Determinants of Students Demotivation: Evidence from Business Schools of Karachi

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Abstract

This short paper considers the issue of demotivation of students in business school of Karachi. It first explores demotivation in the literature and gives an outline of current theories in this up-and-coming area of interest. Research that attempts to extract the factors that contribute to demotivation is analyzed. By using open handed questions having presented the findings, the role of teacher's social pressure (physical facilities) in the area of demotivation is discussed with evidence and observations. This study investigated demotivation at a private university in Karachi. The findings indicated that demotivation was a significant.

Keywords: Motivation, Demotivation, Action Research, Business Schools

1. Introduction

Rule is absolute; motivation provides fundaments for all kind of activities we witness on the surface of this planet, it holds key for the existence and continuation of life on our home town, i.e. earth, and in actual fact this phenomenon is equally important for the entire range of inhabitants maintaining living on it, and zoological as well as botanical lives are too no exceptions, even the microorganisms can't be separated from this factuality. Motivation is essential to live as well as continuing living despite all the odds, negativities and pessimisms.

According to the Wikipedia, "Motivation is the reason for people's actions, willingness and goals."

Motivation is responsible in making life purposeful, and desirous for achieving daily life targets, career, and business objectives. It provides the basis for the creativity, productivity and subsequent happiness we experience. As it is already incorporated above, motivation provides impetus to our actions and deeds pulls us out of inertia, stagnancy and hibernation that ultimately guides to the road that leads to success. In total contrast to the above incorporated facts, if a person is not ready to accept realities of life, not ready to be in the right shoes, living in lassitude and languor, not ready to accept challenges, and not enough motivated to be called "Motivated", is not likely even to caress the altitudes that guarantees success.

Learning is an individual process, it is greatly dependent on learner's capacities, capabilities, and readiness to learn, however the thing that comes to dominate all the factors is entry behavior or base knowledge of the student. The instructor cannot do it for the student; knowledge cannot be poured into the student's head, like the process of installing some computer software.

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Moreover, apart from the classroom methodology of imparting knowledge, the student can learn from individual experiences. As it is already established reality that "Seeing is knowing and doing is learning".

Moreover, even while observing the same episode, different people is seen differently, the focal point of interest of each person shall be different. This is why it can be asserted very easily that learning outcomes of all the participants will not be same. They learn different things from it, according to the manner in which the situation affects their individual needs. Processes of imparting knowledge, teaching and learning materials as well as resources, moreover activities and methodologies varies school to school, as well as teacher to teacher, however the thing that serves instrumental in this process and system is motivation.

1.1 Statement of Problem

It is true that the teaching of business studies subjects in universities of Karachi. However, the main aim of this researcher is to investigate the causes of poor performance in business studies and also to suggest reasonably answers to such problems as:
1. How effective is the teaching method teaching facilities and instructional material?
2. How effective is the physical facilities in business school?
3. Are there qualified teachers handing the subjects?
4. Are there guidance/counseling aids for the students?

1.2 Research Objectives
1. Is there any relationship between teacher behavior and demotivation of students?
2. To examine the relationship between teacher behavior and demotivation of students

1.3 Purpose of the Study

In this study, the purpose will be to examine the Determinant of Students Demotivation: Evidence from Business Schools of Karachi and to suggest solutions by using selecting three schools.

1.4 Scope of the Study
a) The study covers business schools of Karachi.
b) To provide orientation and basic skills which to start a life for those who not have the opportunities to undergo further training.
c) To enable the students, develop the basic skill in office work.
d) To provide skills for personate use in future.

1.5 Limitations

The time allocated for this research is only 4 months. This study will only be conducted in Karachi. The sample of this study will be restricted.

2. Literature Review

2.1 Motivation and Behaviors

Motivation is a multifaceted phenomenon. In an attempt to investigate and explain the working of motivation, a number of theories have been devised. However basically it is accepted that Motivation is a psychological process. In the more micro approach to organizational behavior, the importance of this process can't be challenged, many critics, equate the causes of behavior with motivation. It is felt that the causes that influence behavior are much broader as well as more complex than can be explained by motivation alone. Nonetheless the importance of motivation can never be under rated. In conjunction with Perception, Personality and Learning, Motivation is a very important process in understanding behavior. It acts and interacts in association with other mediating processes based on the environment. It must be figured that like any other mediating processes or environment, motivation is an intangible phenomenon. However, it is manifested in the behavior. Motivation is the hypothetical construct that is devised to help explaining behavior.

Irrespective of the subject matters, regardless of the geographically divided terrains, linguistic diversifications, and levels of discussions and applications, motivation will always come into considerations, discussions, debates, assessments and assertions, consequently, this yield and will always produce new definitions and meanings of motivation and demotivation. As it is already incorporated above, motivation and demotivation are multidimensional phenomenon this is why we see new statements containing novel ideas about it, its effects on humans, societies, and individuals will be encountered at each interval.

Some literary corners assert about motivation in the below mentioned style and words.

- Motivation is your internal energy that thrusts your behavior to attain a particular goal.
- Motivation is your power that makes you determined to do a task.
- Motivation is your inside force, you to do a certain work.

