



Effect of E-Learning towards University Students Motivation

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Abstract

Covid-19 or Corona Virus Pandemic have cause world panic in every sector, collapsing the economy to social activities among humanity. Educational sector also hit by the pandemic causing UiTM to be among the bravest public university in Malaysia to take a measure to continue business as usual. Imposing an immediate effect on E-learning to all its courses offer causing a bit turmoil among the university students' motivation during the Movement Control Order (MCO) till Recovery Movement Control Order (RMCO). 181 respondents involve in the study to identify the motivation of students' willingness to use E-learning as a medium to continue their remaining semester for this year. The finding is very interesting as the respondents show a very miraculous responses unlike usual towards the survey as the respondents answer every questions carefully and honestly. This study is carried out online due to ensure the new norm practices which is social distancing.

Keywords: E-learning, Motivation, Covid-19

1. Introduction

In March 2020, the world The World Health Organization (WHO) has declared the Covid-19 outbreak a global pandemic as the novel coronavirus continues to rapidly spread worldwide. It causes Global Shut Down where no countries can have contact with other neighbouring countries near or far. Malaysia is not excluded. During the Movement Control Order (MCO) imposed on the Malaysian beginning of 18 March 2020, the Malaysian Economy has been shut down. Only essential industry can operate with a very strict Standard Operating Procedures (SOP) set by the Malaysian Security Council (MSC) or better known as Majlis Keselamatan Negara.

Undoubtedly, the COVID-19 has impacted many sectors including education. Numerous countries have decided to close schools, colleges, and universities. Teaching and learning are conducting online. On the 4th Week of the semester UiTM has discontinued the process of teaching and learning due to MCO implementation. Nonetheless, after a month of MCO implementation, the top management of the university decides to continue the lessons of university students enabling them to complete their studies for the semester or the final year students completing their diploma or degree.



To execute this plan, UiTM has imposed an E-learning system from pre-university till postgraduate's degree. The remaining 10 weeks of the semester is conducted through Open Distance Learning (ODL) to replace the conventional face to face (F2F). In other words, lecture, test, assignment and so on are executed on online basis. Although ODL is not something new to UiTM but it does cause chaos on both lecturers and students particularly in the early implementation. Consequently, numerous feedbacks were given by the lecturers and students on the pros and cons of ODL. The lecturers voiced out their perceptions and similarly the students also expressed their opinions and point of views about ODL such as their readiness, constraints and others.

Therefore, this study aims to identify the willingness of the university students using E-learning to study concerned the student's ability whether they can adapt very well with limitation of skills, technology savvy, infrastructure support and, much more.

2. Literature References

E-learning

Kenneth Fee (2005) written in his book, *Delivering E-Learning: A Complete Strategy for Design, Application, and Assessment*, E-learning has been introduced as an instrument in the educational process in many of the universities worldwide. A year later, Cheng (2006) stated E-learning as "any learning that involves using the internet or intranet." Fitzpatrick (2012) and Keith (1996) agreed that E-learning is comprehensive means anything provided, allowed, or facilitated by technological gadgets for the specific objectives of education. In which quite surprisingly that 'e' in the E-learning term does not mean electronic, it should be represented by evolving, enhanced, everywhere, every time and everybody that makes more sense and give an upper hand to the learner. (Li and Master, 2009)

Concur with Worthen and Sanders (1987), the main focus of E-learning is to able more students' chances to access education comparing face to face educational systems because of the ability of mobile anywhere and anytime and also given the option of study part-time or full-time. El-Seoud, A. S. M., Taj-Eddin, I. A. T. F., Seddiek, N., El-Khouly, M. M., Nosseir, A. (2014) meaning while stated that even though E-learning has existed over a decade, the field has not given enough consideration to the study of student motivation.

Motivation

Motivation using E-learning here emphasizes the student's ability adapting to its technology, social, cultural, and political environment therefore important that an education system support such matter (Edmundson, 2007). When Integrating technology in the learning process will not guarantee to motivate the students. The reality, E-learning has resulted in the relationship between student lecturer becoming less friendly. Meanwhile, Lecturers are expected to turn the traditional class layout in the virtual classroom. Rising question what precisely needed for the lecturers to motivate their students in E-learning environment (Picar, 2004)

Therefore, lecturers must recognize their students' motivations. Even though many of them applied for E-learning courses with the aim of graduating, they still tend to fail for some reasons (El-Seoud et.al, 2014)

3. Methodology

UiTM Cawangan Sarawak Kampus Mukah is located at the 4th District of Sarawak Division in Malaysia with a population of 882 students currently.

