

**ENHANCING STUDENTS MOTIVATION THROUGH E-LEARNING**

**Esang Moses Akpanudo (Ph.D.)**  
Department of Curriculum Studies,  
Educational Management and Planning  
University of Uyo, Uyo, Nigeria.  
Email- [esakpanudo@gmail.com](mailto:esakpanudo@gmail.com)

**Abasifreke Nse Essien**  
Department of Educational Psychology,  
Guidance and Counselling.  
University of Port Harcourt, Port Harcourt,  
Nigeria.  
Email- [Abasessien31@gmail.com](mailto:Abasessien31@gmail.com),

**Abstract**

*The study examined how students motivation can be enhanced through E-learning in Etim Ekpo Local government area, Akwa Ibom state. The study employed a descriptive survey design; where 30 Senior secondary school students from a selected secondary school that is currently adopting e-learning formed sample of the study. Simple random sampling technique was adopted for this study. Method of learning and motivation questionnaire (MLMQ) was used for data collection. The reliability coefficient of MLMQ was 0.81. One research question was answered and one hypothesis tested. The data were analyzed using mean, standard deviation and Independent t-test statistical tools in SPSS. The result revealed that there is a significant difference in Students motivation to learn earned from e-learning method and that of those earned from Classroom method. Students motivation was enhanced through e-learning. Based on the findings, it was recommended that teaching in secondary schools should be conducted in a manner that students will be effectively taught with e-learning method (video-based instruction) to make them motivated and understand concepts.*

**Keywords:** *E-learning, Classroom, Motivation*

Increased deployment of digital solutions to optimize productivity have driven changes in education through e-learning. These changes, challenge long held assumptions about education and the means to facilitate learning. Education is widely accepted to be the process of capacity development in people, for full participation in society and self-actualization. This process is often presumed to take place in an institutional setting such as primary, secondary school or university. Other fixtures of the school-based perspective of education are, a curriculum and set of learning outcomes moderated by a teacher to create learning experiences intended to benefit the student and the society.

Never the less, the role of education in human capital development cannot be overemphasized. The Universal Declaration of Human Rights, adopted by the United Nations General Assembly, recognized education as a fundamental human right. (UNESCO, 2010). To this end, education for citizens has been promoted by countries as a means of promoting socio-economic development. The Nigerian, National Policy on Education (FRN 2013), in recognition of this, made provisions for equal access and full educational opportunities for all citizens irrespective of socio-economic background or physical disabilities.

E-learning is a technologically driven method of delivering content using multi-media to a learner who is not in the same geographic location as the teacher. This method of lesson delivery is efficient, and convenient for both students and teachers. It is easily adapted to a variety of learning styles. The objective of e-learning teaching method is to customize content and delivery to the preference of the learner to optimize motivation and learning outcomes. E-Learning is distinguished from conventional education by the following features;

- 1 The learner and the teacher are not physically present in the same room but are at different locations.
- 2 Face to face contact with between the learner and the teacher is absent.
- 3 Multi -media such as video, audio and text are employed in creating the desired learning experiences.
- 4 The learning arrangement is flexible and allows the learner to choose what, when, where and how to learn.
- 5 Internet access and ownership of a computer, laptop or tablet is necessary to access learning content and interact virtually with the teacher.

The increased use of e-learning among educational institutions has led to a change in higher education. According to findings, there has been a rise of about 12-14 percent annually in enrolment for online learning over a five-year period: 2004-2009 after secondary education. One of the main reasons for this is, e-learning gives students' greater access to education in comparison to traditional methods of teaching. Furthermore, students can study from anywhere and at any time as well as being given the option to study part-time or full-time. E-learning has transformed the educational sector by enabling students to share information and data in a relatively easy way.

Online learners' ability to self-regulate, self-monitor their learning and resources, self-awareness of motivation and cognitive/metacognitive strategies are vital due to the isolated learning environment (Blocher, Montes, Willis & Tucker, 2002). Self-regulation is defined as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000). To Ergul (2004), high motivation, maturity and self-discipline are general characteristics of successful learners in distance education programs and self-efficacy of distance education was found significantly correlated to students' academic achievement. Similarly, in her study, Lim (2001) indicated self-efficacy in computer knowledge to be the only significant variable predicting achievement. It is obvious that there is a strong cause and effect relationship between motivation and achievement. Lim and Kim (2003) grouped online learning motivation variables as: reinforcement, course relevance, interest, self-efficacy, affect and learner control.

