

Motivational Factors Influencing Professionals to Enrol for Online Courses

S.Subhashini, S.Preetha, C.Sivapriya

Abstract: Every professional has to become better and develop his/her career, skills and knowledge. The eLearning industry has become innovative and volatile. There are number of eLearning courses which gives ample opportunity for professionals to expand their knowledge and discover newer technologies. The motivational aspect which is instigating the professionals to join the Online learning courses is an area to be researched. The purpose of the study is to research on how the extrinsic and intrinsic motivational factors influence the major customers, the IT professionals to enrol for the online courses. SPSS 21 tool has been used to perform One-way Anova & Correlation analyses. The findings suggest that the motivation of the young professionals of the age-group 20-40 differs from the age group of 40 and above.

Index terms: Online learning, Education, Intrinsic motivation, Extrinsic Motivation, Intention.

I. INTRODUCTION

Technological development in India has led to an increase in the acceptance of online education over the past few years. Students as well as professionals are showing major interest in e-learning programmes to become skilful and it looks like there would be a significant increase in the future.

KPMG(India) states that online education in India is going to face a tremendous growth, that is it would be eight times more by 2021, an increase from USD 247 million to 1.96 billion. Also, an increase in number of online education users from 1.57 million to 9.5 million in 2021. Online education has gained popularity due to internet penetration, smartphone penetration, flexibility of time, quality of education, immediate result declaration. The below graph shows the kinds of courses opted by working professionals and students in India. During the recent study by IBM it was found that in online learning courses participants learn five times more than the traditional courses.

In the competitive world with every day demand for professionals to improve their skills and to be updated with the latest knowledge, online learning courses have become a better option with characteristics like lesser stress, flexibility and independence suits the current life style of professionals.

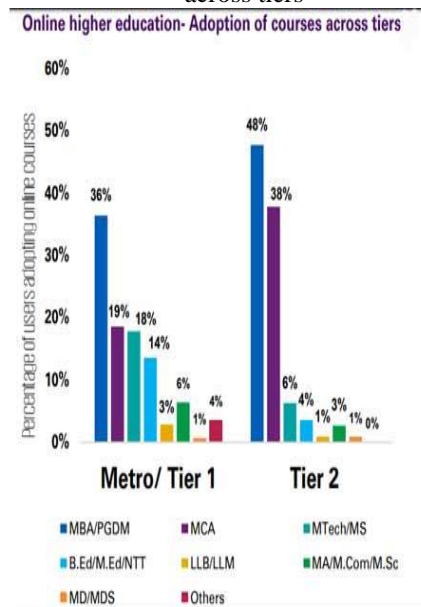
Revised Manuscript Received on December 22, 2018.

S.Subhashini, Research Scholar, School of Management Studies, Vels University, Chennai -117.

S.Preetha, (Corresponding Author), Professor, School of Management Studies, Vels University, Chennai -117

C.Sivapriya, Research Scholar, School of Management Studies, Vels University, Chennai -117.

Figure 1: Online higher education-Adoption of courses across tiers



Source: KPMG Report: Online Education in India

Technical certification courses are more popular among working population in India for upskilling. The online education landscape in India has courses for higher education, test preparation, reskilling and online certifications, tutoring and private coaching, corporate trainings, hobbies and language related courses. Out of these categories working professionals majorly choose reskilling and online certifications, corporate trainings, hobbies and language related courses. The online certifications and reskilling market have a large number of customer base and is majorly dominated by IT professionals. The driving factors of Online education adoption are employability, social learning, entrepreneurship.

Table 1: Online Education Market

ONLINE EDUCATION MARKET	USD IN MILLION	NO. OF PAID USERS (in thousands)
Primary and secondary supplemental education	73	467
Test preparation courses	43	196
Reskills and online certifications	93	499
Higher education	33	55
Language and casual learning	5	353

Source: KPMG India

The objective of the study is to understand the motivational factors influencing the IT professionals to join the online learning courses. To find the association among the intrinsic, extrinsic motivational factors and intention of the professionals to join the online courses. To analyse the motivational factors among different age groups and suggest the strategy to attract these professionals for online courses.

II. REVIEW OF LITERATURE

A. Motivation

Ryan(1987), Suggested that general behaviour is determined through motivation, information technology acceptance behaviour, work-related behaviour.