In total contrast to it, Bartok and Martin (1998) associate motivation to the force that incites someone's behavior that provide way to behavior, and underlies the trend to succeed. In other words, persons must be suitably and sufficiently inspired and active must have a clear vision in pertinence with the targets to be achieved or the destination that is to be reached, and must be prepared to give their force for a long stage of time to realize their aim in sort to achieve goals. However, motivation besides being a force that stimulates behavior, Reinter and Kinaki (2004) suggests that motivation includes those emotional processes that create the support, direction and purpose of unpaid actions that are goal oriented.

In other words, inspiration powers peoples for acquiring skills and the extent to which they use their ability. "The concept of motivation refers to internal factors that push action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are way (choice), power (effort), and time (point). Motivation can affect both the success of people's skills and abilities, and also the point to which they use their skills and abilities" (Locke and Latham, 2004).

Motivation is a much important factor for educational learning and success across early days through youth (Elliot & Dweck, 2005). According to the assertions of Uguroglu & Walbert (1979), motivation is an important supplier to student success. Research has shown that motivation is related to various outcomes such as interest, resolution, knowledge and presentation (Deci and Ryan, 1985). According to the Self-determination theory (Ryan & Deci, 2000) motivation can be categorized into three variant types, i.e. extrinsic motivation, intrinsic motivation, and a motivation (or unwillingness).

It is one of the most important and same time most difficult tasks as well to pull the student out of demotivation, disinterest as well as indifference and lassitude. This is why the significance of learning the techniques that helps a mentor in making a student motivated and desirous for setting as well as achieving his immediate as well as long term) goals. On the other hand, if a student is not motivated (or demotivated) will not be able get anything out of teacher's entire classroom activates. He will not actively participate in the goings-on which might also affect some other students adversely, and they might become disruptive.

According to Zoltán Dörnyei, a Professor of Psycholinguistics at the University of Nottingham in the United Kingdom, known for his work on second-language acquisition and the psychology of the language learner, especially on motivation in second-language learning, published numerous books and papers on these topics, asserts with following arguments,

This doesn't mean student fully lost motivation for study but this only means a strong negative factor limits the present motivation while other positive motives are still ready to be activated. For example, a student is highly motivated and eager to learn marketing even the teacher is not highly skilled to provide appropriate content to him.

Study provides sufficient support to the argument that a wide and variant range of factors influence demotivation to a student, lack of interest in the subject or subject matter, student may feel little value of the lecture or not having enough drive for the course or course contents, financial problems in domestic matters or fiscal limitations for education reasons, physical or mental limitations, inadequate classroom climate, unhealthy attitude of the institute management, lack of interest on part of the teacher and even the deficient presentation of the teacher can play down the motivation of the classroom students to a substantial degrees. Last but not the least, unavailability of handful of learning material for the students might also affect adversely the motivation of student.

2.1.1 Theories of Motivation

The term motivation is relatively a new terminology, prior to 1880 nobody knew this word with its specific reference, and prior to that it was the word WILL was used to express that kind of phenomenon. According to Williams and Laham 2005, 86, motivation is believed to be; an entity or tool that compelled one to action. Recently, many researchers have offered unique definitions of motivation. It has been put forwarded as the psychological process that gives behavior purpose and direction (Reinter 1995, 168); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian & Lindner 1995, 31-34); an internal drive to satisfy an unsatisfied need (Higgins 1994, 114).

Molander and Winterton's assertion is regarded as positive elucidation in the literati corners, who stated as, the motivation of workers to apply effort and show desired patterns of work behavior in Conditions of levels of performance and promise to the activity. Moreover, a long array of words and phrases were devised to give meaningfulness to this phenomenon, notables are being mentioned in the ensuing lines, like morale, commitment and job satisfaction, are seemingly used occasionally within the motivational sphere of science. Whatsoever the case term used, motivation is not simply about being "happy' or 'satisfied' (Dinham and Scott 1998); it is, as Molander and Winterton (1994) came out to pronounce, about the willingness of a team member to pay energy in the to the hilt of satisfaction in completing one's share.

2.1.2 Definitions of Intrinsic and Extrinsic

The motivation drive that falls into the INTRINSIC sphere, involves doing something because it's personally rewarding for the individual is motivated, when someone is intrinsically motivated, that person's behavior is motivated by his internal desire to do something for his own sake, for instance, a person is learning driving, because he loves moving on the road, or he desire to learn a computer games because he wants play games.

Examples of intrinsic motivation could include:

- Learning computer because he likes playing computer game,
- Learning carpentry, because he likes to build wooden toys,
- Learning cycling, because he loves travelling,

On the other hand, EXTRINSIC motivation encompasses doing things or activities because referred person wants or hoping to be rewarded or is under some kind of threat and wishes to gets away. When someone is extrinsically motivated, his motivation is driven by some external element or factor, pushing or urging him to do something in a quest for winning some kind of reward or evading a less-than-positive consequence.

