

Content

# Motivation Among Distance Education Learner

Rita C. Ramos R.N., M.A.N

Assistant Professor

Faculty of Management and Development Studies

University of the Philippines Open University

# Introduction

- Motivation is a multidimensional construct.
- The Motivation Scales in the Motivation Strategies for Learning Questionnaire ( Pintrich 1999 )
- This comprised of six factors namely: intrinsic motivation, extrinsic motivation, task value, control of learning beliefs , self efficacy for learning and test anxiety.

# SLIDE HEADLINE

## Rationale for adaptation of Motivation Scale

- Motivation for Learning Scale Questionnaire ( MLSQ ) is context based specific based on previous scientific literature .
- Distance Education learners are unique in the context of mode of learning and learning strategy ( Brak et al 2010 )

# Research objective

- Does the six factor model of Motivation ( Pintrich et al ) emerge among distance education learners ?

# Methodology

- Scale Adaptation Study
- There were 326 participants from the three different faculty
- Data were collected last February 26, 2011.

# Measures

- Motivation Learning Questionnaire ( Pintrich 1999 )- This was developed by Pintrich et al ( 1999 ) primarily for assessment of university students motivational orientations and their use of learning strategies. Only Part A of MLSQ was used for this study
- This is a 7 point likert scale from 1 ( not all true of me ) to 7 ( very true of me ).

- This comprised of 31 items and grouped into six scales namely:
  - Intrinsic motivation ( items 1, 16, 22 and 24 )
  - Extrinsic motivation ( items 7, 11, 13 and 30 )
  - Task value ( items 4, 10, 17, 23, 26 and 27 )
  - Control of learning beliefs ( items 2, 9, 18 and 25 )

## SLIDE HEADING

# Data Collection Method

- Letter of permission was sent and approved by the Vice Chancellor for Academic Affairs
- Data collection – Two testing Centers
- Two Research Assistants facilitated the distribution and administration of the above mentioned questionnaire



## SLIDE HEADING

# Data Collection Method

- Letter of permission was sent and approved by the Vice Chancellor for Academic Affairs
- Data collection – Two testing Centers
- Two Research Assistants facilitated the distribution and administration of the above mentioned questionnaire

