

# Chapter 2

# Challenges for Motivating Students

## **ABSTRACT**

*Students face challenges daily, but adding educational goals to the mix can become overwhelming and daunting for some students, mainly if they are motivated to succeed. When the pandemic occurred, teachers and students scrambled to ensure that education continued and that learning would happen in a viable format for students and instructors. One of the educators' many challenges was working through different technology options and aligning them with various theories to manage ongoing success while ensuring students are motivated and can be successful in a nontraditional environment. This chapter discusses the importance of motivational theory, the theorists who contributed to it, and the contributions theorists made to establish the theories. It is essential to understand why motivational challenges exist and how instructors, administrators, and instructional designers must work together to ensure they can meet them for student success.*

## **WHY THERE ARE CHALLENGES TO MOTIVATION**

There are motivation challenges, as Hornstra, van den Bergh, Denissen, Diepstraten, and Bakx (2022) noted that the pandemic affected education globally. Different concerns became apparent about keeping students engaged in their education, and one of the most critical is motivation and how this has challenged educators, instructors, and students. The challenge became clear that not all students had the same access and support for their education and lacked the necessary resources to succeed, including internet access and computers. In some school districts, funding was requested and provided for those who did not have computers. Alternative methods propose functioning in school laboratories and libraries using computers. Also, it was noted that there was a concern for social interaction, and the challenge

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of meeting with students became a task that many schools were not ready to handle because of the lack of sufficient technology. Being able to meet with students and work through a solution for lack of technology and resources was a big challenge. Instructors found that it was necessary to ensure that e-learning could be helpful to students and help them work through the challenges of nontraditional education. Using e-learning meant there needed to be a shift from face-to-face to working with students through nontraditional approaches to learning. Also, students would need to be supplied with viable online learning options so that everyone could benefit from e-learning and communicate effectively with instructors.

Azhari and Usman (2021) discussed how “e-learning has benefits such as requiring students to be active and independent, not only centered on the lecturer, being able to increase memory levels, and providing more learning experiences with text, video, audio” (p. 2). These benefits provide students with different options when it comes to learning. Being independent in their studies means they must be motivated to work on information, including online resources, videos, and audio files. The challenge is that students must be willing to try new environments and methods for learning and remain motivated. This educational resource encourages students to understand new technology and increases their knowledge of what organizations use in the field, preparing students as they enter the job market. Many students have adapted to this learning format and embraced the newest technology. “Learning motivation is one of the important factors besides the internet and supporting facilities for online learning during this COVID-19 period.” (Azhari & Usman, 2021, p. 3). If students are not motivated when pandemics arise, they will not be as successful as those who want to learn, even during difficult times, so learning needs to be a priority for success. Azhari and Usman (2021) further noted that “Students who have the motivation to learn can digest all the existing material, and vice versa, students' motivation to learn is low, the quality of lectures obtained will be minimal” (p. 4). If students feel that the information presented is valuable and easy to understand, they are motivated to continue; however, if students do not understand the information given or do not care, their motivation is low, and they will not be as successful in their studies. The involvement of instructors is vital for the educational process, and the role of instructional designers is critical to improving learning outcomes and obtaining valuable feedback from learners. An essential component in working through challenges is discovering how students must become involved in the learning process through self-motivation and determination.

Hornstra et al. (2022) discussed that the Self-determination theory (SDT) states that all humans have three fundamental psychological needs essential for motivation and well-being. Hornstra et al. (2022) reinforced the self-determination theory and voiced how three psychological needs were needed to motivate students. These needs are autonomy, competence, and relatedness. Students want to be in charge of

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