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Patterns of Motivation towards Innovative Online Learning amongst Agricultural Undergraduates

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**Empowering Knowledge to Communities, Enhancing Food Security
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Objective

- Determine students' levels of motivation in online learning.
- Determine the relationship between students' motivation and learning strategies.





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Online Learning... What's the Big Deal?


What benefits of online learning you can think of?





MOTIVATION TO LEARN

Process with goal-directed activity that can be examined indirectly from persistent activities (Schunk, 2005)

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- **Intrinsic Goal Orientation** is primarily internal reasons to learn (Chyung, Moll, & Berg, (2010).
 - **Task Value** refers to students' belief that the academic task is worth pursuing (Liem, Lau, & Nie, 2008)
 - **Self-efficacy** is defined as the learner's belief about his or her ability to perform in a given task (Bandura 1991)



Sample

78 undergraduate of Bac. of Agriculture



Average age – 22 years.



46 female and 32 male,



Average time spent in online learning from one hour to three hours a week



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Motivation to Learn

- OVERALL, THE LEVEL OF STUDENTS' MOTIVATION SHOWED MODERATE LEVEL
- THE FINDINGS INDICATES THAT FEMALE STUDENTS' MORE MOTIVATED COMPARED TO MALE STUDENTS' IN ONLINE LEARNING



Motivation to Learn

LEVEL	Frequency	Percentage (%)	Mean	SD	Level
Intrinsic Goal Orientation			4.89	1.014	Moderate
Low	6	7.7			
Moderate	39	50.0			
High	33	42.3			
Task Value			4.96	1.061	Moderate
Low	6	7.7			
Moderate	38	48.7			
High	34	43.6			
Self-efficacy			4.74	.961	Moderate
Low	3	3.8			
Moderate	43	55.1			
High	32	41.0			



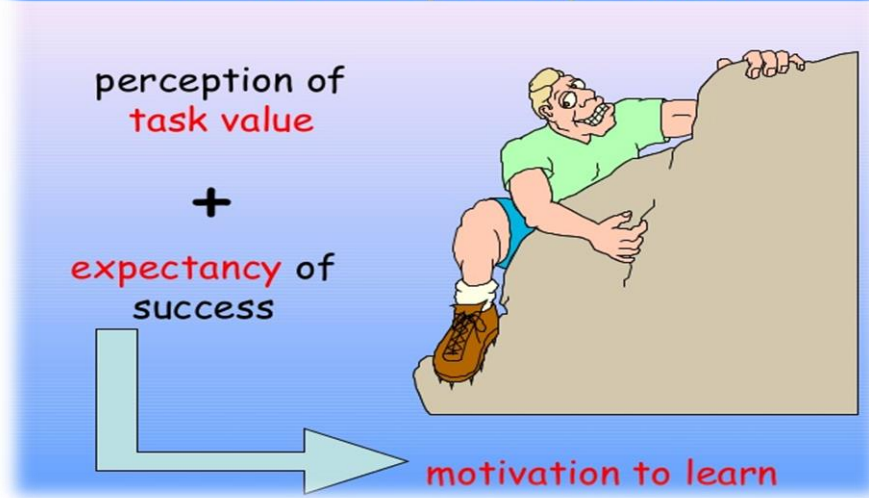
Intrinsic Goal Orientation



LEVEL	Gender		Mean	SD
	Male	Female		
			4.89	1.014
Low	3 (3.8%)	3 (3.8%)		
Moderate	15 (19.2%)	24 (30.8%)		
High	14 (17.9%)	19 (24.4%)		



The "value + expectancy" formula



Task Value

LEVEL	Gender		Mean	SD
	Male	Female		
			4.96	1.061
Low	2 (2.6%)	4 (5.1%)		
Moderate	18 (23.1%)	20 (25.6%)		
High	12 (15.4%)	22 (28.2%)		



