



**PREFERRED ACADEMIC MOTIVATIONAL ORIENTATION AND LEARNING STRATEGIES OF CEU B.S. PHARMACY STUDENTS OF 2020-2021 IN ONLINE LEARNING AMID COVID-19 PANDEMIC**

**Abastillas Kzy, Ballelos Maureen, Delluza Alexandra Faye, \*Gesite Airon John, Piñon John Dherick, Sarmiento Kimberlyn, Yarte Yvette.**

Centro Escolar University School of Pharmacy Manila, Philippines.

**\*Corresponding Author: Gesite Airon John**

Centro Escolar University School of Pharmacy Manila, Philippines.

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**ABSTRACT**

A new normal way of learning and teaching environment brought by Coronavirus-2019, education continues through online media platforms. Adapting to new things brought by our society and maintaining focus is already challenging enough during this health crisis; merely studying online is an added struggle. Thus, this study's main purpose is to assess the Preferred Academic Motivational Orientation and Learning Strategies of CEU B.S. Pharmacy Students of 2020-2021 in Online Learning amid COVID-19 Pandemic. The respondents are the B.S. Pharmacy students of CEU Manila, Makati, and Malolos who are currently enrolled in the first semester of S.Y. 2020-2021 from 1st-year to 3rd-year level. A stratified random sampling technique was used in the data collection, and the selection of participants was based on purposive sampling. The questionnaire was a modified questionnaire adapted from the studies of Moreno-murcia, J. A., Torregrosa, Y. S., & Belando, N. (2015) and Beshir, H., (2018) and improving it in a way that will further relate to the chosen study during online classes that include the open-ended questions. This was disseminated by the use of an online media platform, Google Form. The overall mean of faculty motivational orientations and learning strategies in the online teaching-learning mode is 4.09 and 4.44, respectively. The respondents' preferred motivational orientation is to emerge in the professors-students relationship, receive recognition and feedback. Obtaining mnemonics, a coordinated flow of discussion, and research methods, on the other hand, are their preferred learning strategies. The overall mean of the students' preferred motivational orientations and learning strategies based on the professor's competencies is 4.77 and 4.86, respectively. The respondents preferred motivational orientation in which they were acknowledged for their achievements and received words of encouragement. However, doing innovative exercises, getting supplementary notes and recordings, and shifting the mode of learning by blocking subjects are their preferred learning techniques. The study concluded that most students assess that CEU professors often utilized motivational orientations and learning strategies of faculty on the online mode of teaching-learning such as creating learner independence and promoting self-motivating strategies. On the other hand, the overall mean of students always preferred motivational orientations and learning strategies based on the professor's competencies such as creating a pleasant and supportive atmosphere.

**KEYWORDS:** *Motivational orientation, Learning strategies, B.S. Pharmacy Students, Pandemic.*

**INTRODUCTION**

Coronavirus disease 2019 (COVID-19) is an illness caused by a novel coronavirus, which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China (Cennimo, 2020). The pandemic created a massive issue for the Philippines' education system, resulting in the insistence of the government to pursue education amidst the pandemic. To continue learning and appall of being left behind from the course programs, the Commission on Higher Education (CHED) of the Philippines implemented a different learning approach by

transitioning the regular face-to-face classes into flexible online learning to prevent the transmission of the virus (CHED, 2020). Following the CHED's online class guidelines, several universities, including Centro Escolar University (CEU) campuses, utilize the synchronous and asynchronous learning mode. They also use online learning, wherein there is a blocking of sections where the students will study and finish specific courses for about a month in an entire semester. Universities such as CEU utilize Canvas Instructure, which facilitates learning and teaching online. This learning modality offers tools to enable several students to learn through online

learning and is mainly manipulated by professors. It allows professors to post online grades, assignments, and modules (Canvas Orientation, 2020). The pharmacy professors educate, train, assess, and develop the student pharmacists of today. To educate the next generation of pharmacists through different teaching approaches, they must know which system will motivate the students in their studies and what strategies they prefer. Thus, the researchers will assess Centro Escolar University's (CEU) online mode of learning as the motivational orientations and learning strategies preferred by its B.S. Pharmacy Students.

