

# THE LEVEL OF MOTIVATION ON ONLINE LEARNING OF TOURISM STUDENTS IN DE LA SALLE UNIVERSITY-DASMARIÑAS S.Y. 2020-2021

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**Abstract:** This study determines the Level of Motivation on Online Learning of third year tourism students in De La Salle University-Dasmariñas. The researchers surveyed how the respondents assess the online learning in terms of engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy. The study wanted to know what are the factors that affects students in staying motivated during online classes. Even before the pandemic, De La Salle University-Dasmariñas implemented the use of the university's schoolbook when it comes to answering assessments which is called blended learning. Since Covid-19 happened the university fully adapted the use of the schoolbook using the different features of it. Student motivation more usually and naturally has something to do with student's ability to acquire knowledge. Nonetheless, the self-determination theory has adapted from Ryan and Deci Model for conceptual framework which stands as an indicator of this study. This study is a quantitative research. The study used the purposive sampling method, a non-probability purposive sampling technique that examined the entire population. The data gathering tool used is Google Forms. The questionnaire was validated by a psychologist and statistician. The findings in terms of engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy was moderate motivation. The overall finding of this study is that most of the tourism students in De La Salle University-Dasmariñas have moderate motivation on online learning.

**Keywords:** motivation, online learning, schoolbook.

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## 1. INTRODUCTION

Globally, many places are affected and there is a fear of losing this entire current semester or even more in the near months. Many universities, colleges, and schools stopped face-to-face teaching and possibly had a negative impact on learning. Learning institutions are trying to find alternatives to cope with this tough situation (Dhawan, 2020). Most governments have chosen to employ quarantine protocols and temporarily shut down their education institutions to avoid the spread of COVID-19. As a result, more than a billion students worldwide have been affected. More than 28 million Filipino students across academic levels are among this number who needs to remain at home and comply with the quarantine measure of the Philippine government (UNESCO, 2020).

The home-learning program was identified by students as being much more stressful than normal classrooms. Some of the common reasons for this went along the lines of: "Regular class may have been rough, but it makes it much more manageable and less frustrating to have friends. During online classes it is an advantage to socialize with your friends and being stuck alone with nothing but assignments" (Angdhiri, 2020). The secret to motivation for students has to do with

inner drive and individual interests. When they are viewed as specific individuals with ambitions, interests, and lives of their own, adult students become more inspired to learn, either online or in person. The main aim is to improve the intrinsic levels of motivation of adult learners while reducing concentration on extrinsic sources of motivation to help ensure that they do not rely on you for their learning (Stanford, 2016).

Secretary Leonor Briones exclaimed, "Education must continue even in times of crisis whether it may be a disaster, catastrophe, emergency, quarantine, or even war" (Department of Education, 2020). CHED has advised higher education institutions to continue to deploy accessible learning and other alternative effective distribution instead of on-campus learning. The purpose of this statement is to support the continuation of learning (Commission on Higher Education, 2020). De La Salle University has adapted to online learning, mixing synchronous and asynchronous tasks. There are flexible choices for students who do not engage in online learning to meet the course requirements during the academic year (De La Salle University, 2020a).

The setting of the study is at De La Salle University-Dasmariñas. The research problems and objectives of the study is:

- How do the respondents assess the online learning in terms of engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy? •
- To determine the level of motivation of enrolled Tourism Students on their major subjects when it comes to online learning.

The result of the study helped the students to have knowledge on adapting online learning during the pandemic. This helped the tourism students to know the reasons why motivation on online learning is important. This study will be beneficial for teachers, they can use the essential information here as a basis of adjustments in online learning. This study will also benefit school administrators, they can use the result of the study as a reference in formulating the effectiveness of online learning to students. The findings will also benefit future researchers, they may come up with a more in-depth study about the level of motivation of tourism students on online learning. The totality of this understanding will greatly bring the researchers findings as an encouragement to stay motivated on online class.

## **2. LITERATURE REVIEW AND CONCEPTUAL/THEORETICAL FRAMEWORK**

Studying is closely correlated with motivation. Also, getting more knowledge is enhanced by knowing the students' needs and expectations, which will force action among the students to take an action to study hard (Papa, 2020). During online classes, learners should stay motivated to achieve their target. (McVicker, 2019). Being motivated is not only important but also an important indicator of educational achievement. Students who are driven to study, do well in their academics (Hulleman, 2018). Research studies about student's motivation on online learning is very rare. Just like here in the Philippines, most of the students experienced online learning the moment that Covid-19 pandemic happened. It is very important to stay motivated while studying, it can affect your academic performance. Hartnett (2016) findings were students find it more essential to learn online rather than face to face classes.

