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**AN INVESTIGATION OF E-LEARNING MOTIVATION OF IRAQI SECONDARY STUDENTS**

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**ABSTRACT**

The educational organizations are not profits organizations; the budgets limitations considered as one from the main problems of learning activities development. The traditional learning systems such as classrooms spend high time and costs in order to ensure the learning outcome performance. E-learning is efficient solution to minimize the required time and costs of traditional learning activities using ICT services and infrastructures. E-learning activities have many advantages such as services accessibility and availability, contain management layers to manage the complex learning aspects, and minimize the costs of traditional learning through minimize the costs of physical objects i.e. papers. The students may not have the motivation to accept E-learning services instead of the current learning system in their learning environment. The educational organization needs to be ensured of students are motivate to use the E-learning in order to adapt the E-learning services. The students' motivation is one from the most important enabler of E-learning successful implementation. The main aim of this paper is to investigate the E-learning motivations of Iraqi secondary students in Malaysia in order to support the Iraqi educational organizations of E-learning adopting. The quantitative data approach using questionnaire was used to analyze the students' motivation of applying E-learning services to complete their learning activities. The data collected from Iraqi school in Kuala-lumpur. The significance result shows that the students have enough motivation to use E-learning services instead of current learning system in their school.

**Key Words:** E-learning; Students Motivation; ICT; English Courses; Secondary Students.

**1. INTRODUCTION**

In the last few years, e-learning has become one of the most effective language learning approaches which “has clearly changed the way and manner education is conducted” ( Edegbo 2011 in Bappah and Basri 2013:163). In the last decades, students learnt English in regular teaching classrooms or through magazines, newspapers, television and so on. In the view of e-learning in our lives, dramatic changes have taken place when the shift from old teaching method to the new e-learning method had occurred. E-learning is defined as a method of learning that is utilizing information technology (‘IT’) in the “21st century education system, within and outside the school environment” (Panahon II 2007 in Bappah and Basri 2013:163). Another definition of e-learning by Ma, Wang, & Liang (2008:54) is shown below:

“E-Learning is an ideal learning environment using modern means of information technology, through the effective integration of information technology and the curriculum to achieve a new learning style which can fully reflect the main role of the students to thoroughly reform the traditional teaching structure and the essence of education, to train large numbers of high quality personnel”

The use and implementation of e-learning in the Arab world is still at its early stages. The use of ICT for language learning is very limited and basic, there is limited internet access, limited number of computers in the laboratories (Rhema and Miliazewska 2010; Aumia 2011; Zahraa 2012). A preliminary study by Rhema and Miliazewska (2010) revealed that the use of e-learning in Libya is limited. Additionally, most of the Libyan Universities, such as Alfateh University, Garyounis University, and the Academy of Postgraduate Studies and Economic Research, utilizes the traditional model in teaching English language. This model is face-to-face interaction inside and outside the classroom between students and teachers. Although there are many attempts to implement ICT in the classroom, the Libyan system is still behind in such implementation. The researchers concluded that to improve ICT in the classroom, it is more important to focus on the potential of ICT for teaching and learning and to achieve rapid technological development. Moreover, there is a marked shortage of ICT trained teachers in Libya (Rhema and Miliazewska 2010). Many teachers there lack basic computer knowledge and are hence, unable to introduce ICT into the classroom. (Hamdy, 2007). However, a recent study conducted by Muhammad (2011:1) at Majan University College in Oman, explored the perceptions of students and teachers about the use of e-learning pedagogical techniques implemented in the language classroom. The study used qualitative and quantitative research approaches. The samples of the study were students 46 and 8 lecturers. The study concluded that e-learning has a great potential to be implemented in classroom-based language teaching. In addition, motivation and training can play a significant in enhancing e-learning. The study also found that both teachers and learners perceive that e-learning: helps students take the “ownership of their own learning, provides diversification of activities, fosters intrinsic impetus of learning, enables introvert students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc”.

