Online Learning and Students' Motivation

Thet Thet Zin

University of Computer Studies (Thaton)
ttzucsy@gmail.com, thetthetzin@ucstt.edu.mm

Abstract

As online learning development goes digital, it becomes imperative for organizations and educational institutes to digitalize their learning and development content. At the present time, many universities face educational problems because the covid-19 virus spread around the world. Thus, universities and education centers close until certain period. Most of the universities try to overcome this obstacle with the help of technology such as using various Learning Management System (LMS). Success with online learning requires careful thought and preparation into how that learning will take place. On the other hand, online education works best for students who have strong self-discipline, motivation and time management skills. The main objective of this paper is to study some issues and motivation of students on online learning from Mon state. To know positive attitudes of the students, questionnaire was used for collecting data. The key findings of the present study shows 80% of students have positive attitudes on online learning. But some students pointed out their difficulties for online learning from their home place.
Keywords: online learning, motivation, learning management system, positive attitudes

1. Introduction

One of the top priorities of many universities is the health and well-being of the students, faculty, alumni, staff and the communities in which they live and work. At this covid-19 crisis period, online learning is another option for students to face education. Some students have been already in touch with web-based learning and LMS systems. But some are only using traditional classroom for education especially students in the rural area of the country. The impact of blogs and wikis has also been investigated on learners' collaboration and feedback. It was reported that they both have a positive effect [1].

Moreover, even in regular time online learning provides students with the freedom and flexibility to move their careers forward from anywhere with an Internet connection, without needing to go to an in-person classroom. Although the online learning team and tools do exist for over a long time, the educational research field has not given so much attention to the study of student motivation on online learning. The current education sector has seen rapid progress with such things as the Internet and online learning. One of the main reasons for this is that it gives students' greater access to education in comparison to traditional methods of teaching.

At the beginning of 2019-2020 academic year, University of Computer Studies (Thaton) uses Google Classroom for assessments (quiz, assignment and sharing resources for subjects). University intends to become paperless for classwork activities and assessments marks. Firstly, both teachers and students have only half full motivation to participate in this work. In order to explain to students how the online environment may be used, teachers need to motivate on this work and prepare online content for students. They think preparing content for online assessment is more time consuming and it is not so much effective for students. Later they accept it is easy and not need to do correction work for quiz assignments. On the other hand, students are interested in online assessments. The success or failure of online instruction is perhaps related to students' motivation. Some students are awareness and some are not. Thus, we analyzed why some students are motivated and some are not. At this point, some teachers interact with their students by monitoring the online presence of them and supplying them with continuous feedback. Moreover, they construct their assessments materials and environment to target their students. Students from these teachers' classroom are so motivated on online class. Therefore, teachers' motivation is also important for students' motivation to success online classrooms.

In this paper, we investigate motivation of students and teachers on online learning rather than traditional classroom based on survey that is done during this covid-19 spreading period using Google classroom and then we highlight some issue for e-learning option. 24 students (15 from fourth year and 9 from second year) and 3 teachers participate in this survey. These students have been already familiar with online learning.

2.Related Work

As we all know, covid-19 is a pandemic affecting globally. On 23 March 2020, the covid-

19 pandemic was confirmed to have reached Myanmar. Many businesses and organizations suspended their works and activities by covid-19. In Myanmar, university examinations have been suspended due to covid-19 and these will be resumed when things get better. No one can predict how long covid-19 will take. Therefore, it is the best time to think about online learning as an alternative way for students' education.

In other countries, online learning has started for a long time and students are comfortable with this learning method. But in Myanmar, this learning has some issues for some students. M.Samir Abou El-Seoud and their group [1] proposed the use of interactive features of e-learning increases the motivation of the undergraduate students in Egypt. In this study, many studies have shown that effective use of e-learning could help increase student motivation engagement and attendance. Mon Mon The and Tsuyoshi Usagawa [3] did pilot e-learning tests with Myanmar students from Yangon Technological University (YTU). The finding of their research may help for the universities from development in establishing e-learning education in Myanmar. Nahid Khalil Elfaki and group did the survey to study the impart of e-learning on the students' academic performance. The key findings of the study showed a significant difference in learning outcomes besides positive attitudes between online and traditional learners. This study shows a significant positive influence towards e-learning among the experimental group. This finding is compatible with the study performed by Ahmed who studied that Saudi students have positive attitude towards e-learning [7]. Moreover, Mark Nichols presented no statistically significant differences in the grades obtained by the online versus face-to-face groups of students [8].

