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ANALYSIS OF MOTIVATION DETERMINANTS IN THE IMPLEMENTATION OF ONLINE TRAINING OF FUTURE MANAGERS AT STATE UNIVERSITIES

Purpose. Improvement of the quality of online education of university students, taking into account their motivational component.

Methodology. The research results were obtained using general and special methods of cognition: abstract-logical, analysis, systematization and combination, the method of theoretical generalization, deduction and induction, statistical analysis.

Findings. A study on a sample of 377 undergraduate students majoring in “Management” in Sri Lanka demonstrated a good fit of the proposed structural equation model to the observed data, confirming that content and organization, Internet access, and service quality had statistically significant effects on online learning.

Originality. With the recombination of variables, the possibility of ensuring an increase in the quality of education is formed due to the effective increase of a significant motivational component of the educational process

Practical values. The results of the study are useful for all participants in the education sector. They offer a guideline for university administrations on how they should conduct online teaching, ensuring the effectiveness of the learning process, taking into account the motivational component

Keywords: *undergraduate students majoring in “Management”, motivation factors, online learning, students’ satisfaction, state universities*

Introduction. The modern world has become advanced in technology at a faster rate than any previous epoch. Through technological advancement, it has reached a new era. Online learning is an example of such a milestone. Previously, traditional approaches were used to conduct all educational practices related to the learning process. Nowadays, online learning is the most common method of instruction. E-learning is defined as the delivery of learning materials and methods online by using information technologies to learn, teach or acquire knowledge anytime from anywhere [1]. Wikis, podcasts, audio and video clips, presentation apps like Prezi, and avatars are all useful online learning resources that help and encourage teacher candidates and model techniques that they can use in their own class-rooms [2].

Learning can take place online, offline, or both. E-learning offers learners convenience and flexibility in terms of time and place. Learners acquire and apply digitally disseminated skills. E-learning does not exclusively refer to Web-based learning; It often includes mobile learning, through which materials are delivered to wireless devices such as smartphones, tablets, or other mobile devices; as a result, the term e-learning encompasses a broad range of concepts such as computer-based training, computer-based instructions, online education, and other terms, and it is useful to facilitate learning at educational institutions and to create an environment conducive to efficacy [1, 3]. E-learning has both strategic and technological advantages while enabling people to stay current by allowing them to learn in non-traditional ways during their lives [4].

Even though these online learning methods were used by the universities of foreign countries, huge challenges in using such technologies. When considering world education development, world education has gone far beyond. Many countries use new educational inventions to uplift their education.

Online learning is not a new concept to them. Due to the COVID-19 pandemic, the whole education system of Sri Lanka had to face a lot of challenges. When we consider university education in Sri Lanka. Sri Lankan was not benefitted from online education until the coronavirus hit Sri Lanka. Many Sri Lankan students were used to learning directly through the physical lecturing method. But the whole government university system had to change this traditional lecturing method to an online teaching method suddenly. Apps like Zoom, MS, and Google classroom are highly used in the Sri Lankan education system nowadays. This is a new beginning for the whole education system of Sri Lanka.

Online education marks a significant change in how people learn. As a result, there is a growing need to understand what factors influence student satisfaction with online learning. Apart from the institutional factors, student satisfaction is one of many variables such as leadership, faculty commitment, student support, and technology, which influence the performance of online learning programs. Satisfaction is a critical component of a good online program while some studies found that this method has a higher drop-out rate than face-to-face programs. As a result, it is important to look at the factors that influence students’ adoption of e-learning programs so that all stakeholders can pay more attention to these problems and help students learn more effectively (Samsudeen & Mohamed, 2019).

Several studies have been considered concerning student satisfaction with online teaching, especially in foreign countries. Due to the technical development and socio-cultural background, it is debatable whether these studies apply to the Sri Lankan university education system. In the Sri Lankan context, a few numbers of empirical studies have been implemented to analyze student satisfaction with online teaching in Sri Lankan state universities. Accordingly, this study addresses students’ satisfaction with online teaching with special reference to the Management undergraduates at state universities in Sri Lanka.

