



# International Journal Of Scientific And University Research Publication

ISSN No **342**

---

Listed & Index with  
**ISSN Directory, Paris**



**Multi-Subject Journal**



## MOTIVATION AND BARRIERS TO LEARNING OF STUDENTS: THE CASE OF ONLINE EDUCATION

Ariel Tinapay;Jan Axel Cortes;Shiela Tirol;James Samillano

### ABSTRACT

This study determined the motivation and barriers to learning of the students in the case of online education of Cebu Roosevelt Memorial Colleges Elementary Department, Bogu City, Bogu City, Cebu for the school year 2020-2021. Specifically, this study sought to answer the following questions: What is the level of motivation of the pupils to learn in terms of (a) extrinsic motivation; and (b) intrinsic motivation? What are the levels of barrier to learning as perceived by the respondents in the online distance learning in terms of (a) physical and mental condition; (b) environment; and (c) confidence? The descriptive method was used to identify the motivation and barriers to learning. Their motivation and barriers to online education were tested through an adapted questionnaire. The findings show that there is a significant relationship between the profile of the respondents and motivation of learning. The study concluded that the motivation of students in learning online depends upon the external barriers of learning. The participants' perspective shows that the teacher's support and simplified activities and parent's provision of good internet connectivity and the device can make a strong learning motivation. It is recommended that the activities during online class should be very simple because learners have no choice since it is still in a midst of health crisis. Students should be supported in their online classes. Parents, teachers, and other stakeholders shall work together to address the needs of the learners.

**KEYWORDS** :Becker, K. Newton, C. & Sawang, S. (2013). A learner perspective

### INTRODUCTION

Students were progressively being offered online opportunities for education, whether through modified teaching approaches or increased use of technology even in conventional classrooms. As a result, there is a need to describe the specific challenges that students face while taking online courses, as well as to identify pedagogical methods that can resolve and improve the chances of good online teaching and learning. As provided in the DepEd Order (D.O.) No. 013, s. 2020, the accessibility of learning services, the welfare and well-being of learners and DepEd staff, regional and national directives issued, and the preference of parents and learners are all factors to consider when deciding on particular learning delivery mechanisms to use.

This study identifies and expands on basic aspects of online education that students find to be unclear, posing an obstacle to their learning progress. This study also looked at the disparities in expectations of online classes between students who wanted to take them and those who did not. There had been no research that compared the student approaches of these two groups of students in a single sample. This research aims to find out what differentiates students who want to take online classes from those who don't, as well as to make recommendations for improving the online learning environment. While new technologies have given educators the ability to build several successful learning environments, many young students still prefer traditional academic settings.

#### Objective of the study

This study aimed to determine the motivation and barriers to learning of the students: The Case of Online Education of Cebu Roosevelt Memorial Colleges Elementary Department, Bogu City Division School Year 2020-2021. Findings served as bases of a proposed action plan.

Specifically, this study sought to answer the following questions: 1. What is the level of motivation of the pupils to learn in terms of: 1.1 extrinsic motivation; and 1.2 intrinsic motivation?

2. What are the levels of barrier to learning as perceived by the respondents in the online distance learning in terms of: 2.1 physical and mental condition; 2.2 environment; and confidence?

#### Methodology

This study utilized the descriptive – correlational method of research. The study has been conducted at Cebu Roosevelt Memorial Colleges (CRMC) is a private, higher educational institution in Bogu City, Cebu. The 95 students currently enrolled at Cebu Roosevelt

Memorial Colleges Elementary Department were the respondents of the study. Out of 123 students, there were only 95 respondents who took the survey questionnaire with the use of convenience sampling. A method of obtaining samples from a site or internet service that is easily accessed. An online survey, adapted by the researcher, was deployed through an online survey tool (i.e., google survey form). The survey items shall be divided into two sections. Items from the first section were designed to collect demographic information including questions about age, gender, status. The purpose of collecting this demographic data was to increase external validity for generalizability applications. The second section of the survey contained items aimed at collecting the information needed to answer the research questions. To gain a better understanding of online course retention rates, participants were asked to respond to an item about their experience with online education. Students responded to items that help the teachers define the important parameters for creating an effective learning environment. Students were asked to rate various scenarios assisted by the teacher and/or parents from strongly disagree to strongly agree on a 6- point Likert-type scale (Likert, 1932).

