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Online Learning Satisfaction and Learning Motivation among Hospitality Management Students

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ABSTRACT

Online learning motivation influences what, how, and when students learn, and online learning takes place across distance and not in a traditional classroom. Moreover, online learning is the only available solution during this Pandemic. This study aims to identify the satisfaction and motivation of the first- to fourth-year students at the University of Bohol College of Hospitality Management during the COVID-19 Pandemic. The researchers used a quantitative-correlational method via a survey questionnaire. A random sample of 128 students was selected from the total population representing different year levels. Modified Online Learning Satisfaction was used to measure the students'

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satisfaction level, and the Modified Learning Motivation Questionnaire was used to measure their level of motivation. Both questionnaires were subjected to Cronbach's Alpha Test to determine the internal consistency of the items. Ethical guidelines were followed for the whole duration of the research period. It was found that the respondents were moderately satisfied and moderately motivated during online learning. In addition, there is a strong relationship between the level of online learning satisfaction and the level of learning motivation, as determined by spearman's rho, with a p-value less than 0.05. The level of online learning satisfaction is related to the motivation to learn.

INTRODUCTION

Online education was enforced in all educational institutions during the height of the COVID-19 pandemic which differs from the conventional face-to-face methods.. Online learning is characterized by two main factors: content and instruction. The content of the online course can influence the students' learning outcomes. Moreover, instructions are delivered online so students can immediately reflect on their learning output.

Brophy (2010) stated that motivation is a theoretical construct that explains the initiation, direction, intensity, persistence, and quality of behavior, particularly goal-directed behavior. Individual cognitive and affective processes are linked to it. (Schuck, Meece, and Pintrich, 2014) Students cannot just attend class with other students since online learning forces them to take responsibility for their learning.

The impact of COVID-19 has significantly affected the learning modality in all institutions. Given the sudden change, students' satisfaction and motivation to learn were also affected by this new learning experience. Nearly 1.6 billion students in over 190 nations have been impacted by the COVID-19 Pandemic, causing a disruption to the education system.

The closure of schools and other learning places has affected 94% of the world's student population and up to 98% in low- and low-middle-income nations (United Nations Sustainable Development Group, 2020). When educational institutions offered online courses, many questioned the effectiveness and possible impact on educators, especially the students (Esra & Sevilen, 2021). However, a sudden shift in the learning modality without even considering the quality of learning may affect the students' satisfaction and motivation during online classes.

The behavioral learning theory is crucial in understanding how to encourage and assist students. Behaviorists attempt to prescribe strategies for establishing and strengthening stimulus-response associations (Winn, 1990), such as using instructional cues, practice, and reinforcement. In general, these prescriptions are reliable and effective in facilitating learning involving discriminations (recalling facts), generalizations (defining and illustrating concepts), associations (applying explanations), and chaining (automatically performing a specified procedure). However, it is widely acknowledged that behavioral principles cannot adequately explain the acquisition of higher-level or more complex skills (e.g., language development, problem-solving, inference generation, critical thinking) (Schunk, 1991). In terms of external impacts on behavior, the social learning theory aligns with the behavioral learning theory. On the other hand, the social learning theory takes a step further and claims that internal psychological processes have an impact on behavior. According to social learning, behavior is significantly more nuanced than the basic stimulus-response model of behaviorism. It indicates that students learn by observing others and then deliberately choosing to mimic their actions. Peer pressure and a desire to fit in are two fundamental emotions that influence conduct. Albert Bandura's social learning theory emphasizes the significance of seeing, modeling, and mimicking the behaviors, attitudes, and emotional responses of others. The social learning theory analyzes how interactions between environmental and cognitive elements affect human learning and behavior (Mcleod, 2016).

Since online education has been the most effective form of delivering higher education during the pandemic, assessing students' satisfaction with online learning is essential. Many characteristics, such as interaction, self-efficacy, and self-regulated learning, are revealed in the studies as determinants of student happiness.