The motives of learners could as well be categorized as intrinsic and extrinsic ones. To Mandernach, Donnelli and Dailey-Hebert (2006) external factors: time, technology, initiative and competence emerge as the most predictive of learner success. According to the results of Song, Singleton, Hill and Koh (2004) most learners agreed that course design, learner

motivation, time management, and comfortableness with online technologies impact the success of an online learning experience. Particularly, students' levels of intrinsic and extrinsic motivation seem to be a more accurate predictor of student success and persistence (Shih & Gamon, 2010). Interaction is claimed to be one of the other most important elements of online learning (Moore, 2001).

Recent studies indicate that university students who have been enrolled on e-learning courses outperform those being taught on traditional courses. An example of this can be found at Carnegie Mellon University (CMU) in America where student exam results have shown improvement as a result of e-learning techniques. It is therefore imperative that an education system is created which is capable of rapid adaption to its technological, social, cultural and political environment. Incorporating technology in the learning process does not necessarily guarantee motivated students. The success or failure of online instruction is perhaps related to student motivation. To stimulate students, teachers should:

1. keep in mind that motivation must be natured in students.
2. explain to their students how the online environment may be used.
3. encourage interaction and collaboration among their students.
4. build study groups so that students will no longer be studying in isolation.
5. help students to make friends by meeting fellow students in the online environment.
6. interact with their students by monitoring the online presence of them and supplying them with continuous feedback.
7. construct their learning materials and environment to target their students.
8. facilitate the students' interaction with the online material by explaining the goal behind designated tasks.
9. be aware of students' frightened, worries and nervousness because such anxiety may have a negative effect on their accessibility and motivation.

All of these approaches could be crucial tools to develop new strategic teaching plans that might assist lecturers to influence learners' level of motivation. Wlodkowski(2004) claims that "learners learn more using computer-based instruction in comparison to traditional classroom methods." One possible factor for this seems to be the increased level of learner participation through interactivity. This results in higher levels of cognitive engagement and perseverance to complete the task. Furthermore, studies also show that the success of e-learning methods in higher education can only be measured according to the effectiveness of delivery. Therefore, the adoption of e-learning initiatives falls considerably on the training of staff which is really a major challenge. It has been acknowledged that many faculty members are reluctant in accepting aspects of technology in the teaching process. Unfortunately, teachers that are not well-trained might face difficulties in application use.

Moreover, in order for success to occur teachers in educational institutions must accept, implement and adopt technological advancements offered by e-learning. Such new educational approaches are imperative in order to maintain the quality of courses. The instructor prepares the

course material via a number of educational strategies to suit the different learning styles of students. Lecturers can use a number of strategies to highlight the goals of an assessment:

1. Explain to students why the task is important and interesting to them. It may be useful to link the task to practices that the students may use in their professional life.
2. Define the learning objective of the task. Such objectives will identify the performance standards that a student needs to meet to reach the desired goal.
3. Give advice in relation to the time required to complete the activity.
4. Provide preliminary exercises that the student can practice, thereby building their confidence and boosting their motivation. All these elements should help students to understand online exercise goals which in turn might increase their motivation.

Assessments can be formative, i.e. taken throughout the duration of the course or summative, at the end of the course. The most appropriate method of obtaining the student's awareness is through a summative assessment, which is carried out towards the end of the course. The student's performance, or achievement, may be apparent throughout the course in the form of "homework, tests, and class discussions," but in many classroom activities learning "is fugitive, recordable only at great cost and inconvenience". However, e-learning tools can make module assessment more simplified by changing a difficult task into a more achievable one, by enabling an interactive approach to course assessment.

Mandernach, Donnelly and Dailey-Hebert (2006) in a research on the effect of e-learning strategy on students' motivation in chemistry in secondary school in Bauchi State reported that students taught using e-learning strategy are motivated than those taught using Classroom strategy. In another related study, by Blocher, Montes, Willis & Tucker (2012) carried out a study on the use of web-based lessons on students' motivation in mathematics in senior secondary schools in Kwara State. The result of findings revealed that students are motivated when taught with e-classroom than when taught with conventional learning.

Based on the above, the future lies in the integration of technological development within the different educational sectors as this will undoubtedly have a positive impact on students motivation and the learning process.

#### **STATEMENT OF THE PROBLEM**

The researchers observed that students' interest in learning could decline because of the method of teaching employed by teachers in class. It could be that some teachers do not give students adequate and timely feedback on work done in class. More so many teachers may not have time or patience to explain ideas and concepts to students nor provide adequate feedback on progress at the end of each lesson. As a result, students, may become discouraged and loose interest in the lesson.