# Statistical Treatment

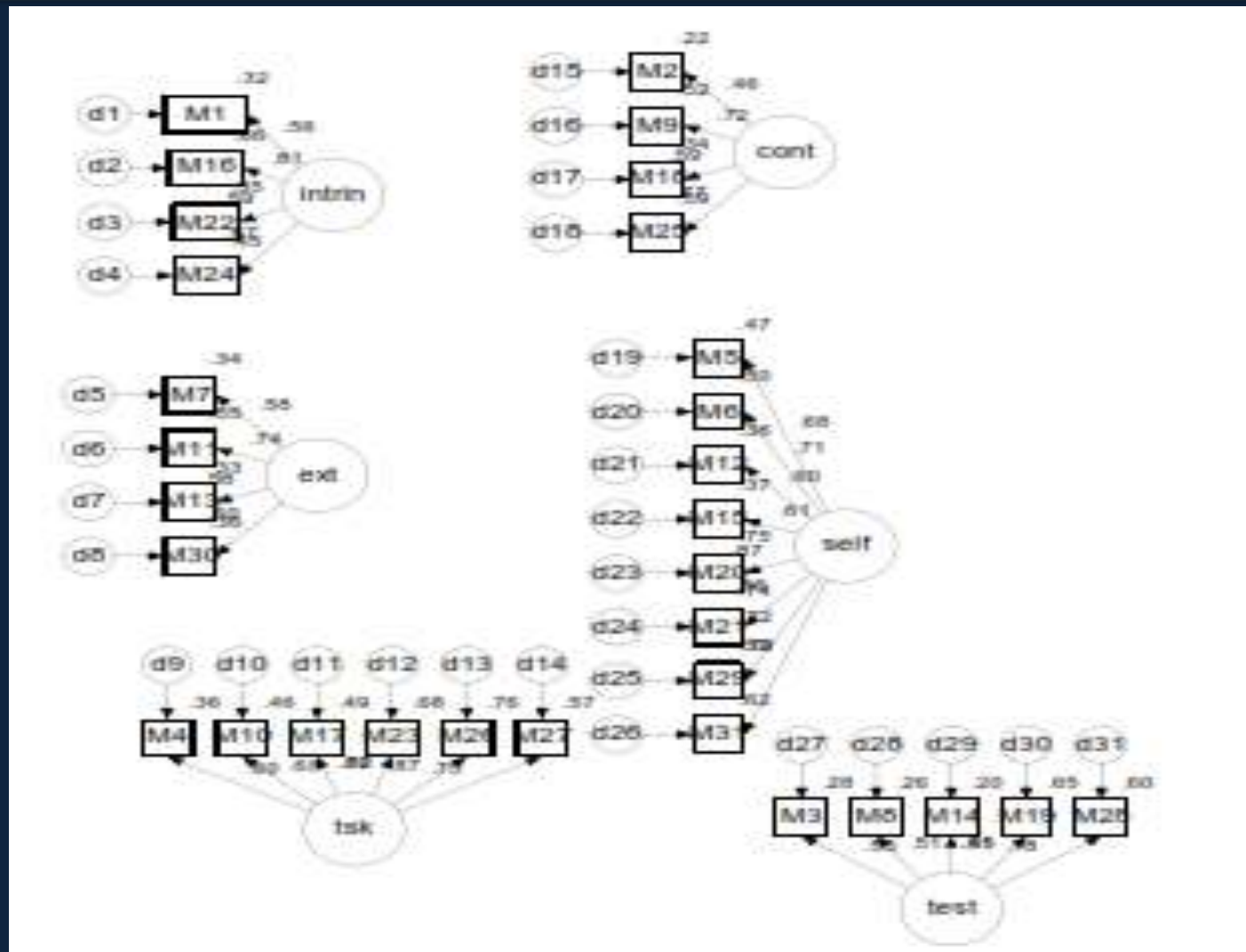
- Descriptive Statistics – to determine the frequency, mean, standard deviations and correlations.
- Confirmatory Factor Analysis – using AMOS ( Analysis of Moment Structures ) was used to determine whether the posited theory will be extracted to that of set of responses.

Table 1 Means, Standard Deviations and n for Motivation Scale (MLSQ Pintrich 1999)

<i>Variable</i>	<i>N of items</i>	<i>M</i>	<i>SD</i>	<i>Cronbach's alpha</i>
Intrinsic	4	5.92	.91	.74
Extrinsic	4	5.59	1.08	.71
Task Value	6	6.15	.90	.87
Control of Belief	4	5.67	1.03	.72
Self Efficacy	8	5.57	.97	.90
Test Anxiety	5	4.15	1.41	.76

# SLIDE HEADING

## Figure 1 CFA Results of Motivation Scale



# SLIDE HEADING

## CFA results of Motivation Scale

- The chi square goodness of fit index was statistically significant (  $\chi^2 = 1931.28$  ,  $df = 47$  ,  $p = .000$  )
- RMSEA ( Root Mean Square Error of Approximation ) = .103
- CFI ( Comparative Fit Index ) = .693
- NNFI ( Non – Normed Fit Index ) = .643

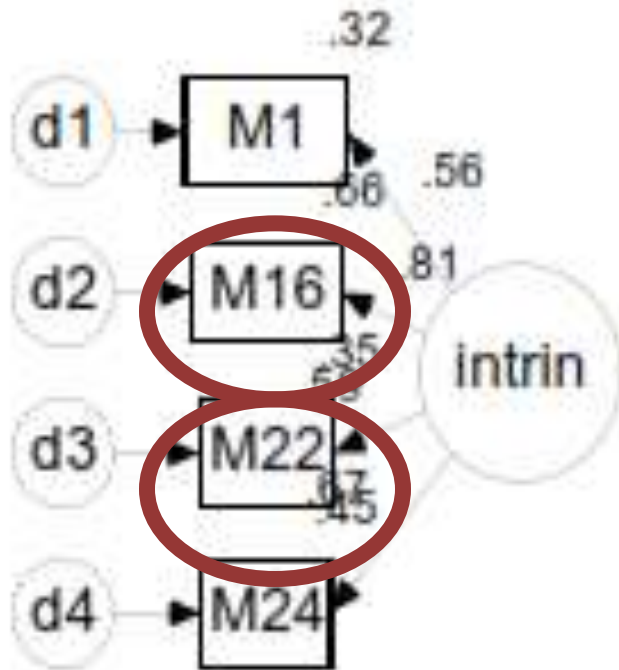
# SLIDE HEADING

## CFA results of Motivation Scale

- Thus the model were not fit to the expected level and good fit.