Examples of extrinsic motivation could include:

- Reading a book to save from punishment,
- Following traffic signals to avoid punishment,
- Attending class to escape cancellation of admission,

2.1.2.1 Intrinsic Motivation

As it is already incorporated above, while the motive for doing something depends on the activity itself, motivation is termed as intrinsic. In the perspective of a classroom, Pavelková sees, intrinsically motivated students learn with interest, it is their own satisfaction that serves driving force, they prefer new and flexible activities. According to Jere Brophy intrinsically motivated people experience the activity as freely chosen and not done under some kind of compulsion from some internal need or external force. Nonetheless, to the extent that a school environment is concerned, intrinsic motivation may have a positive effect on student's school accomplishments in addition, the quality of learning. Pavelková opines that in this situation students are more engaged and feel satisfaction with their school activities and work. What is more, it influences positively on students' concentration and understanding.

Additionally, intrinsic motivation may enjoy support of the teacher who presents an array of possible choices, letting him feel being less supervised, moreover, appreciates them and provides information needed for their own decision making. In a comprehensive perspective, there exists a specific kind of intrinsic motivation. Pavelková, as well as Brophy, term it "flow motivation". This kind of motivation is associated with keen interest and satisfaction with the performed activity and achieved outcome. As per Brophy assertions, flow motivation is experienced by people when they become engrossed and totally captivated in doing something stimulating as well as challenging, and concentrating on the activity itself, not thinking about success or failure, reward or punish, consequently, if a teacher can come up with such a condiment in his instruction session, motivation of their students is likely to rise.

2.1.2.2 Extrinsic Motivation

As it already mentioned above Extrinsic Motivation is principally outlined by the reality that a learner does not get involved in the activity in complete symphony with his or her own free will or desire, but wants to reach other targets, predominantly not dependent on the assigned activity. As per the assertions of Pavelková, the students that are extrinsically motivated desire to score higher points or grades, however, their exercise meant or focused to gratify their parents or professors, prefer easy activities. In contrast, as Lokša complements, students who are subservient under extrinsic motivation, are more worried, have problems with adaptation, have lesser self-consciousness and are not likely to face or encounter the lack of success quire easily. Likewise, Zoltán Dörnyei (1994) asserts that "Extrinsic Motivation has conventionally been comprehended as something that can play down intrinsic motivation; in this pertinence several studies have confirmed that students will lose their natural intrinsic interest in an activity if their efforts are driven by some extrinsic requirement".

2.2 Classroom Learning Motivation

Classroom learning motivation is the kind of phenomenon that includes and encompasses the overall milieu depending upon the classroom, its atmosphere, shaping, setting and configuration, sustained by the teacher, attitude of the administration as well as other students, personal characteristics of the specific student, material content, its delivery as well as presentation, and besides above all, more importantly also by the learning thirst. The reasons for subject learning motivation and classroom learning motivation might be based on intrinsic, as well as extrinsic motivation. The educators and teachers should know of the interrelatedness of all these kinds of motivation and try to develop and weave threads through all of them.

2.3 Factors influencing students' motivation

Quality teaching and learning process can't reach the desired level of target without maximizing Students' motivation. There are many factors that may have effect on students' motivation in both directions (positively, as well as negatively), if it lacks in strategy and planning. There are many key constituents and factors that have momentous impacts on students' motivation to learn. While studying available content and pages especially on net, I flipped over and went through study reports, treatises, reports and researches thesis of diversified regional and ethnical backgrounds, one thing I learned that the logics, theories, ideologies and concepts that have been put forwarded are reflections of the experiences and the regional issues. The thing which most commonly found is usually identified as most important factor in view of many critics) is the personality of teacher and students, supported and sustained by some techniques that could be utilized in the lesson session, as prize and punishment or assigning some homework and some conditions that may influence demotivation and have a negative effect on learners' performance, namely boredom and fear.

Besides the factors incorporated above, teacher's interaction with their students, class environment and class size are also regarded as important factors in this relevance. Consequently, a teacher must be trained, dedicated and responsive to educate his students. Nonetheless the curriculum content should be updated, based on entry behavior level of the student and must be weaved its threads to symphonized in modern day needs, and orchestrated enough to give the musical playing of the contents. But on the other hand, personal disparities among the students can also play the trick; in influencing their motivational level with respect to time management, educational background and learning proficiencies etc. teachers' role is also of greatest significance, he can employ various techniques for increasing motivational level of students.

Devising and employing of inventive teaching methodologies with respect to mental aptitude and study program nature,

- Dedication and devotion of teachers towards their students and cause,
- Creation of passionate learning environment for the classroom and
- Promotion of practical work experience
- Arranging and playing subject and topic related audios and videos in classroom,

Creating opportunities for the students for meeting with students who have accomplished their targets as well as the ones who are enjoying successful professional life

As it is mentioned above, teacher poised to play a decisive role, his attitude and behavior is dominantly crucial and relevant with academic achievements of students, which he or she does by creating, enhancing, flourishing and establishing their level of motivation. Motivation is not the stationary phenomenon but it is a charisma that continuously plays a domineering role for the students to achieve their predetermined goals through cognitive restructuring and adequate decision-making power. Motivation not only its role in urging or forcing a student to get involved in diverse academic activities but it is also associated with command on subject, augmenting individual responsibility and achievement of deep conceptualization for the students. Understandably, when students take their studies as a burden, for them learning becomes a compulsion for them rather than a passion and an ambition then their learning goes down to lowest and they themselves sinks. The academic show of the student is in a straight line connected with their motivation for learning. On the other hand, motivation of the students towards the process of learning can be enhanced when the teacher devises the effectual teaching strategies technique and methodologies on the on the students

The incentives given as well as the returns promised with students are important in increasing their level of motivation. Tangible and non-tangible incentives given by the teachers and parents are also important, as they have an indispensable influence on the students' motivation level. Incentives and rewards include financial rewards as well as certificates of academic achievement fall into the tangible category whereas the non-tangible rewards comprise acknowledgement and hard work of the students, moreover, sometimes a pat on shoulder helps in breaking the jinx. It is evident that students are less motivated to perform well in the future due to nonexistence of incentives and low motivation level of the students.