In several different aspects of lives, self-determination can play an important role in how individuals work. It can make people feel more dedicated, passionate, involved, and happy with the things they do by feeling in charge and intrinsically motivated (Cherry, 2019). The Self Determination Theory in our framework is a theory that is founded by psychologists named Edward Deci and Richard Ryan about human motivation. Motivation is what pushes a person to behave. The theory examines natural and positive human tendencies to move to development and it describes three main things or needs that facilitate that advancement. It requires autonomy, integrity, and connectedness. (Schulte, 2020). Our Framework is an Adapted Framework. It has three variables which is the independent variables, motivator variables, and dependent Variables. The independent variables consist the self-determination theory based on engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy. Motivator variable has the features of the De La Salle University- Dasmariñas' schoolbook in the delivery of online education. Lastly, the dependent variable which is the level of motivation of third year tourism students.

Self-determination is a fundamental concept in psychology that refers to the capacity of each person to make decisions and control their own life. In mental well-being, this capability plays a significant role. Self-determination makes it possible for individuals to believe they have power over their decisions and lives (Cherry, 2019). The researchers chose this framework for our study because this can help to determine the level of motivation of the students through online learning. In the last four decades, this area of study has been largely dominated by the theory of self-determination (STD), which was used as a conceptual framework to explain the role of motivation in the learning of students (Uka, 2020). Also,

there is 2 major motivation under of STD that can consider knowing the behavior of the student which is the intrinsic and extrinsic motivation. Intrinsic motivation, which is often known as a form of motivation that is self-determined, involves involvement in activities for various purposes, such as satisfaction, learning, or achievement of goals. Extrinsic motivation drives activities that are seen predominantly because they contribute to positive results (Deci & Ryan, 1991&1995).

To conclude, the theory of self-determination is for an individual to become motivated and it is developed by psychologists Ryan and Deci. According to them there are two types of motivation, the intrinsic and extrinsic that can initiate action to an individual. However, this theory can also be critical the intrinsic motivation initiates "performance in itself," whether it is pleasing or engaging naturally on the other side extrinsic is for the purpose of having a reward or reaching a specific goal. SDT has a three-core outline which is encouraging the growth the competence (confidence did a great job), autonomy (we know that we have power of what we are doing), and relatedness (positive experience and relationship with others) is this relates to motivation? Why extrinsic motivation does not meet the three core requirements? Moreover, motivation is related with action behavior and the outcome is like an outcome. (Schulte, 2020).

### 3. METHODOLOGY

This study utilized quantitative, descriptive and non-experimental research whose primary purpose is to describe a population, situation, or phenomenon that is being studied. There are eighty-five (85) third year enrolled tourism students in De La Salle University-Dasmariñas. Pre-test was conducted to 30 tourism students to test the validity and reliability of the survey questionnaire. Upon the approval of the statistician, the researchers gathered the data with the 85 respondents which represented the total population of third year tourism students.

The researchers used the purposive sampling. It is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

The researchers used survey questionnaire for the purpose of collecting the needed primary data. The questionnaire was divided into two parts. Part 1 covers the profile of the respondents in terms of name, email address, course year and section which was used to monitor the students who answered the given questionnaire. Part 2 covers the likert scale which assessed the online learning in terms of engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy. Tourism student adapted the online learning, the researchers used google forms as a data collection tool. The questionnaire link is distributed by the researchers to third year enrolled tourism students via Facebook group page during weekends.

The validity of the questionnaire was tested, the researchers presented it to a statistician, psychologist and it is initially checked by the research adviser. The researchers statistically present, analyze, and interpret the gathered data from the questionnaire. The various results were presented in tables that was made to summarized and analyzed the gathered data to easily determine the difference from each other. The statistical tools employed in the quantitative analysis of the study was descriptive statistics such as frequency, percentage, mean and standard deviation.

