

UNRAVELING THE MEDICAL LABORATORY SCIENCE STUDENTS' ACADEMIC LIVED-EXPERIENCES AND THEIR APPRECIATION OF MOTIVATIONAL LEARNING STRATEGIES IN THE DIGITAL LEARNING

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Abstract

Every student's heart and spirit are instilled with all they learn in school. For those students who are in severe need of it, it is the most effective cure for lack of education that has ever been identified. It is revealed in this study that medical laboratory students have had academic lived-experiences in digital learning, as well as their appreciation of the motivational learning strategies that have been adopted by their professors. It was decided to use the qualitative research method for this investigation. The research approach included investigating or unraveling the lived-experiences of Medical laboratory Science students in an online learning environment, as well as the impact of these experiences on their scholastic standing. It also included investigating the attitudes of students toward flexible learning. As a result of the iterative and analytical examination of the data, the following categories were identified from the open-ended response questions: flexibility and time convenience; self-confidence in discussion posts; a lack of support; language and linguistics differences (cultural); and a lack of self-regulated learning skills. Flexible and convenient scheduling, student trust in discussion postings, disparities in language and linguistics, a lack of self-regulated learning skills, and a lack of assistance were all shown by the students' responses to the open-ended questions. Faculty members must make an effort to incorporate diversity into their curriculum in order to ensure that all students are supported and met in their educational efforts.

Keywords: digital learning, academic lived-experiences, motivational learning experiences

Introduction

Education instills everything in the heart and spirit of every student. It is the most effective remedy to the thirst ever discovered by those students who are in desperate need of it. Flexible learning in higher education has evolved from a traditional mode of instruction to include online and blended learning in many parts of the world. The use of a variety of ideas and communication technologies (ICTs) in online learning enables medical laboratory science students with greater access and control over their studies, and both face-to-face interaction and online communication can be maintained throughout their learning. The attitude of Medical Laboratory Science students toward online learning is a sensitive aspect in the learning environment that is supported by online learning tools. Behavior can be guided by strong attitudes, and favorable attitudes toward learning can help to the effective application of learning procedures (Maio & Haddock, 2009). The current study's objectives are to evaluate the influence of a variety of factors on a group of medical laboratory science students' attitudes toward digital learning, as well as how their attitudes toward digital learning develop during the course of a medical course. This research study incorporates findings from previous studies on the influence of a variety of factors on students' attitudes about digital learning, including past attitudes, prior experiences, and motivation in learning.

When students enrolled in an online course, Gunnarsson (2001) and Suanpang (2007) discovered a statistically significant association between the students' subject attitudes and their attitudes toward online learning. Student satisfaction with course content was much greater among those who favored online learning methods compared to those who preferred traditional methods. The researchers concluded, however, that the participants' trust in online learning prior to the course could not predict their attitude toward online learning after the course, as discovered by Barnard, Paton & Lan (2008). Students' reasons for participating in class. According to the findings of the current study, students' motivation in learning can be classified as either intrinsic or extrinsic, depending on their individual circumstances (An & Levin, 2003). Students might be intrinsically driven by a variety of factors, including curiosity, excitement, confidence, and the learning process itself. Espoused by Erdogan, Bayram & Deniz (2008), alternatively, they can be motivated extrinsically by a variety of external causes, such as

external pressures, rewording, or the acknowledgment of other individuals. Students who were more driven expressed a desire to be more positive about their learning experiences in an online environment. There has been a significant amount of research into students' attitudes regarding online learning, but the results have been inconsistent and ambiguous in many cases. As a result, because it may be difficult to locate and obtain accurate responses from out-of-attendance students, the study on enrolled students' attitude changes has the potential to not only reveal some implications for course design, teaching behavior and support in online courses, but it can also provide information for a future study on students' withdrawal from online courses, as well.

Students share different views about their experiences in their online learnings. Some would always say online or flexible learning motivated them to share their insights, their appreciation, their good and bad encounters in the digital learning. It is for this reason that the fundamental purpose of the study is to unravel the academic lived-experiences of the Medical Laboratory Sciences students in their online learning and look into the factors that may attribute to their online learning attitudes.

