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Jordanian EFL Students' Views on the Impact of Online Learning on Their Academic Achievement and Self-Motivation

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Abstract

The research aims to explore Jordanian EFL students' views on the impact of online learning on their academic achievement and self-motivation. The study involved 1776 EFL participants from Al-Zaytoonah, Isra, and Middle East Universities in the academic year 2023-2024, out of which 388 were chosen randomly for sampling. Data gathering was facilitated through a validated survey, distributed both digitally via Google Forms and in printed forms. Collected responses were organized in Excel for analysis. The analysis process involved evaluating the data, focusing on participant demographics, and using frequency and percentage metrics. Both academic performance and self-motivation dimensions were evaluated through mean values, standard deviations, and the MANOVA test. The initially used 5-point Likert scale was restructured into three categories: low, moderate, and high. The results indicate a middle-range influence on the investigated domains, with academic performance taking a slight lead. Key influencing factors identified were gender and GPA. The effect of online learning on student outcomes was diverse, positively impacting collaboration, preparedness, and overall performance but showing limitations in areas like time management and assignment submission. Even though students expressed contentment in collaborative areas, the research highlighted gaps in intrinsic motivation and perceived

relevance of tasks.

Keywords: Jordanian EFL students, Online learning, Academic achievement, Self-motivation

1. Introduction

Traditional face-to-face learning encourages direct interactions in physical classrooms, a method practiced for ages (Torun, 2020). However, with technological leaps, online learning emerged, offering students global access to educational resources, and promising unmatched flexibility. The COVID-19 pandemic expedited this transition, introducing new opportunities, with Jordanian EFL students transitioning like many worldwide. While research has extensively explored online learning, few have investigated its effects on Jordanian EFL students' academic achievements and self-motivation. Studies like Al-Zoubi and Alsmadi (2020) have touched on their sentiments, with others like Koumi (2006) and Abdel Naim (2016) commenting on e-learning's rise and associated challenges.

This study seeks to investigate Jordanian EFL students' perspectives on online learning's influence on their academic performance and motivation, especially given the pandemic-related challenges in developing nations (Aung & Khaing, 2015). It delves into their views on academic outcomes and motivational shifts, considering variables like gender and GPA. The research's significance lies in its unique Jordanian context, aiming to enlighten educators, policymakers, and scholars. Titled "Exploring Jordanian EFL Students' Views on Online Learning's Impact on Academic Achievement and Self-Motivation", it employs comprehensive analysis methods to offer actionable insights and guide future investigations.

2. Literature Review

Online learning, as UNESCO (2020) elaborates, delivers knowledge to students at home using technology, resembling in-person classrooms. Holmberg's 1977 perspective, referenced by Sadiq (2005), sees its reach across various educational stages emphasizing remote instruction. Soliman (1995) believes it caters to eager learners with a strong capability. Its primary objective, according to Dweikat (2017), is enhancing student-teacher interaction. Abdel Naim (2016) recognizes its timely approach and relevance in the technological era. While online education boasts cost-effectiveness and adaptability, it faces hurdles like feelings of isolation and tech challenges (Hetsevich, 2017). The pandemic underscored problems of discipline and tech adeptness (Sunil, 2015). Overcoming these challenges requires digital proficiency, efficient teacher preparation, and robust infrastructure, particularly post-pandemic.

Academic achievement embodies a student's mastery in a discipline, culminating in their final grade (Younes, 2020; Ali, 2019). Various elements, from intrinsic motivation to socio-economic conditions, shape this success (Hardanti, 2016). While exams showcase proficiency, coursework's growing relevance in grading can't be ignored (Hughes, 2003). Collaborative endeavors enrich academic pursuits (Fakeye, 2010), though improper planning can be detrimental (Gallagher, 2003). The online education shift highlighted the importance of student readiness, emphasizing motivation as key (Gonzales, 2020).

