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LEARNERS' MOTIVATION TOWARD E-LEARNING: A CASE OF MBA PROGRAM OF BANGLADESH OPEN UNIVERSITY"

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ABSTRACT

This study uses expectancy theory to explain student motivation in adopting e-Learning technology in post-graduate programs of Bangladesh Open University. Data gathered from 143 students of MBA programs of School of Business of Bangladesh Open University. Primary as well as secondary data have been used in this study. Primary data has been collected by using questionnaire, Focus Group Discussion (FGD) and observation. Secondary data were collected from books, magazines, websites, and journals etc. Semi-structured questionnaire has been used for interviewing the sampled respondents to get the insights.

The empirical data supports the idea that students are more likely to accept e-learning technology successfully when they believe that it is in their best interests. Further, it was revealed that the majority of the sample population can use e-learning technologies efficiently. It can be concluded from this study that students of MBA program are highly motivated to adopt e-learning at Bangladesh Open University.

Keywords: Motivation, E-learning, MBA etc.

INTRODUCTION

E-Learning, has gained importance in the educational sector during the present COVID-19 pandemic situation. During these confinement days, there has been a significant expansion of media like Zoom, a video communication technology. This study focuses on e-learning from the viewpoints of students on adopting and deploying e-learning systems in a public university after the COVID-19 epidemic in order to further explore the potential obstacles facing learning activities.

The formal learning system with the help of electronic resources is known as e-learning. Whereas teaching can be inside (or outside) the classrooms, the use of computer technology and the Internet is the main component of e-learning (Aboagye et al. (2020). Information and communication technologies (ICTs) offer unique educational and training opportunities as they improve teaching and learning, and innovation and creativity for people and organizations. Furthermore, the use of ICT can promote the development of an educational policy that encourages creative and innovative educational institution environments (Abdullah et al. 2019; Altawaty et al. 2020; Selim, 2007).

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Many users of e-learning platforms see that online learning helps ensure that e-learning can be easily managed, and the learner can easily access the teachers and teaching materials (Gautam, 2020; Mukhtar et al. 2020). Technology-based E-learning requires the use of the internet and other essential tools to generate educational materials, educate learners, and administer courses in an organization. E-learning is flexible when considering time, location, and health issues. Although e-learning can enhance the quality of education, there is an argument about making E-learning materials available, which leads to improving learning outcomes only for specific types of collective evaluation (Maatuk et. al., 2022).

PROBLEM STATEMENT

Bangladesh Open University, especially School of Business has been trying to implement e-learning in its different higher education program (i.g. BBA, MBA etc.). During Covid-19 pandemic, classes of all programs of School of Business were conducted through online (using Zoom, Google Classroom etc.). But the number of students has decreased in the pandemic period. After Covid 19 pandemic situation, MBA programs are running in blended mode. Therefore, to move towards fully e-learning platforms to all graduate program of school of business, it is essential to assess the learners' motivation and behavioral intention to e-learning in higher education at Bangladesh Open University.

It is expected that the findings of this study would provide important information about the student's motivation towards e-learning in higher education. This would assist the Bangladesh Open University School of Business authorities in creating the e-learning curriculum for the MBA program. In this way, the authority of BOU would be benefited from the findings of the present study. Consequently, the outcome of this study might help UGC (University Grant Commission), Ministry of Education of Bangladesh as well as Dean of School of Business of BOU, faculties, learners and other concerns to design and implement e-learning teaching and learning of MBA program and issues affecting its uses.

OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS:

Main Objective:

The main objective of the study is to identify the graduate learners' perspectives on motivation to e-learning in higher education at Bangladesh Open University.

Specific Objectives:

The specific objectives of the research are:

- to find out how expectancy affects learners' motivation to e-learning
- to identify how instrumentality affects motivation among learners'
- to recognize on how valence (the value of the reward) impact learners' motivation to e-learning

Research Questions:

1. How do learners' perspectives of effort (hard work) impact motivation to e-learning?
2. How do learners' perspectives of instrumentality (the belief that performance will lead to a reward) affects motivation?
3. How do learners' perceptions of valence (the value of the reward) impact motivation to e-learning?

Scope of the Study:

This article focuses only different MBA programs of School of Business of Bangladesh Open University; no other program from the university was targeted.

LITERATURE REVIEW

Overview of MBA programs of School of Business of BOU:

By parliamentary act, Bangladesh Open University (BOU) was established on October 20, 1992. BOU's mission was to transform the country's vast human resource pool into a skilled and educated workforce by providing them with a wide choice of academic programs, both formal and non-formal. One of the six Schools of Bangladesh Open University is the School of Business (SOB) (BOU). Initially, the School began offering its programs in January 1995.The SOB's objectives are to develop skilled laborers through undergraduate and graduate degrees as well as to produce new information through research. The School of Business of BOU has been offering the Regular MBA program through Open system since 1998. It is a 60 credit-hour program consisting of 20courses. One can complete this program in at least 4(four) semesters (two years) from the date of his/her admission. The Commonwealth Executive Master of Business Administration (CEMBA) and Commonwealth Executive Master of Public Administration (CEMBA) programs have been launched by the School of Business in association with Commonwealth of Learning (COL) and in collaboration with Allama Iqbal Open University (AIOU) Pakistan, Open University of Sri Lanka (OUSL), and other open universities of commonwealth countries.

Since September 2015, the School of Business, Bangladesh Open University launched a new enriched Professional Master of Business Administration Program (PMBA) to equip the students with corporate skills that will enable them to grasp career opportunities in management and face business challenges with confidence. The program is developed to help practicing professionals, managers, public-and-private-sector officials, etc. gaining a higher level of competency.

