Anderson University
College of Education
Graduate Studies

We hereby approve the dissertation of

Elizabeth Sachiko Haas Greene

Candidate for the degree of Doctor of Education, Leadership and Learning

Julie Smart
Julie Smart, PhD
Dissertation Chair

Michael Hylen
Michael Hylen, PhD
Program Director, Doctor of Education

Julie Smart
Julie Smart, PhD
Associate Dean, Graduate Studies

Faculty Motivation for Online Teaching and Learning

by

Elizabeth Sachiko Haas Greene

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Dr. Gary Mosley
Dr. Anna Morrison

The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this dissertation. The College of Education will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

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DEDICATION

I want to dedicate this dissertation to my dad. His constant love and support have helped keep me motivated, and I would not be where I am today without him. His example of hard work and dedication has inspired me my whole life, and his support has helped me reach my goals. I will be forever grateful for the way he has shaped who I am.

I also want to dedicate this work to my husband, Christian, who has been incredibly patient, loving, and supportive throughout this whole process. He never complained about late nights or weekends spent writing papers or attending classes. Instead, he always offered to make dinner or help around the house. His constant encouragement and selflessness made this journey feel possible. This accomplishment belongs to him just as much as it does to me.

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ABSTRACT

The study will examine which factors predict faculty motivation in online learning. Additionally, the study will investigate the relationship between faculty perceptions of online learning and overall online teaching and learning and the relationships that exist between perceptions of administrative support and self-efficacy for online learning. The study's findings will provide insight into how institutions can support faculty teaching in the growing online modality. The overarching method for this study is a nonexperimental quantitative study. This method will collect numerical data that can be used to measure various aspects of behavior, including attitudes (Drew et al., 2014). The study's participants will be faculty members at an online higher education institution in the United States. A convenience sampling method will be used to collect the sample due to logistical and time constraints. The Online Teaching Motivation Scale (OTMS) will measure educator motivation on three subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching with 24 4-point Likert scale questions. Results from the study indicated that years of experience teaching online, gender, and perceptions of administrative support are variables that combined help predict faculty motivation in online learning. There is a statistically significant correlation between perceptions of online teaching and learning and both years of experience and years of experience teaching online. Furthermore, full-time faculty members reported significantly higher perceptions of online teaching and learning. Lastly, there was a significant correlation between administrative support and self-efficacy for online teaching and learning.

CHAPTER I. PROBLEM AND SIGNIFICANCE

Online learning is a growing piece of higher education (National Center for Education Statistics, 2022; Quality Matters, 2023; Seaman et al., 2018; Tate & Warschauer, 2022). As online learning grows, it is necessary to research factors influencing educator motivation to understand how higher education institutions can better support their educators. The purpose of this study is to examine factors that influence faculty motivation at an online higher education institution. This research has the potential to provide more insight into educators' overall motivation for online learning, their perceptions about online teaching and learning, and perceptions of administrative support for online teaching and learning.

Faculty are paramount to the success of online learning. When faculty feel unsupported and lack confidence in their ability to teach online, students are the ones who suffer the most. Research indicates that faculty members who are comfortable and confident in the modality they teach see higher levels of academic achievement among their students (Keo & Seo, 2018). In the past, research focused on the traditional classroom teacher, so this research could help bridge the gap and provide a framework that institutions can follow to support online educators. The new focus will help institutions give better support to their educators to improve the quality of courses and student satisfaction.

This study will be a nonexperimental quantitative study using a survey instrument to collect data. The survey will measure faculty motivation for online teaching and learning using three subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching (Wiles et al., 2023). The

authors of the OTMS (Wiles et al., 2023) developed these subscales with these overarching theories in mind: self-efficacy theory (Bandura, 1977, 1989), self-perception theory (Deci et al., 1999; Freedman & Fraser, 1966; Bem, 1972), and leader-member exchange theory (LMX) (Dansereau et al., 1975). The study will take place at an online higher education institution where faculty will be the participants. A quantitative survey was chosen because the Likert-scale questions will help to measure the perceptions of the faculty at the institution. Surveys are communing used to help psychologists to learn more about opinions and perceptions with the use statements of agreement or disagreements, which determine the participants' attitudes (Gavin, 2013).

Background of Problem

Enrollment in online higher education has steadily increased over the past 15 years, particularly following the COVID-19 pandemic (National Center for Education Statistics, 2022; Pacansky-Brock, 2020; Seaman et al., 2018). With the rise of online higher education, it is increasingly important to understand the motivating factors for faculty teaching online. Research highlights the pivotal role faculty play in students' academic success (Nguyen, 2023; Richter & Idleman, 2017). Although some faculty are becoming more open to teaching online courses after the emergency transition to online teaching during the pandemic (Mazur et al., 2021), many view online education as a less effective modality than traditional in-person courses (Cabera et al., 2024).

Research indicates that factors such as administrative support (Bollinger & Halupa, 2022), self-efficacy (Kim & Seo, 2018), and faculty perceptions of online learning (Cabera et al., 2024) impact faculty motivation to teach online. To improve the effectiveness of online higher education, institutions must find ways to motivate faculty. Previous research has indicated

faculty members need more support, especially in professional and technological development (Boyer-Davis et al., 2023). To ensure faculty success in teaching online, department chairs must support the transition to online teaching (Fisher & Teclehaimanot, 2022). Faculty face significant barriers in transitioning to a new teaching modality without initial support.

Faculty want professional and technological support from the administration for several reasons (Halupa & Bollinger, 2020; Mansbach & Austin, 2018). They want to keep up with new trends, be more effective in the new modality, learn to be better communicators, and use technology correctly (Mohr & Shelton, 2017; Müge, 2018). Being able to utilize technology is a concern for many faculty members, and research has indicated faculty members want additional technological support as a top request from their institutions (Johnson et al., 2020). As faculty receive additional technological support, they spend less time teaching themselves how to navigate online teaching, decreasing their heavy workload (Halupa & Bollinger, 2020; Lucas & Vicente, 2023). This additional professional and technological development can help increase faculty self-efficacy to teach online (Boyer-Davis et al., 2023).

Increased self-efficacy for online teaching and learning enhances effectiveness, improves job satisfaction, and positively influences the learning environment (Hampton et al., 2020; Kim & Seo, 2018). Because of this, higher education institutions must understand how to increase self-efficacy for faculty. Additionally, research shows that increased faculty self-efficacy positively influences the academic achievements of their students (Kim & Seo, 2018). Furthermore, faculty self-efficacy is correlated with the amount of training and support the institution provides, backing up the importance of providing professional and technological development to faculty (Alamri, 2023). As faculty receive more support, they are more likely to

report increased levels of self-efficacy using technology, and they are more likely to utilize more technology in the classroom, enhancing their teaching methods (Cherry & Flora, 2017).

Faculty have varying perceptions of online learning after many were forced to transition online during the COVID-19 pandemic without warning or training (Aldahdough et al., 2023; Code et al., 2020; Hart et al., 2024). Since the pandemic, more students have picked online modalities for increased flexibility. Research has shown that faculty believe online education will continue to expand, but some faculty struggle to adapt to this modality (Aldahdough et al., 2023). Faculty may fear that the hands-on experience they provide in face-to-face instruction may not be transferable for online teaching and learning (Cabera et al., 2024). Although some faculty are becoming comfortable with the online modality (Fisher and Teclehaimanot, 2022), more research and work is needed to prepare faculty better, support their self-efficacy, and improve their perceptions of online learning to increase the overall effectiveness of teaching and learning in the modality.

Statement of Problem

Given the continued growth of online education following the pandemic, it is essential to conduct more research to identify the factors that motivate faculty to teach online. Research indicates that faculty self-efficacy in the classroom positively correlates with the academic success of their students (Kim & Seo, 2018). Unfortunately, many faculty members do not believe online education to be as effective as traditional in-person teaching (Cabera et al., 2024; Code et al., 2020; Mazur et al., 2021). However, research shows additional administrative support positively contributes to faculty motivation. Given this connection, it is paramount to understand how higher education institutions can support faculty and help them create an environment where they feel comfortable and confident teaching in online modalities.

The purpose of this study is to examine factors that influence faculty motivation at an online higher education institution. In this nonexperimental quantitative study, faculty who teach at an online higher education institution will receive a survey. The following questions will guide the study:

RQ1. Which factors are predictive of faculty motivation in online learning?

RQ2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning?

RQ3. What relationship exists between faculty perceptions of administrative support and self-efficacy for online learning?

Significance of Study

As online higher education continues to expand, it is necessary for higher education institutions to understand what factors motivate faculty to teach and learn in an online modality. The aim of this study is to understand the motivation of faculty who teach online; results may have implications for how higher education institutions can support faculty. The findings of this study may encourage leadership at higher education institutions to develop new strategies supporting faculty to teach online, leading to improving online learning. While many faculty perceive online learning as less effective than traditional in-person classes (Code et al., 2020), others are more open to teaching online and understand the modality will continue to grow (Hart et al., 2024; Mazur et al., 2021). Professional development and additional support from institutions are desired by many faculty who teach online (Bollinger & Halupa, 2022; Luna, 2018; Mohr & Shelton, 2018), so the findings of this study may encourage institutions to provide faculty with more opportunities to provide this support. Bollinger and Halupa (2022) concluded

that faculty had low levels of self-efficacy after transitioning to online learning during the pandemic due to the lack of institutional support, so if institutions can provide support, faculty may be more confident teaching online. This is crucial to the success of online learning because findings from a study completed by Kim and Seo (2018) indicated a positive correlation between academic achievement and teacher efficacy.

The research conducted on online teaching and learning has focused on administrative support for faculty teaching online (Boyer-Davis et al., 2023; Mohr & Shelton, 2017), self-efficacy for faculty teaching online (Alamari, 2023), and faculty perception of online learning (Cabera et al., 2024; Mazur et al., 2021). While this research has been helpful as online teaching and learning have expanded, this study aims to combine all three areas to provide higher education institutions with a better understanding of how to support faculty. Data will be collected using the Online Teaching Motivation Scale (OTMS), a survey measuring the following subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching (Wiles et al., 2023). This data could be instrumental in understanding faculty needs for online teaching and learning.

Limitations of the Study

The researcher acknowledges several limitations of the study. The study is set in a single online higher education institution in the United States. Therefore, the study does not represent educators who teach at other online institutions or those offering online courses as an alternate modality. While the study may provide a meaningful understanding of the educators' motivation for online teaching and learning at one institution, it will not give any insight into the experiences of educators in any other setting. Making assumptions based solely on the findings

of this study at one institution limits the generalizability of the findings to other institutions and populations. The study will be conducted at a single institution with factors unique to that setting. Because of factors unique to the institution, the findings could be influenced by factors such as policies or demographic makeup. The findings will not reflect bigger trends or experiences at different institutions, limiting the applicability of these findings.

Another limitation the researcher acknowledges is the methodology. The study will be a nonexperimental quantitative study, not allowing educators to expand on their thoughts while answering the survey questions. Without open-ended questions, educators cannot describe experiences or explain other factors that may impact motivation levels. Since educators are not allowed to express their thoughts, this limitation could result in the quantitative data not fully capturing the scope of perspectives from the participating educators.

Organization of the Study

The dissertation consists of five chapters. The first chapter is an overview of the study covering the background of the problem, the statement of the problem, the purpose of the study and research questions, the significance of the study, its limitations, and a clarification of key terms. The second chapter focuses on literature related to online education, motivation, self-efficacy, administrative support, perceptions of online learning, and adult learners. Chapter 3 provides an overview of the study, the research design, the methodology, the data collection plan, and the plan for data analysis. Chapter 4 will include the data analysis and findings of the study. Finally, chapter 5 will include a summary of the findings with conclusions, a discussion, implications for how findings will impact education, and recommendations for future research.

Clarification of Terms

Online Learning: Online learning can be defined as "learning that is conducted in an entirely virtual space, with no face-to-face interaction" (Nguyen, 2023 as cited in Wiles at al., 2023).

Synchronous online classes: A variation of online learning that happens real-time (Bin Dahmash, 2021). These courses include live-streaming courses where students and professors are gathering at the same time in different places interacting with the same material (Standford Teaching Commons, n.d.)

Asynchronous classes: A variation of online learning where learners can watch recordings of lessons (Bin Dahmash, 2021). These courses include course materials students access at their own pace streaming video recordings and completing other required activities at different times in different locations (Standford Teaching Commons, n.d.).

Administrative support: Teachers can receive administrative support in four main areas: emotional, instrumental, informational, and appraisal. Emotional support is shown through respect, communication, and showing appreciation. Instrumental support is shown with giving educators enough materials, space, and resources to complete work-related activities. Administrators can provide informational support with ways to improve classroom activities though professional development activities and ways to advance instruction. Appraisal support is given when administrators provide feedback to educators with clear standards for job responsibilities (House, 1981).

Self-efficacy: Bandura describes self-efficacy as something that can "enhance or impair performance through their effects on cognitive, affective, or motivational intervening processes" (Bandura, 1989, p.729).

Adult Learner: Students in higher education who are 25 years or older (Bergman et al., 2014).

Summary

As enrollment increases for online learning, it is paramount that higher education institutions learn more about the factors motivating their educators to teach in this modality. Then, institutions can find new ways to support faculty. This chapter outlines the purpose of the study while describing its significance and the problem it will address. Chapter 2 will review the literature relating to online education, motivating factors, administrative support for online educators, self-efficacy for online educators, and educator's perceptions of online learning.

CHAPTER II. REVIEW OF RELATED LITERATURE AND RESEARCH

Higher education has struggled with decreasing enrollment for the last fifteen years, but while overall enrollment is declining, distance education is increasing (Bettinger et al., 2017; National Center for Education Statistics, 2022; Pacansky-Brock, 2020; Seaman et al., 2018). From 2010 to 2021, enrollment in higher education has decreased by 15 percent, and the COVID-19 pandemic accounts for 42 percent of the decline (National Center for Education Statistics, 2022). Due to the decreasing enrollment in higher education, institutions have been looking for alternative ways to enroll students. Online higher education, especially since the COVID-19 pandemic, has seen a quick rise in enrollment as faculty work quickly to find new ways to teach online courses more effectively.

In 2016, 31.6% of higher education students enrolled in at least one distance course, an increase from 25.9% in 2012 (Seaman et al., 2018). As the COVID-19 pandemic forced institutions to transition online, online education has continued to grow, as 89% of community colleges, 63% of public four-year institutions, and 36% of private four-year institutions widely utilize asynchronous courses for their students (Quality Matters, 2023). As students look for different options for higher education after the pandemic, online education enrollment continues to increase quickly (National Center for Education Statistics, 2022; Seaman et al., 2018; Tate & Warschauer, 2022). Although students and faculty have doubted the quality and satisfaction of online education in the past, Magda and Aslanian (2018) found in a study that 85% of students who have taken online and in-person courses found their online courses to be a better experience or the same experience as their in-person courses.

As online education has continued to grow, more faculty have had to shift to teach online. With more faculty teaching online courses, it is necessary to understand the factors that motivate

them to teach online, their self-efficacy, and perceptions of online learning. Furthermore, what can institutions provide to faculty to better support their transition to online learning to increase their self-efficacy. Online education is projected to become mainstream by 2025 (Shailendra et al., 2018), so it is essential that higher education institutions understand faculty motivation and perceptions and know how to support faculty who teach online.

By reviewing existing literature on online education, factors that impact motivation, faculty perceptions of online education and administrative support, and adult learners, this study works toward providing additional understanding of factors that impact faculty motivation to teach online. The literature aims to examine these factors and understand how higher education can support faculty teaching online to help them provide effective online education.