Self-efficacy

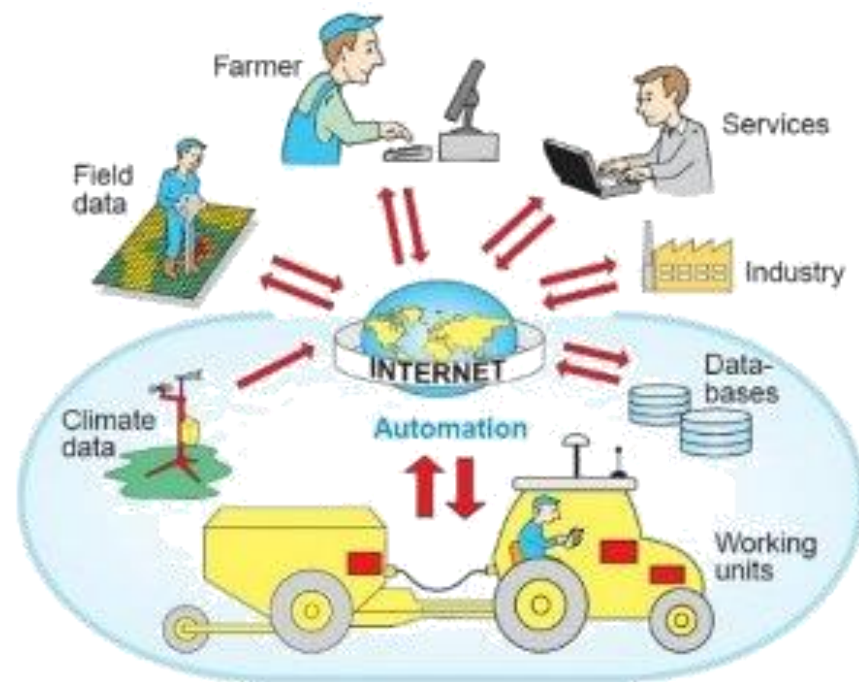
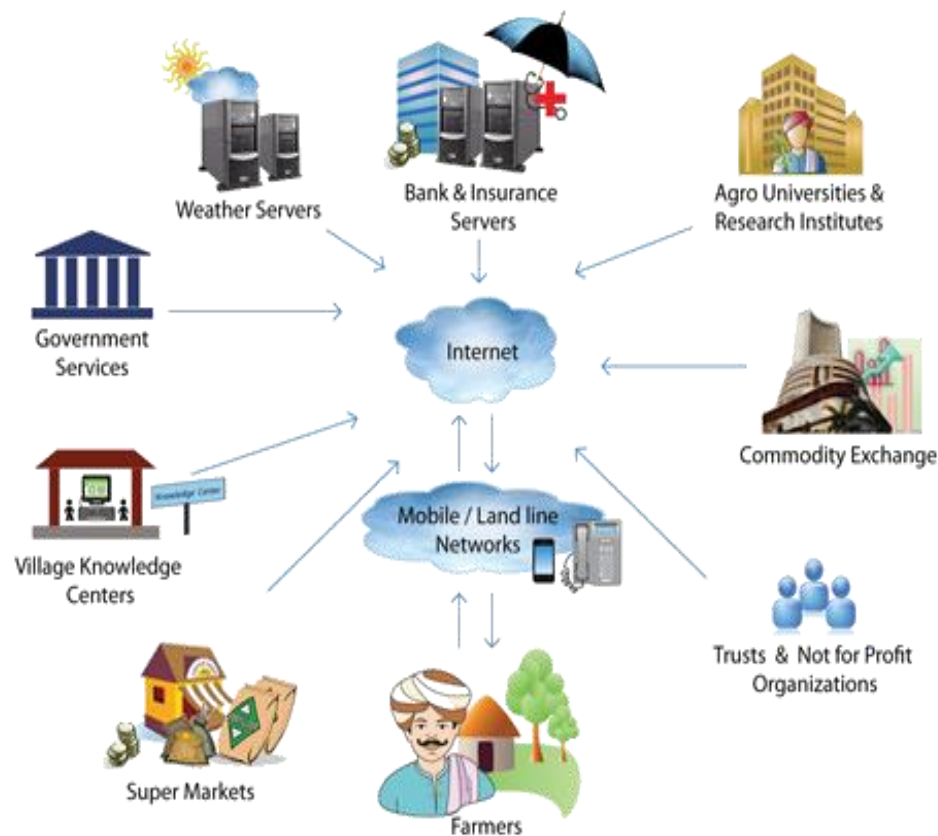


LEVEL	Gender		Mean	SD
	Male	Female		
			4.74	.961
Low	-	3 (3.8%)		
Moderate	22 (28.2%)	21 (26.9%)		
High	10 (12.8%)	22 (28.2%)		



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Inter-correlation of variables in relation to Learning Strategies



Variables		Y	X ₁	X ₂	X ₃
Y	Learning Strategies	1.000			
X ₁	Intrinsic Goal Orientation	.609**	1.000		
X ₂	Task Value	.681**	.861**	1.000	
X ₃	Self-efficacy	.636**	.804**	.904**	1.000



DISCUSSIONS

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- Motivation towards online learning is **moderate**
 - Intrinsic goal orientation, task value, and self-efficacy for learning **had relationship** with learning strategies.
 - A successful online learning environment is students using learning strategies that provide a great chance for learner's interaction.
 - Motivation can be considered as an important psychology and critical condition for productive learning those explaining students' performance and self-regulation strategies in online learning environment
 - Enhancing student motivation requires attention to the key features of the classroom learning environment that are likely to influence student motivation. When students motivated, and, therefore, will work harder to succeed.



CONCLUSION

The implementation of online learning as a supplementary mode of knowledge delivery to student was made available to students recently. Instead of using traditional lecture method this online mode of delivery is an innovation among agricultural undergraduates in Malaysian Universities.





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THANK YOU
TERIMA KASIH