

Students' Motivation toward Online Learning: Basis for Policy Making

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ABSTRACT

The online learning modality seemed to be demanding and stressful to some learners as there is a sudden shift from the traditional face-to-face learning modality. Although online learning is just one of the various modalities mandated by the Department of Education, some schools are having difficulty adjusting as well as the learners, parents and teachers. Motivating students to

continue learning during the COVID 19 pandemic is quite challenging on the part of educators. Even though most of the Philippines' schools offer blended learning, students are still adamant about continuing their education. Hence, this study aimed to determine the level of motivation of students in online learning. It used numerical analysis and interpretation of results, while the Likert scale was used in the survey questionnaire. The used of descriptive-survey research design was implored to describe students' motivation towards online learning amidst this pandemic. With the use of non-probability sampling, the respondents of this research were the 86 students of Pangasinan State University and Urdaneta City University, who answered the survey via Google forms. The results of this study showed that generally, the students were motivated in the conduct of their online classes whereas, class participation and good management of time in the conduct of the online classes are being observed. However, there are still problems encountered during the online classes such as poor internet connectivity and peer influences which hindered the flow of the teaching-learning process. With these issues raised about online learning, schools should establish a uniform strategy in utilizing online learning – that is, providing a stable internet connection to teachers primarily and work with other stakeholders to support learners' needs in participating their online classes. Generally, the government should re-calibrate policies regarding the different learning modalities especially online learning, to continue and sustain quality education for every learner.

Keywords: *Education, online learning, learning motivation, descriptive design, Philippines*

INTRODUCTION

The online instructions mandated by most schools are abrupt and demand radical change for students and teachers. The Brookings Institute reported over 104,000 school closures affecting 47.9 million students subjecting parents, teachers, and learners to a litany of motivational challenges implementing and sustaining effective online instruction (Fishbane & Tomer, 2020). Regardless of whether the instruction is synchronous or asynchronous, learning is questionable without a motivated student.

Motivating students to continue learning during the COVID-19 pandemic is quite challenging on the part of educators. Even though most of the Philippines' schools offer flexible learning, students are still adamant about discontinuing their education. As a result, there is an estimated total of 44,069 college students

in state universities and colleges who will not enroll for the academic year 2020-2021 based on the data gathered by Philippine Association of State Universities and Colleges (PASUC).

According to Hoffman (2020), many pandemic learners lack the psychological readiness for online instruction and they, alongside with some teachers, think online learning is a waste of time. In addition, disadvantaged learners may not have computer access or a reliable internet connection. Although situational use of computer technology has been shown to improve short-term learning (Tamim et al., 2011), online training has the potential to limit knowledge transfer, resulting in less practical value for the subject presented. Furthermore, learners frequently express dissatisfaction with online learning (Ebner & Gegenfurtner, 2019).

In the current pandemic scenario where teachers must deal with pandemic learning modes, student motivation is of paramount importance. The learning environment itself needs to be designed in a way to move and attract the learner instead of deterring him. Students are unable to just attend the class with other students since online learning forces them to take responsibility for their own learning. The requirement forces them to participate in the online class with self-awareness, to learn new things and connect with the teacher and other students. According to Schunk et al. (2014), the success of students' learning is linked to their motivation. Furthermore, Nayakama et al. (2014) claimed that extrinsic motivation, such as the learning environment, and internal motivation, such as personalities, have differing effects on pupils.

During the coronavirus outbreak, students' desire for online learning was said to have had mixed results in higher education. Cahyani et al. (2020), Rachmat (2020) and Simamora (2020) in their study reported that students with lack motivation were greatly affected by external factors like learning environment, learning time, and instrumental supports which in turn affected the achievement. As the online learning was conducted from home, many parents thought they still could ask for help in doing households from their children in their online learning time. Improper internet connection and gadgets to access the distance learning were also caused frustration. On the contrary, according to Fitriyani et al. (2020) and Simamora (2020) argued that intrinsic factors highly motivated university students in online learning. The enthusiasm and ambition to understand and add new knowledge have driven them to study hard even via online. In addition, resilience and psychological condition also favorably assisted them to have success online learning.

