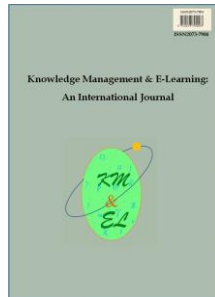

**The relationship between learners' perceptions of
community of inquiry and their motivation to learn in an
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The relationship between learners' perceptions of community of inquiry and their motivation to learn in an online English course

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Abstract: English online learning has been largely practiced nowadays as a result of global adaptations during the pandemic. However, learners' motivation is known to differ between online and onsite learning modes. This study examines the correlation between learners' motivation and their perception of the Community of Inquiry (CoI) in an online English course. A set of questionnaires was distributed to 100 learners of an online English course in Indonesia. The results show a positive correlation between learners' motivation to learn English online and their perceptions of CoI regarding Social Presence, Teaching Presence, and Cognitive Presence. Moreover, students' motivation was affected by their educational background and socio-economic status, but not by gender.

Keywords: Community of Inquiry; Motivation; Online English learning; Demography

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1. Introduction

The online teaching practice has undergone a massive surge during the recent years as evidenced in many academic institutions today. However, several effects are notable when learners experience learning loss (Toader et al., 2021), face difficulties in achieving educational goals (Clark et al., 2021), experience distress and anxiety (Lemay et al., 2021), and lose learning motivation (Kruszewska et al., 2020). A study on motivation, in particular, has shown that learners at schools have alarmingly low motivation levels (Ikhwan & Andriyanti, 2021; Zuo et al., 2021), partly because of limited interaction and unmet expectations (Meşe et al., 2021).

This present study denotes that the Community of Inquiry (CoI) provides a comprehensive perspective by assessing learners' engagement in Social Presence (SP), Teaching Presence (TP), and Cognitive presence (CP), which closely relate to learning motivation. The CoI framework was initially proposed by Garrison et al. (2001) and has been used by many previous studies to measure learners' online learning (Kaban, 2021; Parrish et al., 2021; Vourloumis, 2021; Zuo et al., 2021). CoI draws a holistic picture of how well learners are involved collaboratively in online learning to acquire individual and mutual understanding within a learning group (Garrison et al., 2001; Swan et al., 2008). These three constructs are interrelated in depicting a whole picture of learners' interaction with other learners, teachers, and learning content in online learning.

Drawing from the explanations on the two variables above, there is a notable gap in the literature where studies on learners' motivation are dominated by the formal school setting (i.e., Rochman & Pertiwi, 2020; Saidin et al., 2024; Weisberger et al., 2021). These studies similarly show that enforced motivation is a common dimension in formal school, in which students have limited ability to exercise their learning desire. Different from formal school students, learners of non-formal schools are driven by intrinsic motivation to know better and study more regardless of the mandatory nature of the formal school (Saville-Troike, 2012). In non-formal schools, learners are aware of their lack of English ability so they choose to add hours of English learning outside the formal schools (Rahardjo & Pertiwi, 2020). There is a need to delve into the intricate relationship between learners' motivation and online learning in non-formal educational institutions.

In doing so, we formulate overarching research questions as follows:

RQ1: What is the correlation between learners' Teaching, Social, and Cognitive Presence within the framework of CoI?

RQ2: What is the correlation between learners' motivation to learn English and their perception of CoI?

RQ3: What is the correlation between learners' demographic profile (gender, educational background, and socio-economic status) and their motivation to learn English online?

The findings of this present study are expected to serve as a foundation for future investigations exploring CoI dynamics across diverse contexts and demographic profiles. In so doing, this study was conducted in @EnglishLab.id, as a non-formal English course in Indonesia. Founded far before the stretching pandemic of Covid-19, @EnglishLab.id aims to teach English as a foreign language to Indonesians of different backgrounds with flexible learning paces. This is among the impacts of educational technology that gives birth to entrepreneurial competencies (Hammoda, 2024). The implications seek to move the practice of online language learning beyond emergency remote learning

2. Literature review

2.1. Motivation in online language learning

Motivation refers to one's process of decision-making whether he/she wants to do an activity, how long, and how seriously he/she will do it (Dörnyei & Ushioda, 2011). In language learning, motivation is classified into Instrumental and Integrative Motivation (Al-Ta'ani, 2018; Masgoret & Gardner, 2003). Instrumental Motivation is driven by practical goals, such as achieving specific career or life objectives (Rahardjo & Pratiwi, 2020), while Integrative Motivation entails a desire to engage with the culture and community associated with the target language (Al-Ta'ani, 2018).

