

DETERMINANTS OF STUDENTS' MOTIVATION TOWARDS ONLINE CLASS: EXPERIENCE IN GREEN UNIVERSITY OF BANGLADESH

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ABSTRACT

This study aims to identify the elements that boost up students' enthusiasm for online classes conducted by a faculty member in Green University of Bangladesh. In this study qualitative methodology was employed. To dig out the online class engagement process, the students of Green University of Bangladesh were objectively targeted for collecting the information. A total of 198 samples were purposively selected for collecting quantitative data. The respondents were asked to describe their perceptions towards the factors increasing their motivation and what can be done to increase their motivation through a questionnaire comprised of structured and semi-structured questions. The findings of the study demonstrate that the learning-teaching process, teacher's competency, student attentiveness, online learning environment, technical infrastructure, and time management impact students' motivation for online courses. Additionally, it is stated that technological infrastructure, learning-teaching process, measurements and evaluations would boost up students' motivation. Thus, the study has been taken up for putting suggestion for enhancing students' motivation in participating in their online classes.

Key Words: Online class; Students' motivation; Technical infrastructure.

INTRODUCTION

The learning-teaching environment is changing significantly as a result of the development of information and communication technologies (ICT). Our daily lives now include a significant amount of online activities. As modern education has changed, ICT and the Internet have performed a crucial part in enabling more adaptable, electronically distributed, transparent learner-controlled learning environment (C. Bossu, Smyth, & Stein, 2007). Online or e-learning has the opportunity to establish brand-new virtual learning and teaching environment. It is a universal truth that a student's use of the internet has a big effect on his or her grades and social life (Asdaque, Khan, & Rizvi, 2010).

The Covid-19 Pandemic has led to a slight implementation of the online teaching in this particular scenario. It is mandated that educators and learners transition from face to face mode to virtual instruction (2020). Many questions are raised as to its effectiveness. The teaching-learning processes are impacted by

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changes in the learning environment. It is well recognized that certain elements of the learning environment, whether in a physical or virtual setting, have an impact on the actions of students during the teaching-learning process.

In both face-to-face and online learning environments, there are a few elements that may have an impact on student's behaviors during the teaching and learning process. The best factor influencing students' learning is their motivation. Motivation, that inspires students to learn more than other students. There are two types of motivation: extrinsic and intrinsic. Students' engagement in the learning process is greatly influenced by both internal and external learning motivation. An internal force known as intrinsic motivation arises from an individualistic foundation and fosters interest, self-requirement, self-determination, self-regulation and learning autonomy. Extrinsic motivation refers to outside forces that compel students (Styer, 2007) and these external factors can be the interactions between students and teachers, the learning themes, the teaching-learning tactics, learning process, the behaviors of the teachers. The most effective strategy for motivating students is to dedicate themselves to learning objectives in order to improve their accomplishments, such as receiving a grade or degree that is extrinsic motivation (Selvi, 2006).

The most important factor influencing students' learning is motivation. Therefore, in order to promote their engagement in the virtual learning environment and to accelerate their learning, concerned students need external incentive. This paper's central query is what are the motivational factors in the online learning environment. This study attempted to identify the motivational factors in the online courses that were conducted for the undergraduate students using an e-learning system in order to provide a solution to this question. Existing studies and also a survey of the respondent students are examined to achieve this goal. About one hundred ninety-eight (198) students who participate in online classes frequently are entreated to complete the analysis of the study.

2. LITERATURE REVIEW

Researchers have done a number of studies to assess the elements that boost up students' enthusiasm for online classes. According to Jacobsen & Forste (2011), Kist (2008), and MehMood & Taswir (2013), students' use of the Internet can have a beneficial or bad impact on their academic performance.