Herzberg's Two-Factor Theory

Herzberg's Motivation Theory outlined workplace motivation and job satisfaction by identifying factors that impact motivation at work. These factors are identified as either extrinsic or intrinsic factors (Herzberg, 2003). Herzberg identifies intrinsic factors as motivators linked to the desire for personal growth, including achievement, advancement, work itself, and increased responsibilities. The extrinsic factors are called hygiene factors relating to the working environment. Although hygiene factors do not connect to the motivation of employees, without these, employees can become dissatisfied with their jobs. These factors include policies, administration, pay, and work environment (Herzberg, 2003). Individuals may expect what will motivate them, but leadership must create a job that satisfies employees (Permatzis & Galanakis, 2022).

Motivating Factors for Faculty Teaching Online

As online higher education continues to grow, it is crucial to understand the motivating factors that lead faculty to teach online. Research indicates self-efficacy impacts faculty motivation (Elstad & Christopher, 2017), and administrative support and positive perceptions of online learning enhance self-efficacy (Bollinger & Halupa, 2022). Faculty who are satisfied with their jobs are paramount for the success of online learning (Bollinger & Halupa, 2022). Faculty motivation is necessary for performance, job satisfaction, and retention, leading to classes created with creativity and productivity (Permatzis & Galanakis, 2022).

Flexibility and Access to Higher Education

Although many faculty members still have concerns over their abilities and the quality of online learning (Bollinger & Halupa, 2022; Cabera et al., 2024), there are benefits. The flexibility of online learning allows students to work from anywhere at their own pace. Furthermore, it allows students more opportunities to access higher education who may not be able to otherwise. Despite some faculty believing that all programs are not suitable for online learning, many agree that if students do not have another opportunity to attend a higher education institution other than online, it is better than not attending (Cabera et al., 2024). While any student may benefit from the flexibility of online learning, adult learners, parents, students with jobs, students in the military, and students who live in rural areas benefit the most (Arghode et al., 2017; Richwine et al., 2022).

Moreover, although synchronous and asynchronous offer more flexibility than traditional learning, asynchronous is sometimes preferred because it allows additional flexibility, and students can work through modules at their own pace (Wu & You, 2022). Richwine et al. (2022) conducted a study to determine whether increased access to various student populations would

increase the number of social workers serving underserved areas and create a more diverse workforce. Graduates of the Master of Social Work (MSW) program at George Washington University participated in the study before sending it to all accredited MSW programs in the United States. The results indicated that graduates of blended or fully online programs were more likely to work in rural areas after graduation, with some evidence supporting an increase in diversity of workforces. Online learning grants students who live far away or cannot attend traditional classes access to higher education institutions, so it is important to determine why faculty teach online and how to increase their effectiveness.

The flexibility of online learning is one motivating factor for faculty who teach online as it cuts down on their travel and gives faculty control of their schedules (Stickney et al., 2019). In a study conducted by Stickney et al. (2019), researchers worked to understand faculty experiences while teaching online and the factors that impact satisfaction. They found that faculty were more satisfied with their flexible schedules. Herzberg would consider the flexibility faculty members receive when teaching online to be a motivator or an intrinsic factor motivating faculty because it provides autonomy and fosters work-life balance. The autonomy to create their schedule leads to better work-life balance (Herzberg, 2003), and faculty members can find increased job satisfaction and motivation for quality online instruction.

Online education increases access to higher education through the flexibility that it allows. The increased flexibility gives students who may not be able to access higher education the opportunity to attend and work around their busy schedules. Working adults, military, and students who are parents are groups of students who have easier access to higher education through online education (O'Neill et al., 2021). O'Neill et al. (2021) completed a study to identify the factors influencing students' choice of course modality. Six hundred fifty students

studying at a public Canadian institution, enrolled in identical courses offered either in-person or online answered a quantitative study. The results indicated that students who picked to take their classes in person were more likely to seek social relationships and ask for help. Additionally, in contrast to Stickney et al. (2019), the study observed that commute times did not impact students' decision of course modality (O'Neill et al., 2021).

For faculty members, increased access to higher education through online learning allows them to reach more students than in an in-person course. Zhu et al. (2019) completed a study to explore the factors that motivate faculty members to teach massive open online courses (MOOCs). In the mixed methods study, 143 faculty members from all over the world answered an online survey, and 12 participated in interviews with open-ended questions. The survey and interviews aimed to identify the factors that drive faculty to teach in MOOCs. The findings indicated that faculty were motivated to teach these courses to reach a wider audience, and a perceived strength is the ability to connect with so many students simultaneously (Zhu et al., 2019). Faculty reaching more students is an extrinsic element that Herzberg would consider a hygiene factor because although more students do not increase their motivation, more students prevent dissatisfaction by making the job more fulfilling (Herzberg, 2023).

Decreased Equity and Achievement

While online education allows students to access school from anywhere at any time and to work at their own pace, online education is not equitable to all students. "Equity does not mean that all students obtain equal education outcomes, but rather that differences in students' outcomes are unrelated to their background or to economic and social circumstances over which students have no control" (OECD, 2018, p. 13). While online education can increase access to some student populations, others find their access decreases. Tate and Warschauer (2022)

analyzed a collection of research on the equity of online learning. After the analysis, they determined that the pandemic widened the equity gap for students. Although there has been progress in improving the equity of online learning, more research is needed to continue to make progress. Additionally, more time and research are needed to focus on students with disabilities, students experiencing homelessness, and gifted students to ensure they have equitable access to online learning (Tate & Warschauer, 2022).

As students face issues of decreased access, they are also finding gaps in performance for some student populations participating in online learning. Studies have found that there are gaps in performance between online and in-person courses for underrepresented minority students, low socio-economic students, students with disabilities, and students who are experiencing homelessness (Crouse et al., 2018; Tate & Warschauer, 2022). Unfortunately, faculty do not typically have the institutional support or resources that they need to support these student populations to ensure they are successful. Crouse et al. (2018) completed a study to learn from teachers who teach students with disabilities online and gain insight from those teachers about their experiences with those students. Six teachers from three virtual charter schools teaching various grades in the United States participated in interviews. The study observed that teachers need institutions to provide additional training to support students with disabilities. Although many teachers received training, they believe they need more to successfully support these students (Crouse et al., 2018). As faculty work to create more effective learning environments for students, needing additional support and professional development from institutions is a common theme.

Unfortunately, gaps in academic success in online learning have occurred for quite some time, but these gaps grew during the pandemic with the shift to emergency online learning (Tate

& Warschauer, 2022). Bettinger et al. (2017) conducted a study over four years that outlined the achievement gaps before the pandemic, comparing student performance in courses offered in-person and virtually, with the only difference between courses being modality. The study was completed over four years at a large university in the United States, with the average student taking two-thirds of their courses online. The study indicated that students attending courses online did not perform as well as in-person students, citing time management and interactions with peers and professors as the biggest obstacles to success (Bettinger et al., 2017).

Furthermore, Tate and Warschauer (2022) concluded that during the pandemic, the achievement gaps grew because students did not have the physical, human, or social resources to attend classes or be successful in learning online. Data shows that 1 million students did not have a device to log in to class, 5 to 6 million students did not have reliable internet, and 9 million did not have a device or internet access (Chandra et al., 2020). Without these resources, students could not log into class or complete assignments for school. To increase access and close achievement gaps for all students, institutions must continue to provide professional development and additional resources to faculty to support various student populations. Additionally, in higher education, students must have access to devices to attend class and complete assignments as well as stable internet to ensure their success.

Incentives

Faculty members play a crucial role in ensuring the success of online learning in higher education (Nguyen, 2023; Richter & Idleman, 2017), so institutions should consider providing them with additional incentives to help motivate them and increase job satisfaction (Herzberg, 2003). For faculty members to create online courses that are high in quality, institutions must recognize their work, time, and responsibility to be valuable online educators (Richter &

Idleman, 2017). Faculty who teach online courses are looking for additional incentives like extra time to prepare, access to instructional designers, and professional development to help faculty as they transition to teaching online (Richter & Idleman, 2017; Curti & Mena, 2020; Luna, 2018)

Incentives can offset the increased workload and time faculty invest in reconsidering the learning processes and needs of online learners (Gratz & Looney, 2020). Gratz and Looney (2020) found in a study completed at a private university in Los Angeles that faculty were motivated by personal accomplishment, new skills, financial incentives, additional stipends, staying current with educational trends, and reinforcement from leadership. Glass (2017) discovered in a qualitative study some faculty members were motivated by the new modality of online learning because it allowed them a new way to express their expertise in a way that "felt more expansive, more open, and freer than their face-to-face experiences" (p. 245). While there are various incentives for faculty members to teach online, Curti and Mena (2020) found some worry about online teaching hurting their chances of promotion and tenure. The uncertainty of tenure is a barrier to many faculty members transitioning to online learning. A proactive measure by institutions would be including language in the faculty manual that protects against bias for faculty who teach online.

Workload Concerns

Although online education allows faculty members flexibility to work at their own pace from anywhere, many faculty believe that online teaching takes more time than traditional courses. To teach online, faculty must learn how to create an online course, use the technology necessary, and be constantly contacted by students (Bollinger & Halupa, 2022; Lucas & Vicente, 2023; Richter & Idleman, 2017; Mansbach & Austin, 2028). Bollinger and Halupa (2022) completed a study to examine the preparedness of faculty members who shifted to teaching

online during the pandemic. In the quantitative study, faculty members at private universities in Maine and Texas answered 35 five-point Likert scale survey questions to help determine how prepared they were to teach online. The study found that faculty had concerns about the time it takes them to develop and teach online courses. It is time-consuming to create a quality course and learn the technology necessary to deliver course content well (Bollinger & Halupa, 2022). Similarly, Lucas and Vicente (2023) found that creating quality online activities that reach the same potential as face-to-face lectures is time-consuming.

The time it takes to create an online course is not the only concern faculty have about their workloads. Lucas and Vicente (2023) completed a mixed-methods study to determine the perceived benefits and challenges that faculty face teaching online. While faculty find many advantages to teaching online, like the flexibility and convenience of working often from home, faculty struggle with work-life balance. Many faculty members stated they were overexposed to technology and screens while paying extra for software because they had out-of-date technology from their institution. Additionally, faculty who are parents struggle to share space with their kids (Lucas & Vicente, 2023). Although online learning does afford faculty members flexibility to create their schedules, many struggle with an increased workload and technology fatigue.

Like Lucas and Vicente (2023), Halupa and Bolliger (2020) also found that the overuse of technology leads to poor work-life balance for faculty members at higher education institutions. To understand faculty's perceptions of technology fatigue, Halupa and Bollinger (2020) completed a study to learn about faculty members' fatigue and how institutions can help lower their stress. The study found that faculty are overwhelmed by frequently being in front of a screen with expectations from their students to be connected and available. Additionally, faculty feel pressure to continuously work on learning new technologies to improve their courses. To

reduce stress levels, administrations need to provide additional support through training and technology assistance, helping faculty feel more comfortable and less stressed about using technology in the classroom. Many faculty members also asked for time away from technology to disconnect from the constant emails (Halupa & Bollinger, 2020). The constant need to be available impedes faculty members' work-life balance, leading to dissatisfaction. To increase motivation, higher education institutions need to focus on creating more balance for faculty members.

Self-Efficacy Theory

Bandura's Self-Efficacy Theory (1977) suggests that an individual's belief in their ability to accomplish an activity successfully is called self-efficacy, and an individual's level of efficacy can determine how long they will perform a task while facing challenges (Bandura, 1977). The longer an individual performs a task, the more they affirm their sense of efficacy, while those who stop will keep feelings of self-doubt and have lower levels of efficacy (Bandura, 1977). An individual's perceived level of self-efficacy directly correlates with their motivation (Bandura, 1989).

Efficacy expectations are the main factor that determines the amount of effort an individual is going to put into a task and how long they will continue to put effort in while dealing with stress during the task. These expectations can hold different levels of strength. For example, if an individual holds strong expectations that they will be successful, they will continue the task until proficient (Bandura, 1977). Bandura believed four sources influenced self-efficacy: performance accomplishments, vicarious experience, verbal persuasion, and physiological states. Mastery of experience is success that raises efficacy for future tasks, while failures lower efficacy. When an individual experiences some failures that are overcome, the

additional effort can create more persistence. Vicarious experiences occur when individuals observe others successfully perform, then they can form a sense of self-efficacy for completing the same task. Verbal persuasion is the easiest way to influence behavior because it is easily accessible through positive or negative suggestions. Finally, physiological states around emotional arousal can impact an individual's perception of efficacy. For example, feelings of anxiety and stress can be debilitating, while feelings of calmness are more likely to lead to success (Bandura, 1977). Individual's experiences with these sources can change levels of self-efficacy depending on the experience.

Self-efficacy scales measure an individual's belief in their ability to complete a task successfully. Additionally, perceived self-efficacy influences personal motivation and how much effort an individual will put into a task (Bandura, 1989). Understanding the factors that influence instructors' self-efficacy in online teaching is crucial for providing better support and ensuring the delivery of quality online learning experiences. In a study by Alamari (2023), results indicate that online instructors experience higher levels of self-efficacy when they receive additional professional development and support from their institutions. These types of support could be some of Bandura's sources of self-efficacy through observation of others' success, verbal persuasion, and calming physiological states (Bandura, 1977). Furthermore, in a separate study completed by Ali et al. (2017), results indicated that instructors with more experience teaching online experienced higher levels of self-efficacy. With years of experience comes the small success of mastery, another source of self-efficacy, according to Bandura (1977).

The current study seeks to identify what factors are predictive of faculty motivation in online learning. Self-efficacy theory (Bandura, 1977, 1989) is relevant to the research question because it explains how faculty beliefs in their efficacy can influence their motivation. The

theory indicates that faculty with a strong sense of self-efficacy will be more likely to persist in the face of challenges in online teaching, and those with lower self-efficacy may be quicker to move back to a more traditional modality. According to previous research, factors such as experience teaching online, additional professional development, and institutional support can enhance self-efficacy (Ali et al., 2017; Alamari, 2023). Understanding more about these factors that predict motivation can help faculty understand what motivates them to determine ways to grow professionally and in their own learning (Wiles et al., 2023).

Self-Efficacy for Online Teaching and Learning

Self-efficacy in online teaching and learning is vital for faculty teaching online because it enhances their overall effectiveness, improves job satisfaction, and positively influences the learning environment they cultivate (Hampton et al., 2020; Kim & Seo, 2018). Self-efficacy is a cognitive attribute associated with persistence and motivation (Bandura, 1977). Some studies have determined that increased faculty self-efficacy positively impacts student achievement. Kim and Seo (2018) conducted a meta-analysis of 16 studies that included 4,130 teachers to determine if there was a relationship between academic achievement and teacher efficacy. The results suggested a significant relationship between the two, and Kim and Seo (2018) concluded that when teachers think they can impact student achievement, they are more enthusiastic in the classroom. Since faculty with high self-efficacy can positively impact students' academic achievement, institutions must understand ways to increase self-efficacy.

While faculty self-efficacy impacts students' academic achievement, understanding the factors that influence it becomes critical. Bollinger and Halupa (2022) concluded after their study determining faculty readiness during the shift to online learning during the pandemic that a lack of institutional support negatively impacts faculty's confidence to teach online. Additionally, a

positive factor that impacted their confidence level was when they found resources on their own to help them in the transition. Other areas that negatively impacted confidence levels were workload concerns, larger class sizes, and lack of support from their institution (Bollinger & Halupa, 2022). Similarly, Alamari (2023) determined after a study examining faculty's self-efficacy after the transition to online learning that the institution significantly impacted faculty's online teaching self-efficacy based on the amount of training and support provided. In this study, 344 faculty members from Saudi Arabia's four largest higher education institutions completed an online quantitative study. The findings indicate that experience with learning management systems and experience with online learning when they were students impacted self-efficacy. Faculty with good experiences in these situations had higher levels of self-efficacy, while those who did not had lower levels (Alamari, 2023). Institutions must provide additional support to faculty to increase their self-efficacy as it increases students' academic achievement.

