Assessment of Motivations and Barriers to Students Learning Through Online at Litz Pvt Ltd

Ms. Nisha M[1], Ms. Deepa[2]

[1,2]II MBA Department of management studies, Kalaignarkarunanidhi Institute of Technology, Coimbatore.

ABSTRACT:

The shift toward online learning has accelerated in recent years, particularly in response to global disruptions and advancements in educational technology. This study explores the motivations and barriers that influence students' participation and performance in online learning environments. Drawing on data collected through surveys and semi-structured interviews with undergraduate and postgraduate students, the research investigates both personal and systemic factors that impact online learning experiences. Key motivational drivers include the flexibility of learning schedules, accessibility of course materials, opportunities for self-paced learning, and the integration of multimedia tools that enhance engagement. However, students also face significant barriers such as limited face-to-face interaction, decreased motivation over time, inadequate technological resources, distractions in home environments, and challenges with time management. The study also highlights disparities in digital literacy and access among students from different socio-economic backgrounds. Recommendations include the development of more interactive course designs, increased institutional support, regular instructor feedback, and policies that address equity in access to digital resources. Understanding these motivations and challenges is essential to improving the effectiveness, inclusivity, and sustainability of online education.

Key words: Online Learning, Student Motivation, Learning Barriers, Digital Education, Flexible Learning.

1. INTRODUCTION:

The emergence and widespread adoption of online learning have significantly reshaped the landscape of education worldwide. Driven by advances in digital technology and further accelerated by global events such as the COVID-19 pandemic, educational institutions have increasingly integrated online platforms into their teaching methodologies. Online learning offers numerous benefits, including flexibility, accessibility, and a learner-centered approach, which have made it an attractive alternative to traditional classroom settings. Despite its advantages, the shift to online education presents unique challenges for students. While some learners thrive in a self-directed and digitally mediated environment, others struggle with issues such as lack of motivation, limited social interaction, technological difficulties, and distractions in home learning spaces. These varied experiences underscore the importance of understanding the factors that encourage or hinder student engagement and success in online learning environments.

This study aims to assess the key motivations that drive students to participate in online learning, as well as the barriers that impede their learning experience. By exploring these elements, the research seeks to provide insights that can guide educators, administrators, and policymakers in designing more effective and supportive online learning frameworks. Understanding both the enabling and constraining factors is essential for improving the overall quality and inclusivity of online education.

STATEMENT OF THE PROBLEM:

The shift to online learning, accelerated by global events and technological advancements, has significantly transformed the educational landscape. While online education offers flexibility and accessibility, many students face challenges that can hinder their academic performance and engagement. Despite the widespread adoption of digital platforms, disparities in motivation levels and various barriers—such as lack of access to reliable internet, limited digital literacy, and reduced interaction with peers and instructors—persist among students. This study seeks to assess the factors that motivate students to engage in online learning and identify the key obstacles they encounter. Understanding these aspects is crucial to enhancing the effectiveness of online education and ensuring that students can achieve optimal learning outcomes in virtual environments. This problem was addressed by Rannaware, A., Shaikh, U., Gaidhane, A., Choudhari, S. G., & Zilate, S. (2022). Challenges and barriers for accessing online education but not specific with technology.

SIGNIFICANCE OF THE STUDY:

The significance of this study lies in its potential to provide deep insights into the experiences of students engaging with online learning platforms, particularly those offered by Litz Tech Pvt. Ltd. As the demand for digital education continues to grow, understanding the motivations and barriers that influence students is essential for improving both the quality and accessibility of online learning. This study will help to bridge the gap between student expectations and the current offerings of online education platforms by identifying key factors that contribute to or hinder effective learning.

2. LITERATURE REVIEW:

1) **ABDIMAULENOV, ZH. (2024).** The study emphasizes assessing student motivation levels to identify barriers to learning, particularly for those facing academic failure. It highlights the need for educational institutions to monitor motivation closely to enhance student performance and adapt teaching methods accordingly.

2) **THORGULE, S. V. (2024).** The research identifies barriers such as a demotivating environment, distractions, unattractive teaching methods, and fear of examinations, which hinder student learning. It emphasizes the need for engaging teaching strategies and motivation from both schools and parents to enhance learning outcomes.

