MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF BOHOL ISLAND STATE UNIVERSITY-BILAR CAMPUS

College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

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MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF
BOHOL ISLAND STATE UNIVERSITY-BILAR CAMPUS

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Of the Requirements for the Degree
In Bachelor of Science in Office Administration

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APPROVAL SHEET

This thesis entitled "MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS" prepared and submitted by JONABEL M. SIMOGAN, HELBERT T. BESINGA, NICA O. PALARAO, and LIRA Y. LAGRADA in partial fulfilment of the requirements for the degree Bachelor of Science in Office Administration has been examined and recommended for acceptance and approval for oral defense.

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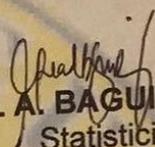
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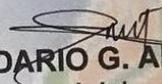
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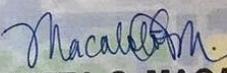
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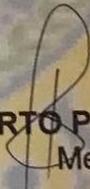
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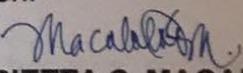
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ABSTRACT

The main thrust of the study was to determine the relationship between the motivation and barriers to online learning of BSOA students of BISU Bilar Campus. It also sought to determine the demographic profile of the respondents, barriers and motivation of BSOA students on terms of social interaction, use of technology, satisfaction. The study made use of the descriptive method. The respondents of the study were the BSOA students of Bohol Island State University, there were 79 respondents comprising of 72 females and 7 males. Most of the respondents were 19 – 22 years old. They were mostly single and still studying. The result showed that the motivation and barriers to online learning of BSOA students is high. The research further concluded that there is a significant relationship between motivation and barriers to online learning. Thus the null hypothesis was rejected. With regards to the findings of the study, the researchers recommended to conduct the same study in other campus in Bohol to prove that Motivation and Barriers does really affect the students. They may also conduct further study to prove the relationship between Motivation and Barriers to Online Learning.

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THE PROBLEM AND ITS SCOPE

Rationale

Many educational institutions around the world have been forced to transition to an online method of learning as a result of the COVID-19 worldwide pandemic. Faculty heads, school principals, and rectors scrambled for alternatives beyond the usual when contact teaching and demanding laboratory activities in academia abruptly halted. Simultaneously, internet tools and platforms grew in popularity overnight, with an increasing number of users. The significant growth in user numbers increased security branches and privacy issues. Whether we like it or not, online learning, which has always existed, has taken on a new character, and it is here to stay, therefore educational institutions must now take the next step, to officially integrate online learning as part of the curriculum design on program and course deliverables, educational ministries and general stakeholders in academic and pedagogical activities should think outside the box and promote ad hoc and transitional solutions.

Many institutions have placed a greater emphasis on online learning activities as a result of Covid-19, and it is critical to understand how the various delivery modes and motivations of online learning are related to the barriers. The goal of this research was to define and categorize the many types of motivation for online learning, as well as to evaluate their relative impact on students' barriers to online learning. Many institutions' management will be able to focus on the most critical potential barriers to the

implementation of a successful online learning environment by understanding students' perceptions of barriers, the different types of barriers, and their relative importance. In our digital age, online learning has proven to be one of the most effective means of disseminating knowledge. The popularity of online learning stems from its flexibility of delivery, the lack of constraints imposed by face-to-face instruction, and the ability to remain anonymous without regard to age. Gender and any preconceived belief that one does not belong to a certain class or group. For example, online learning has allowed those in the working class to gain additional knowledge on their own time and without having to travel to a faraway physical location to do it (Harandi, Karaman).

Furthermore, most online learning platforms are not time-sensitive, which allows students to work at their own pace. Thus, students can study at their own pace in this manner, regardless of where they live or what time of day or week best matches their schedule. Students with children require more flexibility in their studies, and online learning allows them to continue their studies as intended. They can study whenever they choose, whether it's when the kids are sleeping or early in the morning. All you need is a computer, access to the internet, and a desire to study. Furthermore, because students have more control over their time and studies, online learning may help them improve their organizational skills. It's also a way for teachers and educational institutions to reach a far larger audience with less apparent physical constraints.

Literature Background

Cognitive tools are technologies that learners interact and think within knowledge construction, designed to bring their expertise to the performance as part of the joint learning system.

In addition, using of cognitive tools in meaningful context actively engages learners in learning, as well as make them think deeply, reflect on their comprehension and conceptualization of information rather than memorizing fact presented by their teacher. This is why cognitive tools are learner controlled (in the sense that learners construct knowledge themselves using the tools rather that memorizing knowledge what the teacher said) rather than teacher controlled (Kim & Reeves).

The concept of meaning making is the essence of the constructivism philosophy of learning. Constructivists believe that students construct their own meaning through active engagement and by constructing their own representation of what they know. Students learn from thinking and doing, and thinking results from an activity.