Besides the fact that e-learning plays a very important role in developing students’ language learning, motivation enables students to improve their ICT skills in general and e-learning in particular. E-learning environment is “more interesting, more stimulating, more meaningful, more interactive and more motivating” (Mohaida 2005:5). Motivation can also have a significant impact on students’ learning, development, during instruction and consequence of language learning (Wlodkowski, 1998). Many studies asserted the fact that motivation is an essential precondition for students’ learning in web-based environments (Hoskins & van Hooff, 2005; Hsiu et al. 2013). In the same vein, Hsiu et al. (2013) study concluded that motivation was a strong predictor of satisfaction.

## 1.1 Problem Statement

Over the last twenty years, integrating ICT and e-learning in the classroom becomes widely increased in many developed countries, as a useful tool enhancing language learning (Mohaida 2001; Intratat 2004; Aumia 2011; Edegbo 2011; Muhammad 2011; Zahraa 2012). Integrating ICT in education, can facilitate the acquisition and absorption of knowledge, and can be a positive effect on a knowledge community. For example Malaysia was spent big efforts on developing the ICT in education sector, this led to make Malaysia as one of the developing countries, ICT seen as a learning tool in the education sector (Nor Ashikin 2009; Aumia 2011). Unfortunately, in the Arab world the use of ICT is very limited, and has taken a long time to be accepted as a useful tool of language learning in the education sector (Ahmed 2006; Aumia 2011; Zahraa 2012). In fact, this lack of usage due to the absence of teaching and experience of ICT to the teachers and students. This can be seen in the study carried out by Rhema and Miliazewska (2010:430), they point out that “most of EFL Arab students and teachers in EFL context have had little, or even no experience in using a computer, and those who are familiar with computers, generally only use them as a tool for entertainment and communication”. As Iraq one of the Arab countries, it seems that ICT in the education sector lags far behind other Arab countries. This is due to many reasons, firstly the conflict and troubles in Iraq during the last twenties, as stated in Ahmed (2006 : 146) “in the past decade a number of Arab States suffered from persistent troubles and conflicts (Sudan and Algeria), embargoes (Sudan, Iraq, and Libya), occupation and wars (Sudan, Lebanon, Palestine and Somali).

Indeed, it is imperative to mention that e-learning has rapidly developed and has become one of enhancement tools in education. Therefore, Iraqi students need to be introduced to this significant tool in higher education. As far as is known, Iraqi students in general and secondary students in particular have lack of experience of using ICT and e-learning in the classroom, in addition to this, lack of motivation is also affects the attitude of the Iraqi secondary students learning process. Besides that, the majority of these students have not been taught at an early stage in school how to deal with computer and finds online material.

### **1.2 Research Objectives**

The main objective of this study is to analyze the motivation level among the Iraqi students in using e-learning. The motivation is one of the main factors that hinder the Iraqi EFL secondary students in utilizing e-learning.

### **1.3 Related Works**

There has been a rapid development in computer systems and online learning, particularly e-learning, over the past few years. Many researchers have indicated that using computers in classrooms enhances the students' language learning, solves their problems, improves their skills and allows them to think critically (Chavez1997; Ahmed et al. 2002; Bataienah et al. 2006;Aumia 2011; Muhammad 2011; Bappah and Basri 2013). Using computers in the classroom can facilitate e-learning, as it enables students to easily access online materials. However, lack of computer skills and knowledge can negatively affect the students' language

learning process. This is evident in the study by Rhema and Mikiszewska (2010), who demonstrated that Arab EFL students have had little or even no experience in using computers during their education, and that the majority of them use these tools solely for fun and entertainment. This is supported by Hisain (2010) at Misrata University in Libya, who found that Libyan EFL students had insufficient knowledge in computer literacy, as a result of high cost and lack of equipment and motivation. The research also illustrates that this had posed a negative impact on students' attitudes towards the utility of computers, which in turn, had hindered their e-learning process. Nowadays, e-learning is widely used in our daily lives, as it offers tremendous benefits for students. Waterhouse (2005) expressed that e-learning can be enhanced by instructional strategies, which is particular to computer technology. In addition, Olojo et al. (2012:204) showed that "E-learning is the use of Internet technologies to enhance knowledge and performance". The researcher also mentioned that e-learning is called Web-based learning, online learning, distributed learning, computer-assisted instruction, or Internet-based learning.

