ONLINE LEARNING AND STUDENT'S MOTIVATION TO INCREASE SELF-EFFICACY

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Abstract: The whole world for almost 10 months is facing an aggravated pandemic situation, which requires taking restrictive measures for prevention and anti-COVID protection. Even in education, as one of the important sectors of the life of every individual took measures regarding the way of acquiring knowledge. In this context, online teaching has been selected as a form of teaching by higher education institutions. As a new way of teaching and learning, the most efficient cooperation is required between teachers and students, increasing the level of motivation. The aim of study is to identify the level of expectations for success and self-efficacy of students during the teaching process through online learning. The subjects of study include students of the University of Sports Tirana at Bachelor degree on third year of study and Professional Master "Teacher in Physical and Health Education in Pre-University Education" and the Faculty of Education Elbasan at Bachelor degree on the second year and Master of Science. The selected sample is selective and intentional and the standardized questionnaire was used as a measuring instrument such as "Motivated Strategies for Learning Questionnaire" (MSLQ) (Pintrich, Paul R, et.al) where items were selected that contained rating scales of two aspects, expectation for success and self-efficacy. The administration of this questionnaire was carried out in the format docs.google.com, due to the pandemic situation where we currently are and the study data were obtained through this descriptive methodology. According to the authors, expectancy for success refers to performance expectations, and relates specifically to task performance. Self-efficacy is a self-appraisal of one's ability to master a task. Self-efficacy includes judgments about one's ability to accomplish a task as well as one's confidence in one's skills to perform that task. From the data obtained, the subjects believe that they will receive a positive grade in the current courses that are being developed in the first semester, through the unified platform from all higher education institutions, Microsoft Teams. Students claim that the basic concepts, skills, habits as well as the tasks according to the subject programs will be achieved by adapting to the Microsoft Teams platform. A significant psychological element is the concern of students when performing a test on the online platform Microsoft Teams, as well as a satisfaction and success from them when they correctly perform the task. The subjects claim that, to be precise in submitting tasks on this online platform, they cooperate closely and continuously with each other. Given attention to the unusual situation we are experiencing, the students were asked about the close cooperation between the lecturer and the student, who are convinced that they will achieve the desired results in this academic year. In conclusion, we can say that, based on the unusual situation in which we find ourselves, it is necessary to have a lecturer-student cooperation in facilitating the online learning process and not only. It is recommended that all actors, academic, administrative staff, heads of higher education institutions, etc., to be involved in this process, above all with humanity, in order to facilitate and support the psycho-social support of students.
Keywords: motivation, online learning, self-efficacy, students.

1. INTRODUCTION

The whole world for almost 10 months is facing an aggravated pandemic situation, which requires taking restrictive measures for prevention and anti-COVID protection. Even in education, as one of the important sectors of the life of every individual took measures regarding the way of acquiring knowledge. In this context, online teaching has been selected as a form of teaching by higher education institutions. As a new way of teaching and learning, the most efficient cooperation is required between teachers and students, increasing the level of motivation. Andree E. Widjaja and Jengchung Victor Chen in their chapter of book "Learning Technologies in Education" treats Online Learners' Motivation in Online Learning, focus on online participation, social presence and collaboration. From their findings show that higher online learner's based on Intrinsic motivation and Extrinsic Motivation could significantly increase online learner's perceived skill development, but not their grade. It was also found that only online participation that could significantly enhance online learners in Intrinsic motivation. As they affirm, learners with high motivation would mean that they had a spirit, encouragement, and more efforts to learn more than the less motivated learners. This motivation comes from subjective feeling of the learners, either extrinsic or intrinsic. (Widjaja E. A., & Chen V. J., 2017). The online learning factors such as online participation, social presence, and collaboration could imitate the traditional engaging learning environment to some extent. Among the three