In addition, School based curriculums are rigid. Students are compelled to be present in a particular place, for a scheduled lesson at a particular time. This arrangement is not flexible to suit the preferences of individual learners. Students who are unable to cope may drop out of the class physically or psychologically.

Furthermore, studies on motivation have shown that people will lose interest in a given task and do the least expected of them when they are not sufficiently motivated. Students may lose interest in learning in brick and mortar schools, with class-based teaching methods if little attention is given to arousing and maintaining interest of learners. Furthermore, Critical teaching which is essential to solving novel problems may be discouraged by some teachers who often expect learners to conform. Critical and alternate ways of thinking may be viewed as deviant under school-based learning environments where students are expected to memorize information. Students motivation under such circumstances may be seriously eroded.

Since education is critical to individual self-actualization and socio-economic development, the best approach to solving the problem of students' motivation to learning must be adopted. Therefore, it is necessary for secondary school students in Nigeria to have access to a technologically driven, student centered modern teaching method. E-learning as a teaching method has the features capable of enhancing student's motivation and learning.

Furthermore, e-learning approaches to learning are often customized to give students timely and appropriate feedback at the end of every lesson. On the other hand, school based instructional methods often have fixed periods for assessments tied to predetermine periods of time such as end of the day, week, mid-term, end of term and end of the school year. Students are denied timely and adequate feedback to assess their performance or progress.

E-learning unlike school-based teaching method is a technologically driven teaching method, that eliminates the need for a physical classroom and fixed lesson time to deliver learning content in ways preferred by the learner. E-learning by virtue of these characteristics has the capacity to arouse and sustains students' interest and keep them motivated to learn

Few studies have been done on the use of e-learning among secondary school students in Nigeria. None have been done using the variables employed in this study or in Etim Ekpo Local Government area where this study took place. Therefore, this study was conducted to fill this gap identified in the field. The purpose of this study was to determine if e-learning teaching method enhance student's motivation in a selected secondary school in Etim Ekpo Local Government Area, Akwa Ibom State Nigeria.

### **Purpose of the study**

The purpose of the study was to examine how students' motivation can be enhance through E-learning. Specifically, the objective of this study was to determine the effect of E-learning and Classroom method on senior secondary school students Motivation to learning.

### **Research Question**

This research question guided the study:

1. To what extent does Students motivation to learn earned from e-learning method differ from that of students earned from Classroom method?

### **Hypothesess**

This null hypothesis was formulated for this study and tested at 0.05 apha level of significance.

1. There is no significant difference in Students motivation to learn earned from e-learning method and that of those earned from Classroom method.

### **Methodology**

Descriptive survey research design was adopted for this study. This is because this design is used to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or conditions in a situation (Kpolovie, 2018). The population of the study comprised of the 68 Senior Secondary School students of Obong Christian High school in Etim Ekpo LGA, Akwa Ibom state.

The sample of the study comprised 30students. This sample was selected using simple random sampling technique. A researcher developed instrument, Method of learning and motivation questionnaire (MLMQ) was used for the study. The instrument comprised of 5 items arranged using 4-likert scale using very high extent, high extent, low extent and very low extent. It was validated for face and content correctness by three experts from the area of Educational Administration as well as Test and Measurement respectively. The items were selected and restructured based on their comments, and suggestions. The instrument was trial tested for reliability on 10 students that were not part of the main study. Cronbach alpha method was used to obtain the reliability coefficient of 0.81. The researcher administered the instrument to the sampled students via the school websites.

Simple mean and standard deviation were used to answer the research question while independent t-test statistical tool was used to test the formulated null hypothesis at 0.05 alpha level of significance.

### **Results**

1. **Research question one:**To what extent does Students motivation to learn earned from e-learning method differ from that of students earned from Classroom method?

Table 1: Mean and standard deviation of scores of students Based on Methods of learning

Method	N	X	S.D
E-learning	14	3.25	2.01
Classroom	16	2.35	1.26

From the table 1 it is revealed that the mean score of the students that earned motivation to learn through e-learning method is 3.25 and that of those that earned through classroom is 2.35. This means that students who earned motivation through e-learning is to a high extent from those that earned through classroom is to a low extent.

1. **Null hypothesis one (Ho1):**There is no significant difference in Students motivation to learn earned from e-learning method and that of those earned from Classroom method.