# SLIDE HEADING

## Intrinsic Motivation



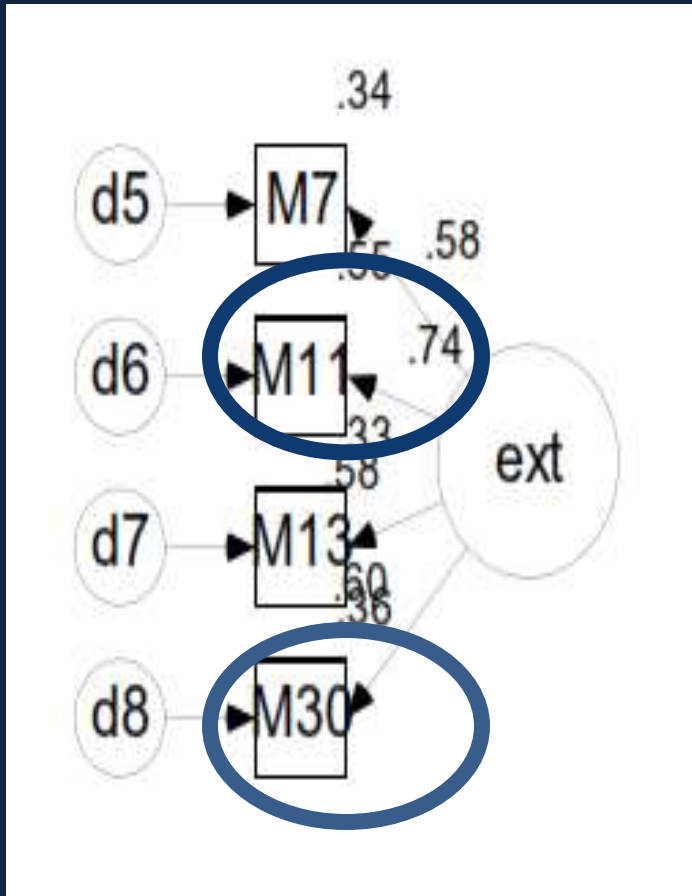
Items 16 and 22 are best indicators for this factor

- “ In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn “ ( item 16 )
- “The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.”( item 22 )

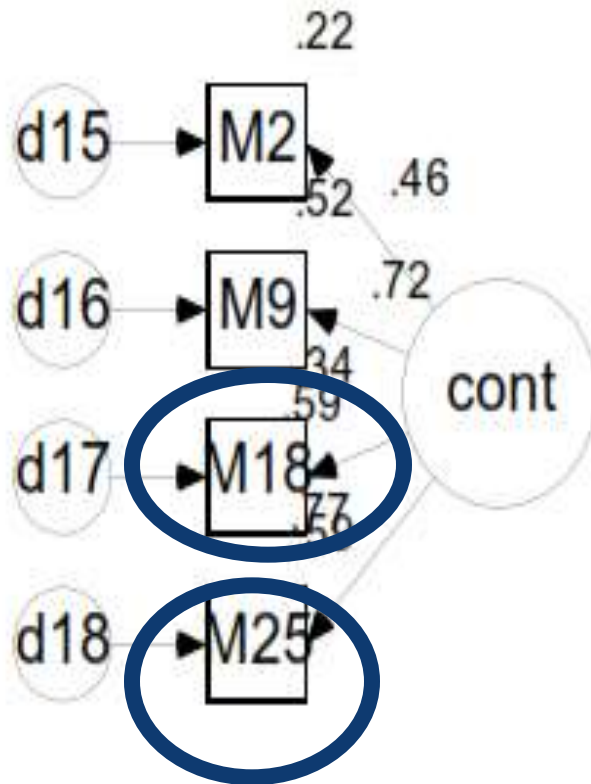
# SLIDE HEADING

## Extrinsic

- Items best represent extrinsic
- Item 11 ( The most important thing for me right now is improving my overall GPA... )
- Item 30 ( I want to do well in this class because it is important to show my ability ... )