These factors contain the students' active participation in the process of learning through discussion, as well as their engagement in learning related activities and modern-day educational needs of the students. Furthermore, Students can learn more precisely in the classroom environment that essentially condiments like affection, coordination as well as participation etc.

Imparting knowledge with special reference to conventional system, process may either be student centered or teacher cantered. Methodology that is usually described as "Teacher Cantered Approach" has more universality and practicality, and application as well as acceptance in most of the educational institutions. These methods are referred to direct instruction/ deductive teaching in which the teacher discussed and share the lecture with the audience. In contrast to the above-mentioned system the learner cantered methodologies are also designated inductive methods or discovery learning in which the cooperative learning methodology is exists.

It is already in discussion that students should be motivated to maximize their active involvement in the process of imparting knowledge. Consequently, when they are more engaged in classroom activities as well as higher order thinking, then they will be required to generalize, construct, hypothesize and interpret knowledge.

The teacher should be updated as well as facilitated in pertinence with state-of-the-art facilities for presenting and delivering lectures to the students whether the learning process may be student cantered or teacher cantered. There may be a range of methodological areas, however, we restrict out debate to discussion method, small group work and cooperative learning method. Discussion is not a new phenomenon yet it is getting more importance in the modern times as effective teaching methodology in which the students and the teachers are in the face to face contact with the intention of exchanging their thoughts. The discussion at one end provides opportunity to the learner to increase knowledge in pertinence with a particular subject on the other hand however, it serves to broaden teacher's vision, and he can directly understand and identify the areas of his student's weaknesses and knowledge-gaps.

Consequently, discussion is the effective teaching methodology that can help increasing the students' motivation towards knowledge acquisition in thousand folds. Moreover, in the discussion process, the learners are motivated towards learning since the matter of immediate importance is reaching an informed and rational consensus in which every opinion is met with recognition, resultantly, the student's confidence increases and feel a sense of achievement

Conversely, in group work two or more students join hands to work together without the assistance of their mentor or facilitator (specifically in the absence of teacher), this serves to benefit them, because when they work together, they consume additional time on the studies. Further, in group learning the learners are motivated to work because students become the passive recipients of knowledge that can enhance the achievement and retaining. This supportive learning signifies working together to accomplish shared goals in the form of small group. Over and above this group work strengthens the communication skills, capacitate listening, the students' share each other opinions and prior knowledge of the particular subject. The principal thought of this sort of learning exercise is that learner cannot achieve the common goal by working together therefore cooperative learning helps the group members to promote the process of knowledge acquisition

2.4 Demotivation

At one motivation is one of such an important phenomenon that has instrumental and pivotal role in the success of student, demotivation, comes very strongly as counteracting factor, and definitely its role cannot be undermine or underestimated. Demotivation leads to decreased efficiency in workers or students. It has always been observed that there is an adverse impact of demotivation on student's performance. In the sphere of business, there exists a long history of researches and studies on the impact of this phenomenon as well as the analysis of factors of motivation, description of teaching techniques and strategies, discussion of results and recommendations, over students. In contrast to this, there have a dearth of studies focusing student demotivation despite the fact that how vital role demotivation plays in student learning. There is a strong necessity for investigating and outlining the meaning and concept of demonization as a theoretical notion.

In this relevance, I must integrate an excerpt from a scientific psychology paper 'Demotivation is a compelling feeling of self-erasure and a renunciation on the hold one of the moments. Demotivation is frequently found amongst the ageing, who are confronted by narcissistic wounds

and who are often discouraged to make his or her decision ... (potentially resulting in) ... mental disorders where the older person is imprisoned by repeated demotivating experiences' (Hafiz-Thomas et al 1995:261).

As it is already incorporated above, demotivation as well as motivation, is such a thought that is not easiest of the tasks to outline completely and comprehensively. The study provides sufficient support to this idea, many authors evade defining it themselves and they rather prefer using a definition presented by Zoltán Dörnyei. According to him, Demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" ("Teaching and Researching ", 143).

According to certain critics and scholars, demotivation is not a problem; however, they consider it as a cluster of various problems. The important they assert as "demotivation does not mean that there has never been any motivation, but that there has been some, which has been lost for some circumstances and causes." If we come back to Zoltán Dörnyei, a question might surface "whether only external forces, have an influence on demotivation." Another scholar unearthed in research the internal forces are also have repercussions on it, like attitudes towards another language (as a lingua franca), experiences of failure or lack of success or students' self-esteem affect it to a great degree, Specifically, if not half of the rest, at least one third all demotivating forces that were internal. According to this, it could be assumed that not only external, but also internal forces influence demotivation and its degree.