Self-motivation arises from inner and outer stimuli, urging individuals to meet certain goals (Adas & Qatami, 2005). It's about pursuing tasks for personal contentment (Deci, 1998; Lepper, 2005). Such an intrinsic drive benefits learners, fostering active engagement and better academic outcomes (Lepper, 2005). Genuine self-motivation requires a belief in one's skills and understanding of self-control (Deci & Ryan, 2013). Influencing factors include goal-setting, intrinsic vs. extrinsic objectives, self-belief (Bandura, 2003), control over learning, task value perception (Eccles & Wigfield, 2002), and teacher support's pivotal role (Fowler, 2007; Reeve, 2012).

To support this idea, Peng (2024) indicated that teachers could play a very important and effective role in increasing the students' motivation and engagement to learn languages. He reported that the praise of teachers for their students in doing tasks during online classes could be necessary for their success and learning.

As we navigate the landscape of online learning and its impact on academic achievement, we are informed by various researchers who have delved deep into these subjects. Their studies encompass the intricacies of online education, from its definitions to its benefits and challenges, particularly under the influence of global events like the pandemic. Therefore, this review aims to provide a comprehensive overview of the interplay between online learning, academic achievement, and the critical element of self-motivation.

The findings of the study, which was conducted by Han & Zhang (2024), tried to study the relationship between online learning engagement and academic performance among EFL learners, pointed out that learners with higher levels of cognitive and emotional engagement were able to develop their academic achievement better than those who do not own that levels of cognitive and emotional engagement.

In the same context, Kumari et al. (2024) studied the effect of online learning on students' academic achievement examining different factors such as challenges and disadvantages, engagement and interactivity, collaboration, and communication. The results of the study pointed out that online learning could have a positive impact on students' academic achievement as it could provide students with different advantages such as flexibility, complete interaction, and engagement.

Lai et al., (2021) found that financial difficulties, fear of COVID-19, and lack of online learning motivation affected students' mental well-being. Yet, most students were satisfied with online learning, with self-efficacy being the most influential factor in their satisfaction. Meşe and Sevilen (2021) noted a negative impact on students' motivation due to the lack of social connection and organizational issues in online learning. In contrast, Peng and Fu (2021) found a positive relationship between intrinsic and extrinsic motivation and learning outcomes in blended learning among Chinese EFL students. Rojabi's (2020) research revealed students found online learning through Microsoft Teams new yet engaging, which helped in understanding materials. Al-Ghazo & Ta'amneh (2021) supported that when they found that both teachers and students had a positive and moderate satisfaction degree towards online learning and teaching. Torun (2020) stressed the importance of e-learning preparation, revealing self-directed learning as the best predictor of academic success in online contexts.

Malinauskas and Pozeriene (2020) observed higher intrinsic motivation in online classrooms than traditional settings. Aggouni and Buhadi (2020) highlighted a strong positive relationship between achievement motivation and academic excellence. Orhan (2017) reported that motivation had a minimal positive impact on student achievement after analyzing 205 research studies. Zarei and Hashemipour (2015) established that CALL/Web-based instruction enhanced the autonomy and motivation of Iranian EFL students. Amrai et al. (2011) found a significant link between academic motivation and success among Tehran University students. Alwan and Al-Attiyat (2010) emphasized the predictive power of internal drive for academic success in Jordanian students. Lastly, Semmar (2006) discussed the intertwined effects of motivation, self-control, and self-efficacy on online learning success, suggesting that motivated adults with self-regulation techniques are more likely to thrive.

In this case, Liu, et al (2024) examined the effect of learning motivation, emotional engagement, and psychological capital on academic performance in blended learning. They studied different factors such as intrinsic and extrinsic motivation that could influence academic achievement. The findings of the study clearly showed that learners' intrinsic motivation and emotional engagement played a good effect in enhancing their learning in online courses.

The findings of the study that was conducted by Li & Chen (2024) supported the above when the results of the study showed that motivational factors (intrinsic and extrinsic) had a clear effect on students' academic achievement in online EFL courses. The results indicated that students with higher intrinsic motivation were able to be more self-driven, leading to achieve better scores and educational outcomes.