A few examples include: whether students feel isolated in an online class, whether students get confused in an online class, and whether students enjoy participating in online discussions. Data collected from the Likert-type scale items help the researcher discover the student learner attitudes related to challenges, and therefore best or worst approaches, to delivering content and communicating in online classes. There was a pilot test done in Medellin Central School before this study was conducted in the CRMC Elementary department. Cronbach alpha result of this study is found in the appendix. The data for this thesis was taken from the elementary department of CRMC. The link form from the Google survey sent through messenger to the student recipients helped provide familiarization with the goal of the study, which contained an informed consent statement. The consent statement also informed the recipients about the researcher's name as well as the name of the researcher's advisor and contact details.

This information allowed students the opportunity to contact either the researcher or the researcher's academic advisor if they have any questions or concerns regarding the survey. The statement also made clear that participation in the study is optional. Recipients began the survey and were informed that they could quit participating at any time with no consequences. The link message also noted that the researcher would not be collecting or obtaining identifying data. This information was made available to survey recipients before they could decide to follow the survey link to participate in the study. The first research question aimed at determining student barriers to online education, regardless of a desire or intention to take an online course

in the future, did not require a comparison between the four groups. The purpose of this question was to explore any barriers all students can have, regardless of their desire to take an online course or not. The first research question was accounted for all of the respondents who may not have a choice of taking or not taking an online course. To increase the validity of the data for the first research question, frequencies for answers were calculated and analyzed. The second research question aimed at answering whether a significant difference exists between variables.

### Results and Discussion

This study revealed that most of the respondents are aged 11, 12, and 9. There were more female respondents than males. The family income reflected in this study implied that most respondents belong to middle-class level family. This study revealed that the majority of the students like to see a complete online course in the first week they can work at their own pace. They also prefer to get just one week of the course material at a time and get ample opportunity to demonstrate their learning in online sessions. Moreover, most students prefer face-to-face to online classes because they lose control when the internet is lousy and get frustrated when they cannot do their task online. This study also revealed that students want online classes to have a sense of community among students and instructors. Most of the respondents' value participating in online class discussions and like to have a class portfolio to complete. However, most of them easily get confused during online class sessions and felt aloft and isolated while having their online classes. This study further revealed that most students love to know the feedback of their instructors; they also felt comfortable using new technologies and considered themselves to be good with Internet-related technologies. This study showed that the majority of the respondents does not have enough time to study due to busy work. It also revealed that they felt the tuition fees are too high and they have become a serious financial burden to them. Furthermore, the majority of them believes that their family and friends do not support their studies. This study also reflected that students easily get distracted by the background noise during online class sessions but on the other hand they believe that they can finish this school year easily and they love to answer questions presented by their teachers online. This study also revealed the relationship between respondents' profile and their learning motivation. It was found out that there was no significant relationship between the variables in terms of age, gender, and family income to extrinsic reward and extrinsic punishment as well as the intrinsic reward and intrinsic punishment. This means that the respondents' profile does not matter in terms of learning motivation. Learners who focus on learning rather than performance or who have intrinsic motivation to learn to tend to set goals for themselves and regard increasing their competence to be a goal. Nonetheless, the results revealed that they do not correlate with each other as presented above.

This also revealed the relationship between respondents' profile and the barriers to learning. The results showed that there was no significant relationship in terms of age, and family income with physical, environmental, and confidence. However, only the environment has a significant relationship to gender negligibly which failed to reject  $H_0$  with physical and confidence.

Finally, this study revealed the relationship between motivation to learning and barriers to learning. It was reflected that there was a significant relationship between extrinsic reward and extrinsic punishment with physical, environmental, and confidence. Moreover, there was also a significant correlation between intrinsic reward with physical, environmental, and confidence. However, intrinsic punishment was only significantly correlated in the physical and environmental aspects but not in confidence.