Review of Literatures:

Since 2020, "Lockdown" and "Coronavirus (Covid-19)" have ranked among the top search terms on the Internet. Due to the significant covid-19 pandemic breakout, 2020 has been an unprecedented and incredibly painful year for the entire world (Spinelli et al., 2020). E-learning has been introduced as a tool in the learning process in the majority of the universities worldwide. The term “e-learning” is defined by Fee (2005) as “any learning that involves using internet or intranet.

E-learning, also referred to by such names as online learning, virtual learning, distance learning, computer-based training and Web or Internet-based training, comprises all forms of internet supported learning and teaching. Henry (2001) defines e-learning as the appropriate application of the Internet to support the delivery of learning, skills and knowledge in a holistic approach not limited to any particular courses, technologies, or infrastructures. The unarguable upside of e-learning is that it requires little or no face-to-face contact time, therefore is more cost-effective via technology, teacher and students, while physically separated, are intellectually connected (Burke &Slavin, 2000). E-learning processes, inventions and methods are being used for purposes such as adaptive delivery of educational content, individualizing learning materials, dynamic feedback, cognitive diagnosis, score reporting and course placement (Scalise et al., 2007).

Tsai and Chai (2012) further explained that teachers can use design thinking to redesign lessons and offer creative activities to better facilitate different groups of learners’ needs.

In modern education, students’ technological skills become essential in obtaining the learning resources (Rasheed et al., 2020). Danchikov et al. (2021) pointed out that students’ technological skills affect the effectiveness of their online learning. Limited internet access directly impacts the parents who work from home and homeschool children during the pandemic (Alba and Kang, 2020; Stelitano et al., 2020). Lack of proper devices and stable internet connectivity hinder e-learning at home (Almanthari et al., 2020).

Thiyaharajan, et al. (2021) indicated the key factor of a successful online class is interactivity. In addition, they explained that constant meaningful activities help engage the learners in online classes. In massive online education, teachers must create a collaborative online learning environment to enhance the effectiveness of massive online education. Teachers with design thinking skills act as facilitators to provide students with creative learning experiences and guide students to deal with challenges (Noweski et al., 2012; Lambert et al., 2021). The design thinking skill is the third-order barrier. Higher education institutions have moved all learning online and utilized web conferencing tools for course content delivery (Bullock et al., 2021). Serhan (2020) states that the use of video conferencing tools is not new in the education field. At the university level, videoconferencing was used during office hours to answer students' questions and concerns regarding course content (Danchikov et al., 2021). During the pandemic, more research attention has been given to the use of video conferencing tools, more specifically, the use of Zoom in K12 to higher education classes (Joia and Lorenzo, 2021; Wiyono et al., 2021).

Ghateolbahra and Samimi (2021) indicated teachers need to put in extra effort in dealing with online classroom management to provide meaningful learning. In the totally online teaching environment, classroom management becomes another crucial factor that affects the effectiveness of online teaching and learning. Classroom management in the online education environment leads to a new view in primary schools (Lathifah et al., 2020). Constant monitoring of student practice and effective feedback are also important in an online learning environment (Prilop et al., 2021).

Bullock et al. (2021) mentioned the overuse of technology could lead to extra stress both mentally and physically as more higher education institutions move to online learning. In addition, learners are experiencing a lack of physical interaction such as body gestures and facial expressions or responses in Zoom classes (Peper et al., 2021). The process of designing and developing e-learning products, which can include courses, seminars, workshops, online learning portals, chat sessions/discussion groups, and more, involves a careful mixture of personnel resources, hardware and software specifications and applications, standards for interactivity and media, and design parameters based on user capabilities (Assareha and Bidokht, 2011). One of the main important factors in education is learner. In fact, in education, we teach learners to learn. In e-learning, student are far from their instructors so beside their usual difficulties like mental and physical readiness, they have different kind of difficulties and barriers that may extinguish their enthusiasm for learning (Assareha and Bidokht, 2011).

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields (Tohidi and Jabbari, 2012).

Vroom's Theory of Work and Motivation, introduced in 1960, started with the idea that people tend to prefer certain goals or outcomes over others (Miner, 2007).If a person is motivated to the degree that his/her effort will lead to an acceptable performance (expectancy), the performance will be rewarded (instrumentality), and that the value of the reward is highly positive (valence), then the level of effort will likely be equal to the level of performance and, in turn, that level of performance will be equal to the perceived level of rewards (Lunenburg, 2011). Expectancy theory is the motivational theory based on cognitive psychology. It proposes that people are motivated by their conscious expectations of what will happen if they do certain things and that they are more productive when they believe their expectations will be realized (Redmond and Hite, 2013). Therefore, it has been found that Vroom's Motivational Theory has not been used to find learners motivation towards e-learning. Hence, to move towards fully e-learning platforms to all graduate programs of school of business, it is essential to assess the learners' motivation and behavioral intention to e-learning in higher education at Bangladesh Open University.

MATERIALS AND METHODS

This section's main elements include the theoretical and conceptual framework, methodology, indicators, data source, sampling techniques, tools and processes for gathering the data, and approach for data analysis.

Theoretical and Conceptual Framework

The purpose of this study was to analyze students' perspectives about motivation towards e-learning utilizing Vroom's Expectancy Theory. This study applied the major components of the Expectancy Theory (expectancy, instrumentality, and valence) and directly related them to motivational aspects of e-learning and higher education. The study examined how student motivation towards e-learning is affected by changes in the expectancy, instrumentality, and valence components of the Expectancy Theory.

Vroom's (1964) expectancy theory is considered one of the most promising conceptualizations of individual motivation. There are three components upon which Vroom's Expectancy Theory is based (Redmond & Hite, 2013). The first component of the Vroom's Expectancy Theory is expectancy which is described as the belief that higher or increased effort will yield better performance. This concept can be explained by the thinking of if I work harder, I will make something better. In case higher education students will work hard if they believe that they will perform well in examination and assignments. Also learning environment in e-learning platform, after-class discussion on class topic with teacher and link-up between theoretical study with practical example impact students' motivation for hard work (Redmond & Hite, 2013).

