

The Role Of E-Learning In Students Motivation

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Abstract

The study aimed at finding of the role of e-learning in the students' motivation at university level. The study sample was 153 students of public and private sector universities of Pakistan. An electronic questionnaire was developed based on 5- point likert scale. Data were collected through Google forms. Frequency distribution and one sample t-test were utilized for the analysis of collected data. Data were analysed with the help of statistical package of social sciences (SPSS) software. The results showed that the motivation of students towards e-learning increasing is increasing due to the increase in usage of technology and need of Internet and Communication Technology (ICT) in teaching and learning. Results also revealed interest of female students towards e-learning is more as 62.1 % female participated in the study. Therefore 18 to 25years old students were more inclined towards e- learning. The present study may provide support students to adopt e- learning to enhance their motivation in learning and using technology for learning purposes. The study can also be very helpful for students and faculty to understand the importance of e- learning in motivating students. E- learning teaching and learning programmes are conducted to continue learning of students in an uninterrupted way for better instructional practices and motivation of students for better academic performance. So this study has shown the students at university level are motivated to learn and adopt modern ICT techniques.

Key Words: E- learning, Motivation, ICT, online teaching, online learning.

INTRODUCTION

The learning through web or internet now a day as an alternative option to face to face education is becoming popular. As a result the usages of this mode of learning have been increasingly used by institutions with the target to increase the number of students. In this way the faculty members are doing efforts to support learners so that they may be more motivated and attracted towards learning through the interactive content full of modern tools of learning like multi-media, which has momentous impact on the procedure of learning. The study of impact of blogs and related information sites has also been observed and it was stated that they both have a positive effects on students' motivation.

Internationally e-learning has been known as a tool in the process of teaching and learning in universities and institutions. E- learning is "any learning that involves using internet or intranet." Whereas, Wlodkowski (2005), also define e-learning by pointing out e- learning is "anything delivered, enabled, or mediated by electronic technology for explicit purpose of learning" by quoting researchers like Keith and Fitz Patrick. According to Li & Masters (2009), "e" in e-learning should have its abbreviation "evolving" all the times, everywhere, every time and enhanced rather than the word ' electronic'. Therefore words of Li & Tsai (2017). , are evidently advantageous for e- learners and instructors.

As far as the term e-learning is concerned we know that it exists about more than a decade, but educational field had not given it much importance towards students' motivation by using e-learning. The current researches highlight that enrolled university students in e- learning courses perform excellently as compared with the students who have registered themselves in traditional courses. We can have the example of American university ie Carnegie Mellon University (CMU) in which the exam results of the students have been shown as an improvement due the techniques of e- learning.

According to Edmundson (2007) it is imperious that a system of education is made which is able for quick adjustable for its political, technological, political and sociological environment. So, bringing technology in the classroom and learning process does not surely offer guarantee to motivate students towards learning. Indeed the instruction through online has resulted the interaction of student and teacher connection posing less personal. At the same time it is suggested that faculty members are expected to change the classroom into an online interactive environment for the students' motivation.

So, the question arises here what really the faculty members are expected to motivate their students in an online environment of teaching and learning? It is vital for the faculty to realize their students' motivation and its importance. The students' enrolment behind the enrolment in online different courses is to complete them successfully but they become unsuccessful due to number of things. This success and failure of the online instruction is in fact associated with the motivation of a student.

E-learning is considered as a vital way of information and knowledge which may be achieved by getting skills. The motivation of students to learn adds up to their knowledge and information which is an important element of students; success in the future. As there are numerous factors which impact students' motivation, the question here is how stimulation of students' motivation to learn should be enhanced? The part here faculty members should play is to generate a positive culture that stimulates learning of students which will focus on long term success of students.

Furthermore, it is recommended that for the students to enhance their skills and knowledge they must be very energetic in getting new things comprehensible. So the long term effect of students' perception support which may be acquired from the respective teacher by introducing realization for self-learning having motivation during and after the lecture learning with the presence of psychological processes which permits students to take advantages of factors like social interaction.

A factor which has great impact for the enhancement of student knowledge and skills is the utilization of student learning management system (LMS). A lot of systems like course management systems (CMS) that have been made and operated by higher education institutes, they are working for the betterment of students' motivation toward e-learning. According to Rice (2015), a moodle is a famous CMS which has been utilized by many institutes of higher learning as an addition for physical teaching.