Pre-pandemic studies on the predictors of motivation suggest that factors like age, employment status, family responsibilities, income, degree level, and

quality of instruction can have an impact on motivation for online learning Lim & H (2003), Boolliger (2010) and Bettinger (2017). People's motivation is important since it can affect how they behave. Motivation, according to Lucas (2010), can be summed up as a person's views, desires, and efforts. Individual motivation is particularly incorporated in educational psychology as a result of a person's thoughts that encode and transmit information into a belief, which subsequently serves as the impetus for action Dornyei (2005). In this sense, motivation is associated with an individuals' perceptions of how their capabilities, opportunities, and potential may influence their expectations for their future goals.

The online learning environment typically relies on intrinsic motivation and the associated qualities of curiosity and self-regulation to engage learners, even though pre-pandemic studies demonstrate that online students are more intrinsically motivated than their face-to-face participations (Wighting, 2008), this finding might not hold during the emergency remote teaching implemented in response to the pandemic. (Martens, 2004).

Technology challenges can also have an impact. (Hara, 2003) revealed that, in comparison to pre-pandemic studies, instructional quality particularly in the area of interactivity has grown even more significant as a predictor of motivation during emergency remote teaching due to the ongoing social isolation that students have been experiencing during the pandemic. Similarly, students in low-income and rural locations felt the brunt of the pandemic's dissatisfaction with technology due to difficulties in access to the Internet.

Access to online education poses particular issues in underdeveloped nations, as top of the customary obstacles faced by the students in rich nations. In the poor world, it is uncommon to get dependable high-speed Internet access that can stream lecture videos for a course; according to ITU 2020, just 28% of rural families have access to the Internet at home. Furthermore, a number of students struggle emotionally from living in small quarters at home under pressure from other family members and lack a safe place to study (Ndambakuwa, 2020).

3. OBJECTIVES

The study's primary goal is to identify the elements that boost up students' enthusiasm for online classes among the students of private universities of Bangladesh. The specific objectives of the study are as follows:

- a) To ascertain the nature of motivation towards online leaning in Green University of Bangladesh.
- b) To find out the major determinants of such motivation and suggest for creating effective learning environment.

4. RESEARCH DESIGN

4.1 Data

The researcher used an inductive approach to conduct a theme analysis, allowing the data to guide the coding and thematization process (Creswell, 2007). In this study, data are gathered using a questionnaire circulated on online platform deploying the students of Green University of Bangladesh. Initially, a line-by-line coding process was used to record each participant's mental process during the semi-structured interview. The themes were generated from the initial codes. The themes and codes were then improved. Afterwards, they were divided into two main groups: extrinsic and intrinsic motivation. Subthemes of each area, including the learning-teaching process, teacher responsibilities, student-teacher involvement, online learning environment, time management, assessment, and evaluation, were then used to categorize the data. In order to measure the factors imparting students' motivation in online class, this research created a set of relevant and reliable instruments. The most efficient way to collect primary data for the study is based on exploration, observation, and online survey (Bakar, 2001). All of the information gathered through the questionnaire was validated. Out of 200 responders in this process, 198 students' answers to the questions were accurate. The data were collected for the period of 2022-23.

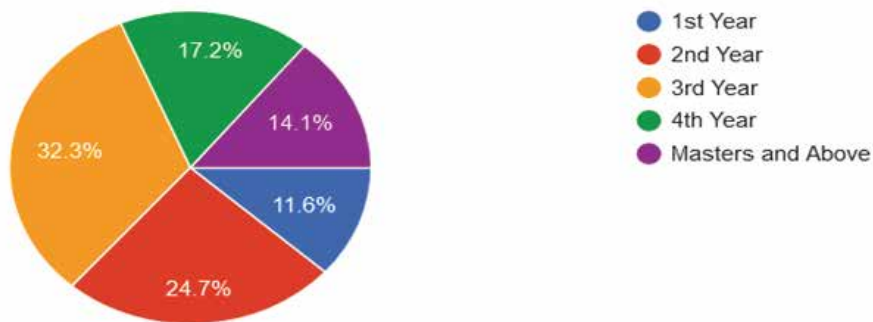
4.2 Methods of Analysis

The researcher edited the data carefully to make sure that the responses were accurate and logically consistent. After editing was finished, quantitative methods were used to analyze the followed data. The descriptive statistics are obtained using SPSS (Statistical Package for Social Science) in order to examine the results. To make the analysis simple to understand, relevant tables and charts were used.