The second component of the Vroom's Expectancy Theory is instrumentality which is described as the thought that, if an individual performs well, a valued outcome will come to that individual. Some things that impact instrumentality are having a clear understanding of the relationship between performance and outcomes, having trust and respect for people who make decisions about the outcomes, and seeing transparency in the process of determining the outcomes. In education, instrumentality is often associated with university administrators and performance evaluations procedure (Redmond & Hite, 2013).

The third component of the Vroom's Expectancy Theory is valence which is the "value" and refers to the outcomes' desirability. There are individual differences in the value associated with specific outcomes. For example, monetary bonuses may not increase the motivation for an employee who prefers recognition. Valence can be thought of as the pressure or importance a person puts on an outcome. In education, valence is often associated with high grade, recognition and intent to learn something new (Redmond &Hite, 2013).

The researcher designed survey questions that used each factor of the Expectancy Theory in an attempt to measure students' perceptions about each factor and to determine the impact it has on motivation. In particular, the study investigated how variations in the expectation, instrumentality, and valence components of the Expectancy Theory affect student motivation toward e-learning. Accordingly, the conceptual framework for this study is as follows:

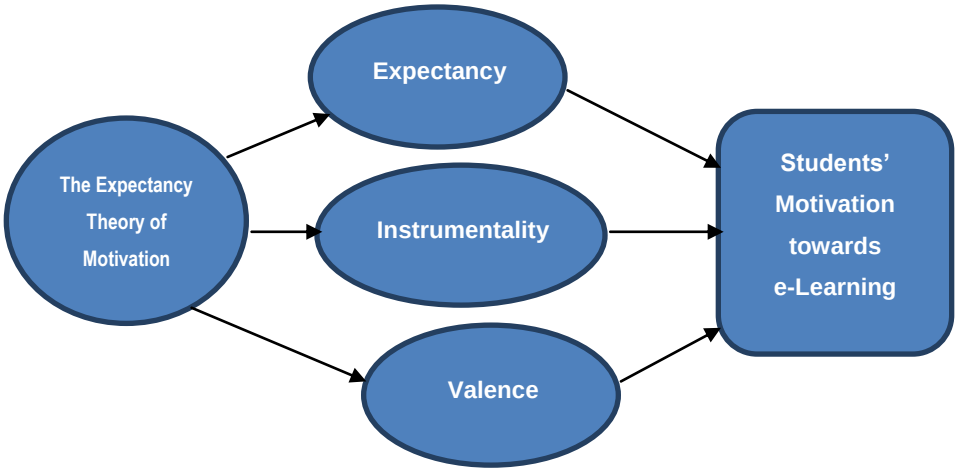


Figure 1: Conceptual Framework for Motivation (Vroom, 1964)

Research Design

This study uses expectancy theory to explain student motivation in adopting e-learning technology in post-graduate programs of School of Business of Bangladesh Open University i.e., MBA programs. Both qualitative and quantitative approach was adopted to identify the major obstacles that could prevent the successful deployment of e-learning at Bangladesh Open University.

Population, Sampling Technique and Sample Size

The population of the study was the total number of students of MBA programs in School of Business of Bangladesh Open University. The School of Business offers three different types of MBA programs. These are Regular MBA Program, Commonwealth Executive MBA Program and Professional MBA Program. Students of 191 semester of Regular MBA Program, 182 semester of Commonwealth Executive MBA Program are considered as the respondents in this research. Also, students of Spring & Summer of 2021 and Summer 2022 of Professional MBA Program considered as population of the study.

The formula of Yamane (1967) was used to determine the sample size for this survey with a 95 percent confidence level:

$$n = \frac{N}{1 + N(e)^2}$$

Where, N = population; n = sample; e = precision level

Table 1: Calculation of Population and Sample Size

Name of Program	Population Size	Sample size
Regular MBA Program (191 semester)	109	206
Commonwealth Executive MBA Program (182 Semester)	211	
Professional MBA Program (Spring & Summer, 2021 and Summer 2022)	108	
	428	

Source: Dean office, School of Business, BOU and https://osapsnew.bou.ac.bd/

Convenience sampling method was used to choose sample respondents. Among 206 students, 143 students were responds through online and offline. Regular MBA program has been operating at 5 study centers in Bangladesh. Whereas, Commonwealth Executive MBA Program and Professional MBA Program has two study centers. The list of study center of the programs has been presented below:

Table 2: List study center of MBA programs of School of Business of BOU

Division of Bangladesh	Regular MBA Program	Commonwealth Executive MBA Program	Professional MBA Program
1. Dhaka	Dhaka Regional Centre, Bangladesh Open University	Dhaka Regional Centre, Bangladesh Open University	Dhaka Regional Centre, Bangladesh Open University
2. Chittagong	Chittagong Regional Centre, Bangladesh Open University	Chittagong Regional Centre, Bangladesh Open University	-----
3. Gazipur	-----	-----	Main Campus, Bangladesh Open University
4. Rajshahi	Rajshahi University	-----	-----
5. Sylhet	Shahjalal Science and Technology University	-----	-----
6. Khulna	Khulna University	-----	-----

In this study, random responses came from students of all study center. Focus Group Discussion (FGD) has been conducted among randomly selected students from all MBA programs of School of Business of different study centers focusing on the objectives of the study.