In the constructivist classroom, students interact with the environment and create their own interpretation of the world instead of being mere recipients of information transmitted by the instructor. The instructor motivate students by proposing a topic or presenting a case with emphasis on the big concept. The purpose is to trigger students' curiosity to investigate and learned more on the topic (Jonassen, Peck, & Wilson).

The following readings served as the legal basis in this study:

Republic Act No.10650 or the Open Distance Learning Act defines distance education as "a model of learning in which students and teachers are physically separated from each other. It is a student-centered, guided independent study, making use of well-studied teaching and learning pedagogies to deliver well-designed learning materials in various media.

Republic Act (RA) 10650, or the " Open Distance Learning Act", signed December 9, 2014, seeks to expand the further democratize access to quality tertiary education through the promotion and application o open learning as a philosophy of access to educational services. The new law intends to implement distance education as an appropriate, efficient, and effective system of delivering quality higher and technical educational services in the country.

RA 10650 encourages media and telecommunication networks to promote open learning and distance education programs. Also, the new law provides tax exemption to individuals and the promotion of open distance learning in partnership with the HEIs.

Distance Education utilizes technology to make learning happen. It could be online learning through the Internet, video and audio lessons using TV and radio, group or

individual discussions using chat or text message, or studying printed modules and packets from the school and submitting the given activities.

The following readings served as the related readings in this study:

The term "Online Learning" refers to education that occurs over the internet. It's also known as "e-learning", among other things. Online learning, on the other hand, is merely taking place over a long distance and outside of a traditional classroom. The use of online learning is causing a pedagogical revolution in the way we teach and learn. A change is occurring away from top-down lectures and passives students toward a more interactive, collaborative approach in which students and instructors co-create the learning process.

Petri des conducted a qualitative study to determine learners' perspectives on web-based learning. The research was conducted in a blended university online class, which means the class was a one-semester regularly scheduled class with web-based technology (Learning Space) as a supplement. When interviewed, some participants indicated that they tended to think more deeply about the subject areas when responding in writing as compared to giving verbal responses. They explained that they were able to continually reflect upon each other's reflections because of the public and permanent display of the discussion postings on the Web. As stated by one participant, "There is something that forces you to think more deeply about subject areas when you have to

respond in writing" (Petri des). Another participant reiterated this opinion, indicating that the online technology allowed more reflection than in face-to-face classroom discussion.

Students must have access to a computer, the internet, and the desire to achieve in a non-traditional classroom to engage in an online course. Online courses offer an ideal way of course delivery that is not constrained by time and from any location. Learners find the online environment to be a handy method by integrating education into their schedules.

The Benefits of Online Learning There are several reasons why online programs have grown as popular in higher education as a type of distance learning. The online environment presents an unprecedented opportunity for people who would otherwise have restricted access to education, as well as a new paradigm for instructors in which dynamic, high-quality courses can be produced.

The following is a list of possible options.

Asynchronous online learning's main value is that it allows students to participate in high-quality learning environments when distance and schedule make on-the-ground learning difficult or impossible. Students can take lessons from anywhere in the world if they have a computer and an internet connection. Furthermore, the online approach allows students and teachers with physical disabilities more flexibility in-class

participation. Participants utilize their laptops to access the virtual classroom rather than physically attending classes.

Organizations are increasingly using online learning as the primary mode of staff training, according to Simmons. Simultaneously, educational institutions must believe that adopting online learning provides significant benefits to make this often expensive decision. Online learning is unaffected by distance or time zone for students. Asynchronous online learning allows for real-time interaction between students and teachers because students can access online material at any time. Learners can use the internet to access up-to-date and relevant learning materials as well as communicate with experts in their fields of study. Because learners can take online courses while working or in their place, situate learning, or the application of knowledge and skills in specific circumstances, is facilitated.

Koohang adopted Murphy's current study which is aimed at determining difficulties students confront when taking online courses. The literature review is centered and grouped around factors that make online education considerably different from traditional, face-to-face education, and numerous pedagogies that can be employed to meet student expectations for online education. The literature in online education is organized by the components and characteristics of effective learning environments. The literature review starts with the major components of online education that have been highlighted in previous research and that students perceive to be barriers to their success.

Communication, computer literacy, and instructional delivery methods have all been recognized as roadblocks. The literature on online pedagogy is examined to have a better understanding of the most successful learning environments for adult students. The impact of teacher-centered and student-oriented course design, content development, and delivery on student creativity, motivation, and overall success are reviewed and analyzed.

