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 ABSTRACT

In Thailand, agriculture undergraduate students have encountered difficulties in improving their English language, and demotivation has been explored as one of the reasons behind such difficulties. Hence, the study aimed to investigate factors that demotivated undergraduate students in the Thai context. The participants comprised 95 agriculture undergraduate students in a public university, and the stratified technique was used to obtain the participant sample. The research instrument was a demotivation questionnaire which included 35-item rating-scale questions exploring students' perceptions on demotivation factors in five aspects: 1) Learning contents and materials, 2) Teachers' competence and teaching styles, 3) Lack of intrinsic motivation, 4) Inadequate school facilities, and 5) Test scores. The findings show that the most demotivating factor in each of the five aspects were, namely, 1) expectation to use grammatically correct English, 2) inappropriate pace of lessons, 3) lack of use on language learning equipment and materials, 4) learners' attitudes on English as a compulsory course, and 5) learners' low test scores. Among all of the 35 items from the five categories, the participants (54.73%) strongly agreed that Item 4 'I was expected to use (or speak and write) grammatically correct English.' was a factor that demotivated them the most. The findings can help agricultural English language lectures and English language curriculum developers/policy makers create and revise their course, curriculum, or policy so that it enhances students' motivation which is one of the keys to students' success.

Keywords: Demotivation, Demotivation factors, Agriculture undergraduate students, English language learning, English language teaching

I. INTRODUCTION

In spite of the significant role of English in the globalized era, agriculture students in various educational levels, including a tertiary level, have encountered using English language. Bhanu and Selvaraj (2025, p. 2) have stated that agriculture students, particularly, those who are non-native speakers have faced difficulties in improving their English language proficiency. Such challenges range from basic aspects, such as grammar and vocabulary, to more complicated ones, such as culture and abilities to express ideas in a variety of contexts. Similarly, Sanico et al. (2025, pp. 1134 -1135) pointed out that agriculture students have experience critical challenges in English language skills. Specifically, when it comes to writing and grammar, many agriculture students strive to generate ideas and form sentences since they struggle to recognize and apply certain grammatical aspects such as subject-verb agreement. This is in line with what Injan (2024, pp. 540-542) found that agriculture university students had problems in listening, reading, writing, and, especially, speaking which was the most critical aspect.

To cope with such challenges among agriculture students, researchers have explored cognitive as well as affective domains which have a vital role in enhancing learners' English language proficiency. Among a wide range of affective domains which include psychological constructs, motivation has received a clear attention for decades in the field of English language. Generally, motivation refers to the stimulus which directs and operates human's behavior at a conscious as well as an unconscious level (American Psychological Association, 2018, Online). Specifically, motivation for learning or learning motivation can be defined as a construct comprising both subjective expectations and anticipated consequences such as pride, sorrow, or shame (Schrader, & Helmke, 2015, p. 48). Thus, learning motivation which stimulates and sustains learners' behaviors is the factor that directs learners towards particular academic goals (Junfeng, 2025, p. 831) which comes from various sources. Bandhu et al. (2024, p. 2) have elaborated that motivation on the one hand can come from internal sources such as the pressure to be successful and the fear to face failure. On the other hand, it is derived from external sources such as instability in personal finance and responsibilities for families. Both types of sources, internal and external sources, hence have led to the two types of motivation which are namely intrinsic and extrinsic motivation to learn, respectively.

To better understand motivation in academic settings is to understand demotivation. While motivation directs learners to attain their goals and acquire new body of knowledge, demotivation obstructs learning progress and learning process (Mohd et al., 2024, p. 569). To illustrate, demotivating factors discourage learners and diminish their motivation as well as engagement in learning. According to Ahmad (2021, p. 51); Zolkapli et al. (2023, p. 1450), certain demotivation factors include 1) lack of relevance, 2) excessive pressure, 3) unsupportive environment, 4) lack of autonomy, 5) fear of failure, and 6) resource limitations and burnout. As Zolkapli et al. (2023, p. 1438) stated, identifying demotivation factors is comprehending the roots of learners' demotivation, which can cause lecturers and other stakeholders to prevent learners from their academic failure.

With respect to the significance of motivation as well as the interplay between motivation and demotivation, the present research study aimed to examine the demotivation factors in English language learning among agriculture undergraduate students. The data obtained can shed light on what lecturers should take into accounts when designing an English language course which effectively generate learners' motivation.