Technology usage is unavoidable in online higher education, so faculty must be confident in using various forms of technology to be effective educators. Cherry and Flora (2017) completed a study to determine the technological self-efficacy of faculty who teach online courses in radiography. Faculty from 615 radiology programs in the United States answered a quantitative survey, helping to determine that as faculty technological self-efficacy increases, they are more likely to utilize technology-enhanced learning methods. Richter and Idleman (2017) conducted a study that supports these findings. Their study examined the teaching self-efficacy of faculty members from a nursing program who teach courses with at least 51% of the content online. Faculty from 12 institutions in the Georgia University System answered survey questions on a 9-point Likert scale before answering open-ended questions to self-assess their self-efficacy as nursing educators and determine the professional values that relate to their self-

efficacy. The study found that faculty generally have high levels of self-efficacy, with the highest levels related to computer use and the lowest related to student engagement. Additionally, institutional support was a major factor in increasing self-efficacy. In another study conducted by Wang et al. (2023), researchers studied the connection between teacher self-efficacy and the feelings towards Learning Management Systems (LMS). Over 225 K-12 teachers participated in the quantitative study that determined that professional development is necessary for the success of online teaching and for faculty's self-efficacy. Supporting findings in studies by Bollinger and Halupa (2022), Lucas and Vicente (2023), Luna (2018), Mansbach and Austin (2018), Mohr and Shelton (2017), and Tate and Warschauer (2022). All of which concluded that professional development was necessary for the success of faculty teaching online.

As online higher education expands, institutions must investigate how to increase faculty self-efficacy and job satisfaction. Hampton et al. (2020) conducted a study to analyze the levels of satisfaction and self-efficacy of nursing school faculty who teach online. Over 100 faculty from several schools in the United States who taught at least one course online answered two quantitative surveys to measure self-efficacy and job satisfaction. The faculty who participated in the study had high self-efficacy and job satisfaction. Supporting the findings of Cherry and Flora (2017), where faculty reported that they had the most self-efficacy with their technological skills. Additionally, in contrast to Ali et al. (2017), this study determined that years of experience did not correlate with self-efficacy. Finally, the study concluded that high levels of self-efficacy are linked to increased job satisfaction among faculty (Hampton et al., 2020).

Moreover, Ali et al. (2017) conducted a study to analyze the correlation between online teaching self-efficacy and emotional intelligence. Over 100 faculty from nursing programs across the United States participated in the quantitative survey to test the hypothesis that faculty with

higher levels of emotional intelligence would also report high levels of self-efficacy. The results supported the hypothesis, and the study concluded that faculty with high levels of emotional intelligence and self-efficacy are committed to creating positive learning environments. Additionally, the study determined that self-efficacy for faculty teaching online correlates with their teaching experience, whereas the highest level of degree attained did not affect self-efficacy.

Self-Perception Theory

Bem's self-perception theory proposes individuals assume their attitudes and beliefs based on observing their behaviors under the conditions they occur (Bem, 1972). When it is not obvious why they are doing something, they can use their actions as evidence for their attitudes and beliefs (Bem, 1972). Several studies investigated how individuals' attitudes toward decision-making change in response to rewards. When individuals make decisions, they are inherently motivated by a desire for autonomy and control, as well as a need to feel competent. An individual will decide to continue the activity with a reward if it makes them feel in control or more competent. When the reward meets these criteria, their intrinsic motivation increases, but if an individual feels controlled or less competent, it can decrease their motivation (Deci et al., 1999).

Intrinsic motivation explains why individuals engage in certain activities and how they form thoughts and attitudes (Bem, 1972; Deci et al., 1999). While studying intrinsic motivation, Deci et al. (1999) found that rewards do not always increase motivation, which went against previous findings suggesting that rewards typically increase motivation. The study explored how individuals respond to rewards and examined the factors that drive intrinsic motivation. Individuals are motivated to continue activities that provide satisfaction without rewards because

of the enjoyment they receive from the activity. While intrinsic motivation is natural, it requires additional support, such as opportunities that help individuals feel capable and in control. The need for support also helps explain when extrinsic rewards will increase motivation and when they may not (Deci et al., 1999).

Experiments by Freeman and Fraser (1966) help explain how individuals make decisions, specifically convincing people to do things they do not want. The first experiment involved asking participants to complete a small request, followed by a larger request three days later. The second experiment was similar. Researchers made a small request first and a significantly larger request soon after. The findings are referred to as the foot-in-the-door effect because they found when individuals agree to a small request, they are more likely to agree to a larger one after feeling more involved (Freeman & Fraser, 1966). A similar effect is seen in research for faculty teaching online during the pandemic. Hart et al. (2024) conducted a qualitative study to understand faculty's transition to teaching online during the pandemic. Within this study, an attitude shift can be identified after the transition. One professor mentioned in their interview they were terrified to teach online, but they are now more likely to teach more classes online after having a successful first time (Hart et al., 2024). In a similar study conducted by Mazur et al. (2021) at community colleges in the United States during the transition to online learning during the pandemic, 50% of faculty who participated in the study said they would be open to teaching a fully online course after their experience during the pandemic. After these professors completed the first request to teach online, they are now more open to teaching another one if asked again.

The current study is looking to determine what relationship exists between faculty perceptions of online teaching and learning and overall motivation for online teaching and

learning. Bem's 1972 Self-Perception Theory, along with research from Deci et al. (1999) and Freedman and Frasher (1966), provides a framework for understanding how individuals form attitudes based on their behaviors and intrinsic motivation. Self-perception theory suggests that individuals form attitudes after observing their behavior. Faculty members who find themselves successful at online teaching or find it rewarding will have an increase in motivation to continue in the modality. So, how faculty members perceive their experiences teaching online will inform their overall motivation.

Faculty Perception of Online Teaching and Learning

As students continue to enroll in online education, faculty have their opinions on the future of online learning. After the COVID-19 pandemic, online learning and distance education have continued to grow as more students elect to take courses online (Glazier et al., 2021). Hart et al. (2024) completed 35 interviews of California Community College faculty members who teach online to learn the faculty's predictions and recommendations for the future of online learning after the pandemic. The study observed that faculty members believe online education will continue to expand. Additionally, although the transition to online learning was not a choice during the pandemic, the study suggested that it benefited faculty because it increased instructional innovations as faculty learned how to teach online (Hart et al., 2024).

Faculty members have different approaches to learning, impacting the transition to an online classroom. Aldahdough et al. (2023) completed a study to learn more about the factors impacting faculty's ability to adopt instructional change during the pandemic. The research discovered that faculty who support student-centered teaching were more willing to make innovative changes to their instruction. In contrast, content-focused faculty struggled to make innovative instructional changes during the pandemic. Although faculty were resistant and

nervous about making the emergency switch to online learning during the pandemic, studies revealed that some faculty were more open to teaching online after the pandemic and predicted sizable growth in online learning in the future (Hart et al., 2024; Mazur et al., 2021).

After the pandemic, research was completed to identify how the pandemic impacted faculty perception of online learning. Mazur et al. (2021) performed a study to examine faculty perceptions before, during, and after the transition to online learning during the pandemic. Faculty from 16 community colleges in the United States participated in the mixed methods study through a survey with Likert-scale and open-ended questions. The study found that faculty have varying opinions on the future of online education after the transition during the pandemic. Results show that 50% of the faculty who participated in the study revealed they would be open to teaching 100% online, while 32% said they would not be willing to teach a fully online course. Additionally, many faculty who participated in the study were unsure about the impact online learning would have on student's futures. Only 42% of faculty participants believed that the transition to online learning would not hurt students in their future coursework, and 28% thought the transition would hurt student's future employment opportunities (Mazur et al., 2021).

Research has identified factors that impact faculty perceptions of online learning. Cherry and Flora (2017) conducted a quantitative study on faculty from 615 radiography programs in the United States. The study aimed to determine faculty perceptions of online learning. The findings indicated that faculty perceptions of the effectiveness of online learning increased with their years of experience teaching online courses, the number of courses taught in the past five years, and their aptitude for technology increased. Additionally, factors that do not correlate with faculty perception of the effectiveness of online learning are position, institution type, age, or the number of years of teaching.

While the COVID-19 pandemic forced faculty worldwide to transition to online learning, researchers explored faculty perceptions of the modality. Code et al. (2020) conducted a study to examine how secondary teachers of technology education courses perceive the transition to emergency remote teaching and how the transition to blended learning will impact their profession. Forty-two secondary teachers from British Columbia participated in an online questionnaire with an open-ended question at the end. The questionnaire aimed to understand various themes, one of which was the effectiveness of online education. The results indicate that although teachers believe online learning offers some benefits, many think it is less effective because you cannot reproduce the hands-on experience within the classroom. Although the transition to online learning was rough, the transition gave educators across the country experience in a growing modality.

Many faculty still have doubts about the effectiveness of online learning. Cabera et al. (2024) conducted research to learn tenure and tenure track faculty perceptions of online learning. In the mixed methods study, faculty from the University of South Texas answered survey questions before some answered open-ended questions. Overall, the participants of the study had negative perceptions of online learning. They believed not all programs are suitable for online learning, citing STEM courses where more interactions are necessary for an effective learning environment. Furthermore, faculty participating in the study believed that larger online courses negatively impact the quality of the courses, and the students participating in the courses did not have the maturity necessary to learn in an online environment.

As faculty continue to express their fears about the effectiveness of online education, Fisher and Teclehaimanot (2022) conducted a study of faculty-perceived barriers to online education. In the quantitative study, researchers aimed to answer questions to determine if full-

time status, years of experience, age, gender, and technological experience impact faculty perception of barriers to online education. Following the study, the results revealed that despite the barriers faculty encounter, they are becoming more comfortable with teaching as they adopt the new modality, contrary to Cabera et al. (2024). Additionally, faculty do not perceive barriers based on their full-time status, gender, or technological experience. However, barriers tend to decrease as faculty age and gain more experience teaching online. Furthermore, the study conducted by Fisher and Teclehaimanot (2022) revealed other barriers to online learning. These barriers include students' lack of preparation for this modality and poor support from the administration at their institution. Supporting findings from studies by Bollinger and Halupa (2022), Lucas and Vicente (2023), Luna (2018), Mansbach and Austin (2018), Mohr and Shelton (2017), and Wang et al. (2023), the study also concluded that as online education continues to grow, professional development will be necessary for faculty (Fisher and Teclehaimanot, 2022).

With increasing research on faculty perceptions of online learning, some studies focus more specifically on faculty satisfaction levels. Luongo (2018) conducted a study to analyze factors impacting satisfaction levels and perceived barriers to online teaching. The study was completed at Carson University, where participants answered a survey at the beginning and end. The results supported other studies as they showed faculty desired professional development (Bollinger & Halupa, 2022; Lucas & Vicente, 2023; Luna, 2018; Mansbach & Austin, 2018; Mohr and Shelton, 2017; Wang et al., 2023), complained of increased workload (Gratz & Looney, 2020; Lucas & Vicente, 2023), and found a lack of administrative and technical support (Bollinger & Halupa, 2022; Boyer-Davis et al., 2023; Halupa & Bollinger; 2020; Johnson et al., 2020; Mansbach & Austin, 2018; Martin et al., 2019). Furthermore, the study completed by Luongo (2018) indicated that lack of compensation, promotion, and tenure were also perceived

barriers. In addition to perceived barriers, faculty also answered survey questions related to job satisfaction. The survey found that 50% of participants were not satisfied with online teaching, but participants did have gratitude for the flexibility that online courses offer.

Leader-Member Exchange Theory

Leader-Member Exchange (LMX) theory explores the relationship that develops over time between leaders and members over time (Dansereau et al., 1975). The findings of the study conducted by Dansereau et al. (1975) indicated that the amount of freedom leaders gave a member to define their roles predicted the leader and member's behaviors in the future. Furthermore, the study shows leaders use different leadership techniques with different members. Some exchanges between leaders and members lacked authority, while in other instances, members experienced greater supervision and authority in the interaction. The exchange between a leader and a member is called a vertical exchange. When leaders use the supervision technique, the vertical exchange relies on the employment contract created when the member is hired. This sometimes means minimal exchanges between the leader and member because the leader does not need to negotiate the member's role like a part of a machine (Dansereau et al., 1975).

While some leader and member exchanges follow the supervision technique, other times leaders need to have a different kind of exchange to influence member behavior that includes more interpersonal exchanges. When these kinds of exchanges occur, it can lead to benefits not seen through formal supervision for the member and leader. Members who experience this kind of leadership tend to receive more freedom, a role in decision-making, more frequent communication, and support from the leader. As members have closer relationships with their bosses, they are more likely to work harder, assume more responsibilities, and be committed to the organization's success (Dansereau et al., 1975).

While both kinds of relationships have benefits, research indicates faculty strongly desire more support from leaders and their institution while teaching online, especially during the initial transition to online learning (Bollinger & Halupa, 2022; Mansbach & Austin, 2018). Bollinger and Halupa (2022) found that most faculty who participated in their study were more confident teaching online when they received training and support from their institution. Those who were not confident wished they had more training and support to better prepare for the online modality. Mansbach and Austin's (2018) study findings indicated that faculty were experiencing a supervisor-member exchange with institutional leadership. The faculty in the study felt they were losing autonomy in the courses they were teaching and struggling to maintain professional relationships.

The last research question of the current study is looking to answer what relationship exists between faculty perceptions of administrative support and efficacy for online learning. Leader-member exchange theory relates to this question because research has indicated faculty feel more comfortable and confident teaching in an online modality when they receive support from their institution (Bollinger & Halupa, 2022; Mansbach & Austin, 2018). While faculty are more comfortable and confident when they receive additional support, Fisher and Teclehaimanot (2022) found that the amount of barriers to online learning, and poor support from the administration at their institution was one of the largest barriers reported by faculty. These findings suggest faculty benefit from a more interpersonal member-leader relationship rather than a supervisory role from their leaders (Dansereau et al., 1975). If faculty receive more interpersonal relationships with their leaders, Dansereau et al. (1975) theory implies faculty will work harder and be more committed to the institution's success and online learning.

Administrative Support for Online Teaching and Learning

As faculty work to improve the quality of online education, it is paramount that they receive support from their institutions. In Bollinger and Halupa's (2022) study to analyze faculty preparedness at two private higher education institutions as they shifted to online learning during the pandemic, researchers discovered that faculty who received training and support from their institution felt more confident teaching online. In the same study, seven faculty members who were not confident reported they wished that they received more instructional design support and training to better prepare their courses. Similarly, in Johnson et al.'s (2020) study to determine the experiences and approaches of faculty during the transition to online learning during the pandemic, results indicated that during the COVID-19 pandemic, administrators at various institutions supported faculty by providing instructional designers, digital learning centers, and mentorship programs with faculty who had experience teaching online. In the same study, faculty provided input on the types of assistance they would find most beneficial. Faculty wanted additional resources on effectively supporting students in an online setting and providing students with guidance on how to succeed. Additionally, Nguyen (2023) conducted a study to determine what factors impacted faculty perceptions towards teaching online with teachers in Vietnam and answered a three-part qualitative survey. Results from the study indicated that support from institutions provides faculty with the feeling of ease of use and usefulness to the institution positively impacts their perceptions.

In higher education, faculty members appreciate the amount of autonomy they have in the classroom. Mansbach and Austin (2018) completed a study to gain more insight into faculty perspectives on online teaching. The results of the study observed that a barrier to participating in online education is the fear of losing autonomy and academic freedom. Moreover, some

faculty members struggle to maintain professional relationships. This is an additional area in which faculty could use more support from their administrations to encourage creating relationships and allowing more autonomy in online education. Fisher and Teclehaimanot (2022) found in some cases academic chairs are barriers because when they are not supportive of online learning, they are not encouraging their faculty to design and develop online courses. Similarly, Martin et al. (2019) found that faculty with limited experience teaching online must receive support from their institutions to be able to foster an effective online course. Faculty can receive various forms of support from their institutions, but many identify professional development as an area where they need the most additional assistance.