In online learning, the factors influencing learners' motivation span a wide spectrum of internal and external variables (Gustiani, 2020; Meşe et al., 2021). Internal factors encompass self-determination, personal interest, and ambition, while external factors include the availability of suitable learning facilities (Gustiani, 2020). Wang (2024) has holistically captured the elements of learning that entail interactions with contents, others, self, and task, which all determine effective learning when one can self-regulate himself, especially in today's learning technology. In other words, the learning environment, the duration of online courses, and the services provided by the learning facilitators are inevitable from online learning motivation (Asih & Halisiana, 2022; Li et al., 2022).

Studies exploring language learning motivation have revealed varying levels of motivation among learners. In Indonesia, learners exhibited low levels of both Integrative and Instrumental Motivation (Ikhwan & Andriyanti, 2021) with a slightly higher level of Instrumental Motivation, indicating a preference for practical gains. Accordingly, Instrumental Motivation is more promising in intensifying social status, careers, and educational development (Saville-Troike, 2012). The disparity in research findings has been globally evident where research from the Western, Educated, Industrialized, Rich, and Developed (WEIRD) countries show distinct results from non-WEIRD countries as influenced by the research participants (Baek & Doleck, 2024). In particular, cultural and societal values significantly affect students' learning as shown by the Learning Analytics

studies of 305 papers published between 2015-2019. The exploration of participants' demography has thus become central of interest in this present study.

In this present study, gender is examined as a variable that influences motivation. Some studies suggest that female learners exhibit higher levels of intrinsic motivation compared to their male counterparts (Naz et al., 2020). However, other research findings indicate no significant gender-based differences in language learning motivation (Iwaniec, 2019). There is a need to treat this variable further in this present study to add knowledge to the body of literature.

Educational background has also been shown to affect motivation. For instance, junior high school learners have been found to have higher motivation for online learning compared to senior high school and university learners in Indonesia (Ikhwan & Andriyanti, 2021). Additionally, socio-economic status has been identified as another factor impacting motivation, with learners from higher socio-economic backgrounds tending to exhibit higher motivation levels (Wardhani & Ilyas, 2019).

Although these studies have explored the relationship between motivation and participants' demography, they have only primarily focused on formal educational settings. To address this gap, our review extends the investigation to non-formal online courses, where students vary in age, educational background, and English proficiency levels. This approach will provide insights into the dynamics of motivation and its impact on CoI constructs in diverse online learning environments.

2.2. Community of inquiry (CoI)

The CoI framework, developed by Garrison, Anderson, and Archer (2001), provides a structured approach to evaluate the success of online learning experiences. It comprises three key constructs: Social Presence (SP), Teaching Presence (TP), and Cognitive Presence (CP). In particular, CoI views online learning practice as an associated function of the relationship among SP, TP, and CP where learners connect with the other members in online classes (social); and receive facility, learning design, and guidance provided by the teacher (teaching); and can commend intellectually to the material (cognitive) (Caskurlu et al., 2021).

Several studies have examined the impact of CoI constructs on online learning outcomes. A positive relationship between SP, TP, and CP with learners' engagement and satisfaction has been documented (Kaban, 2021). In detail, the use of collaborative online assignments has been found to strengthen the connections between SP, TP, and CP, enhancing learners' satisfaction in online courses. Other research has explored the effect of different teaching styles on SP and TP, highlighting their influence on interaction among learners and the development of a learning community (Zilka et al., 2018). From the teachers' perspective, emergency remote teaching (ERT) has not run effectively because of teachers' lacking technology aptitude and limited training, which calls for higher student engagement where they are expected to learn independently (Choi et al., 2024).

A study on learners' presence in ERT carried out by Vourloumis (2021) discovered that SP and CP are significantly and positively correlated to TP. Moreover, TP, SP, and CP are significantly associated with the practice of ERT. It can be implied from these studies that students' active engagement is among the answers to successful online learning. Another study on CoI attempted to reveal the effect of Team-based learning on CoI (Parrish et al., 2021). It was discovered that learners' SP, TP, and CP were improved by the

implementation of Integrated Online Team-Based Learning (IO-TBL), which merged asynchronous engagement flexibility with the association of synchronous meetings.

This present study, on the other hand, investigates problems in a sharing class of a non-formal English course. Our preliminary study shows that only a few students completed the program, while almost 80% of students stopped attending the class after their second or third meeting. The triggering factors of such a high percentage of absenteeism are unknown. Referring to the CoI constructs, the problem can be investigated through SP, TP, and CP dimensions simultaneously.