aforementioned factors, online participation has been argued as the strongest factor that contributes the most to learning effectiveness in online environment (Hrastinski, S. 2009). As the authors says that there are strategies, which teachers, parents and educational managers and other stakeholders may use to increase students' self-motivation to learn. These strategies include teaching and training students' in self-discipline, goal orientation, extrinsic motivation, time management and autonomy-supportive environment. (Sylvester J. O. Odanga, 2018). Muhammed Yusuf in his study on the impact of self-efficacy and self-regulated learning strategies on students' academic achievement, represents the impact of direct and indirect effect technique to explore causal relations between self-efficacy beliefs, achievement motivation, learning strategies, and students' academic achievement. The path analysis established that there was a direct and indirect effect between research components and respondents' academic achievement. His study shows that the direct effect of self-efficacy and indirect influence of achievement motivation and self-learning strategies on participants' academic accomplishment. Additionally, the analysis of direct and indirect results indicated the meditational role of self-efficacy on achievement motivation and learning strategies. (Yusuf, M. 2011). Many studies present the importance of online learning as a type of effective learning when individuals cannot attend a course in face to face learning. It is understood that in the situation we are in the online learning is the most appropriate type of learning. Numerous studies show the type of online platforms that provide greater opportunities for teacher-student collaboration. So, Islam and his colleagues, in their study on the cooperation of teachers and students in the online platform used by them for study, claim that a lecture content typically contains a set of slides, optionally extended by private annotations of the student and public audio annotations of the teacher. The teacher can provide the audio annotations to explain a specific topic in detail. The teacher has the option to record the audio during the lecture presentation; the audio will be automatically attached to the relevant slide set. Besides this, if the teacher feels appropriate, she can add audio snippets and recording of the discussions of the students, in case they agree. (Islam, T et., al. 2017)

2. MATERIALS AND METHODS

The subjects of study include students of the University of Sports Tirana at Bachelor degree on third year of study and Professional Master "Teacher in Physical and Health Education in Pre-University Education" and the Faculty of Education Elbasan at Bachelor degree on the second year and Master of Science. The total number of the subject is N= 299, when 57.2% are female and 42.8% are male. The selected sample is selective and intentional and the standardized questionnaire was used as a measuring instrument such as "Motivated Strategies for Learning Questionnaire" (MSLQ) (Pintrich, Paul R, et.al, 1991) where items were selected that contained rating scales of two aspects, expectation for success and self-efficacy. The questionnaire was modified and adapted by the authors for the purposes of the study and it contains 10 items according to Likert scale, 1. Untrue of me, 2. Uncertain for me, and 3. Very true of me. It became clear to the students that this questionnaire was for study purposes and after their approval it was distributed through their personal emails. The administration of this questionnaire was carried out in the format docs.google.com, due to the pandemic situation where we currently are and the study data were obtained through this descriptive methodology.

3. RESULTS

From the data obtained it turned out that 59.2% of students are convinced that they will receive positive grade in the online attendance course and 39.8% of them were unsure if they would receive a high grade in this subject.
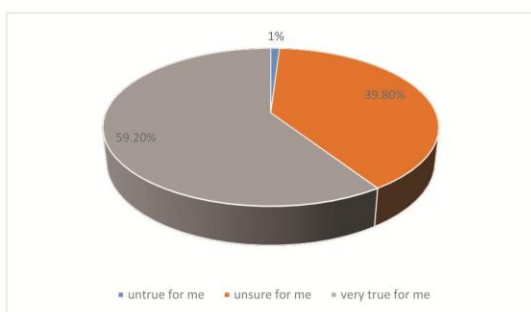

Graphic 1: Getting a high grade in online subjects.

Students (53.8%) also claimed that they understand the most difficult tasks assigned by the lecturer on the online platform Microsoft Teams and 41.1% of them were unsure if they understand correctly the task given by the lecturer. Also they (60.2%) affirmed a successful performance in tests in current courses online and 34.4% of them were unsure if they succeed in successfully completing the test on the online platform.
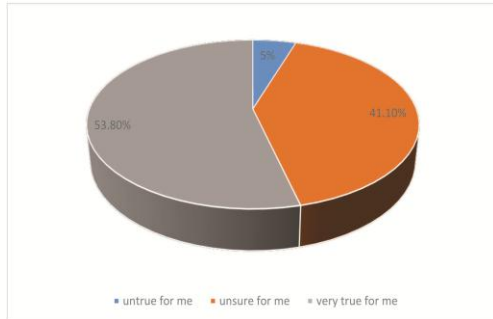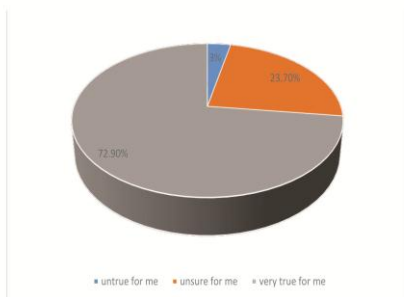