II. LITERATURE REVIEW

Motivation is one of the psychological constructs, which has attracted attention from academicians in the field of educational psychology. Literature review shows that motivation is basically defined as “a process in which goal-directed activity is instigated and sustained” (Schunk et al., 2014, p. 5). It can be seen as a stimulus that leads as well as manipulates behavior and performance of human-beings, and this occurs at a conscious level and an unconscious level (American Psychological Association, 2018, Online). All in all, motivation is a construct that initiates human’s actions and performances. In the academic context, motivation refers to as a construct which consists of subjective anticipations as well as expected outcomes, e.g., pride, sorrow, and shame (Schrader, & Helmke, 2015, p. 48). It stimulates and sustains learners’ behaviors, so it is the factor that directs learners towards particular academic goals (Junfeng, 2025, p. 831). The concepts of motivation have been explored in several ways. On the one hand, it can be categorized as intrinsic motivation and extrinsic motivation. Intrinsic motivation can be referred to as value (Eccles & Wigfield, 2020, p. 4), and that is why it is associated with how individuals perform activities for their own and personal interest (Gottfried et al., 2001, p. 3). Unlike intrinsic motivation, extrinsic motivation is driven when individuals expect positive outcomes or avoid negative outcomes (Pekrun, 2024, p. 16). Consequently, it exploits the environment or circumstances unlike intrinsic motivation that focuses on willingness to do the task itself. On the other hand, motivation involves two main concepts: integrative motivation and instrumental motivation. Gardner and Lambert (1972, p. 146) have divided motivation into two types, namely, integrative motivation and instrumental motivation. Integrative motivation is related to learners’ needs to acquire a particular language to attain the level that is quite close to a native speaker as well as to be integrated to the culture and social aspects of the target language, while instrumental motivation includes a desire to learn the target language for practical reasons such as high-salary jobs or further studies. In addition to types of motivation, motivation has been highlighted in its relation to learners’ engagement and accomplishments, which can be seen in numerous prior research studies. For example, Arcipe and Balones (2023, p. 14) found that learning motivation is positively and significantly correlated to students’ engagement in the context of the Philippines. Besides, in the Chinese setting, motivation to learn, along with, self-efficacy and learning strategies, could positively predict English achievements among undergraduate non-English majors (Liu & Sun, 2025, p. 9). In a similar way, Kimly et al. (2024, p. 54) reported on the effects of motivation, both intrinsic and extrinsic, on English language learning of Cambodian undergraduate students. In summary, some exemplars of the aforementioned previous studies help confirm the impact of learning motivation on learners’ success.

Unlike motivation that is a stimulus that directs and operates human’s behavior, demotivation can be defined as a drive that weakens individuals’ motivation for certain actions. Dörnyei and Ushioda (2021, p. 139) have stated that demotivation refers to ‘specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action’. Correspondingly, it can be referred to as a psychological phenomenon which is portrayed by a reduce or loss of individuals’ force, eagerness, and readiness to participate in a task or achieve a goal (Psychological Scales, n.d., Online). From the definitions mentioned above, demotivation is far beyond related psychological concepts such as lack of interest or apathy, and, in the field of psychological education, it has been investigated in various aspects, particularly in terms of its causes. Demotivation factors or demotivators are external drives which impede learning process and thus reduce learners’ motivation. Mainly, demotivation factors can be divided into two groups: internal factors and external factors. According to De Asis et al. (2021, p. 1689), internal factors include learners’ internal forces, namely, attitude towards learning English, socialization, and



