RELATIONSHIP BETWEEN ONLINE LEARNING READINESS AND STUDENT MOTIVATION

Beathrice Lemoi anak Reynold

Bachelor of Science (Honours)
Human Resource Development
2021
DECLARATION OF ORIGINAL WORK

This declaration is made on the 8th day of August 2021.

Student’s Declaration:

I, BEATHRICE LEMOI ANAK REYNOLD (65533), FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT hereby declare that the work entitled, Relationship between Online Learning Readiness and Student Motivation is my original work. I have not copied from any other students’ work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

8th August 2021

Date submitted BEATHRICE LEMOI ANAK REYNOLD (65533)

Supervisor’s Declaration:

I, DR VICTORIA JONATHAN, hereby certifies that the work entitled, Relationship between Online Learning Readiness and Student Motivation was prepared by the above named student, and was submitted to the “FACULTY” as a partial/full fulfillment for the conferment of BACHELOR OF SCIENCE WITH HONOURS (HUMAN RESOURCE DEVELOPMENT), and the aforementioned work, to the best of my knowledge, is the said student’s work

Received for examination by: DR. VICTORIA JONATHAN

Date: 08/08/2021
I declare this Project/Thesis is classified as (Please tick (√)):

- [ ] CONFIDENTIAL (Contains confidential information under the Official Secret Act 1972)*
- [ ] RESTRICTED (Contains restricted information as specified by the organisation where research was done)*
- [√] OPEN ACCESS

Validation of Project/Thesis

I therefore duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies for the purpose of academic and research only and not for other purpose.
- The Centre for Academic Information Services has the lawful right to digitise the content to for the Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic exchange between Higher Learning Institute.
- No dispute or any claim shall arise from the student itself neither third party on this Project/Thesis once it becomes sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student except with UNIMAS permission.

Student’s signature ________________________  Supervisor’s signature: ________________________
08/08/2021                              08/08/2021

Current Address:
Flat Kerajaan, 2F, Jalan Tun Ahmad Zaidi, 97000 Bintulu, Sarawak.

Notes: * If the Project/Thesis is CONFIDENTIAL or RESTRICTED, please attach together as annexure a letter from the organisation with the period and reasons of confidentiality and restriction.

[The instrument was duly prepared by The Centre for Academic Information Services]
The project entitled ‘[Relationship between Online Learning Readiness and Student Motivation]’ was prepared by [Beathrice Lemoi Anak Reynold] and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Human Resource Development)

Received for examination by:

[Signature]

(Dr. Victoria Jonathan)

Date:

8th August 2021
RELATIONSHIP BETWEEN ONLINE LEARNING READINESS AND
STUDENT MOTIVATION

BEATHRICE LEMOI ANAK REYNOLD

This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Science with Honours
(Human Resource Development)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2020)
ACKNOWLEDGEMENT

My deepest thankfulness to those who have helped me by giving guidance, support in my research project. This research would not complete without the guidance and assistant from them.

First of all, I would like to express my deepest gratitude to my supervisor, Dr. Victoria Jonathan for the feedback, time and effort that she had spent with me in reviewing this report and encouraging me throughout the study. Her unlimited supports and guidance are highly appreciated. Without your supervision, I would not have been able to make it this far. I will be sure to carry the knowledge learned with me in every step of the way.

Apart from that, I would like to deliver my appreciation to my friends who have contributed their help and suggestion in completing this research. Thank you all for being part of this journey.

Besides, I would also like to thanks to the third year students from Human Resource Development programme from the Faculty of Cognitive Sciences and Human Development. Without their time and effort in responding to the questionnaire, I will not be able to carry out the research designed for the purpose of this study in a timely manner.

