Learning Motivation Affects the Effectiveness of Online Self-Regulated Learning

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Abstract: Under the rapid changes in society, the network has changed people's way of life, but also changed the way students learn. Online self-regulated learning more and more received the favor of colleges and universities, but the learning effect is sometimes unsatisfactory, due to the students' weak learning motivation psychology, so this paper on the motivation psychology for the impact of online self-regulated learning effectiveness, to start the discussion.

Keywords: Learning Motivation Psychology, Online Self-Regulated Learning

1. Introduction:

Learning Motivation Psychology is closely related to human behavior and best reflects the subjective characteristics of human behavior. In educational psychology, scholars hope to improve students' learning behaviors through the study of motivation. Chen et al. (2022) pointed out, In the era of information-based teaching, teachers can take full advantage of students' interest in Internet information technology by using information-based teaching methods, such as mobile Internet, network technology, social media, and other information-based means. And Lv et al. (2022) think the sharing mode of Internet resources provides great convenience, and students can use their spare time to fill in the gaps. Students can use their spare time to fill in the gaps.

2. The Definition of Terms:

2.1 Self-Regulated Learning

The self-regulated learning was first proposed by Henri Holec, a British linguist, in 1970. Compared with traditional passive learning, self-regulated learning pays more attention to cultivating students' strong learning motivation and becomes a new modern learning mode. It has said that the emergence and development of the Internet makes the learning environment of university students not confined to the traditional classroom teaching any more. Students can freely choose learning content according to their learning ability and interest at anytime and anywhere. Then, Holec (1981) holds that self-regulated learning is learners make decisions by themselves on
all aspects of learning, and they are responsible for themselves. It reflected in five aspects: setting learning objectives, determining learning content and progress, selecting learning methods, monitoring learning process and evaluating learning affection. Zimmerman (1989) believes that when students actively participate in metacognition, motive and behavior, their learning is self-regulated learning. Specifically, if students can actively and flexibly use metacognitive strategies, self-motive, self-observation, self-judgment, and self-reaction to their learning behavior, then their learning belongs to self-regulated learning. Moreover, Teng and He (2020) think self-regulated learning is essentially different from "learning by oneself". Self-regulated learning is to make students become the main part of learning. Students are required to clarify their learning objectives under the guidance of teachers and study consciously, pertinently, and actively under the condition of adapting to professional and social needs. And then, Wang (2020) believes that self-regulated is a long-term dynamic process. It is a process in which students make use of learning resources under the guidance of teachers and constantly adjust their state in the learning process to achieve the learning purpose. In the whole process of self-regulated learning, students should be responsible for their learning effect, cultivate certain objective and reflective ability, be able to make plans and take independent learning actions. Self-regulated learning is also a long-term dynamic process, rather than a static process that ends when students achieve the purpose of learning and research. Wang (2020) also claims that self-regulated learning is a process in which students use learning resources under the guidance of teachers, take responsibility for their own learning state and learning effect and achieve learning objectives. In the whole process of self-regulated learning, students should cultivate a certain ability of objectivity and reflection, be able to make plans and take independent learning actions. Self-regulated learning ability refers to the ability of individuals to judge learning needs, determine goals, make plans, and use objective resources and strategies to acquire and master knowledge and skills through self-monitoring and self-evaluation (Jia et al., 2021).

In this study self-regulated learning means that students play a subjective role, who can think independently, study actively and achieve their academic goals in a specific learning environment.

2.2 Online Self-Regulated Learning

At the same time, social development has brought about changes in basic education curriculum. People advocate students’ self-regulated learning. Student-centered teaching model has emerged. Self-regulated learning fully reflects that the student-centered learning mode with the joining of modern scientific and technological, a new way of learning formed: online self-regulated learning. The concept of online self-regulated learning has attracted wide attention from scholars at home and abroad. The Internet is breaking the rigid model of traditional higher education in the past. Online self-regulated learning makes full use of the advanced technology to get rich resources on the Internet as well as convenient and fast ways of information acquisition for self-regulated learning. What’s more, Ren (2020) claims online self-regulated learning refers to that learners acquire learning resources through the internet under the awareness of self-regulated learning and are responsible for their own learning. This study believes that online self-regulated learning is university students actively carry out learning activities with the help of the Internet. For example, university students are not limited by traditional classroom learning. Because the time of online learning is more flexible, students can adjust their learning schedule according to their own time.
2.3 Learning Motivation of Students

