Zanco Journal of Human Sciences (ZJHS)

TYPE: Original article
DOI https://doi.org/10.21271/zjhs.29.4.12

OPEN ACCESS

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RECEIVED :12 /05/2024
ACCEPTED :12/12/ 2024
PUBLISHED :15/08/ 2025

Keywords:
E-Learning,
Traditional/Conventional Learning,
Blended learning,
Motivation

E-Learning and Motivation: A Case Study on Students and Instructors at Duhok University

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Abstract

This research investigates the efficacy of E-learning as an instructional tool in higher education, emphasizing the adoption of contemporary Information and Communication Technologies (ICTs) in the EFL classrooms. It provides a comprehensive scholarly foundation by reviewing relevant literature and evaluating specific contributions from academics regarding E-learning, particularly its application in the teaching and learning process within the higher education context. Recognizing motivation as a crucial determinant of successful learning, the study identifies key motivating factors and explores ways for their integration to amplify student performance. The study is conducted by relying on data collection, involving an open-ended questionnaire administered to sixty participants across diverse departments at Duhok University. The findings demonstrate that there is a strong endorsement for integrating ICTs into conventional classrooms, highlighting their contribution to developing digital skills and establishing interactive, personalized, and globally interconnected learning environments. Participants recognize E-learning's benefits, including adaptability and accessibility, but they also express concerns about potential limitations on personal development, social relationships, digital literacy challenges, and specific infrastructural constraints in Kurdistan. The data also underscores motivation's pivotal role in online learning success, proposing approaches like interactive resources, cooperation fostering, technical assistance provision, and measures to enhance intrinsic motivation. The recommendations seek to improve the general quality of online learning in educational institutions, specifically in the context of the Kurdistan Region of Iraq.

1. Introduction

E-learning, the union of computer network technologies and teaching theory, has become a transformative driving force in education. This paper explores its theoretical fundamentals and researches the significant correlation between students' motivation and online learning. The primary research question guiding this study is "What effective motivational elements can be employed in a given E-learning environment?" This paper seeks to analyze the different available motivational techniques to be used in E-learning in an effort to increase the students' engagement and results. Another challenge that remains prevalent even with the many benefits associated with E-learning is the aspect of efficient student engagement or motivation. Regarding this gap, this study aims to establish guidance in the use of motivational approaches, experiencing their effectiveness when used in enhancing student performance under E-learning.

All approaches - from blended approaches to entirely online interactions - rely on information technology (IT), warranting an extensive understanding of such methods. With motivation being identified as a critical component influencing learning outcomes in online contexts, this study depicts the interplay between E-learning and student motivation. It is important to establish the impact that E-learning has on students' motivation; moreover, the impact that technology has on learning, the difficulties that exist within E-learning environments, including solutions to these problems, and how electronic learners are motivated in online spaces.

E-learning refers to an array of diverse instructional methods. Although this calls for the use of online learning approaches and resources, all of these techniques share one thing in common: the application of IT. The study begins by reviewing the literature to comprehend the developments in E-learning and its influence on learners' motivation. It analyses the differences between conventional modes of learning and distance learning as it incorporates the use of technology. This paper also discusses different forms, approaches, and methods of E-learning, with special reference to the mode of computer-generated interaction and the combined forms of face-to-face and technology.

Being aware of the importance and dynamics of the motivation factor is essential for the foundation of engaging courses based on the factors that improve learning outcomes through students' cooperation online. This research will therefore seek to find out the following questions: The extent to which E-learning enhances students' motivation in education, and the role of technology in students' motivation and learning. Thus, this study will highlight the various difficulties that are evident in E-learning and find ways of solving them. Hence, it will be apparent how electronic learners are motivated to learn and how motivation influences online learning.

In conclusion, the general objective of this research is to discuss various theories under E-learning and the roles that motivation plays in relation to students' online learning. As such, the study aims to offer a discussion of the problems and present recommendations for the practice for educators and policymakers that would add to the literature on E-learning, motivation, and the evolution of education in the context of the modern digital environment.

2. Literature Review

Since the aim of this study is to clarify the nuanced relationship between student motivation and E-learning, this section provides an account of the previously available literature about the significant role of motivation in E-learning. In recent years, E-learning has had a substantial role when it comes to higher education. Its ongoing popularity and the increasing position of digital technology now play important roles in learning. One of the main objectives of this research is to examine the strength of the correlation between E-learning and students' motivation. The investigation spans the inherent motivations of E-learning, elucidating the various types and techniques involved. It delves into the realm where E-learning and student motivation converge, striving to reach a more profound

understanding of their interconnected dynamics. The following subsection comprises the key studies that contributed noticeably to this field.

a. E-Learning

A typical E-Learning model is depicted in Figure 1. Electronic learning, also known as 'alternative learning', means the availability of digital tools for learning and training. E-learning is focused on structured learning, which can be supplied by web devices such as computers, tablets, and even mobile phones. It makes learning anytime, anywhere, which easily improves, enhances, and extends the learning outcomes (Kumar Basak et al., 2018). In essence, E-learning is online training/learning, learning on a computer or other digital devices (Kamil et al., 2023). While teaching can be based in or out of the classroom, the use of computers and the Internet forms the major components of E-learning systems.

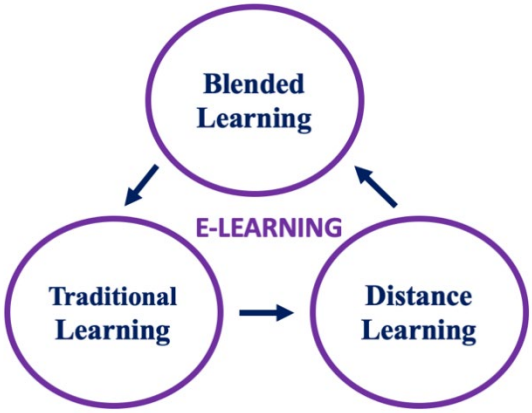

Figure (1): A Typical E-Learning Model – Source: Adapted from Chukwunonso et al., 2013

Through technology-based learning, online communication and knowledge retention have come to be essential in the realm of academia. E-learning is defined as an academic discipline that integrates computer network technologies with teaching theory to allow students to complete their studies using a computer network, like the Internet or Intranet. The global movement favouring the fusion of E-learning into higher education highlights the importance of distance learning in fulfilling the evolving training demands of the digital era. This entails leveraging the internet and other technologies to create educational resources (Valverde-Berrocoso et al., 2020; Ouadoud et al., 2021).

However, given the absence of a universally accepted definition, defining 'E-learning' has posed a challenge. Numerous applications, instructional methodologies, and learning practices are features of E-learning (Rossi, 2009). It encompasses the utilisation of ICT for study management, student-teacher interaction, material dissemination, and training development (Algahtani, 2011; Al Rawashdeh et al., 2021). E-learning, according to the European Commission (2001), is the process of improving the quality of learning by using the internet and multimedia technologies to enable remote collaboration and simpler access.

The rapid progress of technological development has impacted every aspect of life, particularly in education, teaching, and the learning process (Yahiaoui et al., 2022). The development of computer and network technology provides a variety of ways for more personalized, versatile, portable, and on-demand learning. Many educational institutes recognise that technology utilization can enhance, create a better learning process, and improve student knowledge (Coman et al., 2020; Matthew et al., 2021).

