

## Online Learning Motivation among Students of one Maritime Institution

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**Abstract** – Maritime education necessitates not only the acquisition of knowledge, but also the development of abilities that will be used onboard. Because of all the circumstances surrounding them, the new form of education (E-learning) has an impact on their knowledge of professional subjects. Motivation, self-efficacy, control of learning beliefs, task value, social engagement, and instructor support are some of these elements. The researchers utilized a descriptive survey research among the 495 respondents from the Lyceum International Maritime Academy (LIMA). The collected data were interpreted using different statistical tools such as percentage, ranking, weighted mean and analysis of variance (ANOVA). The results revealed that in terms of task value, intrinsic goal orientation, and self-efficacy, which are the primary characteristics that determine motivation to learn online, Maritime students have proved to be motivated. In terms of intrinsic goal orientation, control of learning beliefs, task value, and teacher support, students' access to the internet was considered to be significant in their motivation.

**Keywords** – Motivation, self-efficacy, task value, social engagement, and instructor support

### INTRODUCTION

Maritime education demands not only knowledge but skills that they will use onboard. A maritime student is expected to nurture their skills in the academe in preparation of their cadetship program. The new mode of teaching (E-learning) affects their understanding of professional subjects not just because of the technology but all the factors surrounding them. Among these factors are their motivation, self-efficacy, control of learning beliefs, task value, social engagement, and instructor support.

Distance learning is dependent on the high standards of the system and the caliber of programs used to enable students to become a competitive seafarer in the Maritime Industry [1]. Many establishments, offices including schools have been forced to close due to the risks brought by this virus and triggered an alternate mode of learning instructions. Changes in instructional styles should always be backed up by comprehensive research that identifies both the benefits and drawbacks of new or old instructional mode in terms of learning outcomes.

Three years of classroom instructions is mandated to all Maritime School before they could send their student onboard for training. During these years, the goal of is to supplement them everything there is to know before going to the field. Throughout decades, this educational system has produced skilled Deck and Engine Officers. The results have been impeccable and Maritime Institutions around the world continuously improve their system to keep up with current technology.

Lyceum International Maritime Academy (LIMA) started to shift from traditional way of learning to Online Learning on March 2020. Learners in the said institution continue their academic year using different online platforms. Instructors utilize applications like Zoom Cloud meetings or Google Teams as the medium to meet and interact with the students synchronously. Through this platform, students can be able to pick up and understand lessons pointed out by the instructor. Additionally, for laboratory courses, software applications such as TeamViewer and Anydesk are used to accomplish an activity or task. It is an internet-based application used for remote access. Furthermore,

Kahoot and LMS are being utilized as a platform for taking quizzes as well as major examinations.

LIMA is one of the top Maritime Institutions in the Philippines and has been producing outstanding cadets, ratings and topnotcher deck and engine officers. With the new mode of teaching, the institution has filled the gap of learning through accessing simulators from the students end. It revolutionized the education system but the fact that not all students have stable internet access and limited gadgets affected their motivation. This motivation varies in the following indicators: intrinsic goal orientation which is a motivation driven by internal factors; extrinsic goal orientation or the externally driven motivation; control of learning beliefs that refers to the students' conviction in the existence of a causal relation between their actions and their performance; self – efficacy or the individual's belief on his or her capabilities; task value that refers to the interest, importance and usefulness perceived by a student towards the learning contents at class; social engagement which is the student's degree of participation or interaction in a class; and lastly the instructor support or the teacher's guidance given to students for their learning process.

According to Dhawan [2], COVID pandemic crisis changed drove the education system in changing their mode of delivery into distance learning. The reality that there is a great need to provide flexible delivery of education is an essential aspect of university teaching around the world. Motivation is a vital element in developing leaning process for students and helps them to achieve their targets. Motivation is also the secret to unlocking their potential success.

In addition, the researchers seek to determine the online learning motivation among Maritime students. The researchers believe that through this study, distance learning will be more effective to the students. This study will make students aware of what are the factors that motivate them, that eventually they can use for them to perform in class effectively. Moreover, this will not only help student but also different education institution, since they will be also aware of those factors that will enable them to produce an effective way of teaching to help students maintain their motivation in studying which can lead to academic success. Being able to determine their motivation and drive to learn during online class would gain good results in their grades and effectively help the institution.

## **OBJECTIVES OF THE STUDY**

This study determined the motivations of maritime students to online learning. Specifically sought answers in relation to: profile of the respondents in terms of program, age, gadget, internet connectivity, and support system.; student's motivations in online learning in terms of intrinsic and extrinsic goal orientation, self-efficacy, control of learning beliefs, task value, social engagement and instructor support.; the significant difference on the responses when respondents are grouped according to profile variables.; proposed a plan of action based on the result of the study.