The virtual classroom is open 24 hours a day, seven days a week. Another benefit of online learning is the possibility to learn at the same time. Professionals juggling work, family, and school schedules are welcome to attend the session, which will focus on asynchronous communication via online conferencing platforms. There is no doubt that the work will be completed; simply do it when it is more convenient. Students can access their classes at any time of day or night. They also have continuous access to lectures, course materials, and class discussions. This is especially helpful for students who need to review lectures or spend additional time meditating on a topic before moving on.

Disadvantages of Online Learning. While online programs have numerous benefits and provide unrivaled access to high-quality education, they also have some drawbacks. They also have fluxes that can compromise the viability of a program. There are six distinct categories of issues. Technology is number one, followed by the students and the facilitator. 4. The Faculty and Administrative Staff 5. Synergy levels in the online environment 6. The Coursework.

Differentiating learning styles, having fulfillment at home, and insufficient communication or a lack of clear directives from educators were the most common learning difficulties.

According to Miller, Kennedy, and Leung; Selwyn, ; Kirkup ; Miller, Kennedy, and Leung, technical impediments to online learning include having limited or no access to computers in or outside the home, a lack of computer skills, and other reasons. In America and among the world's developing and emerging nations, there is still a digital gap. The common thread that runs through this gap is an individual's socioeconomic situation, which is often influenced by race, ethnicity, poor income, and a lack of access to high-quality education (Morgan and VanLengen. As a result, pupils of color in the United States are less likely to have technical skills similar to their white counterparts (United States Department of Commerce.

Racial inequalities in technology use persisted, according to Sax, Ceja, and Teranishi, despite crucial variables including parents' educational levels. They concluded that technology inequity is a barrier to academic performance for pupils. Many students of color appear unable to cross the digital divide when confronted with the realities of life in lower socio-economic backgrounds.

The following readings served as the related studies:

According to a survey done by Allen and Seaman, more than half of the schools offering online and face-to-face courses reported that enrollment in both types of courses had increased. According to a breakdown, public colleges and universities saw higher growth in enrolment than private colleges and universities.

The viability of distance education, according to Song et al. (2004), is dependent on students' experience with online learning, a viewpoint mirrored by Di Slavio who suggested that users' opinions of online courses would influence distance education's

future. According to O'Malley and McGraw, the rise of online courses has necessitated research into how this mode of content distribution influences students' perceptions of their learning. Roach and Lemasters agreed, noting that student happiness in an online learning environment is critical and warrants additional investigation. The current study was created in response to a request for more information on how students evaluate their distance learning experience.

The goal of this research is to find out what obstacles students face when taking online courses. The literature study is arranged around qualities that distinguish online education from traditional face-to-face education, as well as a variety of pedagogies that can be employed to meet student expectations for online learning.

According to a survey conducted by Ukraine's Ministry of Digital Transformation (The Cabinet of Ministers of Ukraine), 27.5 percent of Ukrainian families own a tablet, while 30.6 percent own one smartphone, 26.4 percent own two smartphones, 16.5 percent own three smartphones, and 10.8 percent own four or more smartphones. In terms of laptops, 42.7 percent of Ukrainian families own one, while 45.6 percent own a desktop computer (The Cabinet of Ministers of Ukraine). The ministry's data did not disclose if families had several gadgets, but it did demonstrate that electronic devices are widely used.

Theories

Cognitive Theory

"In the production of knowledge, cognitive tools are technologies that learners interact and think within knowledge construction, designed to bring their expertise to the performance as part of the joint learning system" 2007 (Kim & Reeves).

Jonassen, Peck, and Wilson Theory

"The role of technology in instruction is to engage the learner …"

(Jonassen, Peck, & Wilson, 2000)

Legal Bases

Republic Act No.10650

"Open Distance Learning Act defines distance education as "a model of learning in which students and teachers are physically separated from each other…."

Republic Act No.10650

"Encourage media and telecommunication networks to promote open learning and distance education programs..."

BSOA STUDENTS

AY 2021-2022

Demographic
- Age
- Gender
- Civil Status

Motivation
- Social Interaction
- Use of Technology
- Satisfaction

Barriers
- Social Interaction
- Use of Technology
- Satisfaction

Figure 1. Theoretical and conceptual framework of the study.

THE PROBLEM

Statement of the Problem

The study aimed to determine the motivation and barriers to online learning of the school year 2021-2022 BSOA students of Bohol Island State University Bilar Campus.

Specifically, it sought to answer the following questions:

1. What is the respondent's profile in terms of!

1.1 age;

1.2 gender;

1.3 civil status; and

2. What is the status of online learning of BSOA students in terms of:

2.1 social interaction;

2.2 use of technology; and

2.3 satisfaction?

3. What is the status of the barriers of BSOA students in terms of?

3.1 social interaction;

3.2 use of technology; and

3.3 satisfaction?

4. Is there a significant degree of relationship between the motivation and barriers of the students?

Null Hypothesis

There is no significant relationship between the motivation and barriers of the students on taking online learning.