Depending on the superiority and effectiveness of learning methods (online and classroom learning), these methods differ greatly from one another. According to Moazami et al. (2014), online learning can be more effective than traditional learning as it allows complete discretion over learners' time, pace, and expediency. In addition, it helps students to retain more information than one would in a traditional setting, cultivating self-reliance and maintaining educators' roles as advisors and guides (Al Rawashdeh et al., 2021). Others, including Supriyatno et al. (2020), have argued that E-learning enables students to learn better in terms of innovative and critical thinking.

Contrarily, it has been argued that learning in a traditional classroom environment aids both the instructor and the student in terms of evaluating students' strengths and difficulties in a better manner. Studies from Gherheș et al. (2021) and Basar et al. (2021) have shown that students prefer traditional classroom settings rather than learning online, as they consider in-person instruction to be a prerequisite to effective learning. A brief comparison of the two learning styles is presented in Figure 2.

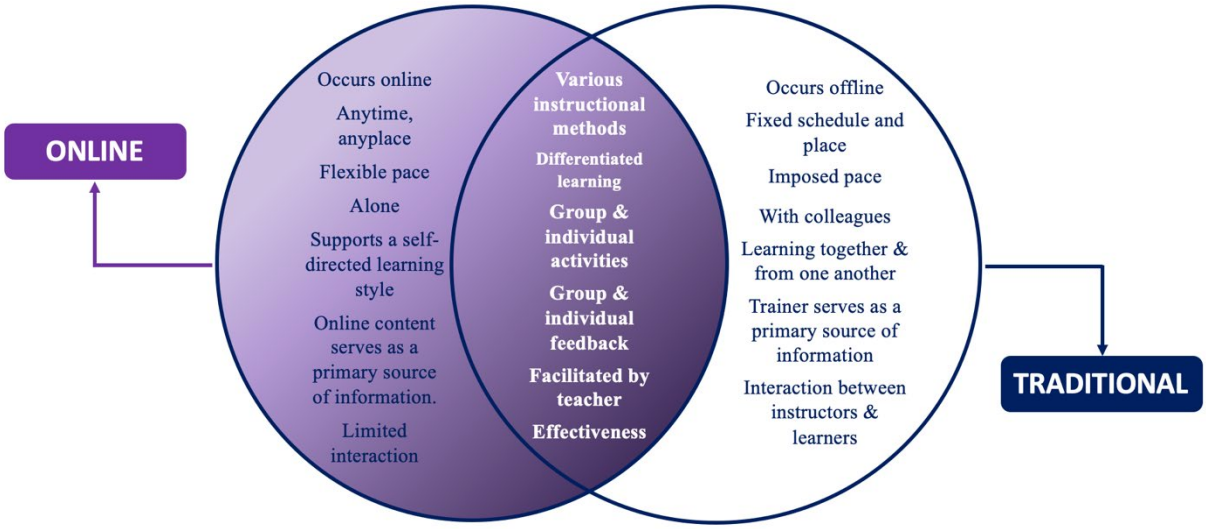

Figure (2): Online Vs. Traditional

A growing body of research suggests that there is no major difference in students' overall performance between the two learning methods (Zeraati et al., 2015). Choosing between traditional and online education hinges on the learner's preferred mode of acquiring knowledge. Online courses can potentially be of value to students who are well informed and are enthusiastic about devoting their effort to their classes. Ultimately, the student must assess their ability to meet requirements in either learning environment.

Two main approaches to E-learning exist: self-paced learning and instructor-led learning. Self-paced learning empowers students to navigate E-learning lessons hosted on web servers, allowing autonomy in defining learning modalities according to their needs. Providers offer a variety of resources, including text, audio, video, and graphs, with minimal intervention, while instructors remain available for support through feedback, clarifications, and interactions. Conversely, instructor-led learning involves instructors structuring course content and activities, often facilitated through online platforms, with set schedules for engagement. Collaboration between students and educators occurs through various mediums such as emails, forums, and audio/video sessions. The culmination typically involves assessments to measure learning outcomes. Both approaches offer support mechanisms like email and online tutoring, with self-paced learning allowing for activity tracking through central databases when conducted online (Adinda & Mohib, 2020).

The idea that learning is not merely another experience but rather a dynamic process that constantly evolves is based on the principle of blended learning. Over adopting a single learning delivery method exclusively, blended learning offers a number of advantages (Singh, 2021), such as offering university students a learning environment that is both independent and collaborative. Instead of being seen as solely a delivery mechanism, blended learning is regarded as a pedagogical strategy that integrates classroom productivity and socialisation with technology-based online learning (Singh, Steele, & Singh, 2021). According to Friesen (2012), this style of learning describes the variety of choices rendered possible by fusing the internet and other digital resources with traditional teaching methods that call for both the instructor and learners to be present in person. In order to improve retention and performance, blended methodologies manage the students' active social life and provide the requisite social linkages for effective communication (Hijazi et al., 2006; Mubarak, 2022). A new definition of blended learning is offered by Cronje (2020), who highlights the integration of direct instruction with learning-by-doing, a process that involves using a variety of theories, techniques, and technologies to enhance learning outcomes in specific contexts.

This blended approach offers many focal perks, including flexibility in managing time and place, promotion of learner engagement in extracurricular activities for enhanced learning quality, catering to the individual needs of every learner (Dangwal, 2017), and minimizing learning expenses while elevating the quality of instruction and training (Minh & Hong, 2022). Many academic institutions are now working to optimise technology usage in classrooms. Before employing E-learning, it is important to draw attention to the benefits and drawbacks in order to make knowledgeable decisions about its adoption (Alhahtani, 2011; Coman et al., 2020; Rawashdeh et al., 2021). Some of the benefits of implementing E-learning include: effectively handling information, mitigating the lack of academic staff, creating environments that promote communication and interactivity to meet educational goals, and enhancing administrative tasks (Algahtani, 2011; Coman et al, 2020). In addition, E-learning ensures fair access to data, it stimulates self-directed learning with the provision of timely feedback, and solicits parental involvement (Algahtani, 2011; Coman et al, 2020). It also encourages flexibility, international communication, and enriches teacher-student communication as well as curriculum development (Algahtani, 2011; Al Rawashdeh et al., 2021). According to Algahtani (2011), if handled appropriately, online learning can be more beneficial than conventional learning.

Conversely, there are a few disadvantages, such as the possibility of disinformation and insufficient expertise or training (Coman et al., 2020). Algahtani (2011) notes that in disciplines like medical science, which require practical skills, online learning may lose its effectiveness as it may overlook other sensory components, which can cause antisocial inclinations. The effectiveness of E-learning also depends heavily on infrastructure, technical assistance, and high-quality design. These factors come with a large initial as well as ongoing maintenance costs (Coman et al., 2020). E-learning can have the potential to lessen the socialisation function of instructors and educational institutions, thereby restricting employment prospects beyond the ICT industry (Algahtani, 2011). Rawashdeh et al. (2021) identify a range of other shortcomings of E-learning, such as restricted contact, the possibility of cheating, and difficulties in maintaining motivation.

For optimal educational results, higher education can integrate E-learning through certain strategic initiatives. Some of which are listed below:

- Choosing innovative Learning-Management-Systems (LMS) becomes vital (Bradley, 2021).
- Providing training courses to enable educators to produce efficient online content (Amiti, 2020; Al Rawashdeh et al., 2021).
- Using virtual classrooms and/or collaborative portals to enhance the interaction of learners (Hussin et al., 2019).
- Providing adaptable evaluation techniques to accommodate a range of learning objectives.