5. RESULTS AND DISCUSSION

Based on the information gathered from surveys and interviews, it was discovered that the factors that greatly motivate students to engage in the virtual learning environment can be divided into two categories: internal and external factors. These categories include the learning and teaching process, the roles of instructors, Teacher-Students engagement, the online learning environment, time management, assessment and evaluation.

Figure-1: Year-wise Breakup of the Respondents



200 students were asked to take part in this study, 198 participated in answering questionnaires. The highest number of respondents were studying in 3rd year (32.3%), followed by the 2nd year (24.7%), the 4th year (17.2%) and (11.6%) in 1st year in Undergraduate Program. It is mentioned that about (14.1%) respondents were found as the students of Graduate Program.

The phenomenological perceptions of the students are reflected by means of the two questions as mentioned above. The authentic perceptions of students are presented in the Table 1 and Table 2 below.

4.1. Students’ Perceptions for motivation towards online courses

The students’ perceptions related to the first question, “what are the motivating factors for the online course being conducted?”, were categorized into themes and sub-themes depending on the reasons behind the students’ motivation for e-learning. Themes and sub themes are presented in Table 1.

Table-1: Students’ perception for motivating factors in online classes

Themes	Sub-themes	No. of Respondents
Teaching-learning process	Giving feedback and correction immediately	98
	Effective use of form of discussion platform	73
	Conduct of courses by discussions and question-answer method	68
	Course is planned systematically	61
	Encouragement of students to investigate and research	47
	Attractive and meaningful virtual	54
	Classroom environment	48
	Interactive class by comprising more discussion	53
Roles of instructors	Relevant to everyday life using authentic material	57
	The instructors being enthusiastic to the course	64
	Give clear assessment on students comprehensive	91
	Facilitate students to learn effectively	84
	Able to be effective	69
	The instructors calling the students name by mentioning the course?	36
	Students join the course prepared and equipped	58
Teacher-students engagement	High participation in the course of the instructors	56
	Participation being open and encouraged	108
	Simultaneous expression of ideas by every one	61
	Well planned and supported participation in lessons	99
	Frequently drawing the attention of students	62
Online learning environment	Consistently taking the students’ opinions about the subject	64
	Freedom of access to lesson from everywhere	132
	Written and oral communication in the virtual class	84
	Easy involvement in classroom activities by means of internet	85
Time management	Participation can be easiest in the Form of Discussion Platform	71
	Well time management in the lesson	127
Assessment and evaluation	Effective time use for the virtual classroom	118
	Alternative assessment and evaluation	95
	Providing questions as the examples for offline class	87
	Giving exams and quizzes in line to the online environment at the end of the class	101
	Giving the exams by online environment	78

Source: Respondents participation in the survey

Table 1 shows that the "learning-teaching process" is mentioned in 23.4% (559) of the responses concerning the elements that motivated them to complete the online course. The top three elements that boost up motivation in a teaching-learning environment of the online courses, include providing feedback, effective use of the discussion platform and conduct of courses by discussion and question-answer method. These, of course, are the attributes that raise the caliber of instruction. The

second topic pertaining to the motivating aspects is the "roles of instructors," which is mentioned in 19.2% (458) of the statements made by participants regarding the factors that motivate them to take online courses. Regarding the duties of the teachers, three main characteristics are proposed that increase student motivation: a system that gives clear assessment of students' performance, facilitate students to learn effectively and promotion of effective learning environment.

Regarding their duties in the lesson, these are the attributes of the instructors. With 16.5% (394), "Teacher-Students engagement" is the third key component that drives the online course. The three main components that increase students' motivation in online courses are the use of cues to encourage participation, well planned and supported participation in lessons and consistently taking the students' opinion about the subject. These findings indicate that engagement is the most significant factor raising motivation level.

