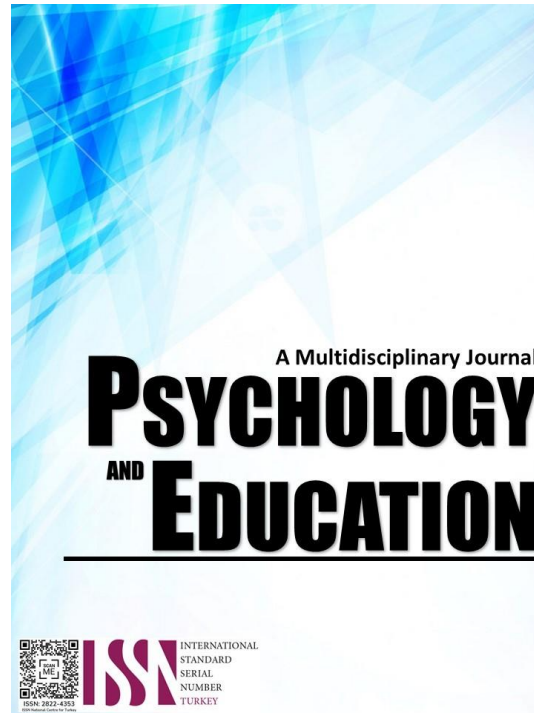


**LEARNING STRATEGIES, MOTIVATION, AND
ONLINE LEARNING ENVIRONMENT AMONG FIRST
YEAR COLLEGE STUDENTS IN A PRIVATE
HIGHER EDUCATIONAL INSTITUTION:
A CORRELATIONAL STUDY**



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Learning Strategies, Motivation, and Online Learning Environment Among First Year College Students in a Private Higher Educational Institution: A Correlational Study

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Abstract

This study investigates the relationship between learning strategies, motivation, and online learning environment among 150 first-year college students. Employing a correlational design to evaluate the existing relationship between the variables. Hence, Motivated Strategies for Learning Questionnaire (MSLQ) and Online Learning Environment Survey (OLES) were employed to assess the study's variables. Thus, the statistical analysis reveals that the r coefficient of 0.68 indicates a moderate positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between learning strategies, motivation, and the online learning environment.

Keywords: *learning strategies, motivation, online learning environment, college students*

Introduction

The online learning modality seemed 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 for 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. Motivating students to continue learning during the COVID-19 pandemic is quite challenging for 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 the 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 some teachers, think online learning is a waste of time. In addition, disadvantaged learners may not have computer access or a reliable internet connection. 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).

Furthermore, the role and value of e-learning in boosting motivation to learn has been a topic of considerable recent study. Universities have recognized student motivation to learn as an integral means of knowledge acquisition, and many studies have been conducted to find the relationship between the effects of e-learning and student motivation to learn the prominent ARCS model. The attention component captures students' interest and the curiosity necessary to learn. The relevance component captures the general goals of the students to inculcate good learning behaviors. The confidence component attempts to help students improve their confidence that they will succeed and are in control of their own success. Other studies have considered the different ways in which e-learning can be delivered and assessed the role of each component in boosting motivation. Maulana et al. (2019) proposed using the three-pillar approach; social media, technology, and society (STS) to increase enthusiasm for independent learning, with results indicating that such an approach can. Higher education has emphasized the value of online learning, and managers of online programs have searched for management ways to create competitive advantages through student loyalty and happiness. The empirical data show that goal formulation, need satisfaction, external incentive, and reinforcement have a substantial impact on perceived worth. Moreover, The present study analyzes fundamental factors to provide guidelines to improve students, instructors, and institutions' e-learning experiences.

Seminars, workshops, and training sessions enrich the learning environment, increase students' e-learning readiness, and foster academic engagement. This ongoing training might also help foster students' positive attitude towards e-learning and enhance their academic achievements by reducing the fear and anxiety promoted by the new learning environment."

Moreover, this study evaluates the relationship between learning strategies, motivation, and online learning environment among first-year college students in a private higher educational institution. Specifically, this study sought to answer the following question:

- Is there a significant relationship between learning strategies, motivation, and online learning environment among first-year college students?