**Table 2: Summary of independent t-test of response scores of students Based on Methods of learning**

Method	N	X	S.D	Sig.(2-tailed)	Decision
E-learning	14	3.25	2.01	.02	Ho1rejected at .05 alpha level.
Classroom	16	2.35	1.26		Significant at .05 alpha level.

From the result in table 2, it is revealed that the sig (2-tailed) value of .02 is less than .05 alpha level of significance. This implied that the null hypothesis was rejected, thus, there is a significant difference in Students motivation to learn earned from e-learning method and that of those earned from Classroom method.

### Discussion of Results

Results in Tables 1 and 2 revealed that there is a significant difference in Students motivation to learn earned from e-learning method and that of those earned from Classroom method. The finding is in line with Mandernach, Donnelli and Dailey-Hebert (2006) that reported that there is a significant effect of E-learning method on secondary school students' motivation to learn. The finding is also supported by Blocher, Montes, Willis & Tucker (2012) that concluded that E-learning instructional approach significantly affect the motivation and interest of mathematics students exposed to e-learning instructional approach and those that are not exposed. This finding also agreed Shih & Gamon (2010) that reported that there is a significant difference in the motivation of science students taught with e-learning and those taught in normal classroom. It was reported by most students that e-learning make them to learn in a more conducive platform.

### Conclusion and Recommendations

From the results obtained in the study on enhancing students' motivation through E-learning, it was found that students' motivation to learn increases with the use of e-learning method.

Based on the findings of the study, the following recommendations were made:

1. Teaching in secondary school should be conducted in a manner that students will effectively understand and learn the concept taught. It should be stimulating to the students as the use of e-learning (video-based instruction) plays a greater role in students' motivation to learn.
2. There should be cordial relationship between the policy makers and the schools for the provision of essential resource materials, such as laptops, projectors, slides, flashes, modem as well as other multimedia instructional resources.
3. It is suggested that teachers should always attend regular workshops and conferences in order to build their capacity in the adoption of e-learning method.

### References

- Blocher, V. S, Montes, E. M, Willis, T. U & Tucker, Y. I. (2012) "E-Learning and Motivation Effects On Egyptian Higher Education", *16th International Conference on Interactive Collaborative Learning (ICL2013) and 42nd International Conference on Engineering Pedagogy*, Retrieved May 20<sup>th</sup>, 2013, ISBN:978-1-4799-0152-4/13, ©2013 IEEE , 714-720, Kazan,Russia.
- Ergul, K. I. (2004), "Which room is the virtual seminar in please?", *Education and Motivation*, 44(3), 112-121. <http://dx.doi.org/10.1108/00400910210424283>  
Helwan University, <http://www.helwan.edu.eg/english/>
- FRN, (2013). Private Sector Involvement in Education Enterprise and Quality Learning Outcome in Secondary Schools in Ondo State, Nigeria. *American Journal of Educational Research*. 2016; 4(8):578-587. doi: 10.12691/education-4-8-1.
- King, Harner, & Brown (2000). A Research Study on Students' Level of Acceptance in Applying E-Learning for Business Courses – A Case Study on a Technical College in Taiwan. *Journal of American Academy of Business*. 2006, 8(2): 265-270.
- Kpolovie, P.J. (2018). Statistical approaches to excellent research Methods. A textbook for researchers. New York publication. USA.
- Lim C.Y and Kim, C. B. (2003) "E-Learning and Students' Motivation", (2010) *20 Legal Education Review*, 223-239, SSRN-id2347142, 2010. Retrieved from SSRN: <http://ssrn.com/abstract=2347142>
- Mandernach C. A, Donnelly K.A and Dailey-Hebert, L. C (2006) "The Effect of E-learning on Learner's Motivation: A Case Study on Evaluating E-Learning and its Effect On Egyptian Higher Education", *The International Conference on E-Learning in the Workplace 2013 (ICELW 2013)*, June 12th - 14th, 2013, ISBN:978-0-9827670-3-0, New York, NY, USA.
- Shih & Gamon (2010) *Delivering E-Learning and Motivation: A Complete Strategy for Design Application and Assessment*, 2005, London and Philadelphia: Kogan Page.
- Song, C. B, Singleton, B.U, Hill, V.U and Koh, B.T. (2004) "ELearning and knowledge management in the early years: Where are we and where should we go", *KnowledgeManagement and eLearning: An International Journal*, 2009, 1(4), 245-250.
- UNESCO (2010) *Education and Human Right for national development: Institutional Studies and Practices*.