## **MATERIALS AND METHODS**

### **Research Design**

The researchers utilized a descriptive survey research. Descriptive research is a kind of qualitative research that focuses on describing the features of the population or topic being studied. This methodology focuses on the "what" of the proposed study rather than the "why". The purpose of descriptive research is to provide detailed information about phenomena and its features. This research is more concerned with what occurred than with how or why it occurred. The researchers used the descriptive method to measure the effects of motivation towards online learning.

### **Participants of the Study**

The respondents are maritime students at LPU Batangas who are currently enrolled in A.Y. 2020-2021, both regular and irregular students. The study has a total of 495 participants composed of one hundred seventy-eight (178) Junior II students of BSMT and BSMarE; one hundred twenty-seven (127) Senior II students of BSMT and BSMarE and one hundred ninety (190) Senior IV students of BSMT and BSMarE.

### **Instruments**

The researchers utilized survey questionnaire as the main instrument. The survey questionnaire has two important parts. The first part asked questions to present the profile of the respondents in terms of program, age, gadget, internet connectivity, and support system. The second part of the questionnaire present statements to determine student's motivations to online learning. The questionnaire is adapted from the study of Fowler (2018) titled, The Motivation to Learn Online Questionnaire, and revised to suit the objective of the study. The questionnaire was validated

by the University Statistician, a core faculty, and the Professor.

**Data Gathering Procedures**

The researchers used a web-based platform in disseminating the questionnaire to the respondents. The researchers provided a website link wherein the respondents can have access to the questionnaire through their browsers. The contents of the questionnaire were explained first to the respondents before answering. The accomplished questionnaires were collected and tallied within three weeks.

**Data Analysis**

The collected data were interpreted using different statistical tools such as percentage, ranking, weighted mean and analysis of variance (ANOVA). These tools were used based on the objectives of the study. In addition, all data were treated and computed using statistical software, PASW version 18 to further analyze the result of the study.

**Ethical Considerations**

To ensure confidentiality, the researchers choose not to mention any name in the study. The identity of every participant is kept classified aside from they were Maritime students of LPU – Batangas. No personal views are given by the researchers, only data and findings that will be used for research purposes only.

**RESULTS AND DISCUSSION**

**Table 1**

**Characteristics of the Respondents Profile**

| <b>Program</b>            | <b>Frequency</b> | <b>Percentage(%)</b> |
|---------------------------|------------------|----------------------|
| BSMT                      | 375              | 75.80                |
| BSMarE                    | 120              | 24.20                |
| <b>Gadget Used</b>        |                  |                      |
| Cellphone                 | 421              | 85.10                |
| Laptop/Desktop            | 2                | .40                  |
| Tablet                    | 72               | 14.50                |
| <b>Access to Internet</b> |                  |                      |
| Wi-Fi                     | 301              | 60.80                |
| Mobile Data               | 6                | 1.20                 |
| Pisonet                   | 188              | 38.00                |

The table 1 portrays the characteristics of the respondent’s profile in terms of program, age, gadget used, and access to internet. In program, 375 or 75.80 percent of the respondents are enrolled in BSMT, while

120 or 24.20 percent comes from BSMarE. The result shows that most of the students studying at LIMA are aspiring to be part of the deck department rather than being one of the crews who are responsible for managing the engine department. Most students taking maritime courses are aiming to be a Deck officer or Captain than being an Engine officer or Chief Engineer. According to Gonzales [3], Deck officer’s satisfying salary is one of the reasons why most of the students choose BSMT over BSMarE.

In terms of gadget used, majority of the respondents are using cellphone with a frequency of 421 or 85.10% while the respondents using laptop/desktop rated the least with a frequency of 2 or .40%. This shows that most Maritime Students of LIMA are using cellphone rather than tablet or desktop/laptop during their online classes. According to Darko-Adjei [5] using cellphones is a causal factor to have a successful learning in distance and it is more convenient and simpler to utilize to do their online activities.

In terms of the access to internet used, the use of Wi-Fi really helps the students in their academics which is rank 1 with the frequency of 301 and a percentage of 60.80% followed using PisoNET with the frequency of 188 and a percentage of 38.00% and the ranks the lowest is the use of Mobile Data with the frequency of 6 and a percentage of 1.20%. The students of LIMA rely mostly in Wi-Fi connections which is very reliable in the laboratory exams and lectures. According to Rahardjo, et al., [6], virtual learning mostly uses internet connection and is focused on meeting students’ learning requirements, collaborative interactions.