Objectives of the Study

Specifically, the purpose of this study is to unveil the academic lived-experiences of medical laboratory students in digital learning, as well as their appreciation of motivational learning tactics implemented by their instructors. It is a field of investigation into how stated instructional material can be improved with the goal of facilitating the effective, efficient, and efficient transmission of knowledge and skills to students. It investigates and describes the relationships between first-year students and their teachers in a flexible/digital learning environment.

Research Methodology

In this study, the qualitative research method was used. The research approach included investigating or unraveling the lived-experiences of Medical laboratory Science students in an online learning environment and the impact on their scholastic standing, as well as investigating the attitudes of students toward flexible learning in the wake of the pandemic. In order to pick the participants from a total population of 46 students, it was decided to use purposive sampling. An interview guide was utilized to obtain primary data for the study, which was then analyzed. In the interview guide, it is divided into two (2) sections. In the first step, we established the profiles of the responders. After that, we would look into the academic lived experiences of the students who had taken part in the survey, which would be the second segment. The instrument was written in English for the most part, but it was translated into Filipino to ensure that students understood the questions that were being asked of them during the examination. Because they were able to be more expressive with their thoughts and feelings because they were not required to speak in English throughout the interview, they were able to express themselves more freely. Following that, the interview guide was pre-tested in order to identify its inadequacies and make the necessary adjustments in order to ensure that the study's objectives were met.

Discussions of Results

With the support of three peer reviewers, all 49 open-ended responses in detail. Questions that were open-ended included: "What do you enjoy most about digital learning?" "What do you dislike most about digital learning?" "What do you dislike least about digital learning?" and "What experiences have you gained from digital learning?" and "What motivational learning strategies have you encountered while learning with your professors during your digital learning experience?" The iterative and analytical examination of the data led to the following categories from the open-ended response questions: flexibility and time convenience, self-confidence in discussion posts, a lack of support, language and linguistics differences (cultural), and a lack of self-regulated learning skills, which were all identified from the open-ended responses.

Academic lived-experiences

This study was focused on the lived experiences of current community college students as they relate to motivational learning strategies conducted by their professors in online learning environment. The research question that guided this study was: What are the academic lived-experiences of community college medical laboratory science students at Cagayan State University as they relate to motivational learning strategies? Seven students participated in this study. They were selected by the researcher because they have extreme and sound reasons in sharing their academic lived-experiences in digital learning.

Jose: In his first year of college, Jose is presently enrolled in the College of Allied Health Sciences, where he is studying Medical Laboratory Science. Jose claims that he was concerned about his scholastic standing in college even throughout the year 2020 because, according to him, virtual meetings through Zoom or Google meetings were not even sufficient and were unable to keep up with the demands of technology. He still gained a great deal of

knowledge, but it is not nearly enough; his academic standing is at risk. His course is a board course, and as such, he must take good care of it.

Corazon: According to Corazon, education will never be considered a simple or straightforward activity. For her, this is a serious course, and the route she chooses will have a significant impact on her future prospects. Although she cannot help her parents with home duties because of the current pandemic, digital learning is a tremendous aid for her because she can even help them. She is able to work part-time while studying, which would be quite beneficial to her parents, especially given the high cost of living. Since her parents' incomes are limited as a result of the epidemic and the labor group's interests are also at stake, she may be able to contribute to their income in this manner. As a result of the outbreak, more industries were forced to close. And, when it comes to digital schooling, making time for her is really vital.

Jacinto: He is a working student, thus he has to be able to focus on his studies during class time. His situation is complicated by the fact that he is both a beneficiary and a victim of the pandemic. He considers it a blessing since it gives him the opportunity to hunt for a part-time job to supplement his income. He also intended to help his parents by pursuing a career as a doctor eventually, and taking up this position would be a stepping stone in that direction. The most difficult part of this would be managing his time and studying effectively, but he must prioritize learning above anything else. He'll also need to spend money on digital learning materials, as well as on internet access, which will cost him more money. This could be a barrier if the internet connection is down for any reason. Concentration and reading of instructional materials, in addition to listening to his teachers during lecture time, would be essential hours to claim when it comes to academic pursuits. As a university student, attending lectures and participating in debates with his lecturers would be a tremendously beneficial experience.