### 4. RESULTS AND DISCUSSION

The first part of the study shows the distribution based on the number of enrollees of tourism students in De La Salle University-Dasmariñas. Table 1 shows that 85 respondents represented the total population of third year tourism students from BTM 31-34. The table also includes BTM 23 which is an error of the respondent when answering the questionnaire. Most of the answers came from BTM 31 which has a frequency of 28.

**Table 1. Course Year and Section of Tourism Students**

Course Year and Section	Frequency	Percent
BTM 23	1	1.2
BTM 31	28	32.9
BTM 32	19	22.4
BTM 33	20	23.5
BTM 34	15	17.6
No response	2	2.4
<b>Total</b>	<b>85</b>	<b>100.0</b>

Another result of table is shown in Table 2. This shows the result using mean with verbal interpretation and ranking. In terms of engagement, item 5 ranked first. This implies that most of the respondents slightly agree that they are organized in their schoolworks. The mean response is 3.04 and standard deviation of 0.794. On the other hand, item 4 ranked lowest with a mean response of 2.65. This item has the lowest level of agreement. This means that the respondents slightly agree that they get excited about the assessments. Overall mean implies that the respondents have moderate motivation in terms of engagement. The overall mean is 2.802, with a standard deviation of 0.5482.

The findings are similar to (Ghulam & Shafiq, 2021) who have reported that the study revealed that Pakistan LIS students were sufficiently prepared for online learning during COVID-19 lockdown in the country. They were motivated to learn online, were receptive to new ideas, learned from their mistakes, and were willing to interact and engage with their fellow students while learning online.

**Table 2. The Level of Motivation in terms of Engagement**

ENGAGEMENT	Mean	Standard Deviation	Interpretation	Rank
I study all the lessons given.	2.73	.730	Slightly Agree	4
I enjoy attending synchronous classes.	2.80	.768	Slightly Agree	2.5
I participate during recitation.	2.80	.784	Slightly Agree	2.5
I get excited when it comes to situational assessments.	2.65	.827	Slightly Agree	5
I am well-organized on my school-works.	3.04	.794	Slightly Agree	1
<b>Overall</b>	<b>2.802</b>	<b>.5482</b>	<b>Moderate Motivation</b>	

Table 3 shows the level of motivation in terms of achievement. Item 3 ranked first. This implies that most of the respondents slightly agree that they set goals and deadlines for their selves. The mean response is 3.40 and standard deviation of 0.694. On the other hand, item 5 ranked lowest with a mean response of 2.89 This item has the lowest level of agreement. This means that the respondents slightly agree that they receive academic certificates. Overall mean implies that the respondents have moderate motivation in terms of achievement. The overall mean is 3.195, with a standard deviation of 0.4771.

The findings are connected to (Watson et al., 2017) revealed that students who received paid certificates had a higher perception of free certificates and that learners who chose exploratory activities had a more heightened sense of course satisfaction than those who participated instructor-led activities.

**Table 3. The Level of Motivation in terms of Achievement**

ACHIEVEMENT	Mean	Standard Deviation	Interpretation	Rank
I can work independently.	3.35	.667	Slightly Agree	2
I have a specific target on my grades.	3.16	.769	Slightly Agree	4
I set goals and deadlines for myself.	3.40	.694	Slightly Agree	1
I can be a leader and a member at the same time.	3.16	.670	Slightly Agree	3
I receive academic certificates.	2.89	.845	Slightly Agree	5
<b>Overall</b>	<b>3.195</b>	<b>.4771</b>	<b>Moderate Motivation</b>	

Table 4 shows the level of motivation in terms of satisfaction. Item 1 ranked first. This implies that most of the respondents slightly agree that they feel at ease when they answer the questions correctly. The mean response is 3.49 and standard deviation of 0.629. On the other hand, item 5 ranked lowest with a mean response of 2.64. This item has the lowest level of agreement. This means that the respondents slightly agree that they are satisfied with their online learning experience. Overall mean implies that the respondents have moderate motivation in terms of satisfaction. The overall mean is 3.134, with a standard deviation of 0.5112.

The findings are connected to (Ghaderizfreh & Hoover, 2018) stated that the results of the relationships between online learning characteristics and satisfaction revealed that higher levels of understandability, illustration, excitement, and fostering attention contributed to increased student satisfaction with the online learning experience. High levels of learning expectation, on the other hand, resulted in lower course satisfaction. These findings back up previous research that found that the most important factor affecting students' satisfaction with online learning is course quality.