Table 2 presents the student’s motivation to online learning in terms of intrinsic goal orientation. The composite mean of 3.36 indicates that the respondents agreed on the above indicators. Among the items cited, question number three and five obtained the highest weighted mean score of 3.45. Students now are looking for any strategy that can help them to understand the certain topic. According to Harandi [7], for a long time, the typical educational delivery method in universities was a classroom with a professor delivering a lecture and students listening and taking notes. In this delivery platform, contact between the professor and the students has been described as a crucial learning aspect. Motivation in learning shows remarkably good learning results.

**Table 2**  
Student's Motivations to Online Learning in terms of Intrinsic Goal Orientation

| Indicators                                                                                         | WM          | VI           | R   |
|----------------------------------------------------------------------------------------------------|-------------|--------------|-----|
| 1. I prefer material that really challenges me, so I can learn new things.                         | 3.35        | Agree        | 3   |
| 2. I prefer material that arouses my curiosity, even if it is difficult to learn.                  | 3.33        | Agree        | 4   |
| 3. The most satisfying thing for me is trying to understand the content as thoroughly as possible. | 3.45        | Agree        | 1.5 |
| 4. I choose assignments that I can learn from even if they do not guarantee a good grade.          | 3.25        | Agree        | 5   |
| 5. I choose to improvise new methods, so I can easily remember them.                               | 3.45        | Agree        | 1.5 |
| <b>Composite Mean</b>                                                                              | <b>3.36</b> | <b>Agree</b> |     |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

To come up with feasible teaching scheme, a combination of the present teaching method and the use of the edge of electronic learning are to be expected. The students believe that digital learning assists in course learning as stated by Lin, et al., [8]. It was followed by utilize office tools to present the important topics in pre-school and use advantages of technology to extend skills.

However, indicator “I prefer material that really challenges me, so I can learn new things” with 3.35 and verbally interpreted as agree ranks 3rd, proves that 21<sup>st</sup> century students have the way that can test their skills in learning. According to the studies of Malmström and Öqvist [9], educational motivation explains what motivates students to make such decisions over others and encourages students to engage in goal-directed behavior in order to meet their achievement objectives. However, external variables such as learning environment, learning time, and instrumental supports were shown to have a substantial effect on students with low motivation, impacting their achievement [10].

Question number two (3.33) shows that students used to challenge themselves to enhance or to gain more knowledge even if it is hard. According to Kopp et al. [11], digitalization, in the context of higher education institutions, can be defined as the total number of digital processes required to complete a modification phase that enables higher education institutions to fully utilize digital technology. This procedure also includes adequate strategic planning, relationship building, systems thinking, amalgamation and reinforcement of all stakeholders involved, as well as separate, collective, and organizational skills [12].

And lastly, question number 4 (3.25) got the lowest rank and rated the least. Assignments now are

more challenging that the students expected. As the times goes by, assignments are the one that saves the students from failing. One motivational methodology that can support compelling commitment of students in alluring challenges is expanding the apparent estimation of the activity or task [13]. If a student sees a task as significant or helpful for their life, at that point it has utility worth. On the off chance that they see the assignment as charming, fun, or intriguing, it has intrinsic value. On the off chance that they see the task have significance for their self-idea, self-esteem, and personality, at that point it has attainment value. Educational motivation frequently elucidates why people persevere and stick to assignments, as well as making assumptions about student results. Therefore, inspiration is vital to the whole learning process [9].

The table 3 displays the students' motivation towards online learning in terms of extrinsic goal orientation. The composite mean of 3.28 which results that the students agreed in the following indicators. Among these five indicators, “Getting a good grade is the most satisfying thing for me” ranked 1 which has 3.55 weighted mean. And students now are overjoyed when getting high or good grades. And it is the now basis how students cope with in the subjects that he/she is taking. There will be a selection bias as a result of this. Third, unobserved teacher characteristics (such as charisma, clarity, excitement, and so on) can be linked to students' achievement and evaluations at the same time, resulting in endogeneity. Understanding the causes of variance in students' grades, as well as the degree of that variation, is critical to properly utilizing grades in educational decision-making. They're used to make decisions about academic support requirements and program, school, and college access.

**Table 3**  
Student's Motivations to Online Learning in terms of Extrinsic Goal Orientation

| Indicators                                                                                                               | WM          | VI             | Rank |
|--------------------------------------------------------------------------------------------------------------------------|-------------|----------------|------|
| 1. Getting a good grade is the most satisfying thing for me.                                                             | 3.55        | Strongly Agree | 1    |
| 2. The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade.  | 3.42        | Agree          | 3    |
| 3. I want to get better grades than most of the other students in my classes.                                            | 3.06        | Agree          | 4    |
| 4. I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others. | 3.51        | Strongly Agree | 2    |
| 5. In recitation, I want to answer first before anyone else does.                                                        | 2.85        | Agree          | 5    |
| <b>Composite Mean</b>                                                                                                    | <b>3.28</b> | <b>Agree</b>   |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

However, “I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others” (3.51), students now get their motivation through their parents, friends and the people around them. And most of the students tend to show their capabilities in schools by being active and participating actively in the class. According to Nayir [14], to learn effectively in school, students must be actively involved and demonstrate interest in their classes. They must be highly motivated and engaged in class to achieve this. Students are supposed to have intrinsic motivation and genuine interest in class during the teaching-learning period. Psychological, economic, social, personal, and environmental factors all have an impact on student performance. Though these factors have a significant impact on student success, they vary from country to country and individual to person.

