



The Reality Of Distance Learning And Its Impact On Learning Motivation Among Students Of The Institute Of Physical Education And Sports In Light Of The COVID-19 Pandemic

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ABSTRACT

This study aims to achieve the necessary adaptation to cope with the pressures faced by students of the institute during the COVID-19 pandemic by highlighting the importance of learning motivation and distance education. The research sample included 80 students, selected randomly. The study adopted a descriptive approach, utilizing a set of tests.

One of the key findings indicates that distance learning has an impact on the learning motivation of students at the Institute of Physical Education and Sports during the COVID-19 pandemic.

Keywords: Distance Learning, Learning Motivation, Students of the Institute of Physical Education and Sports

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1. INTRODUCTION

Following the widespread outbreak of the novel coronavirus pandemic (COVID-19), which imposed home confinement worldwide for an indefinite period, the world found itself in an unprecedented state of anticipation. The repercussions of this pandemic negatively affected all aspects of life—economic, social, environmental, and educational. Places of worship, schools, and universities were closed; sports fields and arenas were shut down; celebrations, conferences, and various activities were canceled; air travel and movement came to a halt; global stock markets approached their lowest levels; and the global economy entered a phase of recession. The future remained uncertain as infection numbers continued to rise worldwide, coupled with a lack of precise knowledge about the virus's behavior and nature, and the absence of an effective vaccine to prevent it. As a result, discussions about the coronavirus dominated television screens, social media platforms, websites, as well as conversations among family members, neighbors, friends, and colleagues (Ahmeid, 2018, p. 78).

The education sector, particularly higher education, has remained a priority in national development plans due to its role in enhancing efficiency and equipping learners with knowledge, information, and skills to keep pace with global scientific advancements. This shift in focus led to the consideration of alternative solutions, primarily distance education. Long debated before the pandemic, distance learning became the focal point for ensuring the continuity of education and protecting it as a societal necessity. Information technology and the internet provided opportunities to access knowledge and improve educational quality, enabling learners to enhance their life, professional, and academic skills while benefiting from the advantages offered by e-learning. Eventually, online learning became an integral part of education (Zayed, 2020, p. 152).

Motivation is one of the key factors influencing individual behavior, making it highly significant in the educational field. It is well known that humans are driven daily by the pursuit of specific goals. Thus, human behavior can be explained in terms of individual motivation, which varies in both intensity and form from one person to another, even in identical situations (Douqa, 2011, p. 77).

Based on this, educators have placed great importance on the topic of motivation due to its significant impact on learning. Educational systems worldwide emphasize motivation in education, as stimulating and directing students' motivation encourages them to engage in cognitive, emotional, and physical activities. Moreover, motivation is a crucial factor in achieving educational objectives and fulfilling the broader societal educational goals.

Motivation is regarded as the driving force behind human behavior. In other words, it explains human actions across different life domains, particularly those that drive individuals toward a specific goal.

There are various types of motivation, one of which is learning motivation, which unleashes the learner's latent emotional energy, prompting them to respond to educational situations. It facilitates the acquisition of new and complex knowledge and skills, encourages the use of advanced learning strategies, and promotes effective methods for processing information acquired during the learning process (Youssef, 2008, p. 124). However, this learning approach has several drawbacks, including students' isolation from direct interaction with peers and instructors. Nevertheless, advancements in modern technology have eased communication by enabling direct interaction, the formation of virtual discussion groups, and the integration of multimedia tools that allow audio-visual communication over long distances.

As a result, many universities have begun transitioning their curricula to electronic formats to manage potential crises. One of the most significant crises was the COVID-19 pandemic, which led to the closure of thousands of schools and universities worldwide. Consequently, many educational institutions adopted distance learning to ensure the continuity of academic curricula and prevent educational gaps that could arise from the crisis (Ahmeid, 2018, p. 60).

Like the rest of the world, Algeria was not spared from the repercussions of the COVID-19 pandemic, which caused widespread fear and disruption across various social, economic, health, and political systems. This crisis exposed institutional vulnerabilities in the face of globalization, including the economic, sports, and educational sectors. Among the key measures taken in Algeria was the suspension of education at all levels starting from mid-March 2020, including higher education. In response,

the Algerian Ministry of Higher Education and Scientific Research adopted distance learning via the internet as a primary solution.

This raises several questions, the most prominent being:

To what extent has distance learning affected learning motivation among students at the Institute of Physical Education and Sports during the COVID-19 pandemic?