English language competency, while external factors that are related to external drives involve teachers' behavior, teachers' competence, classroom learning resource preparedness/availability, course content, class size, and classroom assessment and requirements. Similarly, Gao & Liu (2022, p. 3) have explained the classification of demotivation factors as the two major types: internal factors and external factors. That is to say, internal factors comprise learner-related factors, whereas the external factors are associated with teacher-related, environment-related, curriculum related factors, and important others-related factors. To sum up, factors of motivation can be categorized into two groups: 1) internal factors that consist of learner-related factors such as learners' attitude toward learning English and their language proficiency; and 2) external factors which contain (a) teacher-related factors including teachers' behavior as well as teachers' competence, (b) environment-related factors such as classroom learning resource preparedness/availability, (c) curriculum related factors such as course content and classroom assessment and requirements, and (d) other important others-related factors. In addition, in the ELT context, demotivation factors have been widely explored in terms of perceptions of learners toward the causes of their decreased motivation. Although perceptions of demotivation factors were first examined in 1990s in the United States (Gorham & Christophel, 1992, p. 239), research that has left a distinctive mark for the aspect in the English as a Foreign Language (EFL) setting was Sakai and Kikuchi (2009, p. 64)'s. The study was implemented on the basis of five demotivating factors: 1) learning contents and materials, 2) teachers' teaching styles, 3) inadequate school facilities, 4) lack of intrinsic motivation, and 5) test scores. The findings demonstrate that learning contents and materials factors, as well as test scores factors were the factors that highly demotivated high school students. Yet, either teacher competence factors or teaching style factors were not perceived as a strong demotivation factor. The 35-item questionnaire created by Sakai and Kikuchi (2009, p. 64) was later adopted by later researchers such as De Asis et al. (2021, p. 1689), Zhou et al. (2023, pp. 5-6; Huwari et al. (2023, p. 1026). To illustrate, De Asis et al. (2021, p. 1689) indicated that Filipino college students were highly motivated by the internal factors, including, attitude towards learning English Interpretation and socialization. As external factors, the participants were much demotivated by teachers' behavior, teachers' competence, and classroom learning resource preparedness/availability. Besides, findings gained from Zhou et al. (2023, pp. 5-6) pointed out that the five factors that demotivated Chinese college students were (1) low expectancy for success, (2) loss of task value, (3) negative teacher behavior, (4) inappropriate learning environment, and (5) lack of self-discipline in learning online. Apart from that, Huwari et al. (2023, p. 1027) revealed that classroom environment is the most demotivating factor, whereas, lack of self-confidence as well as interest were the least demotivating factors which demotivated Jordanian undergraduate students. In order to expand the body of knowledge of motivation factors from Eastern Asia to Southeastern Asia, the present study was undertaken with the objective to examine perceptions on demotivation factors among undergraduate students in Thailand.

III. RESEARCH METHODOLOGY

Participants

The population of the study was 2,174 first-year to third-year agriculture undergraduate students from a public university, Bangkok, Thailand (Office of Registrar of KMITL, 2024, Data of undergraduate students section). Ninety-five of the students were selected to participate in the current study by means of the stratified technique. The number of the participants was based on Yamane's sample size (Yamane, 1967, p. 886) with $\pm 10\%$ variance. Based on Yamane's sample, the proper sample size should be at least 95.



Research instrument

The research tool was adopted from a questionnaire developed by Sakai and Kikuchi (2009, p. 64), which was based on the conceptual framework of Dörnyei's nine categories of demotivation (Dörnyei & Usioda, 2021, p. 145). The research instrument aimed to measure demotivation factors that impede learning process and reduce learners' motivation which has been considered one of significant cognitive domains that influence language learners' success, as shown in Figure 1. The demotivation factors could be categorized into four groups, namely, 1) Learning contents and materials, 2) Teachers' competence and teaching styles, 3) Inadequate school facilities, 4) Lack of intrinsic motivation, and 5) Test scores.

To be specific, the five categories of demotivation factors stated in the questionnaire are associated with Dörnyei's nine categories of demotivation. That is, 1) Learning contents and materials refers to Dörnyei's (9) Course books used in class; 2) Teachers' competence and teaching styles refers to Dörnyei's (1) Teachers' personalities, commitments, competence, teaching methods; 3) Inadequate school facilities are in line with Dörnyei's (2) Inadequate school facilities; and 4) Lack of intrinsic motivation included Dörnyei's (3) Reduced self-confidence due to experience of failure, (4) Negative attitude toward foreign language studies, (5) Compulsory nature of foreign language study, (6) Interference of another foreign language that pupils are studying, (7) Negative attitude toward the community of the foreign language spoken, and (8) Attitudes of group members. Apart from the four categories of demotivation factors, Sakai and Kikuchi have added 'Test scores' as the last category of factors causing demotivation.

