

The Effect of College Students' Learning Motivation on Online Learning Intention

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Abstract

It has become normal for college students to participate in online learning, but their willingness to participate in online learning continues to decrease. In order to maintain and promote college students' online learning will, this study from the perspective of learning motivation, the use of the individual centered potential profile analysis of research methods and data analysis. The first to classify the learning motivation of college students, analyzed the correlation of college students' learning motivation and online learning intention. Secondly to learners of different motivation will compare difference of online learning, Furthermore, the influence of college students' learning motivation on online learning willingness is explored. Finally, suggestions on online learning are proposed for enterprises, universities, teachers and college students based on the characteristics of groups with different motivation types, so as to improve college students' online learning willingness and promote the sustainable development of online learning.

Keywords

College students' learning motivation; Online learning intention; Individual-centered; Potential profile analysis.

1. Introduction

University students' participation in online learning has become the norm. During the COVID-19 pandemic, colleges and universities around the world have made full use of various high-quality online resources and online learning platforms to carry out online teaching activities [1]. However, with the popularization of online learning methods, due to the lack of relevant monitoring systems and learning tasks, and the rapid application of smart phones and network software, to a certain extent, students' attention has been distracted, and the problems of online education have gradually become prominent. The learners' participation in learning is not high, the utilization rate of course resources is low, the learners' learning motivation is insufficient, the learning effect fails to achieve the expected goals, and some learners even give up learning after a period of study. The willingness to participate in learning continues to decline.

The study motivation of college students is considered by many researchers to be an important factor affecting the willingness to learn online. Chen conducted a study on the correlation between learning motivation and online learning willingness, and the research results show that college students' learning motivation has a greater impact on online learning experience and learning satisfaction [2]. Zhang show that learning motivation is a key factor affecting learning participation, and it is the catalyst that students are willing to participate in online learning activities. It is also the main reason that restricts the completion of the course[3]. Previous studies on college students' learning motivation and online learning willingness, from the perspective of research methods and data analysis, mostly focus on variables and analyze

learning motivation as one of the influencing factors of online learning willingness. This paper analyzes the relationship between students' learning motivation and online learning willingness at a level. The analysis mainly focuses on variables but ignores the influence of individual differences on the results. When any learner participates in online learning, it is not only because of one kind of learning motivation. Instead, different learning motivations promote learners to complete learning tasks to varying degrees. Therefore, this study will adopt an individual-centered research method to analyze the different types of learners formed by different combinations of learning motivation and their roles, in order to reflect the influence of learning motivation on online learning willingness in real online learning situations.

2. Literature Review

In psychology, motivation is defined as a goal-directed psychological tendency to maintain and motivate an organism's actions [4]. In educational psychology, learning motivation refers to the dynamic tendency to motivate and maintain students' learning behavior toward a certain purpose, and the learning behavior of college students will also be dominated by motivation [5]. From the results of literature review, by the end of the 20th century, most of the research on learning motivation was speculative research on the theory of learning motivation. In the 21st century, scholars at home and abroad began to pay attention to the structure, characteristics, classification, differences and influence of college students' learning motivation. Factors and other research directions, then more empirical analysis research, research has more practical significance.

The study of learning motivation theory was developed in the embryonic stage of learning motivation, and most scholars at home and abroad are studying different theoretical perspectives on learning motivation, and learning motivation theory is mainly divided into three schools: behaviorist view of motivation, cognitivist view of motivation, and humanistic view of motivation. The representative figure of behaviorist view of motivation is Burrhus Frederic Skinner, whose proposed reinforcement theory of motivation overemphasizes the power outside of learning behavior and ignores the autonomy of learning behavior, which has greater limitations [6]. The representative of cognitivist view of motivation is David Pawl Ausubel, who proposed the theory of achievement motivation, which considers motivation as a student's tendency to want to get good grades and consists of three internal drives: cognitive internal drive, self-improvement drive and subsidiary internal drive [7]. The primary dimensions of motivation measurement in this study were based on these three internal drives and their correspondence. The humanistic view of motivation is represented by Abraham Harold Maslow, who proposed the Hierarchy of Needs theory, which states that there are five basic human needs. This theory suggests that to some extent a student's lack of motivation to learn may be caused by some missing need not being fully satisfied [8].