Numerous studies imply that in online or web-based learning environments, interaction is one of the most important indicators of student happiness. Self-efficacy in the domain of online learning refers to three categories: self-efficacy for online learning, computer self-efficacy, and internet self-efficacy, according to the literature. Another essential component that leads to the successful adoption of online-based learning is self-regulated learning. Self-regulated learning refers to how much students participate in their learning process on a metacognitive, motivational, and behavioral level. Intrinsically motivated motivation improves self-efficacy in completing learning tasks and activities, and conduct leads to social interactions inside the learning environment.

Students' satisfaction is regulated by their discomfort, according to the model. As a result, student satisfaction rises when anxiety is low and falls when distress is high. The models were overly focused on a single aspect of happiness, (Weerasinghe & Fernando, 2017). When learners perceive that they are making progress toward a defined goal by achieving milestones of sub-goals, they become more persistent or driven to pursue the dream in question, whether artificial or natural. The endowed progress effect is the theory that if you give someone fake progress toward a goal, they would be more motivated to finish it. The endowed progress effect, in short, lets people believe they have a head start on achieving a goal. It minimizes the perceived amount of work, making people more likely to put forth the effort.

Learners select/rate tasks in a course based on how well they meet their needs for feeling competent and in control of their learning environment. Depending on how it affects the learner's perceived competence, cognitive assessment theory has a detrimental or positive impact on intrinsic motivation. Cognitive Evaluation Theory is a psychology theory that seeks to explain how external outcomes affect internal motivation. According to Cognitive Evaluation Theory, there are two incentive systems: intrinsic and extrinsic, which connect to two different types of motivators. Extrinsic Motivation rewards or other incentives such as praise, fame, or money were utilized for specific tasks under extrinsic motivation. External stimuli, rather than internal motivation, drive this type of motivation. Intrinsic motivation is internal, whereas extrinsic motivation is external. When you're intrinsically driven, you do something because you enjoy it, giving personal gratification.

Choe, Scuric, Eshkol, Cruser, Arndt, Cox, and Crosbie (2019) suggests online lecture video styles that improved student engagement and satisfaction while maintaining high learning outcomes in online education were identified. They gave students multiple lecture video formats with standardized information and then used a survey and summative assessment to determine learning results and satisfaction. The findings show that multimedia learning can be both enjoyable and effective. Despite equal learning outcomes, students have strong preferences for certain video styles, with the Learning Glass style receiving the highest satisfaction ratings. Video styles that were defined as impersonal and unfamiliar received low ratings, but those that were described as personable and engaging and elicited good affective reactions received high ratings.

The main objective of this study is to assess the level of satisfaction with online learning and the level of learning motivation among hospitality management students at the University of Bohol of School Year 2020-2021. Further, it intended to find out the respondents' online learning satisfaction and their learning motivation in the hope that the recommendations can be drawn out of the results of this research.

RESEARCH METHODOLOGY

This study used a quantitative-correlational method via a survey questionnaire to measure the level of satisfaction and motivation of the first to fourth-year hospitality management students enrolled in the University of Bohol (UB).

The research will take place at the University of Bohol which is a co-educational, private, non-sectarian higher education institution in Tagbilaran City, Bohol, Philippines.

A random sample of 128 students was selected from the total population of 191 representing different year levels. Modified Online Learning Satisfaction was used to measure the students' satisfaction level, and the Modified Learning Motivation Questionnaire was used to measure their level of motivation. Both questionnaires underwent Cronbach's alpha to determine the internal consistency of the items.

Specifically, the study made use of two modified questionnaires. Modified Online Learning Satisfaction was used to measure the students'

satisfaction level which has a Cronbach's alpha value of above 0.85 indicating that all scales are trustworthy. The Modified Learning Motivation Questionnaire was used to measure the students' motivation. Cronbach's alpha was determined to be = 0.762, indicating that the questionnaire items were internally consistent. The range of this parameter is 0 to 1, and the closer it gets to 1, the more trustworthy the instrument becomes.