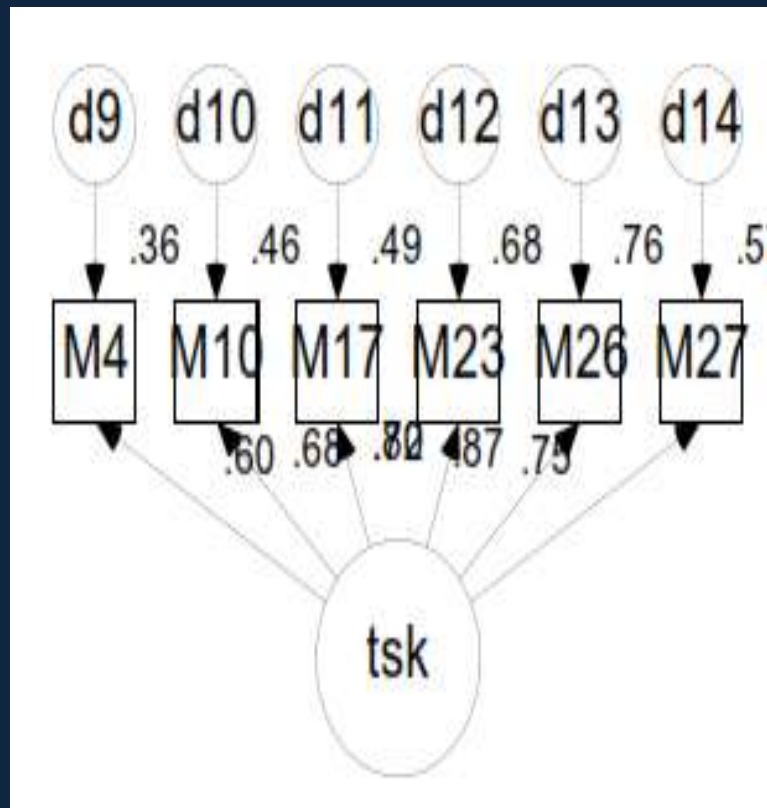




- This has two highest item predictors namely:
- “ If I try hard enough then I will understand the course material “ ( Item 18 )
- “ If I don’t try to understand the course material, it is because I did not try hard enough “ ( item 25 )

# SLIDE HEADING

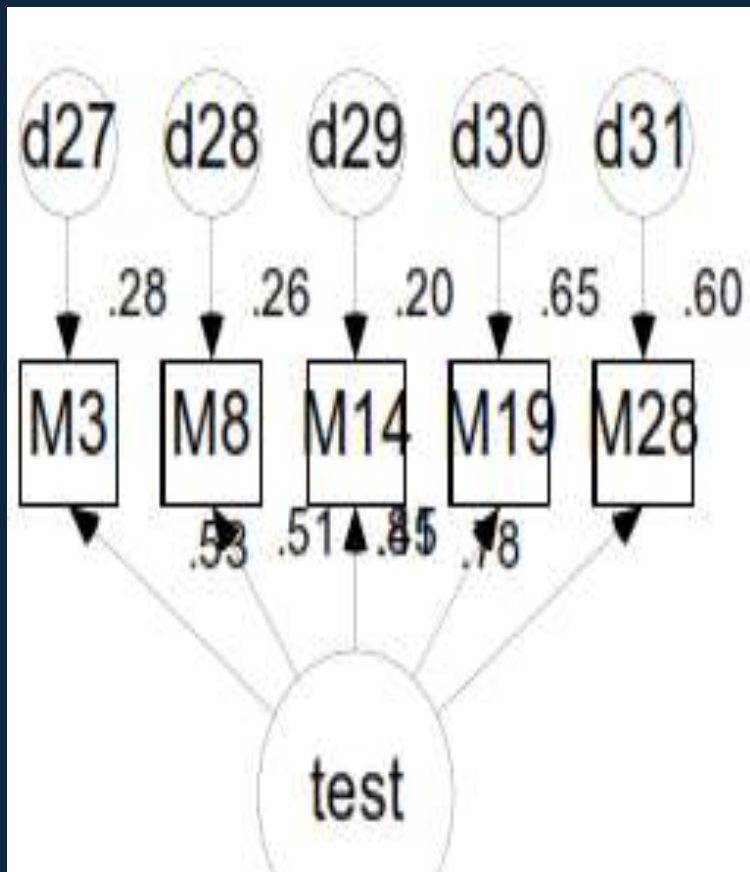
## Task Value



- Best represented by three items
- Item 23 ( I think the course material in this class is useful for me to learn )
- Item 26 ( I like the subject matter of this course )
- Item 27 ( Understanding the subject matter of this course is very important to me )

