Online Learning is becoming more and more prevalent in the world today, and students will be facing this sort of thing more and more frequently. The author of this study was interested in this, and wanted to shed more light on how a person’s motivation fit into the equation.

**Methodology**

The main thing that the researcher wanted to study was if task value, self efficacy, perceived instructional quality could be a good predictor of student satisfaction with online training courses. The researcher chose a nonscientific correlational survey design. The subject population was assembled from volunteers willing to participate in the survey after the completion of the online section of training at the U.S. service academy. Out of 780 students 646, or 83%, completed the survey. Most were men, and no data was collected on ethnicity.
The instrumentation used in the study was, as mentioned previously, a survey with 48 items that were divided into two sections. The first section was made up of Linkert like items, and the rest were based on scales created for this study to measure task value, instructional quality, and satisfaction. In the end, the data collected from the study was of a statistical nature.

Results and Discussion

The results of the study were pretty conclusive. They showed, with $P < .001$, that all three factors did influence the student’s satisfaction with the online course. The educational implications of the findings are that if students are motivated because of the aforementioned factors then the student’s will feel better about having done the task, and are more likely to engage in a similar task in the future. The study’s findings imply that it may not be just the ease or difficulty of the material that determines successful learning, it could be the students feeling about their learning abilities. This suggests that teachers and policy makers should look more into helping their students in this area, in addition to the traditional ones, if they want to produce students with more love for learning.

There were several suggestions for further study. Since the study was done with military personnel, the researcher suggested that similar studies be done with more civilian online course participants. The researcher also suggests that the elements of this study be analyzed in relation to the success rates of participants because he was able to do so in this study due to not having access to that sealed information.
Interpretation

The research of this study did support the conclusions that the researcher posited. The strong foundation in the literature, and the rigorous statistical analysis, combined to make a logical case for the conclusion that the three factors did influence satisfaction. The study was not the longest, but it fits in perfectly with this course to underscore the ideas put forth in the Motivation chapter of the Byrnes text. The study basically made the points in a real world setting that the Byrnes makes in the text, especially in regards to self-efficacy. The study, as mentioned previously, was short, and somewhat incomplete. It was not a truly scientific study either. This being said, the study was not a bad one. It did lend support to the theories on motivation, and its importance in the learning of students. This is a good thing, and should serve as a starting point for future studies in this particular area.

I would tend to agree with author’s conclusions. On the statistical level, the researcher did his due diligence, and produced data that appears valid and reliable. This, in itself is compelling. On a more personal level, I have seen in my academic career a similar outcome. When I’ve felt good about the subject, or my self-efficacy, I have been a better learner and more satisfied with my performance and the situation in general, especially in regard to the many online courses that I have taken.