

Perspectives on College Students Demotivation Factors for Learning English Language

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Abstract

Demotivation is a subject of vital interest for second language researchers since it is linked with academic success of students from primary, secondary, college and university level education. This study purpose was to determine demotivation factors that influenced English language learning of college students. Two hundred (200) college students 100 male and 100 female students from 2 colleges participated in this study as potential respondents. Random sampling method was employed as research technique. Data collection instrument was survey questionnaire. Sakai & Kikuchi (2009) demotivation questionnaire was adopted for data collection. Questionnaire contained 35 close-ended items grounded on demotivation factors for instance, '*teacher, class characteristics, experiences of failure, class environment, class materials, and lack of interest*'. Data were analyzed through Statistical Package for Social Sciences (SPSS, 23.0) software. Findings exhibited that significant differences in terms of '*class material and lack of interest*' were recorded in first and second year college students. However, '*experiences of failure, class environment and class materials*' recorded low scores. Study insights would be useful for teachers, heads of institutions, academicians and policy makers in the field of academia for promoting effective English language learning and teaching in Pakistan.

Keywords: Demotivation, Demotivating factors, English language, College students

Introduction

Demotivation impedes academic performance of students. It works at all levels such as primary, secondary, college and university level. Thus, it has remained subject of paramount interest for various researchers around the globe to improve academic performance of students. Researchers also have worked on the phenomenon how to overcome demotivation prevailing among students and produce them better human capital for the country in order to contribute something for the development of the country in all the sectors. In this perspective, the researchers interest developed in exploring demotivation factors of college students of Pakistan that affected their academic performance for learning English language.

English Language in Pakistan

Pakistan has remained under the administrative control of British rule and it got its independence in the year 1947. To control public of the country British government considered English important to guarantee their faithfulness (Viswanathan, 2014). English is an official language of Pakistan thus; government business rules in public and private offices are observed in English language up to now. English is medium of instruction in higher education institutions and it is official lan-

guage of Pakistan (Shamim, 2008). English is taught as a compulsory subject in public and private institutions of the country from schools, colleges and universities. The taught text books in the field of engineering, medical, business, commerce, humanities, education and social science are mostly in English language. English language occupies central position in Pakistan in this modern age of science and computer technology and plays paramount role for graduates of Pakistan who wish to join civil and military bureaucracy. Moreover, it plays key role for the graduates who wish to appear in combined competitive examinations conducted by Provincial Public Service Commissions and Federal Public Service Commission. The constitution of Islamic Republic Pakistan support Urdu language as official language of the country but this policy has not been implemented in the country although various efforts have been made at different times. Rahman (2002) strengths this idea that English is official language of Pakistan and language of schools, colleges and universities. The literature evidences that around 60 regional languages are spoken in Pakistan but among them English language occupies central position. English is the language of science (Drubin; Kellogg, 2012) and technology due to increasing influence of globalization, technology advancement and spread of industrialization. English is considered as sign of personal development and prosperity in Pakistan (Chowdhury, 2010; Sultana, 2014) and economic well-being is linked with English language (Haidar, 2018). English language assists students to find and join better jobs in corporate sector. Moreover, it helps them to excel in job promotion ladder since it is considered as special attribute of employees working in government and private jobs. Coleman (2010) is of the view that English language plays key role of having better job opportunities in Pakistan. English is essential for numerous jobs and students consider it first-rate path for professional development (Coleman, 2010; Fang, 2018; Haidar, 2018). English language knowledge occupies central position not only on economic front but on political front too in Pakistan (Haidar, 2018; Yaqoob & Zubair, 2012). English is studied for copious reasons e.g. to meet academic requirements, to compete in global economy, to increase job opportunities, to increase global understanding, to communicate with different community people, to improve education by travelling abroad, and to gain power and position (Nduwimana, 2019).