2.3. Conceptual framework

It is noteworthy that previous studies exploring the relationship between motivation and CoI constructs have only primarily focused on formal educational settings. To address this gap, our study extends the investigation to informal online courses, where learners vary in age, educational background, and English proficiency levels.

Our proposed framework that incorporates two types of motivation and three constructs of CoI is depicted in Fig. 1:

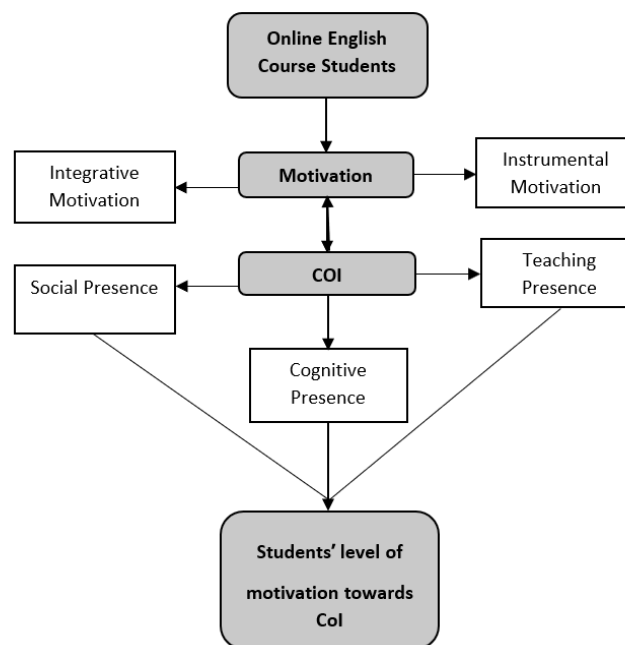


Fig. 1. Proposed conceptual framework on CoI

The proposed framework is built on the fundamental gist of CoI and explores how well learners are involved collaboratively in online learning. Dörnyei (2008) denotes that motivation is an obligatory factor to be evaluated to achieve learners' engagement in learning. Hence, studies on CoI must consider motivation as the most significant factor that possibly affects learners' success in learning (Hong & Ganapathy, 2017; Moroz et al., 2018; Rahardjo & Pertiwi, 2020).

3. Methods

3.1. Research design

This study employed descriptive quantitative methods through questionnaire distribution to measure the extent of the correlation between learners' motivation and perception of CoI. The questionnaire was considered fit for this study because it focuses on the existence of relationships and conditions, believed opinions, ongoing processes, and the emergence of developing trends effects (Cohen et al., 2017).

In particular, we employed a Cross-sectional Survey where we collected data at only one point in time from a previously selected population (Fraenkel et al., 2012). A descriptive quantitative approach was the most appropriate method for this study since it sought to report learners' real perceptions and motivation in a real situation without aiming to bring any alteration or modification.

3.2. Research hypotheses

The following research hypotheses were derived from the research questions of the present study.

The following hypotheses are to answer RQ1:

RQ1 H0: Learners' Teaching, Social, and Cognitive Presence are not correlated.

RQ1 H1: Learners' Teaching, Social, and Cognitive Presence are correlated.

It is predicted that the three constructs of CoI are correlated. The prediction refers to a study that revealed SP and CP are significantly and positively correlated to TP (Vourloumis, 2021).

The following hypotheses are to answer RQ2:

RQ2 H0: Learners' motivation to learn English online is not correlated with their perception of CoI.

RQ2 H1: Learners' motivation to learn English online is correlated to their perception of CoI.

It is predicted that Learners' motivation to learn English online is correlated with their perception of CoI. The prediction is made by referring to research that demonstrated a positive relationship between SP, TP, and CP with learners' engagement and satisfaction (Kaban, 2021). Moreover, the use of collaborative online assignments has been found to strengthen the connections between SP, TP, and CP, enhancing students' satisfaction with online courses. Furthermore, different SP and TP in the classroom influence the interaction among students and the development of a learning community (Zilka et al., 2018).

The following hypotheses are to answer RQ3:

RQ3 H0: There is no significant difference between the gender groups of learners in terms of their motivation to learn English online.

RQ3 H1: There is a significant difference between the gender groups of learners in terms of their motivation to learn English online.