“The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade” (3.42), and verbally interpreted as agree. Students are aiming to have good grades and to achieve that they need to get good grades on all of the subjects they have. Since, one subject can greatly affect the general average it will decrease if you get low marks in the other subjects especially those who have

big units. This could take the form of scholarship retention or making a good impression in class and at home in the case of a college student. One of the most important variables in assessing a student's extrinsic goal orientation is their grades. Intrinsic motivation, on the other hand, is described as an internal desire to learn about a specific subject. Although mastery-oriented students prioritized both mastery and work-avoidance goal orientations, they scored poorly on both success and task goal orientations. These students were mostly concerned with personal mastery, learning, and comprehension, but they also saw total achievement and good grades as essential objectives.

In indicator 5 with weighted mean of 2.85, “In recitation, I want to answer first before anyone else does” verbally interpreted as agree. Many of the students are afraid in recitation. They always think that their answer is wrong. Students would have the confidence to compose in their own style, be responsible for the outcomes of their learning, and recall the content in class if they use this form of recitation. Recitation entails students quoting or adapting parts of the lesson from specific texts, then self-studying and practicing until they are able to receive the content and recall it.

**Table 4**  
Student's Motivations to Online Learning in terms of Control of Learning Beliefs

| Indicators                                                                              | WM          | VI           | R |
|-----------------------------------------------------------------------------------------|-------------|--------------|---|
| 1. If I study in appropriate ways, then I'll be able to learn the material.             | 3.45        | Agree        | 1 |
| 2. It's my own fault if I don't learn the material taught.                              | 3.13        | Agree        | 3 |
| 3. If I try hard enough, then I'll understand the material presented.                   | 3.36        | Agree        | 2 |
| 4. If I don't understand the material presented, it's because I didn't try hard enough. | 3.04        | Agree        | 4 |
| <b>Composite Mean</b>                                                                   | <b>3.24</b> | <b>Agree</b> |   |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

As shown in Table 4, all items were rated agree with the composite mean of 3.24. Among the items cited, question number one obtained the highest mean score of 3.45 because it is important and helpful to study in a proper way able to easy to learn and understand the material. According to Boelens, et al., (2015), students may study at their own time, speed, and location through completely online instruction or a hybrid of online and face-to-face instruction.

On the other hand, “If I try hard enough, then I’ll understand the material presented” got the second ranking with a weighted mean score of 3.36. It is also important to student to be responsible able to comprehend the information posed. During this increasing complexity, the question is not whether online teaching–learning systems will give high-quality education, but rather how academic institutions will integrate online learning on such a large scale with

the weighted mean of 3.13, “It’s my own fault if I don’t learn the material taught” obtained the third in ranking. The sense of change in learning environment is one of the most common issues that students face in online learning environments, and students’ motivation suffers as a result. The issue is not whether online teaching–learning systems will provide a high-quality education, but rather how academic institutions will integrate online learning on this scale. Moreover, the item question number four got the lowest mean score with 3.08. Some students pay no attention to the materials they are given, and as a result, they lose concentration on their studies. Motivation is an inner force that mobilizes people and propels them toward a common objective. Students’ motivation is a concept that defines’ the spirited essence of students who take the opportunity to engage in lectures and display their ability to learn.

**Table 5**  
Student’s Motivations to Online Learning in terms of Self-Efficacy

| Indicators                                                                                        | WM          | VI             | Rank |
|---------------------------------------------------------------------------------------------------|-------------|----------------|------|
| 1. I believe I'll receive excellent grades in my classes.                                         | 3.32        | Agree          | 3    |
| 2. I'm certain I can understand the most difficult material presented in the readings.            | 3.11        | Agree          | 9    |
| 3. I'm confident I can learn the basic concepts that are being taught.                            | 3.31        | Agree          | 4    |
| 4. I'm confident I can understand the most complex material presented by the instructor.          | 3.14        | Agree          | 8    |
| 5. I'm confident I can do an excellent job on assignments and tests.                              | 3.26        | Agree          | 6    |
| 6. I expect to do well.                                                                           | 3.39        | Agree          | 2    |
| 7. I'm certain I can master the skills being taught.                                              | 3.29        | Agree          | 5    |
| 8. Considering the difficulty of the classes, the teachers, and my skills, I think I can do well. | 3.24        | Agree          | 7    |
| 9. I'm confident in my ability to achieve my goals.                                               | 3.55        | Strongly Agree | 1    |
| <b>Composite Mean</b>                                                                             | <b>3.29</b> | <b>Agree</b>   |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