Motivation and Demotivation

Demotivation is subject of heated debate and discussion in second language teaching (Muhonen, 2004). Demotivation is considered barrier towards academic success of students. Dornyei (1998) found certain factors that go towards demotivation of students. If we count these factors they are: low self-confidence, negative attitude towards foreign language, teachers' attitude, poor school facilities, other foreign languages interference, group attitude, adverse attitude to speaking English, course books and compulsion of foreign language study. Bahramy & Araghi (2013) noted that students are usually unwilling learning English language due to low motivation. Motivation research have found six demotivating factors e.g. teacher-based factors, attitude of teacher, teaching capability, teaching style and teacher expertise (Bekleyen, 2011; Soureshjani & Riahipour 2012), class characteristics, grammar instruction, monotonous teaching, exam-focused instruction (Soureshjani & Riahipour 2012), failure situations, unsatisfactory results (Tsuchiya, 2006), class environment, lazy classes, peer attitude, poor audio-visual use (Bekleyen, 2011), class materials (Bekleyen, 2011; Kikuchi & Sakai, 2009) and poor interest (Meshkat & Hassani 2012). AL-Khairi (2013) investigated demotivation factors prevailing among undergraduate university students and found that behavior of English language faculty, teaching methodology, peer pressure, text books, poor teaching techniques and grammar and vocabulary were demotivating factors learning English language for students. Keblawi (2006) did research on Arab learners of English language in public schools and found text books and teachers can demotivate students. Pathan et al., (2010) examined motivation among uni-

versity students of Pakistan for learning English language and his findings of study found that students were intrinsically motivated. Tuan (2012) researched 290 respondents and found students were equipped with positive attitude towards learning English language and teachers' motivation was one of the reasons. Krishnan et al., (2013) studied student motivation factors for learning language and found that teachers style, desire for learning English language and encouragement of parents were motivating factors of learners. Bekleyen (2011) studied Turkish university students demotivating factors for learning English language. He concluded that teaching methods, course books and poor use of technology were demotivating factors for students. Soureshjani and Riahipour (2012) investigated negative factors of language learners for speaking. This study found that teachers, teaching apparatus, and classroom utility discouraged speaking of students. Meshkat and Hassani (2012) studied Iranian high school students for language learning and drawn results that teaching styles, teachers ability, learning materials and poor school facilities were students' demotivation factors. Ghadirzadeh et al., (2013) studied poor performance of Iranian university students for language learning. This study explored poor intrinsic motivation, course content, teaching techniques and lack of competence were student demotivation factors. Kim (2012) probed negative factors of Korean elementary school students and found test score, and learning content and material were demotivating factors of students. Sakai & Kikuchi (2009) developed model comprising intrinsic and extrinsic demotivating factors e.g. behavior of teachers, class atmosphere, grammatical teaching, course contents, low confidence, and poor test score. Results revealed that low test score, and learning content was low motivation factors of students. Mina Rastegar et al., (2012) examined connection between test anxiety, class anxiety, and demotivation and found close link between demotivation and test anxiety. Also, relationship between foreign language class anxiety and demotivation was established in this study. Chang & Cho (2003) studied demotivation and its bond with English language learning and factors were difficulties in learning, dull teaching style, weak teacher-student relation, punishment, weak class management, threat to self-autonomy, and language anxiety. Results indicated that problems in learning, threats to self-autonomy, weak teacher-student relation, dull teaching style, punishment, language anxiety, and weak class management. Hu (2011) studied connection in English language proficiency and demotivation. His findings concluded that poor vocabulary, language anxiety, dull teaching style, punishment, weak student-teacher interaction were demotivating factors learning English language. Marika Amemori (2012) probed demotivation factors of various subjects of students and found that teacher, educational system, learning environment, content, attitude for English, low self-confidence and course material were demotivation factors learning English language. Cankaya Pinar (2018) investigated demotivation of foreign language students of vocational school and found that class characteristics and class environment were demotivation factors compared to teacher competence. Krishnan et al., (2013) investigated demotivation and concluded that poor facilities and course content were demotivating factors. Ayesha Butt et al. (2016) investigated students' demotivation for English language learning and found significant differences between English and non-English medium students' demotivation. Quratlain Mirza et al. (2016) studied demotivation of ESL students and concluded that examination anxiety, classroom material, poor marks, teacher dominancy were demotivating factors for students. Maheen Sher et al., (2017) studied motivation and demotivation factors of college students and concluded that course content and teaching material were demotivating factors of students for learning English language. This study answered following research questions:

1. What are demotivation factors of college students for learning English language?
2. What are high and low demotivating factors of college students for learning English Language?

Methodology

This study engaged quantitative research design. Demotivation questionnaire (Sakai & Kikuchi, 2009) was adopted for gathering data from respondents.