## CONCLUSION

The external barriers of learning depend mostly upon the motivation of students in learning. Motivation is a fundamental springboard toward a better teaching-learning process and can make learning more meaningful even with online classes. Furthermore, in the field of research, motivation is henceforth a factor to consider in breaking barriers to learning. To identify differences between and within gender classes, schools must collect and monitor academic achievement and course enrollment by gender, ethnicity, and socioeconomic status. Teachers should have student profile upon enrollment and conduct interviews among students and parents. School heads should ensure that this is followed and disseminated before the opening of classes. Teachers are also encouraged to provide clearer directions to students so that they would not get confused during online class sessions. Parents are encouraged to support their children's online education and unload their burden at homework. They should help their students focus on school activities. School administrators are recommended not to increase tuition fees and miscellaneous fees in times of pandemic. Family and friends of the students should show support and encourage the students to learn despite the online class modality. Teachers are encouraged to ensure quality online class by removing or clearing background noise during online class sessions. Parents are recommended to buy noise cancelling device for their students not to get distracted. Local Government Officials are encouraged to pass an ordinance to prohibit videoke sessions and other unnecessary things that cause noises and affect the neighborhood. Teachers should provide enrichment activities for students since the students love the activities provided by the teachers. Administrators should help their teachers ensure quality online classes by providing them with good internet and fast processor devices.

## Plan

### Abstract

### Introduction

- Objective of the study
- Methodology
- Results and Discussion

### Conclusion

### Recommendations

### Reference

### Thesis/Dissertation

### ref\_str

Adelman, R. Reid, L. W. Markle, G. Weiss, S. & Jaret, C. (2017) Urban

crime rates and the changing face of immigration: Evidence across four decades, *Journal of Ethnicity in Criminal Justice*, 15:1,

52-77,

DOI:10.1080/15377938.2016.1261057

motivations, barriers to learning, case of online education, support teaching assistance, stakeholders

Ahlam, D. (2019). Dynamics of Learning Motivation in Elementary School Pupils of Israel (Arab

Sector) Specialty: 531.01. GENERAL, THEORY OF EDUCATION Allen, I. E. & Seaman, J. (2013). Changing Course: Ten Years of Tracking Online Education in the

United States. *Babson Survey Research Group*.

Bojović, I. & Antonijević, R. (2017). Students' Motivation to Learn in Primary School. *Open Journal for Psychological Research*, 1(1), 11-20. ISSN (Online) 2560-5372 ▪ <https://doi.org/10.32591/coas.ojpr.0101.02011b>

*Australian Journal of Adult Learning*. Volume 53. Number 2.

Cabonce, A. N.A & Alaga, C. (2019). Motivation and attitude of students towards learning english language. *International Conference on Research in Social Sciences, Humanities and Education*.

Calvo, R. Iglesias, A. & Castano, L. (2017). Evaluation of accessibility barriers and learning features in m-learning chat applications for users with disabilities. *Universal Access in the Information Society* volume 16, pages 593–607

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches*

(3rd ed.). Thousand Oaks, CA: SAGE.

Filippatou, D. Kaldi, S. & Calvin, M. (2010). The Effectiveness of Project-Based Learning on Pupils with Learning Difficulties Regarding Academic Performance, Group Work and Motivation. *International Journal of Special Education*, v25 n1 p17-26 2010 Finlayson, H., Maxwell, B., Caillau, I. & Tomalin, J. (2016). Impact of eLearning on Student

Immediate and End-Point Outcomes in Further Education.

Folasade, R. Adedigba, M. Olabisi, K. & Sulaiman, O. (2020) Influence of Teachers' Classroom Management Style on Pupils' Motivation for Learning and Academic Achievement in Kwara State. *International Journal of Educational Methodology*, v6 n2 p471-480 2020 Gbollie & Keamu (2017). "Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning", *Education Research International*, vol. 2017, Article ID 1789084, 11 pages, Retrieved from. <https://doi.org/10.1155/2017/1789084> Gray, L., Thomas, N., & Lewis, L. (2010). *Educational Technology in U.S. Public Schools*: Fall 2008 (NCES 2010–034). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Grundman, J.C. Littlemore, J. & Khol-Dietrich, D. (2010). Introduction to the interplay between cognitive linguistics and second language learning and teaching.