It is predicted that there is a significant difference between gender groups in terms of their motivation to learn English online. Although research findings indicated no significant gender-based differences in language learning motivation (Iwaniec, 2019), an earlier study on gender groups' motivation to learn English online proved that female students exhibit higher levels of intrinsic motivation compared to male students (Naz et al., 2020).

The following hypotheses are to answer RQ4:

RQ4 H0: Learners' educational background groups are not correlated with their motivation to learn English online.

RQ4 H1: Learners' educational background groups are correlated with their motivation to learn English online.

It is predicted that learners' educational background groups are correlated with their motivation to learn English online. Specifically, the younger the learners, the higher their level of motivation. The prediction is made by referring to a study that claimed Junior High School students tend to have a higher level of motivation in online learning compared to senior high school and university students in Indonesia (Ikhwan & Andriyanti, 2021).

The following hypotheses are to answer RQ5:

RQ5 H0: Learners' socio-economic status is not correlated with their motivation to learn English online.

RQ5 H1: Learners' socio-economic status is correlated with their motivation to learn English online.

It is predicted that learners' socio-economic status is correlated with their motivation to learn English online. The prediction is made by referring to a study that found students from higher socio-economic backgrounds exhibited higher motivation levels (Wardhani & Ilyas, 2019).

3.3. Data and source of data

This present study was carried out in Samarinda, Kalimantan Timur, Indonesia. The collected data were learners' motivation in online learning; which includes Instrumental and Integrative Motivation, and their perception of three constructs of CoI which were Social, Teaching, and Cognitive Presence. The population ($N = 501$) of this study was the learners of the Sharing Class program offered by EnglishLab.id who are registered on Premium 40-52 and Combo 1-15. They were chosen as the Sharing Class has the largest number of learners. The sampling follows Cohen et al. (2017), where survey research should have at least 100 samples. Thus, the sample size of the present study was 100 to fulfil the minimum sample size of the survey research.

3.4. Data and source of data

Two sets of questionnaires with a 5-point Likert scale were used in this study. Set 1 questionnaire about motivation was adopted from Ikhwan & Andriyanti (2021), and the Set 2 questionnaire about CoI perception was adapted from Swan, et al. (2008).

The first set of the questionnaire comprises 10 items, of which five indicate learners' Instrumental Motivation, and five others indicate learners' Integrative Motivation. Meanwhile, the Questionnaire of CoI (Swan et al., 2008) comprises 18 items. Among those,

items I11-I16 are about Teaching Presence, items I17-I22 are about Social Presence, and items I23-I28 are about Cognitive Presence. The total number of items presented in the questionnaire is 28. Two negative items (I5 and I7) were identified in this set, which were reversed during the analysis and counted accordingly. Sample items are presented in Table 1.

Table 1
Sample items of the survey questionnaire

Construct	Sample items
Instrumental motivation	(I1) I need to have a respectable achievement in acquiring English in online learning
	(I2) I need to have a support system for learning English online.
	(I3) I think doing online learning is more important than learning the English language.
	(I4) Acquiring English on online learning is primarily used to help my assignment.
	(I5) Online learning process blocks me from being productive in English learning.
Integrative motivation	(I6) Acquiring English allows me to have a greater aptitude for online instruction during the COVID-19 pandemic.
	(I7) Studying English blocks me from taking part in the social participation of online learning.
	(I8) Acquiring English through online learning supports me in knowing how to interact with my foreign friends.
	(I9) I need to understand English teachers' material in studying English on online learning.
	(I10) Acquiring English helps me to recognize the value of English news about the COVID-19 pandemic worldwide.
Teaching presence	(I11) The instructor communicated important course topics and goals and how to participate in course learning activities.
	(I12) The instructor provided clear instructions on how to participate in course learning activities.
	(I13) The instructor helped guide the class towards understanding course topics in a way that helped me to clarify my thinking.
	(I14) The instructor encouraged course participants to explore new concepts in this course.
	(I15) Instructor actions reinforced the development of a sense of community among course participants.
	(I16) The instructor provided feedback that helped me understand my strengths and weaknesses related to the course's goals and objectives.
Social presence	(I17) Getting to know other course participants gave me a sense of belonging in the course.
	(I18) I was able to form distinct impressions of some course participants.
	(I19) I felt comfortable conversing through the online medium.
	(I20) I felt comfortable participating in the course discussions.
	(I21) I felt that my point of view was acknowledged by other course participants.
	(I22) Online discussions help me to develop a sense of collaboration.
Cognitive presence	(I23) Problems and activities posed increased my interest and curiosity in the course.
	(I24) I utilized a variety of information sources to explore the problems posed in this course.
	(I25) Online discussions were valuable in helping me to appreciate different perspectives.
	(I26) Learning activities helped me to construct explanations/solutions.
	(I27) Reflection on course content and discussions helped me to understand fundamental concepts in this class.
	(I28) I can apply the knowledge created in this course to my work or other non-class-related activities.