Significance of the Study

The researchers contended that the study could be of great help to the following:

Students. This research work would also be beneficial to the students. This will serve as their guide as to future employees.

Future Researchers. This study would be useful to the researchers who have a similar subject to the study. It would also help the researchers improve and develop their knowledge and ability to analyze information that is relevant to their study.

Teachers. This study would be useful to the teachers in a conventional learning environment to use verbal and nonverbal signals to adjust the instruction process in real-time, in order to meet their student's needs.

Parents. One of the most important benefits of studying online that people overlook is the availability of time. Being able to schedule classes according to your own individual needs helps free up so much time that families can have a lot of it to spend with each other.

RESEARCH METHODOLOGY

Design

The researchers used the descriptive survey method. This method was used to evaluate student's satisfaction to online learning. An enhanced questionnaire was used in collecting the data needed in the study. The results of the survey served as a basis for the analysis and interpretation.

Environment and Participants

The research conducted in Bohol Island State University Bilar- Campus. It was located in Zamora, Bilar Bohol. It is 41.8 km. along the highway from Tagbilaran City. Bilar is a fourth class municipality in the province of Bohol. It has a total population of 18,512 as of 2020 census and subdivided into 19 barangays.

The respondents of the study were all BSOA student of BISU-BILAR campus. But there are only 11 first year students, 12 second year students, 15 third year students and 41 fourth year students who responded the survey in total of 79 respondents.

Instrument

A questionnaire was used together with the data. The questionnaire was modified from Lin Y. Muilenburg et.al. Entitled Students' Motivation and Barriers to Online Education published online on January 19, 2007. The questionnaire was compose of three aspects namely: social interaction, use of technology, satisfaction. The scaling

system of the questionnaire was based on the Likert 5 point scale; (5) Strongly Agree to (4) Agree (3) Neutral (2) Disagree and (1) Strongly Disagree.

Procedure

The researchers asked a permission from the Dean/Chairperson of the Department of Business and Office Administration of Bohol Island State University to conduct a study on "Motivation and Barriers to Online Learning of BSOA Students of Bohol Island State University-Bilar Campus". The researchers distributed the copies of the questionnaires through google forms. Enough time to answer the questionnaires were given to the respondents. The researchers gathered the questionnaires through google forms after every answered.

Statistical Statement

The percentage used to organize and summarize the demographic profile of the respondents using the formula:

$$P = f/n \times 100$$

Where:

P- Percentage

F- Frequency

N- Number of Students

The weighted mean score will be used in computing the data using the formula:

$$WMS = \frac{\Sigma fx}{\Sigma f}$$

Where:

WMS - Weighted Mean Score

- Sum of all products off and x

-Sum of all respondents

In finding the relationship between the motivation and barriers of BSOA students of Bohol Island State University-Bilar Campus, the researchers will use Pearson Product Moment Correlation Coefficient formula:

$$rxy = \frac{N\Sigma xy - \Sigma(x)\Sigma(y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y7)^2}}$$

Where:

x- a sum of test x

y- a sum of the test y

XY- a sum of the product of x and y

x^2- a sum of squared x scores

y^2- a sum of squared y scores

In determining the statistical significance of computed r, it will be subjected to a test using the formula:

$$T = r \frac{\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

T= calculated t

N= number of item

r^2- the square root of the obtained coefficient of correlation.

DEFINITIONS OF TERMS

The following terms are defined operationally as used in a study:

Barriers. A natural formation that hinders movement or action.

E-Learning. Any training delivered through the digital format is considered e-learning. Learners can use a computer, a tablet, or any other hand-held device to access information over the internet, anytime, anywhere.

Emotional. Haring particular impact or bearing upon the emotion.

Mental. Concerned with the mind, its activity as an object.

Motivation. It is a set of energetic forces that drive the students to strive more.

Online Learning. A course where or all of the content is delivered online.

Physical. About matter or natural about the body.

Questionnaire. A survey instrument was prepared and distributed to the respondents of the BSOA students.

Respondents. The Subject Of the study, Specifically the Students of BSOA.

Chapter 2

PRESENATATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains with the presentation, analysis, and interpretation of the data gathered to give implications to the problems posed by this study. The data are shown in tabular and textual form in order to provide better insights of the study. More specifically, the discussion covers the findings on the result of the questionnaire

Profile of the Respondents

Table 1 presents the demographic profile of the respondents. They were assessed in terms of their age, gender, civil status.

Age. Data revealed that the age bracket which was 19 years old got the highest frequency 27 (34.2%) while 24, 26, 27 years old Got the lowest with 1%.

Gender. It also showed that 7(8.9%) of the total respondents were males and 72 (91.1%) were females.