To achieve the "Do no harm" principle and comply with the safety protocols, consent forms were obtained fro the respondents which assured confidentiality, anonymity and voluntary aspects: The researchers conducted the study by communicating with the chosen respondents through Facebook Messenger and giving them an online survey in collecting data through the use of Google Forms for the safety of the respondents.

RESULTS AND DISCUSSIONS

Level of Online Learning Satisfaction on Interaction. In terms of the level of online learning satisfaction on interaction, internet self-efficacy, self-regulated learning, and student satisfaction, the respondents were moderately satisfied (MS). The result relates to the findings of Bruning (2005), Kearsely (2000), and Moore (1993) which proved that student engagement is critical to their learning as well as the general success and efficacy of online education. They also discovered that interaction is regarded as one of the most significant determinants of student satisfaction. This study confirms the findings of the data on how satisfied and moderately satisfied students are in terms of the level of satisfaction in the interaction dimension.

The respondents had a moderate level of satisfaction in the Internet Self-Efficacy dimension. The result relates to the findings of Wei and Chou (2020), Eastin & LaRose (2000) which show that their computer/ Internet self-efficacy and desire to learn had a direct impact on their online discussion score and course satisfaction. Students' computer/Internet self-efficacy for online learning preparation has a mediated effect on not only online learning perceptions and online discussion scores, but also on online learning perceptions and course satisfaction, according to the findings. The results show that respondents are satisfied with their Internet Self-Efficacy during the online session. Knowing how to utilize the internet can help students study and complete activities more quickly and easily.

Level of satisfaction with the Self-Regulated Learning dimension. The internet self-regulated learning dimension had a composite mean of 2.98 which means the respondents were moderately satisfied (MS). The result of the findings confirms the behaviorism theory, which describes how students act while learning. Learners choose how effectively tasks in a course satisfy their needs for feeling competent and in control of their learning environment. The findings also confirm Zimmerman & Pons (1988) that on a metacognitive, motivational, and behavioral level, self-regulated learning refers to how much students participate in their learning process. And it is clear from the results that, despite the difficult situation they were in today, respondents were still satisfied. Respondents learned how to adapt their study methods and other factors in order to continue learning and, of course, continuing their degrees. Respondents change their learning approach to accommodate their coping strategy or technique. According to the data, respondents are satisfied in terms of self-regulated learning during the online class in this new normal situation.

Level of satisfaction in the Student Satisfaction dimension. This also shows that the student satisfaction dimension got a composite mean of 2.74 which means the level of satisfaction was under-satisfied or moderately satisfied (MS). The results relate to Yukselturk & Yildirim (2008) that student satisfaction is one of the most important factors in judging the quality of a course or degree program at universities and other institutions of higher learning. The findings also agree with the happy-productive student theory, which states that many psychosocial qualities influence student satisfaction, such as coping, well-being, and stress.

Summary of the Respondents' Level of Online Learning Satisfaction. The summary of respondents' level of online learning satisfaction. Results showed that interaction dimension had the highest composite mean from the other dimensions with a total of 3.10/3.11, which means that respondents were moderately satisfied when it comes to interacting while having the online class. And the dimension that has the lowest composite mean is student satisfaction, with a moderately satisfied level. However, the overall mean for the level of satisfaction indicated that participants were (2.92) moderately satisfied with their online learning experience.

As per analyses, interaction is the most important determinant of student satisfaction. It confirms the findings of Bruning (2005); Kearsely (2000); Moore (1993) that one of the most important predictors of student

happiness is interaction. This also confirms the studies of Bray, Aoki, Dlugosh (2008) that many factors, including interaction, self-efficacy, and self-regulated learning, have been identified as drivers of student satisfaction in research. Furthermore, interaction is seen as an important aspect of student learning as well as the overall success and effectiveness of remote education and online learning has proven to be the most effective method of delivering higher education during this Pandemic.