It can be gleaned from Table 5 was rated agree with the composite mean of 3.29. Among the items above, “I’m confident in my ability to achieve my goals” got the highest weighted mean of 3.58. Setting goals gives clarity on what students want to achieve. According to the studies of Malmström and Öqvist [9], educational motivation explains what motivates students to make such decisions over others and encourages students to engage in goal-directed behavior in order to meet their achievement objectives. “I expect to do well” ranked second with a mean of 3.39 because it is helpful to think about the chances will be of a particular outcome and whether the students should

persist if they fail. According to Vanslambrouck, et al., [16], students’ view of the OBL world were investigated, and it was discovered that students perceive independence as a positive feature of OBL and contact at distance moments as a negative aspect. Motivational issues can lead students to drop out more quickly in OBL settings because they provide individual learning and less face-to-face human support. On the other hand, the item “I believe I’ll receive excellent grades in my classes” got a mean score of 3.32. Based on these results, majority of the respondents believe they can get high marks even in online learning situation. Pedrotti and Nistor [17]

mentioned that high motivation and low benefit expectations from using the method seem to be related to moderate to low social support.

On contrary, the item, “I’m certain I can understand the most difficult material presented in the readings” got the lowest mean score of 3.11. Students’ motivation and compulsion to participate in, and be effective in, the learning process has been described as student participation. According to Briggs (2015), student participation can also be defined in terms of a

student’s level of involvement; their interactions with their classmate; and their willingness to learn about the topics. Question number three and question number eight got a mean score of 3.14 and 3.24, respectively. These indicators were rated as one of the lowest motivations in terms of Self-efficacy because some students establishing instructor participation in online courses can be accomplished by several approaches that encourage positive engagement between the instructor and students, such as how the course is planned, structured, guided, and taught.

**Table 6**  
Student’s Motivations to Online Learning in terms of Task Value

| Indicators                                                                     | WM   | VI             | Rank |
|--------------------------------------------------------------------------------|------|----------------|------|
| 1. I think I will be able to use what I learn in this course in other courses. | 3.39 | Agree          | 6    |
| 2. It is important for me to learn the course material in this class.          | 3.50 | Strongly Agree | 2    |
| 3. I am very interested in the content area of this course.                    | 3.50 | Strongly Agree | 2    |
| 4. I think the course material in this class is useful for me to learn.        | 3.43 | Agree          | 5    |
| 5. I like the subject matter of this course.                                   | 3.46 | Agree          | 4    |
| 6. Understanding the subject matter of this course is very important to me.    | 3.50 | Strongly Agree | 3    |
| Composite Mean                                                                 | 3.46 | Agree          |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 6 presents the student’s motivation to online learning in terms of task value. The composite mean of 3.46 indicates that the respondents agreed on the above indicators. Among the items cited, question number two, three and six got the highest weighted mean score of 3.50. Based on these results, being familiar with the content of the course and being interested, helps the respondents’ motivation in online learning. The way that interest is impacted by both content and the context of the situations proposes that interventions can possibly both trigger interest and uphold the maintenance of interest [18]. Interest is vital for academic success and should not be an untimely idea to the normal learning circumstances [19]. The students’ individual interests were the primary influence on their profession goals and therefore course decisions [20]. Another approach to trigger students’ interest in a new subject is to use their current individual interests by introducing guidance with regards to those interests [19]. It was followed question five (3.46) and question number four (3.43). Surely, self-created utility-value connections are more remarkable than remotely offered utility-value information in promoting interest and execution [18].

Interceding to impart the utility of a topic improves motivation. [19]

However, the item question number one (3.39) got the lowest rank and rated the least. The result shows that some of the respondents think that they will be able to utilize their knowledge about their course and apply it to other courses. Transferring of knowledge implies tackling issues with comparable characteristics or completing some learned skills in genuine contexts resembling learning environments [21]. It is conceivable that near transfer is influenced by working memory ability. They find out that reflective practices assist students to become mindful of previous knowledge that they can transfer. Other research that shows if the students are appreciating the learning measure and esteeming the exercise, they are pass on the skills and acquired knowledge to other settings [22].

As shown in table 7, the composite mean of 3.12 indicates that the respondents agreed on the above indicators about the student’s motivation to online learning in terms of social engagement. Among items cited, question number two was the most effective indicator since it obtained the highest weighted mean score of 3.33.

