LEARNING STRATEGIES, MOTIVATION, AND ITS RELATIONSHIP TO THE ONLINE LEARNING ENVIRONMENT AMONG COLLEGE STUDENTS
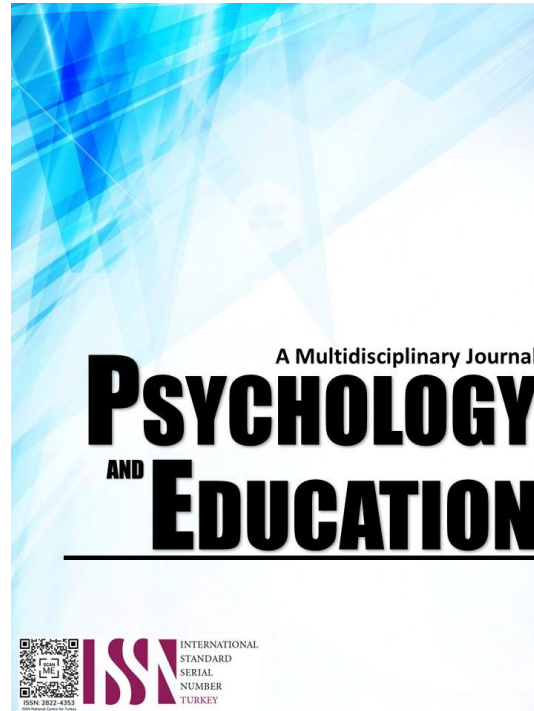
Learning Strategies, Motivation, and Its Relationship to the Online Learning Environment Among College Students

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Abstract

Online education has become an essential component of education. Thus, several factors, such as the student's learning strategy and motivation, generally contribute to their academic success. This study investigates the relationship between learning strategies, motivation, and online learning environment among 150 first-year college students. Employing correlational design, the statistical findings of the study reveal that the r coefficient of 0.59 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: *online education, learning strategies, motivation, online learning environment, college students*

Introduction

During the pandemic, online education has become an essential component of education. It is a means of delivering education remotely to those unable to visit a physical site, as Thomas University (2020) says. This kind of instruction is offered using a variety of online platforms that let teachers create and upload lessons, tasks, and other materials that students can access using an Internet connection on a computer or mobile device. Online education has become a popular substitute for traditional classroom instruction because of its adaptability and accessibility, particularly in emergency situations where face-to-face instruction is impractical. One of the most important for students to succeed in both distance and on-site education sectors is to have good learning strategies or learning environment and motivation.

The learning strategies facilitate the learners to arrange, plan, and organize their studies to set goals for their academic achievement (Ikram et al., 2021). The learning environment is the general term used to refer to an environment experienced or perceived by students within an educational setting and covers the areas of psychological, pedagogical, technical, cultural, and pragmatic research (Jonassen & Land, 2002, as cited in Cayubit 2021). While motivation is usually defined as the force that accounts for the stimulation, collection, direction, and maintenance of behavior. Motivation can influence what we learn, how, and when we decide to learn. A person's behavior is determined by his/her stimulation within

himself/herself (Ikram et al., 2021). As the world continues to embrace technology, online learning has become an alternative form of receiving education. The increasing demand for online learning has prompted many colleges to incorporate it into their programs. However, the effectiveness of online learning might hinge on how learners' motivation and learning strategies align with their learning environment.

Furthermore, Hrastinski, Keller, and Carlsson (2020) examined the impact of self-regulated learning on students' academic performance in an online learning environment. They found that students that engaged in self-regulated learning exhibited higher academic performance compared to students that employed teacher-directed learning methods. A significant issue highlighted in a study by Farahani, Mirkamali, and Moyeen (2020) was the lack of motivation that college students expressed in online learning environments. They revealed that students who were not motivated to learn online demonstrated lower academic achievement. In a study by Halic and Lee (2020), they investigated the trends of digital learning strategies employed by students enrolled in an online learning environment. They found that online learners were likelier to utilize collaborative digital learning tools than traditional classroom devices. As colleges continue to adopt online learning, it is essential to understand the dynamics of learning strategies, motivation, and online learning environments in the context of higher education. The relationship between these variables can impact a student's academic performance and engagement in the online learning

process. Studying the contributions of online learning environments to academic success will help educators design effective techniques that promote optimal learning outcomes.

Moreover, this research will contribute to the body of knowledge by providing insight into the relationship between learning strategies, motivation, and online learning environments. Furthermore, it will help educators and trainers design online courses and learning resources that maximize students' potential online. Specifically, this study sought to answer the following question:

1. Is there a significant relationship between learning strategies, motivation, and online learning environment among college students?

Literature Review

College students prefer teachers who manage the class well and orient them to the tasks they need to accomplish (task orientation). This type of environment also serves as a guide in choosing effective learning strategies because it communicates exactly what students need to accomplish.