Another scholar refers to a similar topic, calling it a motivation and asserts it as an absence of motivation. In actuality, the reasons that pulled that intellect to that idea were all the facts mentioned above all: in a nutshell, distrust in personal abilities or a persuasion that the activity will yield no results, or that it is too demanding. This assertion may guide to the conclusion that the effort has no impact on the achievement of the required results. Nevertheless, Dörnyei interprets the division between those theories and ideas with following words,

"A motivation is related to general outcome expectations that are unrealistic for some reason, whereas demotivation is related to specific external causes" ("Teaching and Researching ", 143)

One more assumption, associated with demotivation, which could also be wrongly used as synonym of demotivation, is negative motivation. As per Herbal et al. study, the main source of negative motivation is mainly the frustration of student's needs. A minimum frustration may have repercussions on student to enforcing the activity, but a strong frustration typically leads to the degree of effect that is not compatible with student's activity. Those may be above all boredom (as the consequential frustration of cognitive and activity demands) besides fear (feel of danger surfaces consequentially). In addition to it, while working with demotivation, it is also essential to integrate and clarify the term de-motive, which is a negative component of a motive, producing or causing a reduction in the tendency of action.

A critic adds here that some of the most common factors emerges are dissatisfaction with grading, dislike of the subject, the teaching material, the way and sequence of presentation and last but not least, the teacher himself.

In the above lines, it was attempted to make clear certain term, or at least tried to bring into limelight the terms warranted to be highlighted, as all the terms have been made clear, some researches interested in demotivation and common de-motives should be stated. According to the research work done by some scholars at college students level, they were came out to specify some common de-motives, (as specifically in the Pakistani climate and atmosphere) namely: the teachers (some) found to be boring or confused or at least not sufficiently oriented, the dissatisfaction with grading and assignments, the organization and materials, the teacher's attitude toward students, the dislike and perceived lack of relevance of the subject, moreover it was also found that students found to in the gray area in pertinence with the job outlets or professional prospects in future. However, the most significant of the rest was behavior and attitude of teacher.

The research carried in some European country at school level and it was learned that sixty-five to seventy present or the students (of 9th grade) were not comfortable with teacher, especially his or her personality, behavior as well as capacity, competence and the methods were the prime factors that pulled out that kind of feelings from the students. In addition to the above-mentioned fact, the thing that came as second most significant aspect was the teaching and learning material (TLM) or teaching and learning resource (TLR), especially exercise books. Undoubtedly, this is something positive, as the methods, besides the learning material, are to some extent possible to be influenced by the teacher and adjusted to students, another scholar, Tran Thi Thu Trang (is also a politician of Vietnam) attempted to find an answer to the question, whether demotivation is really as a large problem as it is sketched and propagated to be? For this task University of Economics in central Vietnam was chosen, amongst one hundred second-year EFL (English as a foreign language) students, research for the extent of demotivation in English lessons was carried out.

Eighty-eight of them came out to register discomfort in the session; they admitted that they had been demotivated to a greater or lesser extent, most of the time and on numerous occasions. Many of them asserted as demotivation was something inescapable phenomenon, and didn't try to wear false appearances, and acknowledged its presence. Moreover, twenty-one of them claimed they tried their best to defeat that jinx, they met with success to some extent, but not completely. Few things are established here, demotivation and fatigue are such a phenomenon that is not limited to our environment, to another question, are there reasons for trying to overcome demotivation? For this question, Tran Thi Thu Trang asserts with following words, "Most of the reasons that helped students to overcome their demotivation were, surprisingly enough, internal, rather than external. The often-mentioned reasons among others were an awareness of the importance of English (or the subject or the subject matter)," Personal reasons, such as self-improvement, self-determination and lack of positive attitudes towards studies were also instrumental.

It will not be irrelevant to incorporate here the statement of Dörnyei's who says "without sufficient motivation, despite the students with remarkable abilities were not able to accomplish long-term goals, it means, neither good teaching not appropriate curricula is enough to ensure student reaching is ultimate destination". The person who is elevated to the role of a teacher must essentially know these outcomes, because teacher's sole behavior may not be sufficient for repeated motivating efforts for demotivated students. In total contrast to it, when teachers offer adequate evidence for importance of the subject and subject matter is, the pupils may come to a

conclusion that they would themselves will be greater interested and try themselves to overcome demotivation.

2.4.1 Demotivation in Learning

In the previous lines we have discussed motivation extensively and sufficiently, many researchers and subject experts, have looked into inspiration and it has been generally considered over the previous decades and sole reason of it the realization and acceptance of it as an important and decisive phenomenon in pertinence with entire tapestry that is painted as education, learning or imparting knowledge. The educationists and researchers working for second language motivation have, be that as it may, generally focused mostly on the positive powers that invigorate language learning and whose quality ranges on a range from zero to solid (Dörnyei 2001b: 141). Alternately, alongside the positive powers, there are negative powers too that fill in as negative and against power in second language learning. These negative forces have, despite the fact that they undoubtedly, play a substantial role in the learning process and yet they have never been taken into the considerations they deserved in research until in recent times. In the following lines the negative counterpart of motivation (demotivation), will be discussed assessed as well as compared with the related term a motivation.