- Establishing constant feedback and support facilities, such as remote tutoring and counselling, are crucial for student success.
- Offering educators ongoing development opportunities, so they may stay current with online teaching and learning methodologies.
- Achieving equilibrium between synchronous and asynchronous learning possibilities to provide a flexible and dynamic virtual learning environment customised to meet the changing demands of postsecondary education.

b. Motivation

'Motivation' originates from the Latin word 'movere', meaning movement, and can be used to describe a process that leads individuals who are in a state of repetitiveness to concentration (Barachini, 2009). In everyday usage, the term ‘motivation’ is frequently used to refer to the factors influencing a person's course of action (Seven, 2020). It is the initial prerequisite to learning a task and serves as the driving force behind human behaviour (Meşe & Sevilen, 2021). Furthermore, it is the process that initiates, guides, and maintains goal-oriented conduct (Wentzel and Brophy, 2014).

In educational contexts, motivation clarifies how much time and effort students spend on various learning requirements. Active participation in learning, appreciation of learning (Johnson, 2017), willingness to accept challenges, in-depth learning methodologies, tenacity, educational performance, creativity, inner condition which increases individual performance, are all associated with high levels of motivation (Brophy, 2010; Schunk, et al., 2014; Singh, 2021). Work derived from motivation can nonetheless be defined as the degree to which learners feel satisfied with their education (Filgona et al., 2020).

Understanding motivation provides valuable insights into human nature, clarifying our goals and driving our learning process, thus being described as the ‘engine’ of learning (Paris & Turner, 1994). It is crucial for understanding where it comes from, its necessities of how, when, and what we learn for better implementation (Schunk & Usher, 2012), and overall, helps us understand why some forms of motivation are more advantageous than others. Motivation varies among individuals, influencing performance, well-being, and personal growth. Scholars like Eccles & Wigfield (2002) emphasize its link to self-belief and competency as it has the ability to influence our thoughts, feelings, and behaviours. This shows, to some degree, the complexities of the nature of motivation. Hence, theories proposed by Schunk et al. (2014) and Brophy (2010) conceptualize its value and significance.

Academic performance, online course achievement or failure (Filgona et al., 2020), online engagement (Xie et al., 2006), higher online learning exploration (Martens et al., 2004), and learning fulfilment (Artino, 2008) have all been correlated with motivation. Thus, it is evident that motivation is a crucial factor for online learning. To reach ultimate success, learners must be sufficiently energized, inspired, and realize what can be achieved and be compelled to carry on the energy required for an exact time to accomplish their desired goals (Filgona et al., 2020), since motivation enhances presentation by predisposing stress distribution (Yeo and Neal, 2004).

Motivational concepts used to study the motivation of students in the online world, according to Ryan and Deci (2000), are intrinsic vs. extrinsic motivation. Intrinsic Motivation is the internal force and act of engaging in academic activities for their own sake, because they like the learning process rather than for a secondary benefit (Ryan & Deci, 2000). Adamma et al. (2018) explain that intrinsic motivation is the genuine human urge that propels people to look for and take on new challenges. Even when there are no immediate benefits to be gained, their skills are challenged, and they are ready to learn. In other terms, intrinsic motivation refers to engaging in a behaviour out of inherent pleasure or delight. According to Adamma et al. (2018), those who are intrinsically motivated

exhibit the following traits: they participate in both physical and mental tasks while maintaining high levels of focus with well-defined goals, realistically reflect on their own actions, and are typically laid back and unafraid of failure while learning. Further, a study conducted by Stipek (1988) found that students who are intrinsically motivated constantly opt to take on challenging tasks and learn independently. Despite any outside constraints or the instructor's guidance, they frequently ask questions to further expand their knowledge and demonstrate positive feelings while learning. High intrinsically driven learners are better able to pick up new concepts and demonstrate a deeper comprehension of the material (Stipek, 1988).

Extrinsic Motivation is a concept that applies whenever an action is taken to achieve a distinct goal (Ryan & Deci, 2000). Its drive stems from a cause of inspiration beyond the activity itself, such as enrolling in programmes to boost professional opportunities. Learners who possess this type of motivation are driven to partake in academic activities for external reasons. In accordance with Adamma et al. (2018), parental expectations, the possibility of joining a course later, and high marks are examples of extrinsic motivators that encourage initiative and performance, with incentives acting as effective reinforcers for the behaviour desired. In contrast to intrinsic drive, extrinsic motivation frequently yields quick results and necessitates less work (Ryan & Deci, 2000). The drawback is that extrinsic motivators tend to divert learners from genuine independent learning. The fact that long-term outcomes from these kinds of motivators typically are not achieved is another issue. As the benefits are eliminated, students get unmotivated (DeLong & Winter, 2002). Adamma et al. (2018) argued that extrinsic motivational variables can reduce pupils' intrinsic motivation since extrinsically driven learners usually focus on getting better scores and receiving incentives.

Motivation, momentous in education (Paris & Turner, 1994), fuels learners' engagement. Given the crucial interdependence of motivation and learning (Brophy, 2010), its importance is recognised in traditional settings (Schunk et al., 2014); yet, its dynamics in virtual environments persists to be limited (Mamolo, 2022). Research frequently oversimplifies motivation, focusing on learner traits or cultivating conducive environments (Keller, 2010). Different engagement patterns are shown by online learners, who are usually more intrinsically driven than their on-campus counterparts (Wighting et al., 2008). Shaikh and Asif (2022) argue that an advanced awareness of motivation is necessary, given the elevated dropout rates in online courses. Compounding the challenge are elements such as technical frustrations and isolation, with low motivation being a key driver of learners' withdrawal from online courses (Artino, 2008; Keller, 2008). The enthusiasm of students in online learning environments is thus considered a key factor for progress (Artino, 2008; Keller, 2008) and is a prime reason for this research. These considerations also contribute to the need to rethink the impetus for learning in worlds that are rich in technologies. The educational community has observed that motivation to study necessitates one's aspirations to partake in and learn academic activities (Garavan et al., 2010). In regards to this, Kim & Frick (2011) contend that motivation endorsement results in a fruitful online learning journey.

Existing motivation models with both expectation and value aspects can assist with the methodical design of educational experiences that tackle the motivating components of learning. Widely used as a foundation for developing instructional methods, Keller's (2010) ARCS-V motivation design paradigm (see figure 3) includes the domains of attention, relevance, confidence, satisfaction, and volition.

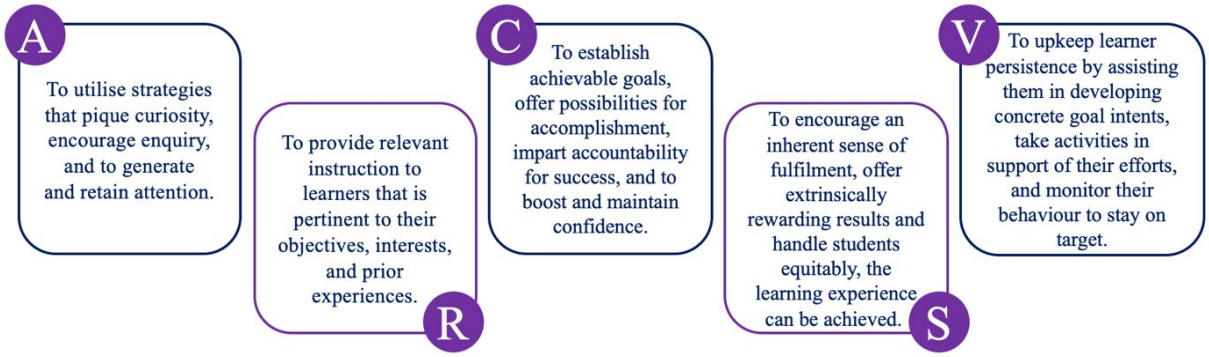

Figure (3): ARCS-V Model

Another motivation model that encompasses creating inclusion, building attitude, improving meaning, and engendering competence is put out by Ginsberg and Wlodkowski (2000). Its goal is to promote instructional strategies that enable learners to demonstrate high-calibre motivation. The fundamental components of this motivation framework, shown in Figure 4, are that it acknowledges diversity, interacts with the motivation of a wide range of learners, fosters a secure and inclusive environment for learning, and promotes equal learning opportunity.