3. Statement of the Problem

Due to the rapid spread of the corona virus, the nature of its infection and the health risks resulting from it among humans, the traditional methods have been replaced by online learning. Soon after that, the educational process began facing challenges and difficulties at the level of the institution, teachers, or students. Despite the number of these difficulties, the most important and most common, especially in developing countries, was weak internet connection, insufficient knowledge about the use of information and communication technology, and poor content development (Aung & Khaing, 2015). Indeed, these difficulties and challenges have been reflected on students' achievements and self-motivations. Therefore, the present study seeks to explore and investigate Jordanian EFL students' views on the impact of online learning on their academic achievement and self-motivation.

4. Aims of the Study

This study aims at exploring the participants' views on the impact of online learning on both academic achievement and self-motivation. In addition, it aims at testing if there are any statistically significant differences of participants' views toward the impact of online learning on their academic achievement that could be attributed to their gender and GPAs. Finally, it seeks to test if there are any statistically significant differences of the participants' views

toward the impact of online learning on their self-motivation that could be attributed to their gender and GPAs.

5. Significance of the Study

The significance of this study comes from what is spreading in the previous literature about the negative and possibly the positive effects of online learning on EFL students' academic achievement and self-motivation. Indeed, this necessitates preparing a preventive measure in terms of, first identifying the impact of online learning on academic achievement and self-motivation in one hand, and trying to reduce any negative effect on the other hand, especially in the Jordanian context at a time the studies in this subject could be rare according to the researcher's knowledge. Furthermore, the significance of this study stems from the fact that it tries to present and offer some suggested remedies as well as recommendations for researchers and students.

6. Methodology

This study surveyed 1776 EFL students from Al-Zaytoonah, Isra, and Middle East Universities in the academic year 2023-2024. A sample of 388 students was randomly selected. Data was collected via a peer-reviewed questionnaire, available both electronically on Google Forms and in print. Responses were compiled in Excel. During analysis, the researcher examined these responses, evaluating respondent characteristics with frequency and percentages. The academic achievement and self-motivation scales were analyzed using means, standard deviations, and the MANOVA test. The original 5-point Likert scale was adapted into a three-tier scale: low, moderate, and high.

6.1 The Characteristics of the Participants

The attributes of the study's participants are detailed using frequency tables and percentages. Table 1 presents the descriptive features of the sample, including aspects such as gender, age, level of study, and GPAs. However, the study consisted of both male (27.32%) and female (72.68%) participants, with the majority being females. In terms of age, most participants were aged between 20-25 years (63.92%), followed by those under 20 years (20.36%) and those older than 25 years (15.72%). When looking at their study level, most were in their 3rd year (30.67%), closely followed by 2nd-year students (29.38%). Fewer participants were in their 1st year (19.59%), 4th year or beyond (14.69%), or were master's students (5.67%). About GPA, the most common range was 66-75 (45.36%), with fewer students achieving 86 and above (16.75%).

Table 1. The descriptive characteristics of the participants

Variables	Categories	Frequency	Percentage
Gender	Male	106	27.32%
	Female	282	72.68%
Age	Less than 20 years	79	20.36%
	20-25 years	248	63.92%

	More than 25 years	61	15.72%
Study Level	1st year	76	19.59%
	2nd year	114	29.38%
	3rd year	119	30.67%
	4th year and above	57	14.69%
	Master student	22	5.67%
Grade Point Average GPA	65 and less	49	12.63%
	66-75	176	45.36%
	76 to 85	98	25.26%
	86 and above	65	16.75%

6.2 The Research Instrument

To achieve the objectives of the research study, the quantitative method based on a questionnaire was used in this field study. A questionnaire was developed by the researcher as it was considered the main tool for collecting the needed data. The importance of this data collection strategy is highlighted by the fact that it allowed the researcher to ask questions, receive quick responses, and reach as many participants as possible. A detailed description of the questionnaire is presented below.