Professional Development

Professional development is crucial as faculty continue adapting to best practices in online teaching. Many faculty were educated in a traditional classroom setting, so they often replicate those methods in their online teaching (Mohr & Shelton, 2017). In the study completed by Mohr and Shelton (2017), experts in online education participated in a Delphi survey to help determine best practices for professional development for online educators. After the study, topics were divided into four sections for more effective learning opportunities: "faculty roles, online classroom design, key opportunities, and legal issues" (Mohr & Shelton, 2017, p. 132). Through professional development opportunities on these topics, faculty can more effectively communicate online, gain an understanding of technology, create clear course objectives, manage the classroom, and understand copyright (Mohr & Shelton, 2017). These skills will allow them to be more effective in the classroom and increase their self-efficacy.

As faculty transition to online teaching, many recognize the necessity for new strategies, emphasizing the importance of professional development. Mansbach and Austin (2018)

completed a qualitative study to understand perceived experiences while teaching online with faculty from three higher education institutions in the United States. The study revealed that faculty struggling to adjust to the online modality noticed decreasing confidence levels because they did not feel well-equipped to teach online. Although they are interested in attending professional development workshops, many struggle to find time for professional development, highlighting the need for administrative support (Mansbach & Austin, 2018). Supporting the arguments of Lucas and Vicente (2023) and Halupa and Bolliger (2020), online faculty have too heavy of a workload. To better support faculty who teach online, higher education institutions must find a way to balance workload with additional support to increase self-efficacy.

Institutions must work to determine and implement effective professional development for their faculty. Bollinger and Halupa (2022) conducted a study to analyze faculty preparedness at two private higher education institutions as they shifted to online learning during the pandemic. The findings of the study indicated that faculty switched to online, but they did not feel like they were able to teach effectively in the new modality. Faculty who participated in the study cited lack of support from their institution, problems with technology and delivery format, and lack of time as factors impacting their confidence as online instructors. Bollinger and Halupa (2022) concluded at the end of their study that more research is needed to determine the kinds of professional development institutions should provide. Options include workshops, book clubs focusing on technology tools and pedagogical support, and one-on-one support that would provide faculty members with higher levels of self-efficacy (Bollinger and Holupa, 2022; Boyer-Davis et al.,2023). With additional support from institutions to provide more professional development opportunities, faculty members can feel more confident as they shift to a new modality.

Online learning offers faculty at higher education institutions an opportunity to explore new teaching methods and modalities, which can be exciting for those seeking change. While shifting to teaching online, similar to other studies, Lucas and Vicente (2023) observed in their study that the change in modality emphasized the need for additional professional development. Many faculty members also want professional development opportunities that will help them effectively support students in online learning (Tate and Warschauer, 2022). Müge (2018) discovered that faculty want professional development to keep up with new trends, learn more about online learning, and improve their teaching strategies with technologies. Luna (2018) studied a collection of research to determine which elements of mentoring strategies and programs can help meet the needs of online faculty. The research uncovered faculty desired more professional development in learning management systems and technology to enhance their online instruction abilities. In contrast to traditional professional development, Luna (2018) concluded that faculty could benefit from mentor relationships instead of professional development sessions that do not meet their needs. Online learning is not the traditional way of learning, so the professional development for faculty who teach online also does not have to be traditional. Mentorship programs could help faculty form relationships with other faculty who also teach online, fostering a strong community of online educators supporting each other as they shift to a new modality.

Technological Support

Technology is crucial for the success of online learning, so it is paramount that faculty members understand how to use technology and receive continuous support to provide quality education to their students. Halupa and Bollinger (2020) conducted a study at three private higher education institutions in the United States to determine the perceptions of technology

fatigue and what factors are contributing to their fatigue. The results indicated that faculty are experiencing fatigue from the ineffectiveness of technology and the systems provided to them. The study identified these factors impacting technology fatigue for faculty members as spending too much time figuring out which technologies are best for them, relearning how to teach with new technologies, and constant emails from students (Halupa & Bollinger, 2020). To help mitigate the stress caused by technology, Boyer-Davis et al. (2023) observed evidence that additional technological support will decrease their technostress, leading to higher motivation to teach online. Boyer-Davis et al. (2023) collected data from a survey to determine the effects of technostress on motivation for faculty. The results revealed that administrations at higher education institutions could provide support teams to faculty who teach online to provide them with professional development and instructional design support to increase their self-efficacy to teach online with technology. Studies indicate that technology is a source of stress for faculty who teach online. Administrators at higher education institutions must do better at supporting faculty as they navigate technology in the classroom.

Faculty benefit from the resources institutions can provide them to create more effective online classrooms. Johnson et al. (2020) performed a study with 897 faculty from 672 institutions in the United States to determine the experiences and approaches of faculty during the transition to online learning during the pandemic. The study discovered faculty wanted more assistance with technology as a top resource when asked for the support they needed to transition to online teaching. Additional technological support, such as professional development, would allow faculty members to learn about new technologies and feel more comfortable with the technology they use in the classroom. Additionally, they would not have to spend more time teaching themselves how to use technology (Halupa and Bollinger, 2020). Furthermore, Lucas

and Vicente's (2023) analysis showed that faculty perceptions the benefits and challenges of online learning directly relate to how they adopt and integrate technology into their practice. These studies highlight the importance of providing technical support to faculty, as it improves course effectiveness, enhances comfort, and increases the use of technology in their courses.

Andragogy vs. Pedagogy

Pedagogy and andragogy are approaches to teaching and learning that are each assigned to a specific type of learner. Many are familiar with pedagogy, defined by Merriam-Webster (n.d.) as "the art, science, or profession of teaching." This concept of education focuses more on teaching children and ensuring they meet each milestone before moving to the next milestone. When students are in the classroom, they learn passively as their teachers transfer their knowledge to them through lectures and assignments (Beaupre et al., 2023). Andragogy is a term educators are less familiar with as it focuses more on adults and centers learning around gaining skills and knowledge to continue growing personally and professionally (Beaupre et al., 2023). Andragogy gives learners more autonomy in their learning as it is self-directed and not passively received. Instead of teachers lecturing, students are encouraged to have discussions, and learning is more of a team environment (Beaupre et al., 2023).

In a paper by Beaupre et al. (2023), the writers argue that to prepare college students for their first jobs, andragogical methods must replace pedagogical methods. Instead of banking knowledge, andragogical methods focus on active learning and problem-based methods. These methods require learners to be active participants, making them more effective in transferring knowledge to the workplace (Beaupre et al., 2023).

There is a multitude of research and instructional theories focusing on learning, but many of these do not focus on adult learners. Arghode et al. (2017) analyzed and compared multiple

learning theories to improve online learning for adults. After reviewing the concepts, they determined andragogy puts more weight on student motivation and proactivity instead of focusing more heavily on enforcing concepts and structured learning while still needing some instructor involvement. Additionally, to support adult online learners, faculty can create learning environments that are more self-led than traditional classrooms while still providing support when needed. While andragogy supports students who want to take more control over their learning, instructors do need to account for adult learners who will not take initiative over their learning. To create balance, Arghode et al. (2017) suggest online teachers take more time creating activities and videos to help students learn how to learn at their own pace.

As teachers learn more ways to engage adult learners, researchers continue to investigate the most effective methods. Johnson (2014) conducted a study to explore how the application of appreciative inquiry will impact adult learner motivation, performance, and engagement. Typically, appreciative inquiry is used in organizations to increase employee motivation, performance, and engagement, but this study created the term appreciative andragogy to address adult online learners. The goal was that appreciative andragogy would positively impact student development as the instructors can foster relationships with their students and have a larger presence in the classroom. In the qualitative study at an online higher education institution in the United States, nine instructors participated in a case study approach with 37 students. The results indicated that implementing appreciative andragogy in classrooms led to 73% of students seeing an increase in their overall performance, 51% becoming more motivated, and 68% becoming more engaged. Additionally, the instructors concluded that the use of appreciative andragogy allowed them to have a more positive approach to teaching. The instructors also believed this approach could be applied to any online learning environment, providing an opportunity to close

the gap in distance learning (Johnson, 2014). As adult learners continue to enroll in online higher education institutions, researchers must work to meet their needs and ensure instructors remain effective.

Adult Learners

Since the 1970s, there has been an increase in adults pursuing higher education, with two out of every five college students over twenty-five (Robertson, 2020). Before the pandemic, most online students were adult learners, so they can provide helpful insight into how to foster better learning experiences for other student populations online (Rotar, 2024). Adult learners pick online learning for the flexibility to work around their families and jobs (Richwine et al., 2022; Rotar, 2024). Additionally, some are motivated to attend higher education institutions for promotions, work towards career milestones, or not be able to fulfill their family obligations (Singh et al., 2021). Bohr et al. (2017) found life experiences helped adult learners with the application of material.

Unfortunately, higher education institutions do not focus on adult learners, even though they are a large portion of online learners. Because of the lack of focus, they are left isolated and drop out due to less support from institutions (Singh et al., 2021). Singh et al. (2021) found that adult learners do well when standardized courses because it increases their ability to navigate through their courses and improves their efficiency. Standardized courses help students know where to find important course information instead of searching for certain aspects of the course each time they begin a new one. Advising sometimes overlooks adult learners, especially in the online modality. The goal of the study conducted by McGovern et al. (2024) is to evaluate levels of adult learners' engagement with online academic advising as they transitioned into college and to learn what these students found most useful about the advising process. In the mixed methods

study over three semesters, students received email invitations to answer open and closed survey questions about their advising experiences and what was most beneficial. The found students to be most engaged directly before the semester begins before dropping off during the semester. Furthermore, students found the guidance academic advising provided and the quick responses with relevant information most beneficial (McGovern et al., 2024). Since adult learners often balance work and other responsibilities during typical business hours, online academic advising is helpful because it offers flexibility and accessibility from any location.

As adults work and pursue education, higher education institutions and faculty must understand how to create inclusive practices, opportunities for quality interactions, and worthwhile content for the online classroom. Kaiser et al. (2023) explored various factors to consider when designing content that supports online adult learners. With competing responsibilities, it is important to give adult learners as much flexibility as possible to allow students to log in from any location while saving time and money on transportation or childcare. Quality interactions also should be considered when creating an online course for adults. These interactions need to take place in 3 ways: learner-to-learner, learner-to-instructor, and learner-to-content to avoid isolation and increase chances for engagement and peer support. Application is the last area Kaiser et al. (2023) explore for adult working learners online. Findings show adults learn best when faculty consider their experiences and any barriers to their learning. Faculty can address any specific needs they may have. Furthermore, focusing on real-world contexts will help students see the relevance of their learning from realistic scenarios in class.

Some adult learners struggle with online education because of the lack of connection between them and their peers. Shatila (2024) completed a study to determine the roles of social connectedness and isolation along with the academic persistence of adult online learners. In the

mixed methods study, adult learners from a private university in the Midwest United States answered Likert-scale and open-ended questions to provide insight on how socially connected they felt, how those connections related to the stress of other responsibilities, and how levels of connection associated to their academic persistence. The study found that social connections with peers positively correlate with academic success. Adult learners value connections with their peers, believing the relationships add to their academic success. The study also found that adult online learners would like even more connection with their peers as they helped them alleviate the stress of outside commitments. Finally, results showed that social connection with peers influences their academic success (Shatila, 2024). Bohl et al. (2017) similarly found that social connections are paramount to adult learners, but they struggle to form connections with traditional students. When they do have the opportunity to study with traditional-age students, adult learners find their younger counterparts to be more interested in the social aspect of a group when adult learners are looking to study. Although social connections can significantly influence academic success, adult learners often find it challenging to form these connections if their courses do not include other adult learners.

Summary

As higher education institutions continue to add more online courses to make up for declining overall enrollment (Bettinger et al., 2017; National Center for Education Statistics, 2022), more research must be done to understand factors impacting faculty motivation. Some benefits come with teaching online, such as flexibility and increased access to some student populations (Richwine et al., 2022; Stickney et al., 2019), but some obstacles come with the new modality. These obstacles include increased workload and decreased equity and achievement (Bettinger et al., 2017; Crouse et al., 2018; Gratz & Looney, 2020; Tate & Warschauer, 2022).

The literature indicates that additional institutional support is necessary to support faculty in online teaching (Bollinger & Halupa, 2022; Johnson et al., 2020). Most of the support faculty want is from professional development and technological support to help them become more effective online instructors (Boyer-Davis et al., 2023; Lucas & Vicente, 2023; Mohr & Shelton, 2017). Through additional support, faculty can find increased levels of self-efficacy (Alamari, 2023). Although higher education institutions are doing more to provide better support to faculty and online learning enrollment is rising, many faculty still have negative perceptions of online learning (Code et al., 2020). Considering the increase in online enrollment and faculty's negative perceptions of online learning, it is paramount to understand teacher motivation in an online environment.

CHAPTER III. METHODS AND PROCEDURES

Chapter 3 provides an overview of the study, the research design, methodology, and procedures. Specifically, this chapter will justify the research design, the setting where the research took place, a description of the sample population, a rationale for the sampling method, and the data collection and analysis processes. Additionally, this chapter will include the ethical considerations of the study participants.

Study Overview

The purpose of the quantitative study is to examine factors that influence faculty motivation at an online higher education institution. As online higher education continues to grow, it is necessary to understand what factors motivate faculty to teach in that modality. The following research questions will guide the study:

1. What factors are predictive of faculty motivation in online learning?
2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning?
3. What relationship exists between faculty perceptions of administrative support and efficacy for online learning?

The overarching method for this study is a nonexperimental quantitative study. The study took place at an online higher education institution in the United States, and the participants were a sample of faculty who teach at the institution.

Research Design

The quantitative study used a survey to collect data. Quantitative research allows researchers to collect numerical data, making it useful for measuring aspects of behavior, such as attitudes (Drew et al., 2014). Cresswell (2009) explains this research method as “a means for

testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 1). Surveys are the most popular form of non-experimental research (Edmonds & Kennedy, 2019) and have helped organizations like Gallup since 1925 to understand public opinion (Gavin, 2013). Additionally, surveys are an instrument that allows psychologists to learn more about opinions and perceptions (Gavin, 2013). The survey used in this study is a collection of Likert-scale questions. Likert-scales include statements of agreement or disagreements to help determine the participants' attitudes (Gavin, 2013). After the participants answered the questions, the researcher calculated summative scores for the entire motivation scale and individual subscales. This Likert-scale survey gives participants a 4-point Likert-scale, so the participants will have a forced-choice response scale because there will not be a neutral answer option (Gavin, 2013). The survey measured educators' motivation for online teaching and learning in the following areas: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching (Wiles et al., 2023).

Quantitative research is part of the postpositivist worldview. The postpositivist worldview is additionally called the scientific method. It is also referred to as empirical science or postpositivism as it shows researchers will never be positive in their claims of the behaviors of humans (Creswell, 2009). Postpositivists believe that everything has a cause and effect that they determine through experiments. In the postpositivist worldview, bigger ideas are broken into smaller thoughts before testing the variables that build hypotheses and research questions. The knowledge gained through this lens is done through careful observation to determine how the world works (Creswell, 2009). In this worldview, postpositivists start research with a theory to

collect data to determine if the theory can be supported or refuted, then make changes before completing more tests (Creswell, 2009).

A quantitative study conducted with a survey as the instrument is the best method to explore the research questions because the numerical data collected will help measure the motivation for online teaching and learning in higher education (Creswell, 2009). Using a survey to conduct quantitative research will help generalize the survey findings to a population when the entire population cannot answer the survey (Edmonds & Kennedy, 2019). Furthermore, all participants will answer the same survey, ensuring a standardized procedure is followed (Gavin, 2013). Finally, quantitative research utilizing a survey means internal validity will not be a concern because a cause-and-effect relationship is not being studied (Edmonds & Kennedy, 2019).