Civil Status. All of the respondents were single 79 (100%). It was also found out that married, separated, divorced and widowed got 0 frequency and considered as the lowest percentage of the total respondents.

Table 1

Personal Profile of BSOA BISU Bilar Students
n=79

AGE	FREQUENCY	PERCENTAGE
18 years old	5	6.3
19 years old	27	34.2
20 years old	11	13.9
21 years old	16	20.3
22 years old	13	16.5
23 years old	2	2.5
24 years old	1	1.3
25 years old	2	2.5
26 years old	1	1.3
27 years old	1	1.3
Total	79	100
SEX	**FREQUENCY**	**PERCENTAGE**
Male	7	8.9
Female	72	91.1
Total	79	100
CIVIL STATUS	**FREQUENCY**	**PERCENTAGE**
Single	79	100.0
Married	0	0
Widow/Widower	0	0
Divorce/Separated	0	0
Total	79	100.0

Motivation and Barriers of the Students to Online Learning

Table 2.1 shows the motivation of the students in terms of social interaction. The table showed that most of the students rated the items "Agree". The highest weighted mean item "It has positive and negative effects on the world that it impacts on our daily lives" got the weighted mean of 4.39 and the lowest weighted mean item was "I received enough feedback on my performance" with 3.59. This means that most of the students motivates from the positive and negative effects and received enough feedback on their performance.

Table 2.1

Motivation to Online Learning of BSOA Students in terms of Social Interaction

n=79

SOCIAL INTERACTION	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION	RANK
1. Technology enhances our lives, bringing us closer to information, entertainment and each other	4.22	Agree	2
2. I received enough feedback on my performance.	3.60	Neutral	8
3. Allows student to get work done easier.	4.00	Agree	4
4. The course content was useful to me.	4.00	Agree	4
5. It expands the boundaries of the classroom, encouraging self-pace learning.	3.90	Agree	6
6. The course website was easy to navigate.	3.75	Agree	7
7. It has positive and negative effects on the world that it impacts on our daily lives.	4.41	Strongly Agree	1
8. I am able to actively communicate via google classroom or messenger.	3.95	Agree	5
9. It gets you better access to resources.	4.00	Agree	4
10. Technological advancements made learning more fun and convenient.	4.02	Agree	3
Average Weighted Mean	4.02	Moderate	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education.

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 2.2 shows the Motivation of the students in terms of Use of Technology. The table showed that most of the students was rated "Agree". The highest weighted mean item "Can easily communicate from our love once" got the weighted mean of 4.27 and the lowest weighted mean item was "I always find ways when there is an internet problem." with 3.60. This means that most of the students can easily update to their

classmates by the used of the technology and they always find ways when there is an internet problem.

Table 2.2

Motivation to Online Learning of BSOA Students in terms of Use of Technology

n=79

USE OF TECHNOLOGY	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION	RANK
1. Can easily update to our classmates.	4.08	Strongly Agree	4
2. Can easily communicate from our love once.	4.27	Agree	1
3. Can easily get information.	4.17	Strongly Agree	2
4. Can easily disseminate information.	4.01	Agree	6
5. I always find ways when there is an internet problem.	3.60	Strongly Agree	9
6. Can gather news.	4.03	Agree	5
7. Can trace or locate destination.	4.01	Agree	6
8. Can access educational videos.	4.15	Agree	3
9. Can reduce cost associated with instructional materials program delivery.	3.90	Agree	7
10. Can make work easier.	3.87	Agree	8
Average Weighted Mean	**4.05**	**Moderate**	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education.

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 2.3 shows the motivation of the students in terms of Satisfaction. The table showed that most of the students was rated "Agree". The highest weighted mean item "I really don't see much difference in my learning on online learning environment compared to being in the classroom with other learners and instructors" with the weighted mean of 3.96 and the lowest weighted mean item was "I learned better on online learning compared to face to face classes" with 2.78. This means that most of the students really

don't see much difference on online learning, they prefer to learn on face to face classes

rather than online learning.

Table 2.3

Motivation to Online Learning of BSOA Students in terms of Satisfaction

n=79

SATISFACTION	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION	RANK
1. I am learning online and feel comfortable and confident when I do so.	3.60	Neutral	7
2. I am able to set goals and deadlines for myself.	3.79	Neutral	2
3. I enjoyed the online learning experience significantly more.	3.39	Neutral	10
4. I am willing to ask my classmates and instructors questions.	3.64	Agree	6
5. I learned better on online learning compared to face to face learning.	2.78	Disagree	3
6. I really don't see much difference in my learning in an online learning environment compared to being in the classroom with other learners and instructors.	3.96	Agree	1
7. The required test, quizzes, projects, papers, and reports accurately measured my attainment of this learning outcomes.	3.53	Agree	9
8. Instructional materials used in the course contributed to my learning.	3.69	Agree	5
9. Choose easier, less demanding aspects of assignments.	3.58	Agree	8
10. Staying open-minded.	3.74	Agree	4
Average Weighted Mean	**3.50**	**Moderate**	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education.

