

A STUDY ON ROLE OF ONLINE TRAINING ON MOTIVATING STUDENTS WITH SPECIAL FOCUS ON GOAL-SETTING THEORY

Dr.J.Krithika,

Associate Professor,

Rv Institute of Management, Bangalore, India.

Sujay Dutta,

Student,

Department of MBA, Rv Institute of Management, Bangalore, India.

ABSTRACT:

The function of online training as a digital tool for student motivation in educational settings is examined in this study. It draws attention to how common online learning platforms are becoming and how they affect students' academic achievement, perseverance, and engagement. The study examines how clear, difficult, and attainable goals in online training programs affect student outcomes by using ideas from the goal-setting theory of motivation. To ascertain their effect on student motivation, important elements like social interaction, self-efficacy, accessibility, and course design are examined. Results show that goal-setting techniques and the efficacy of online training are positively correlated, highlighting the significance of well-designed programs in raising students' levels of both intrinsic and extrinsic motivation. In order to enhance learning outcomes and equip students for future careers, the study offers practical suggestions for integrating online training into academic programs.

Keywords: Online training, student motivation, goal-setting theory, digital learning and education technology

Introduction:

Students' motivation is what propels them to participate in, stick with, and excel in educational activities. Understanding what motivates students in this digital medium is crucial for creating learning programs that work, especially as online training becomes more and more common. One important element influencing learning results is student motivation, especially in an online training setting. Although online training provides flexibility, accessibility, and customized learning, it also has certain drawbacks, including less social connection, time management issues, and learners' differing levels of self-efficacy. Students' motivation to participate and achieve is strongly impacted by these elements. Teachers and program creators can find important factors that affect students' attitudes and intents toward online learning, such as expectations, self-efficacy, and learning goals, by investigating the connection between student motivation and online training. This knowledge is essential for developing online training courses that not only fulfil learning goals but also create a fun and encouraging atmosphere that inspires students to reach their greatest potential.

The distribution of educational content using a variety of technology platforms, including computer networks, email, chat, newsgroups, textual materials, and the internet, is called as online learning. Students can advance at their own preference and pace thanks to this feature. Instead of only imparting subject-matter knowledge, instructors in this situation take on the role of facilitators, emphasizing the facilitation of knowledge acquisition. With readily available e-learning resources, students can gain information and skills. Through its creative and interactive approach to knowledge dissemination, e-learning has successfully restored the enjoyment of studying and shown increased student involvement.

Student Motivation in Online Education:

Inspiration requires both logical and physical activity. According to this theory, inspiration is more of a process than a finished product. This affects our assessment of intrinsic motivation. We must deduce it from people's job preferences, levels of dedication and effort, the outcomes of their efforts, and their own sense of pride and accomplishment because it is invisible. The significance of the learner's social and cultural background in influencing their situated, interactive contact with the learning environment is emphasized by more recent perspectives. In order to fully understand how online training affect students' motivation to meet the training program's objective, this study incorporates ideas from the goal-setting theory of motivation.

Objectives of the study:

1. To understand the factors affecting student's interest in online education
2. To identify relationship between the goal setting theory and the on line training programs

Need of the study:

Considering that online training programs offer a flexible, accessible, and customized learning environment, these training programs are essential in forming and boosting student motivation. Students with different schedules and learning styles will especially benefit from these systems' ability to let them learn at their own speed. By enabling students to take charge of their own education, this flexibility empowers them and promotes intrinsic drive. Compared to traditional techniques, online training's key features—such as interactive tools, gamification, and multimedia content—engage students more successfully. By accommodating various learning styles, these components make training engaging and fun. Furthermore, the incorporation of progress tracking and real-time feedback into online platforms strengthens a feeling of accomplishment, which increases extrinsic motivation.

The crucial part that self-efficacy plays in motivation is also covered in online training courses. Students gain confidence in their capacity to succeed when difficult subjects are broken down into digestible modules and opportunities for self-evaluation are made available. Additionally, by establishing a sense of community that boosts motivation, the addition of discussion boards, live sessions, and peer collaborations lessens the sensation of loneliness that is frequently connected to online learning. Online training programs must, however, take into account possible drawbacks that could impair motivation, such as the absence of in-person connection, distractions, and time management problems. These difficulties can be lessened by well-designed programs that include interactive materials, individualized learning routes, and explicit learning objectives.