**Table 4. The Level of Motivation in terms of Satisfaction**

SATISFACTION	Mean	Standard Deviation	Interpretation	Rank
I feel at ease when I answer the questions correctly.	3.49	.629	Slightly Agree	1
I am satisfied with my grades.	3.40	.621	Slightly Agree	2
This course meets my needs as a student.	3.14	.710	Slightly Agree	3
I am satisfied on the discussion of the professor during synchronous classes.	3.00	.673	Slightly Agree	4
Overall, I am satisfied with my online learning experience.	2.64	.884	Slightly Agree	5
<b>Overall</b>	<b>3.134</b>	<b>.5112</b>	<b>Moderate Motivation</b>	

Table 5 shows the level of motivation in terms of interaction behavior. Item 2 ranked first. This implies that most of the respondents slightly agree that they cooperate with my groupmates during group works. The mean response is 3.68 and standard deviation of 0.468. On the other hand, item 4 ranked lowest with a mean response of 2.92. This item has the lowest level of agreement. This means that the respondents slightly agree that the professors give them enough assessments every week. Overall mean implies that the respondents have moderate motivation in terms of satisfaction. The overall mean is 3.334, with a standard deviation of 0.4755.

The findings are connected to (Song et al., 2019) suggests that synchronous course topic-related contact between the learner and a virtual agent can be applied to online courses. The respondents were able to have a fruitful discussion with the virtual agent about the course topics and materials. Learner's performance and satisfaction can benefit from instructional content-related communication with the conversational virtual agent.

**Table 5. The Level of Motivation in terms of Interaction Behavior**

INTERACTION BEHAVIOR	Mean	Standard Deviation	Interpretation	Rank
I respect the consultation hours of my professors.	3.53	.609	Agree	2
I cooperate with my groupmates during group works.	3.68	.468	Agree	1
The professors are well-prepared and organized during synchronous classes.	3.25	.653	Slightly Agree	4
The professors give us enough assessments every week.	2.92	.820	Slightly Agree	5
The professors use other online platforms to interact with their students.	3.29	.687	Slightly Agree	3
<b>Overall</b>	<b>3.334</b>	<b>.4755</b>	<b>Moderate Motivation</b>	

Table 6 shows the level of motivation in terms of interest in the course. Item 4 ranked first. This implies that most of the respondents slightly agree that they study and put effort in this course. The mean response is 3.32 and standard deviation of 0.658. On the other hand, item 2 ranked lowest with a mean response of 2.69. This item has the lowest level of agreement. This means that the respondents slightly agree that they write notes during synchronous and asynchronous classes. Overall mean implies that the respondents have moderate motivation in terms of interest in the course. The overall mean is 3.042, with a standard deviation of 0.5015.

The findings are connected to (ACT & Art and Science Group, 2016), which is stated that approximately half of the students surveyed responded that they did not want to take any online classes. According to these results, offering online courses would not be an effective way to attract traditional college students. In reality, it can cause market skepticism. Though demand for online schoolwork was already strong from adults, non-traditional learners who may be better trained and inclined to it, traditional university undergraduates are usually uninterested.

**Table 6. The Level of Motivation in terms of Interest in the Course**

INTEREST IN THE COURSE	Mean	Standard Deviation	Interpretation	Rank
I do research about the lesson if I want more details about it.	3.18	.693	Slightly Agree	2
I write notes during synchronous and asynchronous classes.	2.69	.831	Slightly Agree	5
I find ways to make the course interesting to me.	3.07	.720	Slightly Agree	3
I study and put effort in this course.	3.32	.658	Slightly Agree	1
I ask questions.	2.95	.688	Slightly Agree	4
<b>Overall</b>	<b>3.042</b>	<b>.5015</b>	<b>Moderate Motivation</b>	

Table 7 shows the level of motivation in terms of technology of self-efficacy. Item 2 ranked first. This implies that most of the respondents slightly agree that Educational applications are compatible with any device (Cellphone, Laptop, Desktop and Tablet). The mean response is 3.36 and standard deviation of 0.652. On the other hand, item 5 ranked lowest with a mean response of 2.58. This item has the lowest level of agreement. This means that the respondents slightly agree that Internet connection is stable during synchronous and asynchronous class. Overall mean implies that the respondents have moderate motivation in terms of technology of self-efficacy. The overall mean is 3.014, with a standard deviation of 0.4898.