Last but not least, I would like to thank my parents, Reynold Ahad and Jacqualine, and my siblings for their encouragement and support. Thank you so much for the unconditional love and support.
<table>
<thead>
<tr>
<th>List Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER 1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.0   Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>1.1   Problem Statement</td>
<td>3</td>
</tr>
<tr>
<td>1.2   Research Objectives</td>
<td>6</td>
</tr>
<tr>
<td>1.2.1  General Objectives</td>
<td>6</td>
</tr>
<tr>
<td>1.2.2  Specific Objectives</td>
<td>6</td>
</tr>
<tr>
<td>1.3   Research Hypotheses</td>
<td>7</td>
</tr>
<tr>
<td>1.4   Conceptual Framework</td>
<td>7</td>
</tr>
<tr>
<td>1.5   Significance of Study</td>
<td>8</td>
</tr>
<tr>
<td>1.6   Limitation of Study</td>
<td>9</td>
</tr>
<tr>
<td>1.7   Definitions of Terms</td>
<td>10</td>
</tr>
<tr>
<td>1.7.1  Online Learning Readiness</td>
<td>10</td>
</tr>
<tr>
<td>1.7.2  Student Motivation</td>
<td>10</td>
</tr>
<tr>
<td>1.7.3  Technology Access</td>
<td>10</td>
</tr>
<tr>
<td>1.7.4  Technology Skills</td>
<td>11</td>
</tr>
<tr>
<td>1.7.5  Self-Directed Learning</td>
<td>11</td>
</tr>
<tr>
<td>1.7.6  Online Communication</td>
<td>11</td>
</tr>
<tr>
<td>1.8   Conclusion</td>
<td>12</td>
</tr>
<tr>
<td>CHAPTER 2 LITERATURE REVIEW</td>
<td>13</td>
</tr>
<tr>
<td>2.0   Introduction</td>
<td>13</td>
</tr>
<tr>
<td>2.1   Concept</td>
<td>13</td>
</tr>
<tr>
<td>2.1.1  Student Motivation</td>
<td>13</td>
</tr>
<tr>
<td>2.1.2  Online Learning Readiness</td>
<td>13</td>
</tr>
<tr>
<td>2.1.3  Technology Access</td>
<td>15</td>
</tr>
<tr>
<td>2.1.4  Technology Skills</td>
<td>16</td>
</tr>
<tr>
<td>2.1.5  Self-Directed Learning</td>
<td>17</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.1.6 Online Communication</td>
<td>19</td>
</tr>
<tr>
<td>2.2 Type of Motivation</td>
<td>19</td>
</tr>
<tr>
<td>2.3 Importance of Student Motivation</td>
<td>20</td>
</tr>
<tr>
<td>2.4 Self-Determination Theory</td>
<td>21</td>
</tr>
<tr>
<td>2.5 Relationship between Online Learning Readiness and Student Motivation</td>
<td>24</td>
</tr>
<tr>
<td>2.5.1 Technology Access and Student Motivation</td>
<td>24</td>
</tr>
<tr>
<td>2.5.2 Technology Skills and Student Motivation</td>
<td>25</td>
</tr>
<tr>
<td>2.5.3 Self-Directed Learning and Student Motivation</td>
<td>25</td>
</tr>
<tr>
<td>2.5.4 Online Communication and Student Motivation</td>
<td>26</td>
</tr>
<tr>
<td>2.6 Conclusion</td>
<td>26</td>
</tr>
</tbody>
</table>

**CHAPTER 3 RESEARCH METHODOLOGY** ....................................................... 28

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 Introduction</td>
<td>28</td>
</tr>
<tr>
<td>3.1 Design of Study</td>
<td>28</td>
</tr>
<tr>
<td>3.2 Location, Population &amp; Sample</td>
<td>28</td>
</tr>
<tr>
<td>3.2.1 Location</td>
<td>28</td>
</tr>
<tr>
<td>3.2.2 Population</td>
<td>29</td>
</tr>
<tr>
<td>3.2.3 Sample</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3.3 Instrument</td>
<td>30</td>
</tr>
<tr>
<td>3.4 Pilot Study</td>
<td>33</td>
</tr>
<tr>
<td>3.5 Validity &amp; Reliability</td>
<td>34</td>
</tr>
<tr>
<td>3.5.1 Validity</td>
<td>34</td>
</tr>
<tr>
<td>3.5.2 Reliability</td>
<td>34</td>
</tr>
<tr>
<td>3.6 Data Collection Procedure</td>
<td>35</td>
</tr>
<tr>
<td>3.7 Data Analysis Procedure</td>
<td>36</td>
</tr>
<tr>
<td>3.7.1 Descriptive Analysis</td>
<td>36</td>
</tr>
<tr>
<td>3.7.2 Inferential Analysis</td>
<td>36</td>
</tr>
<tr>
<td>3.8 Research Ethics</td>
<td>38</td>
</tr>
<tr>
<td>3.9 Conclusion</td>
<td>39</td>
</tr>
</tbody>
</table>
CHAPTER 4 FINDINGS