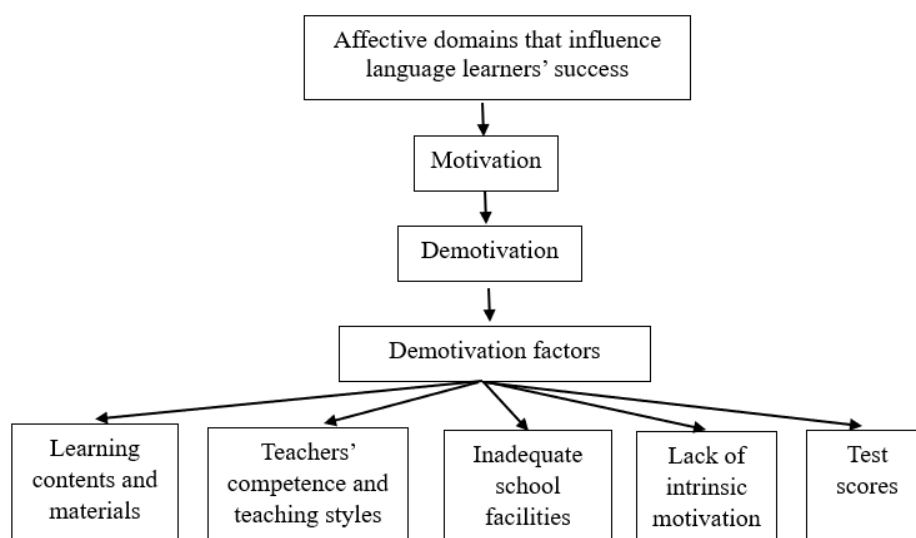


Figure 1: Conceptual framework of this study

The questionnaire consisted of two major parts. The first part involved the items asking about the respondents' background information, namely, gender, level of studies. Also, the second part included thirty-five rating-scale items requiring the respondents to identify their demotivation experience. The rating criteria were as follows:

5	refers to	Strongly agree
4	refers to	Agree
3	refers to	Moderate
2	refers to	Disagree
1	refers to	Strongly disagree



Data collection and data analysis

The data were collected in the second semester of Academic Year 2024. The hardcopy questionnaire which was in the Thai language was distributed to the participants. In terms of statistics, frequency and percentage, arithmetic mean, and standard deviation were employed to analyzed the data on the participants' demographic information about their gender and year of the studies, as well as those regarding the participants' perceptions of each range of the rating scale on that particular item.

IV. RESULTS

The results of the current study were presented into two main sections: 1) Participants' background information that includes Gender and Year of studies, and 2) Participants' perceptions toward demotivation factors in five categories, namely, (1) Learning contents and materials, (2) Teachers' competence and teaching styles, (3) Inadequate school facilities, (4) Lack of intrinsic motivation, and (5) Test scores.

Table 1: Participants' background information

Background information		Number of participants	Percentage
Gender	Male	31	32.60
	Female	64	67.40
Year of studies	Freshman	19	20
	Sophomore	34	35.80
	Junior	42	44.20
	Senior	0	0

The findings in the Table 1 indicated that of all the participants who completed questionnaire, 32.60% (31 participants) were male and 67.40% (64 participants) were female. The majority of participants were studying in the second year (sophomore) and third year (junior), with 35.80% (34 participants) and 44.20% (42 participants) respectively. However, none of the participants were from the fourth year (senior).

Table 2: Participants' perceptions toward demotivation factors

Factors		Perceptions toward demotivation factors presented in frequency (f) and percentage (%)									
Factor 1: Learning contents and materials		5		4		3		2		1	
		f	%	f	%	f	%	f	%	f	%
1	Most of the lessons focused on translation.	30	31.57	42	44.21	22	23.15	1	1.05	0	0.00
2	Most of the lessons focused on the grammars.	23	24.21	49	51.57	21	22.10	2	2.10	0	0.00
3	Most of the lessons were entrance examination oriented	39	41.05	36	37.89	16	16.84	4	4.21	0	0.00



