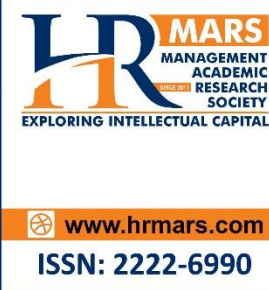




INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i5/13017>

DOI:10.6007/IJARBSS/v12-i5/13017

Received: 08 March 2022, **Revised:** 12 April 2022, **Accepted:** 28 April 2022

Published Online: 10 May 2022

In-Text Citation: (Ismail et al., 2022)

To Cite this Article: Ismail, M. Z., Ya'acob, F. F., Rahim, S. A., Rosele, M. I., Jailani, M. R., & Yamin, A. Bin. (2022). Studying From Home: Exploring Existence, Relatedness, And Growth. *International Journal of Academic Research in Business and Social Sciences*, 12(5), 957 – 972.

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Vol. 12, No. 5, 2022, Pg. 957 – 972

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Studying From Home: Exploring Existence, Relatedness, And Growth

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Abstract

Since the COVID-19 epidemic ravaged the entire world, including Malaysia, the government has imposed a Movement Control Order (MCO), which has resulted in restrictions on daily activities, including operations in university learning where students must adhere to strict guidelines (Open and Distance Learning, ODL). Thus, this study discusses the relevance of studying from home the challenges faced by students related to when he is at home, the responsibility as a student and child to their family, and the improvement of self-improvement while studying at home. Formerly, the objective of this study is to see how learning at home impacts students in terms of their existence, their responsibilities towards education and family, and maintaining excellent performance while at home. The study is based on the ERG theory, proposed by Alderfer, which provides three categories of basic needs: existence (E), relatedness (R), and growth (G). The researcher takes a quantitative technique in this study, in which the respondents are given a questionnaire to complete to answer the study's stated objectives. There are four sections in this instrument and the respondents involved in this study are a total of 161 respondents. The results of the study found that the presence of students at home saves daily expenses for a student and even the student it easy to attend classes by just having to be in front of the computer. At the same time, students do not have to face traffic jams to attend class. Therefore, the lecturers impose additional training and work for the students to ensure that the students understand and always excel in their subject. As a result, a study like this should be undertaken to see what students think when they learn from home and people will learn the true circumstance that students confront throughout their home learning sessions.

Keywords: Online Learning, Learning From Home, Existence, Relatedness, Growth

Introduction

Background of Study

Online learning is an education conducted using the medium of the internet. If we look at this situation, it also gives us the impression that online learning is learning that does not require face to face and even this online learning also occurs across distances that do not need to be present to the campus and also the classroom (Moore et al., 2010). This is also supported by researchers such as Benson, A (2002) who explained to us that online learning is capable of creating new experiences for students through the use of several technologies. In addition, Benson, A (2002) Conrad (2002) also explained that online learning is a more recent version of distance learning which to increase access to educational opportunities for the students themselves. In this situation, students can follow the online learning session by going through two learning and teaching methods: synchronous and asynchronous. This synchronous refers to electronic interactions that occur synchronously in real-time or directly at that time. Asynchronous refers to electronic interactions that occur asynchronously or in a delayed mode. So here, students can follow the learning sessions no matter where the students are whether at home, in college, or in places that have internet access.

Since the COVID-19 pandemic hit the whole world, including Malaysia, the government has taken the approach of imposing a Movement Control Order (MCO) and the impact is that there are limitations in daily activities including operations in university learning. Students need to follow (Open and Distance Learning, ODL) where the teaching system is run by a person (lecturer) in a time and space separate from the students and the mission aims to include a greater dimension of openness and flexibility, whether in terms of access, curriculum or other structural elements.

In this situation as well, several issues can be seen among them the first is how to manage the schedule and time of students if learning from home. In this case, the students who follow the ODL able to divide their time systematically. This is not the case; students have to follow the learning while managing their own schedule instead of sitting with their peers in college. The second is related to the understanding of the students themselves. Usually, when studying face to face, students will understand better than studying by ODL where students have to face other responsibilities such as commitment to their family when studying at home. The third is that, there are issues related to progress in learning when studying at home. In this situation, the issue can be raised on how each instructor ensures that the students he teaches are following the learning on the day when we are aware, that not all students have the same internet access. This is because there are students who live in the interior or the suburbs who usually have problems with internet access which is not encouraging.

Statement of Problem

The world's lifestyle has changed as a result of COVID-19. People are encouraged to keep their distance and travel as little as possible and these security precautions not only applied to specific industries but also education as well. As a result, most higher education institutions throughout the world have adopted blended learning as one of their teaching and learning methods, which has become vital as the world transitions from a pandemic to an endemic state.

The advantages of online learning for students include the ability to stay at home, without being restricted to that location, and the ability to listen to the lecture at any time and from any location (Fatonja et al., 2020). In addition, according to Akhter et al (2021) studying from home is more cost-effective since it saves time, money, and minimizes transportation and book prices, as well as students, can access the content as many times as they choose especially when revising and preparing for the exam.