Furthermore, a study conducted made on 160 final-year undergraduate psychology learners at the University of Bucharest, Faculty of Psychology and

Educational Sciences, Romania helped to see the impact on learners' conceptions of learning according to their learning context (regular and distance education) and to their level of intrinsic motivation for learning. The result showed that learners from distance learning program, compared to the learners from the regular program, reported higher scores on conceptions that learning is personal change and a continuous process. Also, study conducted on learners from higher studies show association between eLearning and traditional learners' motivation. The conclusion was when the eLearning is more practical, and application based it will draw learner's motivation and learners will be more engaged in learning thus leading to success and achieve the learning objectives (Kim & W. 2011, as cited by Harandi, 2015).

Motivation can influence what we learn, how we learn and when we choose to learn (Schunk & Usher, 2012). Given the important reciprocal relationship between motivation and learning (Brophy, 2010), it is not surprising that motivation has been actively researched across a wide range of traditional educational settings (Schunk, Meece, & Pintrich, 2014). Despite of this, studies that explored by Bekele (2010) explained that motivation to learn in online contexts are limited in both number and scope, as others have noted Of the research that is available, there has been a tendency to adopt a limited view of motivation that does not acknowledge the complexity and dynamic interplay of factors underlying and influencing motivation to learn (Brophy, 2010). Instead, designing motivating learning environments has received attention (Keller, 2010). Alternatively, motivation has been viewed a relatively stable personal characteristic and studies have focused on identifying lists of traits of successful learners (Yukselturk & Bulut, 2007). Comparative studies between online and on-campus students are common using this approach (Wighting et al., 2008) and findings indicate that online students are more intrinsically motivated than their on-campus counterparts.

In the Philippines, the Department of Education strictly implements screen time for students who attends online classes for a minimum of one hour to four hours daily depending on the grade level (Pascua, 2020). By limiting the screen time of students, they will be able to manage distractions in their studies (Lee & Martin, 2017). However, Amadora (2020) pointed out in her observation during the opening of classes, there are a lot of problems identified during online classes. These are: poor internet connection, audio clarity, outdated devices and software, system glitch, short attention span, among others. With these problems, the motivation of learners declines, and it may be tempting on their part to procrastinate tasks and activities given by their teachers (Purdue Global University, 2019).

With the given premise stated herein, the researchers believe that it is necessary, beneficial, and advantageous to conduct this study to determine the level of motivation of students from Pangasinan State university and Urdaneta City University and identify the problems that affect their motivation toward online learning during this pandemic.

OBJECTIVES OF STUDY

The study aimed to: determine the demographic profile of the respondents in terms of their age, sex, parents' occupation, monthly family income and technology access at home; ascertain the level of motivation of students toward online learning in relation to learning process, role of teachers, participation and attention, technical and infrastructure, and time management; and identify the problems that affect students' motivation toward online learning.

METHODOLOGY

The study utilized descriptive survey method to determine the level of motivation of students on online learning. It used numerical analysis and interpretation of results.

The qualified respondents of this research were the students of Pangasinan State University and Urdaneta City University, Philippines. However, during the pandemic, where physical contact is highly discouraged, mobility to other cities and municipalities in Pangasinan province is impossible due to the absence of public transportations and impositions of travel restrictions by different LGUs, and strict compliance with health standards and/or protocols as imposed by Department of Health, specific or desired numbers of the faculty and student-respondents for this could be hardly identified and probability sampling is impossible to conduct due to time constraint, thus the researcher used non-probability sampling, specifically accidental sampling in getting the number of respondents. Furthermore, the adherence of the researchers in using the latter method is supported by Glen (2015) in which, he stated that non-probability sampling should be used when there is time-constraint and if it is impossible to conduct probability sampling.

The survey was done from December to mid-week of January 2021, with a total of 86 respondents who answered the survey questionnaire via Google forms. This became the basis of the researcher in identifying the total number of respondents.