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 3.1 shows the Barriers of the students in terms of Social Interaction. The

table showed that most of the students was rated "Agree". The highest weighted mean

item "I prefer to learn in person". Got the weighted mean of 4.24 and the lowest weighted

mean item was "Lack of support from family." with 2.92. This means that most of the

students prefer to learn in person than online learning and it also shows that most of them experienced lack of support from family.

Table 3.1

Barriers to Online Learning of BSOA Students in terms of Social Interaction
n=79

SOCIAL INTERACTION	WEIGHTED MEAN	DDESCRIPTIVE INTERPRETATION	RANK
1. Lack of interaction communication.	3.87	Agree	4
2. I prefer to learn in person.	4.24	Strongly Agree	1
3. Lack personal motivation for online learning.	3.82	Agree	3
4. Lack support from family.	2.92	Disagree	10
5. Lack of confidence.	3.40	Neutral	8
6. Online learning environment is not inherently motivating.	3.38	Neutral	9
7. Significant Interruptions during study at home.	3.70	Agree	6
8. Replies from peers on my question/request took too long.	3.64	Neutral	7
9. Difficulty in understanding some of the topics.	3.80	Agree	5
10. Noisy environment during synchronous class.	3.94	Agree	2
Average Weighted Mean	**3.67**	**Moderate**	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education.

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 3.2 shows the Barriers of the students in terms of Use of Technology. The table showed that most of the students was rated "Agree". The highest weighted mean item "Digital addiction also affects the emotional health of the student" got the weighted mean of 4.10 and the lowest weighted mean item was "Cyber bullying" with 3.29. This

means that most of the students believe that the digital addiction also affects their emotional health and also caused cyber bullying.

Table 3.2

Barriers to Online Learning of BSOA Students in terms of Use of Technology
n=79

USE OF TECHNOLOGY	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION	RANK
1. I am no able to access a reliable internet connection.	3.45	Neutral	7
2. I am learning online, but I am unsure of my skills.	3.76	Neutral	4
3. I am not totally convinced that will get the same value of education from online course.	3.97	Neutral	2
4. Incompatibility creates technical problem.	3.85	Agree	3
5. Cyber bullying.	3.29	Neutral	10
6. Lack technical assistance.	3.64	Neutral	5
7. Online learning technology costs too much.	3.62	Neutral	6
8. I am not able to dedicate at least 4-6 hours per week for an online class.	3.39	Neutral	8
9. Needed technology is not available.	3.38	Disagree	9
10. Digital addiction also affects the emotional health of the student.	4.10	Neutral	1
Average Weighted Mean	**3.64**	**Moderate**	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education.

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 3.3 shows the Barriers of the students in terms of Satisfaction. The table showed that most of the students was rated "Neutral". The highest weighted mean item "There are too many distractions". Got the weighted mean of 3.85 and the lowest weighted mean item was "Lower quality material instruction to online learning" with 3.45. This

means that most of the students are unable to concentrate on their studies because of disruptions and lower quality material instruction to online learning.

Table 3.3

Barriers to Online Learning of BSOA Students in terms of Satisfaction
n=79

SATISFACTION	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION	RANK
1. Insufficient time to learn during online classes.	3.65	Agree	3
2. Online learning cuts into my personal time.	3.53	Neutral	7
3. Insufficient training to use the delivery system.	3.58	Neutral	5
4. Lower quality material instruction online.	3.45	Neutral	8
5. Cost and access to the internet.	3.72	Agree	2
6. Lack of time and support for studies.	3.49	Disagree	9
7. There are too many distractions.	3.85	Agree	1
8. You struggle with time management.	3.72	Agree	2
9. You're experiencing low motivation.	3.57	Neutral	6
10 You have difficulty of concentrating.	3.62	Neutral	4
Average Weighted Mean	**3.61**	**Moderate**	

Source: Lin Y. Muilenburg et al (2005) Students Motivations and Barriers to Online Education

LEGEND/INDICATORS:

Range	Description	Descriptive Interpretation
4.21-5.00	Strongly Agree	Manifest High Level Motivation
3.41-4.20	Agree	Moderate
2.61-3.40	Neutral	Neutral
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Not Moderated

Table 4 presents the test of correlation result between the motivation and barriers to online learning of BISU Bilar Campus using the Pearson Moment Correlation Coefficient. With the p- value of 0.011 which is lesser than 0.05, the data analysis reveals that there is a significant relationship between motivation and barriers to online learning. Thus, the decision is to reject the null hypothesis.