Hu, R. Shang, J. & Xia, Q. (2019). *A Study of Primary School Pupils' Motivation, Emotional Intelligence and Attentional Control Ability*. Part of [the Lecture Notes in Computer Science book](#) series (LNCS, volume 11546) Jackson, B. Grove, R. & Beauchamp, M. (2010). Relationship quality within coach- athlete dyads.

*Journal of social and personal relationships*. <https://doi.org/10.1177/0265407510378123>.

Järvelä, S. & Renninger, K. A. (2014). "Designing For Learning: Interest, Motivation, And Engagement". *Cambridge Handbook Of The Learning Sciences*. 668-685. <https://works.swarthmore.edu/fac-education/122> Johnson,

S., Holdsworth, L., Hoel, H. & Zapf, D. (2013). Customer stressors in service organizations: The impact of age on stress management and burnout. *European Journal of Work and Organizational Psychology*, 22, 318-330 Koohang, A. (2009). A learner-centered model for blended learning design. *International Journal of Innovation and Learning*, 6(1), 76-91.

Lamb, R.J. Schindler, C.W. & Ginsburg, B.C. (2019). Ethanol-paired stimuli can increase reinforced ethanol responding. *Alcohol*, volume 85. elsevier.

Lee, J. & Martin, L. (2017). Investigating students' perceptions of motivating factors of online class discussions. *International Review of Research in Open and Distributed Learning*. Volume 18, Number 5.

Leptokaridou, E.T. Vlachopoulos, S.P. & Fox, K.R. (2014). Development and initial evidence of validity of a short form of the physical self-perception profile for Greek adults. *International Journal of Sport and Exercise Psychology*. Volume 12. Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22 140, 55.

306 Martin, J. A. & Elliot, J.A. (2016). The role of personal best (PB) and dichotomous achievement goals in students' academic motivation and engagement: a longitudinal investigation, *Educational Psychology*, 36(7), 1282 – 1299 McManus, M. D'Amico, E. Smith, E. Polinsky, R. Ackerman, J. & Tyler, K. (2016).

Variation in stream network relationships and geospatial predictions of watershed conductivity. *The University of Chicago Press Journal*.

.Muilenburg, L. Y., & Berge, Z. L. (2015). Student barriers to online learning: A factor analytic study. *Distance Education*, 26(1), 29–48.

Murayama, K., Pekrun, R., Lichtenfeld, S., & vom Hofe, R. (2013). Predicting long-term growth in students' mathematics achievement: The unique contributions of motivation and cognitive strategies. *Child Development*, 84(4),

1475-1490. doi:10.1111/cdev.12036 Murphy, E. (1997). Constructivism: From philosophy to practice. Retrieved October 19, 2008 from <http://www.cdli.ca/~elmurphy/emurphy/cle.html> Nayir, F. (2017). The relationship between student motivation and class engagement levels. *Eurasian Journal of Educational Research*, 71, 59-78, DOI: <http://dx.doi.org/10.14689/ejer.2017.71.4>

Regmil, K., Jones, L. & Elleno, S. (2020). A systematic review of the factors – enablers and barriers

– affecting e-learning in health sciences education. *BMC Med Educ* 20, 91 (2020). <https://doi.org/10.1186/s12909-020-02007-6> Saeed, S. & Zyngier, D. (2012). How motivation influences student engagement: A qualitative

case study. *Journal of Education and Learning*, 1(2), 252 – 267.

Sinha, E. Bagarukayo, K. & Oliver T. (2019). Online Education in Emerging Knowledge Economies: Exploring Factors of Motivation, De-Motivation and Potential Facilitators; and Studying the Effects of Demographic Variables. *International Journal of Education and Development using Information and Communication Technology*, v15 n2 p5-30 2019 Sanchez, P.A. Rodriguez, R.H. & Martinez, R.M. (2019). Barriers to Student Learning and Participation in an Inclusive School as Perceived by Future Education Professionals. *NAERJ* Volume 8, Number 1, Jan 15, 2019 ISSN

22547339 Publisher: University of Alicante Schumacher, C., & Ifenthaler, D.m(2018). The importance of students' motivational dispositions for

designing learning analytics. *J Comput High Educ* 30, 599–619. <https://doi.org/10.1007/s12528-018->

9188-ybinath, B., & Steinmayr, R. (2012). The roles of competence beliefs and goal orientations for change in intrinsic motivation. *Journal of Educational Psychology*, 104(4), 1135–1148. <https://doi.org/10.1037/a0028115>

U.S. Department of Education, Institute of Education Sciences (2017). What Works Clearinghouse

Topic Report. Dropout Prevention. Washington, DC: Author.