Respondents' Level of Motivation. The respondents' level of motivation in the following dimensions: Amotivation, Introjected Regulation, External Regulation by Attendance, External Regulation by Social Interaction, Identified Regulation, Integrated Regulation and Intrinsic Motivation. The results showed that item 1," I really feel that I am wasting my time at online class, " gained the highest weighted mean of 2.95, which means that the respondents agreed or were moderately motivated. Followed by item number 2 " I do not know or understand what I'm doing at the online class," with a mean of 2.89 which means that the participants agreed or were moderately motivated (MM). The third highest weighted mean, with a total of 2.84 is item 3 "I do not see why I must come to the online class" which means that the participants agreed or were moderately motivated. Although the rest of the items got an agree level, item number 6 " I had good reasons for joining the online class, but I now have doubts about continuing " got the lowest mean of 2.51. This finding also shows that amotivation dimension has moderately motivated (MM) level.

The findings support Ferrer, Ringer, Saville, Parris, and Kashi (2020) that students lack the incentive to succeed in online learning. It is influenced by a variety of elements, including reinforcement, aims, interests, and a sense of self-efficacy and self-determination. While some students flourish in this setting, others got bored and unmotivated. Students' attitudes regarding online learning, influence their motivation and educational engagement. Students cannot just attend class with other students since online learning requires them to take responsibility for their own learning.

This finding also shows that introjected regulation dimension had moderately motivated (MM) level as rated by the respondents. The results relate to the findings of Deci and Ryan (1985) that online learning has an impact on student motivation. The findings back up the cognitive assessment hypothesis, which explains how external factors influence internal motivation. And it can be seen from the findings that respondents

are motivated to go through online classes because of the incentives they will get.

It further shows the level of learning motivation in the external regulation by attendance dimension. This also shows that external regulation by attendance dimension, got a composite mean of 3.07 which means that the level of motivation is under agree or moderately motivated (MM). The findings confirm the cognitive evaluation theory, where respondents choose course assignments based on how well they fit their demands for feeling competent and in charge of their learning environment. Extrinsic motivation, on the other hand, relates to the employment of prizes or other incentives. And it can be seen that participants were motivated in this dimension for the sake of their attendance and not failing and obtain a diploma. The external stimuli, rather than internal motivation, drive this sort of motivation.

Learning motivation in the external regulation by social interaction dimension. This finding also shows that external regulation by social interaction dimension, had a result of less motivated (LM) level. The results relate to the findings of Deci and Ryan's (1985) cognitive assessment theory, according to which students choose/rate course assignments depending on how well they meet their demands for feeling competent and in control of their learning environment. Extrinsic motivation relates to the utilization of rewards or other incentives for certain actions, such as praise, fame, or money, as well as doing something to avoid punishment. External stimuli, rather than internal motivation, drive this type of motivation. And as obviously stated, the respondents are motivated because of the incentives they will get.

Learning motivation in the identified regulation dimension. This also shows that identified regulation dimension, got a composite mean of 2.65 which means that the level of motivation is under agree or moderately motivated (MM). The results relate to the findings of Muslimin and Harintama (2020) that Pandemic had piqued interest in a shift in higher education's learning method, the students had to adjust to a circumstance that presented them with learning hurdles that threatened to stymie their progress. Furthermore, the motivations and ingenuity of students would push them to seek out other options. This also confirms the cognitive hypothesis and coincides with extrinsic motivation, which refers to the action that is expressly recognized and valued by a person.

Learning motivation in the integrated regulation dimension. This also shows that amotivation dimension has moderately motivated (MM) (3.00) level. The results relate to the endowed progress effect, in which learners believe they are progressing toward a defined goal by accomplishing milestones of subgoals, and as a result, they become more tenacious or driven to follow their dream, whether artificial or natural. Students' expectations of success and the value they place on achieving a goal combine to create two types of motivation. Linking the task to students' interests and prior knowledge, proving the task's utility in terms of students' future goals, and demonstrating the activity's importance to other people that students respect are all good ideas. And it can be seen from the results that the respondents felt motivated to get through online classes by improving their self-determination and believing that education is crucial.