The empirical analysis of learning motivation is based on theoretical studies, and the main directions include the structure, characteristics and influencing factors of college students' learning motivation. Regarding the structure of college students' learning motivation, Chi designed two scales of learning motivation, endogenous and exogenous, according to the sources of learning motivation, and also analyzed the correlation between self-efficacy and learning motivation measures [9]. Most of the studies on the differences in college students' learning motivation are about gender, and Zhang's findings show that girls have higher levels of learning motivation than boys [10]. Studies related to the characteristics and influencing factors of college students' learning motivation are also very numerous until now, SHAHBA's study suggested that functional and integrative motivation are the two main factors affecting college students' learning motivation [11]. Ma's study found that college students' learning

motivation is influenced by family income, learning ability, academic performance and learning interest and other influencing factors [12].

Online learning is a relatively broad and open concept, and in this study, I return to the essence and connotation of online learning, and define online learning in this study as course learning that occurs on an online teaching platform, that is, Online Learning. online learning is the main channel for the development of information technology in the education industry, and learners' willingness to learn online is one of the decisive factors for maintaining the sustainable development and operation of online education. Harrison defines willingness to use as a user's psychological tendency to produce certain usage behaviors [13], so this study defines online learning willingness as a user's psychological tendency to be willing to use an online teaching platform for course learning.

Most domestic and foreign studies on willingness to learn online have been conducted from the perspective of the factors influencing users' willingness to learn online. For example, in a foreign study, Hung confirmed that learners' perceived usefulness, satisfaction, and system compatibility have important effects on the willingness to use online learning platforms [14]. Rai found that the key to determining the success or failure of online learning depends mainly on personal factors rather than other external factors such as the environment by studying the behavior of online learners [15]. In a domestic study, Li's results showed that college students' own interest and curiosity are among the main factors influencing their use of online learning platforms, followed by MOOC attributes and innovative features [16]. Zhai's study showed that the factor of information quality affects learners' willingness to learn online by influencing their expectations and attitudes [17].

It is clear from the literature that most of the existing studies on willingness to learn online have studied whether various factors have significant effects on willingness to learn online from two aspects: course attributes and learner attitudes, although learner motivation is one of the attributes of learner attitudes, existing studies have seldom studied learning motivation as a separate variable for analysis, but more from In terms of research methods, existing studies mostly use variable-centered research methods to compare and analyze the effects of multiple variables on willingness to learn online, ignoring the differences among individual students.

In the process of online learning, due to the differences between individuals, different types of learners have different willingness to learn online, for example, learners with different learning motivation have different attitudes towards online learning, if we do not propose strategies tailored to different learners' situations, universities and online learning platforms will not be able to improve the relevant design from the group characteristics of users, which will also The actual use of online learning may not reach the expected promotion effect. Therefore, it is necessary to take learning motivation as the main research variable to analyze the factors influencing online learning willingness from a new research method and perspective, and use an individual-centered research method to classify learners, analyze the willingness of different types of learners to learn online, and make relevant suggestions for the design of universities and online learning platforms to promote the sustainable development of online learning by combining the characteristics of learners' learning motivation. The study also proposes recommendations for the design of universities and online learning platforms to promote the sustainable development of online learning.

3. Theoretical Foundation

3.1. Achievement Motivation Theory

Motivation for learning is the internal driving force that propels students to engage in learning activities. Achievement motivation theory, developed by David Pawl Ausubel, views achievement motivation as occurring in school contexts and the tendency of students to want

to achieve good grades. Achievement motivation theory suggests that students' motivation to learn must include at least three internal drive components: cognitive internal drive, self-improvement internal drive, and subsidiary internal drive, which can explain any of the behaviors that occur in students' learning that are directed toward academics. Cognitive internal motivation refers to the need to know, understand, master, and solve problems. This internal motivation stems from the learner's tendency to be curious and is directed toward the learning task; this motivation is provided by the learning itself and is internal. The internal drive for self-improvement refers to the need to achieve personal status due to one's own ability and ability to work; this motivation sees achievement as a source of earned status and self-esteem and is external. Internal motivation for attachment is an external motivation in which the individual shows the need to do good work in order to maintain recognition or approval of elders. according to Ausubel, every student's motivation for learning contains these three components, the ratio of which is usually determined by age, gender, personality structure, etc. [18].