Table 4

Relationship between the Motivation and Barriers to Online Learning of BSOA BISU Bilar Students

n=79

Source of Partnership	Pearson (r) Correlation	P- Value	Interpretation	Decision
Barrier And Motivation	0.285	0.011	Significant	Reject Ho

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings of the study, conclusions and recommendations drawn from the findings.

Summary of Findings

This study aimed to assess how online learning plays role and makes impact to the BSOA students of BISU-Bilar. It sought to answer the following questions: what is the respondents profile in terms of age, gender, civil status; what is the degree of motivation and barriers of the BSOA students in terms of social interaction, use of technology and satisfaction. It also aimed to determine if there is a significant relationship between the motivation and barriers of BSOA students.

Based on the study most respondents belong to the age bracket of 19-22. Most of them were female and single.

Furthermore, the factors that motivated students in social interaction platforms revealed that technology has positive and negative impact on daily lives got the highest weighted mean, Most of the students felt it has both positive and negative consequences in the world that affect our daily life. Students, on the other hand, prefer to learn in person rather than online because of the hurdles. Because students can immediately access and update their classmates thanks to the usage of technology in the classroom, it is a great motivator. Students, on the other hand, prefer to learn in person rather than online because of the hurdles. Students can immediately access and update their classmates thanks to the usage of technology in the classroom, it is a great motivation.

Relationship between the motivation and barriers to Online Learning of BSOA BISU Bilar Campus

It was found out that there was a significant relationship between the motivation and barriers to online learning. Thus, the null hypothesis is rejected. Therefore, the motivation and barriers to online learning greatly affect the students.

Conclusions

Based on the aforementioned findings, the researchers came up with the following conclusions:

Therefore, most of their reasons are motivated in attending online learning. These respondents are mostly young adults who are single. Which implies that they are always find ways when there is internet problem.

Most of their reason why they are motivated in using online learning is that they can easily disseminate information and easily update to their classmates. Result of the study has established that students used online learning to get the information and communicate with others.

Recommendations

Based on the data analysis, finding and conclusion, the researchers arrived at the following recommendation:

1. Teachers should continue enhancing their way of teaching through online especially when it comes to performance task.

2. Parents must be aware on their children struggles through online studies.

3. Students must be smart enough in using technology.

4. Conduct an open forum together with the teachers, parents, and students in order to know their concerns.

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APPENDIX A

Letters

October 29, 2021

TO OUR RESPONDENTS
Bohol Island State University
Bilar Campus

Greetings:

We, the students of **Bachelor of Science in Office Administration of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol** is currently undertaking a research study for our thesis entitled **"MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS"** in partial fulfillment of our subject OA Research 2.

In connection with this, we humbly ask for your cooperation in answering the question earnestly and truthfully. Your answer will be treated with utmost confidentially.

Thank you, God Bless and more power.

Very respectfully yours,

(Sgd) JONABEL M. SIMOGAN
(Sgd) NICA O. PALARAO
(Sgd)LIRA Y. LAGRADA
(Sgd) HELBERT T. BESINGA

Approved by:

(Sgd) DARIO AMPAT
Thesis Adviser

Vision: A Premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and in the country.
Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and in the country.

October 25, 2021

DR. MARIETTA C. MACALOLOT
Campus Director
BISU-Bilar

Dear Dr. Macalolot:

Good Day!

We, the students of **Bachelor of Science in Office Administration of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol** is currently undertaking a research study for our thesis entitled **"MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS"**
In this connection, we would like to ask permission to gather data and information needed for the study in the BISU-Bilar Campus.

Rest assured that utmost courtesy and confidentially of the data will be observed and for academic purposes only.

Thank you, God Bless and more power.

Respectfully yours,

(Sgd) JONABEL M. SIMOGAN
(Sgd) NICA O. PALARAO
(Sgd) LIRA Y. LAGRADA
(Sgd) HELBERT T. BESINGA

Noted by: Recommending Approval:

(Sgd) DARIO AMPAT   **(Sgd) ARLEN B. GUDMALIN, Ph.D.**
Thesis Adviser   Dean, CTAS
                                   Approved by:

(Sgd) **MARIETTA C. MACALOLOT, Ph.D**
Campus Director

Instrument

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol

Vision: A Premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and in the country.
Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and in the country.

QUESTIONNAIRE

MOTIVATION AND BARRIERS TO ONLINE LEARNING OF BSOA STUDENTS OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS

I. Demographic Profile of the Respondents Direction: Kindly put a check (✓) on the

space provided for the answer.