This non-experimental study used a survey to collect data. The instrument used in this study is the Online Teaching Motivation Scale (OTMS), a survey that measures motivational constructs of online teaching and learning (Wiles et al., 2023). The survey has 24 items that measure educators' motivation for online teaching and learning in three subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching (Wiles et al., 2023). Additionally, the survey has seven questions related to the demographics of faculty members teaching online. Figure 3.1 details the research design for the study.

Figure 3.1

Diagram of Research Design

Method

This section will provide more detail about the methodology utilized for the research study. There will be additional information on the setting where the research took place and the participants. Additionally, this section will describe the sampling method and the justification for why the researcher used that method.

Setting

The research occurred at a large online institution in the United States. The institution comprises 34,871 students in urban, suburban, and rural areas from all over the United States and some abroad. Students enrolled at the institution range from 17 to 69 years of age, with most students ranging from 20 to 39 years old. The students at the institution come from diverse backgrounds: 42% of students are first-generation, 35% are Pell-eligible, 28% have military

affiliations, and 52% have prior higher education experience. Over half of the student body is White, but the remaining 49% are Black or African American, Hispanic/Latina, Asian, two or more races, or are not U. S. citizens (Institution X, n.d.). Table 3.1 provides additional demographic information to represent the student body of the online higher education institution.

Table 3.1

Demographics of students enrolled for the institution in the study (N=34,871)

Race/Ethnicity: White	Race/Ethnicity: Black or African American:	Ethnicity: Hispanic/Latino:	Ethnicity: Asian:	Ethnicity: Two or more races:	Ethnicity: Race and Ethnicity Unknown:
51%	**19%**	**15%**	**4%**	**4%**	**4%**

The online higher education institution utilized for the study offers over 175 different degree programs. These programs include certificate programs, associate degrees, bachelor's degrees, master's degrees, and a few doctorate programs. Additionally, the institution also has an online law school. In the 2022-2023 academic year, 10,700 degrees were awarded (Institution X, n.d.). This institution prides itself on creating a schedule that works well for working adults and helps them graduate quickly. Students take one to three ten-week courses with one-week breaks in between year-round with an average time of 2.3 years for a bachelor's degree, 1.6 years for an associate degree, and 1.9 years for a master's degree (Institution X, n.d.).

The institution provides various resources to the students to ensure their success including professional tutors, success coaches to provide one-on-one support, mental health resources, clubs and organizations, career specialists, and federal work-study opportunities. Each student also has an assigned advisor to support them in course registration. Furthermore, to help

market to adult learners with other life experiences, students can also receive credit for prior work experiences or time in the military to help them graduate quickly (Institution X, n.d.). Although students do not have a traditional campus, they are provided with a collection of resources to help them succeed similar to the ones they would be provided if they were to attend in-person classes at a traditional institution.

Aside from the students, there are approximately 1,880 faculty members who work at the online institution. The institution requires full-time faculty to complete a minimum of eight hours of professional development each year, and in 2022-2023 faculty completed over 40,000 hours of professional development. Faculty are also given a stipend to pay for professional development conferences, activities, or materials each year. Furthermore, there were 484 publications by faculty members in same year (Institution X, n.d.).

The faculty at the online higher education institution in the study enjoy the flexibility of working from anywhere but must attend all seminars unless they experience an emergency or illness. Although they can work from anywhere, faculty have less autonomy within their courses. According to the faculty handbook, the institution follows a centralized curriculum approach to provide consistency in student experience, so each course is essentially identical. While faculty have some say over individual course design, common course elements such as assessments, textbooks, other course resources, and approaches to content remain the same in all course offerings (Institution X, 2023).

Participants

The goal of the study was to have enough responses to the survey to generalize the response of all faculty teaching online higher education courses in the United States. Due to

research constraints, the sample population was limited to faculty members who teach at one online higher education institution in the United States. The sampling method utilized for this study was a convenience sample completed by emailing the survey out to all faculty at the institution. Due to the holiday break in December, some faculty received the survey before the break while others received the survey in January when they returned. This sampling method best suited the study because of time and logistical constraints. The classes at the institution run on four ten-week cycles with multiple start dates, making it impossible to obtain an accurate and up-to-date list of faculty currently teaching courses in enough time to collect a sample using a different method.

The sampling method used in the study has its own set of advantages and disadvantages. Since the survey was sent out via email to potential participants, it was a time-effective process for receiving the data. Convenience sampling is an easy way to communicate and access potential participants to participate in a research study (Privitera & Ahlgrim-Delzell, 2019). This is especially important because this research was conducted in a shorter window. However, using a convenience sample can cause the results to be less generalizable and therefore is not a good representation of the target population (Drew et al., 2014). To increase the ability to generalize the results to the entire target population, the goal was to have a minimum of 150 survey responses, although the hope was to have more.

This online institution has approximately 1,880 faculty members with many of those being adjunct faculty members. Of the full-time faculty members employed at the institution, 99% have advanced degrees and 54% have doctorate degrees (Institution X, n.d.). Unfortunately, this institution does not have demographic data readily available for the faculty. The faculty participating in the study reported the gender they identify with, years of teaching, and years of

teaching online within the survey instrument. This provided more information on the demographics of the sample. Additionally, there are no specific strata or group characteristics that need to be represented to answer the research questions.

Table 3.2

Gender of Participants

Number of Participants	Male	Female	Non-binary	Prefer not to Answer
212	81	127	1	3
	37.2%	58.2%	.5%	1.4%

Table 3.3

Ethnicity of Participants

Number of Participants	White/Caucasian	Black/African American	Hispanic or Latino	Other
212	158	23	13	17
	72.9%	10.6%	6%	7.8%

Table 3.4

Job Status of Participants

Number of Participants	Full-time	Part-time
212	47	165
	21.6%	75.7%

Table 3.5

Years of Experience of Participants

	N	Range	Minimum	Maximum	Mean	Standard Deviation
Years Teaching	211	52	1	53	16.70	10.980
Years Teaching Online	211	38	1	39	11.39	7.312

Procedure: Data Collection and Analysis

This section describes how data was collected and analyzed with a step-by-step plan that the researcher will follow to collect the data for the study. This section details the measures the researcher will implement to protect participants' identifying information and the procedures the researcher will follow to analyze the data. Additionally, it describes the survey instrument in more detail.

Data Collection

The study took place at a large online higher education institution serving predominantly the United States and a small percentage of international students. The researcher began by asking via email for permission from the Dean of each college within the institution to conduct research with their faculty. In the email, the researcher outlined the study goal, shared the research plan, included a copy of the survey, and offered a chance to meet via Zoom to address any questions. After obtaining permission, the researcher began the IRB process at the institution to receive final approval to continue the study. At this institution, the IRB process is entirely online. To obtain IRB approval, the researcher provided the research questions, more information on the potential human subjects, the methodology section with a discussion of the protection of

the human subjects, the recruitment plan description, proof of approval from each Dean, the informed consent document, and CITI training certificate.

After obtaining approval from each college Dean and the IRB, the Deans sent the survey via email to their faculty. This step occurred in waves due to the study taking place close to holiday break in December. As shown in Figure 3.2, a detailed timeline outlines the research process, including the staggered distribution of the survey. The survey included the consent form, informing participants about the research study and requesting their voluntary consent to participate. To provide consent, faculty members clicked a box indicating they understand any potential risks associated with participating in the study and made an informed decision to participate. Obtaining informed consent is crucial for a research study, as it empowers potential participants by providing them with all the necessary information to make an informed decision about their involvement. Additionally, it informed participants that they could withdraw at any point without any penalty.

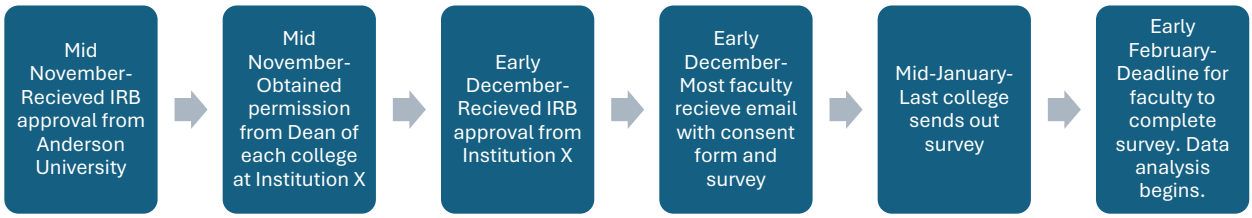
After participants provided consent, they proceeded to the next page to answer demographic questions. The demographic questions allowed the researcher to see the representation of the population within the sample and provide trends and patterns that may pertain to various groups. Additionally, these questions can help identify gaps in research if some demographics are less represented than others. After answering the demographic questions to collect data, the participants continued to the Online Teaching Motivation Scale (OTMS) survey. The OTMS survey has been validated as a reliable method for measuring teachers' motivation for online learning (Wiles et al., 2023). Participants answered the 24 4-point Likert-scale questions within a Qualtrics survey. The survey measured teachers' motivation for online teaching and

learning in three subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching.

The researcher ensured the protection and well-being of study participants throughout the entire study. Qualtrics is a third-party platform that ensures participants remain anonymous and their answers confidential. Additionally, the participants never provided their emails, names, or other identifying information. To further protect the participants, it was clear that participation in the study is optional since the email containing the survey will come from the Dean of their department, and they could have felt pressure to participate. Furthermore, although the participants and researcher work at the same institution, very few faculty members have interacted with the researcher, so there was less of a chance for conflict of interest.

Figure 3.2

Timeline for Research



Instrumentation

In the research study, quantitative data was collected to measure educator's motivation for online teaching and learning. The survey is called the Online Teaching Motivation Scale (OTMS), and it was published and validated to measure educator motivation on the following subscales: teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching. The OTMS begins with demographic questions before 24 4-point Likert scale questions. The options for the Likert-scale questions are strongly disagree (1), disagree (2), agree (3), or strongly agree (4). It is important to note the OTMS was originally validated for K-12 use, but after additional review, all questions were determined to be applicable in a higher education setting.

Data Analysis Plan

Initial Screening of Data Set

After quantitative survey data was collected via Qualtrics, a general pre-analysis of the data was conducted. Surveys were first screened for incomplete items. Data was then be entered into SPSS for further analysis. Data was analyzed for the following assumptions: (1) normality

(2) linearity and (3) homoscedasticity.

Descriptive Statistics

Descriptive statistics, including mean, standard deviation, variance, and range were calculated for each of the independent and dependent variables. Dependent variables include all subscales of the OTMS (efficacy for online teaching, perceptions of online teaching and learning, perceptions of administrative support) and a summative motivation score for overall OTMS data. Independent variables include the following demographics: Gender, Ethnicity, Job Status (Full time/Part time), Overall years of teaching experience, Years of experience teaching online.

Reliability Analysis

Reliability coefficients were calculated for each subscale of the OTMS and for the overall motivational OTMS score. Reliability for each scale was estimated by computing the Cronbach's Alpha.

Multiple Regressions

Multiple regression analyses were conducted to determine which combination of dependent variables is most predictive of overall motivation for online teaching and learning (summative motivational score from OTMS data). This statistic directly relates to research question 1.

T-test

T-test analyses were conducted to compare means for any independent variable with two levels (i.e. job status).

Analysis of Variance

Analysis of variance (ANOVA) analyses was conducted to compare means for any independent variable with three or more levels (i.e. ethnicity). For example, post-hoc tests were conducted for ethnicity since more than two levels are represented in this variable.

Correlations

Correlations between years of teaching experience and overall motivation score were calculated. Correlations were also calculated between years of online teaching experience and overall motivation score. Pearson's correlation coefficient were calculated for these statistics.

Summary

Chapter 3 outlines the research design, methodology, data collection, and data analysis the researcher completed during the study. The study was a nonexperimental quantitative study using a survey instrument to collect data. The data helped determine educators' motivation for online teaching and learning in three subscales. The subscales measured teacher self-efficacy for online teaching, teacher perceptions of online teaching and learning, and perceived administrative support for online teaching (Wiles et al., 2023). The researcher provided more information regarding the settings, participants, sampling method, data collection, and analysis with justifications for each step. Finally, the chapter details how participants will be protected and the ethical measures in place.

CHAPTER IV. RESULTS

The study examined factors that influenced faculty motivation for online teaching and learning at an online higher education institution. This nonexperimental quantitative study used a survey to collect data to answer the following research questions:

1. What factors are predictive of faculty motivation in online learning?
2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning?
3. What relationship exists between faculty perceptions of administrative support and efficacy for online learning?

Results

The results of this study were collected using The Online Teaching Motivation Scale (OTMS), a survey that has been validated to measure motivational constructs related to online teaching and learning (Wiles et al., 2023). The survey consisted of 24 4-point Likert-type scale questions. At the end of the data collection period, the researcher analyzed the data.

Preliminary Data Analysis

Once all data was collected, the researcher cleaned the data before importing the data into IBM SPSS Statistic software. The data cleaning process consisted of removing incomplete surveys and numerically coding data. The Likert-style survey items were coded using a scale 1-4 to represent survey answers of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Additionally, other demographic variables were coded such as gender (Male=1; Female=2), ethnicity (White/Caucasian=1; Black/African American=2; Latino/Hispanic=3; Other=4), and job status (Full-Time=1; Part-Time=2) to allow for analysis in IBM SPSS. After numerically coding the data, summative scores were calculated for Overall Motivation for

Online Teaching and Learning and each of the following subscales within the OTMS: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, and Perceived Administrative Support for Online Teaching.

Reliability of Measures

Reliability for OMTS and subscales are presented in Table 4.1. Reliability for overall motivation and each subscale was estimated by computing a Cronbach's Alpha test. The reliability coefficients for each group were all high.

Table 4.1

Reliability (Alpha Coefficient) for OTMS)

OTMS Scales and Subscales	Reliability Coefficient	Number of Items
Overall Motivation	.95	24
Self-efficacy Scale	.89	8
Perceptions of Administrative Support	.92	9
Perceptions of Online Teaching and Learning	.91	7

Descriptive Data

Descriptive statistics were run on dependent variables and some of the independent variables. The descriptive statistics included the variable, range, minimum, maximum, mean, and standard deviation. These statistics are presented in Tables 4.2.

Table 4.2

Descriptive Statistics for Variables

	N	Range	Minimum	Maximum	Mean	Standard Deviation
Years Teaching	211	52	1	53	16.70	10.98
Years Teaching Online	211	38	1	39	11.39	7.31
Self-Efficacy	211	21.00	7.00	28.00	24.98	3.40
Perceptions	209	21.00	7.00	28.00	23.77	3.78
Administrative Support	206	27.00	9.00	36.00	30.02	5.26
Overall Motivation	202	69.00	23.00	92.00	78.52	11.06

Multiple Regression Analysis

A multiple regression analysis was conducted to evaluate how well multiple independent variables predicted Overall Motivation for Online Teaching and Learning. The predictors in the strongest model were as follows: years of experience teaching online, gender, and Perceived Administrative Support for Online Teaching. The criterion variable was Overall Motivation for Online Teaching and Learning. The linear combination of independent variable listed above was significantly related to Overall Motivation for Online Teaching and Learning, $F(3,198) = 263.28$, $p < 0.001$. The sample multiple correlation coefficient (R) was 0.894, (R^2=0.800) indicating that approximately 80.00% of the Overall Motivation for Online Teaching and Learning in the sample can be accounted for by the linear combination of the model (i.e. years of experience teaching online, gender, and Perceived Administrative Support for Online Teaching). In other words, this model (i.e. grouping) of independent variables explain 80.00 % of the

variability in overall motivation for online teaching and learning. These independent variables, taken together as a model, are significant predictors of teachers' Overall Motivation for Online Teaching and Learning. Table 4.3 presents the significance of the individual predictors in the model.