## METHODS

### Study Design

This study utilized a simple descriptive study design. The study design was used to assess the following variables: The motivational orientations and learning strategies of faculty on the online mode of teaching-learning, and the students' preferred motivational orientations and learning strategies based on the professor's competencies.

### Questionnaire Development

The questionnaire was a modified questionnaire adapted from the studies of Moreno-murcia, J. A., Torregrosa, Y. S., & Belando, N., (2015) and Beshir, H., (2018). It was modified by the researchers to tackle online classes and underwent content validation by experts.

The questionnaire is composed of 40 questions and of which divided into two parts: Respondents' Motivational Orientations (8 questions) and Learning Strategies (12 questions) of faculty on the online mode of teaching-learning and Students' Preferred Motivational Orientation (8 questions) and Learning Strategies (12 questions) based on the professor's competencies. The questionnaire used a Likert five-scale choice: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1).

### Respondents of the Study

The respondents of this study are the 1st year to 3rd-year B.S. Pharmacy students from CEU Manila, Makati, and Malolos S.Y.: 2020-2021. From the total population of 1334 students among the three campuses, a sample size of 301 respondents was included in the study wherein the Manila campus yields the highest number of respondents of 213, Makati, and Malolos with 44 each.

### Sampling Technique

The researchers used a stratified random sampling technique in the data collection to separate the campuses' population from 1st-year level to 3rd-year level. The selection of the participants from the three campuses of CEU was based on purposive sampling, wherein the respondents were all qualified on the researchers' given criteria. This sampling technique was used due to its convenience amidst the limitations and barriers between the researcher and respondents.

### Data Collection and Statistical Analysis

The respondents participated in this study by answering the questions provided by the researchers through the use of online analytic tools (google forms) consisting of Likert-scale and open-ended questions. The respondents were reached through their CEU email and were given three days to respond to the questionnaire.

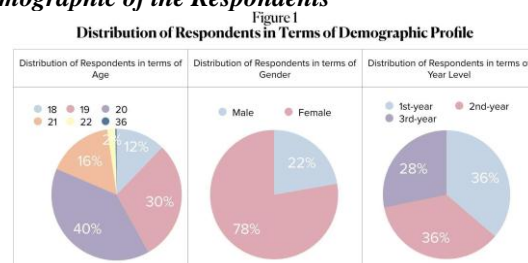
The mean or average was used to average all scores from the data provided by the respondents. The standard deviation was used to spread out the mean to measure the variance of the observed value from the average. The margin of error was used to know the difference in percentage results compared to one another. The frequency and percentage distribution were used to present the proportion of responses for each question by majority or minority.

### Ethics Approval

The research protocol was reviewed and approved by the Institutional Ethics Review Committee (IERC) of Centro Escolar University and granted a reference number of.

## RESULTS AND DISCUSSION

### Demographic of the Respondents



Out of 301 respondents, the majority of the population are female which is composed of 236 students (78.40%) and mostly between the age group of 19-20. CEU Manila, having 213 students, has the largest proportion in the population (70.8%) of which 76 students are from the 2nd-year level (35.7%). While the remaining population are from CEU Makati and Malolos, both with 44 students, (14.6%) and are mostly from 1st-year students (38.6%).

### Motivational Orientations and Learning Strategies in CEU Online Learning

Table 1  
Summary of Respondents' Observed Motivational Orientations in CEU Online Learning

Item	Manila			Makati			Malolos			Total		
	WM	SD	VD	WM	SD	VD	WM	SD	VD	WM	SD	VD
Create learner independence	4.29	0.794	Often	4.2	0.701	Often	4.23	0.831	Often	4.65	0.583	Always
Allows peer activities	4.08	0.849	Often	4.09	0.910	Often	4.14	0.878	Often	4.65	0.595	Always
Gives them awards or acknowledgements	4.12	0.832	Often	3.86	1.002	Often	3.80	0.978	Often	4.65	0.660	Always