Mariano: His own personal experience has shown that having an online or digital learning environment is a source of academic scarcity because lectures are still phlegmatic in nature as a result of the absence of authentic face-to-face classroom discussions, and time is an extremely important factor to consider when engaging in a digital learning environment, particularly given the fact that connectivity of internet access is a significant barrier to academic performance. His course is never an easy course to complete because board examinations are an important component to take into account. It is also challenging because of a scarcity of literature. The library is a useful site for him because it provides him with something to use or scrutinize as well, but because of the pandemic, e-learning books are insufficient and even prohibitively expensive to subscribe to. Face-to-face learning is still advantageous to him, and digital learning does not provide him with as much benefit as it could. He demands interaction in an online or digital learning the professors should give a preferential attention.

True interactions with other learners, the instructor, and technology result in a reciprocal exchange of information between the parties involved. The exchange of information is supposed to aid in the growth of knowledge in a learning environment by fostering collaboration. If the course content is printed on paper, for example, it is possible that the reciprocal exchange will not take place due to the nature of the course content. Interaction with the instructor is believed to be the most important factor influencing perceived learning in online courses, according to some research (Fredericksen, Pickett, Pelz, Shea, & Swan, 2000). Student-to-content interactions (student-to-content interactions) were found to be less significant in terms of promoting higher levels of satisfaction and social interactions with instructors, whereas collaborative interactions with peer learners promoted higher levels of satisfaction, social interactions with instructors, and better learning performance (Jung, Choi, Lim, & Leem, 2002). Further research investigations have revealed that learner-instructor contact is the most accurate predictor of course satisfaction and is by far the most significant predictor of student satisfaction in web-based learning environments (Battalio, 2007).

Discussions

Students' experiences with flexibility and time convenience, confidence in discussion postings, language and linguistics discrepancies, a lack of self-regulated learning skills, and a lack of support were all revealed by the open-ended questions. The vast majority of students (36 out of 49) believed that online learning provided them with greater flexibility and convenience in their schedules, which enabled them to better their academic performance while taking online courses. For example, students enrolled have experience in an online/digital had more time and flexibility to prepare and submit their assignments than they would have had otherwise. Students' ability to regulate their own behavior was found to be enhanced by flexibility and learner-centeredness in several research. In this survey, 32 out of 49 stated that the interactive character of digital learning gave them the confidence and the chance to contribute to discussion postings, which was a significant finding. They talked about how online learning provided them with the freedom to express themselves without fear of being embarrassed in front of peers or

teachers who were unfamiliar with their cultural background. Several studies have found that factors such as gender, age, scholastic aptitude, learning style, first-year computer skills, interaction with the instructor, interaction with fellow students (including course activities and discussion sessions), and time spent on the course all help to improve students' academic performance. The findings were consistent with Sher's (2009) study, which found that interactions between students and between students and instructors were important contributors to levels of student learning and satisfaction in an online learning environment. The lack of support from some professors, according to minority students, hindered their knowledge of the course material, their ability to navigate via the course management system, and their capacity to communicate with other students and faculty. They claimed that the causes listed above were responsible for their poor academic performance. Student satisfaction with their online courses was shown to be lower among those who did not have sufficient access to their teachers, according to the research. Increased student participation in online learning is significantly aided by the encouragement and support provided by online instructors to students. The claim that negative preconceptions about one's social group can have a negative impact on an individual's academic achievement is made. Examples include challenges with cultural differences such as misinterpretation, negative perception, and misunderstandings with some teachers and peers during discussion forums being reported by the majority of minority students (35 out of 49). When injustices are embedded in dominant cultural norms and are represented in instructional materials and methods, cultural problems might occur in the online learning environment, which can be difficult to deal with (e.g., Gunawardena et al., 2003). In addition, it gives validity to research demonstrating that potential misinterpretation among participants during online interactions can develop as a result of cultural differences between minority students and their peers (e.g., Wong & Trinidad, 2004). In addition, a significant number of minority students (124 out of 149) stated that they lacked self-regulated learning skills for online learning environments. These students said that they were experiencing difficulties with time management, the capacity to submit discussion posts, projects, and assignments, as well as the ability to efficiently govern the time around course completion. It has been demonstrated in a number of studies that the flexibility, demanding nature, and learner-centeredness of online learning necessitate students employing stronger self-regulatory abilities (Artino, 2007; Bothma&Monteith, 2004; Jonassen et al., 2007). Overall, the two data sets (quantitative and open-ended questions) revealed that complex aspects that facilitate and challenging factors that hinder minority students' academic performance in online learning were found to be associated with their academic performance. Furthermore, according to the findings of the study, the use of social media and contentment with online learning had no effect on students' academic progress when they were enrolled in online learning settings. However, the usage of technology in various forms, as well as the number of online courses completed, has a significant impact on the academic performance of students.