Table 2: (Continued) Participants' perceptions toward demotivation factors

Factors		Perceptions toward demotivation factors presented in frequency (f) and percentage (%)									
Factor 1: Learning contents and materials		5		4		3		2		1	
		f	%	f	%	f	%	f	%	f	%
4	I was expected to use (or speak and write) grammatically correct English.	52	54.73	32	33.68	10	10.52	1	1.05	0	0.00
5	Topics of the English passages used in lessons were not interesting	45	47.36	33	34.73	16	16.84	1	1.05	0	0.00
6	English passages in the textbooks were too long.	28	29.47	23	24.21	34	35.78	7	7.36	3	3.15
7	English sentences dealt within the lessons were difficult to interpret.	18	18.14	24	25.26	28	29.47	21	22.10	4	4.21
8	A great number of textbooks and supplementary readers were assigned.	25	26.31	19	20.00	18	18.94	27	28.42	6	6.31
9	Topics of the English passages used in lessons were old.	33	34.73	27	28.42	25	26.31	6	6.31	4	4.21
10	English questions did not have clear answers.	12	12.63	17	17.89	28	29.47	28	29.47	10	10.52
11	The pace of lessons was not appropriate.	20	21.05	34	65.78	28	29.47	9	9.47	4	4.21
12	Teachers' pronunciation of English was poor.	16	16.84	37	38.94	30	31.57	8	8.42	4	4.21
13	Teachers ridiculed students' mistakes.	12	12.63	26	27.36	38	40.00	14	14.73	5	5.26
14	Teachers made one- way explanations too often.	17	17.89	25	26.31	31	32.63	17	17.89	5	5.26
15	Teachers' explanations were not easy to understand.	7	7.36	31	32.63	24	25.26	19	20.00	14	14.73



Table 2: (Continued) Participants' perceptions toward demotivation factors

Factors		Perceptions toward demotivation factors presented in frequency (f) and percentage (%)									
Factor 3: Inadequate school facilities		5		4		3		2		1	
16	Teachers shouted or got angry.	19	20.00	32	33.68	34	35.78	9	9.47	1	1.05
17	Computer equipment was not used.	6	6.31	33	34.73	39	41.05	14	14.73	3	3.15
18	Visual materials (such as videos and DVDs) were not used.	7	7.36	28	29.47	32	33.68	21	22.10	7	7.36
19	The Internet was not used.	8	8.42	27	28.42	36	37.89	15	15.78	9	9.47
20	LL equipment was not used.	16	16.84	19	20.00	32	33.68	22	23.15	6	6.31
21	Audio materials (such as CDs and tapes) were not used.	16	16.84	37	38.94	30	31.57	8	8.42	4	4.21
22	The number of students in classes was large.	12	12.63	26	27.36	38	40.00	14	14.73	5	5.26
23	I seldom had chances to communicate in English.	17	17.89	25	26.31	31	32.63	17	17.89	5	5.26
24	I was forced to memorize the sentences in the textbooks too often.	7	7.36	31	32.63	24	25.26	19	20.00	14	14.73
25	I had difficulty memorizing words and phrases.	19	20.00	32	33.68	34	35.78	9	9.47	1	1.05
26	I got lost in how to self-study for English lessons	6	6.31	33	34.73	39	41.05	14	14.73	3	3.15
27	I did not like my classmates.	7	7.36	28	29.47	32	33.68	21	22.10	7	5.26
28	My friends did not like English.	8	8.42	27	28.42	36	37.89	15	15.78	9	9.47
29	I was often compared with my friends.	16	16.84	19	20.00	32	33.68	22	23.15	6	6.31
30	English was a compulsory subject.	30	31.57	42	44.21	22	23.15	1	1.05	0	0.00



Table 2: (Continued) Participants' perceptions toward demotivation factors

Factors		Perceptions toward demotivation factors presented in frequency (f) and percentage (%)									
		5		4		3		2		1	
		f	%	f	%	f	%	f	%	f	%
31	I lost my understanding of the purpose of studying English.	24	25.26	38	40.00	30	31.57	3	3.15	0	0.00
32	I lost my interest in English.	10	10.52	37	38.94	33	34.73	13	13.68	2	2.10
33	I lost my goal to be a speaker of English.	18	18.94	24	25.26	28	29.47	21	22.10	4	4.21
34	I got low scores on tests (such as mid-term and final examinations).	20	21.05	34	35.78	28	29.47	9	9.97	4	4.21
35	I could not do as well on tests as my friends.	12	12.63	26	27.36	38	40.00	14	14.73	5	5.26

According to Table 2, 52 participants (54.73%) perceived Item 4 'I was expected to use (or speak and write), grammatically correct English.' as a factor that demotivated them the most all the factors included in Factor 1, Learning contents and materials. It was followed by, Item 5 'Topics of the English passages used in lessons were not interesting.', Item 3 'Most of the lessons were entrance examination-oriented.', Item 9 'Topics of the English passages used in lessons were old.', Item 1 'Most of the lessons focused on translation.', Item 6 'English passages in the textbooks were too long.', Item 8 'A great number of textbooks and supplementary readers were assigned.', Item 2 'Most of the lessons focused on the grammars.', Item 7 'English sentences dealt within the lessons were difficult to interpret.', and Item 10 'English questions did not have clear answers.', respectively.