Sample Size

Two hundred (200) college students from two colleges of District Khairpur Mir's voluntarily participated in this study. 100 were male students and 100 were girl students.

Data Collection Site

Data were collected from Government Mumtaz College Khairpur Mir's and Government Higher Secondary School Khairpur Mir's.

Demotivation Questionnaire

Sakai & Kikuchi (2009) demotivation questionnaire comprising 35 items established on six demotivation factors e.g. 'class characteristics, class atmosphere, experiences of failure, lack of intrinsic motivation, class materials, and teacher' was adopted. First part of questionnaire contained demographic information such as name, gender, class, institution, mother tongue, educational background and student English language proficiency. Second part of the questionnaire contained demotivation factor statements. Five point Likert-scale was used computing percentages. Questionnaire reliability was measured through Cronbach Alpha. It is given in Table 1.

Table 1. Reliability Statistics

No. of Items	Cronbach's Alpha based on Standardized Items	Cronbach's Alpha
35	.834	.792

Data Analysis

Statistical Package for Social Sciences (SPSS, 23.0) was used for analyzing data. Descriptive statistics were employed e.g. mean and standard deviation for assessing demotivating factors prevailing among male and female college students towards learning English language.

Results and Discussion

First Research Question Data Analysis

Q.1. What are demotivation factors of intermediate college students for learning English Language?

Table 2, presents mean score (highest to lowest) of college students to determine demotivation factors. Sample size, Mean (\bar{X}) and standard deviation (S.D) score is further furnished for easy understanding.

Table 2. Summary of Mean and Standard Deviation values for Demotivation Factors

Demotivation Factors	Sample (N)	Mean (\bar{X})	S.D
Teacher	200	2.9833	.77040
Class Characteristics	200	2.5579	.76812
Experiences of Failure	200	3.3280	.97074
Class Environment	200	2.6879	.92738
Class Materials	200	2.9867	.84065
Lack of Interest	200	3.0500	.94144

'Experiences of failure' (\bar{X} = 3.3280, S. D= .97074), 'lack of Interest' (\bar{X} = 3.0500, S. D= .94144), 'class materials' (\bar{X} = 2.9867, S. D= .84065), 'teacher' (\bar{X} = 2.9833, S. D= .77040), 'class Environment' (\bar{X} = 2.6879, S. D= .92738), and 'class characteristics' (\bar{X} = 2.5579, S. D= .76812) show rank order for each demotivation factor.

Teacher

Demotivating factors relating to teacher are mentioned in given table as under:

Table 3. Descriptive Statistics of Teacher related Demotivating Factors

Teacher	Sample (N)	Mean (\bar{X})	S.D
Teachers shouted or got angry	200	3.3350	1.01386
Teachers' pronunciation of English was poor	200	3.1000	1.36724
The pace of lessons was not appropriate	200	3.0950	1.17168
It is difficult to comprehend explanation of teachers	200	2.9700	1.34093
Teachers made one-way explanation too often	200	2.7050	1.22699
Teachers criticize on students' mistakes	200	2.6950	1.36060

'Teachers shouting or got angry' (\bar{X} = 3.3350, S. D= 1.01386), 'teachers' pronunciation of English was poor' (\bar{X} = 3.1000, S. D= 1.36724), 'lessons pace were not appropriate' (\bar{X} = 3.0950, S. D= 1.17168), 'teachers' explanation was difficult' (\bar{X} = 2.9700, S. D= 1.34093), 'teachers made one-way explanation too often' (\bar{X} = 2.7050, S. D= 1.22699) and 'teachers criticize student mistakes' (\bar{X} = 2.6950, S. D= 1.36060) show order for each demotivation factor.

