

Effects of Dissatisfaction Factors on Learning of The Second Language

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Received on: 24-01-2024

Accepted on: 27-02-2024

Abstract

This research is intended to dissect the de-inspirational elements among English Learners of the Chiniot District. The review intended to explore the central point of dissatisfaction among L2 students at secondary-level schools. The review was quantitative and enlightening in nature. Given the five focuses, a questionnaire containing 35 things using the Likert scale was created and controlled for information assortment. The unwavering quality of the questionnaire was affirmed after pilot testing. The secondary level understudies concentrating on the tenth class contained the number of inhabitants in the concentrated District Chiniot. The researcher selected 40 boys and 35 girls from secondary schools in Tehsil Chiniot for the target population. The sample was selected through a simple random sampling technique. 300 participants were selected as a sample out of 150 male and 150 female students. The sample was evenly split, with 50% of male and female participants drawn from rural areas and 50% from urban areas. Data were coded and entered into Excel sheets. Then, data were statistically analyzed through SPSS version 22. Different statistical techniques, i.e., frequency distribution, mean, SD, t-test, and p-value, were used to identify and analyze the dissatisfaction factors and their effects on second

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language learning among male and female secondary-level students. The discoveries of the review uncovered that some dissatisfaction factors, i.e., "Inadequate School Facilities," "Content," and "Teaching Methodology," have a great impact on students' second language learning. Moreover, the Study revealed that dissatisfaction levels exist differently in male and female participants. Some suggestions were provided to conduct further research to lessen the effects of dissatisfaction factors and enhance the ability of second language learning for the students. It was recommended that English teachers should provide proper school facilities and may use enjoyable activities within classrooms to minimize dissatisfaction factors.

Keywords: Dissatisfaction factors, english language learning, gender.

Introduction

Communicating fluently in English is crucial in today's globalized world if you want to make friends anywhere. The global dissemination of knowledge, goods, and services directly correlates to the English language's prominence in international trade and communication. To foster native-like English proficiency among the next generation, some countries have made English language study a mandatory component of their formal education systems. It is undeniable that English is a valuable and widely used language worldwide, especially in developing countries. Having a solid grasp of English may be like having an Aladdin's lamp in many ways. This is because achieving achievement in several areas may be ensured with such a command, including education, science and technology, worldwide business, and more. So that we may reach our objectives, we are all putting in a lot of time and effort to become fluent in this language and learn how to use it like native speakers. Many countries' higher education systems rely on the English language to teach their pupils (Parupalli, 2019).

Even though many Pakistanis have studied English for ten or twelve years in schools and universities, many still struggle to communicate effectively today. It would be a stretch for me to claim to be an effective English learner, even if I demonstrated proficiency in all four areas. Beginning the process of learning a new language is no easy feat. Most ESL students typically struggle to express themselves clearly while speaking the language. If you want to keep from being unhappy, one thing you may do is not to volunteer for tasks. Rather than actual homework, writing assignments are a significant source of stress for secondary school students (Fallout, 2014).

Definition of Satisfaction Deficit: "a decrease in the sense of accomplishment to initiate or stay focused on objectives behavior." This sense of contentment is sometimes referred to as volition. When people are content, they may hold on to the enjoyable aspects of an activity even when it's hard to tell what the future holds. Deci and Ryan first presented the idea of "gratification" to the public in 1985. "A satisfaction is the relative unavailability of satisfaction." Because of this, "motivating events" are internal experiences that show how helpless a person feels in the face of external circumstances. Anyone who thinks "there is no point in me pursuing this" is not a driven learner; conversely, satisfaction is only a lack of contentment. According to Hadi and Ahmed (2018), there can be many places from where this comes.

But another aspect of happiness hasn't been researched or explored nearly enough. Certain factors influence the development of detrimental repercussions on enjoyment. There has been a slow adoption of the idea of dissatisfaction in the field of language 2 research as it is

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relatively new to linguistics. "Dissatisfaction concerns distinct outside factors that reduce or decrease the satisfaction base of a behavior's intent or an ongoing action," Dornyei has sought to define discontent. He has said that "dissatisfaction is affected by these forces." One may also argue that this unhappiness is the polar opposite of happiness or the negative side effect of contentment. Students may be dissatisfied for various reasons, including their lack of enthusiasm for the material covered in class or the instructor's inability to keep the class under control (Dornyei, 2016).

