

Surveying the Effects of Online Learning On High School Student's Motivation: A Case Study of Pinewood School

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Abstract : COVID-19 has drastically changed the way students interact and engage with their environments. Students, in particular, have been forced to change from in-person to online learning. How can we ensure that students continue to remain motivated even as their mode of education transitions to online learning? In this study conducted on high school students from a small private school (n = 50), we investigate the factors that predict student motivation during online learning. Using the framework of self-determination theory, we examine the three facets of student motivation during online learning: engagement, autonomy, and competence. We find that students' perception of their peers' engagement with the curriculum, feelings of parental academic expectations, perceptions of favoritism by the teacher, and perceived clarity of instruction given by the teacher all predict student engagement in online learning. Student autonomy is predicted by the amount of parental control a student feels, the clarity of instruction given by the teacher, and also the amount to which a student is perceiving their peers to be paying attention. Finally, competence is predicted by favoritism a student perceives from a teacher and also the amount of which a student is perceiving their peers to be paying attention. Based on these findings, we provide insights on how three important stakeholders -parents, teachers, and peers can enhance students' motivation during online learning.

Keywords : academic performance, motivation, online learning, parental influence, teacher, peers

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