Available on-line at <http://us.ed.gov/nces/wwc>

**Thesis/Dissertation**

Abramenka, V. (2015). Students' Motivations and Barriers to Online Education. Master Theses.776.

Retrieved from <http://scholarworks.gvsu.edu/theses/776>

Adnan, M. Anwar, K. & Tamasi, O. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. *Department of Mass Communication, National University of Sciences & Technology, Pakistan.*

Augustinovič A. (2019). Pupils with special educational needs facilities of natural sciences motivation education. *Vytautas Magnus University*.DOI: <https://doi.org/10.15823/su.2019.51.3>

Dubayova, T. Chovanova, E. & Majherova, M. (2018). Motivation To Learn, Attitude Towards School, And Stress Coping Strategies Among Pupils With ADHD And Pupils From Standard Population University Presov, Department Of Special Education, Faculty Of Education (SLOVAKIA). *University Of Presov, Department Of Sport Educology And Humanistic, Faculty Of Sports (SLOVAKIA).University of Presov, Department of Physics, Mathematics and Techniques, Faculty of Humanities and Natural Sciences (SLOVAKIA)* Hubalovsky, S. Hubalovska, M & Musilek, M. (2018). Assessment of the influence of adaptive E- learning on learning effectiveness of primary school pupils. <https://doi.org/10.1016/j.chb.2018.05.033>

Hung, M. Chou, C. Chen, C. H. & Yuan, Z. (2010). Learner readiness for online learning: Scale development and student perceptions. <https://doi.org/10.1016/j.compedu.2010.05.004>.Hsu, P. (2016). Examining Current Beliefs, Practices and Barriers About Technology Integration: A Case Study.

Jong, M.S. (2020). Promoting Elementary Pupils' Learning Motivation in Environmental Education

with Mobile Inquiry-Oriented Ambience-Aware Fieldwork.

*Department of Curriculum and Instruction & Centre for Learning Sciences and Technologies, The Chinese University of Hong Kong, Hong Kong, China. Int. J. Environ. Res. Public Health* 2020,

17(7),

2504; <https://doi.org/10.3390/ijerph17072504>. Kaldi, S, Filippatou, D. & Govares, C. (2010). Project-based learning in primary schools: effects on pupils' learning and attitudes. <https://doi.org/10.1080/03004270903179538>.

Kris, M.Y. Lee, C.S. & Yu, Y.T. (2010). Learning motivation in e-learning facilitated computer programming courses <https://doi.org/10.1016/j.compedu.2010.01.007>. Lamb, L. Aquino, M. & Kaldi, (2019). The impact of online use of English on motivation to learn. Pages 85-108 Published online:01

Feb2019. <https://doi.org/10.1080/09588221.2018.1545670Lin>. C. Zhang, Y. & Zheng, B. (2017). The roles of learning strategies and motivation in online language learning: A structural equation modeling analysis <https://doi.org/10.1016/j.compedu.2017.05.014>.

Mailizar, Almanthari, A, Maulina, S. & Bruce, S. (2020). Secondary School Mathematics Teachers' Views on E-learning Implementation Barriers during the COVID-19 Pandemic: The Case of Indonesia.

Martinez, A. McMahon, S. Coker, C. Keys, C. (2016). Teacher Behavioral Practices: Relations To Student Risk Behaviors, Learning Barriers, And School Climate. First published: 19 July 2016. <https://doi.org/10.1002/pits.21946>.