Research on second language learning has almost ignored dissatisfaction, which is situated on the other side of contentment. Since it has ongoing effects on schooling, dissatisfaction is the area of study that needs more focus. Put simply, educators and their students must understand what causes dissatisfaction. The topic of sadness is delicate regarding second language learners in Pakistan. This is particularly the case in less developed regions. The bulk of the population in these regions lived in villages and subsisted mostly on arable land. Because English is not their first language, students from these regions struggle to master it. So, like many other issues, the English language becomes a significant source of irritation for pupils. This research aims to investigate the elements that contribute to the dissatisfaction of ESL students and how these elements impact ESL students at the secondary school level (Talat, 2017).

Statement of the Problem

Dissatisfying factors impact second language acquisition at the secondary school level. Because pupils are unhappy with their education, learners find it difficult to learn English. Investigate the causes of dissatisfaction and how they affect male and female secondary school students' efforts to learn a second language. The findings of the assessment demonstrated that many components of discontent, including "Inadequate School Facilities," "Content," and "Teaching Methodology," significantly impact the students' capacity to acquire a second language.

The impact of dissatisfaction variables on secondary-level second-language acquisition is the focus of this study. This also highlights the disparity in student contentment between urban and rural settings, which causes problems for ESL students.

Objectives of the Study

1. To find out what makes secondary school-aged ESL students unhappy.
2. To study how dissatisfaction affects secondary school English language learners.
3. To determine whether secondary school students' dissatisfaction with English classes varies between male and female students.

Research Questions

1. Why do some secondary school pupils feel dissatisfied with their English language classes?
2. How do dissatisfactions affect secondary school English language learners?
3. In secondary school, how does the dissatisfaction with English instruction affect male and female students differently and similarly?

Literature Review

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To explain the subject matter, this chapter coordinates the assessed studies with the currently ongoing research. The previous research was like a torchbearer for the present inquiry; it pointed the way and provided context. When conducting this study, the investigator relied heavily on previous research to bolster the claims made. Examining the current investigation's results also incorporates the previous research's conclusions and findings. Satisfaction has always been seen as the most essential aspect and is significant in learning and teaching a second language. A multitude of elements, such as but not limited to motivation, need, or ease of access, contribute to the pleasure that accompanies language acquisition. The ability to excel in any area of life is directly proportional to how much interest or inspiration a person has in that field (Gunawardhana, 2018).

Pakistan was once a country that was much ahead of its time. Indeed, the world has continued to include the first stages of semantic colonization right up to the current day. The English have left their mark on the subcontinent and many other countries worldwide. Prominent worldwide cultural organizations, businesses, tourism operations, academic institutions, and MNCs have all used it. All these factors show that careful consideration is needed with an eye toward the future. With the preceding in mind, research in this area has reached a new level of excellence. The government of Pakistan has mandated its study ever since its inception. Findings from the relevant research carried out in Pakistan (Ahmad, 2019) indicate that certain elements provide significant challenges and become de-motivating factors.

Illustration, a complicated construct consisting of approximately numerous impacts with a particular impact, has long been thought of as more contemplated in connection to inspiration. They encourage ongoing behavior in the same manner as satisfaction factors or incentives are known to operate as incentives (Dörnyei, 2016).

Aside from that, one more aspect of inspiration deserves some consideration. In the same way that some individuals need inspiration for an immediate effect, others need support for effects that have a particular impact before they can enjoy themselves. Maybe the concept of claiming dissatisfaction is still novel, and maybe it hasn't yet found its footing in the claiming L2 examination arena. So, it's possible to see dissatisfaction as the antithesis of inspiration's friendly rival. Similarly, dissatisfied people might be seen as the inverse of happy people for specific reasons. Furthermore, a dissatisfied student would have lost a substantial portion of their investment due to causes that are not fully understood. For instance, a student could be dissatisfied if the instructor loses control of the class or the readings are too complicated (Dörnyei, 2016).