The main tool that was used in gathering the data for this research is a structured survey-questionnaire which was designed by the researchers. The structured survey-questionnaire for the students contained questions that are related to the level of motivation and the problems that affect students' motivation toward online learning. The said questionnaire was freely available and accessible online thru links of the Google forms and could be answered any time of the day by the students. The confidentiality of the respondents was assured as name of the respondents is to be filled up optionally. The contents of the questionnaire were lifted from various sources – Factors Affecting Motivation (Selvi, 2009) and Online Learning Hindrances (Gbollie and Keamu, 2017), thus it did not undergo validation process. Furthermore, the researchers designed the survey questionnaire in accordance with the following aspects, as supported by Fowler (2013), to increase the reliability of the survey instrument: (a) use of adequate wording; (b) consistency across respondents; (c) establishment of adequate wording; (d) use of parenthetical phrasing; (e) avoidance of repeated words and phrases.

The questionnaire has three major sections. The first part of the survey focused on the respondents' demographics; the second half focused on the respondents' motivation levels, which were measured using the Likert Scale and interpreted numerically and descriptively as follows: 1- Very Low, 2-Below Average, 3-Average, 4-Above Average, and 5-Extremely High; and the final section of the survey focused on problems that affect students' motivation.

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The study used frequency counts and percentage distribution to determine the students' profiles, while the respondents' level of motivation toward online learning was ascertained through the use of Average Weighted Mean.

RESULTS AND DISCUSSION

Table 1. Demographic profile of the respondents

| Age | Frequency | Percent |
|----------------------------------|------------------|----------------|
| 22 and above | 6 | 7 |
| 20-21 | 34 | 39.5 |
| 18-19 | 24 | 27.9 |
| 16-17 | 15 | 17.4 |
| 14-15 | 9 | 10.5 |
| 12-13 | 1 | 1.2 |
| 11 and below | 0 | 0 |
| Total | 86 | 100.0 |
| Sex | Frequency | Percent |
| Male | 19 | 22.1 |
| Female | 67 | 77.9 |
| Total | 86 | 100.0 |
| Parents Occupation | Frequency | Percent |
| Professional | 3 | 3.7 |
| OFW | 7 | 8.5 |
| Construction Worker | 10 | 12.2 |
| Farming | 23 | 28.0 |
| Blue Collar jobs | 39 | 47.6 |
| Total | 86 | 100 |
| Family Monthly Income | Frequency | Percent |
| 118,351 and above | 0 | 0 |
| 78,901-118,350 | 0 | 0 |
| 31,561-78,900 | 7 | 8.1 |
| 15,781-31,560 | 12 | 14.0 |
| 7,891-15,780 | 23 | 26.7 |
| Below 7,890 | 44 | 51.2 |
| Total | 86 | 100 |
| Technology access at Home | Frequency | Percent |
| Laptop | 23 | 26.7 |
| Desktop | 6 | 7 |
| Mobile Phones | 84 | 97.7 |
| Tablet | 7 | 8.1 |
| With internet connection | 29 | 33.7 |
| None | 3 | 3.5 |

The first part shows that most of the respondents in terms of their age belong to 20-21 out of 34 respondents. Among the 86 respondents, 67 (77.9%)

are female and only 19 (22.1%) are males. This is also similar to the latest data of the Commission on Higher Education on gender, that there are more female enrollees as of June 8, 2017 with 1, 999, 855 (55.5%) than the male enrollees with 1,596, 29 (44.5%) of the total enrollees for AY 2017-2018 (Statistics -CHED, 2018).

In terms of the parent's occupation, majority are into blue collar jobs such as manual labor with 39 (47.6%) responses, followed by farming with 23 responses (28%), and ten responses (12.2%) are construction workers, while seven responses (8.5%) are Overseas Filipino Workers and only three responses or (3.7%) are professionals or parents are working based on their college degree. This fact also echoes a study on the parent's occupation and students' self-esteem conducted by Moneva and Legaspino (2020) wherein among the top 3 occupation of the respondents, blue collar jobs garnered the highest frequency 47.76% out of the 245 respondents followed by pink collar job (20.82%), and white-collar job (15.10%).