As pointed out by Nicole and Lara (2011:531), e-learning "a driving force in the democratization of contemporary education". In their study at the university of Western Australia, they established a SmARTS outreach program. The program aimed at investigating the advantages and disadvantages of introducing online learning in Perth, Western Australia. The study, which involved 52 students, used two approaches, i.e. SmARTS use blended learning techniques combining both online and face to face approaches. Data were collected through surveys, group interviews and observations. The findings revealed that the location of the students' residences and the kinds of schools they attended, were the two factors that influenced the students' online self-assessment, the reliability and speed of their Internet connection, and their confidence and ease with utilizing computers and Internet. Another finding showed that, the social inequalities of Perth's society had an impact on whether students were advantaged or disadvantaged by the online component of SmARTS.

In a study which was set out to determine if web-based learning is truly assisting students in their learning process, Hong et al.(2003) found that half of the students had a fairly strong level of acceptance of the new learning method at University Malaysia Sarawak. Furthermore, those who showed a strong level of acceptance mentioned that the web-based course was expedient and flexible. The study also found that a number of students faced difficulties with the web-based learning environment, as it was new to them. To keep abreast with the ongoing development of e-learning in higher education, Samir et al. (2013), conducted a study at the British University and Helwan University in Egypt. The study looked at the influence of integrating e-learning in the higher education system on the learners' motivation and their attitudes towards learning a subject, in Egypt. It used both qualitative and quantitative methods. The quantitative method measured the percentage of students' participation in online versus offline assignments. Moreover, the qualitative method utilized the results of the questionnaires which were given to the students, the questionnaires allowed the students to express their willingness to use e-learning. The results showed a significant difference between higher grade and lower grade students on utilizing e-learning. Students in higher grade years had more positive attitudes towards e-learning. There was, in addition, evidence that a significant number of students expressed positive attitudes towards e-learning regardless of the degree year, faculty or

university. The researchers asserted that the education systems in Egypt can no longer dismiss the value of implementing e-learning in their system. Preliminary work on e-learning was undertaken by Bibiana et al. (2008), to examine the role of e-learning among distance learners at the Open University of Malaysia in Malaysia. A total of 112 students participated in this study. All students were from the Open University campus in Kuching, Sarawak, Malaysia. The researchers used questionnaires to collect data including data on the students acceptance of e-learning. The study concluded that institutions proposing distance learning via e-learning are strongly recommended to offer non-credited courses to enhance the students' successful use of e-learning

Motivation is defined as "a combination of effort and desire to achieve the goal of learning a language" (Gardener, 1985: 10). Dörnyei (2001) indicates that motivation is considered a dynamic parameter that changes over time. In his model, Dörnyei inspects the factors that control motivation at different phases of the learning process. In addition, Dörnyei asserts that motivation is one of the most crucial aspects of human behavior, and most researchers and teachers seem to agree that it has a very significant role in determining the success or failure of any learning process. Moreover, motivation can play a vital role in enhancing students' e-learning. In this regard, Bas et al. (2013), conducted a study to investigate the relationships between motivation, tool use, participation and performance in an e-learning course using web-videoconferencing. The study offered many tools, such as audio, chat and webcam to be used during the course. The subjects of the study were students from the Dutch business school, enrolled in the bachelor degree of international business. The study found that a correlation between tools used, students' motivation, participation and performance exists, and this was tested at the end of the course. In addition, there was a relationship between autonomous motivation and participation in the web-video conferences.

There are many studies works on analyze the successful factors that motivate the students to accept and use E-learning services. Hassanzadeh et al. (2012) founded that Quality of E-learning information, services, and systems plays important roles of E-learning accepting. The analysis of PorouhanandPremchaiswadi(2012) questionnaire provide that there are many successful factors motivate the students' to accept E-learning; (1) Perceived usefulness, (2) attitude towards using, and (3) behavioral intention to use computers. On the other hand, the usefulness, ease of use, computer skills, systematical management, and normative pressure is important factors of students' motivation to use E-learning services (Al-alak and Alnawas 2011).