3.5. Data collection

In this study, the data was collected through Google Forms. The steps of collecting the data are presented in the following.

1. Preparing the link to the Google Form to be given to the participants later.
https://docs.google.com/forms/d/e/1FAIpQLSdRoCJk9rmIgtEOk_z2vwZ634-OSs6E17jHNYwLgdkLXhGzfA/viewform?usp=pp_url
2. Teaching the Sharing Class for 45 minutes.

3. Distributing the Google Form link into the chat box of the class' Zoom Meeting at least 15 minutes before the 60-minute class ends.
4. Explaining the aim of the study and ask for learners' consent to fill out the given questionnaire.
5. Repeating the aforementioned steps and remind the participants that they can fill out the questionnaire once only.
6. Closing the Google Form once the sample size is fulfilled and moved into the data analysis process.

3.6. *Data analysis*

The gathered descriptive quantitative data were analysed using Multiple Regression to predict the effect among the independent and dependent variables. The statistical process was done using SPSS. The detailed steps of the data analysis process are as follows.

1. Extracting descriptive statistics of the questionnaire responses.
2. Extracting questionnaire responses into big data in Microsoft Excel.
3. Separating male to female responses – known from the respondent's response on background-related questions asked before the questionnaire sets – into different Microsoft Excel sheets.
4. Coding learners' educational background into 1 for Junior High School (JHS), 2 for Senior High School (SHS), and 3 for University Learners (Bachelor's and Master's Degree), which is known from the respondent's responses to background-related questions asked before the questionnaire sets.
5. Applying the Pearson Correlation test between learners' motivation in learning English online and their perception of CoI.
6. Applying the Pearson Correlation test between learners' Instrumental and Integrative Motivation.
7. Applying the Pearson Correlation test among CoI constructs (Teaching, Social and Cognitive Presence).
8. Applying an Independent Sample *t*-test between learners' motivation in learning English online and their gender.
9. Applying one-way ANOVA and Independent Sample *t*-test between learners' motivation in learning English online and their educational background.
10. Applying one-way ANOVA and Independent Sample *t*-test between learners' motivation in learning English online and their socio-economic status.

4. **Results**

4.1. *Preliminary analyses*

To reveal the correlation between learners' motivation in learning English online and their perception of CoI, Pearson Correlation was done through SPSS. The result is shown in Table 2.

Table 2

Pearson correlation between learners' motivation in learning English online and perception of CoI

Pearson correlation	Sig. (2-tailed)
.525**	.000

Note. ** Significant at the 0.01 level; $N = 100$

From the table, it can be seen that Rcount falls at .52 ($R_{\text{count}} > .05$) meaning that learners' motivation in learning English online is positively correlated with learners' perception of CoI. The correlation strength is “*strong*” since it falls between .50 – .69 (De Vaus, 2002), and “*significant*” since Sig. (2-tailed) falls at .000 (Sig. (2-tailed) < .05). Hence, RQ1 H0 is rejected.

The present study also reveals the correlation among constructs included in each variable, which includes motivation (Instrumental Motivation and Integrative Motivation) and CoI (Teaching Presence, Social Presence, and Cognitive Presence). The results are summarized in Table 3.

Table 3

Pearson correlation between learners' instrumental motivation and integrative motivation

Pearson correlation	Sig. (2-tailed)
.399**	.000

Note. ** Significant at the 0.01 level; $N = 100$

The table shows that Rcount falls at .39 ($R_{\text{count}} > .05$). Thus, it can be concluded that learners' Instrumental Motivation and Integrative Motivation in learning English online are positively correlated. Besides, the correlation strength is considered “*Moderate*” since it falls between .030 – .49 (De Vaus, 2002). Moreover, in terms of significance, it is considered “*significant*” since Sig. (2-tailed) falls at .000 (Sig. (2-tailed) < .05).

4.2. The correlation between teaching, social and cognitive presence

The results of the correlation between teaching, social, and cognitive presence are summarized in Table 4.

