

Motivational factors among social work undergraduates in online education during the post-COVID-19 era

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Abstract

This essay summarises social work students' experiences with online learning during a pandemic and investigates motivational factors post-pandemic. Post-COVID, 56 percent prefer hybrid learning. Students reported that they were the primary source of motivation for online classes, followed by course instructors and the environment.

Keywords

Higher education, motivational factors, online education, post-Corona Virus Disease, social work, undergraduates

Introduction

Online learning had an influence on children and young adults during the Corona Virus Disease (COVID) pandemic, requiring them to spend a whole day at home in front of a screen for classes. For instance, there is no face-to-face interaction with other people. This may occasionally detract from students' motivation to learn, and the worst-case scenario is that it can have a negative effect on children's and young adults' mental health. On the commencement of online learning, students consistently preferred face-to-face learning over virtual learning due to several factors. These factors included an uncondusive study space at home, the unavailability of a laptop but a mobile phone, sharing the device with other siblings at home, and weak or no Internet access.

Students have difficulties managing their self-learning time autonomously (Kamal et al., 2020). Chung et al. (2020), Adnan and Anwar (2020) and Sujarwo et al. (2020) described Internet connectivity as the most challenging aspect of online learning for degree students. It was followed by lecturers' varied methods, limited broadband data, slow devices, difficulty focusing due to distractions and lack of motivation due to the absence of face-to-face contact with friends and lecturers (Chung et al., 2020). With all of these obstacles, it is critical to consider students' psychological needs, as Irawan et al. (2020) and Besser et al. (2020) emphasised. There are strengths and

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