2.4.2 Demotivation in Learning

Without any kind of doubts, DEMOTIVATION is not of new phenomenon, wherever term and philosophy of motivation existed, demotivation existed as its antibody, however, it is too undeniable reality that in the just recent past it met with acceptance and identified in the literary corners. Due this fact demotivation related material and papers are extremely elusive, even searching for many hours on net, hardly fetched positive outcomes. As incorporated above, though it is relatively new term in the education, however phenomenon was always existed, and in realty it something to be defined quite easily with the following words,

It concerns negative influences that reduce or cancel out motivation (Dörnyei 2001b: 142). This issue shall be attempted to explain in the coming lines with some examples, "Muhammad Shahid feeling impassionate to join business administration in University of Karachi, however he lost his passion his few friends left him for choosing marketing whereas they got enlisted in the finance department." Sajid was greatly excited and motivated to do his intermediate with computer science, however, but when he failed to get admission DJ Science College, he lost his passion. Azim was greatly enthusiastic to join university cricket eleven, however attitude of the coach reasoned to fade his passion.

Thus, it concocts that a demotivated learner, is someone who on some occasion was motivated but lost his passion due to some problem or some hurdle lost his or her commitment or interest. Conventionally, (as already incorporated above) motivation has been categorized into internal and external factors, for instance by Williams and Burden (1997, as quoted by Dörnyei 2001a: 20). Initially, certain critics were of the opinion that a critical standpoint warranted to be adopted in which the educational system, rather than the students, should be focused as the problem area. Later on, it was figured out that that it was possibly the attitudes and discourses of the wider

sociocultural context effect negatively and conversely on students' motivation to learn or continue learning subject, studies or anything else, rather than some internal forces responses and reactions.

3. Methodology

The chapter 2 informs many lessons about the factors of demotivation of students. Some questions were in my mind which was unanswered after studying the literature. These questions act as the base for the problems as specified in this section and the articulated study query

3.1 Research Design

As the imaginary system for the present examination and the past investigations on demotivation have now been inspected, the emphasis will proceed onward detailing the present examination. In this section the examination structure and methodological decisions are talked about. To begin with, the motivation behind the present investigation is aware also with the examination questions. Second, the information gathering technique is talked about in detail after which the decision of the members is clarified. At long last, the thought is moved to the information gathering and preparing methods.

3.2 Target Population

The target population of this research are the alumni and students of the fields of business department more specifically BBA's and MBA's or PhD's of Indus university.

3.3 Sample Size

To do this research I take interviews of professional people and ask their opinion and experience about the factors of demotivation of students.

3.4 Instrument

The instrument is chosen in this thesis is following a "qualitative method" the qualitative trick of this thesis will be accepted through the usage of open-handed questionnaires. Because of the type of research investigation, forms of questions remained theoretical as the greatest fitting of search plan to begin.

3.5 Data Gathering Tools

To get response first I sent a mail for appointment and then go to their place for interview in this interview I ask them questions about reason behind the demotivation of students in the light of this interview I find some main point and on the basis of these points give result.

3.6 Research Model

On the basis of above literature review following model is:
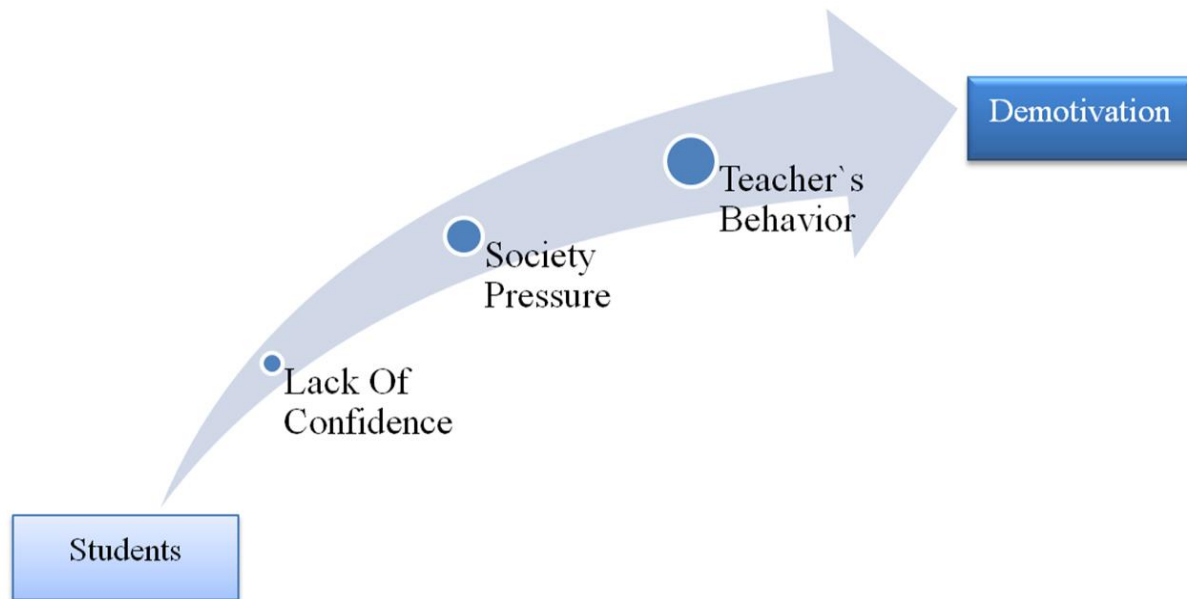
3.7 Research Questions