Challenges and strategies while designing on line Training to motivate students:

To guarantee excellent learning outcomes, educators and program developers must overcome a number of obstacles in creating efficient online training tactics and inspiring students.

Sustaining student involvement in a virtual setting is a major difficulty, for students who depend on peer cooperation and instructor feedback, in particular, the absence of in-person interaction might result in feelings of loneliness and decreased motivation. Although it can require a lot of resources, it is essential to guarantee regular involvement through discussion boards, live sessions, and collaboration tools.

Students who learn online frequently struggle with self-discipline and time management. Many people find it difficult to prioritize their studies in the absence of set routines, which leads to procrastination or disengagement. These issues can be resolved by offering self-paced courses, reminders, and explicit timetables. Creating content that accommodates a variety of learning styles is another difficulty. Some students might benefit more from textual resources or live lectures,

while others might prefer interactive or visual content. It takes careful planning and technology integration to provide variety in content distribution while maintaining equilibrium.

Student involvement may also be hampered by technological obstacles like restricted internet access or unfamiliarity with online platforms. Overcoming these challenges requires offline accessibility and user-friendly interfaces.

Finally, encouraging intrinsic motivation is still a major obstacle. Compared to traditional learning, students could find online training less engaging. Interest and engagement can be maintained with the use of tactics like gamification, practical applications, and tailored feedback. When these issues are successfully resolved, online training sessions can become more impactful and captivating for that successfully motivating students.

Literature Review:

The shift to online training in educational settings has brought student motivation into sharp focus as a crucial determinant of learning success. Research has consistently highlighted the importance of motivation in driving student engagement, persistence, and achievement in various learning environments. In the context of online training, motivation becomes even more significant due to the unique characteristics of digital learning platforms.

Table No: 1 – Table exhibits the Review of literature

Study	Objective	Methodology	Key Findings	Summary
Abildina et al. (2023)	To assess the effects of digital learning readiness and attitudes on students' motivation and academic outcomes	Correlational and causal-comparative research; data collected via surveys from 261 university students	Students had positive attitudes toward digital learning; digital readiness significantly influenced motivation and attitudes; male students showed higher readiness	This study emphasizes how crucial positive attitudes and digital preparedness are to raising academic motivation. Results show that preparation for digital learning varies by gender. Although digital learning settings offer incentive and flexibility, issues like inadequate preparation and inequalities in attitudes can affect results. It is crucial to comprehend these elements in order to enhance educational policies and procedures.
Fiddiyasar i&Pustika (2021)	Investigate students' motivation in English online learning during the COVID-19 pandemic	Descriptive qualitative (questionnaire, interview) with 37 tenth-grade students	Students exhibit higher extrinsic motivation (mean: 3.06) compared to instrumental, integrative, and intrinsic motivations. Instrumental motivation dominated in interviews,	This study emphasizes how students' online English learning experiences are influenced by both instrumental and extrinsic motives. It highlights how participation is influenced by outside variables such as future professional aspirations and instructor encouragement. Teachers' preparedness and creative methods in virtual settings have a big impact on