The highest frequency of the occupation of parents is into blue collar jobs. Therefore, the result in terms of the family monthly income, majority belongs to average, which is 7,890 from 44 responses (51.2%), while the least responses belong to the bracket of 31,561-78,900 from seven responses (8.1%). This resonates the data of the minimum wages of Association of Southeast Asian Nations (ASEAN) particularly in the Philippines which ranges from Php 316 (6.57 US Dollars) to Php 537 (11.17 US Dollars) a day (Falak, 2021).

Lastly, in terms of technological access at home, most of them use mobile phones, with 84 responses (97.7%), while 23 (26.7%) of respondents use laptops and six respondents use desktop (7%). Among the respondents, 29 (33.7%) have full internet access while only three respondents (3.5%) have no internet connection and/or limited gadgets to use. The use of smartphones is a trend nowadays specially with the coming of the 4G and 5G connection but preference on the usage of smartphones to accomplish learning task and activities by the respondents can be attributed because of the convenience to use. This was described in a research survey among 1,500 college students that the preference of using smartphones was its more user friendly to accomplish simple task such as to check grades, assignment due dates and course schedule aside from communicating with their professors and other students with the use of handhelds and touchscreen features of smartphones (Wiley Education Services Authors, 2020).

Furthermore, in a study on the uses and effects of smartphones in student learning activities, smartphones do not require special computer literacy skills that's why majority of students preferred the use of smartphones over other gadgets (Darko-Adjei, 2019).

Level of Motivation in relation to learning process.

Results on the level of motivation relative to the learning process as reflected in Table 2. The table shows that the respondents are motivated in their online classes as reflected in the overall mean of 3.50 and it is interpreted as “above average.”

Table 2 Level of motivation in relation to learning process

| Learning Process | Mean | Interpretation |
|--|-------------|----------------------|
| 1. Freedom of discussion and learning during the online discussions. | 3.51 | AA |
| 2. Giving feedback and correction immediately. | 3.52 | AA |
| 3. Expression and resolution of learning problems are easy. | 3.48 | AA |
| 4. Effective use of Form of Discussion Platform. | 3.58 | AA |
| 5. Providing contemporary, original, and practical examples. | 3.42 | AA |
| Overall Mean | 3.50 | Above Average |

Legend: 4.21-5.00 VH (Very High), 3.41-4.20 AA (Above Average), 2.61-3.40 A (Average), 1.81-2.60 BA (Below Average), 1.00-1.80 VL (Very Low)

Item 4 got the highest mean of 3.58 which shows that online discussion there is an effective platform for academic interaction. It is then deemed that strengthening online discussion attributes to a high result in the teaching and learning process. With the trend of using online platforms in learning amidst this pandemic situation is important in the continuity of learning. Challenges of this distance learning is to motivate and maintain interaction with students since the use of online learning relies on the ability of the students to engage and be resourceful digitally (Harnett, 2016; Chiu et al., 2021). Therefore, the role of the teachers in making students interactive and participative during online class is very crucial for success of the learning process (The European Training Foundation, 2020). According to Ryan and Deci (2000) as cited by Harnett (2016) that motivation in online learning is important because it enables students to accomplish difficult tasks that will lead to a more productive performance. Furthermore, the collaboration of teachers and learners transforms online learning into a more relevant and instructional medium (Lee & Martin, 2017).

In addition, as reflected above that giving of feedback and correction immediately makes the respondents motivated to learn. According to Baran (2019) “effective feedback improves learning outcomes, and increases student satisfaction.” Especially in this new normal, feedback is important because students does not want to feel isolated in online learning set-ups (Wiley Education Services Authors, 2021). The giving of feedback and correction is not a teacher

to student process alone but in this times of pandemic the role of parents and or guardians is critical. Furthermore, one of the policy responses amidst pandemic by the Organisation for Economic Co-operation and Development (OECD) is for educational system to strengthen the partnership as an important drivers in the development of learning (OECD, 2020) because the role of parents are to be the facilitators of learning since their roles involve monitoring offline and online activities as their adaption to this new normal (Miguel et al., 2021).