Apart from advantages, studying from home has several drawbacks. Studying from home may foster a lack of discipline in students. Individuals who lack discipline are less likely to be motivated to study, resulting in procrastination (Hameed et al., 2008). Next, technology difficulties. Not every student has equal access to technology, even among a generation of digital natives (Cunha et al., 2020). This is because some students have restrictions in terms of their access to broadband or Wi-Fi. Online education will be impacted by COVID-19 for a long time. The proportion of online activities will decrease throughout normalization, but it will likely be greater than before the year 2020. As a result, collecting as much data as possible during a pandemic is critical, when the general public is compelled to engage in such activities.to about

So, this study is done to explore learners' perceptions of studying from home.

Research Questions;

- How does studying from home give learners Existence?
- How does studying from home give learners Relatedness?
- How does studying from home give learners Growth?

Literature Review

Drawbacks of Online Learning

According to Selvaraj et al (2021), students were stranded at home due to the pandemic Covid-19. Students were asked what they thought were the causes of occasional resistance to their online classes, and they were given the option of selecting numerous problems. The most popular response (76 percent) was network connectivity concerns. Students in rural areas, in particular, may have experienced challenges with limited network access. There have even been stories of students in Uttarakhand being forced to hike for km to get a proper signal to attend online lessons (Roy, 2020). Optic fiber and broadband networks are frequently found only in and around urban areas. Furthermore, survey respondents noted health issues that have arisen due to their continued involvement with digital technologies. According to the investigation, the technology needs of the online learning methods include laptops, computers, and internet connections. These gadgets have been linked to various ergonomic and ENT health risks (Pantic, 2014). The possibilities of cheating are higher in the case of online learning than with conventional learning. Cheating is feasible owing to a lack of surveillance, which can be deduced. This lends credence to the idea that a lack of monitoring is a drawback of the online learning paradigm. Then, among the different aspects influencing the online learning process is a lack of motivation or drive, typically acquired from engagement with other groups (Liu et al., 2010). Additionally, according to Rovai (2000), plagiarism and cheating are bad elements in evaluating learners in the online learning process. Rovai has highlighted the critical aspects of assessing learners in online learning. Proctored testing, identity security, academic honesty, and the usage of online forums for assessment and communication are among these factors (Rovai, 2000).

1.1 Advantages of Online Learning

Yuhana, Alexander, and Kachik (2020) mentioned the versatility and diversity of online learning, leading to its advantages. The advantage of online learning can be summarized as; wide accessibility, the capacity to move freely within and across documents is the major benefit of the internet, flexible dialogue, communications effectiveness, and inexpensive. Mukhtar, et.al. (2020) also add that online learning is manageable, and students could conveniently access teachers and teaching materials. It also reduced the use of traveling resources and other expenses. It eased administrative tasks such as recording lectures and marking attendance. Both the students and teachers had an opinion that online learning modalities had encouraged student-centeredness.

1.2 Past Studies

1.2.1 Disadvantages of Learning from Home

In this section, the researcher will explain the disadvantages of learning from home. Many studies have been conducted by other researchers related to the disadvantages of learning from home. Among them are researchers - researchers such as Talebian, Mohammadi, and Rezvanfar (2014) who explained that the lack of online learning is the first related to technology issues. These online classes challenge is related to internet connectivity. If you look at the development of the internet in recent years is very encouraging, but there are problems in places such as smaller towns related to consistent internet speed. Without a consistent internet connection for students and teachers will contribute to the lack of continuity in learning for the child. This situation will be detrimental to the educational process. In addition, it can also be seen that another disadvantage is maintaining motivation in an online course that online learners experience. In this situation, students would lack self-motivation and independence had reduced success rates as compared to their counterparts Sarkar (2012). Furthermore, learners that lack self-regulation have a tendency to not assign sufficient time for completing assignments; therefore, switching to poor quality work or late assignments. Overall, successful students have stronger beliefs that they will succeed, better technical skills and access, higher self-responsibility, and higher self-organization skills (Al Rawashdeh et al., 2021).

There have been many past studies on the disadvantages of learning from home. The study by Elayan (2021) is done to investigate issues related to technology issues. This study discusses related the advantages and disadvantages of university online learning from the perspective of students and instructors. This study also uses a quantitative approach. In addition, related to the questionnaire, the questionnaire was distributed to the students and instructors of the English Department at Middle East University to represent the quantitative data. In addition, the sample of the study was eighty-six students and twenty-nine university instructors from the English Department at Middle East University who participated in the questionnaire. In this study as well, this researcher uses Appendix (A) and Appendix (B) where each appendix has two parts, namely demographic Information, and a Questionnaire. From this study, it is found that online learning is not successful and effective as traditional learning, and to adopt online learning, a strong and appropriate infrastructure must be provided for students and instructors, on other hand, online learning can be an interesting method to learn some theoretical courses that do not require a physical environment. In this situation, it certainly has an impact on students especially, so in this situation, internet services should be provided to students at preferential prices for students to increase the