Table 4

Pearson correlation between learners' perceptions of teaching presence, social presence and cognitive presence

	Teaching presence	Social presence	Cognitive presence
Teaching presence	1	.671** (.000)	.800** (.000)
Social presence		1	.745** (.000)
Cognitive presence			1

Note. ** Significant at the 0.01 level; $N = 100$

It can be seen from the table that the Rcount between TP and SP falls at .67, the Rcount between TP and CP falls at .80, and the Rcount between SP and CP falls at .74. Since all the Rcount > 0.05, it can be concluded the three constructs of CoI are positively correlated. The correlation between TP and CP, as well as SP and CP is considered “*Very*”

Strong” since both fall between .70 – .89 (De Vaus, 2002). Meanwhile, the correlation of TP and SP is considered “*Strong*” since it falls between .50 and .69. In terms of its significance, the correlation among the three constructs is considered “*significant*” since Sig. (2-tailed) for those constructs fall at .000 (Sig. (2-tailed) < .05). Hence, RQ2 H0 is rejected.

4.3. The correlation between learners’ gender and their motivation in learning English online

To reveal the correlation between learners’ gender and their motivation to learn English online, an independent sample *t*-test was carried out with the results presented in Table 5.

Table 5

Independent sample *t*-test between learners’ gender and motivation in learning English online

Motivation	Levene’s test for equality of variances		<i>t</i> -test for equality of means	
	<i>F</i>	Sig.	<i>t</i>	<i>df</i>
Equal variance assumed	.530	.468	1.057	98
Equal variance not assumed			1.057	47.763

As the *t*-table for *df* = 98 falls at 1.984, the results show that the *t*-count falls at 1.042 (*t*-count < *t*-table). Thus, it can be concluded that there is no significant difference between male and female learners’ motivation in learning English online. According to the result, RQ3 H0 is accepted.

4.4. The correlation between learners’ educational background and their motivation in learning English online

A One-way ANOVA test reveals 3 different educational groups involved in this study, which include Junior High School (JHS), Senior High School (SHS) and University (Uni). The results are presented in Tables 6-8.

Table 6

Homogeneity test among JHS, SHS, and Uni learners’ motivation in learning English online

Motivation	Levene statistic	<i>df</i> 1	<i>df</i> 2	Sig.
Based on Mean	1.517	2	97	.224
Based on Median	1.334	2	97	.268
Based on the Median and with adjusted <i>df</i>	1.334	2	94.254	.268
Based on trimmed Mean	1.507	2	97	.227

Table 7

One-way ANOVA between learners’ educational background and motivation in learning English online

	Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
Between groups	116.573	2	58.287	4.674	.012
Within groups	1209.617	97	12.470		
Total	1326.190	99			

Table 8

Post Hoc Test between learners' educational background and motivation in learning English online ($N = 100$)

Education background (I)	Education background (J)	Mean difference (I–J)	SE	Sig.
JHS	SHS	– 5.138*	1.836	.017
	Uni learners	– 5.622*	1.839	.008
SHS	JHS	5.138*	1.836	.017
	Uni learners	– .485	.721	.780
Uni learners	JHS	5.622*	1.839	.008
	SHS	.485	.721	.780

Note. * Significant at the 0.05 level; $N = 100$

The tables show that the average learners' motivation to learn English online from 3 different educational groups is significantly different for Significance value = $.01 < .05$ (see Table 7). Meanwhile, Table 8 details that the average of JHS learners' motivation is significantly different from that of SHS learners (Significance value = $.01 < .05$). It is similarly found that the average of JHS and Uni learners' motivation is significantly different (Significance value = $.00 < .05$). Interestingly, similarities were found between SHS and Uni learners' motivation (Significance value = $.78 > .05$). It means that SHS and Uni learners' motivation is not significantly different.

To reveal the correlation between learners' educational background and their motivation to learn English online, a Pearson Correlation was also carried out. The results are detailed in Table 9 below.

Table 9

Pearson correlation between learners' educational background and motivation in learning English online

Pearson correlation	Sig. (2-tailed)
.204*	.042

Note. * Significant at the 0.05 level; $N = 100$

The table shows that Rcount falls at .20 ($Rcount > .05$). Thus, it can be concluded that learners' motivation to learn English online is positively correlated with learners' educational background. However, the correlation strength is considered "*Weak*" since it falls between .10 - .29 (De Vaus, 2002), yet "*significant*" since Sig. (2-tailed) falls at .04 ($Sig. (2-tailed) < .05$). According to the result, RQ4 H0 is rejected.