4.0 Introduction ............................................................................................................................... 40
4.1 Respondent Demographic Profile .............................................................................................. 40
4.2 Confident Level on Online Learning Platform ............................................................................. 42
4.3 Challenges During Online Learning .......................................................................................... 44
4.4 Kolmogorov - Smirnov Normality Test ....................................................................................... 45
4.5 Actual Data Reliability Analysis .................................................................................................. 46
4.6 Results For Hypothesis Testing .................................................................................................. 46
   4.6.1 Spearman Correlation Analysis ............................................................................................. 47
   4.6.2 Multiple Regression Analysis ................................................................................................ 49
4.7 Summary of Findings .................................................................................................................. 52
4.8 Conclusions ................................................................................................................................ 52

CHAPTER 5 SUMMARY, DISCUSSION & RECOMMENDATIONS ....................................................... 54

5.0 Introduction ............................................................................................................................... 54
5.1 Research Summary ..................................................................................................................... 54
5.2 Discussions ............................................................................................................................... 56
   5.2.1 Relationship Between Technology Access And Student Motivation .................................. 58
   5.2.2 Relationship Between Technology Skills And Student Motivation ................................... 60
   5.2.3 Relationship Between Self-Directed Learning And Student Motivation .......................... 61
   5.2.4 Relationship Between Online Communication And Student Motivation .......................... 62
   5.2.5 Dominant Factor Of Online Learning Readiness ................................................................. 63
5.3 Self-Determination Theory With The Independent Variables .................................................. 64
5.4 Limitation Of Study .................................................................................................................... 65
5.5 Implication And Recommendation ............................................................................................. 66
   5.5.1 Enrich Literature on This Topic ............................................................................................ 66
   5.5.2 Higher Education Institution ............................................................................................... 67
   5.5.3 Recommendation for future research .................................................................................. 68
5.6 Conclusion .................................................................................................................................. 69

REFERENCES ..................................................................................................................................... 70

APPENDIX A: SURVEY QUESTIONNAIRE ...................................................................................... 88
APPENDIX B: APPROVAL LETTER ................................................................. 101
APPENDIX C: RELIABILITY TEST FOR PILOT TEST ........................................... 102
APPENDIX D: NORMALITY TEST ...................................................................... 103
APPENDIX E: STATISTICAL OUTPUT OF RESPONDENT’S DEMOGRAPHIC BACKGROUND ........................................................................................................ 104
APPENDIX F: STATISTICAL OUTPUT OF CONFIDENT LEVEL ON ONLINE LEARNING PLATFORM ......................................................................................... 106
APPENDIX G: STATISTICAL OUTPUT OF CHALLENGES FACED BY THE STUDENTS DURING ONLINE LEARNING ................................................................. 108
APPENDIX H: STATISTICAL OUTPUT OF SPEARMAN CORRELATION ANALYSIS .................................................................................................................... 109
APPENDIX I: STATISTICAL OUTPUT OF MULTIPLE REGRESSION ANALYSIS 111
LIST OF TABLES