Instrument and Data Collection Procedure

Data were collected through Structured Questionnaire and Focus Group Discussions (FGDs) from the students. Mixed method research design allowed us to get a general picture and achieve an in-depth understanding of the issues which emerged in quantitative analysis (Creswell & Clark, 2017). Survey questionnaire was prepared based on literature review and expert opinions. Then, the survey questionnaires were piloted and updated. After that, questionnaire had been randomly sent via Google Forms as well as in person to the students. Students were asked to evaluate 18 hypothetical motivations to e-learning technology cases. Respondents were not asked to evaluate the e-learning technologies with which they had experience. Students were asked about their expectations about e-learning if included into studies. In order to avoid responses that are ambiguous or indifferent, a scale with five points Likert scale is used. The survey used a five-point rating scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The survey was tested for reliability and validity using Cronbach's coefficient alpha (Adkins, 2004). The demographic information gathered for that study served as a guide for the demographic information used in this study's survey. They were requested to fill the survey forms and share the link of the student questionnaire with their respective group of students. Survey was conducted during the period of January 2022 to March 2022. All the researchers were involved in the preparation phase of the survey questionnaires. Ethical issues, including confidentiality, anonymity, and purpose of the research, were duly taken care of. For the FGDs, consent had been taken when responses were obtained. The FGDs focused on gathering in-depth information regarding the issues which surfaced from the survey findings. FGDs were performed face-to-face. The duration of the FGDs ranged from 60 to 90 minutes.

Data Analysis

The data analysis was designed to address the three research questions. The numeric data are presented in a data table and graph to demonstrate correlations or significant relationships. The survey data were processed using Social Sciences Statistical Package (SPSS) version 27 and analyzed using descriptive statistics and correlation.

FINDINGS AND ANALYSIS

This section attempts to determine the students' motivational elements that impact students use of e-learning in academic programs at Bangladesh Open University. Data gathered from the respondents had no missing data. The rating-based questions on the questionnaire were scored using a Likert scale with five points, ranging from (1) strong disagreement to (5) strong agreement. In order to avoid responses that are ambiguous or indifferent, a scale with five points is utilized.

Reliability test

"Reliability" refers to how consistent measurement is over time or how long it takes to get the same results over and over again. (Bryman, 2008). The test was done to determine and confirm that the questionnaire items were reliable by measuring the Cronbach Alpha. The "rules of thumb" developed by George and Mallery (2010) were applied to evaluate these analytical data. The rule of thumb for it is that a Cronbach's alpha score of 0.80 or higher is desirable, while a score of 0.70 or lower may or may not be just acceptable.

Table 3: Reliability Statistics (using Cronbach alpha technique)

Cronbach's Alpha	N of Items
.844	18

Source: Researcher's Survey

The outcomes of the study's reliability evaluation are that, included learners' motivational factors to e-learning are presented in Table 3. The Cronbach Alpha score for the 18 predictors found in this study was 0.844, which shows that the data collected is reliable.

The Demographic Characteristics:

The demographic characteristics of the study sample are outlined in Table 4, which is be seen below. According to the descriptive statistics, more male respondents made up 71.3% of the overall response, while female respondents made up 28.7 % of the total. It is also found that 89.5% of the respondents are employed in different job while 10.5% are unemployed.

Table 4: Demographic Background of the Respondents

Gender		
	Frequency	Percent
Male	102	71.3
Female	41	28.7
Total	**143**	**100.0**
Employment Status		
	Frequency	Percent
Employed	128	89.5
Unemployed	15	10.5
Total	**143**	**100.0**

Source: Researcher's Survey

Students were asked about their perception of the motivation for e-learning (Table 5) and evaluated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Of the respondents, 65.7% indicated that e-learning is the most preferred approach to learning. Only 4.2% of the total respondents disagree to the e-learning approach.

Table 5: E-learning

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	1 Strongly Disagree	3	2.1	2.1	2.1
	2 Disagree	3	2.1	2.1	4.2
	3 Neutral	16	11.2	11.2	15.4
	4 Agree	27	18.9	18.9	34.3
	5 Strongly Agree	94	65.7	65.7	100.0
	Total	143	100.0	100.0	

Source: Researcher's Survey

Descriptive Statistics

Table 6 shows the descriptive statistics for the study variables. In these descriptive statistics, the mean, minimum, maximum, standard deviation, and variance of all the variables that were collected are shown. From table 7, it has been found that the Motivational factor (Instrumentality) has an average value of 4.30, with a maximum of 5.00 and a minimum of 2.20. The motivational factors (valence) have a standard deviation of .600, which means that the valence approaches have the most variation. Instrumentality variables play the major role among the other variables towards e-learning as the mean value is 4.3.

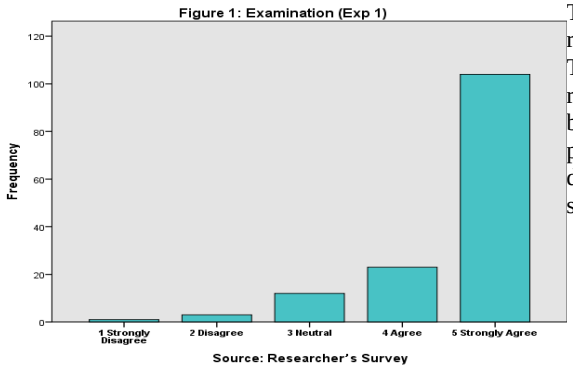
Table 6: Descriptive Statistics (Motivational Factor)

	N	Minimum	Maximum	Mean		Std. Deviation	Variance	Ranking
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	
Expectancy	143	1.33	5.00	4.2786	.04861	.58133	.338	2
Instrumentality	143	2.20	5.00	4.3007	.04763	.56959	.324	1
Valence	143	1.33	5.00	4.2121	.05020	.60033	.360	3
Valid N (list wise)	143							