Research Questions:

1. Is there a relationship between content & organization and online learning satisfaction of state university Management undergraduates in Sri Lanka?
2. Is there a relationship between learning style and online learning satisfaction of state university Management undergraduates in Sri Lanka?
3. Is there a relationship between internet access and online learning satisfaction of state university Management undergraduates in Sri Lanka?
4. Is there a relationship between e-service quality and online learning satisfaction of state university Management undergraduates in Sri Lanka?

Literature review. e-Learning Satisfaction. In the literature on online services, e-satisfaction is important because it influences whether or not users will continue to use the distribution channel [5]. According to Szymanski and Hise [6], e-satisfaction is the users' assessment of their overall online experience over time. E-satisfaction is important in the literature on online services because it influences users' decisions about whether or not to continue using the distribution channel [5]. There are two types of measures used to measure user satisfaction – single-item and multi-item scales [7]. A single-item scale cannot provide sufficient information on the construct because it does not completely reflect the complexities of satisfaction (Danaher & Haddrell, 1996). On the other hand, recent studies demonstrate the multifaceted nature of customer satisfaction.

Students' satisfaction with web-based learning systems has been a source of debate among academics and researchers. Multiple studies in both education and the information systems (IS) literature test student satisfaction with online courses, and e-learning was listed as one of the nine met tracks for the information systems (IS) discipline as early as 2001 at the Americas Conference on Information Systems (AMCIS). According to the study, perceived usability, value, and performance affect user satisfaction with e-learning systems [8].

The education sector has undergone significant changes as a result of technological advancements. Notably, wireless internet technology is now widely accessible as an important educational resource in both developed and developing countries, including Australia, Malaysia, the UK, Turkey, and the United Kingdom, in various types of electronic learning (e-learning) and mobile learning (m-learning) [9]. Furthermore, Rapanta, et al. [10] argues that there are a lot of differences between classroom teaching and online teaching because teachers have a unique style in traditionally sharing knowledge and students are used to it.

Globally, the COVID-19 pandemic has had a major effect on higher education. Higher education institutions (HEIs) were forced to suspend conventional in person learning as a result of COVID-19. In response to an ongoing period of school closures, policymakers all over the world have turned to e-learning to ensure that students' education continues. Several universities in developing countries, on the other hand, would not be able to do so during COVID-19. Around the same time, the lack of technical training for online teaching and learning, as well as the rush to prepare online learning materials, may have harmed the quality of online programs.

In Sri Lanka, the Open University of Sri Lanka is a leader in distance learning (DE), providing a diverse range of study programs by removing barriers to higher education. However, a pilot survey of The Open University of Sri Lanka (OUSL) undergraduates showed that their learning experience fell short of expectations. Furthermore, their responses showed that their overall impression of the design of the virtual world in which they communicate, i.e., the institutional website, is unsatisfactory. Student achievement, on the other hand, is one of every educational institution's key goals. On the other hand, previous OUSL enrolment and graduation figures show that student persistence and academic success are in contrast with

previous scholarly findings. Interestingly, previous studies show that the degree of student engagement has a significant impact on student success and persistence [11]. Theories such as the theory of student involvement, theory of student departure, and the theory of student attrition support this. Another point is that when the goal is to involve students actively in their learning, the structure, length, and delivery of a course are most effective. This concept should guide the course's design, development, and delivery.

Learning Style Theory. In the learning style theory, many business and educational researchers are using the learning type (Kolb & Kolb, 2005). Kolb [12] believes that "Learning Style" was formed because of the different personality types, expertise areas, occupations, the role of work, adaptability, and so on. It includes the congenital personal genetic factors, acquired experience accumulated, and the environmental requirements of the current stage. The learning styles suggested by Kolb [12] were grounded on the experiential learning theory.