Figure (4): Motivation Framework

These models, which were not primarily intended for E-learning, have been employed to build instruction in such courses to increase student motivation (Keller, 2010), and have served as the basis for numerous research studies.

Motivation is a crucial factor in the realm of online education; however, its mechanisms have not been thoroughly examined. The focus of this study is on investigating the relationship between motivation and the process of acquiring knowledge in digital platforms, to increase student involvement and improve the quality of online learning interactions. Through the utilization of established motivational frameworks, the aim is to fill this existing void and make a meaningful contribution to the progression of efficient online educational methods.

3. Methodology and Data Collection

The statistical techniques employed, the data collection process, and the examination of the validity, reliability, and generalizability of the conclusions drawn from this study are all covered in this

section. As a result, it addresses the analytical method and the samples that were utilised. Limitations and ethical issues are discussed as this section comes to a close.

a. Research Philosophy, Research Methods, Data Collection Method

This study investigates the impact of E-learning and motivation at Duhok University using a qualitative method as its primary data gathering tool to examine participant experiences. The methodology explores distinct viewpoints, dispositions, and incentives, revealing deep insights for an all-encompassing comprehension (Akyildiz & Ahmed, 2021). It fosters an awareness of the complex nature of online learning experiences by identifying themes, patterns, and the subtle aspects impacting motivation by examining the breadth and context of participants' narratives. Walliman (2011) conveys the importance of questionnaires for data collection, which enables researchers to collect information without the need for face-to-face contact. This, in turn, avoids external influences that may foreshadow participants' answers. Accordingly, an open-ended questionnaire (written and answered in English) using Google Forms was used to obtain data for this study.

b. Sampling Procedure

The procedure employed in this research entailed the dissemination of a questionnaire through Google Forms to sixty participants from various departments at the University of Duhok, namely English, Biomedical Engineering, and Computer and Electrical Engineering Departments. The chosen sample was purposely stratified to encompass thirty students and thirty instructors. The student participants comprised those from different years of study, from first-year undergraduates to the final year students, which gives a cross-sectional survey of the students' experiences. Also, the students were of different ages, with most of the students being aged between 18 and 24 years, while some were older. The distribution of the students by their gender was almost equal, though boys slightly dominated this category, as is with most technical departments. The instructor participants comprised lecturers who were relatively fresh in their positions to those who have been teaching for over two decades. In terms of age-positions of the instructors, they included people in their early thirties as junior scholars and professors who are in their sixties. Gender wise, the instructors also had an equal representation of the female gender, while the male gender was slightly higher because of the engineering department's setting.

The data that was gathered was then carefully and thoroughly reviewed and analysed to extract significant information. The conscious decision to use a limited sample size was intended for the purpose of allowing a more in-depth analysis of the responses. The research aimed to capture a wide range of generational perspectives within the academic realm of the university that involved both students and faculty members.

c. Validity, Reliability, and Generalizability

Validity is a reflection of the accuracy of the outcomes (Sulsky & Balzer, 1988). Reliability denotes the consistency of the outcomes (Mohajan, 2017). Generalizability pertains to the degree to which study findings can be applied to circumstances or individuals beyond those specified (Leung, 2015). The credibility and reliability of this study were secured through a number of measures. A questionnaire tailored specifically to assess online learning and motivation factors reinforced internal, external, and construct validity. To enhance construct validity, qualitative methodology was adopted, and the previous studies were reviewed, and also the help of the experts was sought in ascertaining the validity of the items in the questionnaire. A feature that contributed to ensuring the external validity was the participation of a number of respondents from different departments and age groups.

To better ensure generalizability, several approaches were utilized: avoiding spreading information to non-participants in order to curtail social bias, following existing standard protocols to avoid

variations, checking reliability to ensure that the rates of response conform, and most importantly, ensuring the sample was selected carefully. These procedures were undertaken in efforts to reduce preconceptions and widen the generalizability of the results.

Combined together, all these metrics greatly improved the validity, reliability, and generality of the research findings in such a way that the outcomes of the study are correct, consistent, and universal with regard to any E-learning environment. Through applying these strict methods, the examination unveils reliable and credible data on the frameworks that can impact students' motivation in online learning environments.

d. Limitations

The earlier discussed points are subject to specific limitations. Self-reported questionnaires and small sample sizes lead to general and biased results. It is a challenge to apply the findings of data collected from one university to other contexts. The conclusions of such statistics might be too general when considered by other educational institutions. To objectively asses the results of this study, it is essential to take these points into careful consideration. For this end, future studies can adopt a blending of qualitative and quantitative methods to lower the mentioned restrictions and provide a clearer understanding of the case under investigation. To help increase the sample's representativeness and generalizability of the results, it can be useful to triangulate data from multiple sources, implement uniform measuring instruments, and engage many participant demographics through techniques like stratified sampling. Lastly, developing trust as well as keeping confidentiality can boost the validity, reliability, along precision of the study.

e. Ethical Considerations

As defined by McMillan and Weyers (2007), ethics signifies the guidelines that should be carefully considered when composing a university paper. In order to uphold academic integrity, all data collected stems from reputable sources and has been appropriately cited in accordance with the guidelines given in the reference section. Participants gave their consent and were fully informed of the purpose of this research. Confidentiality was also preserved, and all data used was handled with utmost care in order to safeguard participants' privacy. Finally, this study followed ethical norms, placing participants' welfare, transparency, and respect throughout this research.

4. Results and Discussion

The findings of the questionnaire are analysed in this section and are distributed into six subsections, which cover participants' responses to distinct inquiries. Each of the participants' narratives was analyzed using a thematic approach to examine the patterns (themes) in the data. Such a manner of analysis enabled one to give more refined attention to the content of responses and made it possible to compare it to the sources of the literature review. The responses were then viewed, examined, and correlated with the literature review, taking into account the unique viewpoints of instructors and students.

Question (1): In your view, is including contemporary Information and Communication Technologies (ICTs) essential in the classroom setting? Please explain the rationale behind your response.

Figure 5 shows that students strongly accentuated the value of ICTs in cultivating technological settings, digital competency, and boosting engagement, which coincides with views underscored by Meşe & Sevilen (2021). Through effectively integrating ICTs – described as any electronically activated learning environment – students believe that it endorses dynamic, personalized, and globally linked learning climates. Simultaneously, instructors' points are consistent with the opinions of Kumar Basak et al. (2018), who firmly advocate for digital integration, stating its value in creating effective, engaging, and time-efficient learning spaces. Educators acknowledge the

extensive utilisation of student involvement with ICT, considering it to be an essential instrument for cultivating vital digital competencies and improving the education system holistically. Both groups emphasized that the integration of ICTs provides an online platform for instructors and learners to communicate and gain knowledge, reflecting the opinions advocated by Hijazi et al. (2006), Algahtani (2011), Al Rawashdeh et al. (2021), and Mubarak (2022).