Source: Researcher's Survey

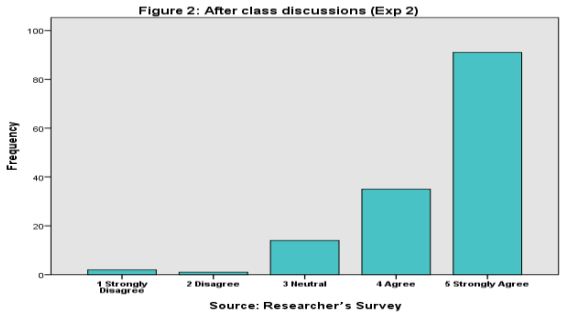
Frequency Distribution Analysis (Expectancy):
Frequency Distribution:
Frequency distribution refers to a collection of data that has been compiled by measuring the frequency at which each value of a certain variable appears. This study can make assumptions about the entire population by employing frequency distribution and descriptive analysis. Those are given descriptively (appendix) and graphically as follows:

i. Examination (Expectancy 1):



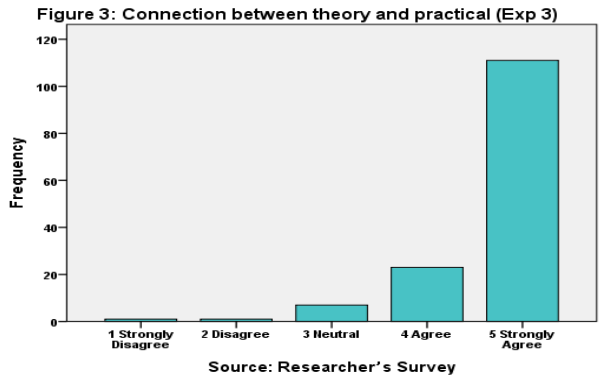
There were 143 respondents, so it stands to reason that there were a variety of responses. The majority of the sample population responded favorably when asked whether they believed that if they worked hard, they would perform well on the examination. Only 2.8% disagreed, whereas 16.1% agreed, 72.7% strongly agreed, and 8.4% were neutral.

ii. After class discussions (Expectancy2):



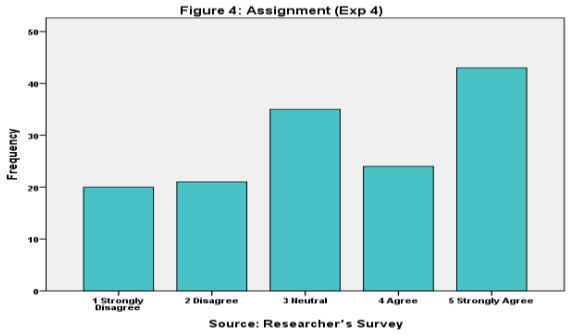
When it has been asked to the respondents whether they could comprehend the subject better if teachers held after-class conversations or delivered it in a different way, the majority of them responded favorably. Only 1.4% of respondents were strongly opposed, compared to 63.6% who strongly agreed, 24.5% who agreed, 9.8% who were neutral, and 0.7% who disagreed.

iii. Connection between theory and practical (Expectancy3):



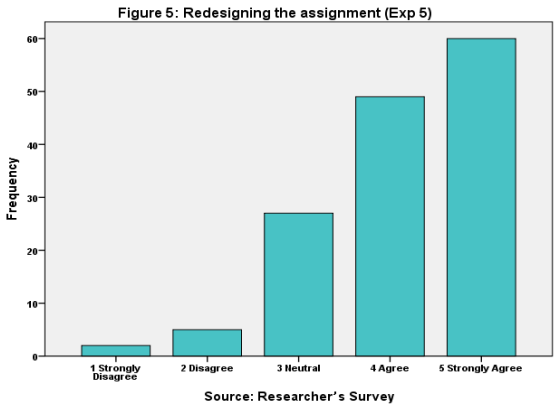
The majority of students, or 77.6%, strongly agreed that it is crucial for the teacher to link theory with practice in practical situations. 16.1%, however, agreed with the assertion. Only 4.9% of respondents were impartial. Typically, the response group who disagrees (.7+.7=1.4) finds no connection between theory and practice.

iv. Assignment (Expectancy4):



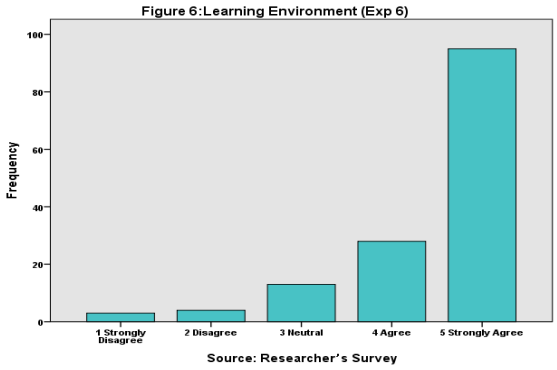
From the frequency analysis it is observed that a greater percentage of the respondent have strongly agreed the statement that is 30.1%. Where 16.8% have agreed, 24.5 % have neutral, 14.7% have disagree, and 14% have strongly disagreed to the statement.

v. Redesigning the assignment (Expectancy5):



Most of the students that are about 42% have strongly agreed with that motivation towards the assignment will improve if teacher break the assignment into parts or redesign the assignment entirely. However, 34.3 % were agreed with the statement. Only 18.9 % were neutral. Typically, the segment of the respondents who disagree (3.5%+1.4%=4.5%) does not find any relation with the statement.

vi. Learning Environment (Expectancy6):



When the respondents were asked whether the learning environment may affect their motivation towards learning., then their response show that most of the sample replied positively. About 66.4% were strongly agreed, 19.6% agreed, 9.1% were neutral, 2.8% were disagree, and only 2.1 % were strongly disagreed.