Muhammad [13] identifies learner content interaction as one of the major determinants of student satisfaction. Several previous studies looked at the features of learning subjects or learners to provide adaptive content and learning paths. The characteristics and presentation of course material and knowledge are referred to as content features. Text, hypertext, graphics, audio and video, computer animations and simulations, embedded experiments, or multimedia knowledge are all examples of content features in e-learning [14]. Students' positive perceptions of Content features have been shown to affect their high levels of success expectations [14]. The revised content provided in e-learning courses, in comparison to conventional learning methods, leads students to believe that the e-learning system would provide them with a useful means of acquiring new knowledge.

Students see psychological contracts as a kind of reciprocal exchange in the educational process, according to Wade-Benzoni, Rousseau and Li [15]. Students pay careful attention to the following categories, according to Chowdhury, et al. [16]: teachers, futuristic causes, student development, course and curricular material, learning opportunities, engagement, and facilities. Learners can choose when, where, and what they want to learn; in the meantime, the learning system can assign the best teachers and provide training that is accompanied by rich digital content that is up to date.

Impact of Learning style (LS) on student satisfaction. Learning style is the learner's preference for the learning process, including the information processing behavior. As a result, when implementing the online teaching system to assist or replace teaching, it should have a better understanding of the impact of learners' learning styles on the using results of the teaching system and the satisfaction of users. The results of the research on the influence of learning style on satisfaction and learning effectiveness in the asynchronous web-based learning system indicated that learners with different learning styles showed similar satisfaction toward the asynchronous web-based system and learners with different learning styles showed no significant differences in the satisfaction of the web-based learning system. Learners with different learning styles showed significant differences in learning effectiveness. A student's learning style, topic, goal, current knowledge, and unique skills can all be determined and processed using an online learning system. As a result, unique learning styles could be used to give person specific education. Individuals can design and direct their learning via e-learning. It has the potential to encourage, build confidence and self-esteem, overcome various hurdles that learners face, customize the learning experience, increase access, and improve the learning experience, all while assisting individuals in developing their ICT skills [17].

Internet access (IA) on student satisfaction. Students can learn from anywhere in the world and the learning alternatives available to students are not limited by their geographical location because of the accessibility of online learning. Accessibil-

ity Issues in Rural Areas: Hardware, software, and internet access are all requirements for online teaching and learning. According to Mohammad Mahyob [18], all students do not have good internet access, and some students have network issues and lack high-quality learning gadgets. The findings revealed certain technical challenges with utilizing the Blackboard tool, such as online class access, class materials download, audio, and video playback, which is consistent with Al-turise's [19]. Student satisfaction in distance learning is largely affected by the availability of technology. Students who are frustrated by using technology in class are generally found to be dissatisfied.

The e-service quality (SQ) on student satisfaction. The most important aspect of e-learning for students is e-learning quality, which is accompanied by an e-learning tutor and the quality of course materials, as well as the quality of e-learning administration and service support. The qualitative literature on web-based education procedures reveals that website efficiency is linked to students' learning needs, and the availability of better education, and the web-based education system is linked to students' teaching satisfaction. Previous researchers have found that the quality of e-services has a positive impact on student learning [20]. As a result, some authors made suggestions for e-learning course design. There is a strong relationship between user satisfaction and course quality (Bailey & Pearson, 1983). Both face-to-face and online learning modalities depend heavily on the interaction construct. Several studies have found that in almost every learning environment, both the quantity and student satisfaction. The majority of these studies discovered a connection between e-quality factors and e-satisfaction. There is a strong connection between student satisfaction, effective teaching, and course quality (Bailey & Pearson, 1983).

Relationship between student satisfaction and online learning.

There has been a lot of research done on e-learning and its relationship to student satisfaction. The literature emphasizes the value of student learning research for course designers and tutors' professional practices, as well as for developing students' distance learning experiences [21]. It is critical to understand students' needs and expectations when planning, developing and delivering distance education courses. If a course fails to meet the standards and needs of students, it may result in low levels of student engagement. Students' subjective views of how much a learning environment promotes academic achievement are referred to as student satisfaction. Strong student satisfaction suggests that properly demanding instructional approaches are causing students to think and learn. The positions of the teacher and the students are likely to be important elements in student satisfaction; these elements may be essential to student learning. The current study looked at a few of these factors to see which ones are most helpful in ensuring students' academic performance [22]. Students who engaged in online collaborative activities recorded higher levels of satisfaction with their learning process than students who did not engage in online collaborative learning, according to some reports.