Out of 372 comments regarding the variables that motivate students to take online courses, 15.6% (online learning environment) are related to this issue, ranking fourth in terms of percentage. The main elements raising the motivation in online courses are suggested to be freedom of access from anywhere, the ease of participation in the lessons and written and oral communication in the virtual classroom, and freedom of access from anywhere. Additionally, with 15.1% (361), the process of "Assessment and Evaluation" should be seen as another crucial component of the online learning environment in terms of the teaching and learning process. Since the classroom is now online, an assessment pertaining to the classroom environment should be provided.

The final driving factors for "time management" make up 10.3% (245) of the student statements. Just two concepts, like "effective time management for the virtual classroom and well-time management in the lesson" are significant.

Perception of the students demonstrate that there are six key elements that are crucial for keeping students motivated in online courses: the learning-teaching process, the roles of instructors, teacher-students engagement, the online learning environment, time management and assessment pedagogy and evaluation. For the students in the online learning environment, each of these elements can be categorized as an intrinsic motivator for strengthening the motivation mix.

4.2 Students' reflection about the motivating factors in the online courses in the future

In order to increase learners' motivation for upcoming online courses, this study also intends to assist with the creation of online courses. Based on their thoughts, the students' answers to the second question, "In your opinion, what

should be done to increase motivation in an online course?" were categorized. Table 2 presents the theme and sub-themes.

Table- 2: Motivating factors will increase the students’ motivation in online classes

Theme	Sub-themes	No. of Respondents
Online learning environment	Getting better level technical infrastructure	138
	Solving problems of cut offs in the oral and written	81
	Accelerating the speed of oral and written communication	59
	Providing the technical support by which visual	68
Learning-teaching process	More effective use of Form of Discussion Platform	108
	Conduct of courses based on case studies	92
	Putting the detailed content of the course, just like a book	70
	Providing more communication and collaboration	80
	Applying the invention learning-teaching approach	69

Source: Respondents participation in the survey

Table 2 shows that 54.8% (419) of the responses are related to improving the learning-teaching process, better utilization of the discussion form, platform conduct that is based on case studies and posts the course's detailed material to the website in a manner similar to a book section and mode of conversation platform.

45.2% (346), responses center around improving the online learning environment as the second significant factor that boosts motivation in an online course. Students brought up a few crucial aspects regarding the learning environment: mending breaks in oral and written communication, and quickening the speed of oral and written communication. It is said that students will be more motivated if the technical infrastructure is improved. It implies that students' motivation may suffer as a result of the state of the technology infrastructure as it stands.

According to the opinions given by the students, the two key components "online learning environment and process of the learning-teaching" are crucial for inspiring students to complete their online coursework. For the students, all of these elements can be categorized as extrinsic motivators.

6. CONCLUSION

Teachers' passion, their kind and approachable behavior, and their positions are the key elements that drive students to take online courses. The study's findings strongly demonstrate that the primary motivational factors of students' desire for online courses are their perceptions of flexibility. Another crucial component of learning motivation in an online setting is deliverability. In an online

learning environment, motivation can be generated through independence and freedom of learning. Students might be motivated by the course contents' relevance, the well-planned and structured classroom activities, the employment of different teaching strategies, and the use of actual, concrete, and understandable examples. The most remarkable findings regarding the second question encourage greater students' participation and communication. It indicates that learners desire for greater accountability in the virtual world. The two key elements—the learning-teaching process and the online learning environment are crucial in ensuring that students remain motivated throughout their online coursework.

RECOMMENDATIONS

The results of study propose the following suggestions:

- (i) The course instructors should design their course outlines in an interactive way which includes learning through examples, quizzes, real life case studies etc.
- (ii) A regular discussion process may be ensured using online platform effectively to get the most benefit out of it.
- (iii) Students should have the option to contact with the faculty members in suitable time frame using online platform or appearing physically in the department.
- (iv) Exchange of views among the faculty member and students should be made through departmental seminar and workshop.
- (v) Brochure of teaching strategies should be developed as per students' expectations.

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