Table 4.3

Standardized Coefficients of Independent Variables

Independent Variable	Standardized Coefficient	Significance (p-value)
Perceptions of Admin. Support	0.89 **	<0.001
Years Exp. Teaching Online	0.10**	0.003
Gender	-0.02	0.515

* $p < 0.05$
** $p < 0.01$

Comparison of Means

Analysis of Variance (ANOVA)

Comparing Gender. One-way analysis of variance analyses was completed to determine the relationship between different genders and the following variables: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning. There were four gender variables: male, female, non-binary, and prefer not to disclose. The ANOVA analysis found no significant differences in means for gender in any of the variables. While there were no significant differences at a statistical level, data did show that females reported a higher level of overall motivation than males, but the differences were not significant.

Table 4.4

One-way ANOVA: Perceptions of Administrative Support Subscale for Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	199.82	3	66.61	2.46	.064
Within Groups	5470.10	202	27.08		
Total	5669.92	205			

Comparing Ethnicity. One-way analysis of variance analyses were calculated to determine the relationship between different ethnicities and the following variables: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, and Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning. There were 4 ethnicity variables: White/Caucasian, Black or African American, Hispanic or Latino, or "Other Ethnicity." The ANOVA analyses revealed no significant differences in means of comparing Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning. The ANOVA analyses revealed the Perceived Administrative Support for Online Teaching was significant between groups. (F(3,202)=3.719, P=0.012). Post hoc analyses using the Bonferroni post hoc criterion for significance indicated that participants in the "Other Ethnicity" category reported significantly lower perceived administrative support (M=26.82, SD=7.28) than African American Participants (M=31.83, 3.45) and Hispanic or Latino participants (M=31.92, SD=3.43). While this finding was significant for the study, the effect size was classified as small (Eta square=0.052). Additionally, when analyzing Overall Motivation for Online Teaching and Learning for ethnicity the ANOVA analysis found a significant difference between groups. (F(3.202)=2.741, P= 0.044).

Bonferroni post hoc comparison indicated participants in the “Other Ethnicity” category reported significantly lower Overall Motivation for Online Teaching and Learning (M=72.47, SD=16.29) than Hispanic or Latino Participants (M=81.92, SD=7.05). The effect size for this finding was also classified as small (Eta square=0.040). This significant difference in Overall Motivation for Online Teaching and Learning was heavily influenced by the administrative support variable.

Table 4.5

One-way ANOVA: Administrative Support and Ethnicity

Administrative Support	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	296.75	3	98.92	3.72	.012
Within Groups	5373.17	202	26.60		
Total	5669.92	205			

Table 4.6

One-way ANOVA: Overall Motivation and Ethnicity

Overall Motivation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	980.65	3	326.88	2.74	.044
Within Groups	23615.77	198	119.27		
Total	24596.42	201			

T-test

Independent sample t-tests were run to compare full-time and part-time faculty. The job status is the group variable to the following variables Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning. No significant difference was found between part-time and full-time and how participants reported their Teacher Self-Efficacy for Online Teaching Perceived Administrative Support for Online Teaching, or Overall Motivation for Online Teaching and Learning. There was a statistically significant difference found between part-time and full-time participants Teacher Perceptions of Online Teaching and Learning, t(207)=1.586, p=0.0571.586(.067)=t-value,p,0.057. Full-time faculty reported higher or more positive perceptions (M=25.53, SD=3.73) of online teaching and learning than part-time faculty, (M=23.54,SD=3.77)

Table 4.7

Perceptions of Online Teaching and Learning and Job Status

	Job Status	N	Mean	Std. Deviation	Std. Error Mean
Perceptions	Full-time	47	24.532	3.729	0.544
	Part-time	162	23.543	3.773	0.296

Correlations

Correlations between overall years of teaching and years of teaching online were computed compared for the following variables: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, Perceived Administrative Support for

Online Teaching, and Overall Motivation for Online Teaching and Learning. The results are displayed in Table 4.8. Years of teaching were significantly correlated with the following variables: Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning. As years of teaching increase, the reported summative for Teacher Self-Efficacy for Online Teaching and summative score for Teacher Perceptions of Online Teaching and Learning increases. Additionally, there was a weak correlation between Overall Motivation for Online Teaching and Learning and years of teaching. Although a strong correlation was found between overall years of teaching and Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning, there is a small effect size between years of teaching online and Teacher Self-Efficacy for Online Teaching ($r=0.180$) and a small effect size between years of teaching online and Teacher Perceptions of Online Teaching and Learning ($r=0.163$).

A correlation between years of teaching online were compared to the following variables: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning. The results are displayed in Table 4.9. There was a significant correlation between years of teaching online and Teacher Self-Efficacy for Online Teaching, and a strong correlation between years of teaching online and Teacher Perceptions of Online Teaching and Learning. There was no significant correlation between Perceived Administrative Support for Online Teaching and Overall Motivation for Online Teaching and Learning. While a significant correlation was found between years of teaching online and Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning, there was a small

effect size between and Teacher Self-Efficacy for Online Teaching (r=0.155) and years of teaching online and Teacher Perceptions of Online Teaching and Learning (r=0.203).

Table 4.8

Correlations between Years Teaching and Variables

	Years Teaching	Self-Efficacy	Perceptions	Administrative Support	Overall Motivation
Years Teaching	1	.180**	.163*	.072	.134
Self-Efficacy	.180**	1	.781**	.656**	.893**
Perceptions	.163*	.782**	1	.608**	.880**
Administrative Support	.072	.656**	.608**	1	.888**
Overall Motivation	.134	.893**	.880**	.888**	1

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the .05 level

Table 4.9

Correlations between Years Teaching Online and Variables

	Years Teaching Online	Self-Efficacy	Perceptions	Administrative Support	Overall Motivation
Years Teaching Online	1	.155*	.203**	.031	.127
Self-Efficacy	.155*	1	.781**	.656**	.983**
Perceptions	.203**	.781**	1	.608**	.880**
Administrative Support	.031	.656**	.608**	1	.888**
Overall Motivation	.127	.155*	.203**	.031	1

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the .05 level

Summary

This chapter describes the quantitative data analysis utilized to respond to the following research questions:

1. What factors are predictive of faculty motivation in online learning?
2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning?
3. What relationship exists between faculty perceptions of administrative support and efficacy for online learning?

Below are some of the most relevant findings from this quantitative analysis. The data from the Online Teaching Motivation Scale (OTMS) survey revealed that gender had no impact on Overall Motivation for Online Teaching and Learning or any of the other variables measured. However, correlations were found concerning ethnicity, job status, and years of experience.

Notably, a significant correlation was found when comparing individuals identifying as "Other" to other ethnic groups in their Perceived Administrative Support for Online Teaching and Learning and Overall Motivation for Online Teaching and Learning. Additionally, data found that full-time faculty reported more positive Perceptions of Online teaching and Learning than participants who taught part-time.

Finally, years of teaching and years of teaching online also revealed positive correlations in comparison to some of the variables. As faculty spend more time teaching and more time teaching online, their reported levels for Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning increased.

CHAPTER V. DISCUSSION

This study was guided by the following questions:

1. What factors are predictive of faculty motivation in online learning?
2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning?
3. What relationship exists between faculty perceptions of administrative support and self-efficacy for online learning?

This nonexperimental quantitative study collected data using a survey instrument called the Online Teaching Motivation Scale (OTMS) (Wiles et al., 2023). The OTMS measures educator motivation for online teaching and learning in three subscales: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, and Perceived Administrative Support for Online Teaching (Wiles et al., 2023). The following sections discuss the study's findings and interpretation of the data. Additionally, this chapter includes implications for online teaching and learning with a discussion on further research based on the findings of this study.

Discussion of Findings

The study was guided by the following research questions*: What factors are predictive of faculty motivation in online learning? What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning? What relationship exists between faculty perceptions of administrative support and efficacy for online learning?* To respond to these questions, the researcher recruited participants to complete the Online Teaching Motivation Scale (OTMS) survey, which measured overall motivation using the following subscales Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching

and Learning, and Perceived Administrative Support for Online Teaching (Wiles et al., 2023). Two hundred and twelve faculty members at an online higher education institution in the United States completed the survey.

Several factors were found to be predictive of faculty motivation in online learning. A multiple regression analysis was conducted to evaluate how well multiple independent variables predicted Overall Motivation for Online Teaching and Larning. The analysis indicated that years of experience teaching online, gender, and Perceived Administrative Support for Online Teaching could explain 80.00% of the variability in Overall Motivation for Online Teaching and Learning. Additionally, significant correlations were found between years of teaching and years of teaching online and Teacher Self-Efficacy for Online Teaching suggesting as faculty gain more overall and online experience, their self-efficacy for online teaching increases. Furthermore, Teacher Self-Efficacy for Online Teaching was strongly correlated with Teacher Perceptions of Online Teaching and Learning, Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning showing that faculty who are more confident teaching online are more likely to have positive perceptions of online learning, perceive greater administrative support and more motivated to teach online. Past research conducted by Alamari (2023) and Ali et al. (2017) supports these findings, as the findings of those studies show experience does increase self-efficacy when teaching online. Also, positive experiences with technology and online teaching and learning increased self-efficacy. As faculty members gain more experience over the years, they gain an understanding of an online classroom and how to use the technology available to them. A positive correlation was also found between Teacher Perceptions of Online Teaching and Learning and years of experience (Ali et al., 2017; Alamari, 2023).

The current study explored the relationship between faculty perceptions of online teaching and learning and overall motivation for online teaching and learning. The study revealed a strong correlation between Teacher Perceptions of Online Teaching and Learning and Overall Motivation for Online Teaching and Learning. Additionally, full-time faculty and faculty with more years of experience and years of experience teaching online reported higher levels of Teacher Perceptions of Online Teaching and Learning. These findings suggests that faculty with more experience and who spend more time teaching online will develop more positive perceptions. This could also indicate that faculty members who have been teaching online for longer have found a successful way to teach students and believe the students are learning the course information. Similarly, Fisher and Teclehaimanot (2022) found that with more experience teaching and teaching online, negative perceptions to teaching online went away for some faculty. It makes sense that as faculty members have more years of experience teaching, their self-efficacy and perceptions of online teaching and learning increase. Research surrounding the emergency transition to online teaching and learning during the COVID-19 pandemic found teachers to have poor perceptions of online teaching and learning (Aldahdough et al.,2023), but once they gained experience, many were more open and willing to teach online in the future (Hart et al., 2024; Mazur et al., 2021). According to a study conducted by Marur et al. (2021), only 50% of faculty were willing to teach 100% online after the COVID-19 pandemic, aligning with the findings of this study. After only a year of teaching online, half of the participants were willing to teach fully online again. The results of the current study indicate that as years of experience teaching online increases, Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning also increase.

When analyzing the relationship that exists between Perceived Administrative Support for Online Teaching and Teacher Self-Efficacy for Online Teaching significant differences were identified between Perceived Administrative Support for Online Teaching and Overall Motivation for Online Teaching and Learning were found between the "Other" ethnic group and both African American and Hispanic/Latino groups. Since participants could fill in ethnicity instead of having set options, it was fascinating to read how participants identified. Examples that participants wrote in were German/Anglo, Scandinavian, Polish/Italian, Italian/German/Dutch, and German Catholic. The variety of responses indicates that faculty identify beyond the typical categories used in research which could have led to more faculty being placed in the “Other” category and shifting the response to more significantly significant. Statistically significant differences in Perceived Administrative Support for Online Teaching were also found between the "Other" ethnic group and both African American and Hispanic/Latino groups. The Perceived Administrative Support for Online Teaching subscale influenced the overall summative Motivation for Online Teaching and Learning. These findings were interesting, as the “Other” variable found statistically significant differences when comparing ethnicities. While other studies discuss administrative support in online higher education, they primarily focus on professional development, workload concerns, or technological support instead of demographic information (Halupa & Bollinger, 2020; Lucas & Vicente, 2023; Mansbach & Austin, 2018).

Independent sample T-tests were used to compare differences in job status for part-time and full-time participants teaching at the institution. No significant differences were found for the following variables: Teacher Self-Efficacy for Online Teaching, Perceived Administrative Support for Online Teaching, and Overall Motivation for Online Teaching and Learning.

Remarkably, there is no significant finding between full-time and part-time participants and their Perceived Administrative Support for Online Teaching. Similarly, Cabera et al. (2024) conducted a study that found that barriers and perceptions are not impacted based on their full-time status. This may provide evidence that the institution successfully supports faculty regardless of their job status because many adjunct or part-time faculty report feeling less confident teaching online and supported by their institution (Farakish et al., 2022; Yeager-Okosi et al., 2024). Finally, there was a minor difference in how full-time and part-time faculty reported their Teacher Perceptions of Online Teaching and Learning. Full-time faculty reported more positive perceptions of online teaching and learning than part-time faculty. This could be because full-time faculty members are spending more time teaching online at this institution than part-time faculty. Previous research conducted by Cherry and Flora (2017) found faculty perceptions of online learning increased with their experience and aptitude for technology. These findings support the findings for the current study as with time and experience teaching online perceptions and self-efficacy are found to increase.

One important finding from this study was related to gender and Perceived Administrative Support for Online Teaching and Learning. While there was no significant differences between gender and any of the variables, females did report a slightly higher amount of Perceived Administrative Support for Online Teaching. These findings align with a study conducted by Fisher and Teclehaimanot (2022) that found gender had no impact on faculty-perceived barriers to online education, but poor support from the institution was a barrier identified in the study.

Theoretical Implications

The Online Teaching and Motivation Scale (OTMS) survey was developed in line with three overarching theories: Self-Efficacy Theory, Self-Perception Theory, and Leader-Member Exchange Theory. Each subscale of the OTMS survey is represented by one of these theories to help measure overall motivation for online teaching and learning.

Self-Efficacy Theory

Bandura's Self-Efficacy Theory (1977) suggests that an individual's belief in their ability to accomplish an activity is called self-efficacy, and an individual's level of efficacy can determine how long they will perform a task while facing challenges. This framework connects to the subscale that measures faculty self-efficacy for online teaching and learning. Past research has indicated that faculty who teach online with more experience, access to professional development, and institutional support have higher levels of self-efficacy (Ali et al., 2017; Alamari, 2023). This study aimed to explore what factors influence faculty motivation in online teaching and learning through the lens of self-efficacy.

The results of the study indicate a strong relationship between both years of teaching and years of teaching online Teacher Self-Efficacy for Online Teaching. Bandura (1977, 1989) suggests when an individual has self-efficacy, the individual is more likely to continue a task when facing challenges. As online education continues to evolve, especially after the COVID-19 pandemic, challenges arise as technology changes. However, the longer an individual performs a task, the more their sense of efficacy is confirmed, and those who stop due to feelings of doubt have lower levels (Bandura, 1977). Faculty with more years of teaching and online teaching experience have not given in to self-doubt. Instead, they continue to perform the task of teaching and verify their sense of efficacy with every year spent teaching. Ali et al. (2017) determined at

the end of their study that faculty with more experience have higher levels of self-efficacy, and each year of success comes with feelings of mastery, which is also a source of self-efficacy (Bandura, 1977). Understanding that years of experience teaching and teaching online positively impacts self-efficacy could be helpful in the future as online higher education continues to grow. Higher education institutions could work to do more to keep the current faculty or hire faculty with more experience who will have higher levels of self-efficacy since faculty self-efficacy correlates with student academic achievement (Kim & Seo, 2018).

Self-Perception Theory

Bem's Self-Perception Theory (1972) proposes that individuals assume their attitudes and beliefs based on observing their behaviors under the conditions they occur (Bem, 1972). When an individual is unsure about their actions, they often use those actions as evidence for their attitudes and beliefs. This theory aligns with the findings of a study on intrinsic motivation conducted by Deci et al. (1999). Deci et al. (1999) found that rewards do not always increase motivation. Instead, motivation will increase when individuals feel in control and competent, and motivation decreases when they feel less capable or not in control. Freeman and Fraser (1966) conducted an experiment called the foot-in-the-door effect, demonstrating how individuals are more likely to agree to a larger request after agreeing to smaller ones. This framework connects to the subscale that measures faculty perceptions of online teaching and learning.