Research Hypotheses

General Hypothesis:

- Distance learning has an impact on learning motivation among students at the Institute of Physical Education and Sports during the COVID-19 pandemic.

Specific Hypotheses:

- Distance learning affects students' perception of their abilities at the Institute of Physical Education and Sports during the COVID-19 pandemic.
- Distance learning influences students' perception of the value of learning at the Institute of Physical Education and Sports during the COVID-19 pandemic.
- Distance learning impacts students' perception of their surrounding environment at the Institute of Physical Education and Sports during the COVID-19 pandemic.
- Distance learning affects students' perception of the academic curriculum at the Institute of Physical Education and Sports during the COVID-19 pandemic.

2. Theoretical Framework

According to the principles of distance education (Al-Zoghbi, 2001), several fundamental principles govern the learning process in this mode of education, including:

- **Accessibility:** This principle ensures that educational opportunities at the higher education level are available to all individuals, regardless of spatial or contextual barriers.

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- **Flexibility:** Distance learning surpasses barriers imposed by traditional educational systems, allowing learners greater control over their education.
- **Learner Control:** Students can organize curriculum topics according to their circumstances and abilities, as well as select assessment methods. However, this feature is cautiously applied in most modern distance learning programs.
- **Choice of Delivery Systems:** Since learners have different learning styles, they are given the freedom to choose their preferred delivery system, whether through correspondence learning, computer-based programs, satellite broadcasts, or interactive meetings, making this feature a key aspect of distance education.
- **Accreditation:** This refers to the relevance of study programs and their academic credentials in achieving intended goals compared to traditional programs. It also pertains to the recognition of these programs and their content by various institutions for credit transfer and academic validation.
- **Group Learning:** Distance education is often conducted in structured groups, leading to the development of the virtual classroom concept. Institutional organization plays a role in scheduling meetings and ensuring necessary technical interactions among participants.
- **Industrial Model of Distance Education:** The execution of distance education relies on educational materials in printed, audio, or audiovisual formats. Due to the large number of learners benefiting from these programs, materials are mass-produced to meet increasing demand, giving rise to an industrialized production model for educational content.
- **Personalization:** Distance learning systems cater to students based on their individual abilities, learning pace, and personal differences. They respect learners' preferences, inclinations, and circumstances, ensuring a tailored learning experience where students can select programs that align with their competencies, learning speed, and personal situations.

Theories Addressing Learning Motivation

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Self-Determination Theory

This theory serves as a model for motivation and personality, built on a more precise understanding of human needs. It identifies three essential psychological needs: competence, autonomy, and relatedness. Environmental and personal factors that satisfy these needs help preserve, support, and strengthen the self. Conversely, factors that hinder the fulfillment of these needs can lead to psychological distress (Khalifa, 2000, p. 49).

Attribution Theory and Student Motivation

When a student attributes academic failure to uncontrollable factors such as innate ability, they may develop indifference, become accustomed to failure, and lose motivation. Indifference is a natural response to failure when a student believes that the reasons behind their struggles are external and beyond their control.

However, if a student attributes failure to controllable factors, with some encouragement, they may develop a desire for success. To make this process effective, tangible evidence must be provided to demonstrate that their efforts can lead to success.

Cognitive perception is a key determinant of motivation. For instance, if students believe they lack the ability to comprehend mathematics, they will behave accordingly even if their actual capabilities in the subject are sufficient (Ali, 2014, p. 68).

3. Research Methodology

Research Approach:

This study follows the descriptive research method, as it is the most suitable approach for examining the subject under study.

Research Sample:

The research sample consists of students from the Institute of Physical Education and Sports, comprising 80 students, representing 10% of the total research population. The sample was selected randomly.

Research Instruments:

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Psychometric Properties of the Learning Motivation Scale

Scale Dimensions	Item Numbers	Total
First: Learner's Perception of Their Abilities	1-3-5-7-10-16-18-20-22-24-28-29-30	13
Second: Perception of Learning Value	2-4-6-8-9-12-13-19-21-23-26	11
Third: Perception of the Surrounding Environment	11-27-32-33-34-35-36-37-38	9
Fourth: Perception of the Curriculum	14-15-17-25-31	5
Total	38	

Table 01: Shows the Distribution of Learning Motivation Scale Items According to Its Dimensions.