effectiveness of online learning. Next, the study by Tareen, H., Haand, M. T. (2020) also looked at a case study of UiTM post-graduate students' perceptions of online learning: benefits & challenges. In this study, the researcher used a quantitative research approach in which a survey questionnaire was distributed to UiTM students of Master in Education. Through this study as well, the involvement of respondents in this study was as many as 30 respondents who were made up of 22 full-time students and 8 part-time students. 10 out of 30 respondents were from part 1, meanwhile, 4 of them were from part 2 and the remaining 16 of them were from part 3. The samples were made up of 14 TESL students, and 12 Educational Management and Leadership students whereas the remaining 4 students were in Visual Art Education. In addition, this study also involved a questionnaire that included 3 sections which were divided into the demographic section, benefits of online learning section, and followed challenges of online learning. As a result, the study found that online learning is an approach to the process of teaching and learning and it brings extra value to the traditional system of learning. By implementing online learning in higher education, both students and lecturers can get the benefit of it.

1.2.2 Advantages of learning from home

Many studies have been done to understand the challenges of learning from home (Ahmad et al., 2022; Drašler et al., 2021; Ali 2020; Coman et al., 2020; Dumford & Miller, 2018). All this research points to the issues related to exploring the motivation of students for learning from home, especially during pandemic covid-19 in higher institutions as well as the student's engagement.

There have been past studies that touch on the advantages of studying from home. The study by Mukhtar et al (2020) is done to explore the perception of teachers and students regarding its advantages, limitations, and recommendations for online learning during the COVID-19 pandemic era. Around 12 faculty members and 12 students from the University College of Medicine and University College of Dentistry in Lahore were invited to participate in focus group interviews. This study discovered that online learning is a flexible and effective resource for students. In addition, it can foster student-centered learning and is easy to manage in a lockdown situation.

Next, the study by Oliveira et al (2018) also looks at the advantages and disadvantages of distance learning. An exploratory case study was chosen as the methodological process, to determine how effective this modality is in comparison to other standard teaching methods. The result found that distance learning may be the greatest alternative for those who wish to boost their CV by gaining a higher degree while keeping their current employment. Learners can continue to earn a living while also increasing their qualifications since distance learning accommodates both learning and earning.

1.3 Conceptual Framework

The framework of this study is based on Alderfer's (1972) ERG motivation theory and Abdullah, Rahmat, Zawawi, Khamsah, and Anuarsham's (2020) concept of studying from home. In the context of this study, individuals are the learners. Alderfer (1972) states that learners can be motivated to study at three levels. The levels are **existence (E), relatedness (R), and growth (G)** level. Hence, to concerning figure 1, what motivates learners to accept or even enjoy studying from home is (a) existence and this is felt when they are given flexibility.

Next, their motivation to learn is also influenced by how much relatedness they get, and this is achieved from study-life balance. Finally, learners are motivated to learn from home if they feel they can get growth through learning performance.

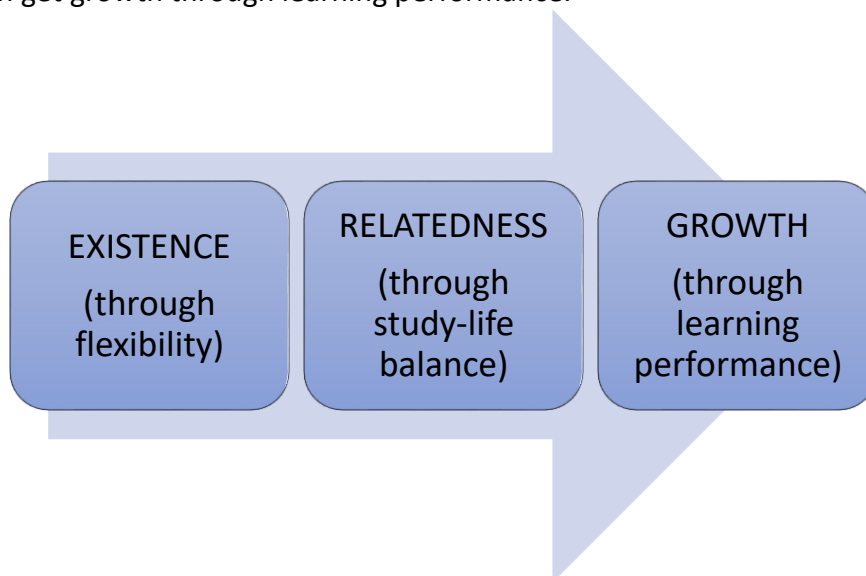


Figure 1-Conceptual Framework of the Study: Learning from Home Motivation.

Methodology

This quantitative research is done to investigate how learners use cognitive and metacognitive strategies when they learn Islamic Studies. The instrument used is a survey adapted from Abdullah, N. A. A., Rahmat, N. H., Zawawi, F. Z., Khamsah, M. A. N., and Anuarsham, A. H. (2020). 161 respondents were purposively chosen to answer the survey. The survey has 4 main sections. Concerning Table 1, section A has items on the demographic profile. Section B has 9 items on existence, section C has 11 items on Relatedness, and section D has 10 items on Growth.