Expectancy is the conviction that one's efforts will lead to the accomplishment of desired performance goals. From the table 7 it can be said that mean result of motivational factor to e-

learning through expectancy level is 4.2. Connection between theory and practical is the most influential factor among the expectancy variables to motivation (mean=4.69; ranking-1).

Table 7: Mean Analysis by Likert Scale (Expectancy)

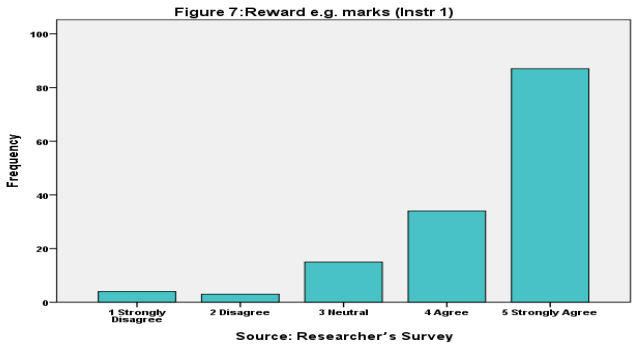
Expectancy	*Mean result in Likert point*	*Ranking*
i. Examination (Exp 1)	4.58	2
ii. After class discussions (Exp 2)	4.48	3
iii. Connection between theory and practical (Exp 3)	4.69	1
iv. Assignment (Exp 4)	3.34	6
v. Redesigning the assignment (Exp 5)	4.12	5
vi. Learning Environment (Exp 6)	4.45	4
Mean Result of Likert Point	4.28	

Source: Researcher's Survey

Frequency Distribution Analysis (Instrumentality):

The frequency analysis has basically done in order to find out what percentage of the respondents answered to a specific statement. These are as follows-

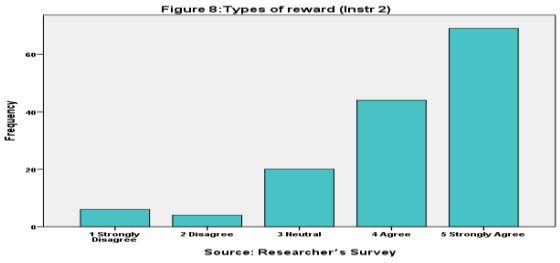
i. Reward e.g. marks (Instrumentality 1):



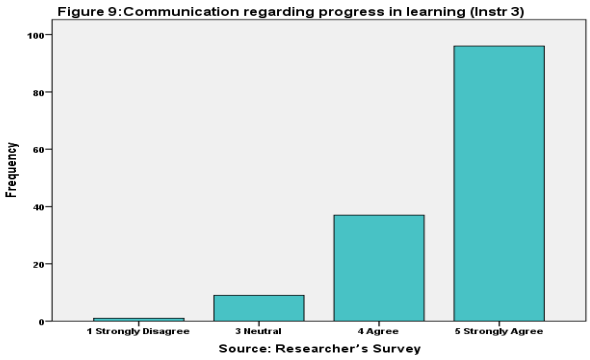
There were 143 respondents, so it stands to reason that there were a variety of responses. The majority of the sample population responded favorably when asked their tutor/teacher will reward them for their hard work. Only 4.9% disagreed, whereas 23.8% agreed, 60.8% strongly agreed, and 10.5% were neutral.

ii. Types of reward (Instrumentality 2):

When we asked our sample population that it is important to get clear idea about the types of reward for learning the materials., the majority of the sample responded favorably. Only 4.2% of respondents were strongly opposed, compared to 48.3% who strongly agreed, 30.8% who agreed, 14% who were neutral, and 2.8% who disagreed.

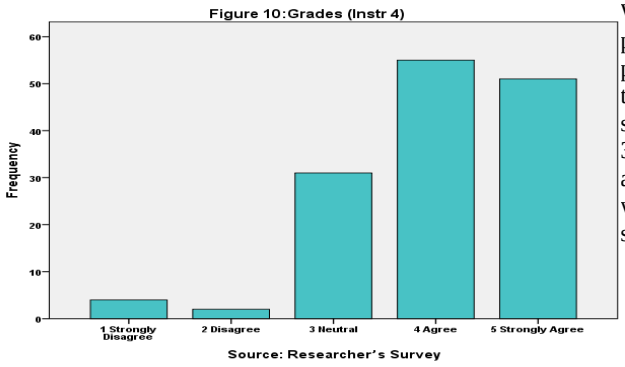


iii. Communication regarding progress in learning (Instrumentality 3):



The majority of students, or 62.7%, strongly agreed that communication of their progress is also important to increase their motivation to learn. 25.9%, however, agreed with the assertion. Only 6.3% of respondents were impartial. Typically, the response group who disagrees (4.4+.7=5.1) finds no connection between communication regarding progress in learning and motivation.

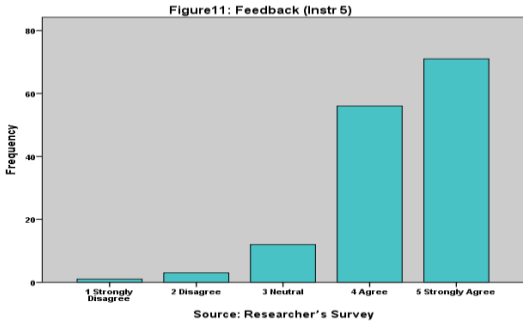
iv. Grades (Instrumentality 4):



When we asked our sample population whether grades are the primary source of feedback., then their response show that most of the sample replied positively. About 35.7% were strongly agreed, 38.5% agreed, 21.7% were neutral, 1.4% were disagree, and only 2.8 % were strongly disagreed.

v. Feedback (Instrumentality 5):

From the frequency analysis it is observed that a greater percentage of the respondent have strongly agreed the statement that is 49.71%. Where 39.2% have agreed, 8.4 % have neutral, 2.1% have disagree, and 0.7 have strongly disagreed to the statement



It is clear from Table 8 that 4.2 is the average outcome for the motivational factors of e-learning through instrumentality level. Among the variables, the communication regarding the progress in learning has the greatest impact on motivation (mean = 4.69; ranking-1) for e-learning. The average value for expectancy by using Likert scale is 4.302 which lies most satisfactory level.