Table 3. 1 Scoring for Confidence ................................................................. 32
Table 3. 2 Likert-Scale .................................................................................. 32
Table 3. 3 Summary of Questionnaire Items and Sources of Questionnaires .......... 32
Table 3. 4 Reliability Analysis ..................................................................... 35
Table 3. 5 Index Associations with Correlation Value ..................................... 37
Table 3. 6 Data Analysis .............................................................................. 38
Table 4. 1 Summarized Demographic Profile for Respondent’s ......................... 41
Table 4. 2 Confident Level of Online Learning Platform ................................... 42
Table 4. 3 Challenges Faced During Online Learning ..................................... 44
Table 4. 4 Kolmogorov - Smirnove Normality Test ......................................... 45
Table 4. 5 Actual Data Reliability Analysis .................................................... 46
Table 4.6.1. 1 Correlation between Technology Access and Student Motivation ...... 47
Table 4.6.1. 2 Correlation between Technology Skills and Student Motivation ....... 47
Table 4.6.1. 3 Correlation between Self-Directed Learning and Student Motivation .... 48
Table 4.6.1. 4 Correlation between Online Communication and Student Motivation ... 49
Table 4.6.2. 1 Model Summary of Multiple Regression Analysis ....................... 49
Table 4.6.2. 2 ANOVA of Multiple Regression ............................................... 50
Table 4.6.2. 3 Coefficient of Multiple Regression Analysis ............................ 50
Table 4.7 Summary of Findings ..................................................................... 52
LIST OF FIGURES

Figure 1. 1 Conceptual Framework ......................................................................................... 7
Figure 3. 1 Raosoft Sample Size Calculator ......................................................................... 30
Figure 3. 2 Data Collection Procedure .................................................................................. 35
ABSTRACT

This study aims to determine the relationship between online learning readiness (technology access, technology skills, self-directed learning, and online communication) and student motivation. This study also examined the preferred online learning platform and challenges the student to face during online learning. The theory used in this study is Self-Determination Theory (SDT). A survey methodology was used in this study. This research utilized a Google Form survey which was distributed among 134 students from the HRD program from one public university in Kota Samarahan, Sarawak. The preferred online learning platform and challenges during online learning were analyzed using descriptive analysis. The results show that majority of the students preferred using the Zoom Meeting platform and lack of self motivation was a challenge they faced. The relationship between online learning readiness (technology access, technology skills, self-directed learning, and online communication) and student motivation was analyzed using the Spearman Correlation Analysis. Meanwhile, the Multiple Regression Analysis was used to find the dominant factor of online learning readiness that influences student motivation. The result revealed that there is a significant relationship between online learning readiness (technology access, technology skills, self-directed learning, and online communication) and student motivation. The results also revealed that the dominant factor that influences student motivation is online communication. The result may provide guideline for Cognitive Sciences and Human Resource Development program to implement or modify the current learning practices to improve student motivation especially for online communication between the students and instructors. In order to gain future insight regarding the area of this study, the future researcher can use other online learning readiness factors as independent variables.

Keywords: Student Motivation, Online learning readiness, Technology access, Technology skills, Self-directed learning, Online communication, Self-Determination Theory (SDT)
ABSTRAK