Literature Review

The feeling of enjoyment can also favorably influence the learning tactics people choose to use. College students are more likely to respect their instructors if they can effectively manage the class and orient them to the activities they need to do (also known as task orientation). Because it conveys in precise terms what the students are tasked with achieving, this kind of setting can also be utilized as a guide in selecting efficient learning methodologies.

The purpose of the research that was carried out by Burkhardt et al. (2020) was to investigate the connection that exists between academic motivation and learning styles among first-year students attending a private college. Students employ a variety of tactics and methods to acquire and remember information, collectively referred to as learning strategies. Learning can be broken down into two primary categories: more in-depth learning and more surface-level learning. Strategies for deep learning involve actively engaging with the content at hand, attempting to comprehend the fundamental ideas and principles, and making connections between the newly acquired information and one's previous understanding and experiences. On the other hand, surface learning tactics entail just memorizing the data without attempting to understand the underlying concepts or tie the information to prior knowledge. This type of learning is considered to be a form of rote learning. According to the study's findings, there is a good connection between deep learning practices and academic motivation among pupils in their first year. This indicates that the students' motivation to achieve academically increased

in proportion to the degree to which they utilized deep learning strategies. In contrast, we found that surface learning tactics negatively affect academic desire. This indicates that the student's motivation to achieve well academically decreased in direct proportion to the degree to which they utilized tactics for surface learning. According to the study's findings, children who use deep learning methodologies have a much-increased likelihood of being motivated to learn and performing well academically. This is due to the fact that deep learning methodologies enable students to actively engage with the information, which can ultimately lead to deeper comprehension and appreciation of the topic being studied. In addition, the findings indicate that teachers should encourage students to employ strategies for deep learning to develop academic enthusiasm and achievement.

According to Hariri et al. (2021), the study demonstrates a positive and significant correlation between student motivation and learning strategies; three factors can significantly influence learning strategies, and the best-predicted learning strategies value student motivational components. In conclusion, these findings indicate that instructors should carefully consider motivating elements like value, expectancy, and affective components when implementing learning strategies. In the end, it is hoped that the kids can study on their own initiative, which would benefit their success.

In addition, according to the research conducted by Hariri et al. (2020), there are positive and strong links between student motivation (including value, expectation, and emotional components) and learning strategies. Particularly, the association between value components and expectancy components is the one that is the strongest, followed by the relationship between value components and learning techniques and the relationship between expectancy components and learning strategies. The association between affective components and learning techniques is the weakest, followed by the relationship between affective and expectation components, which is the weakest, and the relationship between affective components and value components, the weakest of all.

According to Eufrasio Pérez-Navo et al. (2023), Jong and Kim's focus observed that, although utilizing learning strategies that supplied college students with abilities, they could not alleviate students' poor motivation while studying a language subject. This was even though Jong and Kim used learning strategies that offered college students with skills. As a direct consequence of this, the learning processes are

intertwined with the duty of families. To put it another way, the formation of internal and external inspirational qualities to oversee learning is a factor that influences the daily timetable of academic pursuits. Students' motivation to learn will also suffer if learning tactics are not implemented appropriately.

According to Thomas University (2020), online education is essential to educational programming during the pandemic. People who are unable to travel to a physical site as a result of the provided circumstance might receive education through the previously mentioned style of teaching, which is a way to provide instruction remotely to individuals. Using one of the many online platforms that are already at their disposal, educators can produce and publish a range of instructional content—including lessons, assignments, and other materials—for their students to access via an internet connection on a computer or mobile device. Online education has exceeded traditional classroom training in popularity due to its adaptability and accessibility. This is especially true in emergency situations where face-to-face learning is not viable, as online education can be accessed from anywhere at any time. Motivating oneself and having effective learning strategies or a happy learning environment are two of the most important variables contributing to a student's success in education, regardless of whether it is received on-site or remotely.