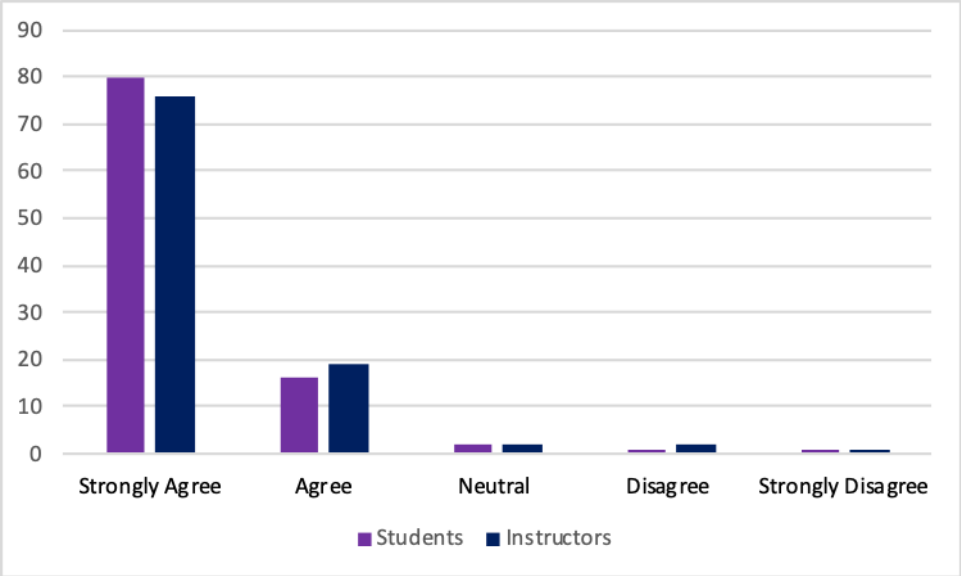

Figure 5. Importance of ICT Integration in Classrooms

Question (2): What is your opinion of E-learning (online learning), and what are the benefits and drawbacks that you specifically see, especially with regards to Kurdistan?

Figure 6 shows the statistical results of the findings to address this question. Although both students and instructors acknowledge the benefits of E-learning, such as flexibility, accessibility, and cost-effectiveness, they differ in their concerns and the problems they encounter with online learning. The primary concern for students revolved around issues pertaining to personal growth and social aptitude, namely the limitations imposed by less in-person engagement. This raises the need to increase learners' interaction by using virtual classrooms and collaborative portals, which is also suggested by Hussin et al. (2019). The majority of learners chose traditional classrooms over online learning due to the benefits of immediate feedback, the development of team-building skills, and a more thorough comprehension, echoing similar points raised by Gherheș et al. (2021) and Basar et al. (2021).

Instructors, on the other hand, have raised additional concerns regarding the insufficient digital literacy of both learners and educators. Inadequate equipment, the time-consuming process of adapting to online tools, and the absence of professional development programmes or training to sufficiently prepare them for effective online learning delivery were found among the issues they raised, consistent with similar observations from studies by Algahtani (2011) and Al Rawashdeh et al. (2021). Although very convenient, both students and instructors face challenges related to technological constraints, unstable internet, and electrical issues specific to Kurdistan.

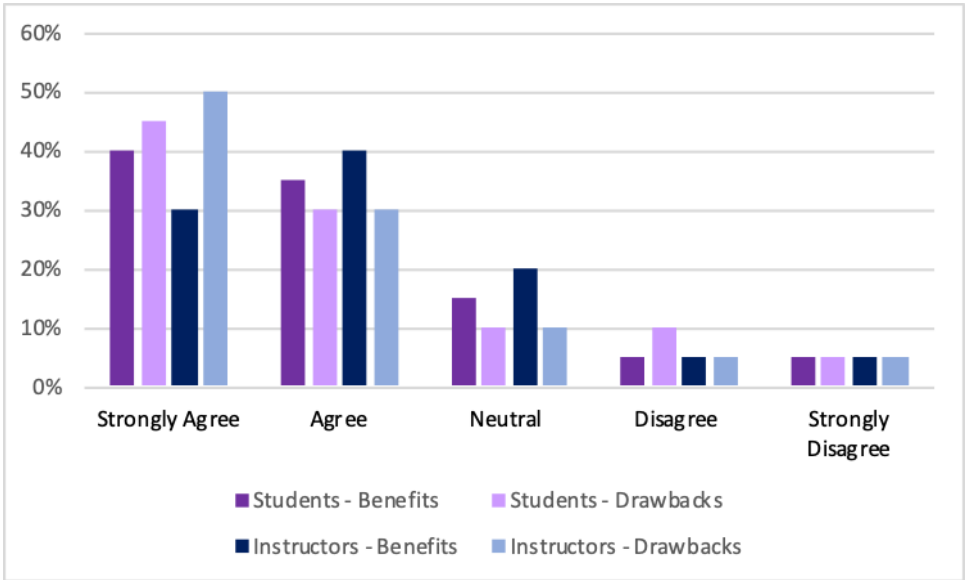

Figure 6. Perceptions of E-Learning in Kurdistan

Question (3): Taking into account the constraints of E-learning that you previously mentioned, what possible fixes or tactics would you suggest to lessen these difficulties?

The analysis of students' responses shows that they are in favour of increasing interactive elements, like discussion forums, virtual team projects, live sessions, and collaborative tasks, to endorse social interaction and the development of team-building skills as suggested by Hussin et al. (2019). In resonance with the opinions voiced by Al Rawashdeh et al. (2021), the vast majority of instructors support the use of workshops, online training courses, and other resources to aid learners in becoming more adept at using digital tools and navigating online platforms. A few educators offered different suggestions, such as ensuring that students and instructors alike have sufficient access to necessary tools, such as computers and other relevant devices. Further recommendations given from both parties were consistent with the views of Coman et al. (2020), which revealed additional approaches for addressing the challenges posed by E-learning, for example, providing remote educators and learners with access and technical help to resolve any hardware or connectivity problems. See Figure 7.

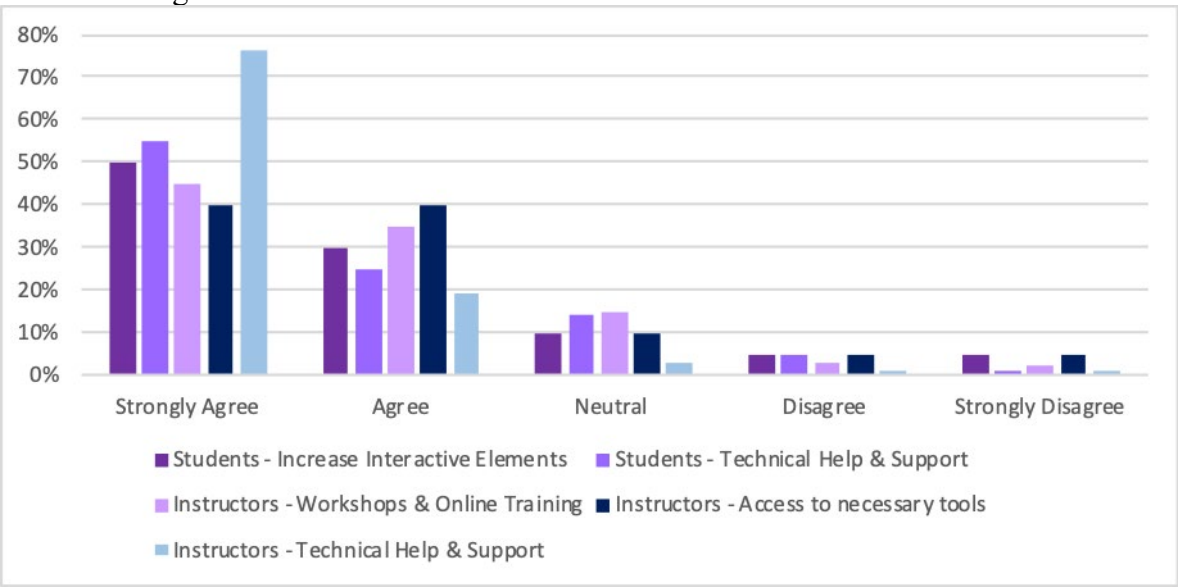

Figure 7. Motivational Preferences

Question (4): Which is better, in your opinion – blended learning or a fully online learning approach? Explain your reasoning for this preference.