**Table 7**  
Student's Motivations to Online Learning in terms of Social Engagement

| Indicators                                                               | WM          | VI           | Rank |
|--------------------------------------------------------------------------|-------------|--------------|------|
| 1. I feel "disconnected" from my teacher and fellow students in classes. | 2.53        | Agree        | 5    |
| 2. I pay attention in classes.                                           | 3.33        | Agree        | 1    |
| 3. I enjoy class discussions.                                            | 3.23        | Agree        | 4    |
| 4. I feel like I can freely communicate with other students in classes.  | 3.25        | Agree        | 3    |
| 5. I have strong relationships with fellow students in this course.      | 3.29        | Agree        | 2    |
| <b>Composite Mean</b>                                                    | <b>3.12</b> | <b>Agree</b> |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Every student that pays attention in online classes would have the benefit to understand more about the subjects and can easily ask questions if they do not understand some information. Students should be effectively encouraged and enthusiastic in classes to accomplish viable learning in school [14]. With this, students must be surely motivated and interested in classes. Engagement is the most common factor of success. The more students participate in class activities, the more they will be effective [23]. It was followed by the item question number five (3.29), question number four (3.25), and question number three (3.23). These results showed that being active in class and to communicate with fellow students helps to stay motivated in online learning. According to the study of Skinner [24] showed that student engagement comprises an essential precondition for ideal and

profound level learning. Considering the significance of students' engagement for students' current and future achievement, fostering student engagement is fundamental [25]. Students' engagement includes very common behavior, for example is, attending in class or participating in extra-curricular activities [26].

On the other hand, the item question number one got the lowest rank but the verbal interpretation is also agreed. Based on this result, some of the respondents felt disconnected with their professors and fellow students and affects their motivation in online learning in terms of social engagement. While students may favor a more individualized way to deal with online courses, it may not generally convert into the most powerful learning environment [27].

**Table 8**  
Student's Motivation to Online Learning in terms of Instructor Support

| Indicators                                                                            | WM          | VI           | Rank |
|---------------------------------------------------------------------------------------|-------------|--------------|------|
| 1. I feel like I can freely communicate with the instructor in this class.            | 3.21        | Agree        | 6.5  |
| 2. The instructor responds to questions, clearly, completely, and in a timely manner. | 3.25        | Agree        | 5    |
| 3. The instructor's expectations for me in this class are clear.                      | 3.21        | Agree        | 6.5  |
| 4. The instructor provides the guidance I need to be successful in this class.        | 3.32        | Agree        | 1    |
| 5. The instructor presents the material in a way that makes it relevant to me.        | 3.29        | Agree        | 3    |
| 6. In this course, I have the freedom to guide my own learning.                       | 3.30        | Agree        | 2    |
| 7. The instructor provides regular feedback that helps me gauge my performance        | 3.27        | Agree        | 4    |
| <b>Composite Mean</b>                                                                 | <b>3.26</b> | <b>Agree</b> |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

As seen from Table 8, all items were rated agree as revealed by the composite mean of 3.26. Among the items cited, question number four obtained the highest weighted mean score of 3.32. Instructors play a vital role in guiding students towards academic success. As stated in the study of Ahmed, et al., [28], instructor's support and guidance can make a huge contribution for students to manage well their studies, homework's, and other given activities. In every

educational institution, assistance from instructors, tutors, and advisers has consistently remained essential [29]. It was followed by the indicator question number six with a weighted mean score of 3.30. Based on the result, students feel free in guiding their own learning. Learners should have the privilege to direct his learning in a way that will meet his needs and quality as a person [30]. According to Jackson, [31] educational institutions consider academic freedom as an important



factor in student learning. Furthermore, the third ranking with a weighted mean of 3.29 was obtained by the item question number five. Instructors utilizing material to present their lessons effectively contribute to student motivation in online learning. According to Paolini, [32], extra educational materials such as online presentations, instructional applications, and other internet – based materials can improve learner’s engagement established in quality presentation. The instructor’s effective utilization of procedures, strategies, and presentation materials in teaching has a significant effect on student motivation [33].

On the other hand, the indicators question number one and question number three tied in the last rank with a weighted mean of 6.5. Some students are still having difficulty in building connection with their instructor. As stated in the study of Aquila [34],

teacher- student connection will always be present in a traditional classroom, while rapport between instructor and learner in an online class session is found out to be quite difficult to obtain. Prewett, et al., [35], mentioned that instructors had trouble in building good relationship with students who possess unpleasant attitude, trust issues, and has a bias attribute. Furthermore, expectation of instructors towards student remains unclear due to lack of connection. According to Timmermans, et al., [36], expectation of instructors does not only depend on student’s learning attributes, student-teacher connection and attitude in the class was also a factor for instructors to have a good expectation towards the student. Positive expectation from instructors is essential to the academic success of the students because it removes tension, enhance academic performance, and produce better control in classroom behavior [37].