Mogwel, Wanano, A. Balotlegi, & Ambrocia, P.(2020). Barriers of information communication technology (ICT) adoption in Botswanas' primary education Department of Library and Information Studies, *University of Botswana, Botswana Daimon Systems PTY Ltd, Gaborone, Botswana.* Muenks, K., Yang, J. S., and Wigfield, A. (2018). Associations between grit, motivation, and achievement in high school students. *Motiv. Sci.* 4, 158–176. doi: 10.1037/mot000007 Nieuwsma, D. (2019). "Technology: Engagement and Motivation in the Elementary Classroom".

Master of Education Program Theses.136. [https://digitalcollections.dordt.edu/med\\_theses/136](https://digitalcollections.dordt.edu/med_theses/136).

Pontus, T. (2019). Relationship between problem solving and motivation in mathematics: A

qualitative study on how problem solving influences pupils' motivation in mathematics.

Rahmat, N.H, (2020). Innovation in Education: Barriers And Facilitating Factors

Shih, C-C. (2015). Relationships among student attitudes, motivation, learning strategies, patterns of learning styles, learning strategies, patterns of learning and achievement: A formative evaluation of

distance education via Web-based courses. IOWA State University Capstones, Theses and

Dissertations.

Shubina, I & Kulakli, A. (2019). Pervasive Learning and Technology Usage for Creativity Development in Education <https://doi.org/10.3991/ijet.v14i01.9067>, American University of the Middle East, Kuwait Singh, R. (2019). Parental attitudes towards, and their understanding of, barriers to learning and development. [URI: https://hdl.handle.net/10539/28628](https://hdl.handle.net/10539/28628)

Steinmayr, R, Weidinger, AF, Schwinger, M, and Spinath, B. (2019). The Importance of Students' Motivation for Their Academic Achievement – Replicating and Extending Previous Findings. *Front. Psychol.* 10:1730. doi: 10.3389/fpsyg.2019.01730 Talbert, R. (2020). Research report: What are the biggest barriers to online learning? Online learning, Higher Education Teaching.

Trajkovic, V. Malinovski, T. Stojanovska, T. & Vasileva, M. (2018). Traditional games in elementary school: Relationships of student's personality traits, motivation and experience with learning outcomes.

Vodopivec, J.L. & Bagon, S. (2016). Motivation for Using ICT and Pupils with Learning Difficulties

elementary school: Relationships of student's personality traits, motivation

and experience with learning outcomes.

Weber, H. S., Lu, L., Shi, J., and Spinath, F. M. (2013). The roles of cognitive and motivational predictors in explaining school achievement in elementary school. *Learn. Individ. Differ.* 25, 85–92. doi: 10.1016/j.lindif.2013.03.008

Webster CA, Buchan H, Perreault M, Doan R, Doutis P, & Weaver RG. (2019). An exploratory study of elementary classroom teachers' physical activity promotion from a social learning perspective. *J Teach Phys Educ* 34: 474 – 495, . doi:10.1123/jtpe.2014-0075 Wigfield, A., and Cambria, J. (2010). Students' achievement values, goal orientations, and interest:

definitions, development, and relations to achievement outcomes. *Dev. Rev.* 30, 1–35. doi: 10.1016/j.dr.2009.12.001 Yakovlevaa, Y. Yael. B. & Goltsova, N. (2016). Information and communication technologies as a means of developing pupils' learning motivation in elementary school.

Yunus., M. M., Osman, W. S. W., & Ishak, N. M. (2011). Motivation and attitudes for learning

English among year six students in primary rural school. *Procedia-Social and Behavioral Sciences*, 15, 2631-2636. Available at:

<https://doi.org/10.1016/j.sbspro.2011.04.160>.

Zhong, R. (2020). The coronavirus exposes education's digital divide. Retrieved from the New York

Times:

for more details about article visit: <http://ijsurp.com/2022/11/motivation-and-barriers-to-learning-of-students-the-case-of-online-education/?id=8061>



IJSURP Publishing Academy

International Journal Of Scientific And University Research Publication

Multi-Subject Journal

---

Editor.

International Journal Of Scientific And University Research Publication



+965 99549511



+90 5374545296



+961 03236496



+44 (0)203 197 6676

[www.ijsurp.com](http://www.ijsurp.com)