			linked to career aspirations.	students' motivation. Long-term student motivation requires incorporating relatable goals and creating a positive online environment.
Yusop et al. (2024)	Investigate motivational factors influencing students' engagement in online learning in Malaysia	Quantitative study with 565 university students; survey-based analysis	Self-efficacy, intrinsic goal orientation, instructor support, and social engagement are critical motivational factors. Task value showed moderate significance, while extrinsic goals and control beliefs were less impactful.	Self-efficacy and intrinsic motivation are highlighted in this study as important factors that influence the success of online learning. Student motivation and pleasure are increased by social interaction and instructor assistance, although task value also matters. Motivation is less correlated with control beliefs and extrinsic goals. The results can guide tactics for increasing motivation in online learning settings, particularly in the wake of a pandemic.
Kang & Ritzhaupt (2021)	Compare game-based and web-based online learning in music appreciation.	Pretest-posttest control group with 132 students; measured motivation using Keller's ARCS model.	Web-based learning outperformed game-based for achievement. No significant motivation difference.	The study contrasted online and game-based learning settings for appreciating music. Achievement scores were higher for web-based learning, while motivation levels were comparable for both approaches. Results depended heavily on effective multimedia design principles, such as reducing unnecessary information. Higher engagement was provided by game-based learning, but too many components hampered cognitive processing. There were suggestions for improving instructional design for particular learning settings.
Hongsuchon, T. et al.	To assess factors influencing online learning's effectiveness and its	Quantitative survey of 469 students; SEM-PLS analysis.	Self-efficacy, motivation, and strategies positively influence	To achieve successful learning outcomes and enhance students' knowledge and skill development in times of crisis, online

	benefits during COVID-19.		learning outcomes, enhancing benefits. Effective strategies improve knowledge and skills.	learning necessitates strategic planning and motivation.
Mayuraks hiBasu	To evaluate how digital platforms affect teacher motivation and job satisfaction during COVID-19.	Descriptive survey of 220 teachers using questionnaires.	Digital platforms increased confidence, creativity, and satisfaction, but cannot fully replace physical classrooms.	Digital platforms highlight the need for professional growth and training in digital teaching approaches while also increasing teacher motivation and satisfaction.
AlmazSandybayev	To investigate the impact of e-learning on student motivation in business education.	Quantitative study of 78 students using SPSS for statistical analysis.	E-learning increases motivation and interaction, resulting in better academic performance and engagement.	E-learning technologies promote a student-centered approach that is essential for successful learning by improving academic achievement, motivation, and interaction.

Conceptual understanding:

The conceptual framework highlights how motivation drives engagement and performance in an online learning environment by coordinating online training design aspects with student motivation factors. Improving learning outcomes requires these elements to interact dynamically.

Goal-setting theory of motivation and online programs for students:

According to Edwin Locke and Gary Latham's goal-setting theory of motivation, in order to improve motivation and performance, it is critical to establish goals that are difficult, explicit, and detailed. Given that well-defined objectives can promote concentration and engagement in the virtual learning environment, this theory is extremely pertinent to student online programs.

Because online training programs are self-paced and customizable, they offer the perfect context for incorporating goal-setting concepts. Students gain a clear feeling of direction and purpose when they set precise goals, such as finishing a module by a given date or earning a specified quiz score. When these objectives are suitably difficult, they push students to reach new heights and give them a sense of accomplishment when they succeed.

Considering progress tracking, fast grading, and individualized feedback, online programs may easily integrate frequent feedback of the goal-setting process. Students are able to stay in line with their goals and make the required corrections thanks to this ongoing feedback loop. Additionally, online programs can help students match their short-term and long-term goals by breaking down more complex goals (like mastering a subject) into smaller, more doable activities. Motivation is further strengthened by features like milestone tracking and rewards (such as badges or certificates). However, students must believe that the goals are achievable and relevant for goal-setting to be

successful. Teachers can use goal-setting theory to improve student motivation and success by creating online programs that reflect students' goals and give them the resources to reach them.