CHAPTER 1

INTRODUCTION

1.0 Background of Study

Motivation is described as a learning drive (Paris & Turner, 1994). Motivation as a process drives individuals to have goal-oriented behaviors (Schunk et al., 2008). Motivation plays a vital role in ensuring a student’s academic success; without motivation, learning often encounters pressure rather than fun (Saija, 2019). Motivation also plays an important role in face-to-face learning and online learning (Harnett, 2016; Engin, 2017). Ryan and Deci (2006) found that more motivated students can participate more, handle complex tasks with ease, participate actively, and enjoy a deep understanding of learning to show higher performance. However, poor motivation of students leads to poor performance, low academic performance, and low attendance of students in Baranek (1996). According to (Harnett, 2016; Park & Choi, 2009), online learning students have a higher dropout rate than face-to-face learning students because the online learning environment affects students’ learning motivation. A study also described that students who recently started to enter the online learning environment encountered high pressure, which affected their enthusiasm in implementing online learning (Sandybayev, 2020). Students who face high pressure during online learning are afraid of using technology because of their low computer literacy or "IT xenophobia". Therefore, in order to increase the motivation of students who have recently started online learning, researchers suggest that two types of motivation need to be paid attention to, namely, intrinsic motivation related to activity fun or interest, such as personal attitudes or expectations, while extrinsic motivation is related to external sources. For example, rewards or clear directions (Bekele, 2010; Ryan & Deci, 2000). Recently, students reported that they lack motivation when taking online courses in Malaysia (Malaymail, 2020). According to news, a representative of the
student union said that full-time online classrooms have challenges. Students are not adapted to technology, network coverage is insufficient, and discipline is lacking, resulting in students lacking interest in learning. A psychology official from Putra University of Malaysia (UPM) reported that students are not motivated during online learning because they failed to determine the purpose of learning, lack of equipment, technical access, and lack of time management (New Straits Times, 2020). A recent study by Rasheed et al., (2020) shows that due to the easy and convenient environment at home, lack of information inaccessible due to internet problems, lack of contact with lecturers, Malaysian students lack the inspiration to complete work and assignments) hinder further explanation), responsibility for the family, and no personal space. As for Azleen et al., (2020), the research conducted found that their students have poor learning motivation due to a lack of understanding of the course content, technical challenges, lack of enthusiasm, poor time management skills, and limited social interaction. Interviewed students from 16 universities in Malaysia. According to previous research, factors such as self-efficacy, self-regulation abilities, effective communication, time management skills, collaboration, and goal-directed behavior might influence student motivation (Yilmaz, 2017). Self-directed learning, according to Kim and Frick (2011), is critical for improving students' motivation. Additionally, another study indicates that online contact enhances students' motivation during online learning (Paetcher et al., 2010). Another study conducted by Hao (2016) revealed that technology self-efficacy, self-directed learning, and communication skills all affected student motivation. According to Law et al., (2010), individuals who possess ICT abilities are better able to motivate themselves. According to Wieking (2016), two elements impact student motivation: technology access and technological competence. As noted previously, these prior researchers discovered a substantial link between student motivation and online learning preparedness. Thus, it is critical in this research to
ascertain students' preparedness for online learning in order to boost their motivation, as their academic performance reflects their readiness (Yilmaz, 2017). As such, this study will examine the link between student motivation and online learning preparedness.