6.3 The Questionnaire

This field study was carried out by using a questionnaire developed by the researcher, after reviewing a lot of related literature, in order to suit the purpose of the study. Participants' academic achievement and self-motivation were assessed using a questionnaire as a part of this research. The questionnaire contained three parts. The first part covered the demographic characteristics including gender, age, study level, and GPA. The second part covered the academic achievement scale which consisted of five dimensions with 32 items, namely, exams and assignment performance with 8 items, team-work performance with 7 items, planning and organization with 5 items, learning performance with 7 items, and readiness with 5 items. The third part covered self- motivation scale which consisted of 6 dimensions with 28 items, namely, intrinsic goal orientation with 4 items, extrinsic goal orientation with 4 items, control of learning beliefs with 4 items, self-efficacy with 6 items, task value with 5 items and instructor support with 5 items.

6.4 Validity and Reliability of the Research Instrument

6.4.1 Pilot Study

A pilot study is defined as a small-scale preliminary study conducted to evaluate the feasibility and potential effectiveness of a research project or intervention (Leon et al., 2011). The main purpose of a pilot study is to test the methods and procedures that will be used in a larger study and to identify any potential problems that may arise.

The pilot study that was conducted in this research involved a small sample size of 30

students who were not involved in the study sample, where the reliability of their answers was tested using the Alpha Cronbach coefficient which proved an internal consistency for the data, as the results are shown in Table 2.

6.4.2 Validity

To ensure the validity of the tool, the researcher presented the questionnaire to a committee of specialized arbitrators in different Jordanian Universities and educational institutions to judge the suitability of all the items of the questionnaire. Their suggestions were valuable, and they were taken into consideration. For instance, one of the committee members suggested changing a sentence from passive to active and another suggested adding one item to the readiness dimensions in the academic achievement scale. Furthermore, another member suggested deleting two items from the learning performance dimensions in the academic achievement scale. Where another member asked to modify two items in the learning beliefs dimension of the self-motivation scale.

6.4.3 Reliability

To ensure the reliability of the instrument that was used in the study, the internal consistency of respondents' answers in the pilot study was tested using Cronbach's alpha coefficient for all the dimensions of the two scales. The results of this test are shown in Table 2.

Table 2. Cronbach's Alpha coefficient for all the dimensions

Scale		Dimension	Cronbach's alpha coefficient	Number of paragraphs
Part 2: Academic Achievement		Exams and assignment	0.71	8
		Team-work performance	0.82	7
		Planning and organization	0.79	5
		Learning performance	0.92	7
		Readiness	0.87	5
		Overall	**0.88**	**32**
Part 3: Self- motivation		Intrinsic Goal Orientation	0.74	4
		Extrinsic Goal Orientation	0.78	4
		Control of Learning Beliefs	0.80	4
		Self-Efficacy	0.88	6
		Task Value	0.74	5
		Instructor Support	0.72	5
		Overall	**0.86**	**28**

Table 2 shows Cronbach's Alpha coefficients for all the dimensions. Cronbach's Alpha coefficients for the five dimensions of the academic achievement ranged from (0.71) for exams and assignment to (0.92) for learning performance, where the overall reliability for all

the items (32 items) of the academic achievement scale is 0.88. In addition, Cronbach's Alpha coefficient for the six dimensions of self-motivation ranged from (0.72) for the instructor support to (0.88) for self-efficacy, where the overall reliability for all the items (28 items) of self- motivation scale is 0.86 which means that there is an internal consistency in the data.

6.4.4 Statistical Treatment

The main questionnaire was produced in two versions. They were electronic and pen-and-paper. The electronic version was transformed into Google Forms to enable the researcher to reach a large number of participants. The data, that were collected from the participant's responses to the questionnaire, was transferred to an Excel sheet.

7. Questions of the Study

To achieve the aforementioned objectives, the study seeks to answer the following four questions:

1. What are the participants' views on the impact of online learning on their academic achievement?
2. What are the participants' views on the impact of online learning on their self-motivation?
3. Are there any statistically significant differences of participants' views toward the impact of online learning on their academic achievement that could be attributed to their gender and GPAs?
4. Are there any statistically significant differences of the participants' views toward the impact of online learning on their self-motivation that could be attributed to their gender and GPAs?

