the gender distribution of respondents in this study, presented as percentages. The majority of participants were female, making up 68% of the total, while males accounted for the remaining 32%.

Table 3- Percentage for Q2-Discipline

NO	ITEM	PERCENTAGE
1	Science & Technology	49%

2	Social Sciences	28%
3	Business Management	23%

Table 3 presents the percentage of respondents' discipline. The majority were from the Science and Technology discipline (49%), followed by those from the Social Science discipline (28%) and Business Management (23%).

Table 4- Percentage for Q3-Arabic Course

NO	ITEM	PERCENTAGE
1	Introductory Arabic Level 1	29%
2	Introductory Arabic Level 2	48%
3	Introductory Arabic Level 3	23%

Table 4 displays the percentage of respondents according to their current levels in the Arabic course. The students were from Arabic Language Level 1 (29%), Arabic Language Level 2 (48%), and Arabic Language Level 3 (23%).

Table 5- Percentage for Q4-Basic Arabic

NO	ITEM	PERCENTAGE
1	Yes	80%
2	No	20%

Table 5 shows the percentage of respondents' familiarity with basic Arabic. Most of the respondents (80%) possessed a background in basic Arabic language, while a smaller group (20%) did not have such a background.

Findings for Motivation for Learning

This section presents data to answer the first research question, "How do learners perceive their motivation for learning?"

In the context of this study, this refers to the value components, expectancy components, and affective components.

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

Table 6- Mean for Intrinsic Goal Orientation (4 items)

ITEM	Mean	SD
MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things.	3.5	.82725
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	.84498

MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses	4	.76374
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.	3.5	.91058

Based on Table 6, the analysis of all four items revealed moderate to high levels of motivation among students studying Arabic as a foreign language. Item MSVCQ3, with the highest mean score of 4.0, shows that students find the greatest satisfaction in understanding course content, emphasizing their focus on engagement and comprehension. Item MSVCQ2, with a mean of 3.6, indicates that students moderately prefer course materials that stimulate their interest even if the content is challenging. Items MSVCQ1 and MSVCQ4, both with a mean of 3.5, highlight that students value challenging tasks and assignments that encourage learning, even when they do not guarantee high grades. These findings suggest that students adopt a learning-oriented approach and appreciate meaningful academic experiences as part of their journey in acquiring proficiency in Arabic. This positive attitude toward engaging and purposeful educational experiences likely supports their motivation while studying Arabic as a foreign language.

Table 7- Mean for Extrinsic Goal Orientation (3 items)

ITEM	Mean	SD
MSEGQ1 Getting a good grade in the classes is the most satisfying thing for me right now.	4.6	.59870
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.	4.5	.66325
MSEGQ3 I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.3	.85839

Table 7 highlights the high mean scores for extrinsic goal orientation, demonstrating strong motivation among students studying Arabic as a foreign language. Item MSEGQ1, with the highest mean score of 4.6, shows that students feel the greatest satisfaction from achieving good grades in their classes, highlighting the importance they place on academic success as a motivating factor. Item MSEGQ2, with a mean of 4.5, indicates that improving their overall grade point average is a main concern for students, showing a strong focus on academic performance. Item MSEGQ3, with a slightly lower mean of 4.3, reflects that students are motivated to do well in their classes to show their abilities to family, friends or others. These findings suggest that students studying Arabic as a foreign language are highly driven by external rewards, such as grades and recognition, which may help sustain their motivation but could also increase the risk of burnout if these external pressures are not balanced with the enjoyment of the learning process.

Table 8- Mean for Task Value Beliefs (5 items)

ITEM	Mean	SD
MSTVQ1I think I will be able to transfer what I learn from one course to other courses in this program.	3.6	.85878
MSTVQ2 It is important for me to learn the course materials in the courses.	4	.76707
MSTVQ3I think the course material in the courses of this program is useful for me to learn	4.1	.73378
MSTVQ4I like the subject matter of the courses.	4	.80208
MSTVQ5Understanding the subject matter of the courses is very important to me.	4.2	.72396

The five items under Task Value Beliefs in Table 8 show that students studying Arabic as a foreign language exhibit high levels of motivation. Item MSTVQ5, with the highest mean score of 4.2, shows that students place great importance on understanding the subject matter of their courses, while Item MSTVQ3, with a mean of 4.1, indicates that students find the course material useful and relevant to their learning goals. On the other hand, Item MSTVQ1, with a mean of 3.6, shows that students feel slightly less confident about applying what they learn from one course to another, suggesting they have less belief in the ability to transfer knowledge across courses. These findings suggest that students are motivated when they perceive course content as valuable and relevant but may require further support in transferring knowledge across different contexts within their studies.