The Impact of Coronavirus (COVID-19) on Students' Online Learning. COVID-19 has a negative impact on pupils' academic performance. Sintema [23] found that the pandemic had a detrimental impact on their pupils' grades, given that the school academic calendar had been brusquely disrupted by the early closure of all institutions in Zambia. Ivanov's [24] study on the effects of (COVID-19/SARS-CoV-2) epidemic break-outs on global supply chains: in China, Europe, North America, and South America provides a more detailed overview. The findings of this study demonstrated that there were negative consequences, but that learners' performance was mostly influenced by the timing and magnitude of interruption spread, as well as the school arrangement. The findings of these investigations support the findings of Owusu-Fordjour, et al., [25] about Ghanaian learners' negative perceptions of COVID-19's impact on their learning.

Purpose of the article. The purpose of the article is to identify the relationship between students, satisfaction and the process of online learning.

Methods. The conceptual Framework of the present study can be depicted in Figure.

The researchers examine whether the significant impact of content and organization on student satisfaction can be identified. Therefore, the research hypotheses of this variable are as follows.

H1: There is a significant relationship between SO and OLS.

H2: There is a significant relationship between LS and OLS.

H3: There is a significant relationship between IA and OLS.

H4: There is a significant relationship between SQ and OLS.

The target population of this study was the Management undergraduates in government universities in Sri Lanka. There are 13 management faculties under government control. Researchers have considered 24261 Management undergraduates as the population. According to Morgan (1970), the sample size considers 377 for over 20000 population, and the study used a stratified sampling method. Primary data were collected through mailed questionnaires.

Results. Descriptive Analysis. Respondents of this study comprise the Management undergraduates in Sri Lankan government universities (Table 1). Out of 377 responded, 137 (36.3 %) are male, 240 females (63.7 %). Among age groups, 28.6 % are included between 20–23 years old and 65.8 % for 24–27 years old. A lower percentage can be seen for the age category of 28–30 which is 5.6 %. From this data it can be identified that the higher percentage of the age group is between 24–27.

The overall result of Table 2 indicates that the average number of respondents have given agreed answers for the content and organization, internet access, learning style, service quality, and student satisfaction by the average number of respondents. The skewness of content and organization, internet access, and service quality variables are negative values that lead to negative distribution, and learning style has a positive value that leads to positive distribution. Since the kurtosis value is greater than 0.263 there can be identified leptokurtic or high peak distribution of content and organization, internet access, and service quality variables. And there is a leptokurtic or low peak distribution of only learning style.

Correlation of the independent variables with student satisfaction. The positive correlation coefficients of content and organization, learning style, internet access, and service quality are 0.668, 0.055, 0.600 and 0.686, respectively indicating that those four independent variables are positively correlated with students' satisfaction, while the p-value of 0.000 for three variables and only one variable p-value was 0.287.

Table 2 provides the information to predict the satisfaction of online teaching from content and organization, service quality, internet access, and learning style as well as the statistical significance of the variables. Under the beta values of an

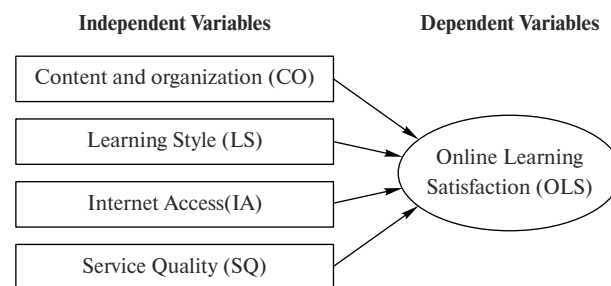


Fig. Conceptual Framework

Descriptive statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Content and Organization	377	4.1437	0.64428	-2.039	0.126	4.102	0.251
Learning Style	377	2.9864	0.59414	0.233	0.126	0.063	0.251
Internet Access	377	3.9198	0.74211	-1.244	0.126	0.609	0.251
Service Quality	377	4.0841	0.64863	-1.823	0.126	3.149	0.251
Students Satisfaction	377	4.0382	0.68091	-1.033	0.126	1.063	0.251