According to George (1996), Lu (1999), Lie (2010), Intrinsic motivation is acquiring an in-depth understanding of subject matter, to demonstrate the creativity in their performance, to apply newly acquired knowledge to the existing knowledge. Also, a negative stress or depression also might lead to intrinsic motivation.

Ryan(2000) defines intrinsic motivation as “refers to doing something because it is inherently interesting or enjoyable” and he also states that those activities that are done through this intrinsic motivation is itself considered as a reward to oneself as it is done out of curiosity and desire that is more genuine in nature.

Swami(1974) states intrinsic motivation as a learning that is progressed due to natural curiosity and such type of learning is retained easily due to personal connection to the individual experience. This sets goals to shape individuality through learning process. An intrinsically motivated employee is satisfied as they enhance their knowledge to gain confidence as well as it is useful to the organization as well. Some studies also have proved that an increase in the intrinsic motivation would enable employee to create a more positive mood and they also participate in sharing of knowledge which is beneficial to the organization.

Extrinsic motivation refers to those activities that has a value attached to it that is more tangible in nature and it is externally triggered. Ryan(2000) identifies that extrinsic motivation is reflecting external control or self-regulation and also suggests four types of extrinsic motivation such as external rewards, internal regulation, identification regulation that is the personal acceptance and the integrity with one’s own values. Extrinsic refers to the benefits of performing activities like rewards. Both intrinsic and extrinsic together influences the behaviour of an individual. According to the theory of reasoned action of Fishbein and Azben (1967), most human behaviours are related to the individual attitude and behaviour. Nilite, Parsa (2005), TRA (Theory of Reasoned Action) is most widely used to predict the behaviour intention as well as actual behaviour.

B. Online Courses

[14] Online learners face maintaining motivation as the biggest challenge. Students lacking independence and self-motivation had lower success rates than others.

[9] Motivation and self-regulation are critical factors for determining the success of online courses.

[16], Identifies online educational experience as an outcome of interaction of three presences – social, cognitive and teaching presence.

[1] Online education is asynchronous or synchronous learning or combination of both. In asynchronous teaching and learning do not happen in same time whereas in synchronous learning teaching and learning happen at the same time both of which are conducted through Internet.

[1], defined distance education as a learning where the teaching occurs in a different place from the place of learning and the communication happens through technology and institutional organisation.

[2] and Jacobs (2012), identified reduced time and costs, opportunities to collaborate with global experts, flexibility to access the course as per convenience, and adjustments to content and subjects needs as the best practices of online education.

[3] The growing Internet have generated a demand for web-based learning and online learning environments allows for learning which is not restricted by place or time. It disassembles the barriers like poverty, disability and location.

This study integrates the motivational perspective into TRA(Theory of Reasoned Action) and determines to find the behavioural intentions of individuals to enrol themselves into online courses.

III. METHODOLOGY

This study follows a descriptive research design. SPSS 21 has been used in this paper to perform analysis such as Karl Pearson co-efficient, One-way Anova. The sampling method applied is convenient sampling technique.

A questionnaire is used to collect data and it consists of two parts, the first part has questions related to age, type of course, education, length of the course and the second part consists of questions related to intrinsic and extrinsic motivation, intention. Intrinsic motivation is measured through items such as:

- a. I will join online courses to gain knowledge
- b. I prefer to join online courses to make myself at par with my co-workers, to explore new learning method
- c. I will join online courses to influence others, to try something unique, it inherits confidence.

Extrinsic motivation is measured through items such as quick career prospects, awards, salary, promotions, external push, encouragement from peers, convenience by learning through online. Out of 120 IT respondents sent across the city through google form links, we received responses from 90 IT professionals and the response rate is 75% which is good. The Cronbach alpha test has been conducted to check the reliability of the instrument used for data collection. This test revealed the Cronbach alpha to be 0.808 and it is proved that the questionnaire is reliable as the Cronbach alpha is more than 0.6.

IV. DATA ANALYSIS

A. Influence of intrinsic and extrinsic motivational factors towards intention to enrol in online courses.

H0: There does not exist a significant association between the factors of motivation among professionals and their intention to enrol in online courses.