Last, we have the counterargument, which posits that being happy aids language acquisition. Dörnyei has stated his belief that the amount of fun a learner has while learning a language is a crucial motivator. To add insult to injury, Dörnyei believed that for every happy experience, there must be an accompanying unhappy one. When one element facilitates learning, the other element impedes it. Plus, he says they're a terrible influence. Their energy levels drop because of this drive as they study a second language (Nation, 2016).

According to Khan (2016), few factors hinder the learning process more than interruptions in the first language, insufficient time spent studying the target language, inadequate school facilities, ineffective teaching techniques, early notation of the goal language, and insufficient self-study. Students and assistants at the master's level are strongly encouraged to take English as a second language classes before entering the workforce. If not handled effectively,

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the interconnected parts of language teaching could impede learning, say Akram and Mehmood. Lack of proper processes, out-of-date curricula, ineffective literature, and an unacceptable assessment system are all potential contributing factors (Akram & Mehmood, 2014). When the pupil receives positive reinforcement, it motivates them. When they are depressed, however, students get unsatisfied with their progress and finally quit paying attention. The speech community's negative outlook on second language learners is the root cause of the stalemate in language acquisition (Akram & Mehmood, 2014).

Several factors discourage elementary school students from attempting to learn English, claims Al-Khair (2018). At least twice as much danger was involved as in the sex adjustment and power-to-do levels. One striking example of a gender adjustment gap was the observation that male and female students who had received training reported different levels of mental acuity regarding the L2 component. The findings indicated that trainees were more likely to be dissatisfied with their training if their power to accomplish was lower. Several factors were identified as contributing to their lack of motivation. These included a shortage of inspiration and reward, challenges with English language acquisition, unfavorable attitudes towards second language acquisition, a tendency to learn concepts at a different pace than others, and their degree and test scores. One way to define a Japanese language classroom for students unhappy with their English is as a measuring room (Chung-Hyun, 2016).

Research Methodology

A questionnaire was developed to collect data after deciding to use a quantitative method for descriptive research. The goal was to get more information on the factors that make Pakistani students unhappy with their English learning abilities. Several factors that lead to a lack of motivation are identified as metrics throughout the questionnaire development process. This section represents the study's demographic, sample, and research tool for the sake of the study.

Population

All pupils enrolled in the tenth grade of the secondary school system comprised the pupil body of study in District Chiniot. This study's sample population consisted of secondary schools in Chiniot, with 10,991 female students and 6,449 male students.

Table No 1: Number of Male and Female Students in Each Class

Tehsil	Students (M)	Students (FM)
Chiniot	6449	10991

Samples of the Study

Twelve schools were selected to meet the criteria for data collection in the research. Learners' learning context, data collection from varied learning contexts, and easy accessibility are the deciding factors for these institutions. The researcher selected 300 individuals at random from the student body to fill out the survey. Every one of the respondents was composed of an equal number of male and female students.

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Data Collection

We contacted the secondary school administrators to find out how to get permission to administer the survey during school time. The researcher did more than just drop by the schools; she also gave the students instructions on completing the surveys. Three hundred questionnaires with all questions completed came throughout the data collection process.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to enter the raw data for various tests and analyses. Researchers examined how high school pupils' levels of unhappiness affected their ability to learn English. After tallying all of the form's questions, we got the percentage, mean score, and standard deviation.

Results and Discussion

This section explores the educational data analysis that aims to reveal the impact of variables that demotivate English language learners in the Chiniot district at the secondary level. We determined which variables affected students' desire to study by using statistical tools such as t-tests, standard deviation, mean scores, and frequency analysis. We computed and evaluated the data using sophisticated statistical tools to identify the most critical elements impacting student discontent, illuminating many areas.