Figure 8 indicates that the majority of students and instructors indicated a preference for a mixed learning strategy. Students appreciate the equilibrium, versatility, and adjustability of the blended approach, aligning with Singh's (2021) perspective, which they believe caters to a wide range of learners' requirements and interests, as also noted by Dangwal (2017). They emphasised the significance of meaningful personal interactions with peers and instructors for cultivating relationships and enabling prompt feedback, which was also annotated by Algahtani (2011) and Al Rawashdeh et al. (2021), which facilitates direct clarification of uncertainties. Regarding the online components, students value the benefit of being able to utilise a wide range of digital resources and acquire essential digital literacy skills that will assist them in their future professional endeavours. A limited cohort of students preferred a completely online learning mode because of its adaptability, allowing for self-paced study, work obligations, and cost-effectiveness, which were also confronted by Coman et al. (2020) and Matthew et al. (2021). They assert that it is particularly advantageous for individuals residing in rural regions of Kurdistan, as it obviates the necessity of travel.

Similarly, educators widely support the implementation of a blended learning approach. They inferred that this method allows them to achieve a balanced and manageable workload by distributing their tasks between in-class and online contexts. Similar to the points raised by Yeo and Neal (2004) and Algahtani (2011), several individuals pointed out the advantageous outcomes, such as the capacity to adjust the pace of instruction, which caters to the varied learning needs of learners while minimising their own levels of stress. Multiple instructors also expressed that they derive advantages from the continuous professional growth they gain through this method by improving their digital abilities and remaining abreast of cutting-edge teaching methodologies. Moreover, they highlighted their ability to utilise effective internet technologies and leverage resources to improve their instructional materials. While a few participants from both parties recognise the merits of a fully online education, the prevailing opinion tends to favour a hybrid approach due to its advantages in integrating traditional and online instructional techniques, resulting in reduced learning costs and improved quality of instruction and training, which correlates with the ideas stated by Minh & Hong (2022).

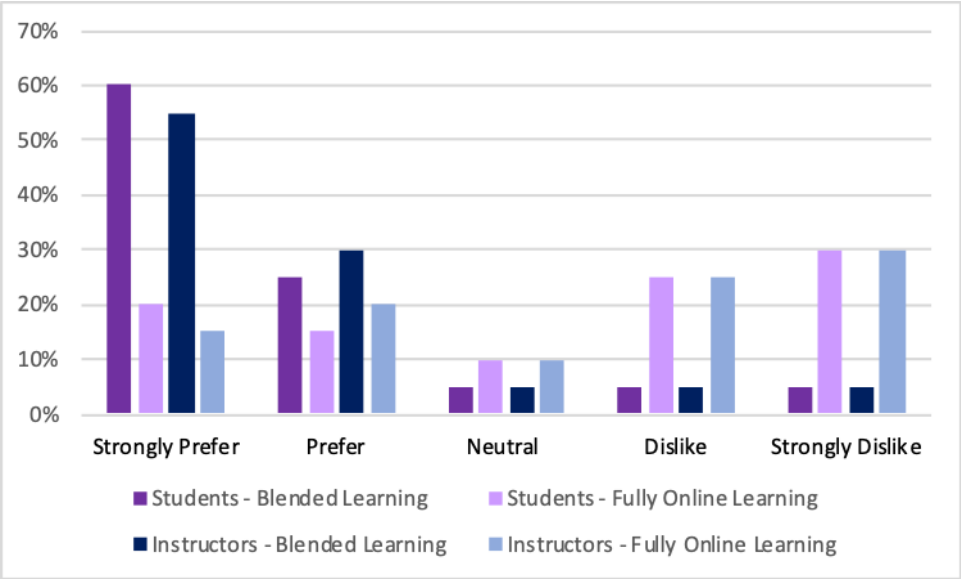

Figure 8. Preferences for Blended vs. Fully Online Learning

Question (5): To what extent does motivation influence students in online learning? Do you think that the motivation of a student is a prerequisite for the success of E-learning? Please provide a thorough explanation.

The findings shown in Figure 9 exhibited a clear consensus among both students and instructors on the pivotal significance of motivation in the achievement of online learning. From students' perspectives, motivation is crucial for attaining success in online learning. Many participants asserted that it acts as the catalyst for active involvement, efficient time allocation, and proactive learning habits, agreeing with points mentioned by Meşe & Sevilen (2021). Based on the majority of students' responses, it is evident that they consider face-to-face interactions to be of utmost importance. In the absence of such interactions, students' belief matches those of Artino (2008) and Keller (2008) that self-motivation becomes imperative in order to stay on course, overcome problems, and is crucial for student progress. A significant number of participants expressed the notion that students who are driven have a propensity to actively pursue supplementary materials, engage actively in discussions, and have a strong dedication to their academic pursuits, just as Garavan et al. (2010) noted in their study. Although technology is important, they believe that a student's inherent drive remains a significant determinant affecting their ability to adapt and find fulfilment in the online learning setting.

Similarly, educators underline the essential influence of motivation on students' experiences with online learning, linking the decrease in educational standards during the pandemic to lecturers' lack of familiarity with technology and students' unfamiliarity with online learning. According to instructors, E-learning is typically effective when learners are motivated, as it improves presentation by distributing stress in advance, a sentiment echoed by Yeo and Neal (2004). Consequently, they argue that instructors should encourage motivation by establishing clear objectives, providing engaging activities, and emphasizing the advantages of online courses. Overall, both parties agree that motivation is a crucial factor in determining the effectiveness of online learning as it affects learners' involvement, discipline, and satisfaction. Some participants have argued that sufficient infrastructure and training are particularly important in regions such as Kurdistan.