Table 8: Mean Analysis by Likert Scale (Instrumentality)

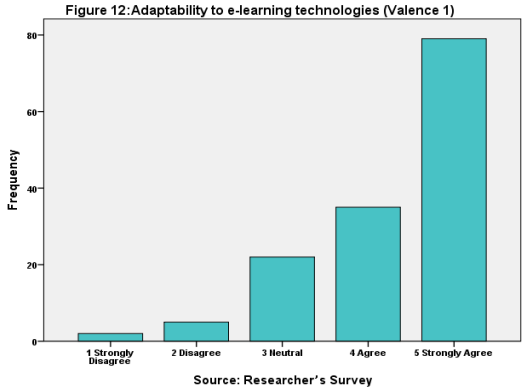
Instrumentality	Mean result in Likert point	Ranking
Reward e.g., marks (Instrumentality1)	4.38	2
Types of reward (Instrumentality2)	4.16	4
Communication regarding progress in learning (Instrumentality3)	4.59	1
Grades (Instrumentality4)	4.03	5
Feedback (Instrumentality5)	4.35	3
Mean Result of Likert Point	4.302	

Source: Researcher's Survey

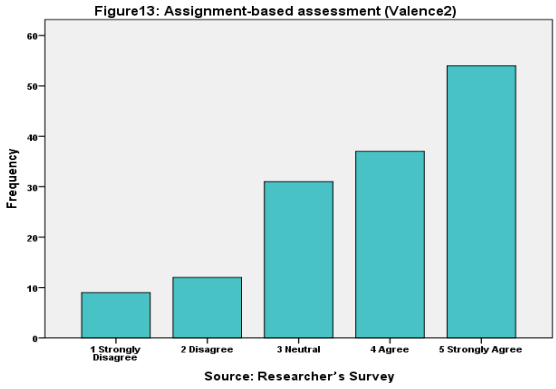
Frequency Distribution Analysis (Valence):

i. Adaptability to e-learning technologies (Valence 1):

There were 143 respondents, so it stands to reason that there were a variety of responses. The majority of the sample population responded favorably when asked they can use e-learning technologies efficiently. Only 4.9% disagreed, whereas 24.5% agreed, 55.2% strongly agreed, and 15.4% were neutral. Assareh and Bidokht (2011) surveyed and found the majority of E learners felt confident about using computers.

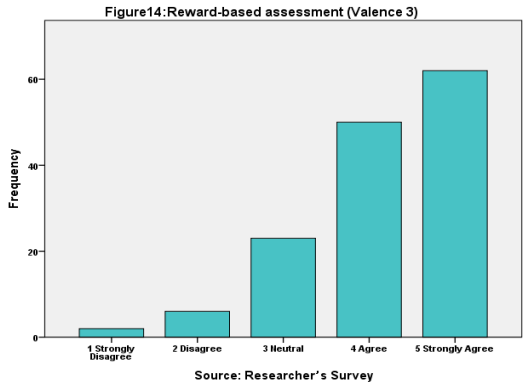


ii. Assignment-based assessment (Valence2):



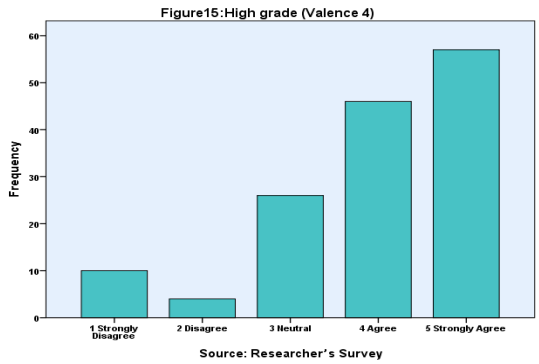
When we asked our sample population that assignment-based assessment is effective for all, the majority of the sample responded favorably. Only 6.3% of respondents were strongly opposed, compared to 37.8% who strongly agreed, 25.9% who agreed, 21.7% who were neutral, and 8.4% who disagreed

iii. Reward-based assessment (Valence 3):



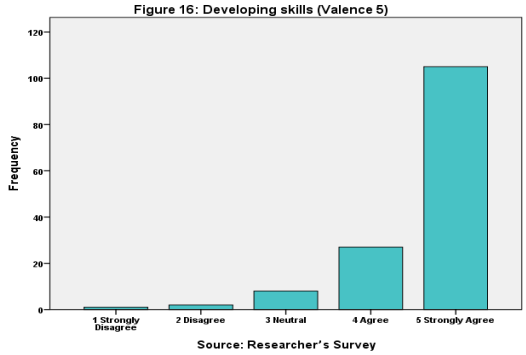
The majority of students, or 43.4%, strongly agreed that if expectation on reward is not focused, they may change their effort of learning. 35%, however, agreed with the assertion. Only 16.1% of respondents were impartial. Typically, the response group who disagrees (4.2+1.4=5.6) finds no connection between reward-based assessment and effort to e-learning.

iv. High grade (Valence 4):