Graphic 2: Understanding of the most difficult material / task given by the lecturer.
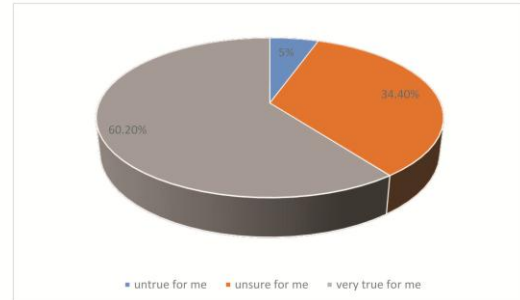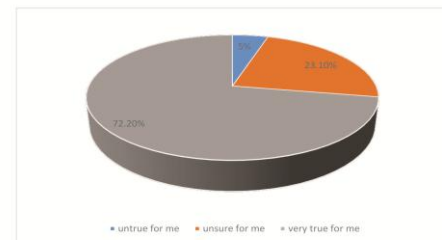
Graphic 3: Successful completion of tasks and tests in this online courses.

The students (72.9%) claimed that they could possess the basic concepts in this study program, as well as possessing the skills, habits in the subjects of this study program (72.2%).


Graphic 4: Understanding the basic concepts taught in this study program.

*Graphic 5: Possession of skills taught the subjects of this study program.*

Referring to the pandemic situation, the students (70.6%) believed in good and closely collaboration with the lecturer, so that they could do their best in this academic year and only 26.8% were unsure if they would have such a collaboration with the lecturer.
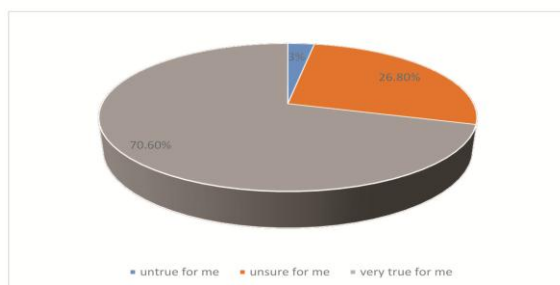

Graphic 6: Lecturer-student cooperation.

The students (41.5%) stated that they felt anxiety and tension when performing a test on the platform, 30.1% it was untrue that they felt stress and boredom when doing homework and 28.4% of students were unsure if they were

experiencing something like this while doing their homework. Indisputably students (69.9%) asserted satisfaction and happiness when they successfully completed a task on this platform, 12% of them did not have such an experience and 18.1% of them were unsure if they felt satisfaction in accomplishing the task.
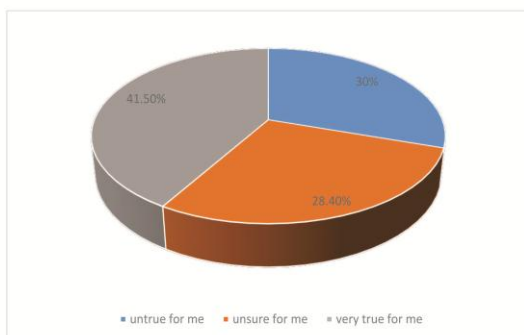

**Graphic 7: Anxiety and tension when performing a test on the platform**
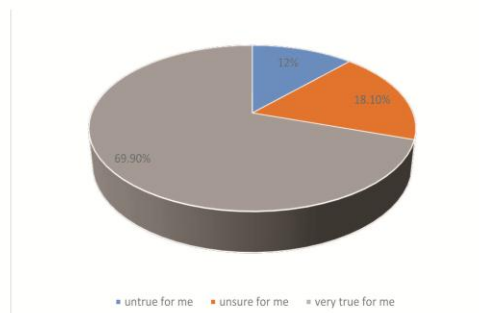
Graphic 8: Satisfaction when successfully completing tasks on the online platform.