Fig 1- Model of the study

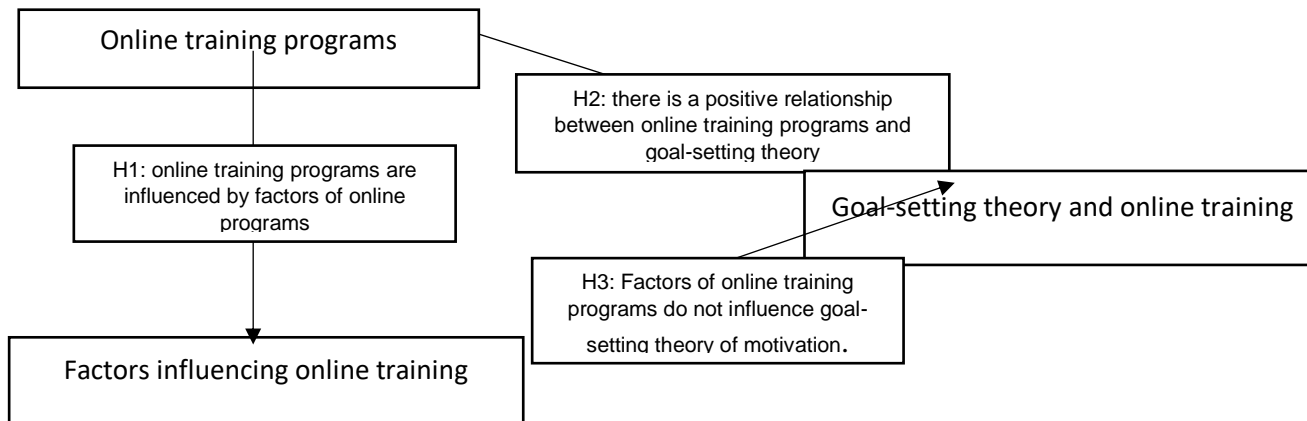


Table: 2. Summary of the hypotheses for the study

Hypothesis	Relationship	Result
H1	Hypothesis: online training programs are influenced by factors of online programs	Positive
H2	Hypothesis: there is a positive relationship between online training programs and goal-setting theory.	Positive
H3	Hypothesis: Factors of online training programs do not influence goal-setting theory of motivation.	Negative

The study hypothesizes that online training programs are positively influenced by their associated factors and have a positive relationship with the goal-setting theory of motivation. However, it is proposed that the factors affecting online training do not impact the goal-setting theory of motivation, indicating a negative relationship in this context.

b. Motivation of Students towards Online Training

One of the main determinants of students' level of engagement, perseverance, and success in the learning process is their desire for online instruction. In the contemporary digital era, online training has become a popular instructional tool because to its accessibility, flexibility, and customisation. Students' motivation, however, can be influenced by a variety of internal and external circumstances.

Intrinsic motivation, which includes things like a desire to improve oneself or a specific interest in the issue, is one significant motivator. Students that are intrinsically motivated are more likely to value online learning and engage with the content in-depth. For instance, students who enrol in courses that are relevant to their hobbies or career goals are often more committed.

However, extrinsic motivation such as earning certifications, improving career prospects, or meeting academic requirements also has an impact on pupils. Many students participate in online training to enhance their credentials or gain skills that provide them a competitive edge in the job market.

The design and delivery of online training have a big impact on student motivation. Interactive materials like movies, tests, and simulations keep students interested while opportunities for peer cooperation, such as forums and group projects, foster a feeling of community. Additionally, students can maintain their motivation over time with the use of gamified elements like badges and awards along with timely teacher feedback.

However, obstacles including the need for self-control, domestic distractions, and a lack of face-to-face interaction can negatively impact motivation. To address these problems and create supportive environments, online platforms need to offer self-paced study materials, clear learning objectives, and readily available academic and technical support.

In conclusion, the dynamic interplay between internal incentives and external rewards that propel students to engage in online training is influenced by the way the learning process is designed. By understanding and satisfying their students' motivating requirements, online training providers may create more effective and captivating programs that foster both short-term success and long-term personal and professional progress.

Research Methodology:

Structured questionnaires were used to gather the primary data from participants having prior experience with online training courses. Participants' opinions of the goal-setting theory, the variables affecting online training, and their overall training results were assessed by the survey. To ensure diversity in demographics and professional backgrounds, the sample technique adopted was random sampling technique. This study was conducted in Bangalore with 812 respondents, who are the students of MBA. To collect the primary data the questionnaire was circulated which included the detailed brief about the project and the purpose of the study.

Analysis and Interpretation:

Objective 1-Factors Affecting Students' Interest in Online Education:

A mix of internal and environmental factors influence students' motivation to participate in online instruction. These elements affect their propensity to engage, endure, and thrive in an online learning environment:

1. Factors that are inherent

- Interest in Subject Matter: When a course relates to a student's passions or interests, they are more motivated.
- Self-Determination and Autonomy: Motivation is increased when one has the capacity to establish personal objectives and regulate one's own learning speed.
- Perceived Relevance: Students are more inclined to participate in training if they perceive a direct link between it and their development as individuals, professionals, or students.
- Self-Efficacy: Persistent effort is encouraged by self-assurance in one's capacity to finish assignments and thrive in an online setting.

