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What Makes Our Students Demotivated in Learning?

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ABSTRACT

This study aimed to determine the demotivating factors in learning. Thus, these students can be assisted in becoming successful in their studies. This study is only to determine the demotivating factors in learning of the Criminology students. The descriptive method of research was employed to determine the demotivating factors in the learning of Criminology students. The study was conducted at Notre Dame of Tacurong College (NDTC) with 90 respondents, of whom 72 were males and 18 females. Purposive sampling and statistical tools were utilized in the study. The results showed that the top three demotivating factors in learning are teachers lecture too much, students have difficulty in accomplishing classwork, and learning activities are not stimulating to hold their attention generally moderately demotivated them in their learning. Teachers play an essential role in motivating or demotivating students in learning. Other top demotivating factors are difficulties in accomplishing class works and classroom instruction. Then, learning activities are not stimulating to hold their attention. Also, all of which are teacher-related factors. It is recommended that the teachers moderately integrate other techniques to involve students in the discussion to prevent them from getting bored in the class. It is vital that students stay motivated to learn to succeed in their studies. This study is an approach to learn demotivating factors as an effort to improve students' studies.

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1. INTRODUCTION

Learning is an active process (Hyun *et al.*, 2017). that is, the process of engaging and manipulating objects, experiences, and conversations to build mental models of the world. Learning builds on prior knowledge and involves enriching , building on, and changing current understanding (Hertzog *et al.*, 2008). It occurs in a complex social environment should not be limited to being examined or perceived as something that happens on an individual level (March & Olsen , 1975). Learning is situated in an authentic context provides learners with the opportunity to engage with specific ideas and concepts on a need -to-know or want-to- know basis (Yelich Biniiecki & Conceição, 2016), and requires learners ' motivation and cognitive engagement to be sustained when learning complex ideas (Harlen & Deaken Crick, 2003), because considerable mental effort and persistence are necessary (Zhu *et al.*, 2020). At the core, learning is a process that results in a change in knowledge or behavior as a result of experience (Chiva -Bartoll *et al.*, 2020). Understanding what it takes to get that knowledge in and out can help optimize learning (Durst & Zieba, 2019).

Learning is a process that results in a change in knowledge or behavior as an outcome of the experience (Ngugi & Goosen , 2018). As a result , students are either motivated or demotivated in learning (Aikina & Bolsunovskaya , 2020). However , the researcher observed that Criminology students are often absent from class , passive in class , low grades if not failing marks , or dropped from the subject . Therefore , it was the researcher 's interest to determine the demotivating factors in learning so these students can be assisted in becoming successful in their studies . This study will only determine the demotivating factors in learning of the Criminology students.

2. METHOD

The descriptive method (Asadollahi Keirabadi & Mirzaei , 2019) of research was employed to determine the demotivating factors in the learning of Criminology students . The study was conducted at Notre Dame of Tacurong College (NDTC) with 90 respondents , of whom 72 were males and 18 females . Purposive sampling was utilized in the study . A researcher -made survey questionnaire that the researcher formulated after a review of literature and studies was used to gather data for this study . Statistical tools such as frequency, percentage, mean and standard deviation were used to treat the data.

3. RESULTS AND DISCUSSION

Figure 1 shows an illustration of a demotivated student. Findings show that, the top three demotivating factors in learning are teachers lecture too much, students have difficulty in accomplishing classwork, and learning activities are not stimulating to hold their attention generally moderately demotivated them in their learning.

Teachers lecture too much, obtained the highest mean of 2.94 ($SD = 0.89$) and interpreted as Moderately Demotivated. These findings indicate that some male and female respondents are demotivated to learn because some of their teachers lecture too much. Usually, students who do not like the lecture method of teaching prefer a teaching strategy (Tavoosy & Jelveh , 2019 ; Reyes , 2017 ; Sgrô & Lipoma , 2020 ; Digal & Walag , 2019) that requires them to participate actively in class and work with their classmates in learning things.



Figure 1. Illustration of a demotivated student.

Learners should be given opportunities to produce answers rather than being told an answer or being provided an answer (Astuti & Lammers, 2017; Alrayah, 2018).

“I have difficulty accomplishing class works”, obtained the second-highest mean of 2.66 (SD = 0.90), and interpreted as Moderately Demotivated. These findings indicate that a few respondents are not stimulated to learn because they find difficulty completing their class works (LaForce, et al., 2017). Each subject has specific requirements that the students should submit. So, these findings show that some can hardly cope with their assigned tasks (Krawitz & Schukajlow, 2018). These findings further suggest that these students' capability to tackle their subject requirements is a demotivating factor in learning (Haryanto et al., 2018). Students' ability perceived competence plays a decisive role in motivating and demotivating learners (Tanaka, 2017).

Classroom environment and learning activities should stimulate students' motivation. However, classroom instruction and learning activities were found not stimulating to hold my attention (illustrated in **Figure 2**), obtained the third highest mean of 2.58 (SD = 0.99), and interpreted as Moderately Demotivated. These findings suggest that a few of the respondents find their classes or learning activities not stimulating to arouse their interest to learn as much as expected of them. In this situation, a strategy to motivate students to learn was needed (Rodríguez et al., 2018). Teachers monitor students' motivation level so they can adjust their teaching methods to encourage all students to learn as much as possible (van Leeuwen et al., 2017).



Figure 2. Illustration of students who were bored during class.

4. CONCLUSION

Based on the significant findings of the study, it can be concluded that teachers play an essential role in motivating or demotivating students in learning. Teachers lecturing too much is the number one demotivating factor in learning among college students who participated in the current study. Other top demotivating factors are difficulty in accomplishing class works and classroom instruction, and learning activities are not stimulating to hold their attention, all of which are teacher-related factors.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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