3) **BORNMAN, M., & SOOBRAMONEY, J. (2024).** The study assesses student motivation using the ARCS model, identifying attention as the most problematic domain and satisfaction as the strongest association with overall motivation. Barriers include lack of a quiet study space and internet connectivity issues

4) **TABASSUM, R., & AZIZ, M. (2024).** The research identifies anxiety, inferiority, lack of self-motivation, and dependency on the native language as primary barriers to English speaking. It emphasizes

enhancing motivation through co-curricular activities, a friendly classroom environment, and improved assessment policies to support student learning.

5) **DOBRYAKOVA, M. S., & YURCHENKO, O. V. (2024).** The paper emphasizes that motivation issues are symptoms of an environment failing to meet autonomy needs. It proposes a framework combining self-determination and framing theories to assess barriers and incentives affecting students' learning and motivation comprehensively.

6) **IHSANI, F. A., & NURFARHANAH, N. (2024).** The study identifies barriers to student learning motivation, including difficulty in determining interests (56.62%), focusing on materials (47.83%), health issues (44.93%), social interactions (39.13%), distractions (46.38%), and inadequate teacher examples (44.93%). These factors hinder effective learning.

7) **KOSHERBAYEVA, A. (2024).** The paper emphasizes assessing students' social and psychological health as crucial for enhancing motivation in learning, particularly in foreign language education. It highlights the interconnectedness of personal health and motivation, addressing barriers that may hinder effective learning experiences.

8) **MARINA BORNMAN (2024).** Titled as Assessing student motivation in an involuntary online learning environment stating that "The study identifies attention as the most problematic motivational domain for students in online learning, influenced by barriers like lack of a quiet study space and internet connectivity issues, while satisfaction showed the strongest association with overall motivation".

9) **ZELIHA DEMIR KAYMAK (2024).** Titled as Student's barriers and emotional presence in online learning stating that "The study assessed barriers to online learning, identifying medium-level challenges in learner motivation and other factors. It found that administrative issues significantly impacted students, while emotional presence was measured through receiving and giving emotions, indicating a low canonical correlation".

10) **OSSANDÓN, J., PRECHT, A., LOBOS, C., VALENZUELA, J., MUÑOZ, C., & DEL VALLE, M. (2023).** The study identifies key motivations for learning, including practical experiences and positive teacher expectations, while barriers include the shift to online learning, which hampers socialization and interaction, negatively impacting students' motivation and engagement in their educational journey.

3. MODEL FACTOR
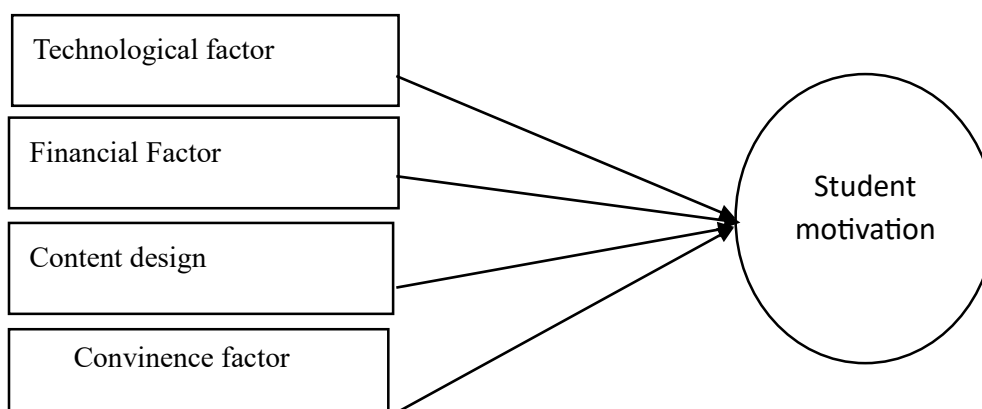
4. RESEARCH METHODOLOGY:

RESEARCH DESIGN:

The study adopts a descriptive research design using a quantitative approach. This design is appropriate for systematically describing the influence of various factors (technological, financial, content design, and convenience) on student motivation and identifying potential barriers in online learning.

POPULATION AND SAMPLE

Targeted population :

The target population for this study comprises all students enrolled in online learning programs at Litz Tech Pvt Ltd. This group includes individuals across various academic disciplines and levels—ranging from entry-level to advanced programs—who are actively participating in or have recently completed online courses through the institution's virtual learning platform.

Sampling Method : Targeted sampling.

Sample size : 196

Dependent Variable:

- Student motivation and barriers

Research Instrument: Google Forms

Data Analysis Tools Used:

- SPSS.