The questionnaire finding of Abbad.M (2011) provide that subjective norms, internet experience, system interactivity, self- efficiency, and technical support have influence on the E-learning acceptance. Akaslan and Law (2011) collect quantitative data to analyze the acceptance factors of E-learning. There are three important factors according the researchers findings; (1) positive experiences, (2) confidences, and (3) attitudes toward E-learning. Chatzoglou et al. (2009) study provide three important factors of E-learning acceptance; (1) enjoyment, (2) perceive usefulness, and (3) perceive ease of use. The findings of Ball.D and Levy.Y (2008) indicated that among the following factors had the greatest influence on intention to use emerging educational technology. (1) Computer self-efficacy. (2) Computer anxiety. (3) Experience, computer self-efficacy.

## 2. RESEARCH METHODOLOGY

The research design used questionnaire to collect and analyze the students motivations of using E-learning services. The sample of the study is composed of 10 Iraqi EFL secondary students. The researcher visited the Iraqi school in Kuala-lumpur to get real data regarding the size of the community study and to explain to the headmaster the purpose of the study. After the headmaster giving the permission to apply the study in the Iraqi school, the researcher met the Iraqi secondary students and explained for them the purpose of the study and gained their cooperation in this regard. The students are welcoming the idea and agreed to participate. The students were informed that 10 of them will be chosen randomly to answer a questionnaire. All the names of the students was on a list gained from the head master with sequence numbers so the researcher started choosing numbers randomly and wrote down the names of the students equal to their serial number.

The questionnaire is composed of 10 questions of E-learning motivation. The questions domain is related to the motivation level among the students in using e-learning. The questionnaire started by introducing the title and objectives of the study and giving instruction to the students that their answers on each question are scaled on 5 liker scale as 1 for Strongly Disagree (SD), 2 for Disagree (D), 3 for Neutral (N), 4 for Agree (A) and 5 for Strongly Agree (SA). Finally, the researcher mentioned that the data gained from the students have no legal impact on them and they are confidential and will use only for scientific research only.

The proposed questionnaire was adopted from three studies (Beata 2010; Bilquis 2009; Jinwei 2005). After the participants answered the questionnaires and collecting the questionnaires from them, the researcher used Statistical Package for Social Science (SPSS) to analyze the collected data. The researcher wrote down the students answers on SPSS and started coding the data as male is given 1 while female 2. Age 15 is given number 1, age 16 is given 2, age 17 is given 3 and age 18 is given 4. The main questions coded based on 5-likert scale that mentioned above.

## 3. FINDINGS DISCUSSION

The researcher analyzes the data to find the means, frequencies, and reliability.

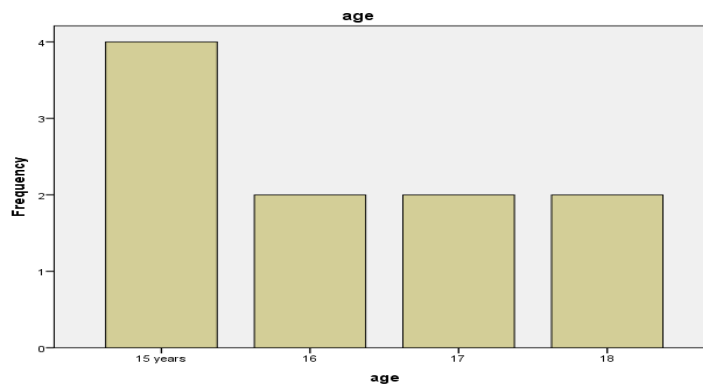
### 3.1 Demographic Data

**Table 1 show that the sample is divided into 5 male students and 5 female students for the questionnaire.**

• **Table 1: Gender**

•	• Frequency	• Percentage	• Valid Percent	• Cumulative Percent
• Male	• 5	• 50.0	• 50.0	• 50.0
• Female	• 5	• 50.0	• 50.0	• 100.0
• Total	• 10	• 100.0	• 100.0	•

Figure 1 illustrates that, the secondary stage according to Iraqi educational system started from the age 15 and ends at age 18 (15-16-17-18) then the students can enroll in higher education. The number of participants at age 15 were 4 two of them males and two females, at age 16, one male and one female, at age 17 one male and one female and finally at age 18 one male and one female. The sample is considered homogeneous as the participants are in the same stage, studying in the same school and mostly have the same interests and views due to their age as they considered in the same generation.