Table 2

Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.671	0.206		3.258	0.001
Content and Organization	0.245	0.076	0.232	3.207	0.001
Learning style	0.049	0.042	0.043	1.172	0.242
Internet access	0.167	0.048	0.182	3.441	0.001
Service quality	0.380	0.076	0.362	5.034	0.000

Note: Dependent Variable: Student satisfaction

unstandardized column, it shows the absolute importance of the variables whereas beta values of standardized coefficients show the relative importance. There can be identified beta values as 0.671, 0.245, 0.380, 0.167 and 0.049 for constant, content and organization, service quality, internet access, and learning style respectively. All values are positive which means when the content and organization of online teaching are good, student satisfaction with online teaching will increase; when service quality increases, student satisfaction with online teaching will increase; when internet access increases, student satisfaction will increase. And when match the learning style of the student with online learning patterns, student satisfaction will increase. Further, it can be interpreted as when content and organization, service quality, internet access, and learning style are zero student satisfaction is equal to 0.671. The regression equation can be presented in the following manner.

$$\text{Student Satisfaction} = 0.671 + 0.245 \text{CO} - 0.049 \text{LS} + 0.167 \text{IA} + 0.380 \text{SQ}.$$

Testing of the hypothesis. The first hypothesis is constructed for SO. Since the p-value of content and organization is lesser than the alpha value of 0.05 it can be accepted alternative hypothesis (H1). Therefore, the results show that there is a significant relationship between SO and OLS. The second hypothesis is on the learning style, the p-value of this variable is also greater than the 0.05 alpha level, so it can be rejected alternative hypothesis (H2). So, there is no significant impact of learning style on students' satisfaction in Management undergraduates at government universities in Sri Lanka. It can be concluded that there is a significant impact of internet access on the satisfaction of Management Undergraduates in Sri Lankan Government Universities since the p-value is lesser than 0.05. Therefore, it can be concluded that there is a significant impact on internet access on students' satisfaction of

Management undergraduates in Sri Lankan government universities service quality p-value is also less than 0.05 alpha level, it can be accepted alternative hypothesis (H4). So, there is a significant impact on service quality on students' satisfaction in Management undergraduates in government universities in Sri Lanka.

Discussion. One of the major reasons that the researcher has undertaken this research was the growing trend of online teaching and learning in Sri Lankan universities. Due to COVID-19 pandemic, the whole Sri Lankan education system was challenged and changed. Simultaneously, the Sri Lankan government decided to conduct lectures online. Especially, in 2020 online teaching increased more than in past decades. Due to COVID-19 online teaching is the only possible way of teaching and it was the major reason for the growing online teaching and learning in the Sri Lankan government universities. Even though there can be found several online teaching and learning-related research studies, the majority of studies are undertaken in developed countries. Thus, researchers have undertaken this research to address the knowledge gaps.

From this research, the researchers investigated whether there is a relationship between content and organization, learning style, internet access, service quality, and online learning satisfaction of Management undergraduates in Sri Lankan Government universities. The results revealed that there is a relationship between satisfaction with online teaching with special reference to the Management undergraduates in Sri Lankan Government universities. It has been realized that only three independent variables such as content and organization, internet access, and service quality share a significant correlation with students' satisfaction with online teaching, and learning style does not share a significant correlation with students' satisfaction with online teaching. Satisfaction of online teaching at government universities is different from the other universities in Sri Lanka because government universities are the major high education contributor in Sri Lanka. Because of that, the government of Sri Lanka has developed various sections in the university sector, especially in online teaching.