Level of motivation in relation to the Role of Teachers

Results on the level of motivation relative to the role of teachers as reflected in Table 2b. The table presents that the teachers' efforts are very important in motivating the students with an overall mean of 3.62 and is interpreted as "above average."

Table 2 Level of motivation in relation to role of teachers

| Role of Teachers | Mean | Interpretation |
|---|-------------|-----------------------|
| 1. Online learning conducted collaboratively by the two instructors with two different roles. | 3.64 | AA |
| 2. Facilitation of learning by means of the instructors' collaborative working. | 3.77 | AA |
| 3. One of the instructors continuously counsel the students' studies. | 3.55 | AA |
| 4. Effective online teaching and learning management by the instructors. | 3.50 | AA |
| Overall Mean | 3.62 | Above Average |

Legend: 4.21-5.00 VH (Very High), 3.41-4.20 AA (Above Average), 2.61-3.40 A (Average), 1.81-2.60 BA (Below Average), 1.00-1.80 VL (Very Low)

Items number 2 and 1 got the highest mean of 3.77 and 3.64 respectively, which are above average reflecting the importance of collaborative work in facilitating the learning process especially in this new normal. Honigsfeld and Nordmeyer (2020) pointed out that the need of collaboration among students learning and the socio-emotional support among colleagues produce more positive results even amid pandemic. In this new normal, people should acknowledge that the online modality may not be the typical learning set-up. There is a need for constant collaboration between and among teachers and the students. As the K-12 keeps evolving towards virtual set-up with the use of different technological software, likewise with the professional relationship of teachers and learners which is significant to everybody's learning and development (Nordmeyer, 2015).

In addition, the result of Table shows the importance of the role of teachers in motivating their students to study. As pointed out by Kamstra (2020), that even in these pandemic times, keeping students motivated as classes were moved online has been a crucial task of teachers. However, in a study conducted by Lin et. al. (2017) regardless of the motivation utilized, there is a lower result in the conduct of online education compared to the face-to-face class for there is a lack of interaction among students and their teachers. And a similar result in a case study among EFL students regarding their motivation in online learning showed a negative perception due to lack of social interaction such as face to face participation. (Meşe & Sevilen, 2021).

At present, the importance of collaborative learning and working is highlighted in some studies amidst pandemic. One point is that collaboration in online classes encourages the members of the academe to consider strategies that are highly effective especially in the post-COVID training of teachers (Lei & Medwell, 2021). Collaboration is not confined between colleagues in a single institution, but it is also important in widening the network of collaboration. As pointed out by EDUCAUSE Review, working together can have more positive impact than working separately. This study advocates individuals to collaborate in realization of quality of education (Grajek, 2020). Hence, amidst challenges, collaboration and widespread partnership are keys in addressing the prevailing issues in the educational system.

Level of motivation in relation to Participation and attention

Results on the Level of motivation relative to the participation and attention of the students as reflected in Table 2c., shows that class participation in every subject area is encouraged, as part of the motivation plan of teachers as reflected in the overall mean of 3.60 and it is interpreted as “above average.”

Table 2c. Level of motivation in relation to participation and attention

| Participation and attention | Mean | Interpretation |
|---|-------------|-----------------------|
| 1. Participation being open and encouraged. | 3.85 | AA |
| 2. Use of different signs such as - to reinforce communication in the learning environment. | 3.62 | AA |
| 3. Simultaneous expression of ideas by everyone. | 3.36 | AA |
| 4. Well planned and supported participation in lessons. | 3.52 | AA |
| 5. Use of clues in a way that encourages participation. | 3.65 | AA |
| Overall Mean | 3.60 | Above Average |

Legend: 4.21-5.00 VH (Very High), 3.41-4.20 AA (Above Average), 2.61-3.40 A (Average), 1.81-2.60 BA (Below Average), 1.00-1.80 VL (Very Low)

