Motivate to high school students for online classroom learning due to present scenario of Covid-19 pandemic crisis

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Abstract:

Online classes give high school students more opportunity as well as flexibility into their daily schedules, many concerns should be developed from this form of online classroom learning due to Covid -19 pandemic crisis. Online class indicates that the keys to effective online classes includes the development of new teaching-learning methods, frequent and timely interaction through e-mail, Face book live, WhatsApp, weekly discussion boards, the use of collaborative student groups and an appreciation for students with multiple backgrounds as well as experiences. Intrinsic motivation can play an important role of high school students success in online classroom learning . This research paper was designed to 1) exam literature related to online classroom learning in high school level , 2) discuss some indicators that support the notion that intrinsic motivation is attributable to high school students success and 3) provide some strategies that may be used to increase intrinsic motivation to online classroom learning in high school level.

Keywords: Online classroom learning, Covid-19, intrinsic motivation, high school

Introduction:

In the time of Covid -19 pandemic crisis, the online classroom learning take an important part of education system. But it have been reported that the drop rates is very high in online classes of the high school education in India. More students are drop out of online classes than traditional face-to-face classes enjoying the widespread acceptance usually reserved for scientific precepts . Many educators observed that high drop rates should disqualify online education as a high-quality option to traditional high school classroom education in the time of Covid -19 lockdown situation. Drop rates for online classes have been consistently higher than those of traditional high school classes this means tend to suggest academic unsuccessful . Though higher dropout rates should be accurately reflect a fundamental difference in outcomes between online and traditional high school educational environments, the mere fact of high drop rates is not necessarily indicative of academic unsuccessful. The effective online classes for high school level includes the development of new teaching methods, frequent and timely interaction through e-mail, weekly discussion boards, the use of collaborative student groups and an appreciation for students with multiple backgrounds, Face book live and the experiences.

Statement of the problem:

The literature related to online class at high school level in due to present scenario of Covid- 19 pandemic crisis should be examined. There are some important indicators that must be supported the notion that intrinsic motivation should attribute to high school students success and what are some strategies that should use to increase the
intrinsic motivation in online classes ?

Problem's significance:

In the time of Covid -19 pandemic crisis most of the high schools in India are providing online classes for students. Nearly all high school in India offer online class for completing the syllabus as well as textbooks timely. The high school students of the country can get an opportunity to earn certificate or promote higher class through online class only, traditional classroom is closed. Some educators suggest that we should in the midst of a revolution as far-reaching as the invention of the printing press. Most educators are suggested that online learning would be never duplicated the intimacy of the classroom or the central role of teacher. Many high school students consider the attention being paid to learn over the online classes to be a fad with lots of hype but few students' concrete results. Why? The answer is to this question lies in the fact that high school students are not hurriedly attending in the online classes, and when they do, they often drop out. Since high school is revolutionizing their online classes, it would try to understand why students are not attending the class.

Limitations of the research

Information for the research was collected using several books, Internet resources and journal articles. There were no
concrete data via experimental research was used to determine the findings and conclusions.
Many factors could be considered relative to high school student joyfully or dropout in online classes , but I
choose the intrinsic motivation as the key factor of the research.

Intrinsic theory of motivation for high school students:

Intrinsic theory of motivation is constructed by Ryan's and Deci (1985) well known as Self Determination Theory. The basic assumption of Self Determination Theory is that the people are active organisms, with innate tendencies toward psychological development and growth, who strive to master ongoing challenges and to integrate their experiences into the coherent
sense of self . Most important role is environment plays the developmental process. Ryan and Deci explained that the developmental process does not occur automatically but is either supported or thwarted
through social context of learning.
Intrinsic motivation is
called the Intrinsic Motivation Inventory. The Intrinsic Motivation Inventory assesses the following characteristics:
a) Effort,
b) Participants' interest or enjoyment,
c) Perceived competence,
d) Value or usefulness,
e) Felt pressure as well as tension,
f) Perceived choice while performing a given activity and
g) Experiences of relatedness.
Various research proved that the Intrinsic Motivation Inventory is considered useful in measuring high school students' subjective experiences
in online classes because it determines the extent to which high school students believe that their experiences are useful or valuable. The Intrinsic Motivation Inventory should be used and validated through several experiments related to intrinsic motivation and self-
regulation (Koestner, Deci & Ryan, 1991; Leone, Deci, Eghrari, & Patrick, 1994).

In a recent study conducted by Wallace, & Juban, Walker (2004), the Intrinsic Motivation Inventory should be used to assess high school students'

experiences in online classes. Walker found that the level of perceived intrinsic motivation, rather than demographic variables, were significantly correlated to students' level of satisfaction in online classes and final grades. They concluded that the key component in students perceived level of intrinsic motivation should directly related to meaningful communication in the online classes. According to Wegerif (1998); Baer (2000); and Walker (2004), are discussed the communication strategies that may be useful in creating and maintaining online classes .The researcher hopes to promote high school students development and success in the online learning environment in which the teachers plans to teach.

Developmental strategy of high school students by Intrinsic Motivation to online classroom learning :

A teaching -learning environment should be set up to create a sense of community and providing meaningful feedback is more

likely to establish a connection among high school students and teachers in an online classroom learning. According to Wegerif (1998),

collaborative learning is central to the feelings of joyfulness or dropout in an online classroom as well as social factors are very important to this type of learning. He further reported that the high school students who felt they had gained most from the online classroom learning moved from feeling like outsiders to feeling like insiders. According to Brown (2001) contends that building a sense of community is important because it can affect such things as high school student satisfaction, retention and learning.