**Table 9.** Summary Table on the Online Learning Motivation Among Maritime Students

| Indicators                     | WM          | VI           | Rank |
|--------------------------------|-------------|--------------|------|
| 1. Intrinsic Goal Orientation  | 3.36        | Agree        | 2    |
| 2. Extrinsic Goal Orientation  | 3.28        | Agree        | 4    |
| 3. Control of Learning Beliefs | 3.24        | Agree        | 6    |
| 4. Self-Efficacy               | 3.29        | Agree        | 3    |
| 5. Task Value                  | 3.46        | Agree        | 1    |
| 6. Social Engagement           | 3.12        | Agree        | 7    |
| 7. Instructor Support          | 3.26        | Agree        | 5    |
| <b>Composite Mean</b>          | <b>3.29</b> | <b>Agree</b> |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

It can be gleaned from table 9 that the seven indicators were all rated agree by the respondents with a composite mean of 3.29. Task Value obtained the highest rank. Students find their courses interesting, and important, which boost their motivation and consequently, they develop a better view to learning which in turn improves their way of studying and achieving academic success. Harackiewicz, et al., [38], stated that having interest in doing tasks is a strong motivational component that vitalizes learning, assists in educational and career path, and is important in attaining educational success. Unmotivated students possess low task value, in which they are considered to have the risk of dropping most likely out to the course [16]. It was followed by Intrinsic Goal Orientation with a mean score of 3.36. Apparently, students are committed to learn and gain from the course they are taking, thus helping them to stay motivated and in-track with their goals. Lee and Martin [39] stated that, students who are intrinsically motivated are those who

enjoy studying for the purpose of learning. Students who are intrinsically motivated make themselves to learn out of unusual things, curiosity, and satisfaction or in order to achieve their own personal goals [7].

However, Motivation to Online Learning in terms of Control of Learning beliefs and Social engagement were rated the least by the respondents and got the lowest mean value of 3.24 and 3.12, respectively. This might be because, difficulties during online classes affects student’s motivation in participating and controlling learning beliefs in class. Gilbert [40] explains that access to online learning has a great impact on the performance and the engagement of student in class, hence profoundly affecting the academic success of the student. Engaging student is not only a challenge present in a conventional classroom, but also and maybe more on online classes [41]. Active engagement of students in online class reduces the sense of isolation, strengthens learning motivation, and improves academic performance [42].

**Table 11.** Difference of Responses Online Learning Motivation When Grouped According to Profile

| Program                     | U / $\lambda^2_c$ | p-value | Interpretation  |
|-----------------------------|-------------------|---------|-----------------|
| Intrinsic Goal Orientation  | 22235.5           | 0.844   | Not Significant |
| Extrinsic Goal Orientation  | 21231             | 0.348   | Not Significant |
| Control of Learning Beliefs | 21967.5           | 0.686   | Not Significant |
| Self-Efficacy               | 22288.5           | 0.875   | Not Significant |
| Task Value                  | 21672             | 0.534   | Not Significant |
| Social Engagement           | 22121             | 0.777   | Not Significant |
| Instructor Support          | 21691.5           | .541    | Not Significant |
| <b>Gadgets</b>              |                   |         |                 |
| Intrinsic Goal Orientation  | 1.52              | 0.468   | Not Significant |
| Extrinsic Goal Orientation  | 0.28              | 0.869   | Not Significant |
| Control of Learning Beliefs | 0.893             | 0.640   | Not Significant |
| Self-Efficacy               | 4.322             | 0.115   | Not Significant |
| Task Value                  | 1.756             | 0.416   | Not Significant |
| Social Engagement           | 1.899             | 0.387   | Not Significant |
| Instructor Support          | 0.053             | 0.974   | Not Significant |
| <b>Access to Internet</b>   |                   |         |                 |
| Intrinsic Goal Orientation  | 6.299             | 0.043   | Significant     |
| Extrinsic Goal Orientation  | 5.203             | 0.074   | Not Significant |
| Control of Learning Beliefs | 6.395             | 0.041   | Significant     |
| Self-Efficacy               | 3.141             | 0.208   | Not Significant |
| Task Value                  | 13.759            | 0.001   | Significant     |
| Social Engagement           | 4.627             | 0.099   | Not Significant |
| Instructor Support          | 8.721             | 0.013   | Significant     |