Table 1- Distribution of Items in the Survey

Constructs	No of Items
Existence through flexibility	9
Relatedness through Study Life Balance	11
Growth through Learning Performance	10
	30

Table 2- Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.954	30

Table 2 presents the reliability statistics for the instrument. SPSS analysis revealed a Cronbach alpha of .954 thus showing high internal reliability of the instrument used. Data is

collected online via a google form. Data is then analyzed using SPSS version 26. Analyzed data is presented in the form of percentages and mean scores to answer the 2 research questions.

Findings

1.4 Findings for Demographic Profile

Q1. Gender

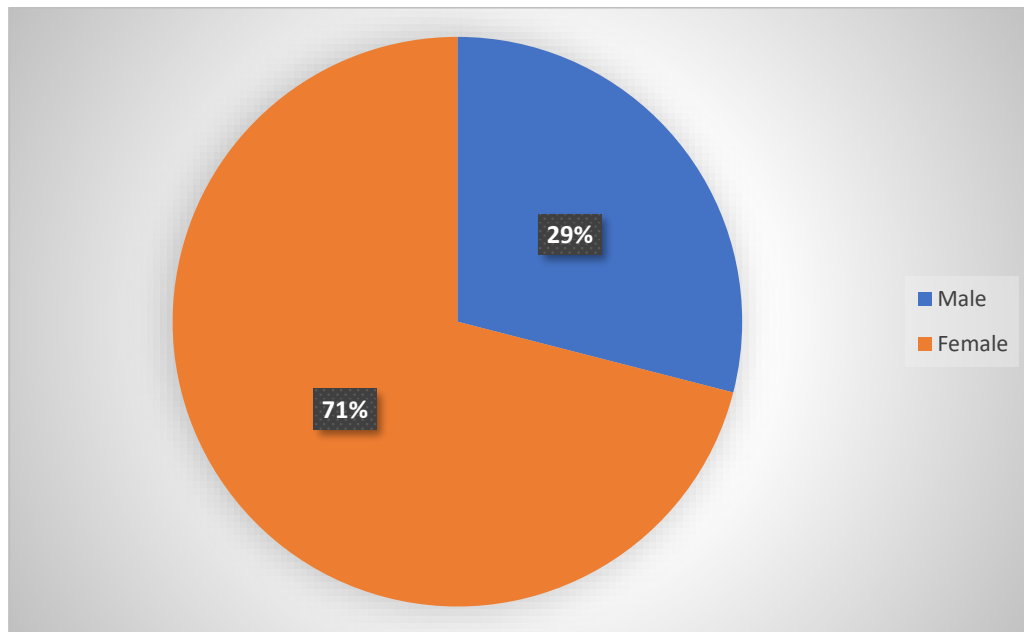


Figure 2- Percentage of Gender

Figure 2 shows the percentage for gender. The majority of students involved in this survey are female (71%) and male (29%).

Q2. Year of Study

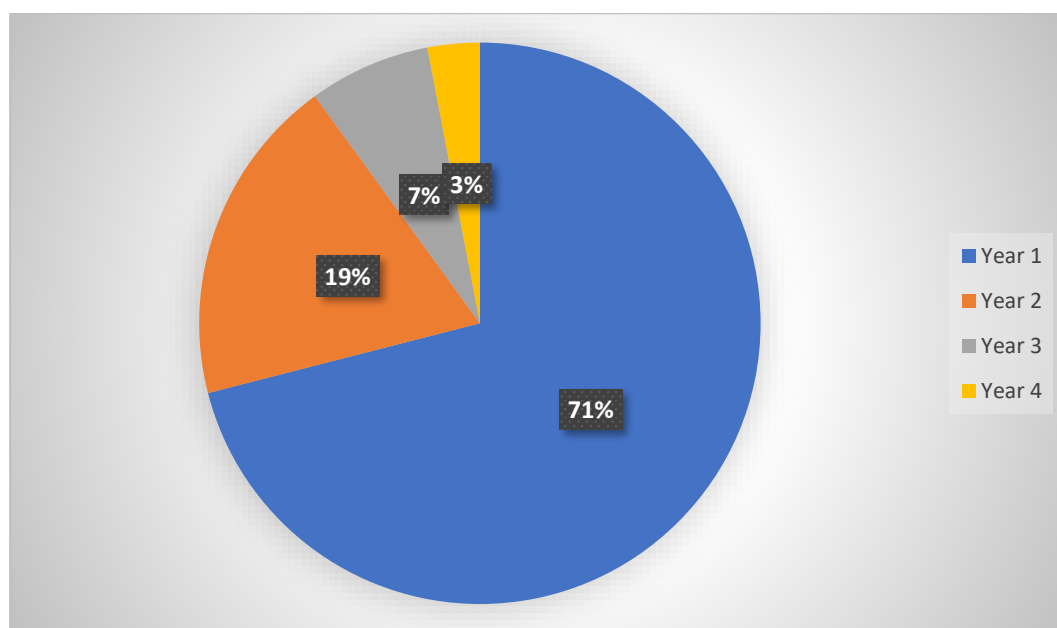


Figure 3- Percentage for Year of Study

Figure 3 shows the percentage for the year of study. The maximum number comes from students in Year 1 (71%), then followed by students in Year 2 (19%), and Year 3 (7%), and the lowest percentage is the students in Year 4 (3%). So, most students involved in this research come from Year 1.