3.2. Technology Acceptance Theory

Technology Acceptance Theory (TAM) is a model proposed by Davis to predict and explain users' attitudes and behaviors in the face of new technologies, and is shown in Figure 1. The model proposes that the two key factors for user acceptance of new technologies are perceived usefulness and perceived ease of use [19]. Perceived usefulness reflects the extent to which users can improve their learning and work by using certain information systems, and perceived ease of use refers to the extent to which users can easily use a particular information system [20]. It is clear from the model that system use is directly determined by behavioral intention to use, which refers to the measurable degree to which an individual completes a particular behavior, while behavioral intention to use is determined by both attitude to use and attitude to behavior; attitude to use depends on perceived usefulness and ease of use, which refers to the subjective positive or negative feelings that users have when using the system; perceived usefulness is determined by both perceived ease of use and external variables. Perceived usefulness is determined by a combination of perceived ease of use and external variables, with perceived ease of use depending on a variety of possible external factors, such as system training time and system user registration, among others.

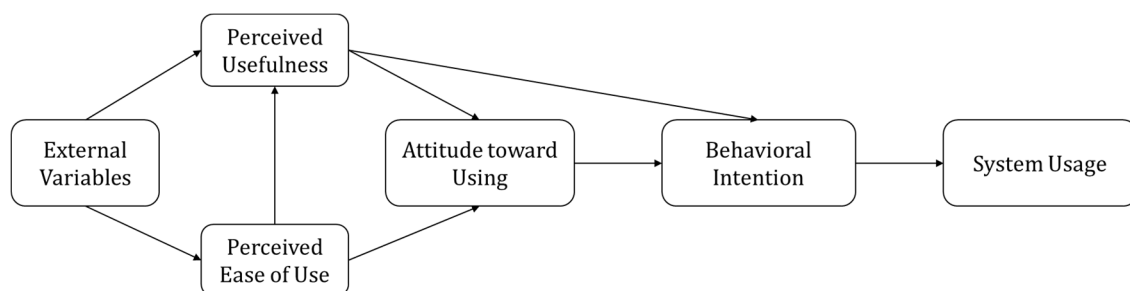


Figure 1. Technology Acceptance Model

4. Methodology

4.1. Participants

In this study, a total of 463 questionnaires were collected from undergraduate students in Southwest China, and 398 questionnaires were validly returned, with a return rate of 86.0%. The sample characteristics of the questionnaire include gender, grade, major category and online learning experience, etc. The results of the descriptive statistical analysis of the sample

characteristics are shown in Table 1 below. From the statistics of online learning experience, nearly 80% of the learners have experience in online learning.

Table 1. Sample Distribution

Sample Characteristics	Options	Number	Percentage of People (N=398)
Gender	Male	214	53.8%
	Female	184	46.2%
Grade	Freshman	654	649
	Sophomore	50	12.6%
	Junior	90	22.6%
	Senior	137	34.4%
Professional categories	Arts and Sciences	121	30.4%
	Science and Engineering	58	14.6%
	Art and Sports	327	82.2%
Online Learning Experiences	Never studied	13	3.3%
	Less than one year	81	20.4%
	More than one year	205	51.5%
	Never studied	112	28.1%

4.2. Research Tools

This study used a questionnaire to measure two variables of college students' motivation and willingness to learn online. The questionnaire contains two main parts: the first part is the basic information of the sample subjects, including major, grade, grade rank and online learning experience; the second part is the main part of the questionnaire, including two subscales to measure college students' motivation and willingness to learn online. The questionnaire uses a five-point Likert scale to measure the specific situation of learners' motivation and willingness to learn online, and the response options for each question in the main part are divided into "not at all", "not in line with", "average", "in line with", and "not in line with". Each question in the main part is divided into five levels: "not at all", "not at all", "average", "yes", "completely", and "completely", and each question is assigned a score from 1 to 5 in turn. The learning motivation scale uses the summed average of the scores of the questions within each level to measure the results.