Table No 2: Effects of dissatisfaction factors on learning the second language

n	Statements	SD	D	N	A	SA	Total	Mean	SD	t-test
1	The Teacher's Inflexible Approach Makes Learning Challenging When pupils ask	53	46	19	116	66	300	3.32	1.43	0.486
2	questions in ESL class, the teacher pays them no attention.	33	42	12	110	103	300	3.69	1.36	-0.170
3	If you want to pass your tests, you should focus on exam-oriented classes.	23	61	14	75	127	300	3.74	1.38	0.167
4	The teacher encourages the class to cram.	44	25	15	124	92	300	3.65	1.38	-0.042
5	I am impressed by my ESL teacher's impeccable pronunciation.	89	117	18	26	50	300	2.44	1.42	-0.609
6	Students are less motivated to study English when classes are too packed.	45	33	19	119	84	300	3.55	1.39	-0.996
7	Our English classes do not utilize visual aids	42	59	20	98	81	300	3.39	1.42	-0.528

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	such as AV aids.									
	Grammatically correct.									
8	Mastering the English language may be challenging.	41	63	17	99	80	300	3.38	1.42	-0.406
9	I think it's essential that the English textbooks we use are appropriate for our level.	25	22	17	115	121	300	3.95	1.23	-0.235
10	One reason I'm not happy is that some of my classmates aren't cooperative.	23	34	22	97	124	300	3.88	1.27	-0.498
11	Because of how my peers perceive my English, I feel inferior.	70	104	19	52	55	300	2.73	1.46	-0.158
12	Urban students pick up the language fast.	11	39	17	124	109	300	3.94	1.13	-0.153
13	English language learners benefit from my tutoring and coaching services.	46	28	18	115	93	300	3.60	1.40	-0.287
14	If I want to become better at English as a second language, I must learn to study independently.	26	72	30	104	68	300	3.39	1.30	-0.266
15	The building blocks of the English language are entirely foreign to me.	32	42	17	83	126	300	3.76	1.40	-0.041

Responses to the question "The rigid conduct of the instructor renders education the most difficult" were shown in Table No. 2, which included 300 participants. Shockingly, 92 men and 90 women out of 105 respondents agreed with the assertion. This is why most responders (both sexes) agreed with the statement. The following is the reaction of the 300 participants to the statement, "Teacher avoids inquiries from pupils during ESL class." Among those who took the survey, 104 men and 109 women agreed with the statement. This is why most responders agreed with the statement, regardless of gender. There were 300 respondents to the statement, "The majority of lessons are focused on tests, and their only purpose is to make sure that learners pass the exams." according to the study's findings. The poll found that 103 out of 104 female respondents agreed with the statement, while 99 out of 104 male respondents agreed. This is why most responders (both sexes) agreed with the statement. Three hundred individuals participated in the study and responded to the question, "Teacher motivates the students to cram the things." Although 110% of women and

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100% of men agreed with the statement, the percentage of males who agreed with it was somewhat lower. This is why most responders agreed with the statement, regardless of gender. Of the 300 people who took the survey, 300 said, "The pronunciation of my English as a Second Language teacher is poor." Not only did 102 female respondents voice their displeasure with the comment, but 104 male respondents did the same. Thus, most people who took the survey, both men and women alike, thought the statement was wrong. "Overcrowded classrooms make students unhappy with their English language learning." The 300 participants attest that this is not an unpopular idea. The majority of respondents agreed with the statement (98 males). Like the male majority, 105 female respondents reached the same conclusion. This is why most responders (both sexes) agreed with the statement. Each of the 300 participants in the research checked the box indicating that they did not use visual or audio assistance in their language classes. With 86 male responses, the statement had the support of the majority. Along with the males, 93 female respondents found the statement true. This is why most responders (both sexes) agreed with the statement. Findings indicated that out of 300 participants, "grammatically proper English words are hard to learn." The majority of respondents agreed with the statement (86 males). Of the people polled, 93 percent were female and agreed with the assertion. This is why most responders (both sexes) agreed with the statement. The unanimous opinion of the 300 survey participants was that "In my view, our English instructional materials are up to our level." Most male respondents (117 out of 119) and female respondents (119 out of 120) agreed with the statement. This is why most responders (both sexes) agreed with the statement. Of the 300 participants surveyed, 107 males and 114 females agreed, "My classmates' unwillingness to work together makes me less motivated." This finding indicates that the majority of respondents felt this way. This is why most responders (both sexes) agreed with the statement. "I feel inferior because my English is so bad in front of my classmates." This was one of the questions that over 300 participants in the analysis responded. The statement was met with disapproval from 87 male respondents and 87 female respondents, who expressed similar sentiments. This is why most responders (male and female) found the statement incorrect. The 300 participants in the survey all had something to say about the following: "Students in cities learn English quickly." Out of the total respondents, 114 males and 119 females fully agreed with the statement. This is why most responders (both sexes) agreed with the statement. One hundred thirty research participants said, "My tuition/coaching classes help me learn English if I go to them." A total of 107 female respondents and 101 male respondents agreed with the statement in question. This is why most responders (both sexes) agreed with the statement. A sizable percentage of the 300 participants surveyed said, "I don't know how to study on my own to enhance my proficiency in English as a second language." Results showed that 79 percent of male and 93 percent of female respondents agreed with the statement. This is why most responders (both sexes) agreed with the statement. Three hundred individuals filled out the survey, and most said, "I dislike the way the grammar of English is built." 106 women and 103 men agreed with the remark when it was made. This is why most responders (both sexes) agreed with the statement.