Class Characteristics

Demotivating factors about class characteristics are given in table as under:

Table 4. Descriptive Statistics about Class Characteristics

Class Characteristics	Sample (N)	Mean (\bar{X})	S.D
I was compelled to remember the textbook sentences	200	3.3350	1.01386
The English lessons focus on grammar	200	3.1000	1.36724
The English lessons were examination oriented	200	3.0950	1.17168
I expected to speak and write English grammatically correct	200	2.9700	1.34093
The lessons focused on translation	200	2.7050	1.22699
I got less chances to speak in English	200	2.6950	1.36060
The strength of students in classes were large	200		

'I was forced memorize textbook sentences' (\bar{X} = 2.9350, S.D= 1.42863), 'lessons focused on grammar' (\bar{X} = 2.7100, S.D= 3.066421), 'lessons were entrance examination oriented' (\bar{X} = 2.6700, S.D= 1.21179), 'It was expected to speak and write grammatically correct English' (\bar{X} = 2.4750, S.D= 1.38527), 'lessons focused on translation' (\bar{X} = 2.4250, S.D= 1.81960), "I seldom had chances

to communicating English” (\bar{X} = 2.3550, S.D= 1.18998), and ‘students class strength was large” (\bar{X} = 2.3350, S.D= 1.32345) show sequential rank order for each demotivation factor.

Experiences of Failure

Demotivating factors relating to experiences of failure are presented in table as under:

Table 5. Descriptive Statistics about Experiences of Failure

Experiences of Failure	Sample (N)	Mean (\bar{X})	S.D
I obtained low scores in examinations (such as mid-term and final)	200	3.5950	1.28030
I could not perform well on tests as my friends	200	3.4450	1.28657
I got lost in how to self-study for English lessons	200	3.3250	1.27574
I had difficulty remembering words and phrases	200	3.2400	3.23958
I was often compared with my friends	200	3.0350	1.37595

‘I got low scores in examinations’ (\bar{X} = 3.5950, S. D= 1.28030), ‘I could perform well in tests like my friends’ (\bar{X} = 3.4450, S. D= 1.28657), ‘I could not make self-study for English lessons’ (\bar{X} = 3.3250, S. D= 1.27574), ‘I had difficulty memorizing words and phrases’ (\bar{X} = 3.2400, S. D= 3.23958), and ‘I was often compared with my friends’ (\bar{X} = 3.0350, S. D= 1.37595) show sequential rank order for each demotivation factor.

Class Environment

Demotivating factors pertaining to class environment are displayed in table as under:

Table 6. Descriptive Statistics of Class Environment

Class Environment	Sample (N)	Mean (\bar{X})	S.D
I did not like my classmates	200	3.5250	1.31071
My friends did not like English	200	3.4450	1.28657
LL equipment was not used	200	2.5500	1.42042
Computer equipment was not used	200	2.4250	1.43691
Visual materials (videos and DVDs) were not used	200	2.3150	1.41271
Audio materials (CDs and tapes) were not used	200	2.2950	1.37383
The internet was not used	200	2.2600	1.37910

‘I did not like my classmates’ (\bar{X} = 3.5250, S. D= 1.31071), ‘My friends did not like English’ (\bar{X} = 3.4450, S. D= 1.28657), ‘LL equipment was not used” (\bar{X} = 2.5500, S. D= 1.42042), ‘Computer equipment was not used’ (\bar{X} = 2.4250, S. D= 1.43691), ‘Visual materials were not used’ (\bar{X} = 2.3150, S. D= 1.41271), ‘Audio materials were not used’ (\bar{X} = 2.2950, S. D= 1.37383), and ‘The internet was not used’ (\bar{X} = 2.2600, S. D= 1.37910) show sequential rank order for demotivation factors.

Class Materials

Demotivation factors relating to class materials are portrayed in table as under:

Table 7. Descriptive Statistics for Class Materials

Class Materials	Sample (N)	Mean (\bar{X})	S.D
I did not find clear answers of English questions	200	3.3150	1.36936
Topics of English lessons were not interesting	200	3.1850	1.06605
English sentences were hard to understand in lessons	200	3.0800	2.35613
Multiple textbooks and supplementary readers were assigned	200	2.8400	1.19648
Topics of the English lessons were old	200	2.7750	1.27771
English lessons in the textbooks were too lengthy	200	2.7250	1.23978

'I do not have clear answers of English questions' (\bar{X} = 3.3150, S. D= 1.36936), 'English lesson topics were not interesting' (\bar{X} = 3.1850, S. D= 1.06605), 'English sentences are difficult to interpret' (\bar{X} = 3.0800, S. D= 2.35613), 'textbooks and supplementary readers were assigned' (\bar{X} = 2.8400, S. D= 1.19648), 'English topics were old' (\bar{X} = 2.7750, S. D= 1.27771), and 'English textbook lessons were too long' (\bar{X} = 2.7250, S. D= 1.23978) show rank order of demotivation factors.