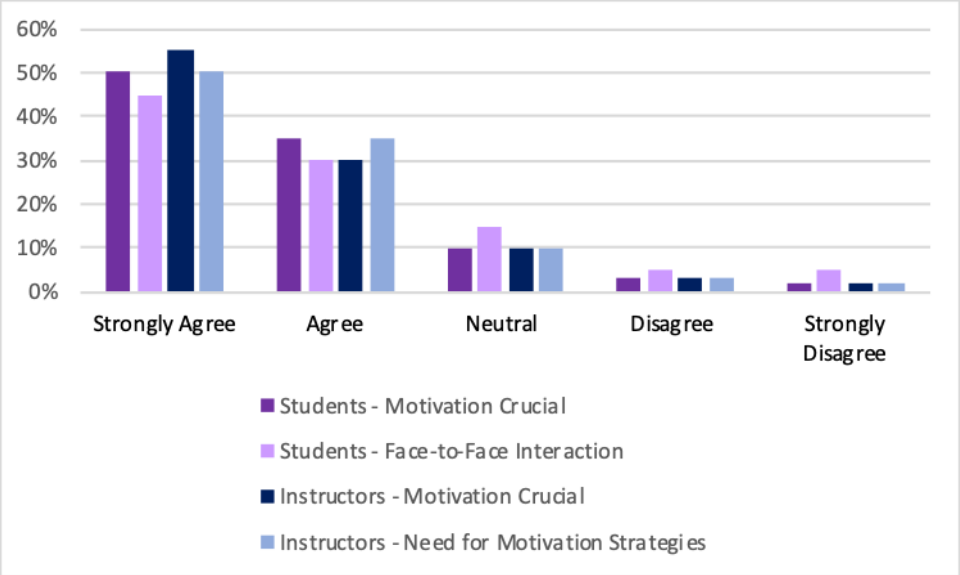

Figure 9. Impact of Motivation on E-Learning

Question (6): What motivational techniques do you believe could enhance online learning in universities, specifically in Kurdistan?

The data obtained shown in Figure 10, suggests that learners and instructors collectively offer an array of motivational strategies to improve online learning in institutions, particularly in Kurdistan. The strategies include establishing explicit goals, employing interactive and practical materials, promoting collaboration, delivering individualised feedback, assuring adaptability, providing technical assistance, and acknowledging accomplishments, which are some general techniques mentioned by Keller (2008; 2010).

The motivation tactics of many students centred on incorporating enjoyable collaborative activities, highlighting the significance of educators' involvement in establishing a learning atmosphere that is both entertaining and educational. Further, reflecting the perspectives outlined in both Hijazi et al. (2006) and Mubarak (2022) studies, numerous instructors stressed the impact of electronic-related training for learners and educators alike, merging activities that match student interests, and maintaining effective communication. Other instructors propose placing more importance on intrinsic motivation in light of documented declines. In order to enhance intrinsic motivation in an online setting, educators suggest incorporating self-directed projects that stimulate creative activities that correspond with personal interests and providing meaningful feedback that promotes a sense of achievement. Educators align with principles articulated by Ryan & Deci (2000), Adamma et al. (2018), and Stipek (1988), asserting that learners who engage in academic tasks for the joy of learning demonstrate superior comprehension.

Supporting IT officials, providing ICT training for educators, engaging faculty, managing technical constraints, strengthening examination procedures, and stimulating a sense of community through social media groups are additional strategies proposed from both parties to boost student engagement and motivation in learning online. Some of these strategies were also proposed by Al Rawashdeh et al. (2021) and Filgona et al. (2020). Both groups also underscore the significance of creating a supportive learning environment with cultural sensitivity and, overall, ensuring that the learning experience is ‘fun’ and enriching.

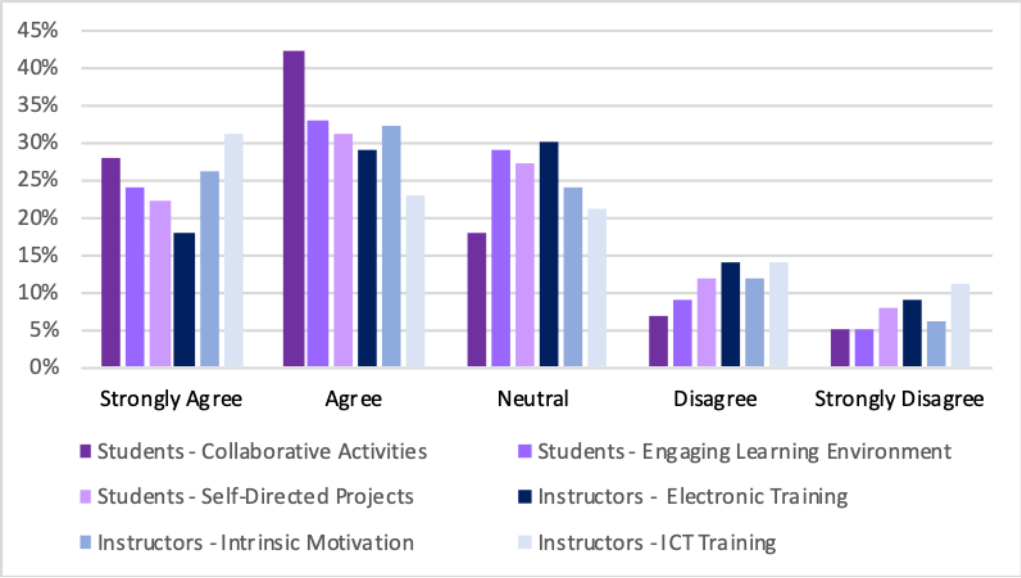

Figure 10. Motivational Preferences

Comparisons and Contrasts

The data (Figure 11) reveals distinct patterns: participants from the English department have a preference for a blended/traditional education, whereas those from the engineering departments demonstrate higher proficiency with ICTs and display a greater inclination towards online learning. Students prioritise social engagement and pleasure, in contrast to teachers who prioritise the development of digital literacy abilities. Arguably, age exerts a substantial influence on preferences, with younger individuals, who possess greater familiarity with the technological realm, exhibiting a higher degree of interest. While older individuals, juggling other commitments, may require more support, and manifest a diminished level of interest due to their lack of competency with digital technology, highlighting a generational digital divide. Finally, instructors work to develop students’ intrinsic motivation, while learners are driven by external factors and are usually more concerned

with sociable and pleasurable aspects. These details emphasise the different educational variables at work.

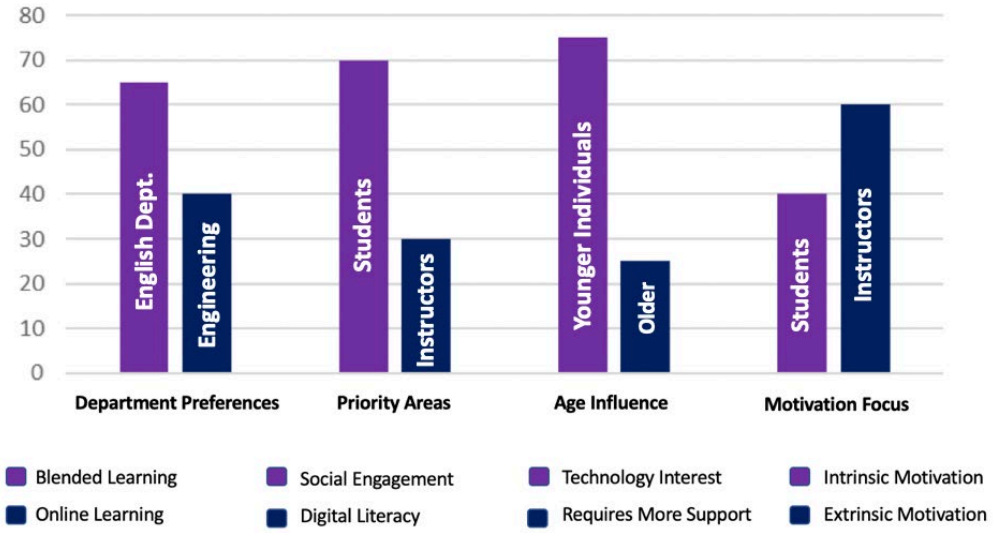

Figure 11. Comparative Preferences

5. Conclusion

Conclusively, the exploration of E-learning, including its several classifications, strategies, methods, resources, and the pros and cons associated with it, yields a thorough comprehension of the ever-evolving educational setting in the digital era. The juxtaposition of conventional and E-learning methods unveils a nuanced viewpoint, with proponents noting the flexibility and autonomy available through online learning, while apprehensions underscore the vitality of face-to-face interactions for a deeper educational encounter. Blended learning emerges as a popular approach among participants as it combines the advantages of traditional and online methods, accommodating diverse learning preferences and styles.