The learning motivation scale was based on the items of the learning motivation scale developed by Amabile et al. and revised by Li-Ping Chi and Zi-Qiang Xin in 2006 [21], and the dimensions of the scale were reorganized and divided according to the achievement motivation theory, and some of the ambiguities in the original scale were revised to obtain the scale in this study. The endogenous motivation contains two measures of challenge and enthusiasm, and the exogenous motivation contains four measures of choosing simple tasks, focusing on interpersonal competition, relying on others' evaluation, and pursuing rewards. This study combined with achievement motivation theory to divide the measurement scale of college students' learning motivation into three first-level measurement dimensions: cognitive endogenous motivation, self-improvement endogenous motivation and subsidiary endogenous motivation, and reorganized the six dimensions in Chi-Li-Ping's scale into the second-level indicators under the first-level indicators of this study scale according to their characteristics, and specific division of the second-level indicators and their meanings are shown in Table 2.

Table 2. Measures of college students' learning motivation and their meanings

Level 1 Indicators	Level 2 Indicators	Meaning
Cognitive endogenous motivation	Challenging	Individuals have a tendency to do their best with challenging work and projects.
	Enthusiasm	Individuals are able to devote themselves to their work and enjoy it.
Self-improvement endogenous motivation	Choose simple tasks	Individuals tend to choose simpler tasks in order to be competent at a particular job.
	Pursuit of reward	Individuals work primarily to gain status and self-esteem.
Subsidiary endogenous motivation	Focus on interpersonal competition	Individuals pay more attention to interpersonal competition in order to gain the approval of others at work.
	Reliance on others' evaluation	Individuals get the job done to keep the approval or recognition of the elders.

Regarding the measurement scale of willingness to learn online, there is no unified standard for relevant studies at home and abroad. Combining technology acceptance theory and the characteristics of online learning, the author identifies perceived usefulness and perceived ease of use, which are two key factors in technology acceptance theory, as the first-level indicators for measuring willingness to learn online. A total of five questions were set, and the specific contents of the questions are shown in Table 3.

Table 3. Questions to measure willingness to learn online

Level 1 Indicators	Title items
Perceived ease of use	I would like to use online learning if it is simple and easy to use.
	If I can quickly and skillfully use online learning to do what I want to do, I would like to use.
Perceived usefulness	If online learning is useful to me or can be used as a means of self-improvement, I am willing to actively use it.
	I am willing to study online if I have difficulties in my studies or if it is related to my academic program.
	If the online learning is effective, I would like to use it if I have the opportunity.

4.3. Data Analysis

In this study, the data were analyzed using latent profile analysis. Latent profile analysis (LPA) is a data analysis method to determine the classification of potential characteristics of individuals based on extrapolated behavioral indicators and to explore potential heterogeneity[22]. The exogenous variables analyzed by the potential profile method need to be continuous variables, and in this study, the scale scores were summed and averaged to obtain the measurement results, then the exogenous variables in this study can be considered as continuous variables, so the data were analyzed using the potential profile analysis method. The potential profile model was developed to classify learners from the three dimensions of learning motivation measurement, and ANOVA was used to determine whether there was a significant effect of learning motivation on the observed variable willingness to learn online, and if there was a significant effect, then the differences in willingness to learn online among

learners with different types of learning motivation were compared, so as to analyze the effect of college students' learning motivation on willingness to learn online.

Using Mplus Editor to conduct potential profile analysis of college students' learning motivation, the profile model was established with the three dimensions of cognitive internal motivation, self-improvement internal motivation and subsidiary internal motivation of learning motivation as exogenous indicators, and the learners were sequentially estimated from categories 2 to 5 for the fit of the potential profile model, and the fit indicators obtained after running the learning motivation profile model for different categories are shown in Table 4 below. As can be seen from the table, the AIC, BIC, and aBIC values of category 4 are smaller than those of category 3, the Entropy values are larger than those of category 3 and closer to 1, and the LMR values of category 4 reach a significant level, indicating that the model of category 4 is significantly better than that of category 3. Although category 5 has smaller AIC, BIC, and aBIC values and higher Entropy classification accuracy, the LMR values of category 5 is greater than 0.1 and does not reach the significant level. In summary, the class 4 model is optimal.