Tools used for analysis are:

- Descriptive Statistics
- One way Annova
- Independent T test

5. DATA ANLYSIS AND INTERPRETATION:

SIMPLE PERCENTILE ANALYSIS:

	GROUP	FREQUENCY	PERCENT
AGE GROUP	18-24 Years	110	56.1
	25-34 Years	72	36.7
	35-54 Years	12	6.1
	55 Years and above	2	1.0
GENDER	Male	106	54.1
	Female	89	45.4
	Others	1	.5
	Higher education	39	19.9

EDUCATIONAL QUALIFICATION	Under graduate	48	24.5
	Post graduate	52	26.5
	Employee	57	29.1
INCOME LEVEL	15000-25000	19	9.7
	25000-35000	22	11.2
	Above 35000	16	8.2
	Nil	139	70.9
FAMILY TYPE	Nuclear family	113	57.7
	Joint family	83	42.3
	Others	1	.5

6. INTERPRETATION:

Age Group:

The majority of respondents (56.1%) fall in the 18–24 years age group, indicating that Litz Tech's online learning platform primarily attracts younger students, likely in early stages of higher education or career planning. The 25–34 years group also represents a significant portion (36.7%), suggesting that early-career professionals also show interest in online learning. Very few respondents are above 35 years, reflecting limited engagement from older age groups.

Gender:

The gender distribution is fairly balanced, with males making up 54.1% and females 45.4% of the sample. A very small percentage (0.5%) identified as others, showing inclusivity but also highlighting the need for broader gender representation and outreach.

Educational Qualification:

Respondents are diverse in educational backgrounds. A significant portion are employees (29.1%), followed by postgraduates (26.5%), undergraduates (24.5%), and those pursuing higher education (19.9%). This suggests that the platform is appealing not only to students but also to working professionals looking to upskill.

Income Level:

A striking 70.9% report no income, indicating a large proportion of students who are financially dependent, possibly full-time learners. Only 29.1% earn some income, with a small share (8.2%) earning above ₹35,000 per month. This underlines the importance of affordable pricing and scholarships for most users.

Family Type:

Most respondents (57.7%) belong to nuclear families, followed by joint families (42.3%). A negligible percentage (0.5%) fall under "others." This data suggests that individual learning preferences may be influenced by the compact family structure common among respondents.

7. DESCRIPTIVE STATISTICS:

INTERPRETATION:

The descriptive statistics indicate that among the four factors—Technology, Financial, Content Design, and Convenience—all were rated moderately by the 385 respondents, with mean scores ranging from 16.79 to 17.49. Convenience had the highest mean (17.49), suggesting it was perceived as slightly more important, while the Technology factor had the lowest mean (16.79) but the highest standard deviation (5.11), indicating greater variability in responses. In contrast, the Financial factor showed the least variability (SD = 4.43), reflecting more consistent opinions. Overall, all factors appear to play a relatively balanced role, with Convenience being marginally more influential, and responses showing varying degrees of consistency across factors. Note that "Convinence" appears to be a typographical error and should be corrected to "Convenience."

ANNOVA

	F	Sig
Technology factor	0.805	0.673
Financial factor	1.011	0.442
Content design	1.104	0.351
Convinence factor	0.844	0.628

FACTORS	N	MIN	MAX	MEAN	STD. DEVIATION
Technology factor	385	8.00	40.00	16.7948	5.11
Financial factor	385	8.00	32.00	17.3792	4.43314
Content Design	385	8.00	40.00	17.1986	4.75141
Convinence factor	385	8.00	37.00	17.4935	4.87987

8. INTERPRETATION:

The ANOVA results show that all four factors—Technology, Financial, Content Design, and Convenience—have significance (Sig.) values greater than 0.05, indicating that there are no statistically significant differences in responses across groups for any of the factors. The F-values are also low, further supporting the lack of significant variation. This suggests that perceptions related to these factors are consistent across the groups analyzed. The term "Convinence" should be corrected to "Convenience" for accuracy.

9. CONCLUSION:

The shift to online learning has brought both opportunities and challenges for students across diverse educational settings. While factors such as flexibility, accessibility, and self-paced learning serve as strong motivators, several barriers—especially those related to technology, finances, course design, and learning environments—continue to hinder student engagement and performance. The findings highlight the importance of addressing these challenges through improved infrastructure, inclusive course design, emotional and academic support, and equitable access to digital resources. For online education to be truly effective and sustainable, institutions must adopt student-centered approaches that consider the varying needs, motivations, and circumstances of their learners. A balanced strategy that enhances convenience while minimizing barriers will ultimately foster a more inclusive and successful online learning experience.