The students (47.8%) claimed that when working on this subject, they try to explain the material to other classmates, 29.1% of them it was untrue to explain to the others and 23.1% of them it was unsure if they do that. And vice versa, they claimed (49.5%) that they asked and worked with other students in the subjects of this study program to complete the tasks given by the lecturer, in case they did not succeed on their own, 32.1% of them claimed that it was untrue that they performed the task in collaboration with the group mates and 18.4% of them were unsure if they would do such a collaboration.
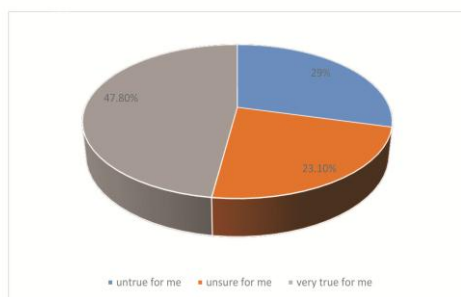
Graphic 9: The student individual support with group mates.
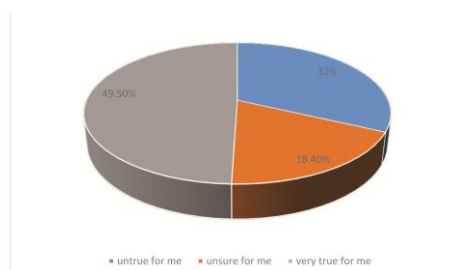
Graphic 10: The spirit of cooperation of students with each other.

4. DISCUSSIONS

For a long time now, as a result of the pandemic situation around the world, pupils, students, teachers, lecturers, all the educational actors involved in teaching have forgotten the smell of the audience and the noise of students in the corridors of the faculty. Now we obeyed online teaching and the difficulties posed by this pandemic situation from its inception. If we make a brief reminder, online learning on online platforms such as Google Classroom, Zoom, etc. happened very quickly as well as the state of emergency itself, where none of us, neither lecturer nor student had worked before. I emphasize that in Albania from my point of view, for the first time students were introduced to online learning and worked on online platforms. Although not previously trained and unfamiliar with these online platforms, both students and lecturers at the same time, we can confidently say that the adaptation by students to these platforms was to be adored. The situation in the country has not changed, again we are conducting online learning, but now with a unified platform and used by all institutions of higher education, Microsoft Teams, again something new for the student and the lecturer as well. Of course, what is most important to emphasize in the current situation is that students are somewhat familiar with online learning, although not with the specifics of this unified platform. It took no more than 1 week of online learning for students to adapt to this platform. Of course, in this process there was never a lack of help, clarifications and everything else that the students needed from us as

lecturers of these courses that are developed online. As a result of this bilateral relationship, students began to feel confident that they would receive high scores on the test, a positive grade in the assignments given by the lecturer and above all the confidence that they would succeed, regardless of all. We as pedagogue want the best for our students and this is not an issue. Since these students are in the last year of these study cycles, it is foreseen that in the respective university curricula they are subject to formation exams, topic defenses, etc. But before reaching this category of exams, they must successfully take the exams of all subjects of this academic year, where currently a significant part of the subjects they are pursuing online and respectively the first intermediate tests are being developed in the online platform Microsoft Teams. The desire to have the highest possible results in the tests conducted online, in itself has created stress, anxiety and anxiety among students. Of course the level of anxiety and stress is not a concern for their psychological health. This concern as I have pointed out, it comes from the desire to be perfect in online testing. As researchers we are aware of the benefits of peer cooperation in successfully accomplishing tasks. This fact is convincingly approved in our study, where in addition to the successful completion of the test, we realized that the acquisition of key skills, abilities and competencies of students by students was at the desired levels and all of this thanks to the close cooperation that students have with other.

5. CONCLUSIONS

In conclusion we affirm that in the pandemic situation that we are experiencing online learning is the most appropriate type of learning. In this reality our students present high levels of optimism about their progressiveness in the online learning process. They are easily adapted to the application of the unified online platform, easily accessing the tasks and tests in it. It is necessary to have a lecturer-student cooperation in facilitating the online learning process in order to understanding the basic concepts and possession of skills taught in the subjects of this study program from our students.

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