Table 4. Fitting metrics for different categories of learning motivation profile models

Fitted indicators	Class 2	Class 3	Class 4	Class 5
AIC	1497.080	1449.035	1422.675	1409.489
BIC	1536.945	1504.846	1494.431	1497.191
aBIC	1505.214	1460.423	1437.316	1427.384
Entropy	0.535	0.687	0.747	0.821
LMR	0.0537	0.0648	0.0457	0.1479

Based on the comparison of the scores of the four category groups of learning motivation on the three dimensions, the characteristics of each category were observed for naming, and the results of descriptive statistics for each category on each indicator are shown in Figure 2 below.

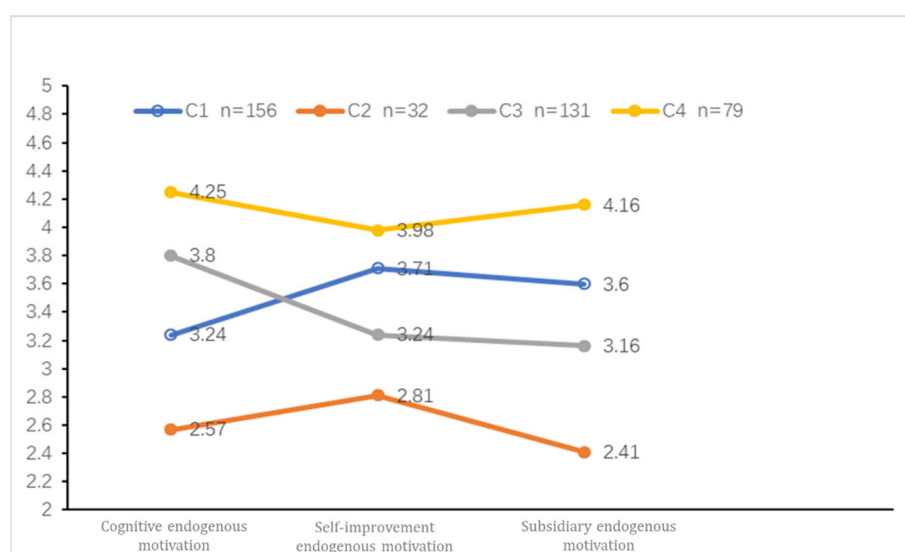


Figure 2. Potential profile analysis of learning motivation

From the potential profile analysis chart of learning motivation, we can see that among the four groups of learning motivation classification, there are 156 learners in category 1, accounting for 39% of the total number of learners. Category 1 has a lower score on cognitive internal

motivation compared with categories 2 and 4, and a higher score on self-improvement internal motivation and subsidiary internal motivation compared with categories 2 and 3, indicating that this type of learners rely mainly on external motivation for their learning, and therefore type 1 is There are 32 learners in the second category, accounting for 8% of the total number of learners, and the scores of the three indicators in the second category are generally lower than those in the first, third, and fourth categories, indicating that these learners have a somewhat negative attitude toward learning. Compared to categories 1 and 4, the scores of self-improvement internal motivation and subsidiary internal motivation are low, and compared to categories 1 and 2, the scores of cognitive internal motivation are higher, which indicates that the main source of motivation for these learners is their own cognition, that is, internal motivation, so category 3 learners are named autonomous cognitive learners. The scores of category 4 are generally higher than those of categories 1, 2, and 3, indicating that these learners have a very positive attitude toward learning, so category 4 is named motivated learners.

After classifying learners from the perspective of motivation using the profile model, the second main issue to be discussed in this study is to analyze the effect of motivation on willingness to learn online. First of all, it is necessary to determine the tightness between the two variables using the chi-square test in the cross-tabulation table. The indicators of the strength of the relationship between the two variables measured are the phi value and the V value, and the results obtained from the chi-square test are shown in Table 5 below. From the table, we can see that both phi and V values are greater than 0.1 indicating that the strength of the relationship between the two variables is strong and has a relatively strong correlation.