As for Factor 2, Teachers' competence and teaching styles, the majority of the participants, 20 participants (21.05%) strongly agreed that Item 11 'The pace of lessons was not appropriate.' was the cause of demotivation. Besides, the remaining participants viewed Item 16 'Teachers shouted or got angry.', Item 14 'Teachers made one-way explanations too often.', Item 12 'Teachers' pronunciation of English was poor.', and Item 15 'Teachers' explanations were not easy to understand.', as demotivators, respectively.

When it came to Factor 3, Inadequate school facilities, Item 20 'LL equipment was not used.' (16.84%) and Item 21 'Audio materials (such as CDs and tapes) were not used.' (16.84%) were considered the most demotivating factors among 16 participants. The rest of the participants perceived Item 22 'The number of students in classes was large.', Item 19 'The Internet was not used.', Item 18 'Visual materials (such as videos and DVDs) were not used.', and Item 17 'Computer equipment was not used.' as causes of demotivation, respectively.



In terms of Factor 4, Lack of intrinsic motivation, most of the participants, 30 participants as 31.57%, thought that Item 30 'English was a compulsory subject.' as a factor of demotivation. This was followed by Item 31 'I lost my understanding of the purpose of studying English.', Item 25 'I had difficulty memorizing words and phrases.', Item 33 'I lost my goal to be a speaker of English.', Item 23 'I seldom had chances to communicate in English.', Item 29 'I was often compared with my friends.', Item 32 'I lost my interest in English.', Item 28 'My friends did not like English.', Item 27 'I did not like my classmates.' Item 24 'I was forced to memorize the sentences in the textbooks too often.', and Item 26 'I got lost in how to self-study for English lessons.', respectively.

With regard to Factor 5, Test scores, Item 34 'I got low scores on tests (such as mid-term and final examinations).' was viewed as a factor which most demotivated the participants (20 participants as 21.05%), whereas the rest considered Item 35 'I could not do as well on tests as my friends.' as a demotivator for the participants.

Overall, when considering all of the five factors, Item 5 'Topics of the English passages used in lessons were not interesting.' was the factor that most demotivated the participants. This was followed by Item 4, 'I was expected to use (or speak and write) grammatically correct English.' and Item 5, 'Topics of the English passages used in lessons were not interesting.', which ranked second and third among all demotivators, respectively.

V. CONCLUSION AND DISCUSSION

The objective of the present study was to examine demotivation factors among agriculture undergraduate students in the Thai context in the five aspects, namely, 1) Learning contents and materials, 2) Teachers' competence and teaching styles, 3) Lack of intrinsic motivation, 4) Inadequate school facilities, and 5) Test scores. The findings demonstrate that the factor that demotivated the students the most in each of the five aspects were: 1) expectation to use grammatically correct English, 2) inappropriate pace of lessons, 3) lack of use on language learning equipment and materials, 4) learners' attitudes on English as a compulsory course, and 5) learners' low test scores. The results can be discussed in the five aforementioned aspects.

With regard to Factor 1, Learning contents and materials, the findings reveal that most of the participants viewed Item 4 'I was expected to use (or speak and write), grammatically correct English.' as a cause that demotivated the most. The result was in accordance with what was discovered by Sakai and Kikuchi (2009, pp. 62-63). That is, in the present study, the factor 'I was expected to use (or speak and write), grammatically correct English.' was categorized as a factor concerning learning contents and materials, and such as factor was also found in the research conducted by Sakai and Kikuchi (2009, pp. 62-63) as the one which most highly demotivated the participants. The influence of grammar on students' grammar can be seen in another study undertaken by Mettadewi et al. (2023, p. 299). Based the results the research study, half of the Indonesian student participants felt demotivated when learning English Grammar. This can help explain why the expectation to use English language with correct grammar most highly demotivated the participants in the current study. When it came to Factor 2, Teachers' competence and teaching styles, Item 11 'The pace of lessons was not appropriate.' was perceived as the strongest demotivator for the participants. This corresponded with what De Asis et al. (2021, pp. 1689-1690) and Rone et al. (2023, p. 641) revealed. That is to say, teacher-oriented factors were external factors which were highly involved students' demotivation in their learning. Thus, the pace of lessons and the limited timeframe for learning hours caused by teaching styles could result in students' negative reinforcement. Regarding Factor 3, Inadequate school facilities, both Item 20 'LL equipment was not used.' and Item 21 'Audio materials (such as CDs and tapes) were not used.' were considered as the most