Q3. Discipline

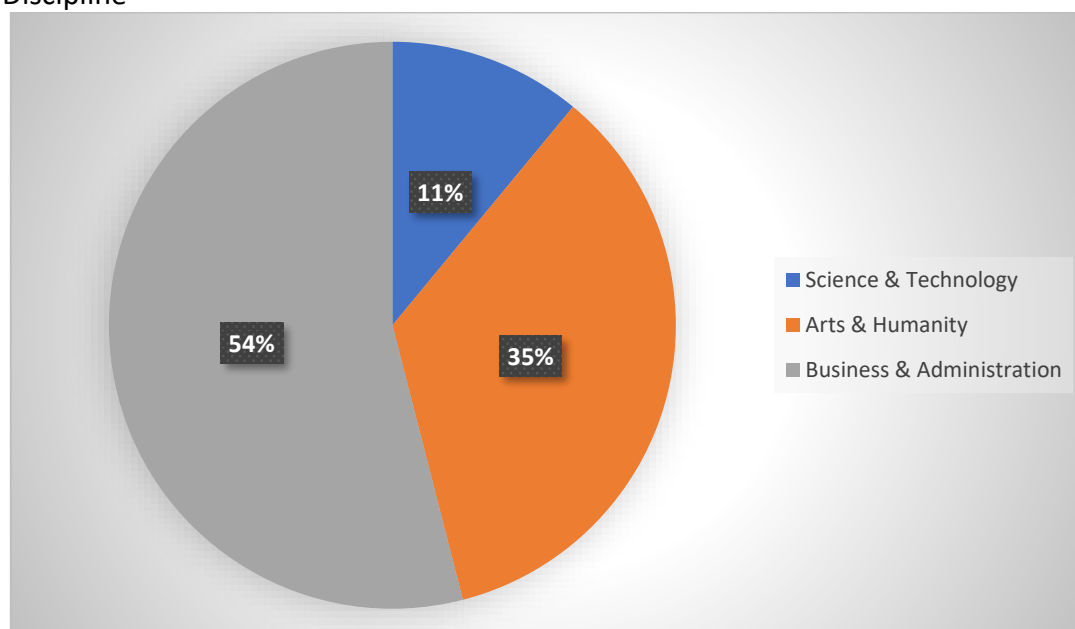


Figure 4- Percentage of Discipline

Figure 4 shows the percentage for discipline. The highest number of students come from the Business & Administration (54%), then followed by Arts & Humanity (35%), and the lowest percentage for discipline comes from Science & Technology (11%).

1.5 Findings for Existence

This section presents data to answer research question 1: How does studying from home give learners Existence? In the context of this study, existence is felt when they are given flexibility.

