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Problem

The growing multicultural nature of education and training environments makes it critical that instructors and instructional designers, especially those working in online learning environments, develop skills to deliver culturally sensitive and culturally adaptive instruction (Parrish & Linder-VanBerschot, 2010). Many studies have dealt with the cultural orientation regarding online learning, but not on online learning motivation among students from various ethnicity.

Purpose

The purpose of this quantitative study is to explore the differences between online learning motivation among students with multi-ethnicity backgrounds regarding online learning.

Significance

This study will expand the growing body of research about the importance of multi-ethnicity backgrounds in online education.

It will help to develop an understanding of the differences between multi-ethnicity online learning motivation among Nigerian and Ghanaian University students regarding online learning.

It will help faculty to discover the potential range of strategies and tactics that might be useful for a given set of learners with a diverse ethnicity.

Findings will also provide valuable feedback for instructional designers to evaluate the effectiveness of the online learning environment.

Social Change Implications

It could also yield positive social change by increasing international enrollment and benefiting the global economy through generating more university graduates globally.

Theory or Framework

This study was grounded in the cultural dimensions of learning framework (CDLF) adapted from the work of Hofstede and Hofstede (2005), Nisbett (2003), Levine (1997), Hall (1983), and Lewis (2006),

The relevant CDFL dimensions include: equality and authority, individualism and collectivism, nurture and challenge, stability-seeking and uncertainty avoidance, logic argumentation and being reasonable, causality and complex systems.

Relevant Scholarship

Ashong and Commander (2012) examined whether online learning interaction, participation, perception, and learning satisfaction varied among age and ethnicity groups. Their findings did not indicate a significant advantage or disadvantage regarding the quality and quantity of online interaction participation for students of non-traditional age or minority status.

While several researchers (e.g. Adeoye, 2011; Ashong & Commander, 2012; Ke & Kwak, 2013, Joy, & Kolb, 2011) focused on the variation of online learning across varied age and ethnicity groups; our study focusses on differences between multi-ethnicity online learning motivation.

According to Gay (2012) in the video titled, *More on Culturally Responsive Teaching*, Gay states that the responsive cultural teacher knows that we teach diversity because "We are all culturally socialize; culture shapes our behaviours and culture is a filter". In the same vein, Uzuner (2009) states that "online teaching methods still adhere to the same, if not worse cultural differences".

The growing multicultural nature of education and training environments makes it critical that instructors and instructional designers working in online learning environments, develop skills to deliver culturally sensitive and culturally adaptive instruction (Parrish & Linder-VanBerschot, 2010).

Research Questions

RQ 1. What are the factors that promote online learning motivation among students from various ethnicity?

RQ 2. What factors constrain online learning motivation among students from various ethnicity?

RQ 3. What are the differences between online learning motivation among Nigerian and Ghanaian university students regarding online learning?

Participants

The sample will consist of 500 students: 250 from a University in Ghana and 250 from a university in Nigeria. The data will be collected from undergraduate students who enrolled in distance learning programs as they are more familiar with online programs.

Procedures

Design
- This study will be a nonexperimental quantitative survey design.

Instrumentation
- The **Online Learning Environment Survey** (OLES; Trinidad et al., 2004).
  - students rate an "actual" online learning environment experienced as well as their "preferred" online learning environment.
  - investigates nine different elements of the online learning environment: Computer Usage, Teacher Support, Student Interaction and Collaboration, Personal Relevance, Authentic Learning, Student Autonomy, Equity, Enjoyment, and Asynchronicity.

Data Collection
- When approval is received, researchers will visit the targeted institutions to explain the purpose of the study and collect the names and email addresses of the students who are willing to participate.
- URL of the website for the instrument will be sent to the students who agree to participate

Analysis

Descriptive analysis will be conducted to support the research questions.

A factorial design will be utilized to determine the range of preferences existing among learners and to discover the potential range of strategies and tactics that might be useful for a given set of learners..

Findings

We anticipate finding ethnicity differences in online education, the motivation of different cultures of learning in online environments, and the factors that promote online learning motivation among students from various ethnicity in Nigeria and Ghana.

Limitations

Ethnicity and cultural differences are very broad, and It is difficult to cover all relevant aspects of both ethnicity and cultural differences.

The sample will be probability samples, which are highly affected by problems of non-coverage (not all members of the general population have Internet access) and frame problems (online survey invitations are most conveniently distributed using e-mail, but there are no e-mail directories of the general population that might be used as a sampling frame).

Recommendations

Based on the results of this study, recommendations will be made to support the discipline, future research, and educational practice.

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