demotivating factors. As mentioned earlier, language learning equipment and audio materials were classified as a factor included in learning contents and materials. Thus, such a finding was in line with what Sakai and Kikuchi (2009) reported on. Besides, a study implemented in Pakistan by Puspitarini and Hanif (2019, p. 57) accordingly supports the crucial role of language learning equipment and materials. To illustrate, the results demonstrated by Puspitarini & Hanif shows that lack of interesting materials could lead students to be less engaged and motivated. This was because integrating effective materials, particularly the authentic ones, a language class could provide students more related, appealing, and motivating language learning (Lee, 2025, Using authentic materials section). As for Factor 4, Lack of intrinsic motivation, the majority of the participants agreed that Item 30 'English was a compulsory subject.' was the cause that most contributed to their demotivation. Such perceptions of participants on English as a compulsory course might reflect the lack of task value which was one of the important factors that demotivated students in a large extent (Zhou et al., 2023, pp. 5-6). That is to say, English as a compulsory course could not make them realize the value of those relevant English language tasks, and this reduced their learning motivation eventually. With reference to the findings concerning Factor 5, Test scores, most of the participants considered Item 34 'I got low scores on tests (such as mid-term and final examinations).' as a factor which most demotivated the participants. The finding helps confirm the impact of test scores on students' motivation, which coincided with research results portrayed by Adara et al. (2019, p. 221) and Bribesh (2024, pp. 71-72). According to the two research studies students' motivation was mostly demotivated by several factors, including their test scores that influenced students' overall learning behavior in both males and females. In general, Item 5 'Topics of the English passages used in lessons were not interesting.', from Factor 1, Learning contents and materials, was perceived as the most demotivating factor among all of 35 demotivators from the five main aspects. This highly supports the important part of a demotivated factor regarding learning contents and materials as shown in the research results revealed by Sakai and Kikuchi (2009, pp. 62-63). It also highlights the significance of such a factor as an external factor that can cause extrinsic motivation, which can be explained with the Self-determination Theory. According to the theory, extrinsic motivation is one main type of motivation that has effects on human's behavior (Ryan & Deci, 2017, p. 14). Consequently, when the learning contents are not interesting, and they are supposed to accomplish an academic task, they are facing external pressure which can demotivate them in the long run (Johansen et al., 2023, p. 2).

SUGGESTIONS

Due to the fact that this study focuses on investigating demotivation factors agriculture undergraduate students, further research could examine perceptions on demotivators from students with a variety of background, such as engineering students and science students, so that extensive knowledge of demotivating factors can be found. Furthermore, in order to extend understanding on demotivation, researchers can aim to explore the relationship between causes of demotivation and other psychological constructs such as learning motivation, self-efficacy, and self-regulation. Besides, given the fact that the key demotivation factors have been identified in this study, some recommendations can be made. First, English language lecturers can design a course that can foster students' motivation by placing an emphasis on both external and internal factors to increase both extrinsic and intrinsic motivation. With respect to the findings concerning the external factors, the special focuses should be placed on the learning contents, the pace of teaching and the language learning equipment and materials. As for intrinsic motivation, with regard to the negative attitudes of the students toward the status of



English as a compulsory course, lecturers should concentrate on the vital role of how learning English is meaningful for their further studies and future jobs. This is to encourage students' willingness to be engaged in class activities, which can increase their intrinsic motivation in the end. Second, regarding curriculum planners and policy makers, when designing or reforming a language curriculum both at a micro level and a macro level, key demotivators which were found in the present study along with those portrayed in related research should be highly taken into considerations. Taking the impact of demotivation factors on learners' success into account while creating and revising a language curriculum can lead to a more appealing, up to date, and effective language curriculum for the practitioners.

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