Service quality with the highest beta value emerged as the most important factor impacting the satisfaction of online teaching in Sri Lankan government universities. This coefficient value of service quality was seen as an essential motivator by government universities to satisfaction with online teaching. According to the results service, quality related factors improved the effectiveness of the e-learning system as well as student satisfaction with it. It was also discovered that service quality is a key determinant of user satisfaction and will have an indirect effect on the online teaching long term usage intention. According to the Muhammad, et al. [13] student satisfaction is determined by the relative consistency of experiences as well as the effectiveness of higher education institutions in delivering educational services. Content and organization are the next highest beta value that emerged as the most important factor impacting the satisfaction of online teaching

in Sri Lankan government universities. This coefficient value of content and organization was seen as an essential motivator by government universities to satisfy online teaching. Internet access is found to be the next significant factor with the third highest beta value. During the study, the results indicated that the current level of internet access highly influences the decision to satisfaction with online teaching. From the regression analysis result, it was further identified that there was a positive impact of internet access on the satisfaction of online teaching. The possible reasons that can be predicted are that with increased technology accessibility & availability and smooth and easy infrastructure processes are introduced. The last most important factor impacting students' satisfaction is learning style. The regression results indicated that learning style did not statistically significantly impact students' satisfaction. Students follow different learning styles for their learning. In [13], it was revealed that courses should be designed in such a way that they should encourage not only a student's discipline but also a student's consistent approach to work.

They examined the factor's impact on the analysis of the students' satisfaction with online teaching with special reference to the Management undergraduates in Sri Lankan Government universities. From this research, it made the inference in the research hypotheses that, content and organization, internet access, and service quality have a significant influence and learning style was not significant. From the value of R² of 0.514, it emphasizes that 51.4 % of the variation of students' satisfaction is predicted by the joint contribution of content and organization, internet access, service quality, and learning style. From the study findings, it can be concluded that the majority of the Management undergraduates in Sri Lankan Government universities have satisfied with online teaching.

Increasing the effectiveness of the educational process by increasing the motivational component (satisfaction with learning) can be achieved by the adaptation method through recombining the mentioned variables. The adaptation process is necessary due to the variability of the composition of student groups, their motivation and levels of awareness and interest in each of the proposed components of online education.

Conclusions. This research is based on students' satisfaction with online learning with special reference to the management undergraduates in Sri Lankan government universities. It provides wide recommendations, advantages, and different remarks for uplifting and regular maintenance of online education in the prevailing context. On the other hand, this research is more helpful for university students to take the necessary steps to improve their learning process. It will help to achieve the targets of both university lecturers as well as students by converting online learning and teaching tasks more fruitfully. Finally, this research findings give a clear view to the government which is the policy maker of education.

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Аналіз мотиваційних чинників реалізації онлайн-навчання майбутніх менеджерів у державних університетах

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Мета. Підвищення якості онлайн-навчання студентів університетів з урахуванням їхньої мотиваційної складової.

Методика. Результати дослідження, отримані під час використання загальних і спеціальних методів пізнання: абстрактно-логічний, аналіз, систематизація й комбінування, метод теоретичного узагальнення, дедукція та індукція, статистичний аналіз.

Результати. Дослідження на вибірці з 377 студентів бакалаврату спеціальності «менеджмент» у Шрі-Ланці довело гарну відповідність запропонованої моделі структурного рівняння спостережуваним даним, підтверджуючи, що зміст і організація, доступ до Інтернет і якість послуг мали статистично значущий вплив на онлайн-викладання.

Наукова новизна. За рекомбінації змінних формується можливість забезпечення підвищення якості навчання за рахунок ефективного збільшення вагомої мотиваційної складової навчального процесу

Практична значимість. Результати дослідження є корисними для всіх учасників освітнього сектору. Вони пропонують дороговказ для адміністрації університетів щодо того, як вони повинні проводити онлайн-викладання, забезпечуючи результативність процесу навчання з урахуванням мотиваційної складової.

Ключові слова: студенти зі спеціальності «менеджмент», чинники мотивації, онлайн-навчання, державні університети

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