Educators face a significant obstacle in the form of the COVID-19 pandemic when attempting to encourage their pupils to maintain their academic pursuits. According to Cabansag et al.'s research from 2020, kids in the Philippines are still adamant about dropping out of school even though most institutions in the country offer flexible learning. In light of this, a significant number of potential learners do not possess the psychological preparation for online education, and as a result, they, in addition to certain teachers, believe that online learning is a waste of time. Learners are still motivated to participate in online classes despite the fact that they may encounter various challenges, such as slow or bad internet connectivity, low-end gadgets, and loss of interest in the subject matter being taught.

According to the findings of the research carried out by Alqurashi (2020) and titled "Predicting Student Satisfaction and Perceived Learning Within Online Learning Environments." The research on distance education demonstrates that student happiness and perceived learning are significantly impacted by the online learning environment and motivation. In addition, the research found that the quality and

relevance of course content, the quality and availability of instructor support, the quality and frequency of interaction with peers and instructors, the ability to self-regulate learning, and the level of self-motivation were all contributing factors, and as a result, have a significant influence on student satisfaction and perceived learning. In addition, Gustiani (2020) demonstrates that the students' participation in online learning was the result of their self-determination, their personal interest, belief, and ambition in the form of intrinsic motivation, and an excited feeling to experience and learn new technological distance integrated learning that was associated with the situational interest. All of these factors contributed to the students' decision to engage in online learning.

As a result, researchers decided to conduct a study titled Exploring the Relationship Between Motivation and Engagement in Online Learning: A Systematic Review. The article Computers in Human Behavior by Kusuma and Zhang (2021) provides support for the same perspective and provides additional elements that also influence the motivation and engagement in online learning. Some of these extra factors include autonomy-supportive teaching motivation, learner characteristics, and instructional styles. In addition, T.K.F. Chiu et al. (2021) state that students' capacity to make meaning through assuming agency in learning, initiating and maintaining meaningful multimodal communications, and developing conceptual and epistemic understanding through active engagement with digital resources is critically important to the success of online learning.

In the most recent research conducted by Yu (2022) entitled: A Systematic Review on the Effects of Achievement Emotions on Online Learning Outcomes, twenty-three (23) publications examined the effects of achievement emotions on online learning outcomes. The findings of these studies revealed that positive achievement emotions such as enjoyment, pride, and relaxation can generally exert a favorable effect on online learning motivation, performance, engagement, satisfaction, and achievement.

On the other hand, Chen and Jang (2021) evaluated the impacts of the online learning environment and motivation on online learning behavior. They found that the interaction between the online learning environment and motivation did not significantly affect online learning behavior. This finding is in contrast to the research that was discussed previously.



Methodology

The study will employ a correlational design to evaluate the existing relationship learning strategies, motivation, and online learning environment among 150 first-year college students. Motivated Strategies for Learning Questionnaire (MSLQ) and Online Learning Environment Survey (OLES) were employed to assess the study’s variables. Hence, ethical considerations were observed, and the Pearson r correlation coefficient was employed to attain the study's objective.

Results and Discussion

This study investigates the relationship between learning strategies, motivation, and online learning environment among first-year college students. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between learning strategies, motivation, and online learning environment among first-year college students

The relationship between the learning strategies, motivation, and online learning environment of the study’s respondents is shown in Table 1. The r coefficient of 0.68 indicates a moderate positive correlation between the variables. The p-value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between learning strategies, motivation, and online learning environment.

Table 1. *Test of Significant Relationship of Learning Strategies, Motivation, And Online Learning Environment among First-Year College Students*

Variables	r	p-value	Decision	Interpretation
Learning Strategies, Motivation, and Learning Environment	0.68	0.00	Reject H_0	Significant

Conclusion

This study examines the relationship between learning strategies, motivation, and the online learning environment among first-year college students. According to the statistical analysis, a substantial

association exists between learning strategies, motivation, and the online learning environment. As a result, a better online learning environment relates to better learning strategies and promotes motivation among the students. Hence, schools are strongly advised to continue their program that addresses students' psychological necessities, specifically strengthening learning strategies and motivation among the students.

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