2. External Elements

- Certification and Career Advancement: Participation is encouraged by the prospect of earning certificates or developing employability-boosting abilities.
- Rewards and Recognition: Engagement is boosted by outside incentives such as grades, badges, or public recognition.
- Peer Influence: Peer participation or recommendations can have a good effect on motivation.

3. Design and Delivery of Courses

- Interactive Content: Learning is made fun by interesting films, tests, role-playing, and case

studies.

- **Clearly Stated Objectives:** Students are better able to comprehend the course's goal when learning objectives are clearly stated.
- **Feedback Mechanisms:** Students are encouraged to stay involved and grow when they receive timely, helpful feedback.
- **Gamification:** Through friendly competition, features like leader boards, challenges, and awards increase motivation.

4. Accessibility and Technology

- **Ease of Use:** Regular involvement is encouraged by user-friendly platforms and smooth navigation.
- **Technological Support:** Having assistance available to address technological problems boosts self-esteem and lessens annoyance.
- **Resource Access:** Consistent motivation requires dependable gadgets, the internet, and educational materials.

5. Emotional and Social Assistance

- **Sense of Community:** Using discussion boards or online gatherings to engage with classmates and teachers can help fight feelings of loneliness.
- **Instructor Presence:** Students remain engaged when instructors actively participate in live sessions or communicate with them promptly.
- **Encouragement and Guidance:** A positive learning environment is fostered by encouraging words and tailored guidance.

Objective 2-Role of Goal-Setting Theory of Motivation in Online Education Programs

Goal-Setting Theory, developed by Edwin Locke and Gary Latham, emphasizes that specific and challenging goals, accompanied by appropriate feedback, enhance motivation and performance. This theory plays a significant role in shaping the motivation and engagement of students in online education programs.

1. Specific Goals:

Clear and well-defined learning objectives, such as completing a module, mastering a skill, or achieving a certification, help students focus their efforts.

2. Challenging but Achievable Goals:

Goals should be challenging enough to push students but realistic enough to avoid discouragement. Striking this balance keeps learners motivated and encourages persistence.

3. Commitment to Goals:

When students are involved in setting their own goals, they are more likely to commit to achieving them. Personalized goal-setting in online programs fosters ownership and accountability.

4. Feedback Mechanisms:

Continuous and constructive feedback helps students monitor their progress and stay on track. Feedback can highlight areas of improvement and celebrate milestones.

5. Task Complexity:

Goals should be broken down into manageable steps to prevent overwhelm. Online education programs should provide clear instructions and structured pathways to achieve complex goals. The respondents' expectancy, connection, self-efficacy, goal intentions, and goal orientation were measured using the constructs in the online training programs. The specifics of the research.

Table: 3-Descriptive statistics

Online training programs	Goal	Autonomy	Comfort	24*7	Domain Interaction
Mean(μ)	2.987	2.175	3.934	3.033	2.662
Std.deviation	1.29	1.357	1.354	1.282	1.545
Factors Influencing	.Factors that are inherent	Design and Delivery of Courses	Accessibility and Technology	Emotional and Social Assistance	External Elements
Mean	3.28	2.486	2.274	3.179	2.267
Std.deviation	1.347	1.28	1.402	1.147	1.414
Goal-setting Theory and online training	Goal clarity	Specific goal	Challenging but Achievable Goals	Commitment to Goals	Feedback Mechanisms
Mean(μ)	2.662	3.18	3.954	2.798	3.254
STD.dev	1.314	1.325	1.302	1.324	1.274

Table: 4- Factor loading

Indicator	Online training programs	Factors Influencing online training	Goal-setting and online training
Goal	0.7089		
Autonomy	0.7599		
Comfort	0.7493		
24*7	0.7932		
Domain Interaction	0.7685		
Factors that are inherent		0.5097	
Design and Delivery		0.4646	
Accessibility and Technology		0.7351	
Emotional and Social Assistance		0.7768	
External Elements		0.7694	
Goal			0.8604
Specific Goal			0.6474