Data Collection

The respondents are collected among UiTM Cawangan Sarawak Kampus Mukah students using Convenience Sampling via online survey due to Corona Virus aka Covid-19 spread through respiratory, social distance, and where prevention better than cure is been practice by the researchers. The sample also very convenient due to students returning to their hometowns which apart by geography distance. 200 respondents were engaged through WhatsApp chat and targeted to achieve a 90 percent confidence level representing the UiTM Cawangan Sarawak Kampus Mukah student's population (raosoft.com). 181 respondents successfully give their feedback in which sample obtained around 90 - 95 percent confidence level. Respondents are selected conveniently through the personal WhatsApp chat application. With a margin of error would be in between 5.66 – 6.93 percent error (raosoft.com)



Questionnaire Structure

Due to the MCO and pandemic, an online survey was established with a total of 17 structured questions. The questionnaire purposely to identify the respondents' background and responds toward E-learning. There are 5 items dedicated to identify the background of the respondents (programs, digital platforms executing E-learning, internet connection, devices uses for E-learning, etc.) and 12 questions were adapt and adopt from Cheng (2006) where the item measures motivation of students willingness to study using E-learning method by using Likert scale of 1 – 5 (1; Strongly Disagree, 1; Disagree, 3; Neutral; 4; Agree, 5; Strongly Agree)

Data Analysis

Data collected then will be analysed using SPSS (Statistical Package for Social Sciences) to obtain results. Frequencies and descriptive analysis will be used to identify the main purpose as well as objective of the study.

4. Results and discussion

Table 1: Respondent Background

Variables	Frequencies	
	Percentage (%)	No. of Respondents
<i>Program</i>		
BA111/BM111	33.7	61
BA119/BM119	54.7	99
AT110	3.3	6
AT117	18.3	15
<i>Digital Platform used during the E-learning</i>		
WhatsApp	98.9	179
Telegram	71.3	129
UFuture	33.1	60
iLearn Portal	42	76
Email	51.9	94
Postage	3	1.7
Google Meet	83.4	151
Google Classroom	95.6	173
Microsoft Team	3.3	6
Microsoft Kaizala	0	0
Zoom	8.8	16
Voice notes (Voice messaging)	34.3	62
Facebook	23.3	42
YouTube Video	23.2	42
Twitter	0	0
Instagram Live	1.7	3
Webex	6.7	12
Hangouts	5.5	10
Phone Call	2.2	4
Kahoot	3.3	6
Edmodo	3.3	6
<i>Devices use for E-learning</i>		
Handphones	97.2	176
Notebook/Laptop	86.2	156
Desktop/PC	14.4	26
Tablet	3.9	7
<i>Rate your Internet Connection</i>		
Excellent	9.9	18
Good	29.8	54
Not Stable	44.2	80
Weak	11.6	21
Very Weak	4.4	8



Table 1. shows the basic information of the respondents for this study, most of respondents are students of Diploma in Banking Studies (BA119/BM119) program with 54.7 percent followed by students from BA111/BM111 which is Diploma Business Studies program with 33.7 percent. AT110 (Diploma in Plantation Management) represent with 3.3 percent and AT117 (Diploma in Aquaculture) responds 18.3 percent. Digital platform refers to the media used by the lecturers to deliver E-learning and from the respondents' feedback, only the most used platform will be highlighted due to the list of different platforms available in the market for educator to use for E-learning purpose. Top five platform used by the lecturer for E-learning among the respondents are WhatsApp (179 respondents), Google Classroom (173 respondents), Google Meet (151 respondents), Telegram (129 respondents) and Email (94 respondents).

Based on these following variables, quite shocking where most respondents use handphones (176 responds), laptop or notebook (156 responds), desktop or PC (26 responds) and tablet (7 responds). This finding suggest that educator must find a platform that friendly to the most used devices for E-learning.. The worry of the study is on the internet connection which shows accumulatively 39.7 percent respondents have a good and excellent internet connection meanwhile more than half, which is 60.3 percent respondents have unstable, weak and very weak internet connection.