The main objective of this work was to study students' motivation for online learning. Moreover, this paper also explores the issues that students in Mon State can find in online learning. Four research hypothesis and questionnaire survey form are used for this study.

3. Research Hypothesis

Many researchers believe that technology is a tool that used to remove geographical barriers and to facilitate learning anytime and anywhere without presence of lectures. We already mentioned above that the success or failure of online instruction is related to students' and teachers' motivation. In our country condition, we should consider other factors for online teaching such as electricity; Internet services charges, computer and so on. The main objective of this study is to know which features of online learning increases the motivation of undergraduate students for the learning process. And what is needed to support for teachers from the university site for this change such as training or preparation of teaching content or something. In this study four research hypotheses are examined to determine which hypothesis should be accepted and which should be rejected.

H1: Student will show more preference towards online learning as opposed to the traditional method of learning.

H2: Student will show positive attitude toward to online learning.

H3: Student will show some issues for online learning.

H4: The teacher has an impact on the students' willingness to use online exercises.

In this study, average percentage value is used to test the above hypotheses. For example four questions for H1. And 24 students answered these questions. If over 50% of students answered strongly agree and agree for these questions, H1 should be accepted.

4. Research Method and Procedures

To test previous hypotheses, 24 students (15 students from fourth year and 9 students from second year) from University of Computer Studies (Thaton) participated in this survey work. The first study investigated hypotheses H1, H2 and H3 for students' motivation and the second study tested hypotheses H4 for teachers' motivation. Each study collected feedbacks from students and teachers by answering survey questions using Google Classroom to evaluate the willingness of them to use online learning. This study was a part of effort to seek the various factors that affect students' motivation towards online learning.

5. Studies and Evaluations
5.1 Study1

This work investigated H1, H2 and H3. For H1 and H2, the students were given a questionnaire survey to complete. The questionnaire survey contained ten questions with five different scales. The students were asked to

choose one option of (strongly Agree, Agree, Neither Agree or Disagree, Disagree and Strongly Disagree) for each question. Table 1 presents the questionnaire survey used in this study. For H3 students were asked a short question to give their issues for online learning. 24 questionnaires who have been already in touch with online learning participated in this study. For H1, the result is evaluated by using answers of questions 1 to 4. Evaluation result for H1 is presented in Figure1.

Table1. The Questionnaire used in the study for students

| Q1	I think my grade will improve by using online learning.
Q2	I hope teachers continue to use online learning in their teaching.
Q3	Using online learning is more interesting than the traditional method.
Q4	Online learning increases the quality of learning because it integrates all forms of media.
Q5	I like using online learning.
Q6	I am unwilling to learn lessons through using online learning.
Q7	Online learning is not efficient as a traditional learning method.
Q8	Adopting online learning allows for increased student satisfaction.
Q9	Overall I fell positive towards online learning.
Q10	Please give us some difficulties or issue for online learning from your location if present.
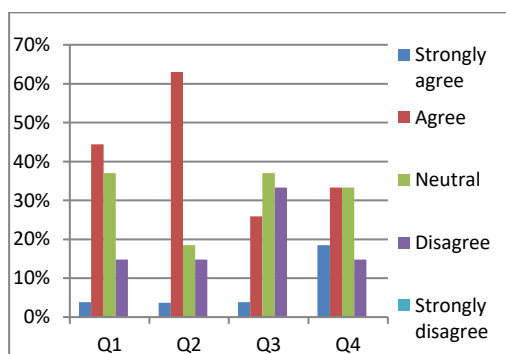
Figure1. Evaluation for H1