These ideas apply to past research finding that faculty members become more willing to teach online as they have more experience (Cherry & Flora, 2917; Hart et al., 2024; Mazur et al., 2021). This shift aligns with self-perception theory and the idea that small steps lead to an easier time committing to something bigger. The current study found that perceptions of online teaching and learning are significantly different for full-time and part-time faculty, with full-time

faculty having more positive perceptions of online teaching and learning than part-time. This aligns with the theoretical framework and past research, as full-time faculty tend to spend more time teaching classes online. Additionally, there is a significant correlation between years of teaching and years of teaching online with Teacher Perceptions of Online Teaching and Learning. Further supporting that with more experience comes more positive perceptions of online teaching and learning. In contrast, some studies have found faculty still have doubts about the effectiveness of online learning (Cabera et al., 2024; Code et al., 2020). It would be interesting for these studies to be conducted again with faculty who have spent more time teaching online to see if more time spent positively impacted their perceptions of online teaching and learning.

Leader-Member Exchange Theory

Leader-Member Exchange (LMX) theory, introduced by Dansereau et al. (1975), explains how relationships evolve between leaders and members over time. The study found how much freedom a leader gives a member will define their role and predict the leader and member's behaviors in the future. As leaders interact with members differently, some relationships are structured with formal supervision while others have more interpersonal exchanges, leading to collaboration and support. When leaders engage more with members through open communication and increased freedom, members tend to work harder and show greater commitment to the organization.

This theory is relevant to faculty teaching online as past research suggests faculty want more administrative and institutional support, especially during their transition to online teaching (Bollinger & Halupa, 2022; Mansbach & Austin, 2018). Furthermore, the more support faculty received, the more confident they felt teaching online (Bollinger & Halupa, 2022). This theory relates to the subscale measuring faculty Perceived Administrative Support for Online Teaching.

LMX theory suggests that if faculty can build interpersonal relationships with their leaders, they will feel more supported and committed to online teaching.

The findings of the current study revealed limited correlations between the variables and Perceived Administrative Support for Online Teaching, with the exception of ethnicity. This may be because the institution is large, providing fewer opportunities for faculty and leaders to build relationships. It would be interesting to see if the survey was given out at a smaller institution and if there would be more findings regarding administrative support.

Implications for Online Teaching and Learning

This study contributes to the literature on factors influencing faculty motivation at an online higher education institution. The findings of this study have implications for faculty who teach online and higher education institutions offering programs online. This study has several implications for faculty and administration at this institution and worldwide.

Faculty

In the current study, years of experience teaching online and teaching overall correlate strongly with reported levels of self-efficacy in online teaching. As faculty members gain positive experiences with teaching online and technology, they become more willing to continue to teach online. Faculty should focus on increasing self-efficacy through experience. As they continue to have positive experiences teaching online, they will gain confidence and become more resilient when facing any challenges with modality. Additionally, faculty new to online teaching should expect to feel doubt while learning to teach in a new modality. If they can remain persistent through facing these challenges, they can increase their sense of self-efficacy by gaining more experience.

The current study and previous research show that experiences can shift perceptions. Faculty who are unsure about online teaching and learning should start small to increase confidence before fully committing (Deci at al., 1999; Mazur et al., 2021). Faculty could start small with one or two courses in a term before agreeing to teach fully online. Additionally, the current study found that faculty with more experience and who work full-time are groups who reported more positive perceptions of online teaching and learning. Faculty could benefit from understanding that with more time comes more positive perceptions if they find they have more neutral perceptions of online teaching and learning. Then, they could spend another term or two teaching online to see if they had more positive perceptions with more experience.

Dansereau et al.'s (1975) Leader-Member Exchange (LMX) theory indicates a direct correlation between type of interactions between leaders and faculty and faculty engagement and motivation for online teaching and learning. Online teaching and learning can be isolating with coworkers and students all over the county and sometimes the world. Different time zones make building connections more challenging. Faculty may have to go out of their way to create and build connections and bridge the gap between themselves and leaders. While the current study did not find any statistically significant differences between Perceived Administrative Support for Online Teaching and job status, faculty members identified in the "Other" category for ethnicity did report a statistically significant relationship. Faculty members who are in this ethnic category could seek out mentorship opportunities, helping them build stronger connections with leaders at their institution to build their Teacher Self-Efficacy for Online Teaching and Teacher Perceptions of Online Teaching and Learning through building skills and creating connections. Studies conducted by Johnson et al. (2020) and Luna (2018) found that faculty can benefit from

mentorship relationships to build connections and ease the transition to online teaching and learning.

Administration

Administration within higher education institutions should work with faculty members to help increase levels of self-efficacy for online teaching and learning and faculty perceptions of online teaching and learning. Supporting faculty self-efficacy should be a priority for higher education institutions because of the correlation between self-efficacy and student achievement (Kim & Seo, 2018). Higher education institutions should work to retain staff to have higher levels of retention amount faculty to increase the number of years of experience faculty have teaching. The current study found that faculty with more years of experience are more likely to report higher levels of self-efficacy for online teaching and learning and have more positive perceptions of online teaching and learning. To retain faculty, institutions can offer incentives and professional development opportunities. Also, when hiring new faculty who may not have as much experience teaching online, a structured onboarding process could help build confidence in new faculty. Farakish et al. (2022) found 62% of faculty who participated in the study's onboarding experience reported an extremely positive experience and 27% reported a somewhat positive experience. The study concluded that there is an importance and positive impact on faculty when institutions provide opportunities for structured onboarding (Farakist et al., 2022).

Leaders within higher education institutions can implement change in various ways to foster environments that encourage more administrative support. To increase feelings of administrative support, faculty need to feel more engaged and involved in conversations and decisions (Dansereau et al., 1975). The current study found that Perceived Administrative Support for Online Teaching was one of three integral factors that predicted Overall Motivation

for Online Teaching and Learning, so higher education institutions should provide opportunities for faculty involvement in course design and regular check-ins. These findings are supported by a study conducted by Fisher and Teclehaimanot (2022). The findings of Fisher and Teclehaimanot's study indicated that department leaders can be barriers to faculty who teach online when relationships are not created and faculty do not have autonomy in their course design.

Limitations

After the completion of the study, the researcher identified several limitations. The first limitation identified was within the demographic questions in the survey. Instead of providing the standard choices for ethnicity, the researcher gave participants the option of writing in their answers. Participants were more descriptive than anticipated, including a wide range of answers: German/Anglo, Scandinavian, Polish/Italian, Italian/German/Dutch, and German Catholic. The wide range led to some difficulty in classifying participants into the four categories. This difficulty could have led to more participants in the other ethnicity category than participants would have chosen for themselves. There was a strong correlation between this category and Perceived Administrative Support for Online Teaching. Although the researcher did their best to put participants in the correct category, the option to self-report ethnicity may have introduced some bias.

Another limitation of the study was that the method was solely quantitative. While the numerical data collected was useful in examining relationships among variables (Cresswell, 2009), qualitative data would allow participants to elaborate more on why they feel certain ways. Without open-ended questions or interviews with some participants following the survey, faculty members could not explain how these factors influence motivation levels or other factors not

included in the survey that also influence motivation. Also, the quantitative survey was initially designed to measure motivation in K-12 teachers but remained appropriate for a higher education institution with some changes to the demographic questions.

The timing and method of distribution of the survey were also limitations. The researcher received IRB approval from both institutions at the beginning of December, a time in higher education when many faculty take time off through the new year. If these faculty members are on vacation, they are less likely to check their email and complete an optional survey. Additionally, the Dean of each college sent out the survey. Deans responded at different times to confirm they had sent the survey, though some did not provide any confirmation. Due to the lower response rates after the survey went out twice in December, the researcher reached out again in January to request the distribution of the survey. Also, one Dean did not send the survey out until closer to the end of January, so the window of time for the survey was open to faculty for two months instead of the planned two weeks. While the survey was out longer than anticipated and sent at staggering times, the researcher received over the 150 responses needed to complete the study.

The final limitation was the study's setting. The study focused on one online higher education institution in the United States. The decision to only have participants from one institution limits the faculty responses to those who may only have experience teaching online at the specific institution of faculty at multiple institutions with a wider range of experiences with different institution policies and levels of support. Moreover, making assumptions about the findings of a study conducted at one institution limits the generalizability of the findings to other institutions and populations. To mitigate this limitation, the researcher worked hard to get a higher response rate to make the findings as generalizable as possible.

Further Research Directions

This study adds to current research on factors influencing faculty motivation in online teaching and learning. Previous research focused on the subscales of the current study: Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, and Perceived Administrative Support for Online Teaching, but few have looked these constructs together. Additionally, the OTMS survey has primarily been implemented with K-12 in-service teachers and pre-service teachers, so this study was able to change populations and collect data in a higher education setting. While this study only represents faculty at one online higher education institution, it provides data toward understanding what factors predict faculty motivation in online learning.

Further research could further explore gender and ethnicity variables in comparison to Perceived Administrative Support for Online Teaching. While there were no significant findings between any of the variables and gender, females did report a slightly higher amount of administrative support. More research with a larger sample size could determine if there is a significant difference between how males and females Perceived Administrative Support for Online Teaching to confirm this study's findings. Further research could take a deeper look into ethnicity as people were so specific when given a space to write in their ethnicity instead of the standard options. Additional research into ethnicities that would go into the other category could help determine where in that category has the strongest correlation. While most employees have to live in the United States for most of the year at the study's institution, it would be interesting to do more research into administrative support and ethnicity at other online higher education institutions since teaching online does give faculty the flexibility to work from anywhere. Since

faculty are more scattered across the United States and even the world, different ethnic groups may perceive support differently.

A follow-up qualitative study could provide deeper insight and context into the results of the study through interviews or a follow-up survey with open-ended questions. The additional responses would add to the numerical data and capture why faculty answered the survey questions the way they did. Furthermore, distributing the survey to other online institutions or those with a large number of online courses offered would provide more insights into online teaching and learning from different perspectives.

Past research conducted by Cabera et al. (2024) found that faculty from STEM programs had negative perceptions of online teaching and learning. Further research could be conducted to determine what factors predict Overall Motivation in Online Teaching and Learning in different academic disciplines in relation to Teacher Self-Efficacy for Online Teaching, Teacher Perceptions of Online Teaching and Learning, and Perceived Administrative Support for Online Teaching. It would be intriguing to identify if higher reported levels of self-efficacy and administrative support impacted Teacher Perceptions of Online Teaching and Learning for faculty in the STEM field.

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APPENDIX A

ONLINE TEACHING MOTVIATON SCALE (OTMS)

Thank you for completing the Online Teaching Motivation Scale.

Directions: For each item, please answer to the best of your knowledge.
The first seven items are demographic items. There are then 24 multiple-choice items. For each of these items, think about your current online teaching experience.

For the final 24 items (the non-demographic items), please indicate your level of agreement with each statement by selecting the appropriate response (Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)).

Item	Question	Rating
	With which gender do you identify?	Male, Female, Non-binary, Other, Prefer not to answer
	How many years have you been teaching?	(write in)
	How many years have you been teaching online?	(write in)
	What is your ethnicity?	(write-in)
	What is your job status?	Full-time or part-time
1	My administration supports me in modifying my online curriculum as necessary.	1 2 3 4
2	I am confident in my ability to effectively deliver content to my students online.	1 2 3 4
3	I believe that students can learn effectively in an online environment.	1 2 3 4
4	I believe students can learn as effectively through online instruction as through face-to-face instruction.	1 2 3 4
5	I am confident in my ability to make online learning engaging for my students.	1 2 3 4
6	I believe online instruction allows for meaningful interaction among students.	1 2 3 4
7	My administration provides adequate training to support my development as an online educator.	1 2 3 4

8	I am confident in my ability to respond to students' academic challenges in an online environment.	1 2 3 4
9	My administration provides the necessary materials for online teaching.	1 2 3 4
10	I have the appropriate technical support from my school to effectively deliver online instruction.	1 2 3 4
11	I am confident in my ability to manage my time effectively while teaching online.	1 2 3 4
12	I believe online education has increased equity in education.	1 2 3 4
13	My administration has well-defined expectations of me as an online educator.	1 2 3 4
14	My administration sets reasonable expectations for me as an online educator.	1 2 3 4
15	I believe that online learning is the best fit for some students.	1 2 3 4
16	I believe students are motivated to learn in an online environment.	1 2 3 4
17	I feel confident in my ability to manage student behavior in an online environment.	1 2 3 4
18	I believe online learning is an effective form of instruction for my students.	1 2 3 4
19	I am confident in my ability to use the technology required to teach in an online environment.	1 2 3 4
20	My administration provides constructive feedback about my online teaching.	1 2 3 4
21	My administration ensures I have a support system of other colleagues that I can contact for help during online teaching.	1 2 3 4
22	I am confident in my ability to formatively assess student learning in an online environment.	1 2 3 4
23	My administration is encouraging throughout the process of online teaching.	1 2 3 4
24	Online learning provides a positive learning environment for students.	1 2 3 4

APPENDIX B

OTMS ITEMS BROKEN DOWN BY SUBSCALE

Question	Subscale
Q1	Support
Q2	Efficacy
Q3	Perceptions
Q4	Perceptions
Q5	Efficacy
Q6	Efficacy
Q7	Support
Q8	Efficacy
Q9	Support
Q10	Support
Q11	Efficacy
Q12	Perceptions
Q13	Support
Q14	Support
Q15	Perceptions
Q16	Perceptions
Q17	Efficacy
Q18	Perceptions
Q19	Efficacy
Q20	Support
Q21	Support
Q22	Efficacy
Q23	Support
Q24	Perceptions

APPENDIX C

IRB PROPOSAL

Anderson University Institutional Review Board

Proposal submission form version 2021

This form is required along with the cover page to get Dean approval of any research project. Please answer the questions listed on this form from Part 1 to Part 4. In addition, please answer the questions in each of the appendices below only if they apply to your research.

For each applicable question below, please answer the question in as much detail as possible. This reduces the likelihood that additional information may be requested and speeds the IRB review process. If you have attached a research proposal, you may use this in place of Part 1, but you still must answer the questions in the other sections.

Please read the information on consent policies from the IRB Canvas Page. You will likely need to include a consent form with signatures or a waiver of consent for studies in which it is not feasible to collect signatures, like online surveys. Make sure the consent form is included in your submission, using the most up to date consent template from the IRB website.

You must attach copies of any surveys, instruments, interview questions, or questionnaires you will use in your research. It is not sufficient to provide citations.

You must also submit copies of any advertising materials, recruitment materials, form letters, debriefs and any other documents used to recruit or communicate with potential participants.

Once you submit this form and the cover form to your Dean and get their signature, please email this form, your attachments, and the cover form to the HSC at HSC@andersonuniversity.edu

Project Title: Faculty Motivation to Teach Online

Individuals involved in the research:

Name	Role	What specific roles will this person have in planning, conducting, and analyzing the research?	Will this person have access to personally identifiable information or other data? If so, describe what they will have access to:	Has this person completed CITI training?
Elizabeth Greene	Please choose:	Principal Investigator	yes	☒
Dr. Julie Smart	Please choose:	Dissertation Chair	yes	☒
	Please choose:			☐
	Please choose:			☐
	Please choose:			☐
	Please choose:			☐

Part 1: Study overview or research proposal

If you have completed a research proposal that answers the questions below, you can submit the proposal and simply note which page contains the information that answers each question.

1. What is the purpose of the proposed study? What is the question of interest and how is the research intended to address that question? Here you may want to describe why you chose the methods you chose rather than using less invasive or involved methods (if relevant).