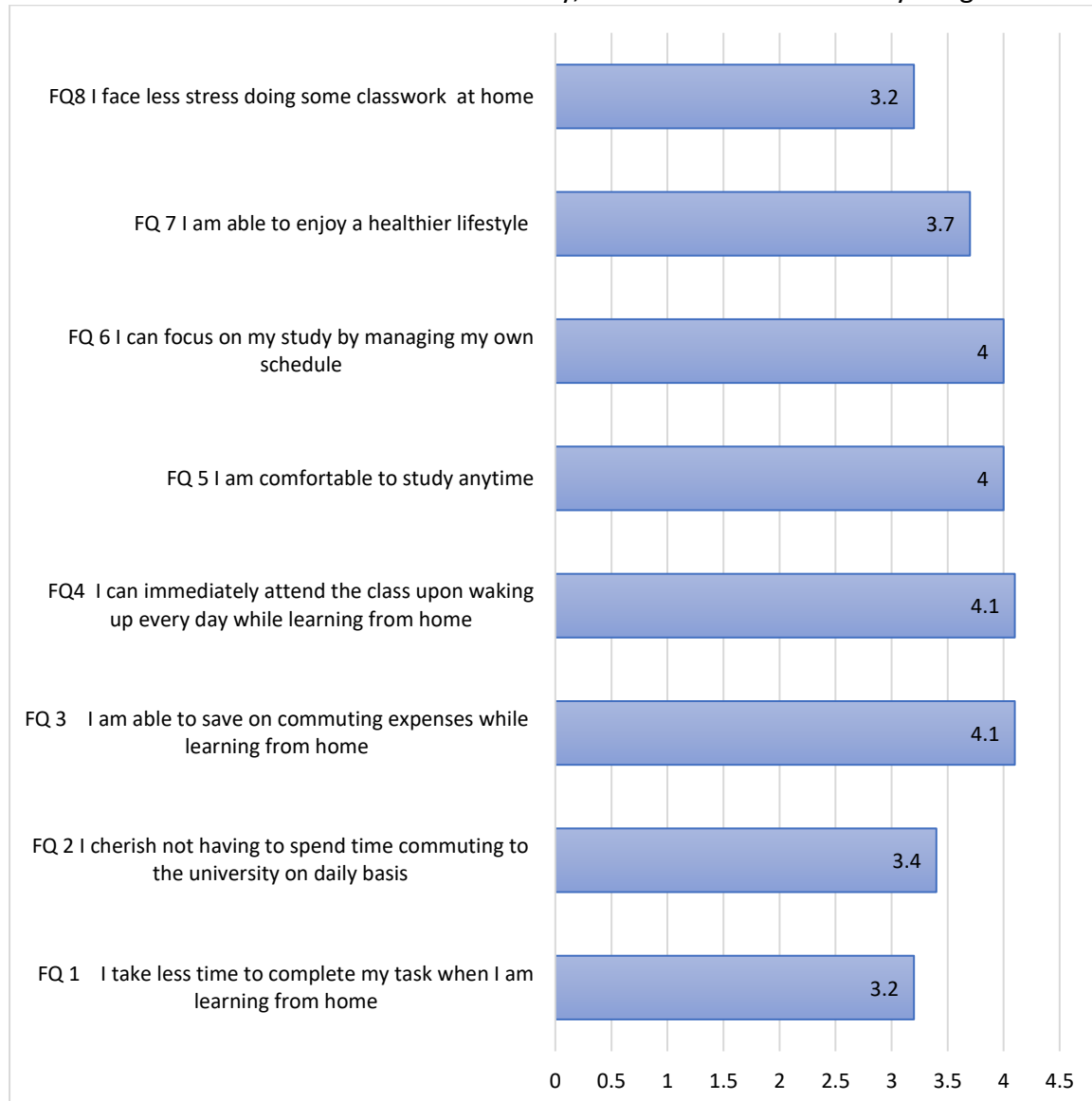


Figure 5- Mean for Existence

From figure 5, FQ 3 and FQ 4 showed the highest agreement among respondents and the mean result is 4.1. In this situation, it explains to us that learning from home to save the daily expenses of the student in addition to the student is also able to attend classes easily when the operation of learning from home takes place. In addition, FQ 5 and FQ 6 showed high scores from respondents which the mean result being 4. Referring to that mean, it explains to us that learning from home is more comfortable than learning to sit on campus. In addition, the results also explain to us those students who study from home to focus on lessons well by managing their schedules systematically. But for FQ 1 and FQ 2 has the lowest score which is 3.2, this situation suggests that learning from home is less stressful than studying on campus. In addition to that, it also explains to us those students who study from home will be more productive than those studying on campus.

1.6 Findings for Relatedness

This section presents data to answer research question 2: How does studying from home give learners Relatedness? In the context of this study, relatedness is measured from study-life balance.