Item number 1 and 5 got the highest mean of 3.85 and 3.65 and both interpreted as “above average.” The result of Table 2.c shows that the teachers’ encouragement can raise high level of energy in any learning modalities (University of Waterloo, 2020). In raising the level of encouragement and engagement in class, Blakely and Major (2019) stressed the importance of several key themes of engagement in their study to be more active and participatory. And among those recommended themes of engagement are personalized learnings, screen for those in need for additional support, and consideration of more than one learning modality in learning (Collins, 2020). Although the difficulties in motivating specially in this new normal is a challenge but it is a necessary aspect that every instructor should consider promoting learning necessary in the attainment towards quality education (Mcdaniel, 2021). However, the researchers also stressed that a good learning management can be used to cater asynchronous learning to help students to engage deeper and more meaningful learning in the new classroom.

While items 3 and 4 got the lowest mean of 3.36 and 3.52 but both interpreted as above average. Expression of ideas and student participation in this new normal can be difficult sometimes for students because this was not the traditional way of learning that students used to learn. Among the problem identified is the struggle of students to understand assignments given to them (The Learning Network, 2020). This is evident because after online class assignments and agreement is given and students will accomplish the learning task at their own pace. The role of the parents as a facilitator of learning at home due to this pandemic plays a vital role (Brossard et al., 2020). However as pointed out by Tadalán (2021) that “many parents are incapable of teaching their kids complex lessons, and majority of families don’t have laptops and other gadgets needed to make the online learning experience easier.”

Partnership among stakeholders in our educational system is important in the light of this challenges and with the unforeseeable challenges in the future to increase student participation and attention towards quality education.

Level of motivation in relation to Technical and Infrastructure

Results on the Level of motivation relative to the participation and attention of the students as reflected in Table 2d., shows that students can always access learning materials online and that the flow of learning in relation to the in terms of their connection and involvement with the used of Online platforms despite the unavoidable poor internet connection as reflected in the overall mean of 3.60 and it is interpreted as “above average.”

Table 2d. Level of motivation in relation to technical and infrastructure

| Technical and Infrastructure | Mean | Interpretation |
|---|-------------|-----------------------|
| 1. Freedom of access to lesson from everywhere. | 3.53 | AA |
| 2. Written and oral communication in the virtual class. | 3.60 | AA |
| 3. Participation can be easiest in the Form of Discussion Platform. | 3.64 | AA |
| 4. Easy involvement in classroom activities by means of internet. | 3.62 | AA |
| Overall mean | 3.60 | Above Average |

Legend: 4.21-5.00 VH (Very High), 3.41-4.20 AA (Above Average), 2.61-3.40 A (Average), 1.81-2.60 BA (Below Average), 1.00-1.80 VL (Very Low)

Item number 3 and 4 got the highest mean of 3.64 and 3.62 respectively which is interpreted as above average. The result of Table 2d. shows that the conduct of classes using different online platforms still motivate students to learn. Despite of the digital ranking of the Philippines as 66th out of 85 countries in terms of connection quality by Surfshark in its digital quality of life report in 2020 (BusinessWorld Research, 2021), students are still willing to join online classes. Moreover, without face-to-face class, using the internet to teach students is still the most feasible mode of learning. In a study conducted by Lin, Chen and Liu (2017), with a total of 116 students in four classes, it showed that digital learning present better positive effects on learning outcome. And in addition, online learning provides the logical way to in this pandemic (EF English Live, 2020) since it can adapt to whatever comfort such as adapting to the environment of students who are working, aside from the fact that there is a need for the so-called social distancing. Furthermore, the researchers concluded that digital learning develops practical teaching strategies for the effectiveness of teaching-learning process.

While item number 1 got the lowest mean of 3.53 interpreted as above average. This shows that the accessibility of the lesson is a challenge to some students. The unreliability of internet connection in the Philippines is one (Oscena, 2021) this is also similar to a survey conducted by iOption Ventures Corporation an independent research firm in the Manila area were 67% of parent-respondents, 84% of teacher respondents and 71% student-respondents choose the unstable mobile internet connection as the number 1 challenge encountered in this new normal (Madarang, 2021). In the countryside aside from the problem of stable connection, uneven socioeconomic status added to the challenge in their online classes (Simbulan, 2020).