The study conducted by Burkhardt et al. (2020) aimed to explore the relationship between learning strategies and academic motivation among freshmen students in a private college. Learning strategies refer to students' approaches or methods of learning and retaining information. There are two main types of learning strategies: deep learning and surface learning. Deep learning strategies involve actively engaging with the material, understanding the underlying concepts and principles, and relating the information to prior knowledge and experiences. On the other hand, surface learning strategies involve simply memorizing the material without attempting to understand the underlying concepts or relate the information to prior knowledge. The study found a positive correlation between deep learning strategies and academic motivation among freshmen students. This means that the more the students used deep learning strategies, the more motivated they were to perform well academically. Conversely, there was a negative correlation between surface learning strategies and academic motivation. This means that the more the students used surface learning strategies, the less motivated they were to perform well academically. The study's findings suggest that students who use deep learning strategies are more likely to be motivated to learn and perform well academically.

This is because deep learning strategies encourage students to actively engage with the material, which can lead to a deeper understanding and appreciation of the subject matter. The findings suggest that educators should encourage students to use deep learning strategies to foster academic motivation and success.

According to Hariri, Hasan et. al (2021), the study demonstrates a positive and significant correlation between student motivation and learning strategies; three factors could significantly influence learning strategies: and the best-predicted learning strategies are those that value student motivational components. In conclusion, these findings suggest that teachers should strongly consider motivational variables such as value, expectation, and affective components when implementing learning strategies. It is ultimately trusted that the understudies will be self-directed students for their prosperity.Moreover, in the study of Hariri et al. et al. (2020), there are positive and significant connections between student motivation (value, expectancy, and affective components) and learning strategies. In particular, the strongest relationship is between value components and expectancy components, followed by value components and learning strategies and expectancy components and learning strategies. The relationship between affective components and learning strategies is weak, followed by a weaker one between affective components and expectancy components and the weakest one between affective components and value components.

However, according to Eufrasio Pérez-Navío et. al (2023), Jong and Kim's focus observed that, despite employing learning strategies that provided college students with skills, they could not alleviate students' low motivation while studying a language subject. As a result, learning processes are linked to inspiration and family responsibility. That is, the academic daily schedule is influenced by the development of internal and external inspirational qualities to oversee learning. Students will also be less motivated if learning strategies are not used correctly.Thomas University (2020) describes online learning as a crucial part of education during the pandemic. The aforementioned teaching mode is a way to provide instruction remotely to people who cannot travel to a physical location due to the given circumstance. Teachers can create and upload lessons, assignments, and other materials for students to access via an internet connection on a computer or mobile device using a variety of online platforms that are available today. Due to its adaptability and accessibility, online education has surpassed traditional classroom training in popularity,

especially in emergency situations where face-to-face learning is unfeasible. Effective learning tactics or a positive learning environment and motivation are two crucial factors for students to succeed in on-site and distant education.

Nonetheless, 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 (Cabansag et., al 2020). In light of this, many pandemic learners lack the psychological readiness for online instruction, and they, alongside some teachers, think online learning is a waste of time. There may be various problems 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.In the study of Alqurashi (2020) entitled Predicting Student Satisfaction and Perceived Learning Within Online Learning Environments. Distance Education shows a significant effect on both online learning environment and motivation on student satisfaction and perceived learning. Additionally, the research identified 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 also a contributing factors and thus has significant influence to student satisfaction and perceived learning. Furthermore, Gustiani (2020) shows that the student's participation in online learning was the result of their self-determination, their personal interest, belief, and ambition in the form of intrinsic motivation and excited feeling to experience and learn new technological distance-integrated learning were associated with the situational interest.

Consequently, a study entitled: Exploring the Relationship Between Motivation and Engagement in Online Learning: A Systematic Review. Computers in Human Behavior by Kusuma and Zhang (2021) support the same perspective and give additional factors influencing motivation and engagement in online learning like autonomy-supportive teaching motivation, learner characteristics, and instructional strategies. Moreover, T.K.F Chiu et., al (2021) says that online learning also heavily relies on the student's ability to make meaning by assuming agency in learning, initiating and sustaining meaningful multimodal communications, and developing conceptual and epistemic understanding through active engagement with digital resources.

It was identified in the latest study by Yu (2022) entitled: A Systematic Review on the Effects of Achievement Emotions on Online Learning Outcomes that twenty-three (23) publications examined the effects of achievement emotions on online learning outcomes and reveal positive achievement emotions such as enjoyment, pride, and relaxation that can generally exert a favorable effect on online learning motivation, performance, engagement, satisfaction, and achievement.However, contrary to the abovementioned studies, Chen and Jang (2021) investigated the effects of the online learning environment and motivation on online learning behavior, which resulted in the interaction between the online learning environment and motivation having no significant effect.

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 college students. Specifically, it sought to test the following claim:

Ho: *There is no significant relationship between learning strategies, motivation, and the online learning environment*

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 0.59 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.

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Table 1. *Test of Significant Relationship of Learning Strategies, Motivation, And Online Learning Environment*

Variables	r	p-value	Decision	Interpretation
Learning Strategies, Motivation, and Learning Environment	0.59	0.00	Reject H_0	Significant

Conclusion

This study investigates how college students' learning styles, levels of motivation, and the environments in which they engage in online learning interact. According to the findings of the statistical research, there is a significant connection that exists between different learning styles, different levels of motivation, and the environment of online learning. Consequently, a higher quality online learning environment is associated with improved learning processes, and fosters increased student motivation. Because of this, schools are strongly urged to continue their program that caters to the psychological requirements of their students. The program should focus on enhancing the student's learning skills and motivation.

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