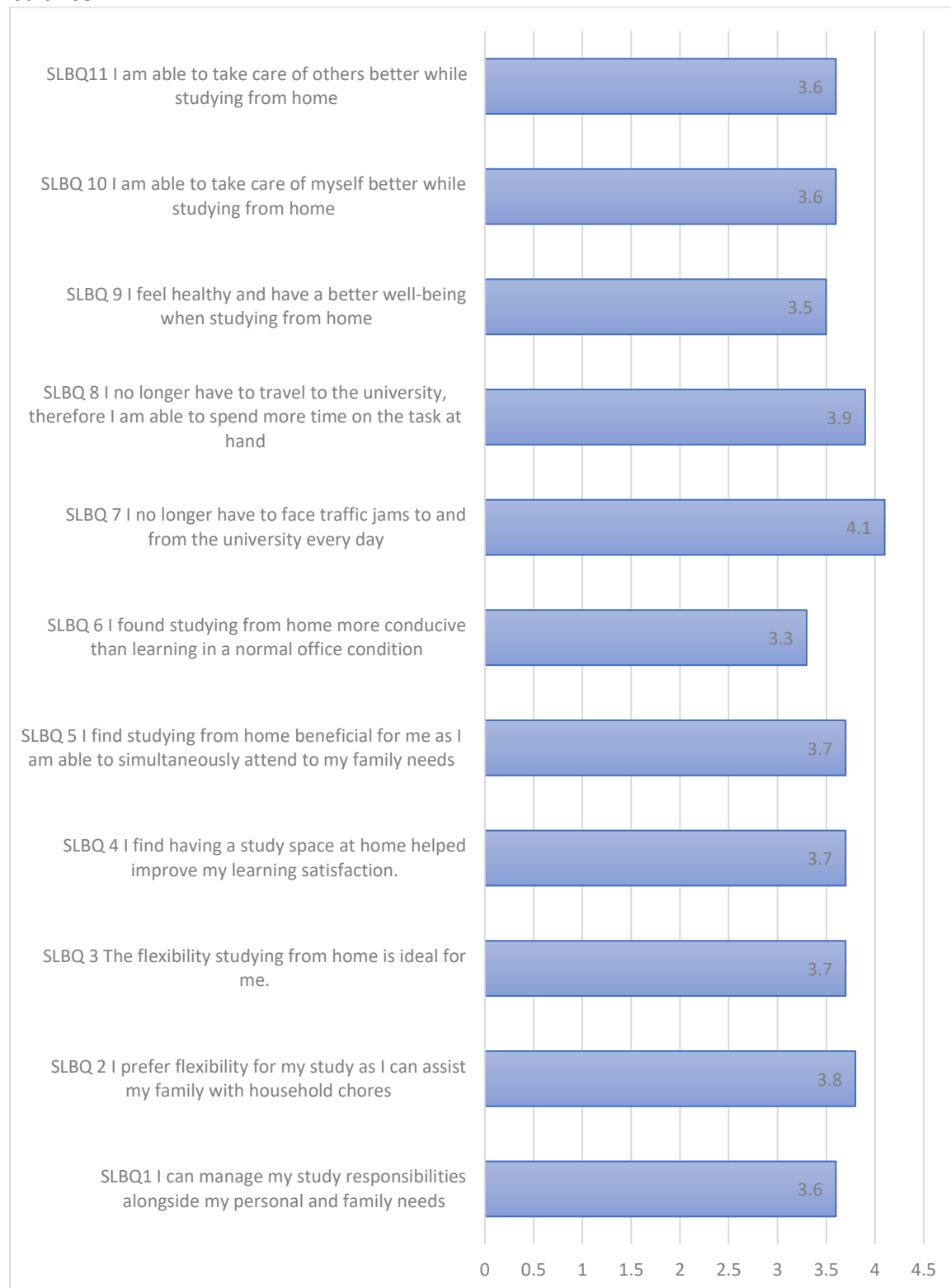


Figure 6- Mean for Relatedness

Figure 6 reports the mean for relatedness. First, the highest mean is 4.1, recorded by SLBQ 7 “I no longer have to face traffic jams to and from the university every day”. Then, the lowest mean is 3.3, as reported by SLBQ 6 “I found studying from home more conducive than learning in a normal office condition”.