# SLIDE HEADING

## Self Efficacy



- Item 20 ( “ I am confident I can do excellent job on the assignments and tests in this course” )
- Item 21 ( “ I expect to do well in this class “)
- Item 29 ( I am certain I can master the skills being taught )
- Item 31 ( Considering the difficulty of this course, the teacher and my skills )

# Conclusion

- The process used for addressing the identified methodological issues in reviewing the Motivation Scale ( Pintrich et al 1999 ) for use in distance education learners provides a framework for adapting an establish tool for a specific purpose

## References

- Ainley, M. (2006). Connecting with Learning: Motivation, Affect and Cognition in Interest Processes. *Educational Psychology Review*, 18(4), 391-405. doi: 10.1007/s10648-006-9033-0.
- Artino, a R. (2007). Motivational beliefs and perceptions of instructional quality: predicting satisfaction with online training\*. *Journal of Computer Assisted Learning*, 24(3), 260-270. doi: 10.1111/j.1365-2729.2007.00258.x.
- Barkoukis, V., Tzorbatzoudis, H., Grouios, G., & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and amotivation: Validity and reliability of the Greek version of the Academic Motivation Scale. *Assessment in Education: Principles, Policy & Practice*, 15(1), 39-55. doi: 10.1080/09695940701876128.
- Chaney, B. H., Eddy, J., Dorman, S., Glessner, L., Green, B. L., & Lara-Alecio, R. (2007). Development of an Instrument to Assess Student Opinions of the Quality of Distance Education Courses. *American Journal of Distance Education*, 21(3), 145-164. doi: 10.1080/08923640701341679.
- City, J. (2010). The Survey Study of Mathematics Motivated Strategies for Learning Questionnaire ( MMLSQ ) for Grade 10-12 Taiwanese. *Educational Technology*, 9(2), 221-234.

## References

- Harackiewicz, J., & Linnenbrink, E. (2005). Multiple Achievement Goals and Multiple Pathways for Learning: The Agenda and Impact of Paul R. Pintrich. *Educational Psychologist*, 40(2), 75-84. doi: 10.1207/s15326985ep4002\_2.
- Honkomp, B. (2011). Adventure Learning: Motivating Students in a Minnesota Middle School. *Journal of Research on Technology in Education*, 43(3), 231-252.
- Huang, S.-C. (2008). Assessing Motivation and Learning Strategies Using the Motivated Strategies for Learning Questionnaire in a Foreign Language Learning Context. *Social Behavior and Personality: an international journal*, 36(4), 529-534. doi: 10.2224/sbp.2008.36.4.529.
- Karadeniz, S. (2008). The Turkish Adaptation Study of Motivated Study of Motivated Strategies for Learning Questionnaire (MSLQ) for 12-18 years old children : *Educational Technology*, 7(4), 108-118.
- Knowles, E. (2007). An Investigation of Students Attitude and Motivation toward Online Learning. *Interior Design*, 2.

## References

- Pintrich, P. R. ( 1999 ). The role of motivation in promoting and sustaining self-regulated learning. *International Journal Of Educational Research* 31, 459- 470
- Richardson, J. (2005). Students perceptions of academic quality and approaches to studying in distance education. *British Educational Research Journal*, 31(1), 7-27. doi: 10.1080/0141192052000310001.
- Turner, J., & Patrick, H. (2008). How Does Motivation Develop and Why Does It Change? Reframing Motivation Research. *Educational Psychologist*, 43(3), 119-131. doi: 10.1080/00461520802178441..
- Yaman, M., Education, P., & Ankara, S. (2009). Perceptions of Students' on the application of distance. *Educational Technology*, 8(1).