

Learning Issues Encountered and Motivation of Teacher Education Students in Online Learning

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Abstract

The descriptive-correlational research design was employed to examine the issues faced by students and their motivation in using online learning. The respondents of the study were the randomly selected students at the College of Education during the second semester of the academic year 2020-2021 of the Iloilo State College of Fisheries. The data-gathering instrument was a research-made questionnaire adapted from Aboagye et al. (2020). The first section was made up of items that measured the demographic information of the respondents. The second section measured six main challenges such as social issues, lecturer issues, accessibility issues, academic issues, technological skills issues, and time management issues. The last part assessed the learners' motivation in the use of online learning. Data gathered were analyzed using frequency, mean, standard deviation, and Multiple Regression. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses. Results revealed that time management, accessibility, technological skills, and social issues were encountered by the teacher education students to a moderate extent. It was further found that teacher and academic issues were the least challenge faced by the students. Generally, students were slightly motivated in online learning. It can be concluded that students are confronted with issues and challenges as the delivery of instruction shifted from the traditional face to face classes to online learning. Their motivation is low which is predicted by social, academic, and time management issues.

Keywords— learning issues, motivation, online learning

I. INTRODUCTION

The emergence of New Normal redefined the educational set-up in the Philippines. There are things that have changed due to the call and need of the situation. The conventional and usual ways of doing things in the field of education were suddenly altered but these changes are for the benefit of the learners and of the entire school community (Rodriguez, 2020).

Learning in the new normal is a challenge for the teachers, students and even parents. As an urgent response to the COVID-19 pandemic, the government mandated that all schools and universities stop face-to-face teaching and use internet platforms to deliver online learning. Schools were required to migrate from

traditional face-to-face instruction to flexible learning. Students were required to attend online classes and answer learning modules to continue their education. Thus, the new learning pathways rely on students and teachers having access to the internet.

To heed the urgent call to adapt to the “new normal” brought by the pandemic, higher education institutions initiate to come up with a strategy to ensure student's learning amid the pandemic. This generally aims to provide the framework within which teaching and learning will continue despite the threat of the virus. Alternative ways of learning were introduced so that the students may continually get access to education away from school. Provision of flexible delivery of learning through distance

education will make sure that no students will be left behind.

As the rapidly expanding use of online learning technology in the new normal, analyzing the problems of this emerging phenomenon becomes kind of necessity. The researcher believes that understanding and facing these problems and issues will make migration of the traditional education method to flexible learning makes universities stronger in facing the demands of the new normal. In implementing online learning system, an understanding different issues of this learning platform is required. With the increase of online learning environments in colleges in the new normal, it is important to consider learning issues and their role in motivation of students to learn in these environments. Thus, this study was conducted.

Statement of the Problem

This study was conducted to examine the issues faced by students and their motivation in using online learning.

Specifically, it sought to answer the following questions:

1. What are the learning issues faced by students in online learning?
2. What is level of motivation of students in online learning?
3. Do online learning issues faced by students significantly predict their motivation?

II. THEORETICAL FRAMEWORK

This study was anchored on the ARCS model (Keller 1983), a motivational design process that includes a synthesis of motivational concepts and theories that are clustered into four categories: attention (A), relevance (R), confidence (C), and satisfaction (S). Each of these major categories contains subcategories that consist of smaller, more homogeneous subsets of concepts. Fundamentally, humans' motivation associated with the behaviour and emotion (Wlodkowski, 1978). It is a prominent strength to deal with the learning process and succeed. Students' can be

motivated directly through the use of attractive, satisfying and stimulating learning material (Wlodkowski, 1978). According to Keller (2008), ARCS model is a systematic way to determine and deal with learning motivation. ARCS abbreviated from Attention, Relevance, Confidence and Satisfaction attributes. Firstly, catch the attention of students is very crucial to gain and sustain the students' engagement in learning. Secondly, students' experiences and the needs related relevance. Then, Confidence related to the students' emotion and anticipation. Lastly, the positive feeling regarding the learning process and the gained knowledge leads to satisfaction as completing the whole learning process. According to Wlodkowski (1978), students can be motivated directly by getting the students' attention using attractive and stimulating medium or learning material. It is important to sustain and arouse the student's attention and curiosity in the learning process.

III. REVIEW OF RELATED LITERATURE

Online Learning

Rapid developments in technology have made distance education easy (McBrien et al., 2009). Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means (Cojocariu et al., 2014).

Online learning refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place (Singh & Thurman, 2019, p. 302). Online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place and pace of the study, easier and more effective access to a wider variety and greater quantity of information, and lower financial cost (Chen, 2010, Khurana, 2016).

In the Philippines, the term e-learning is used synonymously with online learning and concerns the online delivery of instructional content as well as associated support services to students (Dela Pena-Bandalaria, 2009).

When combined, education and technology can build dynamic teaching and learning experiences that are tailored to developing and transforming the educators and learners needed to power the digital economy. For some reasons, however, there is still a big chunk of people especially students who aren't ready yet to embrace the technological change in the field of education.

Learning Issues

The educational closure and the practice of E-learning as an alternative was adapted to keep students safe from the infectious virus (Hades, et al, 2020). E-learning has its advantages due to its feasibility, its flexibility, and its better control over the environment (Ladyshevsky, 2004). Although E-learning has its advantages, different studies have shown its limitations e.g., social isolation, lack of student-teacher interaction, and communication issues (Arkorful and Abaidoo, 2015).

Tamm (2020) identified the disadvantages of E-Learning must be addressed to ensure the legitimacy and longevity of the online learning industry. These are the disadvantages of e-Learning are online student feedback is limited, e-Learning can cause social isolation, e-Learning requires strong self-motivation and time management skills, lack of communicational skill development in online students, cheating prevention during online assessments is complicated, online instructors tend to focus on theory rather than practice, e-Learning lacks face-to-face communication, e-Learning is limited to certain disciplines, online learning is inaccessible to the computer illiterate population and lack of accreditation & quality assurance in online education. According to Amadora (2020), the common problems that occur during online classes are internet connection, audio clarity, outdated

device and software, system glitch, and short attention span.

Results of the study of Shafiei Sarvestani, et al (2019) classified the challenges of e-learning at the Virtual School of SUMS into six general categories which are as follows: educational challenges, including the extensive amount of context in the courses as well as a large number of modules, disregarding the educational prerequisites of the field, failure of professors to accompany students at the early stages of the projects, etc.; organizational challenges including non-diversification of e-learning courses, high availability of online academic staff due to lack of e-learning experience, ethical challenges such as lack of appropriate culture for applying this discipline, negative perception towards e-learning, technical challenges including low speed of internet, shortage of physical spaces in e-learning, supportive challenges such as lack of facilities, lack of permission to use the university canteen, evaluation challenges such as mandatory in-person exams in e-learning courses, not allocating a reasonable proportion of the final mark to in-person exams, managerial challenges such as inefficiency of the educational content, rejection of students by the head of virtual faculty due to lack of time and lastly, communicational challenges such as lack of interaction with academic staff and classmates as well as lack of face-to-face communication.

There are a number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all

theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004). In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems (Parkes et al., 2014).

Motivation

Effective teaching and learning of students is consistently related with their motivation. Tallent-Runnels et al. (2006) emphasized the information about learners' motivation is the main factor to design an effective instructional plan. This may help educators to improve learning of students. Hartnett et al. (2011) describes motivation in online learning a complex phenomenon that is mostly affected by individual traits and specific contexts. Motivation is worth exploring in an online course because students are inclined to participate less (Kyewski & Krämer, 2018) and high attrition rates lead to motivational questions in distance education for instructional designers.

Pintrich (2003) discussed motivation as having a reciprocal relation to performance and learning. He states that motivation influences performance on learning and what students learn and do influences their motivation. When students are motivated to learn about a topic they are apt to engage in activities they believe will help them learn, such as attend carefully to the instructions, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material (Zimmerman, 2000).

IV. METHODOLOGY

This study utilized descriptive-correlational research method. Descriptive, in the sense that information is collected from a group of people to describe some aspects or characteristics of the population of which that group is a part (Fraenkel and Wallen, 2003). Correlation research method was used to find out the direction and extent of relationship between variables of population under study (Ardales, 1992). It is establishing the relationship among two or more variables are studied without any attempt to influence them.

The respondents of the study were the randomly selected students who are officially enrolled during the second semester of the academic year 2020-2021 at the College of Education of the Iloilo State College of Fisheries, a tertiary institution located in Tiwi, Barotac Nuevo, Iloilo, Philippines.

The research-made questionnaire was adapted from Aboagye et al. (2020). The first section was made up of items that measured the demographic information of the respondents. The second section measured six main challenges such as social issues, lecturer issues, accessibility issues, academic issues, technological skills issues, and time management issues. The last part assessed the learners' motivation in the use of on-line learning.

The instrument was pilot tested to another group of students taking Bachelor of Secondary Education who are not included as the respondents of the study. The reliability coefficient computed using Cronbach Alpha Reliability Coefficient was .746. Cronbach's alpha indicates that all items exhibit acceptable levels of reliability and measure the same concept.

The responses to the questions for each area were summed up and the mean scores were computed. To determine the extent of learning issues encountered by students, the researcher employed the following scale of means and their corresponding descriptions:

| Mean Score | Descriptive Rating |
|-------------|----------------------|
| 3.20 – 4.00 | to a great extent |
| 2.60 – 3.19 | to a moderate extent |
| 1.80 – 2.59 | to a small extent |
| 1.00 – 1.79 | not at all |

To determine the level of students' motivation, the researcher employed the following scale of means and their corresponding descriptions:

| Mean Score | Descriptive Rating |
|-------------|----------------------|
| 3.20 – 4.00 | Highly Motivated |
| 2.60 – 3.19 | Moderately motivated |
| 1.80 – 2.59 | Slightly motivated |
| 1.00 – 1.79 | Not motivated |

Permission to conduct the study was obtained from the offices of the SUC President and Vice President for Academic Affairs and channeled through the Dean. When permission was granted, the researcher distributed the research instrument among the respondents through Google Form.

For descriptive analysis, the data gathered was computed using frequency, mean and standard deviation. For inferential statistics, multiple regression analysis was utilized to determine if social issues, teacher issues, accessibility issues, academic issues, technological skills issues and time management issues can predict students' motivation.

V. RESULTS AND DISCUSSION

Learning Issues Faced by Students

Results revealed that time management issue ($M = 2.85$, $SD = .477$), accessibility issue ($M = 2.78$, $SD = .494$), technological skills issue ($M = 2.76$, $SD = 1.155$), and social issue ($M = 2.71$, $SD = .461$) were encountered by the students to a moderate extent. It is, however, found that academic issue ($M = 2.48$, $SD = .560$) and teacher issue ($M = 2.45$, $SD = .531$) were the least challenge faced by the students.

Time management is the most important challenge students faced in online learning. It is interesting to note that students were confronted with too many distractions ($M = 2.96$, $SD =$

.629) as ranked one. Multitasking ranked the second ($M = 2.91$, $SD = .667$), followed by poor time management ($M = 2.87$, $SD = .642$), lack designated workplace at home ($M = 2.77$, $SD = .636$) and lack of a schedule ($M = 2.76$, $SD = .555$) as third, fourth and fifth issues students faced in online learning, respectively.

Accessibility issue post to be another challenge for students which includes poor internet connectivity ($M = 3.01$, $SD = .701$) and high cost of internet data ($M = 3.00$, $SD = .600$) as the top issues. This was followed by accessibility of learning modules ($M = 2.76$, $SD = .618$), system glitch ($M = 2.69$, $SD = .673$), outdated and outdated software and hardware ($M = 2.67$, $SD = .650$). Unavailability of required technology ($M = 2.57$, $SD = .676$) was the least concern of students.

Moreover, students who lack the necessary technological skills struggle in coping with online learning activities. They have difficulty to adapt to the online learning environment ($M = 3.06$, $SD = 3.438$) and to handle technological media ($M = 2.94$, $SD = 3.427$). Students have limited tech experience ($M = 2.72$, $SD = .662$), lack digital literacy ($M = 2.60$, $SD = .674$) and low level of technological proficiency ($M = 2.50$, $SD = .716$).

Social issue is also considered as an obstacle encountered by students in online learning which can be attributed to limited peer interaction and collaboration during class activities as the biggest issue ($M = 3.0$, $SD = .505$), followed by limited student feedback ($M = 2.82$, $SD = .510$), then social isolation ($M = 2.59$, $SD = .551$), next is lack of communication among learners ($M = 2.59$, $SD = .646$) and lastly, lack student-teacher interaction ($M = 2.52$, $SD = .805$).

In terms of academic issues, less hands-on experience ($M = 2.59$, $SD = .701$) is also considered as a problem of students. Lack of effective communication skills ($M = 2.55$, $SD = .569$), vocabulary acquisition ($M = 2.49$, $SD = .689$), reading skills ($M = 2.40$, $SD = .681$) and good writing skills ($M = 2.35$, $SD = .634$) were other concerns of students in having online class. In this new normal, expectations for

literacy include the use of digital and online media to communicate and to create, discover, and assess information to meet educational and work demands. Strong reading and writing skills support valued aspects of digital literacy in many key areas of learning and daily life.

Another dilemma encountered by the students are teacher issues. It was found out that the top issue faced by the students is excessive assignments given by the teachers ($M = 2.74$, $SD = .674$) followed by poor quality of instructional material ($M = 2.54$, $SD = .715$). No clear learning expectations from teachers

($M = 2.51$, $SD = .592$), delayed posting of course materials ($M = 2.35$, $SD = .760$) and no proper training of teachers ($M = 2.11$, $SD = .687$) ranked third, fourth and fifth, respectively. Teachers must understand and recognize individual learning styles and multiple intelligences of the many hundreds of students (how they learn and how they perceive) in the context of online education. It is important to convey and share the information with students (Brozik and Zapalska, 2006).

Table 1. Learning Issues of Students

| Learning Issues | M | SD | Description |
|--|------|------|----------------------|
| Social Issue | 2.71 | .461 | To a moderate extent |
| Lack of communication among learners | 2.59 | .646 | To a small extent |
| Limited peer interaction and collaboration during class activities | 3.00 | .505 | To a moderate extent |
| Lack of teacher-student interaction | 2.52 | .805 | To a small extent |
| Learning cause social isolation | 2.59 | .551 | To a small extent |
| Student feedback is limited | 2.82 | .510 | To a moderate extent |
| Teacher Issues | 2.45 | .531 | To a small extent |
| Excessive assignments by the teachers | 2.74 | .674 | To a moderate extent |
| Poor quality of instructional material | 2.54 | .715 | To a small extent |
| Lack of clear learning expectations from teachers | 2.51 | .592 | To a small extent |
| Delayed posting of course materials | 2.35 | .760 | To a small extent |
| Teachers are not trained to online learning | 2.11 | .687 | To a small extent |
| Accessibility Issues | 2.78 | .494 | To a moderate extent |
| Unavailability of required technology | 2.57 | .676 | To a small extent |
| Outdated software and hardware | 2.67 | .650 | To a moderate extent |
| System Glitch | 2.69 | .673 | To a moderate extent |
| Poor internet connectivity | 3.01 | .701 | To a moderate extent |
| High Cost of internet data | 3.00 | .600 | To a moderate extent |
| Difficult to access learning modules | 2.76 | .618 | To a moderate extent |
| Academic Issues | 2.48 | .560 | To a small extent |
| Lack of effective communication skills | 2.55 | .569 | To a small extent |
| Lack of reading skills | 2.40 | .681 | To a small extent |
| Lack of good writing skills | 2.35 | .634 | To a small extent |
| Lack of vocabulary acquisition | 2.49 | .689 | To a small extent |
| Less hands-on experience | 2.59 | .701 | To a small extent |

| | | | |
|--|------|-------|----------------------|
| Technological Skills Issues | 2.76 | 1.155 | To a moderate extent |
| Lack of digital literacy | 2.60 | .674 | To a moderate extent |
| Difficulty to adapt to the online learning environment | 3.06 | 3.438 | To a moderate extent |
| Limited tech experience | 2.72 | .662 | To a moderate extent |
| Difficulty in handling technological media | 2.94 | 3.427 | To a moderate extent |
| Lack of technological proficiency | 2.50 | .716 | To a small extent |
| Time Management Issues | 2.85 | .477 | To a moderate extent |
| Poor time management | 2.87 | .642 | To a moderate extent |
| Lack of a schedule | 2.76 | .555 | To a moderate extent |
| Too many distractions | 2.96 | .629 | To a moderate extent |
| Multitasking | 2.91 | .667 | To a moderate extent |
| Lack of designated workplace | 2.77 | .636 | To a moderate extent |

Level of Students' Motivation

Generally, students were slightly motivated in learning online ($M = 2.35$, $SD = .552$). Students' energy and drive to learn, work hard, and achieve at school is low. This is evidenced by the fact that majority of the respondents agreed that they experienced pressure in doing class activities, do not have a helpful home environment and they are not challenged to learn new things and they do not enjoy answering online quizzes and examinations. virtual learning environment is not motivating.

They disagreed that online learning could achieve learner objectives. Students agreed that their online learning class is not interesting, exciting, and motivating. The results are shown in Table 2.

Lack of motivation is another challenge faced by the students. If the students are not motivated, they might not be interested to proceed with their learning process. Motivation is important in improving students' learning results claimed by Gbollie & Keamu (2017).

Table 2 .Level of Students' Motivation

| Motivation | SD | D | A | SA |
|--|------------|-------------|--------------------|----|
| The online learning environment is motivating. | 16 | 67 | 61 | 18 |
| The online learning can achieve learner objectives. | 4 | 89 | 61 | 8 |
| Learning in this class is interesting and exciting. | 14 | 78 | 60 | 10 |
| Online class activities are challenging so I can learn new things. | 12 | 107 | 41 | 2 |
| I have helpful home environment. | 10 | 103 | 43 | 6 |
| I approach classroom work with eagerness and willingness. | 7 | 82 | 63 | 10 |
| I can do an excellent job on the problems and tasks assigned for this class. | 20 | 78 | 57 | 7 |
| I do not feel any pressure in doing class activities. | 9 | 110 | 39 | 4 |
| I enjoy answering online quizzes and examinations. | 12 | 95 | 49 | 6 |
| Over-all Students' Motivation | $M = 2.35$ | $SD = .552$ | slightly motivated | |

Predictors of Students' Motivation on Learning Issues

Study revealed that the combination of six learning issues accounted for 67 % ($R^2 = .670$)

the variance in the motivation of students in online learning. Data is presented in Table 3A.

Table 3A. Model Summary of Regression Result Between Learning Issues and Motivation

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .818 | .670 | .657 | .323 |

Predictors: (Constant), TMI, TSI, TI, AcI, SI, AI

Moreover, the result of this study provides considerable evidence that learning issues are statistically significant contributor ($F = 52.397$,

$p = .000$) in the prediction of students' motivation. Data is reflected in Table 3B.

Table 3B. ANOVA Results for the Predictors in Motivation According to Learning Issues

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|------|
| 1 Regression | 32.892 | 6 | 5.482 | 52.397 | .000 |
| Residual | 16.217 | 155 | .105 | | |
| Total | 49.109 | 161 | | | |

a. Dependent Variable: Motivation

b. Predictors: (Constant), TMI, TSI, TI, AcI, SI, AI

Furthermore, it is interesting to note that social issues ($t = -6.076$, $p = .000$), academic issues ($t = -4.297$, $p = .000$) and time management issues ($t = -4.150$, $p = .000$) made statistically significant unique contributions on students' motivation. Other issues such as teacher issues ($t = .110$, $p = .913$), accessibility issues ($t = -1.892$, $p = .080$) and technological skills issues ($t = -1.892$, $p = .060$) do not make significant contributions to the prediction of students' motivation. The results are shown in Table 3C. The results suggest that students' motivation in online learning is best predicted by social issues, academic issues, and time management issues. Collaboration with peers, interaction with teachers and feedbacking have been identified as an effective factor for motivation. Exchange of ideas and open communication with a peer and teacher can motivate a student to learn the content of the subject and have thorough understanding of lessons which are difficult to accomplish alone.

The results agreed with Topping (2005) who defined peer learning as the acquisition of knowledge and skills through active help and

support among stated equals or matched companions. Moreover, Razak. and See (2010) study on improving academic achievement and motivation through online peer learning recommended online peer learning as a process of achieving better motivation and academic result.

Moreover, academic concerns which include learning difficulties, poor communication, reading and writing skills have also significant impact on students' motivation.

Motivation is also affected by how well a student plans, schedules, and controls time for study. Focusing and prioritizing tasks while working independently or with limited supervision, and effectively setting goals and using organizational techniques help a student stay focused and motivated. Time management is an important part of being motivated to learn. Pintrich, Smith and McKeachie (1991) indicated that time management involves scheduling, planning, and managing one's study time. There are several elements important to successful time management. These include setting realistic goals and setting aside blocks of

time to study as well as effectively using that study time in addition to using good time management strategies, research indicates that

those who practice good time management are clearer about what they are doing and perceive.

Table 3C. Multiple Regression Analysis Results Between Students' Emotional Intelligence and Mathematics Performance

| Variable | Beta | T | Sig. |
|-----------------------------|-------|----------|------|
| Social Issues | -.421 | -6.076** | .000 |
| Teacher Issues | .007 | .110 | .913 |
| Academic Issues | -.309 | -4.297** | .000 |
| Accessibility Issues | .114 | 1.764 | .080 |
| Technological Skills Issues | -.103 | -1.892 | .060 |
| Time Management Issues | -.262 | -4.150** | .000 |

** $p < .000$

VI. CONCLUSIONS

It can be concluded that students are confronted with issues and challenges as the delivery of instruction shifted from the traditional face to face classes to online learning. It is important that these issues need to be addressed and be given much attention to have a successful and effective delivery of online learning and help students perform better. Their greatest challenge was linked to time management issues and academic issues as their least challenge.

Students' motivation is low. Therefore, there is a need to keep students motivated for them to learn more deeply, persist longer, produce higher quality effort and outcome, keep engage in the lesson and perform better in class.

Social issues, academic issues, and time management issues affect students' motivation to learn. Motivation is greatly affected by how much students interact with peers and teachers. Student's ability to perform appropriate school activities related to writing, reading, communicating and problem-solving can foster motivation of students to learn. Furthermore, low motivation and unwillingness of students to learn can be attributed to poor time management.

VII. RECOMMENDATIONS

1. Teachers and students need to have a full understanding of using digital forms of learning. However, some have a very basic understanding of technology and lack necessary resources and tools to conduct online classes. It is recommended for the institution to invest in training teachers and students with the latest technology updates and digital platforms for teaching and learning so that delivery of online classes be seamless.
2. To address accessibility issues, strong internet connectivity be provided and reduce the cost of internet bundles. The institution may form partnerships with mobile network operators to reduce the costs on the students and increase internet availability. Laptops and tablets be provided as a form of assistance as some students rated availability of required technology as an important issue.

3. It is vital that the institution allow for other forms of communication between the students, peers, and teachers. There should be an avenue for students through online consultations, virtual dialogue, and forum to help and enable them to open their feelings, releasing their emotions, sharing their problems, and understanding themselves better. To maintain the students' privacy and confidentiality, the institution should strictly follow the rules of data privacy.
4. Promote technology-supported social and collaborative environments for peer mutual support. Team activities may also be prepared as students must often communicate with peers electronically and collaborate on work. This can be done by assigning a student with an online study buddy to help each other in studying.
5. Technology platforms and online learning modules must be student friendly. They should be provided with an online help desk where they can ask assistance or may present their academic concerns. A particular person/ adviser will be assigned for a particular group of students to cater their needs, concerns, and queries.
6. To assist students' in managing their study time and maximizing their learning, student support system such as provisions of course syllabi, study guides, learning activities, learning materials, schedule of online class, consultations, assessments, monitoring of students' engagement, schedule, and mechanics of submission of requirements, grading system, and feedback portals be standardized.
7. To keep students motivated in an online environment, it is suggested to create an open and accessible environment for students, provide immediate feedback and easy access to resources.

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