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Conclusion

Researchers in this study set out to determine what factors de-motivate ESL students in secondary school and how to address them. In keeping with the research objectives and reasons contributing to discontent, the following research avenues were considered throughout the study's design:

To begin with, the main things that made studying English difficult were the teacher's personality and demeanor. It has long been believed that the role of the teacher in fostering student motivation and preventing them from being demotivated was the single most significant factor in the success of language learners. Respondents cited ESL teachers' rigid behavior and general lack of understanding of the topics covered in class as the primary causes of their demotivation.

According to most participants, grammatical translation is the method teachers focus on the most when working with students whose first language is not English. Furthermore, many said that teachers pushed students to prepare for exams and taught English just for test prep. Many respondents said that, rather than teaching the language directly in class, professors assigned extensive homework in English and encouraged pupils to utilize it in their daily lives.

The current study confirms that insufficient school facilities are a major factor in the most significant factors that demotivate kids. There was widespread agreement among respondents about overcrowding in the classroom and the lack of visual aids like whiteboards and audiovisual resources, as demonstrated in the statistics. It was found throughout the study that overcrowded classrooms without classroom facilities contributed to the lack of motivation among English language learners.

According to most participants, learning short stories was easy, while learning long paragraphs was a complex undertaking that made ESL students lose interest. Another reason students studying English as a second language were uninterested was because there were too many courses each week, and the right grammatical words were hard to recall. One participant said, "In my view, our English textbooks are up to our level." The respondents nodded in agreement. The textbooks were also appropriate for the pupils' level because of this.

While conducting the study, it was found that most participants, regardless of gender, believed that having classmates did not help with English language acquisition. Most male students from rural areas reported extreme difficulties when trying to master the English language.

Many people who filled out this poll expressed confusion about the best way to improve their English skills via independent study. Their subsequent statement elaborated on this by saying they continued to get low marks in English as a second language classes despite their best efforts. The majority of participants found it very difficult to understand the grammatical structure. Maintaining regular attendance at English classes at specific times was always challenging.

Recommendations

1. Explore the relationship between learners' dissatisfaction with their language learning progress and their likelihood of second language learning anxiety or burnout.

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2. Explore the effects of dissatisfaction on second language learners' cognitive processing, such as attention, memory, and problem-solving abilities
3. To alleviate students' grammar and cramming stress, the present study suggests that teachers should utilize direct teaching methods and stay current with their expertise. As a result, the factors that lead to dissatisfaction might plummet to an all-time low.
4. The school should offer sufficient physical facilities to alleviate student unhappiness and other related issues. These amenities should include clean classrooms, computer laboratories, a library, air conditioning, playground equipment, a first aid kit, plants, a storage area, and AV equipment. Classrooms might also include exciting activities.

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