CSU Context

Since 2020, online learning has been adopted at Cagayan State University as a learning innovation, in the form of blended learning, for the benefit of higher education students. It was created in order to meet the needs of higher education institutions in terms of technological integration. This blended learning method was implemented through the use of the Learning Management System (LMS) on the Moodle platform, which was very unpopular among academics at the time. It occurred as a result of a lack of knowledge and skills, as well as a lack of adequate infrastructure, in the use of this 'technology-rich' learning system. In fact, during their pre-service training, the lecturers were not aware of the procedures for online mastery and were unable to provide them. CSU instructors later revised their lectures to better meet worldwide demand by optimizing blended learning in order to respond to globalization developments, particularly in the Education in Industry 4.0 age, in which learning is based on digital technology. Education 4.0 employs a new experience-based system in which digital technological pedagogy takes the place of the old face-to-face approach, as described in the article. In order to satisfy the demands of Industry 4.0, the system is designed to train and prepare students who are technologically savvy as members of the global generation. Due to a series of workshops and training sessions on the Moodle learning management system, all lecturers from all departments were prepared with online learning knowledge and practices. In addition, infrastructures enabling the learning transformation have been upgraded to better assist the process. While additional digital technology sites such as Edmodo, Google Room, Messenger, Zoom, Google Meet, Google classroom are available to instructors, they are not required to do so. As a result of the Covid-19 epidemic, the previous mixed learning model is transformed into a fully online learning environment. According to the most recent learning system implemented at Due to a series of workshops and training sessions on the Moodle learning management system, all lecturers from all departments were prepared with online learning knowledge and practices. In addition, infrastructures enabling the learning transformation have been upgraded to better assist the process. While additional digital technology sites such as Edmodo, Google Room, Instagram, Google Meet, Zoom and Google Classroom are

available to instructors, they are not required to do so. As a result of the Covid-19 epidemic, the previous mixed learning model is transformed into a fully online learning environment. Based on the contemporary learning system at Cagayan State University, it appears that students and professors embraced the blended learning.

Motivation in an online /digital Learning

The fact that online learning forces students to participate on their own responsibility for their own learning means that they are unable to just join a group of students in a traditional classroom setting. Because of this necessity, they must engage in the online class with their own awareness, in order to obtain new knowledge and information while communicating with the teacher and other students (Knowles & Kerkman, 2007). It is also asserted that the level of motivation of the students will be guided to the success of their learning. The author also asserted that students' extrinsic motivation, such as the learning environment, was different from that of their intrinsic motivation, such as their personalities, and that this difference was significant. The results of certain studies indicated that pupils were mostly motivated by their personal motivation rather than by external motivation. Personal characteristics of successful online learners have been found as being based on internal elements that are stable throughout time. Aside from that, comparison research between online and face-to-face students revealed that online students were more engaged.

Conclusion

So that all students can be supported and met in their educational endeavors, faculty members must make an effort to incorporate diversity into their curriculum. A lack of assistance, cultural differences, and a lack of self-regulated learning skills were all found to have an impact on the academic achievement of students, according to the research findings. Additionally, this study has revealed that the ability to use technology in a variety of forms has a significant impact on the academic performance of students of different backgrounds. When it comes to academic achievement, this study examined how multicultural presence (appreciating socio-cultural distinctions as well as recognizing and respecting the presence of all varied groups in the virtual classroom) contributes to it.

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