4. Results Analysis

Presentation and Analysis of Hypothesis Results:

Scale Dimension	Analysis of the First Dimension	Percentage	Frequency Count	Chi-Square (Khi ²) Calculated
	First Analysis		60%	48
		40%	32	
Second Analysis		40%	32	5.92
		55%	44	
		5%	4	
Third Analysis		70%	56	6.98
		30%	24	
		35%	28	5.74

Fourth Analysis	50%	40
	10%	8
	5%	4

Discussion of Hypothesis Results

Discussion of the First Hypothesis:

Based on the obtained results, derived from the questionnaire administered to the research sample, it was found that the level of learners' perception of their abilities is moderate among students at the Institute of Physical Education and Sports. This is attributed to their individual capabilities and their ability to complete activities, leading to an internal decision-making process either a positive or negative self-assessment regarding their ability to accomplish educational tasks.

This self-assessment process enables students to adapt to learning activities, highlighting the crucial role of learning motivation in shaping learners' perception of their own abilities. These findings align with Gottfried's study, which confirmed that students' perception of their competence significantly influences their learning motivation.

Discussion of the Second Hypothesis:

Based on the obtained results, derived from the questionnaire administered to the research sample, it was found that the level of learners' perception of the value of learning is moderate among students at the Institute of Physical Education and Sports. This is due to their neutral or non-negative attitude toward learning, as each student individually determines the benefit of education based on their personal perspective.

Through learning, students shape their personalities, acquire values and ethical principles, and develop essential qualities. It also enhances their self-confidence and belief in their abilities, making them more productive, decisive, innovative, and capable of leadership in various fields.

These findings align with Al-Zuhaili's study, which aimed to explore the correlation between cognitive motivation and learning motivation. Thus,

motivation plays a crucial role in shaping students' perception of the value of learning.

Discussion of the Third Hypothesis:

Based on the obtained results, derived from the questionnaire administered to the research sample, it was found that the level of students' perception of teacher interaction is moderate among students at the Institute of Physical Education and Sports. This can be attributed to student-teacher interactions, which may be influenced by teaching style preferences. Some students may feel that the instructor's teaching method does not align with their cognitive abilities, highlighting the importance of teachers respecting individual differences and selecting appropriate instructional strategies for each student.

Studies have shown that teacher-student relationships play a crucial role in either enhancing or diminishing students' motivation. For instance, Wentzel's study demonstrated the significant impact of student-teacher relationships, often surpassing the influence of other relationships, such as family or peer interactions.

Additionally, parental support and the learning environment play a key role in shaping learning motivation. A supportive home environment fosters motivation, as parental encouragement, understanding, and an appropriate level of discipline are essential factors. Moreover, continuous communication with teachers and parents' educational background can further influence students' motivation.

The findings of this study align with those of Fatiha Mekhout, who concluded that positive parental treatment has a significant impact on students' academic success and learning motivation.

Discussion of the Fourth Hypothesis:

Based on the obtained results, derived from the questionnaire administered to the research sample, it was found that the level of students' perception of the curriculum is moderate among students at the Institute of Physical Education and Sports. Proper understanding of the curriculum largely depends on the variety of educational activities provided by the instructor.

It is essential to implement strategies that enhance students' comprehension of the curriculum, thereby increasing their motivation to

learn. Niego's study emphasized the importance of using strategies to boost motivation, provide greater opportunities for transferring educational experiences to new contexts, and reinforce the intended knowledge.

Thus, the clarity of the curriculum plays a significant role in enhancing students' motivation the clearer the curriculum, the higher the motivation to learn.

5. Conclusion

Based on the findings of this study regarding the level of learning motivation among students at the Institute of Physical Education and Sports, it can be concluded that their motivation to learn is at a moderate level. This is primarily due to the lack of attention given to various aspects of students' lives, such as providing a suitable learning environment, ensuring social and psychological well-being, and offering activities that stimulate their motivation to learn.

Additionally, the study found that the different dimensions of learning motivation (learner's perception of their abilities, perception of the value of learning, perception of the surrounding environment, and perception of the curriculum) were also at a moderate level. Students are influenced by their peers and teachers, which shapes their self-perception regarding their abilities and their capacity to complete educational tasks. This self-assessment leads them to form either a positive or negative judgment about their ability to succeed in learning activities.

Furthermore, a student's acceptance of a learning activity is largely determined by their educational goals. On the other hand, the misconception that learning is of no benefit indicates that students' needs are not being met and that their psychological and social development is incomplete. These factors are crucial in shaping learning motivation and ensuring students' overall academic success and personal growth.

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