The Use of Self-Determination Theory to Assess the Opportunities and Challenges for Blended E-Learning in Egypt: An Analysis of the Motivations of Logistics Lecturers

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Abstract : Blended e-Learning (BL) is proving to be an effective pedagogical tool in many areas of business and management education, but there remains a number of barriers to overcome before its implementation. This paper seeks to analyse the views of lecturers towards BL according to Self-Determination Theory (SDT), and identifies the opportunities and challenges for using BL in Logistics Education in an Egyptian higher education establishment. SDT is approached from a different perspective and the relationship between intrinsic motivation (IM), extrinsic motivation (EM), and amotivation (AM) is analysed and related to the opportunities and challenges of the BL method. The case study methodology comprises of a series of interviews with lecturers employed at three Colleges of International Transport and Logistics (CITLs) at the Arab Academy for Science, Technology, Maritime and Transport (AAST&MT) in Egypt. A structured face-to-face interview was undertaken with 61 interviewees across all faculty positions: Deans, Associate Professors, Assistant Professor, Department Heads, Part-time instructors, Teaching Assistants, and Graduate Teaching Assistants. The findings were based on "content analysis" of the interview transcripts and use of the NVivo10 software program. The research contributes to the application of SDT within the field of BL through an analysis of the views of lecturers towards the opportunities and challenges that BL offers to logistics educators in Egypt.

Keywords : intrinsic motivation, extrinsic motivation, amotivation, autonomy, competence, relatedness, self-determination theory and blended e-learning