Table 2: Face-to-Face Vs E-learning Preferences

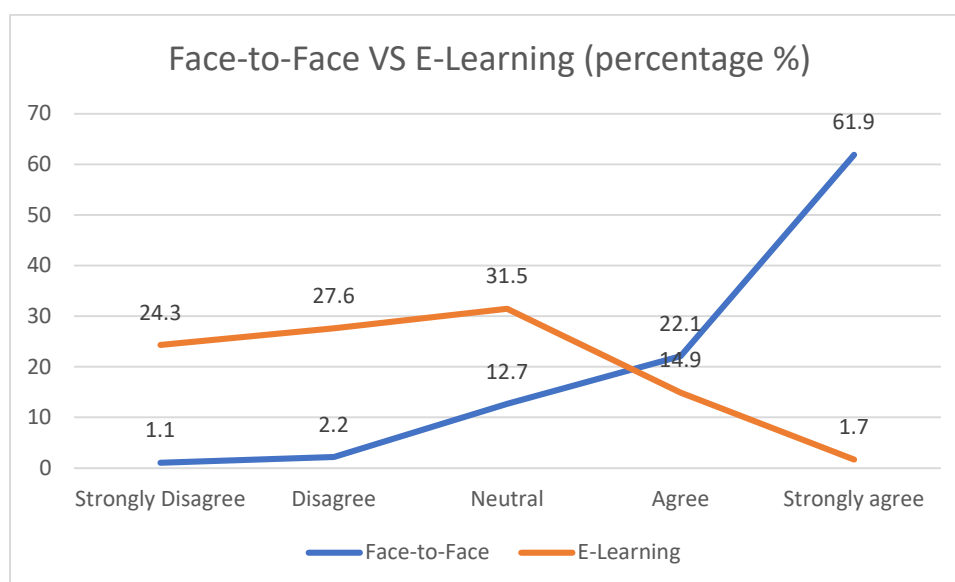


Table 2 identify the preferences of respondents towards face-to-face learning or E-learning and the results as stated in the table shows that the Face-to-Face Learning acquire the positive response meanwhile the E-learning gained negative response from the respondents.

Table 3: Sensitivity Test

Cronbach's Alpha	N of Items
0.905	12

Table 3 shows the confident level of Cronbach Alpha with the sensitivity test on the 12 variables used to examine the respondent motivation on willingness using E-learning. The 12 variables indicate 0.905 result which is very strong. This show the variables very suitable to examine the respondent's motivation willingness.



Table 3: Descriptive Analysis (Variables Mean)

Variables	Mean
1. I like using Open Distance Learning using online	2.64
2. I like the lecturer's choice of application of e-learning	3.24
3. I think the lecturer's choice of application of e-learning is not useful	2.61
4. I think my grades will improve by using e-learning	2.60
5. I find the courses are easier when the lecturer's use e-learning in their teaching	2.49
6. I hope the lecturers continue to use e-learning in their teaching	2.32
7. Using e-learning is more interesting than the traditional method	2.31
8. E-learning make me more interested in learning	2.31
9. By using e-learning, the opportunity of interaction with my lecturer is enhanced	2.31
10. By using e-learning, the opportunity of interaction with my classmates is enhanced	2.59
11. Using e-learning encourage me to continue learning on the Internet myself	2.92
12. I am willing to learn using e-learning	2.50

Table 3 shows the total of 11 variables from 12 results of lower than neutral level which is less than 3 that tend more to disagree and strongly disagree and only 1 variable that shows more to the neutral and agree results which is *I like the lecturer's choice of application of E-learning* that obtain 3.24 mean score which is an average of respondents responses.

Table 4: Descriptive Analysis (Total Average Variables Mean)

Variables	Mean
12	2.59

Table 4 finally indicates that total mean for all the variables collectively analysing motivation on willingness for using E-learning shows again a less than neutral score of 3 which is less than 3. A score of 2.59 mean score shows that respondents have less favour on the usage of E-learning for their University program lesson.

5. Conclusions

There are many more variables that can be used to examine the effect of E-learning on the university student's motivation willingness to use virtual learning. Kumar (2015) touches on the common problems cause for students having problem adapting to E-learning. The studies suggest more intense studies explored in the future for this study able to achieve a better acceptance of university students to use virtual learning through E-learning.

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