Level of motivation in relation to Time Management

Results on the Level of motivation relative to the time management of the students as reflected in Table 2e., shows that the respondents are motivated and satisfied with the time management of the teacher as far as their online classes in their respective class as reflected in the overall mean of 3.49 and it is interpreted as "above average."

Table 2e. Level of motivation in relation to time management

| Time Management | Mean | Interpretation |
|---|-------------|----------------------|
| 1. Well time management in the lesson. | 3.48 | AA |
| 2. Effective time use for the virtual classroom | 3.49 | AA |
| Overall mean | 3.49 | Above Average |

Legend: 4.21-5.00 VH (Very High), 3.41-4.20 AA (Above Average), 2.61-3.40 A (Average), 1.81-2.60 BA (Below Average), 1.00-1.80 VL (Very Low)

Item number 2 got the highest mean of 3.49 while item number 1 got the lowest of 3.48 but still it is interpreted as above average. According to Adams and Blair (2019), stipulates that effective time management is associated with greater academic performance. Time management is a key to success in learning. In the study conducted by Ahmed et.al (2019), time administration plays a significant role in improving learner's performance and accomplishment.

Furthermore, a similar study shows that students with a G.P.A. of 3.5 and above have a higher time management skill compared to those with the G.P.A. lower than 3.5 thus it is established that there is a relationship between student time management, development of time management skills and design of online course in the enhancement of student learning (Miertschin et.al, 2015).

In these pandemic, students are adaptive in managing their time in accomplishing task. As observed by Haeffele (2020) that using calendar applications, written planners and other personal strategies are some methods used by the students to accomplish the different learning task as scheduled. The practice of time management is specially in amidst these challenges (Moneymax, 2021). As Rotas and Catapay (2021), recommended in their study that among the solution in coping with the remote learning amid Covid pandemic is having a good space and time as a practice of time management.

Although time management is significantly correlated to academic achievement (Das & Bera, 2021) still the collaboration of parents and teachers plays a vital role in the improvement of the time management skills of the learners (Javier & Jubay Jr, 2019).

Problems affecting learning motivation in Online classes.

As to the results to the common problems encountered that affect learning motivation, Table 3 shows that the respondents agree that there are problems encountered in the conduct of online classes, with an over all mean of 3.41, interpreted as "agree."

Table 3. Problems that affect learning motivation

| Online Learning Hindrances | Mean | Interpretation |
|---|-------------|----------------|
| 1. Going out with barkadas | 3.55 | A |
| 2. Games (phone, computer, Playstation) | 3.47 | A |
| 3. Working (part time job) | 3.02 | N |
| 4. Worries about life challenges (poverty) | 2.90 | N |
| 5. Social Media (Fb, Youtube, Twitter etc.) | 3.45 | A |
| 6. Housework | 3.43 | A |
| 7. Poor internet connection | 3.57 | A |
| Overall Mean | 3.41 | Agree |

Legend: 4.21-5.00 SA (Strongly Agree), 3.41-4.20 A (Agree), 2.61-3.40 N (Neither Agree or Disagree), 1.81-2.60 D Disagree), 1.00-1.80 SD (Strongly Disagree)

For Table 3, item number 7 got the highest mean of 3.57 in which the respondents agree to the poor internet connection poses a great problem during online class, followed by item number 1 with 3.55 in which peer influence can be positive or negative in the learning process.

The Department of Education acknowledges the slow internet connection in our country thru Usec Annalyn Sevilla during the opening of classes (Malipot, 2020). This is also parallel with the observation of parents wherein slow internet at home affects the learning of the students (Sunstar, 2020). Even the Commission on Higher Education during the virtual house hearing admitted that due to poor connection and lack of towers for internet accessibility, the conduct of online classes is not feasible (Gascon, 2020). This problem of internet connection is not only a problem nationally but also globally.