**Figure 1:** Respondents Ages

**3.2 Ratability Analysis**

According table 2, the reliability statistics indicate that Cronbach's Alpha is found to be nearly .95. The reliability and the internal validity of the constructs were diagnosed by the appropriate reliability analysis (Sekaran, 2003). The Cronbach's alpha reliability overall scale is 0.95 which is acceptable (Nunnally et al., 1978) and none of the items was deleted for further analysis. The reliability analysis results showed that the questionnaire is reliable.

**Table 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.945	.946	10

**3.3 Means And Frequencies**

Table 3 shows that, most students strongly agreed on the motivation in general. The most two motivations that the students agreed on are; item no 1 (I would try to convince other students of the advantage of taking course using e-learning systems), item no 2 (I would be enthusiastic about taking e-learning course), item no 3 (using e-learning systems for learning enable me to accomplish learning tasks more quickly), item no 5 (using e-learning systems will make my learning easier), and item no 8 (An E-learning system provides an attractive learning environment). The least motivation that motivate student to use e- learning is spending a lot of time with their family (item no 10). Making learning easier(4.8) and quicker (4.6) is the highest motivation encouraging students to use e- learning while spending time with the family(4.2) seems to be the lowest motivation that encouraged student to use e-learning compared with other motivations.

**Table 3: Descriptive Analysis**

Item No	Item	SA	A	N	D	SD	Mean
1	I would try to convince other students of the advantage of taking course using e-learning systems.	6	4	0	0	0	4.6000
2	I would be enthusiastic about taking e-learning course.	5	5	0	0	0	4.5000
3	Using e-learning systems for learning enable me to accomplish learning tasks more quickly.	4	6	0	0	0	4.6000
4	Using e-learning systems will improve my learning performance.	6	4	0	0	0	4.4000
5	Using e-learning systems will make	8	2	0	0	0	4.8000



	my learning easier.						
6	Using e-learning systems will improve my learning quality.	4	6	0	0	0	4.4000
7	Using e-learning systems in my learning give me a sense of independence.	4	6	0	0	0	4.4000
8	An E-learning system provides an attractive learning environment.	5	5	0	0	0	4.5000
9	Using e-learning systems for learning is enjoyable	4	6	0	0	0	4.4000
10	I usually spend a lot of time with my family.	4	4	2	0	0	4.2000
Means Average							4.4800

Table 4 shows that the female respondents have higher motivation more than the male respondents to use E-learning services. The mean of female responses of motivation factor records 4.54 while the male mean is 4.42.

**Table 4: Gender Significance Means of Motivation Factor**

Factor	Male	Female
Motivation	4.4200	4.5400

#### 4. SUMMARY OF FINDINGS

In light of the findings, female students show high motivation and to use e-learning than the male students; the female tends to expend more time inside the house while male students tend to spend less time in home and more time out with their friends. The most two motivations that encourage students to use e-learning is the quickness and easiness resulted from using e-learning rather than traditional learning. These two motivations are considered consistent with the view of nowadays youth generation who are coping with the updated technologies. The findings indicate that spending time with family is the lowest motivation for students to use e-learning compared with quickness and easiness motivations yet female students show higher agreement on this motivation rather than male students.

#### 5. CONCLUSION

The students have the motivation to use the E-learning service due to many reasons such as quick of share and retrieve the learning materials and easiness of using E-learning service. Thus, the ICT level that required using the E-learning services can be learned by the students themselves

rather than traditional methods such as computer skills classrooms. The E-learning services same as any online application; there are no additional ICT skills needed to use the E-learning application. The students can use the E-learning services efficiently using their self ICT experiences.

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