Learning motivation in the intrinsic motivation dimension. This also shows that amotivation dimension had moderate level as rated by the respondents. The results confirm the cognitive theory, particularly in the category of intrinsic motivation, which indicates that intrinsic motivation is internal. When you are intrinsically motivated, you do something because you enjoy it; you are providing personal enjoyment or happiness. Respondents enrolled in an online program because they are happy and appreciate everything about it. The findings also confirm Paris & Turner (1994) that motivation is essential to students' interest in joining online classes, and is also known as the "engine of learning."

Summary of the Respondents' Level of Learning Motivation. The summary of respondents' level of online learning motivation shows that the overall mean for the level of online learning motivation was 2.83, indicating that participants were moderately motivated in undertaking their online learning. The findings confirmed the study of Schunk & Usher (2012) that motivation influences what, how, and when students learn. It also confirms Brophy (2010) that motivation has been defined as a "theoretical construct that explains the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior". It is linked to individual cognitive and affective processes. Lastly, the findings confirm Schuck, Meece & Pintrich (2014) that identified situated and interactive interactions between learners and their learning environments as enablers or barriers based on contextual and social factors.

Relationship between Level of Online Learning Satisfaction and Level of Learning Motivation. As presented in Table 1, the null hypothesis was rejected since there is a strong relationship between the level of online learning satisfaction and level of learning motivation, as determined by spearman's rho, with a p-value less than 0.05. The level of online learning satisfaction is related to the motivation to learn. Furthermore, interaction is seen as an important component of student learning as well as the overall success and effectiveness of online education especially in online learning and learning motivation (Bruning, 2005; Kearsely, 2000; Moore, 1993). In addition, the researchers found that interaction is the most effective factor for student satisfaction in online learning.

Table 1. Correlation between Online Learning Satisfaction and Level of Learning Motivation (N= 128)

			Level of Satisfaction Overall Mean	Level of Motivation Overall Mean
Spearman's rho	Level of Satisfaction Overall Mean	Correlation Coefficient	1.000	.445**
		Sig. (2-tailed)	.	.000 significant
		N	128	128
	Level of Motivation Overall Mean	Correlation Coefficient	.445**	1.000
		Sig. (2-tailed)	.000	.
		N	128	128

**.Correlation is significant at the 0.01 level (2-tailed)

CONCLUSION

The majority of the respondents were female, ranging from ages 20-24 years old, single, and from the second-year level of the University of Bohol-Bachelor of Science in Hospitality Management.

The respondents were moderately satisfied in terms of interaction, self-regulated learning, internet self-efficacy, and student's satisfaction. However, there is a need for improvement in terms of their satisfaction specifically under the internet and self-regulated learning. The researchers concluded that online education is adequate to be a method of delivering higher education and provides a learning experience that will ensure students' satisfaction during this Covid-19 Pandemic.

The respondents were moderately satisfied in terms of amotivation, introjected regulation, external regulation by attendance, identified regulation, integrated regulation, and intrinsic motivation. Nevertheless, the respondents disagreed on believing smooth communication with their classmates and friends during the online class in which it is under motivation specifically in external regulation by social interaction. This led to a conclusion that respondents are inspired to continue their education despite the situation they are in, believing that education is important.

There is a correlation between online learning satisfaction and learning motivation. This research contributes to a better understanding of the importance of ensuring that online learning satisfaction and motivation of the UB Hospitality Management students in the face of the Covid-19 Pandemic, as well as helping the University of Bohol improve in terms of online learning education.

RECOMMENDATION

1. It is recommended that the UB will use the right technology tools, software should be changed often, so it's important to set down the fixed matters first.
2. UB Students should continue to follow the COVID -19 Pandemic safety health protocol for their own safety and for the rest of the community.
3. Future researchers should conduct studies to obtain more specific information on students of other colleges.
4. Future researchers should find more ideas to improve the service and to help prepare future participants.

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