Legend: Significant at  $p\text{-value} < 0.05$

Table 11 presents the comparison of responses on students' motivation to online learning when grouped according to profile. It was observed that there was a significant difference on intrinsic goal orientation ( $p = 0.043$ ), control of learning beliefs ( $p = 0.041$ ), task value ( $p = 0.001$ ) and instructor support ( $p = 0.013$ ) since the obtained p-values were less than the alpha level of 0.05. This means that the responses differ significantly and based from the pairwise comparison, it was found out that those who have Wi-Fi have a more positive motivation on the above mentioned-variables. Wi-Fi which provides a strong and reliable internet connection plays a vital role in the online learning process of students. According to Sahu [43], online learners who have no or have experienced poor internet

connection deals with serious challenges when it comes to their online learning process. Having a Wi-Fi at home help the students to comply with their activities and organize their learning effectively. Students will acquire a lot of information for their activities through the help of Wi-Fi; it also helps the students to be more productive when the material is easy and ready to access [44]. Those who have Wi-Fi have a more positive motivation because it helps the students to find more information they need for their activities. According to Soegoto and Tjokroadiponto [45], students are more comfortable using Internet to get information and it demonstrate that having Internet will sort all aspects that some of the students need.

**Table 12**

Proposed Action Plan to Enhance the Maritime Student's Motivation to Online Learning

| Key Results Area                                                                                          | Strategy/Projects                                                                                                                                        | Persons Involved                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Social Engagement</b><br>To develop a more socially connected maritime students in online learning. | <ul style="list-style-type: none"> <li>Conduct group activities that will engage their teamwork such as open forum about their latest lesson.</li> </ul> | <ul style="list-style-type: none"> <li>Deans</li> <li>Department Heads of LIMA</li> <li>Professors</li> <li>Students</li> </ul> |

|                                                                                                                  |                                                                                                                                                                                    |                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve the social engagement leaning motivation of maritime students.                                        | <ul style="list-style-type: none"> <li>• Conduct group activities to discuss individual experiences of each student.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• Professors</li> <li>• Students</li> </ul>                                       |
| To enhance student-student interaction in online learning.                                                       | <ul style="list-style-type: none"> <li>• Formulate a more collaborative recreational activity such as kahoot quizzes that will improve their ability to work as a team.</li> </ul> | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• Professors</li> <li>• Students</li> </ul>                                       |
| <b>B. Control of Learning Beliefs</b><br>To boost maritime student's morale in online learning.                  | <ul style="list-style-type: none"> <li>• Creating a safer environment where they could open about their struggles in online learning.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• LIMA Student Organizations</li> <li>• Professors</li> <li>• Students</li> </ul> |
| To give professional advice to maritime students on how to stay motivated in online learning.                    | <ul style="list-style-type: none"> <li>• Conduct seminars and regular counseling with Counseling and Testing Center</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• CATC</li> <li>• Students</li> </ul>                                             |
| To improve confidence and interpersonal skills of maritime students to online learning                           | <ul style="list-style-type: none"> <li>• Sending feedback to each student through open discussion to affirm them on a job well done.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• LIMA Student Organizations</li> <li>• Professors</li> <li>• Students</li> </ul> |
| <b>C. Instructor Support</b><br>To give opportunities to maritime students to enhance their learning strategies. | <ul style="list-style-type: none"> <li>• Formulate peer teaching activities where students instruct skills or explain concepts to classmate.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• LIMA Student Organizations</li> <li>• Professors</li> <li>• Students</li> </ul> |
| To improve teacher-student relationship.                                                                         | <ul style="list-style-type: none"> <li>• Conduct professor student one-on-one assessment to raise their concerns or ideas.</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• LIMA Student Organizations</li> <li>• Professors</li> <li>• Students</li> </ul> |
| To reassure the students that the professors understand their struggle in online learning.                       | <ul style="list-style-type: none"> <li>• Create extended online communities where they can hang out and share both personal and academic concerns.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Deans</li> <li>• Department Heads of LIMA</li> <li>• LIMA Student Organizations</li> <li>• Professors</li> <li>• Students</li> </ul> |

## CONCLUSION AND RECOMMENDATION

Majority of the respondents were enrolled in BSMT aged 20-23 years old equipped with cellphone and are utilizing WI-FI to access internet. Maritime students have shown to be motivated in terms of task value, intrinsic goal orientation and self-efficacy which

are the main factors that affect the motivation to learn online. Access to internet was found significant in the student's motivation in terms of intrinsic goal orientation, control of learning beliefs, task value, and instructor support. A plan of action was proposed to

enhance the maritime student's motivation to online learning.

Lyceum International Maritime Academy may organize online activities such as virtual camp that will still make them feel closer to the activities done before during face to face. Lyceum of the Philippines University – Batangas may assign a counsellor in each section to closely monitor their academic and personality development. Lyceum of the Philippines University – Batangas, in collaboration with LIMA, professors may create an incentive-based activity apart from the curriculum to engage students motivation. Future researchers may explore similar study using different variables and the plan of action may be evaluated and tabled for implementation.

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