Challenging but Achievable Goals			0.7458
Commitment to Goals			0.6984
Feedback Mechanisms			0.5483

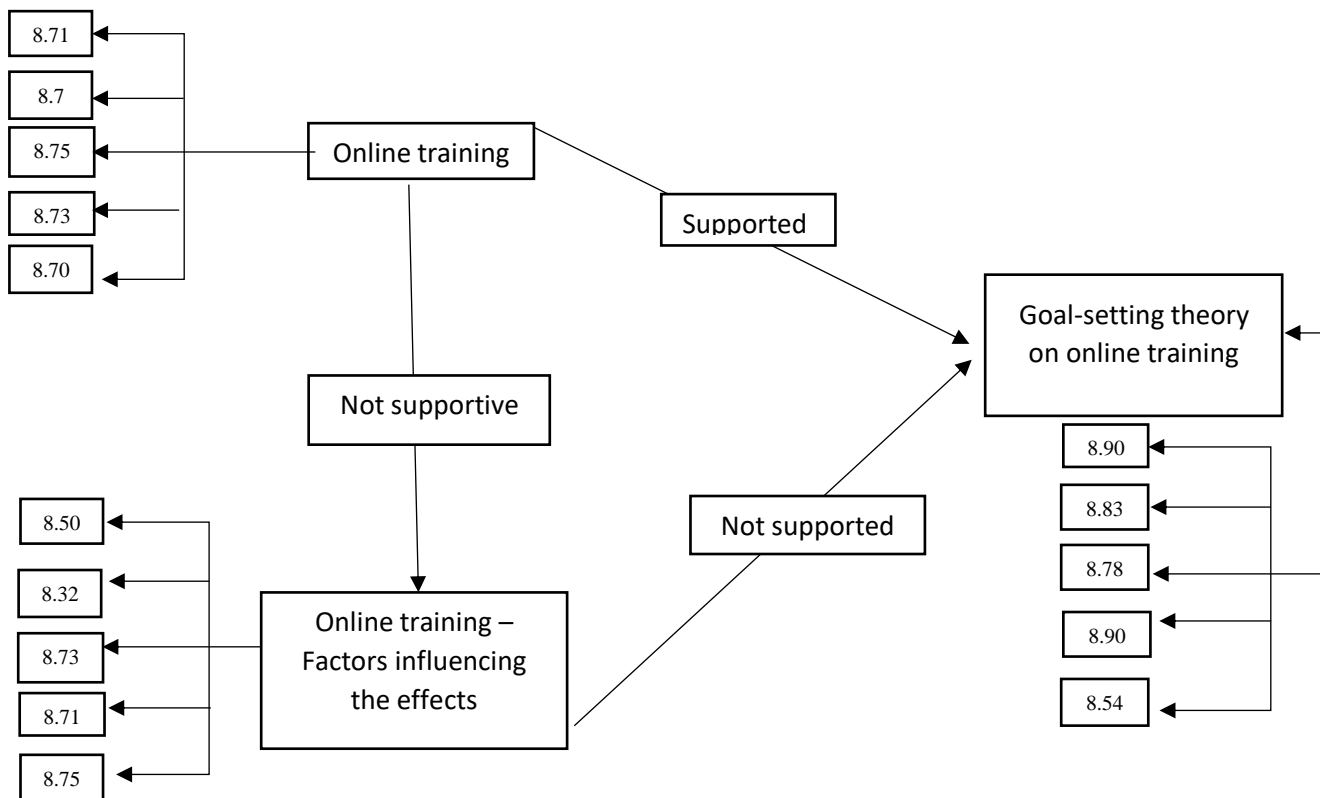
Table: 5- Results of Structure equation module Fit

S.no	Parameters	Acceptable Range	Actual Scores	Results
1	Avg. variance extracted	≥ 0.51	0.61	Supported
2	Comparative fit index	0.9	0.90	Supported
3	Normed fit Index	0.9	0.95	Supported
4	Goodness of the fit index	0.9	0.94	Supported
5	Root mean square error of the approximation	0.08	0.12	Supported