Correlations				
		Intrinsic	Extrinsic	Intention
Intrinsic	Pearson Correlation	1	.758**	.558**
	Sig. (2-tailed)		0	0
	N	90	90	90
Extrinsic	Pearson Correlation	.758**	1	.784**
	Sig. (2-tailed)	0		0
	N	90	90	90
Intention	Pearson Correlation	.558**	.784**	1
	Sig. (2-tailed)	0	0	
	N	90	90	90

**Correlation is significant at the 0.01 level (2-tailed).

Table 2: Correlation between motivational factors and intention

Karl Pearson correlation is used to perform this analysis. From the above table it can be observed that the p-value is less than 0.01 and so there exists a linear positive correlation between motivational factors and intention. Moreover, the strength of association between extrinsic and intention to enrol in online courses is 61% which is higher than the strength of association between intrinsic and intention which is only 31%. The factors intrinsic and extrinsic motivation are having 57% of association among them. Extrinsic motivational factors such as quick career prospectus, salary, promotion, convenience, encouragement from peers have stronger association with the intention of the professionals to enrol for online courses.

B.Age groups and Motivational factors on Online courses.

H0: There exists no significant difference between age groups and motivational factors.

Table 3: ANOVA-Age groups and Motivational factors

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
INTRINSIC	Between Groups	832.817	2	416.41	30.91	0
	Within Groups	1171.91	87	13.47		
	Total	2004.72	89			
EXTRINSIC	Between Groups	817.579	2	408.79	24.02	0
	Within Groups	1480.48	87	17.017		
	Total	2298.06	89			

Table 4: Post hoc Age groups and motivational factors ANOVA

INTENTION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.514	4	13.628	5.96	0
Within Groups	194.375	85	2.287		
Total	248.889	89			

It is observed that there is a significant difference among age groups and motivational factors as the p-value is less than 0.05. A Post hoc test is performed as the null hypothesis is rejected, which revealed that the age group 40-50 is having a significant difference on motivational factors such as intrinsic and extrinsic from the age groups of 20-30 and 30-40. Also, the age groups 20-30 and 30-40 does not have any significant difference among themselves with respect to the motivational factors.

C. Type of course and the Intention to enrol for online courses

H0: There is a significant difference among the type of the course and intention to enrol in online courses.

Table 5: Type of course and intention

Multiple Comparisons								
Dependent Variable	(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Intrinsic	20-30	30-40	-1.5714	0.84948	0.07	-	0.117	
		40-50	7.09524*	1.13264	0	4.844	9.3465	
	30-40	20-30	1.57143	0.84948	0.07	-0.117	3.2599	
		40-50	8.66667*	1.1112	0	6.458	10.875	
	40-50	20-30	-7.09524*	1.13264	0	9.3465	-4.844	
		30-40	-8.66667*	1.1112	0	10.875	-6.458	
Extrinsic	20-30	30-40	1.28571	0.95479	0.18	-0.612	3.1835	
		40-50	8.61905*	1.27305	0	6.0887	11.149	
	30-40	20-30	-1.2857	0.95479	0.18	3.1835	-0.612	
		40-50	7.33333*	1.24896	0	4.8509	9.8158	
	40-50	20-30	-8.61905*	1.27305	0	11.149	-6.089	
		30-40	-7.33333*	1.24896	0	9.8158	-4.851	

*. The mean difference is significant at the 0.05 level.

From the above table, it can be found that the p-value is less than 0.01 which states that the null hypothesis is rejected and so, there is a significant difference among the type of courses such as technical, non-technical, language and the intention of the professional to enrol.

D.Mean Analysis on the Motivational Factors and Age Group on online course.

The rationale behind doing the Mean analysis on the Motivational factors and Age group was to understand

which specific motivational factor in intrinsic and extrinsic motivation is dominant in a specific age group for joining in online courses.

Table 6: Mean Table on Motivational Factors and Age group

Multiple Comparisons								
Dependent Variable	(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Intrinsic	LSD	20-30	30-40	-1.5714	0.84948	0.07	3.2599	0.117
			40-50	7.09524*	1.13264	0	4.844	9.3465
		30-40	20-30	1.57143	0.84948	0.07	-0.117	3.2599
			40-50	8.66667*	1.1112	0	6.458	10.875
		40-50	20-30	-7.09524*	1.13264	0	9.3465	-4.844
			30-40	-8.66667*	1.1112	0	10.875	-6.458
Extrinsic	LSD	20-30	30-40	1.28571	0.95479	0.18	-0.612	3.1835
			40-50	8.61905*	1.27305	0	6.0887	11.149
		30-40	20-30	-1.2857	0.95479	0.18	3.1835	0.612
			40-50	7.33333*	1.24896	0	4.8509	9.8158
		40-50	20-30	-8.61905*	1.27305	0	11.149	-6.089
			30-40	-7.33333*	1.24896	0	9.8158	-4.851

*. The mean difference is significant at the 0.05 level.

AGE GROUP	IF1	IF2	IF3	IF4	IF5	IF6	EF1
20-30	4.6	4.3	4.6	3.1	4	3.9	3.6
30-40	4.8	4.8	4.6	3.4	4.5	4	3.5
40-50	4	3	2.7	1.7	3	3	2
TOTAL	4.6	4.3	4.3	3	4.1	3.8	3.3
AGE GROUP	EF2	EF3	EF4	EF5	EF6	EF7	
20-30	4.4	4.1	4.3	3.7	4.4	3.7	
30-40	4.3	4.1	4.1	3.3	4.3	3.5	
40-50	2.3	3	3	2.7	4	2.7	
TOTAL	4	3.9	4	3.3	4.3	3.4	

Table 7: Descriptive Statements on Motivational Factors

IF1	I will join online courses to gain knowledge
IF2	I prefer to join online courses to make myself at par with my co-workers
IF3	I will join online courses to explore new learning method
IF4	I will join online courses to influence others
IF5	I will join online courses to try something unique
IF6	I join online courses as it instils confidence
EF1	I prefer joining online courses as it gets me awards
EF2	I will join online courses as it benefits me in terms of quick career prospectus,
EF3	I will join online course as it provides salary hike

EF4	I will join online courses as it enables me to get promotions.
EF5	I will join online courses due to External push from the organization
EF6	I will join online courses as it is convenient in terms of time, cost and flexibility in online learning environment
EF7	I will join online courses due to Support and encouragement from peers.

Age Group and Motivational Factors

- As per mean values under the Age-group of 20-30, gaining knowledge&exploring new learning methodstakes the first priority to join online courses followed by Quick career prospectus and convenient factors follows
- Under the Age -group of 30-40, Gaining knowledge&at par with co-workers is the first priority to join online courses followed by Exploring new things.
- Under the Age-group of 40-50, Gaining Knowledge and convenient has become the first priority to join the online courses followed by at par with co-workers, learning something unique, instils confidence, salary & promotion takes the next higher mean.
- Overall among the intrinsic motivational factors joining online courses to gaining knowledge, to be at par with other co-workers and to explore new learning methods has the highest mean highlighting its importance. Joining online courses to influence others & to try something unique has lesser mean compared to other statements on intrinsic motivation.
- Overall among extrinsic motivational factors convenience in using the online followed by the quick career prospects, promotion and salary benefits. The external push, awards and encouragement from peers are considered to be the least important in extrinsically motivating the professionals.

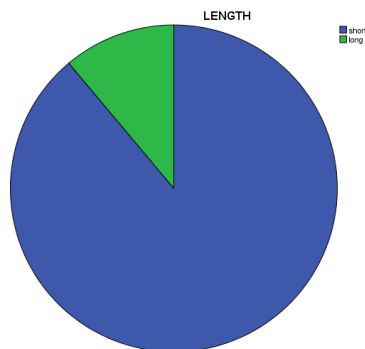
E.Preference towards online courses based on duration

Table 8: Frequency table- short term and long term

LENGTH					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Short	80	88.9	88.9	88.9
	Long	10	11.1	11.1	100.0
	Total	90	100.0	100.0	

Figure1 : Pie -Chart on Short Term and Long Term





From the above chart, it is observed that respondents of around 90% are preferring to take more short-term courses rather than long term online courses.

V.RECOMMENDATIONS

Promoters of Online courses can attract the young professionals (age-group 20-40) for more short-term courses by highlighting the motivational

factors such as “Gaining knowledge”, “Quick Career prospectus”, “At-par with co-workers” and “To explore new learning methods”.

“Gaining Knowledge”, “Convenient factor”, “Salary & Promotions” particularly in the age group of 40 and Above. By further researching into the motivational factors of the professionals under different age groups for different courses, the online institutions can target their hierarchical needs and then design the future courses accordingly. Corporations with budget constraints for conferences and training can motivate their employees for online courses which are accessible for lesser budgets.

VI.CONCLUSION

Online learning has been increasing in recent years. eLearning has become popular due to the convenient factor than the traditional face to face courses. Online education is the way to go forward with increasing awareness towards environment friendly practices and energy conservation as it leads to less carbon footprints. Other than the convenience and cost factor, large numbers of professionals are turning to online courses as it is a better way of learning. The intrinsic and extrinsic motivating factors differ with age which needs to be taken care by the online course designers while promoting.

REFERENCES

1. Deci. E. L and Ryan R.M (1987), “The support of autonomy and the control of behaviour”, *Journal of Personality and Social Psychology*, 53(6), 1024–37.
2. Finch, D., & Jacobs, K. (2012), “Online Education: Best Practices to Promote Learning. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*”, 56(1), 546–550.
3. Fishbein. M and Ajzen. I (1975), “Belief, Attitudes, Intentions and Behavior: An Introduction to Theory and Research”, MA: Addison-Wesley, Boston.
4. George J. M and Brief A.P (1996), “Motivational agendas in the workplace: the effects of feelings on focus of attention and work motivation”, *Research in Organizational Behavior*, 18, 75–109
5. Gilbert. B (2015), “Online Learning Revealing the Benefits and Challenges”, *Education Masters*. Paper 303.
6. L. Lu (1999), “Work motivation, job stress and employees’ well-being”, *Journal of Applied Management Studies*, 8(1), 61–72.
7. Soumendra Mohan Saha, Sutapa Biswas Majee, Gopa Roy Biswas (2014) Effect of Polyox and Gum Karaya on The Release Kinetics of A Model Antihypertensive Drug From A Cellulose Derivative Based

- Buccal Patch. *International Journal of Pharmacy Research & Technology*, 4 (2), 34-38.
8. Lei, S.A. (2010), “Intrinsic and extrinsic motivation: evaluating benefits and drawbacks from college instructors’ perspectives”, *Journal of Instructional Psychology*, 37(2), 153-160
9. Matuga, J. M. (2009), “Self-regulation, goal orientation, and academic achievement of secondary students in online university courses”, *Journal of Educational Technology & Society*, 12(3), 4-n/a. Retrieved from <http://search.proquest.com/docview/1287037464?accountid=27700>
10. Madhavi, K., Kummari, R. “Synthesis and evaluation of novel α -cyano-N-(2-hydroxyphenyl)cinnamamides for antioxidant, antibacterial and anti-inflammatory activities: In silico prediction of drug likeness properties”, (2018) *International Journal of Pharmaceutical Research*, 10 (3), pp. 300-310.
11. Michael G. Moore, Greg Kearsley (2012), “Distance Education: A Systems View of Online Learning (3rd Edition), CA: Wadsworth.
12. Njite. D and Parsa. H.G (2005), “Structural equation modelling of factors that influence consumer Internet purchase intentions of services”, *Journal of Services Research* 5(1), 43–60.
13. Ryan, R.M., & Deci, E. L (2000), “Intrinsic and extrinsic motivations: classic definitions and new directions”, *Contemporary Educational Psychology*, 25, 54–67.
14. Savenye, W.C. (2005), “Improving Online Courses: What is Interaction and Why Use It? (Undetermined)”, *Distance Learning*, 2(6), 22-28.
15. Swaim, Eugene E. (1974), “B.F. Skinner and C. R. Rogers”, *Behavior and education. Oregon ASCD Curriculum Bulletin*, 28, 1-45.
16. Swan, Karen & Garrison, D & Richardson, Jennifer. (2009), “A constructivist approach to online learning: The community of inquiry framework”, *Information technology and constructivism in higher education: Progressive learning frameworks*, 43-57. 10.4018/978-1-60566-654-9.ch004.