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

Table 9- Mean for Students' Perception of Self-Efficacy (5 items)

ITEM	Mean	SD
ECSEQ1I believe I will receive excellent grades in the classes.	3.9	.83585
ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.7	.91004
ECSEQ3 I'm confident I can do an excellent job on the assignments and tests in this program.	3.9	.82848
ECSEQ4 I'm certain I can master the skills being taught in the classes.	3.7	.82432
ECSEQ 5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	3.9	.77090

According to Table 9, which illustrates the mean for students' perception of self-efficacy, the highest mean (3.9) highlights that most of the respondents believe that they will receive excellent grades in the classes. Considering the difficulty of the courses, the teachers' and respondents' skills, the respondents believe they do well in classes and are confident in executing an excellent job on the assignments and tests conducted. Next, the second highest mean (3.7) showed that the respondents felt certain in mastering the skills being taught in the classes and most of the respondents disagreed with feeling confident in understanding the most complex materials presented by the instructors in the courses.

Table 10- Mean for Control Beliefs for Learning (2 items)

ITEM	Mean	SD
ECCBQ1If I study in appropriate ways, then I will be able to learn the material in the courses of this program	4.2	.71629
ECCBQ 2 If I try hard enough, then I will understand the course materials.	4.3	.69630

Table 10 presents the items for Control Beliefs for Learning. Item 1 has a mean score ($M = 4.2$), indicating that respondents believe studying in appropriate ways enables them to learn the course materials in this program. Meanwhile, Item 2 has a mean score ($M = 4.3$), showing that respondents agree that if they try hard enough, they will understand the course materials. These results suggest that respondents generally acknowledge the importance of proper study methods and effort for learning success.

Table 11- Mean for Affective Component (Reverse) (5 items)

ITEM	Mean	SD
ACQ1When I take a test I think about how poorly I am doing compared with other students.	3.3	1.01135

ACQ2When I take a test, I think about items on other parts of the test I can't answer	3.2	.98210
ACQ3When I take tests I think of the consequences of failing.	3	1.22000
ACQ4I have an uneasy, upset feeling when I take an exam.	3.2	1.07417
ACQ5 I feel my heart beating fast when I take an exam.	3	1.12287

Table 11 shows the Affective Component. The highest mean score was recorded for ACQ1 ($M = 3.3$), indicating a moderate level of concern about personal performance compared to other students. ACQ2 and ACQ4 recorded moderate mean scores of 3.2, suggesting that respondents thought about unanswered questions and experienced feelings of anxiety and discomfort during exams. ACQ3 and ACQ5 recorded the lowest mean scores ($M = 3$), indicating that respondents generally did not focus too much on the consequences of failure or experienced physical symptoms such as a racing heartbeat during exams.

Findings for Burnout among Students

This section presents data to answer the second research question, “How do learners perceive burnout?”

In this study, the two sources of burnout are (i) exhaustion and (ii) disengagement.

Table 12- Mean for Exhaustion

ITEM	Mean	SD
EQ1 There are days when I feel tired before the day begins	3.7	.95301
EQ2 After classes, I tend to need more time than in the past in order to relax and feel better	3.8	.86174
EQ3I can tolerate the pressure of my studies very well	3.5	.82017
EQ4 During classes, I often feel emotionally drained	3.2	.93598
EQ5 After classes, I have enough energy for my leisure activities	3.3	.87258
EQ6 after classes, I usually feel energized	3.1	.97583
EQ7 after my classes, I usually feel worn out and weary	3.4	.87359
EQ8 Usually, I can manage the amount of my work well	3.5	.77166

Table 12 shows that the data indicates a general trend of exhaustion among students, with mean scores reflecting feelings of tiredness and emotional drain, as many feel drained and require additional time to recuperate after classes (EQ2:3.8). There was also an insignificant difference before starting class (EQ1:3.7), while the number of energetic students after class was the lowest (EQ6:3.1). Overall, this emphasizes the importance of addressing the emotional problems of academic stress on student well-being.

Table 13- Mean for Disengagement

ITEM	Mean	SD
DQ1I always find new and interesting aspects in my study	3.7	.79859
DQ2It happens more and more often that I talk about my studies in a negative way	3	.99683
DQ3Lately, I tend to think less during classes and attend classes almost mechanically	3.2	.85746
DQ4 I find my studies to be positive challenging	3.8	.75363
DQ5 Over time, students can become disconnected from this type of routine	3.4	.78311
DQ6 This is only thing (studying) that I can imagine myself doing now	3.5	.84069

DQ7I feel more and more engaged in my studies	3.6	.76711
DQ8 Sometimes I feel sickened by my study tasks	3.2	.99806

Table 13 shows that the data indicates a moderate level of disengagement among students, as reflected in their mixed feelings about their studies, with some expressing a sense of disconnection. The highest score found aspects of their education interesting and challenging (DQ4:3.8). Meanwhile, a low score shows that students talk about their studies in negative ways (DQ2:3). Overall, the findings suggest a need for strategies to enhance student engagement and address negative perceptions related to their academic experiences.