Table: 6- Beta values of SEM

Effect	Beta	Total Effect	Cohen's f	Remarks
H1:online training programs are influenced by factors of online programs	0.7358	0.7382	1.15959	Not Supported
H2:There is a positive relationship between online training programs and goal-setting theory	-0.1230	0.254	0.0086	Supported
H3: Factors of online training programs do not influence goal-setting theory of motivation	0.5151	0.5151	0.1515	Not Supported

Fig 2 –Diagrammatic representation of the values



According to descriptive statistical analysis results, an online training program requires guidance in creating appropriate Goals ($u = 2.987$) and focusing on 24*7 training ($u = 3.033$). The elements that most affect trainees during an online training program include external elements($u = 2.267$), design & delivery of course ($u = 2.486$), and customizing of the training programs according to the trainees' needs. Lastly, the descriptive statistical study pertaining to online training programs and goal-setting theory reveals that additional factors influencing trainees in an online training program include goal clarity ($u=2.662$) and challenging butachievable ($u=2.385$).Additionally, all of the research variables are more than 0.50, which is again within the allowed range, according to the data regarding factor loadings, and the Average Variance Extracted provided shows a value of more than 0.50, which is also within the acceptable range.

The SEM FIT shows that the comparative fit index is with 0.91 which is higher than the acceptable range of 0.9. Hence it proves the goodness of fit. Even the root means square error of the approximation value is higher than the acceptable range.

Findings

1. According to results of this study the goal-setting theory was most appropriate to understand the efficiency on online training programs in the era of digital transformation programs.
2. It was format that there is a positive association between online training programs and goal setting theory. Hence, this education institution can motivation the students to do more online training by applying goal-setting theory.
3. The students can be motivated to do online training programs to meet this learning goals, if this feels it is relevant to their career. This will develop their corporate readiness.

Recommendation and Conclusion

Based on goal setting theory of motivation the students can involve while setting the training targets. By this students will committed to that goal & will focus on learning through online training. As the online training can save the time & energy of both the teachers & students, can be included in the curriculum MBA degree. Ascovid-19 pandemic facilitated the essential infrastructure for online learning, online training programs are highly feasible.

Bibliography

1. Fiddiyasari, A., &Pustika, R. (2021). *Students' motivation in English online learning during COVID-19 pandemic at SMA MuhammadiyahGadingrejo*. UniversitasTeknokratIndonesia. Vol. 2, No. 2, December 2021, 57-61 E-ISSN: 2723-617X
2. Abildina, S., Sardarova, Z., Ozgambayeva, R., Janzakova, S., Kalykbayeva, A., Bitikova, A., &Abdol, E. (2023). The effect of variables associated with the digital learning environment on students' motivation and attitudes. *[IJEMST]*, 11(6), 1497–1517.
3. Yusop, H., Abu Bakar, N., M. Ali, N., Abu Bakar, N. F., Roslan, S., & Amin, N. (2024). Empowering students in the digital era: Exploring motivational factors in online education. *Insight Journal*, 11(2).
4. Kang, Y., &Ritzhaupt, A. D. (2021). A comparative study of game-based online learning in music appreciation: An analysis of student motivation and achievement. *Journal of Educational Multimedia and Hypermedia*, 30(1), 59–80.
5. **Basu, M.** The influence of digital platforms on motivation and job satisfaction of teachers during the COVID-19 pandemic. *[Institution or Publisher if available]*. Regional Institute of Education (NCERT), Bhubaneswar, Odisha.
6. Sandybayev, A. (2020). The impact of e-learning technologies on student's motivation: Student-centered interaction in business education. *International Journal of Tourism Research*, 6(1), 16–24. <https://doi.org/10.20431/2455-0043.0601002>
7. Hongsuchon, T., El Emary, I. M. M., Hariguna, T., &Qhal, E. M. A. (2020). Assessing the impact of online-learning effectiveness and benefits in knowledge management, the antecedent of online-learning strategies and motivations: