ACADEMIC MOTIVATION AND LEARNER READINESS FOR ONLINE LEARNING

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Abstract: This study aimed to determine which domain of academic motivation best influences learner readiness for online learning. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District, Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on academic motivation best influences learner readiness for online learning were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of academic motivation is high, the level of learner readiness for online learning is high, there is a significance on the relationship between relationship between academic motivation and learner readiness for online learning, the domains of academic motivation best influences learner readiness for online learning is Task.

Keywords: Academic Motivation, Learner Readiness For Online Learning, Educational Management

1. Introduction

Remote learning has become prominent amidst the pandemic. Among the remote learning modality offered to continue the education of the students is online learning. In this mode, students with computer at home or any means of technology to participate in the online class take this means to learn while face-to-face classes are not yet given go signal. However, students in online learning have experiences that challenge their readiness towards their studies (Danchikov, Prodanova, Kovalenko & Bondarenko, 2021).

For many teachers, they believe that academic motivation of can help increase the students' readiness level for online learning. Academic motivation which is the students' desire or interest to engage in their learning has been linked to students' preparedness to perform academic tasks. Hence, it is expected that with a considerable academic motivation, students are most likely to be prepared for their online learning responsibilities (Haftador, Shirazi & Mohebbi, 2021).

Despite the interest of students to attend their online class, not all of them show a right amount of readiness to cope with the demands of their lessons. In some instance, there are students who do not feel confident in their knowledge and skills of how to manage software for online learning. This poses a problem as they have difficulty interfacing the computer or navigating (Hwang, Wang & Lai, 2021).

Similarly, even some students have a good background on the use of technology but there are situations that they feel not confident in using the search engines gather information for online learning. As a result, they experience delayed submission of requirements and other written tasks. In most of the time, students feel that they do not have the interest to do self-directed learning which has added to their poor engagement and readiness in their online learning Landrum, Bannister, Garza & Rhame, 2021).

In the local context, the students in online learning sometimes attend classes late and are unprepared. Teachers noted that the students seem not cooperative to some tasks and are just around to show that they are in the class, but they are not fully participating in the discussion or activities. This has warned teachers and they have felt the need to address this problem.

The problem-situations mentioned are the experiences of the students on their readiness towards online learning. The need to address the problem will ensure greater learning opportunities for the students. Hence, the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding the academic motivation and learner readiness for online learning as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domain of academic motivation best influences learner readiness for online learning. Specifically, this study sought to answer the following objectives:

1. To describe the level of academic motivation in terms of:
1.1. standards;
1.2. goal;
1.3. task;
1.4. effort, and
1.5. ability.
2. To ascertain the level of learner readiness for online learning in terms of:
2.1 internet self-efficacy;
2.2 self-directed learning;
2.3 learner control;
2.4 motivation for learning, and
2.5 online communication self-efficacy.
3. To determine the significant relationship between academic motivation and learner readiness for online learning.
4. To determine which domains of academic motivation best influences learner readiness for online learning.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.
1. There is no significant relationship between academic motivation and learner readiness for online learning.
2. No domains of academic motivation best influences learner readiness for online learning.

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables.

3. Results

Level of Academic Motivation

Presented in Table 1 is the level of *Academic Motivation* with the overall mean of 4.14 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *Task* obtained the highest mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows:

Table 1. Academic Motivation

Indicator	SD	Mean	Descriptive Level
Standards	0.48	4.10	High
Goal	0.61	4.12	High
Task	0.58	4.18	High
Effort	0.65	4.16	High
Ability	0.64	4.15	High
Overall	**0.46**	**4.14**	**High**

I do study outside (beyond) class homework, I just aim to complete homework, I try to do all studies which I think I might succeed, I try to do most studies which I think I might succeed, I attempt only the average of my studies which I might succeed, I only choose the easy study work which I think I will succeed

The indicator *Effort* obtained the highest mean of 4.16 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I make strong demand on myself to pass in my studies, I struggle hard to get correct answers in homework given, I check my work carefully so that I can get good marks, I prepare myself to get high marks in my studies, I make strong effort to achieve as high mark.

The indicator *Ability* obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I have confidence that I can pass in my studies, I receive encouragement on my studies from my teachers, I receive encouragement from at least one friend on my ability in my studies, and I receive encourage from at least one of my parents on my ability in studies.

Goals obtained a mean rating of 4. 12 ore high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I try different ways to solve academic (study) problems, I set realistic and challenging academic (study) goals, I set highest academic goals which I can achieve, When I don't get what I expect in my studies, I work hard so that I may achieve my goals, and If I don't attain my goals, I try again and again.

The indicator *Standards* obtained a mean score of 4.150 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I study hard as much as I can, I think about what I want to attain in my studies, and I set for myself high scores which I believe I can achieve.

The high level of Academic Motivation is due to the high level of rating given by the respondents to the indicators Standards, Goal, Task, Effort, and Ability.

The result of this study is aligned with the idea that states academic motivation is a multi-faceted psychological construct centered on the notion that motivated students tend to perceive school-related activities as more enjoyable and learning as a valuable and pleasant activity (Rowell & Hong, 2013). It is thought to be a main determinant of overall student satisfaction with curricular and extra-curricular activities, and a predictor of

academic achievement (Steinmayr & Spinath, 2009).

According to Hakan & Münire (2014), academic motivation is an internal state that activates, directs, and maintains learning-related behaviors. The question regarding to whether academic motivation predicts student learning achievement is important in educational practices. Although students' academic motivation can change with environmental and interpersonal factors, researchers had made consensus that educators, parents, and school administrators should create conditions for students to stimulate their motivation, which would have the potential to improve their learning performance in consequence. On the other hand, it's important to notice that students' academic motivation vary in terms of gender, domain, and grade (Hakan & Münire, 2014).

Level of Learner Readiness for Online Learning

Presented in Table 2 is the level of *Learner Readiness for Online Learning.* Computations revealed an overall mean score of 4.05 or *high,* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, Motivation for Learning obtained a mean score of 4.12 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am open to new ideas, I have motivation to learn, and I like to share my ideas with others.

Online Communication Self-Efficacy obtained a mean score of 4.10 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I feel confident in using online tools (email, discussion) to effectively communicate with others, I feel confident in expressing myself (emotions and humor) through text, I feel confident in posting questions in online discussions, and getting a good grade, doing all the homework, doing well on the tests, and coming to class on time.

The indicator Learner Control obtained a mean score of 4.08 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I can direct my own learning progress, I am not distracted by other online activities when learning online (instant messages, Internet surfing), and I repeated the online instructional materials on the basis of my needs.

Internet Self-efficacy obtained a mean score of 4.02 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint), I feel confident in my knowledge and skills of how to manage software for online learning, I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning, looking over class notes between classes to make sure I understand the material, making sure to study on a regular basis, taking good notes in class, staying up on the tasks.

The indicator Self-directed Learning obtained a mean score of 3.98 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I carry out my own study plan, I seek assistance when facing learning problems, and I set up my learning goals.

The high level of Learner Readiness for Online Learning is due to the high level of rating given by the respondents to the indicators Internet Self-efficacy, Self-directed Learning, Learner Control, Motivation for Learning, and Online Communication Self-Efficacy.

The result of this study is aligned with the statement that says Online readiness contributes to students' success in an online learning environment (Engin, 2017). Also referred to as digital readiness, it is connected to the use of technology tools for personal learning gains by an individual (Horrigan, 2016). Readiness for online learning requires mental and physical preparedness to engage in an online learning experience (Engin, 2017). It describes abilities

Table 2. Learner Readiness for Online Learning

Indicator	SD	Mean	Descriptive Level
Internet Self-efficacy	0.85	4.02	High
Self-directed Learning	0.83	3.98	High
Learner Control	0.78	4.08	High
Motivation for Learning	0.91	4.12	High
Online Communication Self-Efficacy	0.82	4.10	High
Overall	**0.82**	**4.05**	**High**

related to managing one's time, understanding learning preferences, and seeking knowledge for internal satisfaction (Smith, 2005).

Previous studies have explored several determinants of online learning readiness that have the potential to contribute to success in online settings (Bovermann et al., 2018). The Online Readiness Survey items that pertain to the respondents' use of previous learning and experience, setting of learning goals, evaluation and monitoring of learning, and selection of learning strategies and learning resources (Smith et al., 2003). On the other hand, online learning readiness was assessed by Watkins et al. (2008) in terms of access to technology, online skills and relationships, technical competencies, motivation, online audio-video content, Internet discussions, and other factors related to success in an online course.

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.426 with a probability value of 0.01 which is significant at 0.05 level rejecting the null hypothesis that there is no significant relationship between academic motivation and learner readiness for online learning.

The significant relationship between the two variables is an indication that the increase in the level of academic motivation led to the increase in learner readiness for online learning.

Table 3. Significance of the Relationship between Academic Motivation and Learner Readiness for Online Learning

Academic Motivation	*Learner Readiness for Online Learning*					
	Internet self-efficacy	Self-directed learning	Learner control	Motivation for learning	Online communication	**Overall**

					self-efficacy	
Standards	0.195* (0.007)	0.123 (0.088)	0.154* (0.034)	0.028 (0.072)	0.154* (0.034)	**0.134** (0.062)
Goal	0.229* (0.001)	0.165* (0.022)	0.194* (0.007)	0.156* (0.030)	0.194* (0.007)	**0.230*** (0.001)
Task	0.222* (0.002)	0.117 (0.106)	0.176* (0.014)	-0.059 (0.415)	0.176* (0.014)	**0.103** (0.132)
Effort	0.229* (0.001)	0.165* (0.022)	0.194* (0.007)	0.156* (0.030)	0.194* (0.007)	**0.230*** (0.001)
Ability	0.222* (0.002)	0.117 (0.106)	0.176* (0.014)	-0.059 (0.415)	0.176* (0.014)	**0.104** (0.132)
Overall	**0.302*** (0.000)	**0.300*** (0.000)	**0.350*** (0.000)	**0.177*** (0.01	**0.350*** (0.000)	**0.426*** (0.000)

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Academic Motivation on Learner Readiness for Online Learning

Presented in Table 4 is the regression analysis showing the predictive ability of *Academic Motivation* on the *Learner Readiness for Online Learning*. The analysis shows that when *Academic Motivation* was regressed on *Learner Readiness for Online Learning*, it generated an F-value of 36.18 with 0.01. The value of this regression is 36.18 with 0.01. It can be stated that social presence of *Academic Motivation* influenced *Learner Readiness for Online Learning* Among the indicators of *Academic Motivation*, only one gave significant influence on *Learner Readiness for Online Learning* which is *Task*, t=1.87, P=0.001.

There is a significant relationship between significant relationship between academic motivation and learner readiness for online learning. The result of this study is aligned with the statement that says academic motivation is one of the factors that can lead to academic achievement; have impact on the initiation, tendency, intensity, and persistence of behaviors related to acquiring knowledge in students' learning environment (Nguyen et al., 2019). The motivation is classified into two main types consisting of intrinsic academic motivation and extrinsic academic motivation, and additionally non-motor state (Holden et al., 2019).

The components of intrinsic motivation are internal and personal reinforcers which spontaneously cause the necessary attractiveness for performing an activity, regardless of external rewards (Lynch et al., 2017). While components of external motivation refer to external reinforcers which under their impact the individual strives to achieve an independent goal (Deci & Ryan, 2012). Amotivation also refers to people who do not receive any motivation (satisfaction, inner worth, or external incentives) for their activities. These types of motivation have effects on the achievement and learning goals of the students (Ayub, 2010) as well as push their efforts on learning (Goodman et al., 2011).

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Student Course Engagement

Student Course Engagement Social Presence of Online Collaborative Learning	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**t**	**Sig.**
Constant	1.2065	0.3498	4.26	0.000
Standards	-0.01562	0.08183	-0.2	0.438
Goal	0.79413	0.07432	1.87	0.001

Task Effort Ability	0.03825	0.07328	0.36	0.368
R	0.349			
R^2	0.428			
F	36.18			
p	0.000			

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of academic motivation is high, the level of learner readiness for online learning is high, there is a significance on the relationship between relationship between academic motivation and learner readiness for online learning, the domains of academic motivation best influences learner readiness for online learning is *Task*.

RECOMMENDATIONS

The results of this study revealed that the level of academic motivation is high. The researcher recommends that the District in Schools Division Office of Davao Occidental which the study was conducted may conduct training that will help improve the aspects of *Standards* as indicator of academic motivation.

Meanwhile, the study revealed a high level of learner readiness for online learning. The researcher recommends that the district office may conduct Learning Action Cell among the teachers on the topic *Self-directed Learning*.

The study found a significant relationship between academic motivation and learner readiness for online learning. The researcher therefore recommends that the District in Schools Division Office of Davao Occidental which the study was conducted may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that indicators of academic motivation best influences learner readiness for online learning is *Task*. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement of performance of task among the students.

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