In the context of investigation, the pros and cons of E-learning, particularly in Kurdistan, have been illustrated in this study to highlight the transformative potential of technology in the field of education and draw attention to challenges that relate to infrastructure, digital proficiency, and learner motivation. The alternate plans and tactics offered by students and educators accentuate the need for addressing these issues by blending technical innovations, professional development, and motivational techniques. This research has demonstrated how educators and students alike appreciate the importance of motivation as a central component in the success of learning online. Both parties believe that motivation plays a critical role in fostering discipline, contentment, and active involvement in the E-learning domain. The recommended motivational strategies, encompassing goal establishment and interactive exercises, offer a clear framework for developing captivating and efficient online educational encounters.

Recommendations for Future Studies

Future research endeavours should delve into the enduring repercussions of motivational interventions within E-learning contexts at Duhok University, while also considering disciplinary differences and external factors like technological advancements. Assessing the long-term effects will deepen our understanding of motivational dynamics. It is imperative for subsequent papers to reflect the evolving nature of the field by addressing these aspects that were not covered in the current study.

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فێربوونی ئەلیکترونی و پاڵنەر: توێژینەوەیەکی مەیدانی لەسەر خوێندکاران و ماموستایانی زانکۆی دهۆک

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پوختە
ئەم توێژینەوەیە هەوڵی لێکۆڵینەوە لە کاریگەری فێربوونی ئەلیکترۆنی وەک ئامرازێکی فێرکاری لە خوێندنی باڵادا دەدات و هەروەها جەخت لەسەر وەرگرتنی تەکنەلۆژیای زانیاری و پەیوەندی هاوچەرخ (ICT) لە پۆلدا دەکاتەوە. توێژینەوەیەکە کە بنەمایەکی زانستی گشتگیر دەدات بە پێداچوونەوە بە ئەدەبیاتی پەیوەندیدار و هەڵسەنگاندنی بەشداریی تایبەتەکانی ئەکادیمییەکان سەبارەت بە فێربوونی ئەلیکترۆنی، بەتایبەتی بەکارهێنانی لە وانەوتنەوە و فێربوون لە ناو دامەزراوەکانی خوێندنی باڵادا. ئەم لێکۆلینە هاندان وەک دیاریکەرێکی گرنگ بۆ فێربوونی سەرکەوتوو ڕەچاودەکات، توێژینەوەکە هۆکارە سەرەکییەکانی هاندان دەستنیشان دەکات و ڕێگاکانی یەکخستنیان دەکۆڵێتەوە بۆ پەرەپێدانی خوێندکار. توێژینەوەکە بە پشتبەستن بە کۆکردنەوەی زانیاری (داتا) ئەنجامدراوە، کە پرسیارنامەیەکی کراوەی تێدایە کە بۆ شەست بەشداربوو لە سەرانسەری بەشە جۆراوجۆرەکانی زانکۆی دهۆک بەڕێوەدەچێت. دۆزینەوەکان پشتگیرییەکی بەهێز بۆ تێکەڵکردنی ICT لە پۆلە ئاساییەکاندا نیشان دەدەن، کە تیشک دەخەنە سەر بەشداریکردنیان لە پەرەپێدانی کارامەیی دیجیتاڵی و دامەزراندنی ژینگەی فێربوونی کارلێککار، کەسی و جیهانی بەیەکەوە. بەشداربووان سوودەکانی فێربوونی ئەلیکترۆنی دەناسن، لەوانەش گونجاندن و دەستڕاگەیشتن، بەڵام نیگەرانی خۆیان دەردەبڕن سەبارەت بە سنووردارکردنی ئەگەری لەسەر گەشەپێدانی کەسی، پەیوەندییە کۆمەڵایەتییەکان، تەحەددیاتی خوێندەواری دیجیتاڵی و سنووردارکردنی ژێرخانی تایبەت لە کوردستان. هەروەها داتاکان جەخت لەسەر ڕۆڵی سەرەکی هاندان دەکەنەوە لە سەرکەوتنی فێربوونی ئۆنلاین، پێشنیاری ڕێبازەکانی وەک سەرچاوە کارلێککارەکان، پەروەردەکردنی هاوکاری، پێشکەشکردنی یارمەتی تەکنیکی، و ڕێوشوێنەکان بۆ بەرزکردنەوەی پاڵنەرە ناوەکییەکان. ڕاسپاردەکان هەوڵدەدەن کوالیتی گشتی خوێندنی ئۆنلاین لە پەیمانگا پەروەردەییەکان

ووشە سەرەکییەکان: فێربوونی ئەلکترونی، فێربوونی نەریتی، فێربوونی تێکەلاو، هاندان

التعليم الإلكتروني والتحفيز: دراسة ميدانية عن طلاب و اساتذة جامعة دهوك

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ملخص
يستقصي هذا البحث في مدى فعالية التعلم الإلكتروني كأداة تعليمية في التعليم العالي، مع التركيز على اعتماد تكنولوجيا المعلومات والاتصالات المعاصرة في الفصول الدراسية. توفر هذه دراسة أساسًا علميًا شاملاً من خلال مراجعة الأدبيات ذات الصلة وتقييم المساهمات المحددة من الأكاديميين فيما يتعلق بالتعلم الإلكتروني، وخاصة تطبيقه في التدريس والتعلم داخل مؤسسات التعليم العالي. إدراكًا للدافع باعتباره عاملًا حاسمًا في التعلم الناجح، تحدد الدراسة العوامل المحفزة الرئيسية وتستكشف طرقًا لتكاملها لتحسين أداء الطلاب. تم إجراء الدراسة بالاعتماد على جمع البيانات، من خلال استبيان مفتوح تم تقديمه إلى ستين مشاركًا من مختلف أقسام جامعة دهوك. وتظهر النتائج تأييدا قويا لدمج تكنولوجيا المعلومات والاتصالات في الفصول الدراسية التقليدية، مع تسليط الضوء على مساهمتها في تطوير المهارات الرقمية وإنشاء بيئات تعليمية تفاعلية وشخصية ومترابطة عالميا.يظهر البحث ادراك المشاركون فوائد التعلم الإلكتروني، بما في ذلك القدرة على التكيف وإمكانية الوصول، لكنهم يعبرون عن مخاوفهم بشأن القيود المحتملة على التنمية الشخصية، والعلاقات الاجتماعية، وتحديات محو الأمية الرقمية، وقيود البنية التحتية المحددة في كردستان. تؤكد البيانات أيضًا على الدور المحوري للتحفيز في نجاح التعلم عبر الإنترنت، وتقترح أساليب مثل الموارد التفاعلية، وتعزيز التعاون، وتوفير المساعدة الفنية، وتدابير لتعزيز التحفيز الداخلي. تسعى التوصيات إلى تحسين الجودة العامة للتعلم عبر الإنترنت في المؤسسات التعليمية، وتحديداً في سياق إقليم كردستان العراق.

الكلمات المفتاحية التعليم الإلكتروني، التعليم التقليدي، التعليم المختلط، التحفيز