Zhong (2021) thinks learning motivation is mainly divided into "internal motivation" and "external motivation". "Internal motivation" means that English learners take external promotion as their learning motivation, rather than subjective factors "Intrinsic motivation" means that learners themselves can achieve the satisfaction of learning motivation and make their actions point to the goal without external constraints. And Philip (2019) believes learning motivation refers to a dynamic tendency to trigger and maintain students' learning behavior and make it point to certain academic goals. In the same way, Ju and Zheng (2021) claim the learning motivation refers to an internal process or internal psychological state that stimulates individuals to carry out learning activities, maintain induced learning activities, and make learning behavior towards a certain goal. And Wang and Tian (2021) think excellent learners are willing to take the initiative to learn. This willingness is learning motivation. Learning motivation refers to stimulating the internal process and psychological state of maintaining learning activities and making learning activities and behaviors towards certain academic goals are the internal reasons and driving forces for triggering and maintaining learning behaviors and activities. This study believes that learning motivation simply means that students have the motivation of self-regulated learning, and such motivation will be affected by internal and external factors. Internal factors refer to students' own factors, such as setting learning goals, formulating learning strategies and learners' self-control. External factors mostly refer to environmental factors, such as the teachers' guidance and monitoring of students, which will affect students' learning motivation.

3. Theoretical Review

3.1 Self-Determination Theory

Self-Determination Theory, proposed by American psychologists Deci and Ryan, is a motivational process theory about individual self-determination behavior. It emphasizes human autonomy and pays attention to the extent to which human behavior is voluntary or self-determined. Self-Determinism Theory (SDT) is a theory about human personality and motivation, which considers the innate talent and psychological needs of individuals. The main purpose is to explore people's inner motivation and eliminate external incentives and influence, in which the focus is on personal stimulation and self-determination (Deci & Ryan, 2002). Deci & Ryan (1991) think the key to the study of self-determination is still the relative relationship between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the reason to promote a person's behavior because such behavior itself can bring entertainment and satisfaction. Relatively speaking, extrinsic motivation represents that there are external incentives to promote an individual to make the behavior. Self-Determination Theory holds that the need for autonomy is a psychological need for self-determination, often accompanied by a positive experience and a sense of freedom. The satisfaction of autonomous needs has the greatest impact on the internal motivation (Jia et al., 2021). What’s more, Guan (2021) thinks learning behavior directly affects learning effect, that is, learning motivation is the antecedent of learning effect, and Self-Determination Theory is the authoritative theory of learning motivation. Self-Determination Theory emphasizes the importance of learning motivation for the development of online self-regulated learning, in which internal and external factors also affect students' learning motivation. Based on Self-Determinism, this study will explore the impact on learning motivation from the factors
of e-learning platform, network, teachers’ factors and students’ factors.