4.5. The correlation between learners' socio-economic status and their motivation in learning English online

Before the One-way ANOVA test, the homogeneity test reveals 3 different socio-economic statuses involved in the study, which include Low monthly income (IDR 1,000,000-IDR 2,000,000), Middle monthly income (IDR 2,000,000-IDR 5,000,000), and High monthly income ($> IDR 5,000,000$). The results confirm homogeneity since the Significance value is $.361 > .05$ (see Table 10).

Table 10

Homogeneity test among learners' low, middle, and high socio-economic status

Motivation	Levene statistic	df 1	df 2	Sig.
Based on Mean	1.028	2	97	.361
Based on Median	.916	2	97	.404
Based on the Median and with adjusted <i>df</i>	.916	2	90.432	.404
Based on trimmed Mean	1.023	2	97	.363

The socio-economic statuses were selected based on the Indonesian minimum wage 2023. In fact, according to 2023 data, the lowest minimum wage is IDR 2,027,569 in Temanggung Regency and IDR 5,176,179 in Karawang Regency as the highest minimum wage. Thus, the statuses are to categorize groups ranging from those who earn lower than the lowest Indonesian minimum wage to those who earn higher than the highest Indonesian minimum wage in 2023. At this point, Low refers to those who earn under the Indonesian minimum wage, Middle refers to those who earn the lowest to the highest minimum wage, and High is for those who earn more than the highest minimum wage.

We also measured the differences in the level of motivation as presented in Table 11.

Table 11

Description of learners' socio-economic status and motivation in learning English online

	<i>N</i>	Mean	SD	Std. Error	95% Confidence Interval for Mean	
					Lower level	Upper level
Low	62	38.34	3.289	.418	37.50	39.17
Middle	19	39.37	4.323	.992	37.28	41.45
High	19	37.68	4.097	.940	35.71	39.66
Total	100	38.41	3.660	.366	37.68	39.14

Among the three socio-economic status classifications, the highest motivation is owned by learners who come from Middle-level socio-economic status. The conclusion is derived from the fact that learners with a Middle socio-economic status achieved the highest mean score.

Further, the One-way ANOVA test reveals the results of learners from 3 different socio-economic statuses. As shown in Table 12, the participants involved in this study are similar in terms of their average motivation in learning English online given that the Significance value is $.35 > .05$. It means that none of the socio-economic status groups acquires higher motivation in learning English online compared to the other groups.

Table 12One-way ANOVA between learners' socio-economic status and motivation in learning English online ($N = 100$)

	Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
Between groups	27.777	2	13.888		
Within groups	1298.413	97	13.386	1.038	.358
Total	1326.190	99			

A Pearson Correlation was used to find out the correlation between learners' socio-economic status and their motivation in learning English online (see Table 13).

Table 13

Pearson correlation between learners' socio-economic Status and motivation in learning English online

Pearson correlation	Sig. (2-tailed)
– .033	.748

Note. $N = 100$

The results show that Rcount falls at $-.03$ ($Rcount < .05$). Thus, it can be concluded that learners' motivation in learning English online is negatively correlated with learners' socio-economic status. Moreover, in terms of its significance, the correlation among the three constructs is considered “*not significant*” since Sig. (2-tailed) for those constructs falls at $.748$ (Sig. (2-tailed) $> .05$). According to the result, RQ5 H0 is rejected.

4.6. Summary

The above results present the answers to the three research questions that are projected into 5 sets of hypotheses involved in the present study. The study of the first hypothesis set reveals that Learners' motivation in learning English online is positively correlated with learners' perception of the three constructs of CoI. The second hypothesis set also receives a similar result, where the three constructs of CoI are found to be interrelated with each other. However, the third hypothesis set receives a different outcome. It was found that there is no significant difference in terms of learners' learning motivation among learners' different gender groups. Differently, a positive correlation was found between learners' motivation to learn English online and their educational background as the answer for the fourth hypothesis set. Interestingly, the fifth hypothesis set is the only one that reveals the existence of a negative correlation. At this point, it was found that learners' motivation in learning English online negatively correlated with their socio-economic status.

5. Discussions

This present study finds a strong positive correlation between learners' motivation to learn English online and their perception of CoI, meaning that all three constructs of CoI are correlated to learners' motivation. These results are in line with the previous study denoting that SP is the only construct that highly affects K-12 learners' online learning motivation (Zuo et al., 2021). Similarly, we found that correlated constructs do not mean that they also affect each other. Interestingly, the similar results we share with Zuo et al. (2021) were derived from similar characteristics of demography related to online English learners. We denote that the similarity of the population may influence the generalization of the study.

