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Topic of Research: A Study of Online Education with Reference to Students' Achievement Motivation and Future Prospects

Keywords: *Online Education, Achievement Motivation, Blended Learning, Digital Tools, Teacher Perceptions*

Findings

The COVID-19 pandemic rapidly transformed educational delivery modes globally, accelerating the adoption of online education across all levels. This study explores the implications, challenges, and prospects of online education and students' achievement motivation. It also considers the perceptions of teachers, teacher educators, and students towards online education in the context of South-East and South-West Delhi. The urgency of implementing online learning systems during the pandemic revealed significant gaps in digital preparedness, infrastructure, and pedagogical approaches. A descriptive survey method was employed, integrating both qualitative and quantitative approaches to comprehensively understand the issue. Questionnaires, semi-structured interviews, and an adapted achievement motivation test were administered to gather data from students, teachers, and teacher educators. Official documents and policies related to online learning were also reviewed. The study sample included 240 secondary-level students, 48 science teachers, and 10 science teacher educators. Simple random sampling was employed for the student and teacher sample, while teacher educators were purposefully selected.

The findings revealed a high reliance on basic tools like Zoom and DIKSHA, while awareness of advanced digital resources such as OLabs, Kalzium, and Phet was limited. Teachers faced infrastructural constraints, lack of training, and time management issues. Most students accessed online classes via smartphones, but many struggled with poor internet connectivity, lack of interaction, and absence of dedicated study environments. Only a small portion of students demonstrated high achievement motivation, with most exhibiting average levels. HAR (High

Achievement Motivation) was more prevalent in areas like self-improvement and commitment to learning. Despite digital barriers, both students and teachers recognized the potential of online education for developing 21st-century skills, especially when implemented through a blended learning model. Despite these challenges, the study observed that online education offered opportunities for flexibility and digital skill development. Key policies such as NEP 2020 and NCF emphasized blended learning and digital inclusion. Teachers and students viewed online education as a viable supplement to traditional methods, especially during emergencies.

The research concludes that for online education to be effective, infrastructural support, digital training, and motivational strategies must be enhanced. The study highlights the importance of teacher training, and infrastructure to strengthen online education, with blended learning as a sustainable model. Key suggestions include improving digital access, training, curriculum integration, motivation strategies, and cybersecurity awareness. The study recommends policy-level support for blended learning, targeted technical training, and improvement in digital equity. With these measures, online education can evolve into a meaningful and inclusive mode of learning.