The motivational orientations of faculty on the online teaching-learning mode in CEU Manila, Makati, and Malolos have the highest weighted mean of 4.29 (SD=0.794), 4.20 (SD=0.702) and 4.23 (SD=0.831), respectively, for the item that shows that the professors

create learner independence and promote self-motivating strategies. By cultivating interdependent learners, self-motivation is developed rather than compliance (Edutopia, 2018). Independent students learn by being free of the control of others. The learner promotes their self-motivating strategy to acquire knowledge upon themselves (Marrison, 2015). However, the lowest weighted mean of 4.08 (SD=0.849) in Manila shows that their professors often allow peer activities. While the lowest weighted mean of 3.86 (SD=1.002) and 3.80 (SD=0.978) in Makati and Malolos show that their professors often give them awards or acknowledgments. The garnered highest weighted mean of 4.28 (SD=0.788) in the three campuses shows that the students “often” observe their professors creating learner independence and promoting self-motivating strategies. On the other hand, the lowest weighted mean of 4.07 (SD=0.892) in the three campuses shows that the students “often” observe their professors giving them awards or acknowledgments.

Furthermore, based on the qualitative result, the following are the observed motivational orientations from their professors: The majority of the respondents from Manila preferred to experience a professor-student relationship. The majority of the respondents from Makati preferred to get recognition for their accomplishments. The majority of the respondents from Malolos preferred receiving feedback on their activities.

Table 2  
Summary of Respondents' Observed Learning Strategies in CEU Online Learning

Item	Manila			Makati			Malolos			Total		
	WM	SD	VD	WM	SD	VD	WM	SD	VD	WM	SD	VD
Encourage individual work	4.46	0.676	Often	4.48	0.628	Often	4.48	0.628	Often	4.37	0.771	Often
Provide a clear and logical framework	4.26	0.805	Often	4.14	0.702	Often	4.14	0.702	Often	4.88	0.335	Always
Facilitate student-student interaction	4.2	0.836	Often	4.25	0.751	Often	4.25	0.751	Often	4.23	0.918	Often

The learning strategies of faculty on the online teaching-learning mode in CEU Manila, Makati, and Malolos have the highest weighted mean of 4.46 (SD=0.676), 4.48 (SD=0.628), and 4.48 (SD=0.628), respectively, for the item that shows that the professors encourage individual work. Encouraging students helps them keep engaged in their studies and develop their confidence and belief in their abilities (Kumon, 2018). It allows them to optimize their time because of synchronous meetings' technical and timing difficulties (Parra, B., 2016). However, the lowest weighted mean of 4.20 (SD=0.836) in Manila shows that their professors often facilitate student-student interaction. While the lowest weighted mean of 4.14 (SD=0.702) in Makati and Malolos shows that their professors **often** provide a clear and logical framework. The garnered highest weighted mean of 4.51 (SD=0.651) in the three campuses shows that the students “often” observe their professors encouraging individual work. On the other hand, the lowest weighted mean of 4.24

(SD=0.797, 0.830 and 0.777) in the three campuses shows that the students “**often**” observe their professors facilitating student-student interaction.

Furthermore, based on the qualitative result, the following are the observed learning strategies from their professors: The majority of the respondents from Manila preferred having mnemonics, organized flow of discussion, and analysis techniques. The majority of the respondents from Makati and Malolos preferred having supplementary notes and videos.

### Student's Preferred Motivational Orientation and Learning Strategies Based on Professor's Competencies in CEU Online Learning

Table 5  
Summary of Respondents' Preference of Motivational Orientations based on the professor's competencies in CEU Online Learning

Item	Manila			Makati			Malolos			Total		
	WM	SD	VD	WM	SD	VD	WM	SD	VD	WM	SD	VD
Pleasant and supportive the online class atmosphere	4.84	0.427	Always	4.89	0.321	Always	4.98	0.151	Always	4.24	0.731	Often
Provide interaction (e.g. feedback)	4.66	0.605	Always	4.59	0.658	Always	4.61	0.579	Always	4.28	0.788	Often
Enhances independent learning	4.65	0.608	Always	4.68	0.501	Always	4.66	0.479	Always	4.09	0.864	Often

The students' preferred motivational orientations based on the professor's competencies in CEU Manila, Makati, and Malolos have the highest weighted mean of 4.86 (SD=0.427), 4.89 (SD=0.321), and 4.98 (SD=0.151), respectively, for the item which shows that students prefer pleasant and supportive online class atmosphere. Teachers who create an enjoyable yet compassionate environment can increase student-teacher relationships. This helps more on the communication that the student could seek especially on a virtual setup (Haglund, 2017). The lowest weighted mean of 4.65 (SD=0.608) in Manila shows that the students always prefer independent learning. While the lowest weighted mean of 4.59 (SD=0.658) and 4.61 (SD=0.579) in Makati and Malolos show that the students always prefer when they have an interaction with their professors. The garnered highest weighted mean of 4.86 (SD=0.389) in the three campuses shows that the students “**always**” prefer pleasant and supportive online class atmospheres. On the other hand, the lowest weighted mean of 4.65 (SD=0.660, 0.595 and 0.583) in the three campuses shows that the students “**always**” prefer when they have an interaction with their professors.