Another problem that affects the motivational learning during online classes is peer influence. Numerous research show that peer influence always plays a vital role in the academic performance of a student. In a study conducted by Moneva and Legaspino (2020) concerning the peer influence and performance task of Senior High school Students in Cebu shows that there is a relationship between peer influence and academic performance of the students. And regardless of the ladder of education where the students belong peer influence is always a

common issue especially in relationship towards academic performance (The Effects of Peer Pressure towards Academic Performance - Free Essay Example, 2020).

While poverty got the lowest average mean of 2.90 or neither agree nor disagree. This shows that poverty can or cannot be a problem in the conduct and motivation of online learning. However, in other parts of the globe poverty is one of the issues especially during these pandemic times, in a parallel study conducted by Sharif (2018), he found out that the family financial status has an impact in the academic performance. Also, in a similar research conducted by Okanezi and Adeagbo (2018), showed that the level of poverty in a country or the socio-economic status of parents greatly affect students' performance academically.

The above-mentioned hindrances are also the experiences of students in other countries. In the Middle East as pointed out by Maqableh and Alia (2021) in their survey that out of the 483 participants top challenges such as distractions and reduced focus as well as psychological issues and management issues are among the top problems encountered. As well as in the study conducted in the three Bangladeshi government colleges by Afroz et al. (2021) the lack of ICT knowledge, uncooperative learners and poor network infrastructure are among the top problems faced in the conduct of learning amidst Covid-19 pandemic. In Europe disruptive technological innovations such as Online games and Social Networks poses a challenge in learning (García-Morales et al., 2021).

CONCLUSIONS

There may be various problems met in online classes such as slow or poor internet connectivity, low-end gadgets, and loss of interest, but the learners are still motivated to join online classes as reflected in the data as "above average." Different gadgets are used in online classes, but the most convenient and handy gadget used by the learners are their cellular phones. Based on the findings of this research, it can be concluded that even though learners indulge in the online classes, the misuse of cellular phones, and parents' lack of monitoring their children, hamper the learning process; thus, the role of teachers in motivating the learners is crucial. It is therefore, concluded that one of the attributes of a successful online class is the teacher's motivation and encouragement since there is no face-to-face participation and interaction. Motivation in online learning is important because it enables learners to accomplish difficult task that will lead to a more productive performance. Furthermore, the collaboration of teachers and learners transforms online learning into a more relevant and instructional medium. Moreover, the research showed that constant collaboration with

and among learners and teachers greatly affects the success of the teaching-learning process. Both online and offline games have been deemed as barriers in the teaching-learning process because it destroys the learners' concentration and time-management. It is then concluded that the success of the teaching-learning process is dependent on the learner's time management and learning resources, and that, there is a higher rate of positive results when feedbacks are immediately given to the learners as evident in the data gathered. And lastly, there is a need for the educational system to be adaptive and to continue being creative for a more equitable and resilient measures to enhance learning and improve the quality of education amidst the challenges pose by this pandemic.

RECOMMENDATIONS

Parents or guardians should always find ways to monitor their children learning and development especially in their online learning process, so they could be better disposed in developing their skills and potentials towards the attainment of their goals and ambition.

As part of the schools' agenda, administrators should ensure conducive environment to enable effective learning, and teachers giving ample or flexible time for the deadlines of submission for the learners' outputs especially for those who often meet internet connectivity problems and other technical glitches. Educators should always find a way to give feedback to learners and update them with their performance and development. In this way, the learners shall know how they are coping with the 'new normal' teaching-learning modality.

The government should support educational policy especially in setting speedy internet connectivity nationwide that no learner shall be left behind in utilizing the online teaching modality and insinuate internet providers/companies (TELCOs) to improve their infrastructures and data caping to make online classes more accessible and learner-friendly. The recommended themes of engagement should be utilized to help learners be engaged deeper in the learning process, and the continued support of the school and community are greatly necessary for the attainment of quality education amidst COVID-19 pandemic.

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