These systems of e- learning have played a significant role for bringing improvement between faculty and students. There a many meaningful advantages of the learning experiences through e- learning which are impressed by models like ARCS (Attention Relevance Confidence and Satisfaction). Firstly models like this offer many tools like real life case studies for the faculty, mass media, short movies and chances to the guest expert speakers also to enhance the students' motivation for learning. Secondly, to uplift the students wishes the tools and gadgets are combined in such an interesting way to achieve access and active participation in e-learning courses to have outcomes for learning. Finally the mixing up of the important factors of e-learning with the ARCS model, it facilitates the faculty to have a critical thought and to fix the interest of the learners and their willingness and mental engagement mentally for their better motivation towards learning. There are many advantages of the learning experiences through e-learning which are impressed by different models of technology learning. It is worthwhile, however, that there is limited literature available on ARCS and other important elements of e-learning which are associated with the usage of different moodles in the institutes of higher learning. As a result the current research study tries to defend and fill out the gap by exploring the key factors of e- learning and its effect on the motivation of students to learn.

Objectives of the Study

The study focused the following objective, which were to:

1. Find out which teaching methodology is best for motivation of learners
2. Investigate which teaching strategy is best to motivate learners
3. Explore why learners need more motivation in learning

Research Question

Following research questions were designed to achieve the objectives of the study:

1. Which teaching methodology counts a lot in the motivation of learners?
2. What teaching strategy is important to motivate learners?
3. Why learners require motivation in learning?

Methodology

The study was descriptive in nature and random sampling technique was adopted. The questionnaire was designed on Google forms and distributed to the respondents electronically by using social media websites like facebook, whatsapp and also by emails. In total 153 respondents gave their feedback and their responses were recorded on google forms.

Pilot testing was done on a small sample size of 11 and the questionnaire was modified according to the suggestions of the experts later on. After collection of the data, the value of Cronbatch alpha was calculated as 0.79.

Sarhad University of Science & Information Technology (SUIT), Peshawar, Pakistan was founded in 2001. It is a well-known university in the educational circles of Pakistan and abroad due to its excellence in teaching and learning environment. This premier institution was founded in 2001. The sample of the study was taken from students of different departments at the Sarhad University of Science & Information Technology.. The participation of 153 students from different departments was recorded through a questionnaire framed in google forms and distributed to the students in the form of whatsapp groups of the relevant department. The responses were recoded and data were analysed by using Statistical package of Social Sciences (SPSS 22.0) software.

Data Analysis

Table: 1

Demographical Analysis of Data

Gender	Variables	Frequency	Percentage (%)
	Male	58	37.9
	Female	95	62.1
Age	18 to 25	109	71.2
	26 to 30	44	28.8

The table 1 describes about the demographic data regarding the gender and ages of the respondents. In which majority of the females recorded their responses with majority of students under the age of twenty 26 years. **Table 2**

T-Test

One-Sample Statistics

State ment	N	Mean	Std. Deviation	Std. Mean Error
Q1	153	2.9608	1.22411	.09896
Q2	153	4.3137	.73869	.05972
Q3	153	3.2026	1.22667	.09917
Q4	153	4.3529	.55572	.04493
Q5	153	3.3660	1.39902	.11310
Q6	153	4.1699	.62609	.05062
Q7	153	4.4967	.57496	.04648
Q8	153	3.0915	1.56171	.12626
Q9	153	3.5098	1.15347	.09325
Q10	153	2.6144	1.00082	.08091
Q11	153	4.4706	.51374	.04153

Q12	153	1.5163	.73542	.05946
Q13	153	4.0196	.59017	.04771

The table 2 describes about the data regarding the one sample statistics with sample size, mean, std. deviation and std. Error Mean.