The following are the expected student's preferred motivational orientations according to the qualitative result: The majority of the respondents from Manila and Malolos preferred to acknowledge or recognize their accomplishments. The majority of the respondents from Makati preferred to get words of encouragement.

Table 4  
Summary of Respondents' Preference of Learning Strategies based on the professor's competencies in CEU Online Learning

Item	Manila			Makati			Malolos			Total		
	WM	SD	VD	WM	SD	VD	WM	SD	VD	WM	SD	VD
Highlights the important aspects in a module	4.86	0.362	Always	4.91	0.291	Always	4.95	0.211	Always	4.26	0.777	Often
Uses other learning tools	4.4	0.775	Often	4.09	0.936	Often	4.5	0.792	Often	4.27	0.772	Often
Encourage teamwork	4.21	0.920	Often	4.3	0.851	Often	4.14	0.905	Often	4.28	0.817	Often
Encourage student participation	4.2	0.900	Often	4.11	0.920	Often	4.25	0.866	Often	4.42	0.724	Often

The students' preferred learning strategies based on the professor's competencies in CEU Manila, Makati, and Malolos have the highest weighted mean of 4.86 (SD=0.362), 4.91 (SD=0.291), and 4.95 (SD=0.211), respectively, for the item which shows that students prefer when the professor highlights the important aspects in a module. This helps the student focus more on the essential topics of the module. A highlighted part by their professors will be beneficial to them since their attention will be on the module's content and not on sorting what is important and not. (Learning Center, n.d.). The lowest weighted mean of 4.20 (SD=0.900) in Manila shows that the students often prefer when professors encourage student participation. The lowest weighted mean of 4.09 (SD=0.936) in Makati shows that the student often prefers when their professor allows them to organize their assignment. While the lowest weighted mean of 4.14 (SD=0.905) in Malolos shows that the student often prefers when their professor encourages teamwork. The garnered highest weighted mean of 4.88 (SD=0.335) in the three campuses shows that the students "always" prefer when their professor highlights the important aspects in a module. On the other hand, the lowest weighted mean of 4.19 (SD=0.888) in the three campuses shows that the students "often" prefer when their professor encourages student participation.

The following are the expected student's preferred learning strategies according to the qualitative result: The majority of the respondents from Manila preferred having creative and innovative activities that the students enjoy. The majority of the respondents from Makati preferred getting supplemental notes and pre-recorded videos. The majority of the respondents from Malolos preferred changing the mode of learning through blocking subjects.

## CONCLUSION

Based on the finding of the study, the following conclusions were drawn: Pharmacy students in CEUs three campuses expressed that they often observed Motivational Orientations like creating learner independence and promoting self-motivating strategies among their professors and with minimal suggestions like giving acknowledgment on their submitted works and providing words of encouragement. Furthermore, students were also often observed Learning Strategies like encouraging students on an individual work among their professors with minimal suggestions like providing

supplemental notes and video lectures and engaging activities on every module. On the other hand, the pharmacy students in CEUs three campuses always preferred Motivational Orientations, such as creating a pleasant and supportive atmosphere among their professors and minimal suggestions like receiving recognition or feedback from their professors regarding their submitted works. Moreover, students also always preferred a Learning Strategy, highlighting the important aspects of a module among their professors with minimal suggestions like having a flexible schedule and incorporating engaging and interesting activities in a lesson.

## RECOMMENDATIONS

After the study has been conducted, the following are the recommendations for future researchers:

1. Conduct a similar study on a wider scope of populations and compare with the other program in CEU.
2. Identify the trends on Motivational Orientations and Learning Strategies preferences of the cohort respondents as they progress in their academic/study level.
3. Determine the faculty preferred teaching style on Motivational Orientations and Learning Strategies for their students.

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