1.1 Problem Statement

Promoting student motivation is critical since it is the underlying concept of an efficient education (Safiye, 2015). We must address the issue of reduced motivation among students owing to their preparedness for online learning seriously (Sandybayev, 2020). In previous research conducted in Malaysia (Yiong et al., 2008), acceptability for online learning preparedness was determined using institutional variables, instructional features, student characteristics, technological support, and system. However, this study demonstrates how online education affects students' attitudes and behaviors. This research demonstrates students' positive acceptance through their attitude and conduct, which is capable of motivating them throughout online learning. While there has been researched on the link between online learning preparation and student motivation, this study focuses on a single related variable: self-directed learning, which has been demonstrated to improve student motivation (Regan, 2003). Nur Sakinah and Afiza concentrated their research in 2016 on the efficacy of Learning Management Systems (LMS), which affects student motivation in Malaysia. This demonstrates that the article established that the study's limited sample size and scope of research assessing online learning preparation affected the learner's motivation (Harnett, 2016). Additionally, it is discovered that several elements are affecting online learning preparedness that has to be investigated (Yilmaz, 2017). Due to the fact that there are studies examining many characteristics of online learning readiness, it is difficult to locate studies examining the link between online learning readiness and student motivation. The majority of research examined focused exclusively on the preparedness of students for online learning in terms of student
happiness, student performance, and student involvement (Lee & Hwang, 2018; Kuo et al., 2013; Artino, 2007; Lin et al., 2008; Gebara, 2010; Joo et al., 2000; Pellas, 2014; Martin & Bolliger, 2018). Next, Olasina (2012) found that technical access and technical abilities had a substantial influence on students' motivation in Nigeria. Additionally, according to Usher (2012), in the United States, students' ability to utilize technology and access to technology might impact their study process, as they would feel discouraged owing to obsolete abilities. Additionally, Hao (2016) said that individuals who are proficient with technology demonstrate a favorable correlation with student motivation. As a result, technological skills are critical, and access to technology may be a vital component in influencing student motivation, particularly during online learning. Another study (Nur Farhanah et al., 2014) examined self-directed learning to ascertain instructors' motivation, although their study is limited to lecturers. Yilmaz (2017) discovered that one of the independent variables: self-directed learning, is critical for student motivation in flipped classes. Apart from that, Noh and Kim (2019) conducted a previous study on the effect of self-directed learning on motivation among nursing students enrolled in blended learning, which combines face-to-face and online instruction. According to Tao (2009), online communication is another quality that can help students stay motivated throughout online learning, and the study's target group was students who attend three online courses that are not full-time. Peachter et al., (2010) investigated the link between online communication and student motivation exclusively among individuals who applied to universities' online science practice courses. However, the sample size was larger since the study was done at 29 different institutions throughout Austria (Lee & Hwang, 2018; Kuo et al., 2013; Artino, 2007; Lin et al., 2008; Gebara, 2010; Joo et al., 2000; Pellas, 2014; Martin & Bolliger, 2018). Additionally, in December 2019, the first outbreak of a new pandemic, Coronavirus Disease, or (COVID-19), began in Wuhan City, China, and since then, beginning
in early 2020, national schools and universities across 107 nations have been forced to close as a result of the (COVID-19) virus (Sia & Abbas, 2020). Since that day, Malaysia's Movement Control Order (MCO) has been strengthened in order to contain the spread of the (COVID-19) virus; consequently, educational institutions around the country have assured that the students will continue to learn online (Nur Salina et al., 2020). As a result of the disease's spread and the closure of physical classrooms, online learning using a variety of devices such as computers, notebooks, tablets, and cell phones equipped with internet connectivity in both synchronous and asynchronous environments has become the preferred method of instruction (Selvanathan et al., 2020). Adapting to online education in the case of a pandemic, on the other hand, is not easy, as a recent study observed that academic staff and students alike encounter various hurdles while using online platforms for E-Learning (Nabil et al., 2021). Numerous obstacles were identified in a study conducted by (Rasheed et al., 2021) that Malaysian university students face, including laptop or device failure, loss of contact with classmates or lecturers, internet connectivity failure, inability to comprehend during class or task, sharing a laptop with siblings, home distractions, online learning system failure, and a lack of class materials. As a result, students enrolled in online learning are physically and psychologically exhausted and unprepared. This shift exacerbated student's demotivation, as they were ill-prepared for online instruction (Ahmad et al., 2020). Thus, this study is critical because lecturers will be able to develop a more effective online learning strategy, increase their satisfaction with their online experience, and be motivated as a result of having a better understanding of the gaps in online learning readiness among university students (Chung et al., 2020). As for this topic study, there is limited research on students who took a full-time online learning course, as the majority of research has been conducted on lecturers, students in flipped classrooms, blended knowledge, and selected students, such as those who took only three
online courses and those who applied the science practice online course (Nur Farhanah et al., 2014; Yilmaz, 2017; Noh & Kim, 2019; Tao, 2009 & Peachter et al, 2010). This demonstrates that any researcher's examination of specific groups of students who attend entirely online courses is still limited (Yilmaz, 2017). Finally, earlier researchers noted that student preparedness for online learning has an effect on student satisfaction, attitude, and perception, but there are few studies on student motivation in Malaysia (Chung et al., 2020; Adams et al., 2018 & Yiong et al., 2018). Additionally, no previous research has examined student motivation for their preparation for online learning in Malaysia. It is critical to understand which elements of online learning preparation might influence a student's motivation to have a pleasant online learning experience (Yilmaz, 2017). Thus, this research can fill in gaps in the literature on student motivation by determining the most critical factors affecting student motivation in Malaysia.

1.2 Research Objectives

1.2.1 General Objectives

The major objective of this study is to determine on how the relationship between online learning readiness and student motivation.

1.2.2 Specific Objectives

I. To identify students' confidence level in online learning platforms.

II. To identify the difficulties encountered by students when engaging in online learning.

III. To identify the link between student preparedness for online learning and motivation.
1.3 Research Hypotheses

Research hypotheses were formulated based on research objective number 3:

Ha1: There is a significant relationship between technology access and student motivation.

Ha2: There is a significant relationship between technology skills and student motivation.