Table 5. Cardinality test results of learning motivation and willingness to learn online

		Values	Progressive Significance
Nominal to Nominal	Phi	1.645	0.000
	Klemm V	0.950	0.000
Number of valid cases		398	

Then it was necessary to explore whether there were differences between different types of learners regarding willingness to learn online, and the method used was a one-way ANOVA. The data file exported after the classification of potential profiles was added to SPSS, and the learners of each data entry had the category number corresponding to the motivation, and the learners with different motivation types and willingness to learn online were subjected to a one-way ANOVA test, with the learner category as a factor and willingness to learn online as the dependent variable to obtain the one-way ANOVA results shown in Table 6 below. Hypothesis H0: learners' motivation has no effect on willingness to learn online, as can be seen from the results of the one-way ANOVA test, because the significance p-value is equal to 0.000 less than 0.001, the original hypothesis H0 is rejected at the significance level of 0.01, so it can be determined that learners with different motivation types have significant differences in willingness to learn online.

Table 6. One-way ANOVA results on learning motivation and willingness to learn online

Willingness to learn online	Sum of squares	Degree of freedom	Mean Square	F	Significance
Intergroup	204.978	3	68.326	1019.061	0.000
Intra-group	26.417	394	0.067		
Total	231.395	397			

After knowing that there are significant differences in willingness to learn among different learners, finally, it is necessary to further compare the specific differences and intensity of each category in willingness to learn online by using the LSD parameter in one-way ANOVA post hoc multiple comparisons to compare the mean differences in willingness to learn online for each category of learners, and the results of the multiple comparisons obtained are shown in Table 7 below. From the table, it can be learned that motivated learners' willingness to learn online is significantly higher than the other three types of learners, and although the difference in the intensity of willingness to learn online between external expectation learners and autonomous cognitive learners is not significant, external expectation learners' willingness to learn online is higher than autonomous cognitive learners, while both have significantly higher intensity of willingness to learn online than demotivated learners. The results of the comparison of the overall online learning intention intensity were positive motivation > external expectation > self-awareness > demotivation.

Table 7. Results of multiple comparisons of learning motivation on willingness to learn online

Categories	Cases	Average	Standard Deviation	Standard Error	95% confidence interval of the mean		Minimum value	Maximum value
					Lower limit	Upper limit		
1 (External expectation type)	156	3.899	0.1796	0.0144	3.870	3.927	3.6	4.2
2 (Demotivated type)	32	2.006	0.4669	0.0825	1.838	2.175	1.0	2.6
3 (Autonomous cognitive type)	132	3.200	0.2871	0.0250	3.151	3.249	2.6	3.6
4 (Motivated positive type)	78	4.677	0.2239	0.0253	4.626	4.727	4.2	5.0
Total	398	3.667	0.7635	0.0383	3.592	3.743	1.0	5.0

5. Findings

As the mainstream group of online learning, the issue of college students' willingness to learn online has been paid attention to by most researchers. Learning motivation reveals an individual's perception of the relationship between the learning situation and his or her own ability when entering the learning situation, which affects the individual's motivation, initiative, concentration level and persistence level of learning, and studies have shown that college students' learning motivation affects the motivation and initiative of online learning, so this study further analyzes the effect of learning motivation on online learning from Therefore, this study further analyzes the effect of learning motivation on the willingness to learn online from

the perspective of college students' learning motivation through an individual-centered research approach.

In this study, the study focuses on classifying learners with different learning motivations in three dimensions: cognitive internal motivation, self-improvement internal motivation, and subsidiary internal motivation, so as to analyze the degree of willingness to learn online for different types of learners. This study shows that learners can be classified into four types: motivated, externally desired, autonomously cognitive, and demotivated, with specific characteristics of each type as follows.

5.1. Class 1: Motivated Learners

The overall level of motivation of these students is the highest compared to the other three types of learners, and the ratings of the three dimensions of cognitive internal motivation, self-improvement internal motivation and subsidiary internal motivation are all high, indicating that motivated learners are highly motivated, and these learners are very self-disciplined in learning. They are also motivated by their own love of learning and challenges. At the same time, these learners have the highest willingness to learn online, and their motivation is the core driving force for their commitment to learning and their focus on continuous learning.

5.2. Class 2: External Expected Learners

External expectation learners are more concerned with simple tasks and rewards in learning, and are more concerned with the evaluation of others and interpersonal competition in learning. In view of the characteristics of external expectation learners, universities and online learning platforms should focus on online learning course design, reward mechanism, credit certification and online learning process interaction to stimulate students' external motivation and make them more willing to devote themselves to online learning, so as to better maintain the users of online learning platforms. The online learning platform should focus on the design of online learning courses, reward mechanism, credit certification and online learning process interaction to stimulate students' external motivation to learn and make them more willing to engage in online learning, so as to better maintain the user stickiness of online learning platform and improve the completion quality of online learning courses in universities.