Findings for Relationship Between Motivation for Learning and Burnout

This section presents data to answer the third research question, “Is there a relationship between motivation for learning and burnout?”

To determine whether there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies, the data was analyzed using SPSS for correlation. The results are presented separately in Table 14, given below.

Table 14- Correlation between motivation for learning and burnout

Correlations			
		MOTIVATION 4learning	BURNOUT
MOTIVATION4learning	Pearson Correlation	1	.566**
	Sig. (2-tailed)		.000
	N	181	181
BURNOUT	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.000	
	N	181	181

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

Table 14 shows there is an association between motivation for learning and burnout. Correlation analysis shows that there is a high significant association between motivation for learning and burnout ($r=.566^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivation for learning and burnout.

CONCLUSION

Summary of Findings and Discussions

This study has demonstrated how students perceive motivation and burnout in learning Arabic as a foreign language and the correlation between these two components. Through the motivational value components, it was found that among the respondents, extrinsic motivation and task value beliefs hold greater significance than intrinsic motivation. Similar findings by Ismail et al. (2024) also indicate that foreign language learners tend to be more driven by extrinsic motivation than intrinsic motivation. Besides that, task value beliefs are also regarded as crucial to intrinsic motivation, as learners seem to acknowledge the significance of their lessons while expressing interest in the course content. Additionally, in terms of the expectancy component, participants place more emphasis on their perceived control over learning than on their self-efficacy.

As this study has incorporated two sections of the questionnaire on exhaustion and disengagement to explore the perceptions of learners on their experiences of burnout in the learning of Arabic as a foreign language, it was found that students frequently feel exhausted during their learning process, with some days beginning with fatigue before they even start. They often require more time to relax after classes than they did in the past to recover and effectively manage their workload. At times, they experience emotional drain, leaving them with little energy for leisure activities. Occasionally, they feel either energized or worn out after classes, sometimes even feeling weary. Another factor contributing to burnout is disengagement. Participants reported frequently discovering new and interesting aspects of their studies, which, over time, led to a disconnection from their routine. They often perceived studying as the only activity they could focus on and found themselves becoming more engaged in their work. The findings also revealed that participants occasionally spoke negatively about their studies, tended to think less during classes, and attended them almost mechanically. At times, they found their studies to be positively challenging but also felt overwhelmed or disheartened by their tasks. This study also reveals a positive relationship between all motivational components and various consequences of burnout. This highlights the critical role of motivation and underscores the need to foster such motivation to help students achieve better outcomes and avoid burnout.

In conclusion, the balance between motivation and burnout reflects the complexity of the learners' journey, where academic goals meet demanding pressures. The findings highlight the need to address burnout and align teaching strategies with intrinsic motivation. Intrinsically motivated students are less likely to view their performance negatively, which can enhance their self-efficacy, improve academic performance, and reduce the risk of burnout during their studies. This also serves as a reminder for learners, educators and stakeholders to find an effective balance between these two components, as they can significantly influence the outcomes of foreign language learning.

Pedagogical Implications and Suggestions for Future Research

The findings suggest that students' experiences in learning a foreign language are closely linked to both their motivation and the risk of burnout. Therefore, it is crucial for students to cultivate a balanced relationship between motivation and burnout, as this will help maintain a smooth educational journey by minimizing burnout and sustaining ongoing motivation. Additionally, creating supportive, low-pressure learning environments, incorporating culturally immersive experiences and providing opportunities for real-world communication scenarios can greatly improve students' language proficiency and overall learning experience.

By addressing both intrinsic and extrinsic motivators highlighted in this study, language programs can enhance student engagement while producing graduates who are not only linguistically skilled but also culturally competent and well-prepared to succeed in a globalized society. It is suggested that educators may act as a catalyst to facilitate students in foreign language learning as recommended by Yang and Zhai (2022). It is vital for educators to reshape students' perceptions of foreign language learning and to redesign the curriculum in a way that discourages the belief that language acquisition is solely for the purpose of test preparation.

As the world and civilization evolve, students' perceptions of motivation and academic burnout may also change. Therefore, future research should examine innovative intervention strategies that address learners' motivations and coping mechanisms to effectively lessen burnout and enhance well-being. Investigating the effectiveness of tailored approaches—such as personalized learning, collaborative projects, and integrative technologies—in stimulating intrinsic motivation may offer valuable insights for developing sustainable educational environments. To enhance data collection, researchers could employ diverse methodologies, such as direct interviews combined with extended observation of learners' behavior.

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