- To what extend the teaching methodology do possess the efficacy
- In your opinion the qualification of teachers is in alignment of course need
- How effective is the physical facilities in the business school?
- In your opinion's student counseling facility in the academia paves the way for the future direction

4. Interviews

4.1 Qualitative Responses from Respondents

Respondent #1

Q.1 To what extend the teaching methodology do possess the efficacy?

In my opinion, if either teacher or student fails to understand other the process of learning can't be reached to the desired altitude, so, first of all correct methodology can help in both components of classroom (teachers and students) understanding each other. Importance of it grows with the gap in the level of understanding between them.

Q.2 In your opinion the qualification of teachers is in alignment of course need?

Simply, it's very much logical to have some relevant qualification for the one who wants to be in the shoes a teacher. If he (teacher) is in alignment with the course needs, he can explain topics and complex areas with necessary justification; moreover, he can come out to explain problematic areas with examples greater relevance.

Q.3 How effective is the physical facilities in the business school?

As far as the physical facilities in pertinence with business studies are concerned, this university greatly lacks, during all along our association with this sacred institution, we experienced great dearth of them, at one end inadequacy is felt in line with modern day needs on the other hand insufficiency is also experienced as they failed to provide facilitate the number of students admitted.

Q.4 In your opinion's student counseling facility in the academia paves the way for the future direction?

I don't have any experience in this type of activity but in my opinion, it is necessary for students to known for choosing right direction for bright future.

Respondent #2

Q.1 To what extend the teaching methodology do possess the efficacy?

The good teaching methodology affects with total entirety the efficacy to the hilt. I am fully satisfied with the teaching methodology adopted by the teacher. My total schooling is limited to Karachi climate, however one thing you can take for sure that learning outcome of the student can provide an important standard for assess teaching methodology working by the teacher, nonetheless, if teacher is prepared with right kind of material for delivering in the classroom, he lacks in methodologies, and he can't meet with outstanding success.

Q.2 In your opinion the qualification of teachers is in alignment of course need?

The qualification of the teacher must be set as a prerequisite before allowing him to stand in front of students (especially of Indus University); they should match the course criteria so that the teacher can deliver the best learning materials to the students that can help them in every aspect for establishing highest success rate in the sphere of business studies. In our business school all the faculty members have great relevance with their qualification and subjects of teaching. They have chosen their career or course accordingly the field in which they have specialized.

Q.3 How effective is the physical facilities in the business school?

Physical activities are important in every phase of life or you say that physical activities lead the life in a healthier way. And in an educational institute, physical facilities provide basis for

orchestrating physical activities according to the professional needs. Despite deficiencies in this particular area, the available facilities were used more effectively than many institutes.

Q.4 In your opinion's student counseling facility in the academia paves the way for the future direction?

Yes, I agree with this thought, counseling was done that helped the students in selecting their career or field and helped them to cope up difficulties they may need to negotiate as a beginner.

Respondent #3

Q.1 To what extend the teaching methodology do possess the efficacy?

It is very important as teacher's way of teaching either builds the understanding between student and teacher, however here in Indus University the relationship between teachers and students, teacher is good and friendly but a definite of number of them are delivering to their mental level.

Q.2 In your opinion the qualification of teachers is in alignment of course need?

I am a little disagreement with philosophy promoted in the question, I knew many people who are not sustained with highest qualifications as modern-day peoples do, however we don't find people even with highest qualification could match their prowess. Qualification does not matter too much but information as well as its delivery plays the trick.

Q.3 How effective is the physical facilities in the business school?

Definitely, these facilities serve a kind of charm and attraction for students as well as teachers. Because these facilities play their part in negating amassing boredom and fatigue, because they spent a lot of time here so it should be satisfactory and reason for mental satisfaction. However, I am not satisfied with this university environment and building it resembles a hospital and there are lots of stairs which is a big issue, particularly due to the fact that our department is at third floor.

Q.4 In your opinion's student counseling facility in the academia paves the way for the future direction?

Yes, counseling helps to clear confusions of mind so a person can think in a better way for himself. This facility is an important tool for any business school for itself and for its students to grow and flourish in competitive environment.

Respondent #3

Q.1 To what extend the teaching methodology do possess the efficacy?

Teacher need either to lift the student to his level or need to go down to student's level in order to build best relations with students. In this situation a teacher would need to have a method to convey his though or information in a way or method which would help growing the confidence, interest and attention of the students.

Q.2 In your opinion the qualification of teachers is in alignment of course need?