Ha3: There is a significant relationship between self-directed learning and student motivation.

Ha4: There is a significant relationship between online communication and student motivation.

Ha5: There is a dominant factor of online learning readiness that influences student motivation.

1.4 Conceptual Framework

Figure 1.1 displays the conceptual framework for this study. Figure 1.1 shows the first section is the independent variable, which has four components: technology access, technology skills, self-directed learning, and online communication. Following that comes the second section, which focuses on the dependent variable, which is student motivation. The purpose of this study is to examine the link between student preparedness for online learning and motivation. The conceptual foundation for this study was derived from the work of numerous previous researchers, including Tuntirojanawong (2013); Hung et al., (2010); and Shi and Cristea (2016).
1.5 Significance of Study

This study may yield useful information for several parties, including the researcher. The findings of this study may contribute to the body of existing literature. Examining the link between online learning preparation and student motivation can add to the increasing body of information regarding how to motivate students during online learning. This study's preparedness for online learning places a premium on digital access, technological abilities, self-directed learning, and online communication. Students understand that motivation is essential for online learning, as well as for their own engagement and performance. As a result of this research, students in higher education institutions will have a greater understanding of the necessity of being prepared for online learning, which will likely increase student motivation even more.

The study's findings are crucial because they enable us to determine which characteristics associated with online learning preparation lead to students feeling uninspired throughout a fully online course. Students who are unprepared for online education may face motivational decline. Unmotivated students may struggle academically, exhibit a lack of attention, and are more likely to fall behind in their studies owing to their lack of expertise with online learning. Thus, the outcomes of this study enable us to ascertain which component of online learning preparation works as a deterrent to students remaining motivated during online learning.

Additionally, the study's findings may be beneficial for teaching and learning. The major beneficiaries of this study's findings are university students and the higher education institution. This research will assist students in recognizing that their preparedness in terms of digital access, technological skills, self-directed learning, and online communication is critical since it helps them to be prepared for life-long learning and their future working environment.
Additionally, this study will enable the lecturer to assess their students' preparedness for online learning. It will assist the lecturer in determining which element of online learning preparation has the most effect on students' motivation. The instructor may develop an effective and appropriate online learning style for the student based on the findings of this research.

Finally, this study may serve as a reference for any future researcher researching a comparable issue in Malaysia. This research will add to the knowledge base of future researchers who wish to perform similar investigations. The findings of this study will serve as a foundation for future research by emphasizing several significant aspects of online preparation that will be examined for their effect on student motivation after they complete a full-time online course.

1.6 Limitation of Study

There are some limitations to this research. Firstly, there are a small number of students who are participating in this research. Only third-year students from the Human Resource Development (HRD) with Honours are invited to participate in this study. Along with that, the students taking part in this study only come from just one of Malaysia's public universities. Next, only a few variables of online learning readiness were included in this study, such as technology access, technology skills, self-directed learning, and online communication. Finally, the survey findings have restricted generalizability, meaning that the results of this study do not apply to other faculties or programs.
1.7 Definitions of Terms

1.7.1 Online Learning Readiness

Conceptual: According to Hung et al., (2010), online learning readiness refers to an individual's ability to be prepared for the success of online learning and to take proactive steps toward online learning.

Operational: Online learning readiness, according to this study, refers to an individual's ability to acquire information via online learning in terms of technology access, technology skills, self-directed learning, and online communication.

1.7.2 Student Motivation

Conceptual: According to Shi and Cristea (2016), student motivation is a pleasurable internal feeling associated with mastery learning and a relationship to education.

Operational: Student motivation is derived from three factors in this study: autonomy, which refers to the sense of authority to control actions during the learning process; competence, which refers to the individual's ability to master skills, overcome obstacles, and satisfy the need for an efficient outcome; and relatedness, which refers to a sense of connection and contact with others within a group during the learning process.

1.7.3 Technology Access

Conceptual: Tuntirojanawong (2013) asserts that technology access enables instructors and students to have access to digital content and learning-oriented information. Access to technology also supports instructional and material delivery for students' learning, interaction, and successful communication.