We also found a significant correlation among the three constructs of CoI. This finding lends strong support to a study done by (Vourloumis, 2021) stating that TP, SP, and CP are positively and strongly correlated. The findings of our study offer a new conception of CoI in an online learning setting, in which the relationship between learners' TP, SP, and CP may be higher within online assignments. Our study also shows that the three constructs are interrelated and fit the CoI framework to measure learners' participation in an online learning setting. This finding is in line with (Kaban, 2021), who found that the three constructs within the CoI framework tend to correlate with each other.

However, no significant difference between genders and motivation was found in learning English online. This result offers new insight into an earlier study on gender differences in language learning motivation and language use (Henry & Cliffordson, 2013; Naz et al., 2020) where female students tend to show higher levels of learning motivation. This difference may be a result of the course being studied, as the previous studies did not specify the foreign language being studied. This present study, on the other hand, is specified in online learning of English. Our study follows the notion that gender does not typically correlate with learners' motivation when it comes to learning a foreign language (Iwaniec, 2019).

Our ANOVA analysis unveils a significant difference in learners' motivation based on their educational background. Specifically, JHS learners' motivation is shown to be the highest compared to the motivation of learners from other educational backgrounds. The result proves that the lower the learner's educational background, the higher their motivation will be (Becirovic, 2017). The notion was proposed earlier by (Becirovic, 2017) who states that JHS is classified as the educational group that possesses the highest level of motivation to learn. It is noteworthy that the previous study was carried out in Bosnia and Herzegovina and demonstrated similar results when applied in Indonesia. Differences in context that lead to the similarity in findings support the notion about learning EFL, in which learners' educational background likely predicts their motivation (Ikhwan & Andriyanti, 2021).

At last, this present study finds a negative correlation between learners' motivation and their socioeconomic status. It means that the higher the learners' socio-economic status, the lower their motivation will be. This result offers a new conceptualisation of the relationship between learners' motivation and socio-economic status, which is typically not correlated (Sata, 2022; Zheng, 2020). This difference may be caused by diverse demography in this present study, in which we included JHS, SHS, and University learners. The previous studies, on the contrary, only observed the differences from a homogenous population. Our finding offers new insight into the literature by including varied socio-economic statuses from a variety of populations so that a comparison can be made.

6. Conclusion

We document a positive correlation exists between learners' motivation to learn English online and learners' perception of the three constructs of CoI. Further, similar results were also found between learners' Instrumental Motivation and Integrative Motivation in learning English online and among the three constructs of CoI. It was also found that learners' motivation to learn English online and their educational background are positively correlated. Although the difference in educational backgrounds was not significant, it is worth noting that the average JHS learners' motivation was significantly different from those of SHS and Uni learners. On the other hand, concerning learners' gender and their learning motivation, no significant difference was found. Lastly, learners' motivation in learning English online with their socio-economic status was found to be negatively correlated. However, learners with Middle socio-economic status achieved the highest mean score of motivation in learning English online.

This study has some limitations. It primarily focuses on a specific population of English learners in an online course, in which the participants encompassed a diverse range of ages, educational backgrounds, and English proficiency levels. While our findings are valuable for understanding this particular group, the generalization of the results to broader

populations of online learners may be limited. Another notable limitation is the sample size, which is relatively modest. Future studies should aim for larger and more diverse samples to enhance the reliability and generalizability of the findings. The other limitation is the focus on SHS and university learners, with JHS learners included in the study. The inclusion of participants from kindergarten or primary school levels in further studies could offer a more comprehensive understanding of motivation and its relationship with CoI across different educational stages. Furthermore, this study primarily examined Instrumental and Integrative Motivation concerning the CoI constructs. Future research may benefit from a more extensive exploration of motivation types. Integrating Intrinsic and Extrinsic Motivation alongside Instrumental and Integrative motivation could yield a more nuanced understanding of the motivation dynamics within online learning environments. Lastly, the present study relies solely on questionnaire responses to measure motivation and perceptions of CoI constructs. Incorporating qualitative methods, such as interviews, in future research could provide deeper insights into respondents' motivations and experiences within online learning environments. To address the limitations, future studies should aim for larger and more diverse samples, encompassing a broader range of educational levels. Exploring various motivation types and employing mixed-method approaches, including interviews, can provide a more comprehensive understanding of motivation and its relationship with the CoI framework in online learning settings.

Author Statement

The authors declare that there is no conflict of interest.

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