5.3. Class 3: Self-motivated Cognitive Learners

The proportion of such students accounts for almost one-third of the total, second only to external expectation-type learners, autonomous cognitive learners are more concerned about the challenges in the learning process and the love of learning, learning motivation is based on internal motivation, they often pay little attention to the results of learning and the benefits produced, but enjoy the fun brought by learning itself, face the challenges in learning without escape, willing to take the initiative to learn new knowledge, like to think independently to solve problems, and they prefer to do what they like and work. Don't care as much about scores and rewards. This type of learner has a higher level of willingness to learn online, but lower than the first two types of learners. In view of the characteristics of this type of learner, online learning platforms and universities should pay attention to improving the personalized learning mechanism of online learning to meet the personalized learning needs of learners, including speculating on the courses they are interested in based on learning behavior data, etc., and pay attention to the timely update and upload of resources to facilitate their independent learning, so as to better stimulate the online learning willingness of such learners.

5.4. Class 4: Demotivated Learners

Motivated learners account for a relatively small proportion of the total number of learners, and the overall motivation level of these learners is low, and their scores on all three dimensions of motivation are very low. When they are willing to learn about the course and

learn something, they will be more likely to accept the online learning method and increase their willingness to learn online.

In general, learners with positive motivation, external expectation and self-awareness all have higher willingness to learn online, so it is very important for platforms, universities and students to maintain their willingness to learn online and use corresponding strategies to improve their willingness to learn online. For such learners, the main task is to increase their interest in learning, so that they will gradually accept learning and then their willingness to learn online will increase.

6. Discussion

According to the characteristics of each type of learners and the degree of willingness to learn online analyzed above, the author proposes corresponding strategies from four aspects: enterprises, universities, teachers and students to improve learners' willingness to learn online, enhance the stickiness of online learning users and promote the sustainable development of online education.

First, enterprises need to improve the construction and functional design of online learning platforms. A beautiful and simple interface design will directly affect learners' mood of online learning. From technology acceptance theory, we know that perceived ease of use is one of the important factors affecting learners' acceptance of online learning. Secondly, it is necessary to ensure that the network is smooth and stable when learners are studying, to ensure that the server cannot be inaccessible due to the load, to satisfy the learners' online learning without the limitation of time and space, and to give full play to the advantages of online learning. In addition to the basic construction of the online learning platform, enterprises also need to improve the functional design of online learning, first of all, the operation should be easy to use, clear navigation, reasonable layout, follow the basic principles of human-computer interaction design, and improve the perceived ease of use of learners; secondly, some functions of the online learning platform should be enriched, such as teacher-student interaction and student-student interaction, teachers need to rely on this function to communicate with students in a timely manner and receive timely feedback from students. Then students can deepen their understanding of the course learning through communication with teachers and students, and through this link students deepen their interest in the course and improve their willingness to learn online; the learning information function for learners should be clear and concise, so that they can know the learning pace The learning information function should be clear so that learners can know the learning progress and feedback.

Second, universities should strengthen the management of online courses. Many universities have online learning platforms with which they cooperate, such as "Super Star" and "Wisdom Tree", etc. Universities should strengthen the management of online courses, such as the credit certification of students. In addition, the management of courses is also a very important issue that universities need to pay attention to, from receiving course applications from teachers to making the courses and subsequent course release and teaching assessment. To ensure the quality of course learning and ensure that students can really learn useful knowledge.

Third, teachers should pay attention to the planning and design of online courses. As the maker, implementer and classroom manager of the online course, teachers should pay extra attention to every aspect of the course from the beginning of the course production. At the same time, the time schedule of the whole course should be reasonable, grasp the content and progress of each chapter, not too fast or too slow, thus affecting the quality of learning of the learners.

Finally, students should choose the right online course wisely. For learners, the choice of course is very important, and the purpose of online learning is different for learners with different types of motivation. Regardless of the type of learner, it is important to have a clear

understanding of the overall content and system of the course, as well as a clear and definite plan to choose an online course that is suitable for them.

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