8. Findings

8.1 Findings Related to the First Question

To answer the first question of this study *"What are the participant's views on the impact of online learning on their academic achievement?"*, means and standard deviations for all the factors of their academic achievement were calculated.

Table 3. Means and standard deviations of all dimensions of academic achievement overall

Dimensions of Academic Achievement	Mean	Std. Deviation	Degree
Learning performance	4.0854	.34517	High
Team-work Performance	4.0839	.39052	High
Readiness	3.8948	.40626	High
Planning and organization	3.5485	.44620	Moderate
Exams and assignment performance	2.3041	.38532	Low
Overall	3.5834	.4224	Moderate

This section delves into the results concerning academic achievement influenced by online learning. Table 2 breaks down the dimensions: learning performance, teamwork, readiness, planning and organization, and exams and assignments. Learning performance topped with a mean score of 4.0854, indicating that most participants feel online learning enhances their understanding. Teamwork closely followed, reflecting online platforms' capacity to boost both individual and collaborative work. The readiness score, though third, was still high, indicating students feel prepared for digital learning. However, planning and organization reflected a moderate influence, suggesting a lesser impact on these skills. Exams and assignments recorded the lowest mean score, hinting at concerns about online learning's efficacy in these areas.

The aggregate score for all dimensions was 3.5834, denoting a moderate impact overall. This illustrates that while online learning positively affects some academic dimensions, its influence varies. The close scores between learning and teamwork suggest online learning's dual capability to enhance individual comprehension and team collaboration. The lower scores for exams and assignments might stem from online challenges, like distractions or tech issues. The study hints that while online learning brings many benefits, areas like exams and assignments require further refinement to optimize their potential impact.

8.2 Findings Related to the Second Question

To answer the second question of the study, "*What are the participant's views on the impact of online learning on their self-motivation?",* means and standard deviations for all the factors of self-motivation were calculated.

Table 3 below illustrates the results for facets of self-motivation: control of learning beliefs, instructor support, extrinsic goal orientation, self-efficacy, task value, and intrinsic goal orientation. The data indicates a strong belief among individuals in controlling their learning

outcomes, as reflected by a score of 4.1920. The pivotal role of instructors in motivation is evident with a score of 4.0794. The importance of external rewards in motivation is highlighted by the extrinsic goal orientation score of 3.8492. Although self-efficacy scores a moderate 3.3668, this suggests it isn't the dominant motivator for many. Both task value (2.2773) and intrinsic goal orientation (2.0419) scored lower, revealing that inherent task value and intrinsic pleasure are lesser motivators.

Overall, self-motivation has a moderate score of 3.3011. The data leans towards extrinsic motivations, suggesting individuals prioritize tangible rewards. The significance of control in learning beliefs emphasizes individual agency in education. Instructor support remains crucial even for self-motivation, reinforcing the significance of guidance from educators. In summary, while personal beliefs play a role, external factors, particularly instructor support and tangible rewards, have a pronounced influence on motivation. This knowledge can guide educational strategies to optimize student motivation.

Table 4. Means and standard deviations of all dimensions of self-motivation overall

Dimensions of Self- motivation	Mean	Std. Deviation	Degree
Control of Learning Beliefs	4.1920	.48543	High
Instructor Support	4.0794	.35465	High
Extrinsic Goal Orientation	3.8492	.38564	High
Self-Efficacy	3.3668	.23697	Moderate
Task Value	2.2773	.45693	Low
Intrinsic Goal Orientation	2.0419	.57090	Low
Overall of Self- motivation	3.3011	.5251	Moderate

8.3 Findings Related to the Third Question

To answer the third research question of the study. *"Are there any statistically significant differences of participants' views toward the impact of online learning on their academic achievement that could be attributed to their gender and GPAs*?, MANOVA analysis was used.

Table 4 shows a significant effect of online learning on teamwork performance in EFL students based on gender, with a significance value of 0.049, just under the 0.05 threshold. Other factors don't show significant variations as their values exceed 0.05. However, when accounting for GPA, clear differences emerge in the influence of online learning on various

academic aspects, as their significance values fall below 0.05.

Table 4. Tests of between-subjects effects (Academic achievement)

Source	Dependent Variable/ academic achievement	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Exams and assignment performance	.094	1	.094	1.007	.316
	Team-work Performance	.164	1	.164	3.908	.049
	Planning and organization	.005	1	.005	.111	.739
	Learning performance	1.068E-6	1	1.068E-6	.000	.994
	Readiness	1.057	1	1.057	.853	.356
	Overall academic achievement	.040	1	.040	.610	.435
GPA	Exams and assignment performance	2.930	3	.977	10.417	.000
	Team-work Performance	42.760	3	14.253	339.443	.000
	Planning and organization	60.848	3	20.283	479.928	.000
	Learning performance	39.214	3	13.071	726.857	.000
	Readiness	73.896	3	24.632	19.868	.000
	Overall academic achievement	14.661	3	4.887	74.595	.000

8.4 Findings Related to the Fourth Question

To answer the fourth question "Are there any statistically significant differences of the participants' views toward the impact of online learning on their self-motivation that could be attributed to their gender and GPAs?" MANOVA analysis is used to get the obtained results.

Table 5 shows that there is only a statistically significant difference in the impact of online learning on the students' extrinsic goal orientation that is attributed to gender, as sig. is less than 0.05, where gender shows no statistically significant changes in the impact of online learning on students' intrinsic goal orientation, control of learning beliefs, self-efficacy, task

value, instructor support or even on the overall of self-motivation, as sig is greater than 0.05.

However, GPA shows a statistically significant difference in the impact of online learning on EFL students' intrinsic goal orientation, extrinsic goal orientation, control of learning beliefs, self-efficacy, task value, instructor support, and the overall self-motivation, as sig is less than 0.05 in all of them.

Table 5. Tests of between-subjects effects (Self- motivation)

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender	Intrinsic Goal Orientation	.003	1	.003	.596	.440
	Extrinsic Goal Orientation	.167	1	.167	4.269	.039
	Control of Learning Beliefs	.027	1	.027	1.111	.293
	Self-Efficacy	.039	1	.039	1.365	.243
	Task Value	.027	1	.027	1.105	.294
	Instructor Support	.007	1	.007	.306	.580
	Overall self-motivation	.003	1	.003	.182	.670
GPA	Intrinsic Goal Orientation	14.394	3	4.798	912.463	.000
	Extrinsic Goal Orientation	111.141	3	37.047	948.171	.000
	Control of Learning Beliefs	48.083	3	16.028	657.508	.000
	Self-Efficacy	80.014	3	26.671	927.929	.000
	Task Value	71.471	3	23.824	978.305	.000
	Instructor Support	40.456	3	13.485	629.341	.000
	Overall self-motivation	55.991	3	18.664	1018.306	.000

Table 6 reveals a distinct statistical difference concerning the effect of online learning on students' extrinsic goal orientation related to gender, with the significance value (sig.) being below 0.05. However, in terms of the influence of online learning based on gender for areas such as students' intrinsic goal orientation, control of learning beliefs, self-efficacy, task value, instructor support, and overall self-motivation, there are no notable statistical deviations as their significance values exceed 0.05. In contrast, when assessing GPA, there emerges a clear statistical difference in the impact of online learning on EFL students' intrinsic goal orientation, extrinsic goal orientation, control of learning beliefs, self-efficacy, task value, instructor support, and self-motivation, given that the significance values for all these aspects fall below 0.05.

Table 6. Tests of between-subjects effects (Self- motivation)

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender	Intrinsic Goal Orientation	.003	1	.003	.596	.440
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	Control of Learning Beliefs	.027	1	.027	1.111	.293
	Self-Efficacy	.039	1	.039	1.365	.243
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	Control of Learning Beliefs	48.083	3	16.028	657.508	.000
	Self-Efficacy	80.014	3	26.671	927.929	.000
	Task Value	71.471	3	23.824	978.305	.000
	Instructor Support	40.456	3	13.485	629.341	.000
	Overall self-motivation	55.991	3	18.664	1018.306	.000

9. Discussion

9.1 Academic Achievement Outcomes

The influence of online learning on students demonstrated mixed outcomes. Exam and assignment performances were below par, with students showing moderate enthusiasm for various subjects. They struggled with timely submissions and recalling past lessons. The challenges unique to online learning environments may be a factor. However, online platforms facilitated collaboration and teamwork, with students leveraging instructors' support. Barriers related to technology or location can still pose challenges. Students showed an average aptitude for planning and organizing. Notably, students rated the influence of online learning on their learning performance highly, effectively utilizing tools and excelling in communication. Their readiness for online learning was evident, reflecting their proactive role in learning (Liu et al., 2024; Li & Chen 2024).

9.2 Self-Motivation

Online learning has impacted students' self-motivation differently across various facets. The intrinsic motivation derived from online platforms emphasized genuine interest over traditional rewards. The adaptability to the digital format influenced their extrinsic motivation, self-efficacy, and sense of ownership over their learning outcomes. Task value perceptions appeared subdued, while instructor support remained crucial for motivation. The nature of online interactions may sometimes dilute this support (Zarei & Hashemipour, 2015; Rojabi, 2020; Li & Chen 2024, Garc á-Machado et al., 2024, Al-Qeyam et al., 2024).

9.3 Results Related to GPA and Gender

The study highlighted the profound influence of online learning on academic achievement and motivation, with GPA standing out. Consistent with Aggouni & Buhadi (2020) and Amrai et al. (2011), the results showed that achievement and motivation played a pivotal role. Online learning had varying influences on different facets of students' progress, with gender-based disparities observed in teamwork performance, necessitating reevaluation of online strategies. The relationship between GPA and the online learning environment warrants a meticulous approach. Differences related to gender and motivation need further research.

The findings underscored online learning's role in shaping students' academic paths, influenced significantly by GPA and gender. However, for deeper insights, more comprehensive research is required. Differing outcomes across studies arise due to various factors like research methodologies and demographic variations. This study underscores the importance of GPA and gender in online learning, aligning with some previous findings like Semmar (2006) but diverging from others like Meşe and Sevilen (2021). On motivation, while contrasting with Malinauskas & Pozeriene (2020), the study aligns with research by Amrai et al. (2011) and Alwan & Al-Attiyat (2010), Han & Zhang (2024), Liu, et al (2024); Li & Chen (2024) underlining the intricate ties between motivation and teachers' praise and academic success and achievement.

10. Conclusion

This study evaluates the effects of online learning on students from three private universities in Jordan, particularly focusing on academic achievement and self-motivation. The findings suggest a moderate impact on these areas, with academic achievement edging slightly ahead. Notably, gender and GPA emerged as significant influencers.

Online learning displayed a varied impact across different student performance areas. It enhanced collaboration, readiness for learning, and general performance. However, it presented challenges in time management, assignment punctuality, and intrinsic interest in subjects. Despite students showing satisfaction in areas like teamwork, certain facets like intrinsic motivation and task value were found wanting.

Reinforcing earlier research, the study establishes the intertwined nature of motivation and academic success. It further underscores the importance of GPA and suggests that gender dynamics in online learning merit more comprehensive exploration.

However, the study's focus on private Jordanian universities means its findings may not be universally applicable. For a broader understanding, future research should also consider public universities. This work emphasizes the crucial balance between motivation and achievement in online learning. It advises educators to gauge students' online readiness and prioritize it. The success of e-learning hinges on robust infrastructure and active engagement of both faculty and students, making it a global educational concern.

What makes this research unique is its integrated approach. Unlike previous studies that explored factors individually, this study combines online learning, academic achievement, and self-motivation, making it distinct, especially within the Jordanian context.

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