Lack of Interest

Demotivating factors related with lack of interest are mentioned in table as under:

Table 8. Descriptive Statistics for Lack of Interest

Lack of Interest	Sample (N)	Mean (\bar{X})	S.D
I did not have interest in English	200	3.3900	1.39558
I lost my aim of being a speaker of English	200	3.3050	1.35319
I did not understand the purpose to study English	200	3.1900	1.30861
English was a compulsory subject	200	2.3150	1.30933

'I lost my interest in English' (\bar{X} = 3.3900, S. D= 1.39558), 'I lost goal of speaker of English' (\bar{X} = 3.3050, S. D= 1.35319), 'I do not understand purpose of studying English' (\bar{X} = 3.1900, S. D= 1.30861), and 'English is a compulsory subject' (\bar{X} = 2.3150, S. D= 1.30933) show rank order of demotivation factors.

Second Research Question Data Analysis

Q.2. What are high and low demotivating factors of college students for learning English Language?

Top and low Demotivating factors of among college students of Pakistan.

Table 9. High Demotivating Factors of College Students

Top Demotivating Factors	Sample (N)	Mean (\bar{X})	S.D
I obtained low scores in examinations (mid-term and final).	200	3.5950	1.28030
I did not like my classmates.	200	3.5250	1.31071
I could not perform well on tests as my friends.	200	3.4450	1.28657
My friends did not like English.	200	3.4450	1.28657
I did not have interest in English.	200	3.3900	1.39558

'I got low scores in examination' (\bar{X} = 3.5950, S. D= 1.28030), *'I did not like my classmates'* (\bar{X} = 3.5250, S. D= 1.31071), *'I could not act in tests like my friends'* (\bar{X} = 3.4450, S. D= 1.28657), *'My friends don't like English'* (\bar{X} = 3.4450, S. D= 1.28657) and *'I don't take interest in English'* (\bar{X} = 3.3900, S. D= 1.39558) falls in order of top demotivating factors of college students.

Table 10. Low Demotivating Factors of College Students

Least Demotivating Factors	Sample (N)	Mean (\bar{X})	S.D
The strength of students in classes were large.	200	2.3350	1.32345
Visual materials (videos and DVDs) were not used.	200	2.3350	1.41271
English was a compulsory subject.	200	2.3150	1.30933
Audio materials (CDs and tapes) were not used.	200	2.2950	1.37383
The internet was not used.	200	2.2600	1.37910

'Strength of students was large in classes' (\bar{X} = 2.3350, S. D= 1.32345), *'Visual materials were not used'* (\bar{X} = 2.3350, S. D= 1.41271), *'English was a compulsory subject'* (\bar{X} = 2.3150, S. D= 1.30933), and *'Audio materials were not used'* (\bar{X} = 2.2950, S. D= 1.37383), and *'Internet was not used'* (\bar{X} = 2.2600, S. D= 1.37910) were least demotivation factors of college students in sequential order as described individually.

Conclusion

The findings revealed that college students of Pakistan faced certain demotivating factors for learning English Language. These demotivating factors included *'experiences of failure and lack of interest'*. Individual demotivating factors were *'achieving low scores in examination (mid-term and final)'* were recorded as highest among them. The results of this study are in line with other literature review studies on student demotivation learning English language. Quratulain Mirza et al. (2016) study findings on demotivation revealed that *'examination anxiety, classroom material, effects of previous experiences, obtaining low marks, teacher dominancy in class, and inferiority complex due to lack of expertise in English language'* were demotivating factors of English as a Second Language (ESL) engineering students. *'Crowded classes'* was recorded as least demotivation factor for college students of Pakistan. The insights of this study would provide guidance and direction to English language teachers of Pakistan to be well aware about causes of demotivation prevailing among school, college and university students. By doing students shall overcome their deficiencies and they shall perform better in the field on education not only at school, college but at university level too. This study confirms that despite demotivation barriers, college students of Pakistan display keen interest in learning English language. This is because, English plays paramount role in one's personal and professional life and leads towards personal and professional development in all spheres of life. Moreover, findings of this study pave the way for novice researchers to conduct further research on demotivation factors of second language learners at all levels since little research has been done on this subject so far in the context of Pakistan.

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