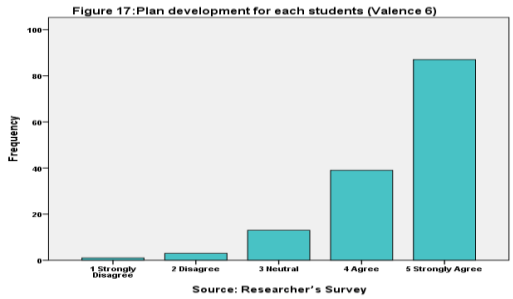
When we asked our sample population whether achieving high grade is the most important reward, then their response show that most of the sample replied positively. About 39.9% were strongly agreed, 32.2% agreed, 18.2% were neutral, 2.8% were disagree, and only 7 % were strongly disagreed.

v. Developing skills (Valence 5)



From the frequency analysis it is observed that a greater percentage of the respondent have strongly agreed the statement that is 73.4%. Where 18.9% have agreed, 5.6 % have neutral, 1.4% have disagree, and 0.7 have strongly disagreed to the statement.

vi. Plan development for each student (Valence 6)



From the frequency analysis it is observed that a greater percentage of the respondent have strongly agreed the statement that is 60.8%. Where 27.3% have agreed, 9.1 % have neutral, 2.1% have disagree, and 0.7 have strongly disagreed to the statement.

It is clear from Table 9 that 4.2 is the average outcome for the motivational factors of e-learning through valence level. Among the variables, developing skills has the greatest impact on motivation (mean = 4.63; ranking-1) for e-learning. The average value for expectancy by using Likert scale is 4.21 which lies most satisfactory level.

Table 9: Mean Analysis by Likert Scale (Valence**)**

Valence	Mean result in Likert point	Ranking
Adaptability to e-learning technologies (Valence 1)	4.29	3
Assignment-based assessment (Valence2)	3.80	6
Reward-based assessment (Valence 3):	4.15	4
High grade (Valence 4)	3.95	5
Developing skills (Valence 5)	4.63	1
Plan development for each student (Valence 6)	4.45	2
Mean Result of Likert Point	4.21	

Source: Researcher's Survey

DISCUSSION AND CONCLUSION

Discussion

Based on findings from survey and FGD discussion The study reveals that the male respondents were higher that female respondents of them majority of the respondents are employed in different job. Maximum respondents pointed out that e-learning is the most preferred approach to learning.

From the frequency distribution of the variable, it has been found that most students were more positive about connecting theory with practice in real-life situations. And students are motivated to hard work to perform well in the examination in e-learning platform. The respondents are highly emphasized on after class discussion on subject matter and good learning environment. The students of MBA program identified high grade in the examination as a reward for hard-working is the main motivation for e-learning. It is observed that a greater percentage of the respondent have strongly agreed with that motivation towards the assignment will improve if teacher break the assignment into parts or redesign the assignment entirely. Expectancy is the confidence that

one's efforts will lead to the accomplishment of desired performance goals. It has been found that connection between theories and practical is the most influential factor among the expectancy variables to motivation. According to the correlation matrix of the study it reveals that expectancy and e-learning were significantly correlated.

The majority of the sample population responded positively that their teacher will reward them for their hard work. Respondents think that it is important to get clear idea about the types of reward for learning the materials. The majority of students found that communication of their progress is also important to increase their motivation to learn. However, some students find there is no connection between communication regarding progress in learning and motivation. When the respondents were asked whether grades are the primary source of feedback, most of the sample replied positively. There is an average outcome for the motivational factors of e-learning through instrumentality level. According to the correlation matrix in this study, instrumentality and e-learning were significantly positively correlated.

Further, it was revealed the majority of the sample population can use e-learning technologies efficiently. Respondents found that assignment-based assessment is effective for all. And they strongly agreed that if expectation on reward is not focused, they may change their effort of learning. However, agreed with the assertion. The sample population found achieving high grade is the most important reward. Among the variables, developing skills has the greatest impact on motivation for e-learning. The correlation coefficient values for the valence and e-learning and strong positive correlation are existed between the variables. It was also found that the valence approaches have the most variation. Instrumentality variables play the major role among the other variables towards e-learning according to the mean value. According to the correlation matrix in this study, valence and e-learning were significantly positively correlated. During the Focused Group Discussion, these findings are also found.

Conclusion

The purpose of this study is to identify the most significant impediments to implementing e-learning in higher education and to find out the motivation of graduate students toward it. Students who are highly motivated will learn more quickly than those who are less motivated. Students' motivation is crucial in e-learning since it provides the basis for them to comprehend the course information, yet there are numerous things that can deter students from being motivated. This study established a relationship between e-learning and the expectancy, instrumentality, and valence variables of the motivation theory. It has been found that all the variables were significantly correlated with e-learning.

It can be concluded from this study that students of MBA program are highly motivated to adopt e-learning at Bangladesh Open University. Vroom's Expectancy Theory has been used to evaluate employee motivation in the majority of literature. Few literatures have been found to identify classroom motivation of the student. Thus, Vroom's expectation theory has been examined in this study and used to explain why students are motivated to engage in online learning. This adds a unique perspective to the research project. There is scope of future research; for example, researchers can apply various motivational theories and conduct in-depth quantitative analysis.

RECOMMENDATIONS

Mentionable recommendations are listed below:

- A specific guideline for e-platform should be develop and arrange training for teachers and students.
- There is an urge to develop e-class material for every course and unify them. and have to ensure proper class-room environment in digital platform.

- The school may redesign assignments of every course of MBA program for e-learning platform.
- The school of business as well as the university have to more focus on Instructional design of courses for e-learning platform.

Limitations of this research:

As with all research, the conclusions must be considered against the study's constraints. Limitations are inherent weaknesses in the design of a study (Creswell, 2003). The researchers were conducted this study with their best effort but the study is not without limitations. Firstly, this research was confined to the context of the MBA programs of School of Business of Bangladesh Open University; no other program from the university was targeted. The questionnaire and focus group interviews were used to collect data which despite have been subjected to scrutiny, could have its own weakness. There is scope for further research on this important topic.

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