

Abstract

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The Application of Self-Determination Theory on the Opportunities and Challenges for Blended e-Learning in Motivating Egyptian Logistics Learners

Nowadays, there is a movement towards a Blended e-Learning (BL) method, consisting of a mixture of virtual learning and Traditional Face-to-Face Learning (TF2FL) methods. BL is the integrated mixture of multiple methods of learning and the blending of virtual and physical resources (Kilkelly, 2009). This present study investigates the learners' perspective of the opportunities and challenges of BL according to the Self-Determination Theory (SDT) framework of Deci and Ryan (1985). It also categorises the opportunities and challenges for using BL in Logistics Education in Egyptian Higher Education. Therefore, it explores the SDT framework approach among intrinsic motivation, extrinsic motivation and amotivation in relation to the Basic Psychological Human Innate Needs: autonomy, relatedness and competence. A case study methodology was adopted incorporating quantitative data collection by means of a self-administered questionnaire from learners who were studying at the three Colleges of International Transport and Logistics at the Arab Academy for Science, Technology and Maritime Transport in Egypt. Six hundred and sixteen undergraduate respondents were drawn from three branches in Greater Cairo, Alexandria, and Port Said. The study data analysis used SPSS22 and AMOS18. It suggests that the three Colleges of International Transport and Logistics at Arab Academy for Science, Technology and Maritime Transport should pay more attention to intrinsic motivation, extrinsic motivation and amotivation in relation to autonomy, relatedness and competence in the virtual learning environment, especially in BL.