According to evaluation result, H1 hypothesis had been rejected. H1 hypothesis means that students prefer online learning than traditional classroom methods. Based on Q2 result they accept to use online learning but on the other hand, they disagree that online learning is more interesting than the traditional method by Q3. Therefore, students accept online learning but they prefer traditional classroom method. H2 hypothesis tested positive attitude of Students on online learning. For H2, the result is evaluated from answers of

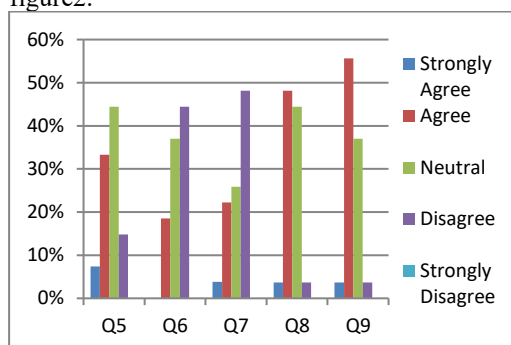questions 5 to 9. Evaluation result for H2 is presented in figure2.

Figure2. Evaluation for H2

According to evaluation result, students totally accept H2 hypothesis. They have positive attitude on online learning. Over 40% of students answered disagree for Q6. Thus, they are willing for online learning. Moreover, nearly 50% of students disagree for Q7. This means that they accept online learning is as efficient as traditional class. According to Q8 and Q9 results, they have been totally accepted for H2 (they have positive attitude for online learning.).

H3 hypothesis is that students are asked some difficult or issues for online learning. Figure 3 and 4 shows feedback from 27 responses using Google form. Figure 3 is directed capture from google form of students' response. In this figure, students described their issues with many ways. But some have the same meaning. Thus, figure 4 is the summarized of students' response based on figure3. After summarizing the students' responses, there are two main issues appeared. Some students have no more issues or difficulty for online learning.
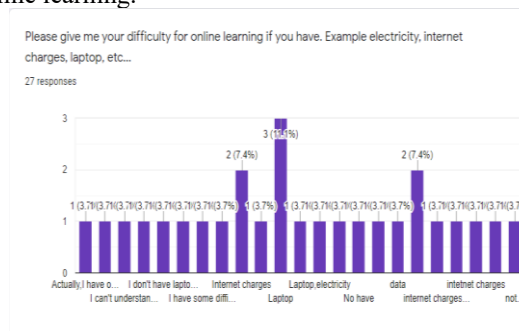

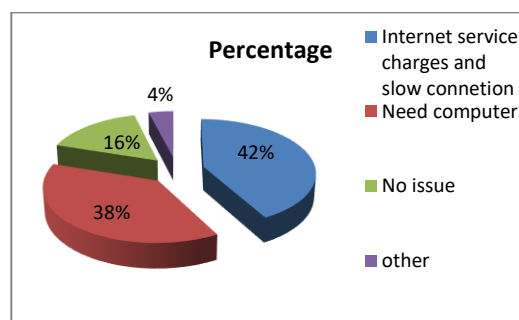**Figure 3 Google Survey Form of 27 responses**

Figure4. Evaluation for H3

According to figure 4, the main difficulties for students in Mon state for online learning are Internet service charges and slow connection and requirement of the computer. 42% of students responded that slowing the Internet with Internet fees was an issue for them for online learning. 38% of the students had computer needs. These two are the most commonly reported issues for online learning and other small percentage issues are as follows:1) No more in touch with teacher 2) They have difficult to understand online lessons. 3) They feel they can't get affability. 4% of the responses have no difficulty for online learning and they are ready for this.

Myanmar's telecommunication sector is rapidly expanding since 2014. Cable.co.uk [8] did mobile data charges for 1 GB in 230 countries. According to this data, a mobile data charge for Myanmar is the cheapest within ASEAN countries. But family income of rural area is low in Myanmar based on 2015 census data. Thus, Internet service charge becomes issue for online learning. For online learning every students should have computer (desktop or laptop) for learning the lessons. Learning from mobile phone is not good solution for this issue. 38% of responses show that they require computer for online learning. This is also related to family income and supporting of government.