The findings are connected to (Knoema, 2018) stated that seven people expressed anxiety about technology and internet access. Six of these respondents clarified that this was since after the pandemic, most family members had to study, attend school, and go about their everyday life by using computers and the internet at the same time. The UAE is one of the wealthiest countries in the world, with 91 percent of people using cell Internet and over 98 percent of households having Internet coverage.

**Table 7. The Level of Motivation in terms of Technology of Self-efficacy.**

TECHNOLOGY OR SELF EFFICACY	Mean	Standard Deviation	Interpretation	Rank
Ease of use of educational applications such as stream, sway, flipgrid, teams, etc.	3.21	.692	Slightly Agree	3
Educational applications are compatible with any device (Cellphone, Laptop, Desktop and Tablet).	3.36	.652	Slightly Agree	1
Availability of jvo chat assistance.	2.62	.867	Slightly Agree	4
University's portal and schoolbook are always accessible.	3.27	.730	Slightly Agree	2
Internet connection is stable during synchronous and asynchronous class.	2.58	.864	Slightly Agree	5
<b>Overall</b>	<b>3.014</b>	<b>.4898</b>	<b>Moderate Motivation</b>	

The table 8 shows the overall findings of the study in terms of engagement, achievement, satisfaction, interaction behavior, interest in the course and technology of self-efficacy. Item 4 ranked first. This implies that most of the respondents are motivated in terms of interaction behavior. The mean response is 3.334 and standard deviation of 0.4755. On the other hand, item 1 ranked lowest with a mean response of 2.802. This means that the respondents are not that motivated in terms of engagement. The overall findings is that the respondents have moderate motivation on online learning with a mean of 3.087 and a standard deviation of 0.3833.

**Table 8. Summary of Overall Findings**

LEVEL OF MOTIVATION IN TERMS OF:	Mean	Standard Deviation	Level of Motivation	Rank
Engagement	2.802	.5482	Moderate Motivation	6
Achievement	3.195	.4771	Moderate Motivation	2
Satisfaction	3.134	.5112	Moderate Motivation	3
Interaction Behavior	3.334	.4755	Moderate Motivation	1
Interest in the Course	3.042	.5015	Moderate Motivation	4
Technology of Self-Efficacy	3.014	.4898	Moderate Motivation	5
<b>Overall</b>	<b>3.087</b>	<b>.3833</b>	<b>Moderate Motivation</b>	

The table 9 shows that majority of the respondents have moderate motivation only, corresponding to 81.2% of the total number of respondents. There are 4 respondents with low motivation. Thus, Tourism students have low motivation about online learning.

The findings are connected to (Unnikrishnan et al.,2021) stated that undergraduate medical students have moderate motivation for online classes. They showed an interest in returning to regular physical education classes, mainly for mock exams and clinics.

Table 9. Motivation Level

MOTIVATION LEVEL	Frequency	Percent
High Motivation	12	14.1
Low Motivation	4	4.7
Moderate Motivation	69	81.2
<b>Total</b>	<b>85</b>	<b>100.0</b>

## 5. CONCLUSION

This study intended to investigate the student's level of motivation when it comes to online learning. Six indicators related to the level of motivation on online learning are engagement, achievement, satisfaction, interaction behavior, interest in the course, and technology of self-efficacy. Out of six indicators, interaction behavior ranked first. On the other hand, engagement ranked sixth. The majority of respondents from third-year Bachelor of Science in Tourism Management Students have moderate motivation on online learning.

The study shows that the majority of the respondent lack in terms of engagement. Students should give some feedback regarding the performance of their professor. Students should also insist on an open forum weekly to tackle their suggestions and concerns regarding their professor/s, modules, and assessments. Lastly, it is to take care of their mental health because some students are experiencing a hard time coping up with their loaded assessments.

Based on the results, students lack the motivation to attend or participate in online learning in terms of online learning. Professionals should have ways to keep them entertained and interested in their synchronous and asynchronous classes, such as giving them assessments that have a twist that would make them enjoy what they are doing to avoid pressure and stress. Professors should look for what inspires a student and set goals that would help them to stay motivated. Lastly, professors should have a daily meeting about how they would improve their teaching and handle them.

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