It is quite simple that if the teacher isn't qualified on what he is teaching then there is no need for him or her. The qualification of a teacher has to be in accordance to his or her need. In actual fact, it is qualification that provides a visa for a person to be in the shoes of a mentor. It is qualification that makes sure one is learned enough to encompass the subject and topics needs in 360-degree directions.

Q.3 How effective is the physical facilities in the business school?

In my opinion physical facilities include all the amenities we have in some institution, it is not limited to some library or internet facility or sports grounds, and they grossly include toilets, washrooms as well as canteen facilities. Definitely, common rooms, tennis and badminton courts, sports grounds and facilities are essential in any educational institutes; they provide physical and mental relaxation. They are essential to keep the mind and body of a student able to brave everything all day, and it also allows them to remain fresh and stress free from the pressure of studies.

Q.4 In your opinion's student counseling facility in the academia paves the way for the future direction?

If the counseling of the students is done in the correct manner it would surely guide them to success and would encourage them to visualize and set their futures, moreover if they are more focus on their future goals, they can achieve highest results.

4.1 Interpretations

Q.1 To what extend the teaching methodology do possess the efficacy?

According to all respondents the effective teaching methodology is when the relationship between teachers and students is understandable and friendly. most of the teachers has to tech according to the student mental level and teaches their lesson to the student in a way which would help them growing the confidence interest and attention of the student.

Q.2 In your opinion the qualification of teachers is in alignment of course need?

According to the few respondents the teacher's qualification is matters a lot for the teaching. But most of the respondent thinks knowledge and information is matters a lot related to the course because it helps the student to understand easily and also help them in their practical life.

Q.3 How effective is the physical facilities in the business school?

According to the respondent physical facilities serve a kind of charm and attraction for the student and as well as teachers. But not satisfy with this facility which is provided by this university some

people think that the building look like a hospital there is no attraction and things which make them relax.

Q.4 In your opinion's student counseling facility in the academia paves the way for the future direction?

According to the all-respondent counseling facility is good and better because it helps students to understand skills and set their future goal.

5. Discussion and Conclusions

5.1 Discussion

At this stage while reaching the concluding part of the of this study and related documenting section, I am trying to encompass and sum up all the notable and important features, as well as factors and realities so the representing the whole situation could be weaved with the threads in the colours that suit the most. As it is already incorporated above, the primary function of this study and research as well as inscribing this document is to explore and appraise fundaments that are instrumental in rousing disinterest as well as apathy in students towards studies and resultantly poor shows in examinations, moreover, consequential failure in their practical lives.

In a bid to suit action to the quest, it was attempted to browse through some previous studies and earlier research works, so the true path could be figured out and a zero in be set in the most realistic way. Moreover, for investigating and collecting relevant data and information's, containing a set of questions, a questionnaire was prepared. It was learned by the study of previous works of the scholars and academicians, students of the Indus University be selected for attaining the answers of them, however, students with five-year association with the university were chosen for the task.

The information that was collected after the conduction of semi structured interviews was studied and assessed by the mean of qualitative contact analysis. Positive and negative sources of demotivation were emerged from the data besides the way of demotivation was revealed. Now I must refer the definition of demotivation which was forwarded by Deci and Ryan (1985), in the following lines,

A motivation is related to general outcome expectations that are unrealistic for some reason, whereas demotivation is related to specific external causes. If we accept it than, they are right to pronounce that demotivation is yielded due to some certain external elements as well as actions, as it was revealed in the answers of the respondents to the questionnaires; the questions were framed with the focus to investigate matter to the hilt. As I personally figured and visualized, the answers of the respondents provided support to the idea that students of the business studies experienced demotivation and dissuasion due to external sources and reasons, according to the collected answers and data, the most of the negativities were felt due to lacking or insufficiency of the physical facilities in the university. Besides it, social pressures were also instrumental in turning things that way, as it was pointed out in the answered section that presence of plenty of

stairs were also noted as reason for negative feelings, further, in advertently, lacking of recreation facilities were also pointed out.

In relevance with the faculty members, it was also pointed out that they should be sufficiently learned to be in the mental of a university teacher, however their capacity is not only fact that is doing the trick, yet they should be considerate and kind hearted, as well as they must have the capacity to weave mental relations with the students or the audience they are to address. They must be able to link students individually to lift them to the desired level of motivation.

5.2 Conclusion

This study as well as write up serves to highlight the factors reason and induce demotivation among students of business schools of Karachi. It is an attempt to encompass the factors that has adversely affected the students of business studies, once we become aware with the hardships, difficulties and factors contributing to demotivation of students, solutions can also be plan for healing job. This study also played it role ascertaining the fact so as to despite all the adversities and privations Karachi business school students are inflexible to outdo all the negativities and carrying on learning and imparting knowledge process. Faculty members should be sufficiently learned to be in the mental of a university teacher, however their capacity is not only fact that is doing the trick, yet they should be considerate and kind hearted, as well as they must have the capacity to weave mental relations with the students or the audience they are to address. They must be able to link students individually to lift them to the desired level of motivation. This determination holds itself as a keystone in the process of generational advancement. Hopefully, the findings of this study will go long way to serve light house for the researchers in Pakistan who are presently working on the issues of demotivation. This theory will be providing the readers of these pages a strong set of purposes and basis for devising and planning a new beginning.

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