The purpose of the quantitative study is to examine factors that influence faculty motivation at an online higher education institution. As online higher education continues to expand, it is necessary to understand what factors motivate faculty to teach in that modality. The following research questions will guide the study: 1. What are factors are predictive of faculty motivation in online learning? 2. What relationship exists between faculty perceptions of online learning and overall motivation for online teaching and learning? 3.What relationship exists between faculty perceptions of administrative support and efficacy for online learning? To address these questions, a 24 item 4-point Likert-scale survey instrument will be utilized.

2. Please describe each of research procedures of the study in detail. Describe each event that will occur during the research and every step that the participant will be required to do. This section can be completed by providing the research proposal and indicating which pages contain this information.

The survey will be sent to faculty by the deans of their college. The email will include link to the survey. Within the survey there will page that provides information to the participants about the research study and requesting their voluntary consent to participate. To provide consent, faculty members will click a box indicating they understand any potential risks associated with participating in the study and made an informed decision to participate.

After participants provide consent, they will proceed to the next page of the form to answer demographic questions The demographic questions will allow the researcher to see the representation of the population within the sample and provide trends and patterns that may pertain to various groups. Additionally, these questions can help identify gaps in research if some demographics are less represented than others. After answering the demographic questions to collect data, the participants will continue to the Online Teaching Motivation Scale (OTMS) survey. The OTMS survey has been validated as a reliable method for measuring teachers' motivation for online learning (Wiles et al., 2023). Participants will answer the 24 4-point Likert-scale questions within a Qualtrics survey. The survey will measure teachers' motivation for online teaching and learning in three subscales: attitudes about online teaching and learning,

perceptions of administrative support for online teaching, and self-efficacy for online teaching (Wiles et al., 2023).

The researcher will ensure the protection and well-being of study participants throughout the entire study. Qualtrics is a third-party platform that ensures participants remain anonymous and their answers confidential. Additionally, the participants will never provide their emails, names, or other identifying information. To further protect the participants, it will be clear that participation in the study is optional since the email containing the survey will come from the Dean of their department, and they could feel pressure to participate. Furthermore, although the participants and researcher work at the same institution, very few faculty members have interacted with the researcher, so there is less of a chance for conflict of interest.

3. How much time will participants be expected to dedicate to the research?
   15-20 minutes

4. Are there any devices that will be used in the study (aside from computers/tablets/smartphones, online surveys, or printed materials)? ☐ Yes ☒ No. If Yes, please list these devices.

5. Are you using any surveys, interview questions, or questionnaires? ☒ Yes ☐ No. If Yes, please make sure copies of all questions asked are included in the submission.

Part 2: Participants and consent. Please answer these questions even if this information is included in the research proposal.

1. How many participants will participate in this study? Around 1,180 faculty members will receive the survey

2. What is the age range of the participants? 27-75 years old

3. Does the participant sample include anyone affiliated with Anderson University, such as students, staff, or faculty? ☐Yes ☒No If so, please describe their affiliation.

4. Will participants receive any benefits from participating, such as financial incentives or extra credit? ☐ Yes ☒ No If so, please list the benefits. If extra credit is a benefit, you must indicate how other students who choose not to participate can also receive this benefit.

5. What are the inclusion/exclusion criteria for your participants? If any groups are being excluded, please indicate why this is necessary.

   The only criteria to participate in the study will be for participants to teach online courses at Purdue University Global. Those receiving the email with the survey should match this criteria with no reason to be excluded from the study.

6. How will participants be recruited and selected? What are the procedures that will be used to recruit participants and how will participants be selected from this participant pool?

   The researcher will begin in the first week by asking via email for permission from the Dean of each college within the institution to conduct research with their faculty. In the email, the researcher will outline the study goal, share the research plan, include a copy of the survey, and offer a chance to meet via Zoom to address any questions. After obtaining approval from each college Dean and the IRB, the Deans will send the survey via email to their faculty as an optional survey.

7. Are you using emails, flyers, mailers, or any other materials to recruit participants? ☒ Yes ☐ No. If you check yes, you must include copies of your materials with your submission.

8. Will participants be selected from any of the following groups: pregnant women, prisoners, or individuals who may not be able to give consent? ☐ Yes ☒ No.

9. Please choose which option best describes how participants will provide consent?

a. ☐ Participants will sign a consent form. If this is checked, please use the Paper Consent Template Form to create a consent form and submit this as part of your IRB submission.
b. ☒ Participants will indicate their consent in the first question of an online survey. If this is checked please use the Online Consent Template Form to create a consent question and submit it as part of your IRB submission
c. ☐ Participants will not indicate consent. Consent forms are generally required unless there is a need to waive consent or consent may endanger the anonymity of participants, like in an observational study. If consent forms are not needed, please make sure you submit a Waiver of Consent based on the template form or indicate why a waiver is not needed here:

10. What are the procedures that will be used to receive consent and what will participants be told during the consent process?

    The survey will include a paragraph informing participants about the research study and requesting their voluntary consent to participate. To provide consent, faculty members will click a box indicating they understand any potential risks associated with participating in the study and make an informed decision to participate. Additionally, it informs participants they can withdraw at any point without any penalty.

11. Are any participants in a power relationship with any researchers? This may include situations where participants are students of the researcher or faculty advisor or if an employer or supervisor is a researcher and their employees are participants.
    ☐ Yes ☒ No. If this is the case, please describe how the participants will be protected

12. Will any minors (under 18) participate in the study? ☐ Yes ☒ No. If you mark yes, please answer the questions below. If not, please continue to Part 3.

    a. What is the reason for of using minors in this research? Please indicate here why it is important to use minors to address this research question.

    b. Will participants be required to provide assent? ☐ Yes ☐ No The legal guardian will provide consent for a participant to participate in research, but participants above a certain age should also assent, or agree to the study. This is generally required for children above 8-9 years of age. Also, please make sure you use the specific template consent form for research with children.

Part 3: Data Recording and Retention

1. What kind of data will be collected and retained from this study? Please select which answer or answers best describe the data collected or retained from the study.

    a. ☒ Fully anonymous data. This means no data are collected which can identify any participant. This means that even with all the data collected, it is not possible to identify who a participant is.
    b. ☐ Data that are not anonymous. This includes personally identifiable information (PII), as per Anderson University's policy. As per AU policy, this includes but is not limited to: Full name, Home address, Email address, Social Security Number, Student ID Number, Passport number, Date of birth, Birthplace, Telephone number or Login name. This also includes situations where the data collected are specific enough that a participant can be identified by combining all the data points collected in a study. If this is checked, please complete the section below on PII.
    c. ☐ Images, audio, or video recordings of individuals which may contain recognizable information, such as spoken words, faces, or bodies. **This includes any audio or video recordings.** If this is checked, please complete the section below on PII.
    d. ☐ Data which may contain sensitive information. Sensitive information is data which if disclosed, may place a participant at risk of suffering harm or punishment. This includes data that might indicate illegal behavior, violate employment policies, or violate the AU student handbook. **If this is selected, please fill out Appendix 3 below.**
    e. ☐ Protected health information (PHI) – personally identifiable information about an individual's health conditions, health care, or provision of health care as defined by HIPAA. See here for more information.

2. How will data be stored? Specifically, what steps will be taken to safeguard data, such as locking data or encrypting data?

    Data will be stored within Qualtrics, a third-party password protected website to protect the data. Additionally, no identifying information will be collected.

If personally identifiable information (PII) is being collected, please answer the following questions:

1. Who will have access to personally identifiable information? Please list the specific individuals who will have access and what data they will have access to:

2. How long will this data be retained and how will it be stored? Specifically, how will you ensure its protection and adhere to Anderson University's policy on PII? It is policy that personally identifiable information should not be retained longer than is necessary.

3. Will data be anonymized? How will this happen (e.g. through using subject numbers and destroying identifiers)
4. Will data be shared with individuals not listed on this proposal, such as collaborators? ☐ Yes ☐ No. If yes, please describe who may receive this data and what data they will receive.
5. Will any individual data points be published (such as interview excerpts, photographs, or recordings)? ☐ Yes ☐ No. If yes, please describe what steps you will take to preserve anonymity or why such steps are not feasible.

Appendices: Please fill out these sections <u>only if</u> they apply to your research.

Appendix 1. – Research in healthcare settings or research intended to examine or study medical topics, counseling, or psychological conditions

Please answer the questions below **only if any of the following are true**:

1. This research is conducted primarily in a health care setting, such as a hospital, physician's or physical therapist's office, or other environment where a participant may expect diagnosis or treatment of a medical or psychological condition
2. This research is examining a medical or psychological condition as the primary question of interest.
3. This research is evaluating a potential treatment for a medical or psychological condition. This involves any research which examines potential treatments for specific diagnoses or general health-related concepts such as pain or anxiety.

Questions:

1. Please describe the qualifications of the researchers in order to conduct the study procedures. This may include the specific role of the researcher and faculty supervisor. If the study involves the potential diagnosis or treatment of any condition, please describe how the researchers are qualified to do this treatment. This may also include treatments such as massage, counseling, or alternative therapies:

2. Does this research involve the use of a medical device? The FDA defines a medical device as any device which is intended for the diagnosis, evaluation, or treatment of disease. ☐ Yes ☐ No. If yes, what device is being used? Has this device received FDA approval, and if so, please include the relevant materials about the device including the approvals to use the device, the researchers who will be using the device, and the researchers' qualifications to use the device If the device has not received FDA approval, please contact the HSC to discuss the use of an investigational device.

3. Are the research procedures designed to examine treatment of a health condition? If so, what is the treatment being evaluated? Please indicate why this treatment is medically justified (if this information is provided in a research proposal, you can indicate which pages contain this information)

4. Will the research involve the use or investigation of medical records? ☐ Yes ☐ No. If yes, answer the questions below:
    a. Will the research involve investigation of:
        i. ☐ Records that have already been collected at the time of the study's approval (retrospective chart review)
        ii. ☐ Records that will be collected after the study has been approved (prospective chart review)
    b. Please list the exact data points or variables which will be collected from the records. This must be a comprehensive list and will be included in the approval of the study when describing the scope of the study
    c. Is the participant directly authorizing the disclosure of their medical records, by using a release form as according to the Privacy Rule in HIPAA? ☐ Yes ☐ No. If yes, please include this form in the submission.
    d. If the research involves the collection of medical records and a participant is not directly authorizing this disclosure, this study is requesting a HIPAA waiver. please describe why the IRB should authorize this disclosure, as per the Privacy Rule. Specifically, this must describe why it is unfeasible to collect authorization for this disclosure.

Appendix 2 – Research involving deception:

Please answer the questions in this section if the research involves deception. Deception is described as any research where you intentionally mislead, lie to, or trick participants regarding the purpose of the research or during the research procedures. This may involve a misleading description of the research in the consent form or a description of research which leads participants to believe the research is studying something different than what is being studied. Failing to fully describe the purpose of the research before the study is complete is not deception; deception only applies if participants are intentionally led to believe something which is false. Deception requires expedited or full review.

If your research involves deception, please answer the questions below:

1. Why is deception necessary to the research?

2. What are the ways that deception will be used?

3. Deception research requires a debriefing at the end of a study where the researchers disclose the purpose of the research to the participants. How will this debriefing work in this study? What will the participants be told? This is often provided as a script which is read to participants at the end of a study.

Appendix 3: Research involving the potential disclosure of information which may put participants at risk.

Please answer the questions here only if the research involves the potential disclosure of information which may be physically or psychologically damaging to participants. This involves, but is not limited to, research where participants might disclose illegal behavior, behavior which violates the rules of the school or university a participant attends, or could jeopardize employment. This also covers research involving counseling where a participant may be led to disclose information that could be damaging.

Please note that this also covers research where participants are not asked about this information, but also research where a participant might disclose this information on their own. For instance, if an employee is asked questions about the workplace which may involve answers which contain negative feedback about supervisors, this would qualify, even if the researchers are not directly asking for this information. This also covers many instances involving interviews and counseling.

1. What are the specific items of information that are being disclosed? How are participants disclosing this information?
2. Why is the disclosure of this information necessary? Please describe why this information must be disclosed for the research purposes?
3. Please describe the specific steps taken to safeguard this information. If research involves this information, it must be anonymous unless this is not possible based on the research. Please describe how you will protect this information, how you will keep this information confidential, and how you will attempt to anonymize this information as quickly as possible?
4. In what format do you intend to publish the data collected in this study? How will you ensure that participants, both individually, and in aggregate, will be protected from potential public disclosure of information collected in this study:

Appendix 4 – Research involving more than minimal risk

Please answer this question if the research involves more than minimal risk. Minimal risk is defined as "means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests". Please see the instructions online for more details about minimal risk, especially in medical settings.

1. What are the specific risks of this study?
2. Please describe how the benefits of this research offset the risks of this research? This may include benefits to the participants and benefits to society
3. Please describe how these specific risks will be communicated to participants. It is not sufficient to merely include the risks in the consent form. In this question, you will need to describe how the researchers will disclose the risks and ensure the participants are aware of these risks?

APPENDIX D

INFORMED CONSENT
INFORMED CONSENT FOR
Faculty Motivation to Teach Online

You are invited to participate in a research study to examine factors that influence faculty motivation at an online higher education institution. This information will help us learn how to support faculty who teach online. Your data will be anonymously reported and will be kept confidential.

This study is being conducted by Elizabeth Greene, a Success Coach at Purdue University Global and a doctoral student at Anderson University in Anderson South Carolina under the supervision of Dr. Julie Smart, EdD program Director and Associate Professor of Graduate Education at Anderson University. You were selected as a possible participant because you teach at an online higher education institution.

If you decide to participate, you will click to the next page where you will find 5 demographic questions and 24 4-point Likert scale questions that will take 15-20 minutes to complete.

Your participation in this study may involve potential risks or discomforts. These include losing 15-20 minutes of your work day to complete the study.

The perceived benefit of participating in this study is the valuable data that the institution can use to improve the faculty experience. By gaining insights into the motivational beliefs of teachers, administrators can better align their support structures with the specific needs of each teacher. We cannot promise you that you will receive any or all the benefits described.

Any information obtained in connection with this study and that can be identified with you will remain confidential. Information collected through your participation may be used in dissertation research. If so, none of your identifiable information will be included.

Participants may withdraw from participation at any time, without penalty, and that they may withdraw any data.

Your decision whether to participate will not jeopardize your future relations with Anderson University or Purdue University Global.

If you have any questions, I invite you to ask them now. If you have questions later, you can contact Elizabeth Greene at [redacted], or you can contact Dr. Julie Smart at [redacted] be happy to answer them. You will be provided a copy of this form to keep.

For more information regarding your rights as a research participant you may contact the Chair of the Human Subjects Committee/Institutional Review Board by phone or e-mail at Dr. Gilbert Eyabi, [redacted]

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. CONTINUING TO THE NEXT PAGE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

APPENDIX E

IRB APPROVAL

Human Subjects Committee (HSC)

Institutional Review Board (IRB)

Dear Elizabeth S Greene,

Proposal Title: Faculty Motivation to Teach Online

Submission date: Thursday, October 31, 2024, 3:49 PM

The Human Subjects Committee (HSC) has received and reviewed the submitted above-titled research proposal. I am happy to inform you that AU's IRB has voted to **APPROVE** your proposal as submitted. Your approval number is **AU027IRB2425.**

Please be reminded that if at any point during the research, the risk level to any human subjects involved changes, either physical harm or loss of anonymity, or should you find it necessary to make any adjustments to the study as approved, please contact the HSC/IRB Chair in advance of implementing such changes. This may require that you submit an IRB Modification form.

We wish you well in your research.

If you need clarification regarding the committee's decision, please contact Dr. Gilbert Eyabi, IRB Chair, at HSC@andersonuniversity.edu.

Sincerely,

[redacted]

Gilbert Eyabi, PhD

Assistant Provost, Anderson University,

Professor of Mathematics,

Office of Sponsored Programs (OSP),

Office of Academic Integrity (OAI)

IRB Chair.