Instructors can be developed strategies when creating online classroom learning to enhance and encourage collaborative learning among high school students to establish a sense of community and set the stage for meaningful feedback.

1. Making Homepage for every high school students: One way to create community and open communication among high school students are require

them to create homepages. Most online classes are used a Web-based environment that is Blackboard, Web CT, Screen shearing etc. To attain high school students can fill in a form, upload a picture and express their backgrounds and interests by

merely filling in text boxes already built by the high school. In a practical opinion,

building a homepage is very easy and quick assignment for the high school teacher to

include at the beginning of an online classroom learning. The Students need pictures of themselves as well as some time to reflect on their

interests and their backgrounds. By getting high school students to express themselves about some of their personal, reading task, writing skills and home work

experiences, they can be found connections to other same class students in the class. Therefore, the instructor could be used each homepage as a basis to create a motivating and interesting assignments. The teachers can be allowed the students to begin their online classroom learning experience by creatively expressing themselves with photos

and descriptions of student's choice which helps to establish a sense of autonomy. The teachers can take the time to examine every student's homepage according to class and giving feedback about the student's home work helps the instructor establish a connection with the student. Generally high school students feel more comfortable communicating when they can place a face with their name. Both are increased sense of autonomy as well as an increased feeling of relatedness to the instructor are positive

indicators of the theory of intrinsic motivation.

2. Discussion board for high school students: Discussion board is the integral part of online classroom learning because they motivate high school

students to use their critical thinking skills or problem solving techniques, allow students to communicate their ideas to one another as well as provide

another environment that increases students' sense of autonomy.

According to Walker(2004), the high school teacher can easily create interactivity in an

online classroom learning by posting questions on a discussion board and requiring all high school students who read in the same class are participated.

Discussion board questions are not have a true or false answer, such as questions dealing with

ethical dilemmas, often stimulate the best communication efforts by high school students. Discussion board is the great tools for creating interest in topic wise online classroom learning and establishing a sense

of relatedness with other high school students and the Teachers. This form of online pedagogy can be successfully

managed by the teachers without expanding the time as well as effort of addressing every student's response

individually. The teachers should be set timelines for the discussion board forum. After the forum, the instructor should read, summaries as well as collect the themes developed from student discussions. A summary of discussion board responses can be posted for all high school students to write and read. Discussing general themes as well as providing general feedback from students' responses helps to increase students' perceived competence in the

Textbook. When all high school students participate in the discussion board, students will develop a sense of belonging to a group and sense of contribution. The important component of the discussion board feedback is to mention key factor who made significant contributions to the discussion.

The high school teachers not only increase the

perceived competence of individual students who had provided meaningful discussions, but also motivate other students to

work harder in subsequent discussion board forums. Everyone would be sleeked to be individually acknowledged to their classmates.

3. Online group activists for high school students: According to Baer(2000),

Developing online groups activists which can be easily accomplished by using the tools found in online classroom learning platforms. By using the online platform tool, the particular group of high school students can collaborate and communicate with each other without the observation of the entire class. Files can transfer real-time conferencing can

schedule and private e-mail and discussion group exchanges can accomplish within the group. The teachers can be established the online Group in a comfortable atmosphere where the students have all the advantages of online book, notes, and study material but not to physical meeting constraints due to Covid -19 pandemic crisis.

To increase intrinsic motivation, the teachers can use online groups to assign projects work that would be given students the opportunity to

apply real-world skills. The value is added to the class because students perceive how these skills benefit their development as students as well as their transition to real-world work atmospheres.

4. The teachers-students interaction in online platform : WhatsApp, E-mail and Face book are the primary medium for individual correspondence with high school level students online. To be effective e-mail, WhatsApp, Face book responses need to be timely and meaningful, which sometimes can be an

overwhelming activity for high school teachers . Cooper (2001) introduce several tips to make correspondence more meaningful

without consuming all the time of the teachers. Cooper based these tips on previous experiences with online teaching

and surveys of other high school teacher who teach online.

a) Give students sufficient time for interaction.

b) Schedule a time everyday that the students know the teachers will read and answer email, WhatsApp or Face book.

c) Allow flexibility for turning in home work or assignments—planning for system downtimes and electronically forced obstacles that a student could be faced at the given time.

d) Post announcements by the teachers, frequently asked questions as well as discussion board questions that will be given students a

place to check for answers before they e-mail, WhatsApp or Face book to the teacher.

Conclusion:

Online classes are becoming a more prominent choice for all high school students, teachers are

challenged to find out to make those syllabus as well as textbooks relevant, effective, and satisfactory. According to various research

findings, I believes that intrinsic motivation can be increased by enhancing: a) value b) perceived competence, c)

interest and d) relatedness to high school teacher and students in the time of Covid -19 pandemic crisis. The enhancement of these factors will contribute

greatly to online classes success. Today's online classroom learning in high school level are increasingly requiring skills that are team skills, emphasize analytical thinking, communication skills, information processing and mastery of technology. Better way to prepare high school

students by using online learning and the tools encompassed by the technology. Online classroom

learning in high school changes the teaching-learning platform & environment to an interactive to students become independent learners in the time of Covid -19 pandemic crisis.

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