4. **Empirical Review**

The online courses concentrate the high-quality resources of various majors in universities and share knowledge through the network, which can better guide and stimulate students’ learning. The sharing of quality resources saves students’ learning time and increases their motivation to learn, thus improving the adoption of online independent learning. Yang et al. (2022) showed that the loading rate of online materials was positively correlated with the online self-directed learning ability of first-year students. The faster the loading rate of online materials, the stronger their online self-learning ability. Technical barriers are often a major constraint in online learning. When students share their devices with other members, they are prone to problems such as unstable Internet connections. It is recommended that schools strengthen their network construction to achieve full network coverage. Learning motivation directly affects the mastery of their professional knowledge and skills, which not only affects their work and future, but also relates to the process of future social development. And Zhang (2018) believes that two aspects affect students’ learning motivation. On the one hand, teachers' teaching investment is not enough. For example, the courseware is old-fashioned, the content is old, and the teaching method is single. This "coping" teaching directly leads to the loss of vitality and vitality of the classroom. On the other hand, the school's supervision of students is not enough, because many students relax their requirements for themselves due to lack of consciousness and self-control. In the face of bad temptations such as online games and entertainment, they lose their resistance, so they indulge in them, resulting in weakening learning motivation and unable to focus on learning. According to Cui et al. (2022), such behaviors as lack of learning initiative, desertion in class, and addiction to the Internet can lead to lower classroom learning efficiency and lower academic performance, resulting in lower online independent learning ability. Li & Guo (2022) Students' self-regulated learning significantly affects their students' motivation to learn, which in turn affects online independent learning. And Wang (2021) claimed a stronger level of volitional control enables students to overcome difficulties in the process of self-regulated learning, exclude external interference in learning, and increase motivation to learn, thus enhancing the effect of online self-directed learning. Li & Guo (2022) think many existing studies have verified the positive relationship between learning motivation and self-directed learning. And Du (2022) pointed out an online learning monitoring system, uses automatic face detection to recognize students' micro-expressions to know their current learning status, which can improve students' motivation. Furthermore, Li & Guo (2022) think learning motivation reflects college students' intrinsic willingness to learn. The stronger the intrinsic willingness to learn, the stronger the intrinsic willingness to plan their own learning behavior, the stronger the motivation to learn, and the better the effect of online independent learning. And Niu (2019) believes that students' goals have a directional effect on students and are conducive to mobilizing students' learning motivation. Learning motivation is an important factor affecting learning effect. In classroom teaching, how teachers effectively use teaching strategies to guide, help and promote students has a significant impact on students' learning motivation. Cui et al. (2022) think only by truly stimulating medical students' commitment and enthusiasm for learning, guiding them to set clear learning goals and motivation, and improving their ability to learn independently online. And Qi et al. (2021) think teachers should make an overall plan for students' learning, be able to clearly assign learning tasks to
students in time through real-time communication tools such as learning communication notice or WeChat group, and effectively guide and correct students' learning motivation. What’s more, Zhong (2021) pointed out effective teaching activities should be two-way interaction between teachers and students. Teachers should try their best to stimulate students' internal motivation and complete teaching links, only by truly designing a curriculum program that can ensure that most students have interest or pleasure, can students voluntarily participate in classroom tasks, strengthen their skills and abilities in the task links, and stimulate their internal learning motivation. Teachers use the teaching mode that can stimulate students' internal learning motivation to avoid students' passive acceptance, mechanical understanding, and memory only according to the arrangement of teachers' teaching activities. They do not have enough time to think actively and cannot digest the classroom teaching content, to promote the efficient interaction between teachers and students in classroom activities, Achieve teaching objectives. Chen (2022) Teachers should make good use of facial expressions, body movements, virtual backgrounds, accents, teaching materials layout, animations, graphics, music, sound effects, and other ways to stimulate students' senses and enhance their motivation. According to Li & Guo (2022) thought the use of various modern information technologies in the teaching process, teachers create an attractive and interesting classroom to enhance students' motivation to learn and thus improve online independent learning. According to Jiao (2021), many researchers believe that the factors causing the lack of motivation include not only external factors such as teachers and teaching materials, but also internal factors, such as students' lack of self-confidence or negative learning attitude. And Ju and Zheng (2021) think the important factor in maintaining self-regulated learning is learning motivation. Mastering the necessary methods to stimulate students’ learning motivation is an urgent skill for teachers. Teachers should give students greater autonomy in the classroom and let students decide their learning methods and learning progress independently. When students can do things according to their own will rather than repeatedly threatened by higher power. Students' sense of autonomy or self-determination needs have a great impact on their internal motivation of classroom learning. Another example is to use personal goal setting strategies to let students define their own success criteria. In this way, students can improve or reduce their goals according to their existing skills. Therefore, it can help students to formulate learning objectives corresponding to their own level step by step, learn self-monitoring, and improve their metacognitive level. This improvement of self-efficacy will promote students' motivation to complete learning tasks and improve their efforts in learning.

5. Conclusions

The university can make use of various resources to motivate the students according to the characteristics of different students. Teachers should pay more attention to students who are less motivated to learn and increase the variety of teaching methods to enhance students' participation in learning. Due to the unique nature of online teaching, students with different characteristics have different pursuits for learning. Students who are more motivated to learn become more interested in learning and have clearer learning goals. On the contrary, when students are less motivated, their learning interests and learning goals will be more lacking and vaguer. Therefore, in online teaching, teachers should pay more attention to students with low learning motivation, create attractive and interesting classes through the use of various modern information technologies, and encourage and guide students with low learning motivation to participate in the classroom by combining class design and course
assessment system; for students with low learning motivation, they should provide more positive feedback on the effect of their learning participation to promote students' confidence in learning and establish clear learning goals. For students with low motivation, positive feedback on the effectiveness of their participation in learning should be increased, so that students can build up their learning confidence, establish clear learning goals, enhance their motivation and increase their participation in learning. Teachers should fully understand students' characteristics and pay attention to their learning behaviors both inside and outside the classroom, in addition to the teaching of professional knowledge. By organizing various kinds of theoretical and practical studies, establishing typical students and outstanding students, etc., we can create a more suitable atmosphere and environment for higher vocational students to learn, and form a group effect of learning by the social psychology of the crowd, so as to drive more students to learn actively. Especially in the era of information-based teaching, teachers can make full use of students' interest in Internet information technology, MOOC, flipped classroom, micro class and other information-based teaching methods, mobile Internet, network technology, social media and other information-based means to create a better professional learning experience for higher vocational students, form a more effective subjective normative effect of learning, and more effectively promote their learning initiative. The teaching methods of mobile Internet technology and social media are used to create a better sense of professional learning experience for higher vocational students, to form a more effective subjective normative effect on learning, and to promote their learning initiative more effectively.

6. Reference:


