

Teacher Fatigue and Student Motivation in Online Learning Environments among Young Adults

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ABSTRACT

The purpose of the study was to investigate the relationship between teacher's exhaustion and fatigue, and students' motivation in online learning. A sample of 60 including both genders were collected. Through the online survey, two questionnaires were used for the study: Zoom Exhaustion & Fatigue Scale. (2021) developed by Fauville, G., Luo, M., Queiroz, A., Bailenson, J., & Hancock, J. for teachers and The Motivation to Learn Online Questionnaire (2007) developed by Shawn Fowler. The present study used correlational research design. The findings indicates that there is no significant relationship between teacher's fatigue and student motivation.

Keywords: *Motivation, Online learning, Teachers, Fatigue and Exhaustion*

Motivation is essential to academic success. Though it lacks a single overarching explanatory theory, student motivation is believed by most educational psychologists to be predictive of success in the classroom (Zimmerman, Bandura, & Martinez-Pans, 1992). From a social cognitive perspective, motivation occurs at the nexus of personality, behavior, and environment (Bandura, 1986). When evaluating the need for more study in motivation in online classrooms, it is essential to recognise the significance of the social aspect of motivation. The environment in which instruction takes place is the most obvious distinction between online and traditional schooling.

In March 2020, the World Health Organization declared COVID-19 a pandemic, leading to the declaration of a public health emergency (WHO, 2020). Public health measures, such as social distancing, quarantine, and closing places of social contact (e.g., schools and businesses) were adopted by governments around the world to slow down the spread of the virus (Nussbaumer-Streit et al., 2020). As a consequence, regular activities individuals usually performed outside of their home had to be conducted at home. Due to the COVID-19 pandemic and the social distancing issues, distance learning was implemented in many medical schools. Educational institutions faced the challenge of continuing to promote teaching and learning while keeping teachers and students in their homes, aiming to reduce the spread of the virus. This change compromised the students' mental health, due to the

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Received: May 24, 2023; Revision Received: August 16, 2023; Accepted: August 19, 2023

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degree of exhaustion or fatigue attributed to the involvement in videoconferences, called "zoom fatigue".

The introduction of numerous new technologies within a limited period of time has caused teachers to feel overwhelmed and unable to keep up to date with all of the new technologies. This phenomenon is known as technology fatigue, which is a significant factor contributing to teacher fatigue in online learning environments. The COVID-19 pandemic has led to the massive dependence on technology in education. Consequently, there has been an increased incidence of technology stress, overload, and fatigue among teachers. Technological consequences such as lower productivity and academic achievement also contribute to technology fatigue in online learning environments. Furthermore, technology fatigue has negative physical and psychological effects on teachers, leading to headaches, stiff shoulders, eyestrain, backaches, difficulty sleeping, and depression. Being required to stay in front of technology screens using platforms and video programs for long periods of time also contributes to technology fatigue. This can lead to decreased motivation and disengagement among learners, making it difficult for them to focus on learning tasks. Therefore, it is important for educators to be aware of the negative effects of technology fatigue and take steps to manage it in order to create a healthy and productive online learning environment.

REVIEW OF LITERATURE

The research article titled 'Improving work life balance among female educationists during the COVID-19 lockdown' by Deepa, S., Kumaresan, A., Suganthirabab, P., Srinivasan, V., Vishnuram, S., Alagesan, J., & Krishnan Vasanthi, R. (2023) aimed to evaluate the effectiveness of three-modal exercise on fatigue, sleep, QoL as well as to determine the relationship between age, disease severity, disease stage and working years with women diagnosed with Parkinson's disease (PD). The article suggests Women in the field of education who participated in a three-modal exercise programme for PD reported a significant improvement in their level of exhaustion, sleep patterns, and quality of life.

The research article titled 'Active methodologies association with online learning fatigue among medical students' by de Oliveira Kubrusly Sobral, et al., (2022) used The Zoom Exhaustion & Fatigue Scale (ZEF). The aim of the study was to assess the association of the teaching method used and the prevalence of zoom fatigue. The study concluded by suggesting that the active participation of students and the number of activities are important factors to be considered.

The research article titled 'E-learning in health professions education during the COVID-19 pandemic: a systematic review' by Naciri, A., Radid, M., Kharbach, A., & Chemsu, G. (2021) explored health professions students' perceptions, acceptance, motivation, and engagement with e-learning during the COVID-19 pandemic. 15 studies were selected with 111,622 students, with mostly positive perceptions and predominantly negative perceptions. Satisfactory levels of acceptance were reported in 3 of 4 studies, and student motivation and engagement increased significantly. Future research is needed to address the lack of studies addressing health professions students' motivation and engagement during the pandemic.

The research article titled 'Assignment Design and its Effects on Japanese College Freshmen's Motivation in L2 Emergency Online Courses: A Qualitative Study' by Ismailov, M., & Ono, Y. (2021). Teaching in an online learning environment can be a challenging task. In such a setting, student motivation plays a vital role in determining the

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success of both the learners and the instructors. Factors that decrease learners' motivation need to be considered, especially for first-time online learners. The instructional design of online courses has been shown to be significantly correlated with first-year Japanese students' higher levels of fatigue, leading to decreased motivation. In contrast, information overload negatively affects students' motivation to learn by impeding their attention to the course material and assignments. When students are fatigued from information overload, it becomes difficult for them to focus on learning tasks, and as a result, they may experience decreased motivation and disengagement from the course material. Therefore, it is essential for instructors to take into account the level of information presented to students and ensure that it is not too overwhelming. By doing this, instructors can help students maintain their motivation and engagement in the course, resulting in reduced teacher fatigue and a more successful learning experience for all involved.

The research article titled 'Motivation and Continuance Intention towards Online Instruction among Teachers during the COVID-19 Pandemic: The Mediating Effect of Burnout and Technostress' by Panisoara, I. O., Lazar, I. M., Panisoara, G., Chirca, R., & Ursu, A. S. (2020). Reducing teacher burnout and technostress is crucial for the success of online learning environments. Teacher burnout and technostress are linked to extrinsic motivation and continuous intention to use online instruction. As a result, it is necessary to adopt strategies that promote intrinsic motivation among students. Intrinsic motivation can be cultivated through learner-centered approaches, such as project-based learning and personalized learning experiences, which motivate students by allowing them to take charge of their own learning. Additionally, providing meaningful feedback and recognizing student achievements can foster a sense of accomplishment and boost intrinsic motivation. Teachers should also be provided with regular opportunities for professional development and training on technology tools to help reduce technostress and increase their confidence with technology. Providing support and resources to teachers, such as IT support and access to technological equipment, can also reduce the burden of technology fatigue. By focusing on intrinsic motivation and reducing technostress, teachers can improve student motivation and reduce their own fatigue in online learning environments.

The research article titled 'The relationship between teacher burnout and student motivation' by Shen, B., McCaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015) suggests the dimensions of teacher's burnout might play different role in the transmission from teacher's status of burnout is an important environmental factor associated with student's quality of motivation.

METHODOLOGY

Research is a systematic inquiry to describe, explain predict and control the observed phenomenon. Research method are the various procedures, schemes, steps and algorithms used in research. This chapter deals within the method followed in the study, such as the procedures for data collection and statistical techniques employed for analysis of data.

Aim

The aim of the study was to determine the correlation between student motivation and fatigue of teachers via online teaching.

Hypothesis

H₀ – There is correlation between student motivation and fatigue of teachers via online teaching.

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H₁ – There is no correlation between student motivation and fatigue of teachers via online teaching.

Variables

- Student Motivation
- Teacher Fatigue
- Research Design

Correlational research design has been used in the study. According to Artem Cheprasov (2018) correlational research design is where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another.

Sample

The population for the sample was 30 teachers, of both genders, covering a wide age range and young adults, of both genders. The sample study comprised of 30 young adults which included students attending online class and of 30 teachers teaching online. Non probability purposive sampling technique was used for collecting the samples for the study.

Tools

- Zoom Exhaustion & Fatigue Scale. (2021) developed by Fauville, G., Luo, M., Queiroz, A., Bailenson, J., & Hancock, J. for teachers.
- The Motivation to Learn Online Questionnaire (2007) developed by Shawn Fowler.

Statistical Analysis

The researcher has used Correlation using SPSS Software.

Inclusion Criteria

- The sample was collected from the different states of India.
- The sample was obtained from students and teachers with ongoing online classes.
- The samples were collected from literate people from the different states of India.

Exclusion Criteria

- The sample from outside India was excluded from the study.
- The study excluded samples from students and teachers who were not having online classes.
- The study excluded the data from all other age groups other than 18 to 25 years for students.

Ethical Considerations

The term ethical may refer to the philosophical study of the concepts of moral right and wrong and moral good and bad, to any philosophical theory of what is morally right and wrong or morally good and bad, and to any system or code of moral rules, principles or values. Ethical consideration in research is critical. Ethical are the norms or standards for conduct that distinguish right or wrong. They help to determine the difference between acceptable and unacceptable behaviors. The ethics given below are followed throughout the research:

- All participants were informed that the responses collected from each participant is kept confidential.
- Respect for the dignity of research participants had been prioritized.

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- Anonymity of individuals and organizations participating in the research has been ensured.
- The researcher safeguarded the right to privacy of the participants.

RESULTS AND DISCUSSION

The Motivation to learn online Questionnaire by Fowler, S. (2007) and Zoom Exhaustion & Fatigue Scale by Fauville, G., Luo, M., Queiroz, A., Bailenson, J., & Hancock, J. (2021) which were distributed with the help of Google Forms through the researchers' networks gathered the required data for the study.

Sample size of students were 30 which was collected through The Motivation to learn online Questionnaire by Fowler, S. (2007) of age group 18 to 25 years. Sample size of teachers were 30 which was collected through the Zoom Exhaustion and Fatigue Scale by Fauville, G., Luo, M., Queiroz, A., Bailenson, J., & Hancock, J. (2021).

Correlation

Table 1 Showing the correlation between Student Motivation and Fatigue of teachers.

Variables	N	r	p
Motivation	30	.249	.185
Fatigue	30		

Table 1 denotes whether there is a correlation between the two variables Student Motivation and Fatigue of teachers. After the analysis it is indicated that there was no significant relationship between Student Motivation and Fatigue of teachers ($r=.249$, $p= 0.185$). The results were statistically not significant at 0.05 levels. Therefore, the hypothesis is rejected which states that there is a significant relationship between Student Motivation and Fatigue of teachers. Here it is found that the Student Motivation does not have a direct relationship with Fatigue of teachers.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Anand, S.S. & Jethwani, L.M. (2023). Teacher Fatigue and Student Motivation in Online Learning Environments among Young Adults. *International Journal of Indian Psychology*, 11(3), 2291-2296. DIP:18.01.216.20231103, DOI:10.25215/1103.216