Table 3

One-Sample Test

Question	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	29.918	152	.000	2.96078	2.7653	3.1563
Q2	72.233	152	.000	4.31373	4.1957	4.4317
Q3	32.294	152	.000	3.20261	3.0067	3.3985
Q4	96.889	152	.000	4.35294	4.2642	4.4417
Q5	29.760	152	.000	3.36601	3.1426	3.5895
Q6	82.384	152	.000	4.16993	4.0699	4.2699
Q7	96.739	152	.000	4.49673	4.4049	4.5886
Q8	24.486	152	.000	3.09150	2.8421	3.3409
Q9	37.638	152	.000	3.50980	3.3256	3.6940
Q10	32.312	152	.000	2.61438	2.4545	2.7742
Q11	107.638	152	.000	4.47059	4.3885	4.5526
Q12	25.504	152	.000	1.51634	1.3989	1.6338
Q13	84.247	152	.000	4.01961	3.9253	4.1139

The table 3 describes about the data regarding the one sample statistics applied to the collected data.

Discussion

E-learning systems and courses play significant role in cultivating and enlightening contact with teachers and students. An important activity for learning management system is e-teaching which can be displayed in multiple formats. According to Dennen and Bagdy (2019) students gave positive views regarding Open Educational Resource (OER) textbooks. Their study found that such study material helps students in their learning objectives. Another study by Sadaf et al (2019) found that those activities which affiliate and associate with leaning objectives such as peer to peer interaction, group assignments and projects have significant impact on students' learning achievement.

E-discussion engages students with their instructors and course content by synchronous or asynchronous modes and literature has ample references about it. Truhlar et al. (2018) found in their study that Synchronous discussion during an online training course and came to the conclusion that allocation of roles and responsibilities to the students in an online course increased the confidence of the students.

Another study has propounded the same idea. According to Buelow et al (2018), interesting and appealing tasks motivate students to express their opinions and thoughts towards the development of a personal viewpoint. It is also pertinent to mention here that students' opinions vary across discussion type. Structured opinion forums were found more positive than unstructured (Tibi, 2018).

Mitchell (2019) investigated Asynchronous environment in his study. He found that majority of students indicated that online assignment assisted them in grasping the course conceptions and in an effective and better way. The process of learning encompasses several components which include students, teachers, teaching methods, use of technology, application of A.V aids and tools for assessment. In the words of Token & Imakulata (2019), there have been a lot of research in universities related to direct and indirect influence for the improvement of excellence in learning they offer. They found that student motivation plays integral role in acquisition of knowledge.

Many studies have found association between e-learning and students' motivation towards learning. In another study, Harandi (2015) explored the relationship between e-learning and motivation. He found that the motivation of students is greatly associated by e- learning.

Using mobile phones instigates students to learn. As researched by Imansari et al. (2018), the studying history proves that motivation of learners improves by e-books also. According to

Yili and Tsai (2017) proved that e-learning materials improve computer sciences students' motivation also to learn. They proved that e-learning system was praised by students as compared with paper-based as e-learning was convenient for the students which showed increment in students' academic performance and motivation. In another study in the same dimension, Slater and Davies (2020), found out that students' preference for online lectures and study material was due to availability of electronic materials was easy to access even from remotest areas.

Cundell and Sheepy (2018) researched and proved that materials related with e-learning were rated as of great quality by the students in the way of blended learning.

Students feel at ease in the use of technology and feel comfortable to perform their assigned tasks. These advantages enhance their motivation to the use of technology. The inferences of these research findings specify that Sarhad University of Information & Technology (SUIT) students were motivated to learning with the support of e-learning notes to assessments via e-learning. It means that universities need to stimulate the faculty to develop plans to keep students understand courses essentially and completely (Mitchell, 2019 and Buelow et al., 2018). It is also suggested that SUIT should develop a course related to the asynchronous activities of the students.

Conclusion

Students' motivation is a dynamic factor which contributes a lot in enhancing the standard and quality of education at all levels. Students' motivation towards learning is very vital element which can contribute towards the improvement in the quality of education. In this research the motivation of students' in learning in the context of e-learning were researched. This research study indicated a significant positive association between e-learning and motivation of students' at SUIT. The results also showed that high motivation of SUIT students to learn. The results of the study also showed high level of motivation of students towards e-learning materials and teaching but there was no positive response of students towards e-discussions and e-feedback. Throughout the world, the crises caused by COVID-19 pandemic have amplified the need of e-learning. The distance education gave birth for the dire need of learning via e-learning. There should be more research on how to embed e-learning into the curriculum regularly.

Recommendations for future research

This research study was limited to the factors that are main performance indicators and students learning and motivation associated with e-learning. These limitations can be focused for further research at multiple levels in public and private universities also.

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