Another issue is electrification condition for towns/villages in Mon State. According to MOEE website data [7], after completion of the projects in 2018-2019 budgets only 54.13% of household are electrified in Mon State. In 2020-2021 financial years, 65% of household will be electrified after completion of the projects under NEP plan. According to these data, electrification condition is also consideration point for online learning in Mon state. Detail data are presented in figure 5 and 6 which are downloaded from MOEE website [7].

No	Name of District	Household	Electrified Household	Unelectrified Household	Electrified Household Percentage
1	Mawlamyine	253283	139164	114119	54.94%
2	Thaton	169329	89595	79734	52.91%
	Total	422612	228759	193853	54.13%

Households to be Electrified in Mon State after completion of the Projects in 2018-2019 budget

Figure 5 Electrified households in 2018-2019 budgets

No	Name of District	Household	Electrified Household	Actual Electrified Household	Unelectrified Household	Electrified Household Percentage
1	Mawlamyine	253283	173421	173421	79862	68.47%
2	Thaton	169329	101280	101280	68049	59.81%
	Total	422612	274701	274701	147911	65.00%

Households to be Electrified in Mon State up to 2020-2021 Financial Year after completion of the Projects under NEP Plan

Figure 6 Electrified households in 2020-2021 budgets

5.2 Study2

Three teachers participated for this study. They are not from University of Computer Studies (Thaton). But they are tutors and lecturers from other computer universities. According to their response, they welcome online teaching and agree to create online learning environment even through traditional learning environment is present for students. But two of them also agree for Q2. This means that some teachers will need training and time for preparation of online teaching content. And they will need some practice for effective and attractive teaching on online classroom. However, all teachers welcome online teaching as an alternative way for students.

Table2. The Questionnaire used in the study for students

Q1	Preparation content for online teaching is time consulting and difficult.
Q2	We need training and time for online teaching.
Q3	Online teaching is another option for students and should welcome for students.
Q4	We strongly agree to build online teaching environment for students.
Q5	I think online learning can enhances learning experience as well as communication skills for students.

6. Discussion

No one can predict when the covid-19 will end. Therefore, it is unclear when the universities will be reopened. At this time, online learning is another great way for students. However, students from Myanmar especially students from rural area are not particularly familiar with online learning. Additionally, rural students may have some requirements for online learning. That's why this study was conducted to find out the attitudes and needs of students in online education in Mon state.

In this study, 3 hypotheses were used for students with 10 questions and 1 hypothesis for teachers with 5 questions. If a hypothesis is to be rejected or accepted, it is calculated based on the percentage of respondents agreeing and disagreeing with the questions. According to figure1 and 2, H1 is rejected and H2 is accepted. This mean that, students have a positive attitude toward online learning but they do not want it more than traditional learning. Students listed their requirements for online learning in figure3 and a summary is provided in figure4. This is the hypothesis H3 for this study. Mon State electricity supply is shown in figure 5 and 6. According to these data, electricity needs in Mon state also exist for online learning. H4 for teachers is also accepted. This means that some teachers require training and time for online learning but they want to do online learning for students.

My opinion is that to achieve a change is to get everyone involved in that change. According to the

evaluation results, students are enthusiastic about online learning. Teachers also accept this as a good way for students as the present time. But they also indicate that there are some requirements for this change. We should consult with the Internet service providers for online learning. Another thing is that universities should plan for students who do not have a computer to study on the phone. For student with less access to electricity instead of live lesson, some video teaching should be considered and should allow students for questioning via email or comments. We believe that by considering with the points mentioned above, we can start online learning successfully and overcome some difficulties in covid-19 period and future time.

7.Conclusion

Online education works best for students who have strong self-discipline and time management skills. In addition to ensuring they have sufficient Internet connectivity and the necessary computer hardware. Many interactions in the online environment happen via the written word, versus face-to-face conversations, so careful attention should be paid to make sure that what is written is clear, well-constructed, and to the point. At this time, we do not expect the covid-19 situation to impact our academic plan. But universities may be closed until certain time. At this time online learning is alternative option for students. According to survey, students from Mon state show positive attitude toward online learning. Moreover, teachers also have motivation for this. On the other hand, they have some significant challenges to success online learning. However, we hope that online learning has a positive impact on the academic achievements of the students.

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