1.7 Findings for Growth

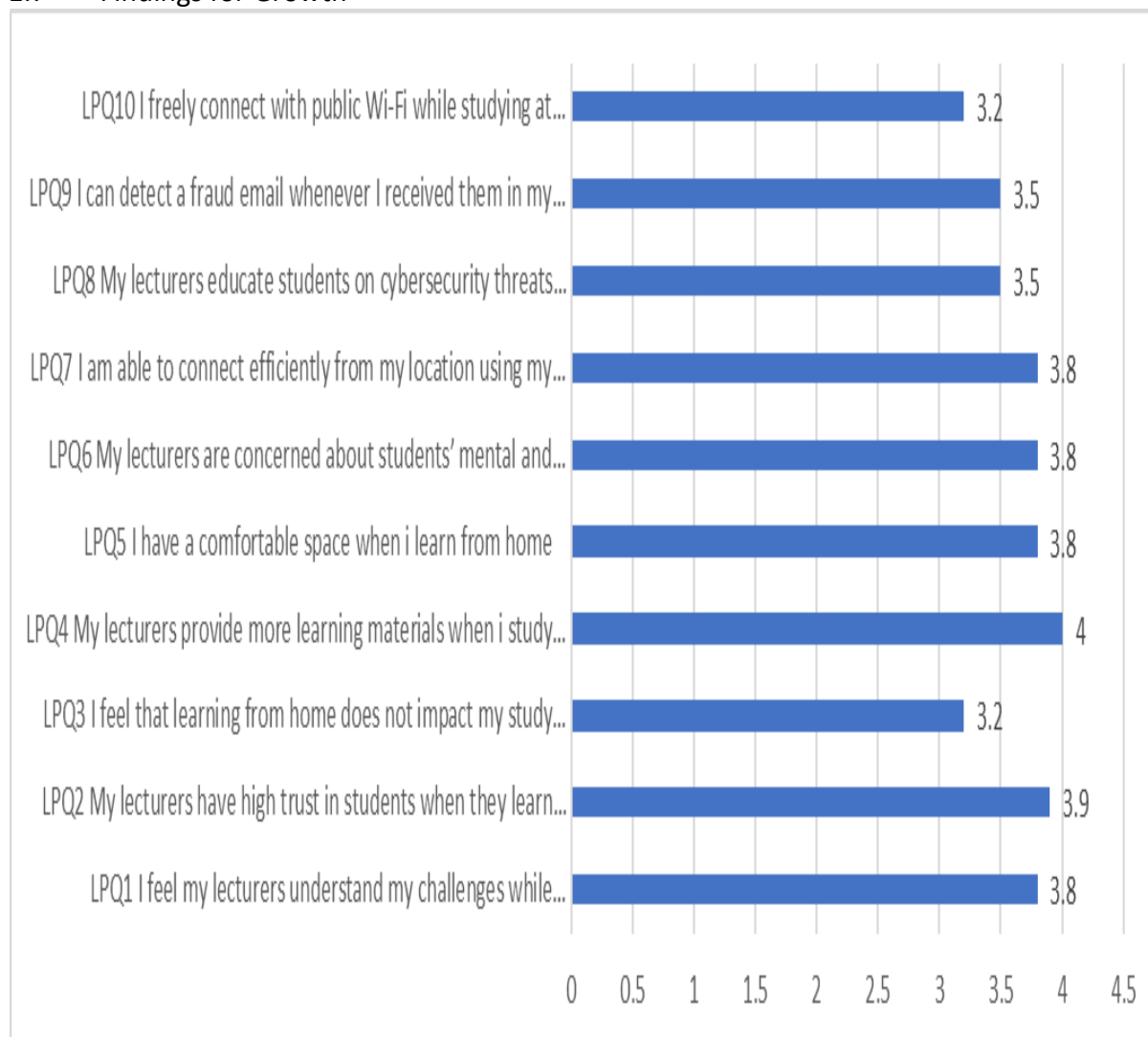


Figure 7-Mean Score for Growth

This section presents data to answer research question 3: How does studying from home gave the learners a sense of growth? In the context of this study, growth is measured through learning performance. Figure 7 presents the mean scores for growth of studying from home to the learners. The highest mean score is 4 which shows that the students were relieved that the lecturer provide more learning materials during studying from home. The second highest mean score is 3.9 which indicates the lecturers had a high level of trust in students during the studying from home. The four statements with the same mean score of 3.8 were respectively lecturers understand the challenges faced by students while learning from home, the students have a comfortable space when they are learning from home, the lecturers are concerned about students' mental and physical health when studying from home, and students to connect efficiently from their location using their broadband connection. The

third highest mean scores are 3.5 which corresponds to two statements where respectively lecturers educate students on cybersecurity threats and the importance of data protection. The lowest mean scores are 3.2. This is related to the students' belief that learning from home does not impact their study progression as well as they are freely connected with public Wi-Fi while studying at restaurants or cafes.

Conclusion

Summary of Findings and Discussion

According to Alderfer (1972), there are three levels of motivation for students to study Existence (E), relatedness (R), and growth (G) are the three stages. According to this study learning at home provides learners with a sense of existence due to its flexibility. Existence needs include all types of material and physiological aspirations (Alderfer, 1969). The students in this study appear to value the convenience of learning at home. This study concludes that if students follow this online learning, they will be able to learn how to manage their time effectively. With the long distance between the student and the educator, the student is well-trained to make assessments and follow the class with full trust. This is that because students' flexible presence at home makes it easier to be in front of the computer at any time. Furthermore, his obligations as a student and a child are increased as a result of his online study. This is that because he is joined by other family members such as siblings and parents when he is at home. This condition can also irritate the student by requiring him to complete homework, even if the student will feel more at ease at home due to the adequate equipment available. Educators must also believe in the learner and ensure that he or she understands what is being taught. This predicament has arisen as a result of the significant difficulty of studying at home. To ensure that the student can be self-sufficient and excel in the future, continuous training and testing must be conducted.

Pedagogical Implications

In light of the results, the researcher suggests the pedagogical implications where each teacher and student need to empower each other to about the methods, principles, skills, and knowledge related to teaching and learning. The online learning medium also helps students exchange ideas, communicate and complete their weekly assignments until the end of the semester. The use of virtual learning applications also requires skills, especially for lecturers. Through this pedagogy as well, it requires continuous learning from the student and applying various skills to him. With technology on their lap, students are also unable to give various reasons for not completing assignments. For lecturers, the role and function of working from home online are to encourage, advise, encourage and attract more students in the process of self-learning interaction. In addition, this pedagogical emphasis also opens up new spaces for students of institutions of higher learning today to use advanced technological facilities for better knowledge and self-development. With good IT skills, students and lecturers can not only meet the requirements of the syllabus according to the course but also can improve their knowledge of communicating work from home.

Suggestions for Future Research

The majority of students in this study found that studying at home is more convenient in terms of flexibility, learning performance, and maintaining a healthy study-life balance. However, they lack accountability in terms of completing their tasks, that even though they are more productive while studying from home. There is no clear link between being able to

learn from home and having the duty to complete the work. As a result, future research should concentrate on why students take longer to complete tasks at home.

Studies related to online learning need to be intensified in the future, although at this time most universities and colleges in Malaysia will return to implementing teaching and learning face to face, the approach of delivery through the platform used before should not be left alone but it should be implemented in rotation. by applying a pedagogical approach to students online in line with the government's expectations to achieve the Industrial Revolution 4.0 (IR4.0).

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