1. Age:

( ) 18 years old　　( ) 22 years old　　( ) 26 years old

( ) 19 years old　　( ) 23 years old

( ) 20 years old　　( ) 24 years old

( ) 21 years old　　( ) 25 years old

2. Gender:

( ) Male

( ) Female

3. Civil Status:

( ) Single　　　　　　　　　　( ) Widow/Widower

( ) Married　　　　　　　　　 ( ) Divorce/Separated

4. Year & course:

( ) BSOA-1　( ) BSOA-2　( ) BSOA-3　( ) BSOA-4

II. Perception of Motivation and Barriers of the Students to Online Learning.

Legend:

Rating	Weight Equivalent
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

I- MOTIVATION

SOCIAL INTERACTION	5	4	3	2	1
1. Technology enhances our lives, bringing us closer to information, entertainment and each other.					
2. I received enough feedback on my performance.					
3. Allows student to get work done easier.					
4. The course content was useful to me.					
5. It expands the boundaries of the classroom, encouraging self- peace learning.					
6. The course website was easy to navigate.					
7. It was positive and negative effects on the world and it impacts on our daily lives.					
8. I am able to actively communicate via google classroom or messenger.					
9. It gets you better access to resources.					
10. Technological advancements made learning more fun and convenient.					

I- BARRIERS

SOCIAL INTERACTION	5	4	3	2	1
1. Lack of interaction-communication					
2. I Prefer to learn in person.					
3. Lack personal motivation for online learning.					
4. Lack support from my family.					
5. Lack of confidence					
6. Online learning environment is not inherently motivating.					
7. Significant interruptions during study at home.					
8. Replies from peers on my question/request took too long.					
9. Difficulty in understanding some of the topics.					
10. Noisy environment during synchronous class.					

II- MOTIVATION

USE OF TECHNOLOGY	5	4	3	2	1
1. Can easily update to our classmates					
2. Can easily communicate from our love once.					
3. Can easily get information.					
4. Can easily disseminate information.					
5. I always find ways when there is an internet problem.					
6. Can gather news.					
7. Can trace or locate destination.					
8. Can access educational videos.					
9. Can reduce cost associated with instructional materials or program delivery.					

10. Can make work easier.					

II-BARRIERS

USE OF TECHNOLOGY	5	4	3	2	1
1. I am not able to access a reliable internet connection.					
2. I am learning online, but I am unsure of my skills.					
3. I am not totally convinced that I will get the same value of education from an online course.					
4. Incompatibility creates technical problem.					
5. Cyber Bullying					
6. Lack of technical assistance.					
7. Online learning technology costs too much.					
8. I am not able to dedicate at least 4-6 hours per week for an online class.					
9. Needed technology is not available.					
10. Digital addiction also affects the emotional health of the student.					

III-MOTIVATION

SATISFACTION	5	4	3	2	1
1. I am learning online and feel comfortable and confident when I do so.					
2. I am able to set goals and deadlines for myself.					
3. I enjoyed the online learning experience significantly more.					
4. I am willing to ask my classmates and instructors questions.					
5. I learn better online learning compared to being in the same room as other learners and instructors.					
6. I really don't see much difference in my learning in an online learning environment compared to being in the classroom with other learners and instructors.					
7. The required tests, quizzes, projects, papers, and reports accurately measured my attainment of this learning outcomes.					

	5	4	3	2	1
8. Instructional materials used in the course contributed to my learning.					
9. Choose easier, less demanding aspects of assignments.					
10. Staying open-minded.					

III- BARRIERS

SATISFACTION	5	4	3	2	1
1. Insufficient time to learn during online classes.					
2. Online learning cuts into my personal time.					
3. Insufficient training to use the delivery system.					
4. Lower quality materials / instruction online.					
5. Cost and access to the internet.					
6. Lack of time and support for studies.					
7. There are too many distractions					
8. You struggle with time management.					
9. Your experiencing low motivation.					
10. You have difficulty of concentrating.					

APPENDIX C
RAW DATA

Respondents Number	Age	Sex	
1	1	2	
2	2	2	
3	1	2	
4	2	2	
5	2	2	
6	2	2	
7	1	2	
8	2	2	
9	2	2	
10	1	2	
11	2	2	
12	2	2	
13	1	2	
14	1	2	
15	3	2	
16	2	2	
17	1	2	
18	2	2	
19	2	1	
20	3	1	
21	3	1	
22	2	2	
23	1	2	
24	1	2	
25	1	2	
26	2	2	
27	2	2	
28	1	2	
29	1	2	
30	1	2	
31	1	2	
32	1	2	
33	1	2	
34	2	2	
35	2	2	
36	1	1	
37	1	2	
38	1	2	
38	1	2	
40	2	2	
41	1	2	
42	2	2	
43	1	2	
44	1	2	
45	1	2	
46	1	2	
47	3	2	
48	1	1	

49	2	2	
50	2	2	
51	1	1	
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55	2	2	
56	2	2	
57	1	2	
58	1	2	
59	2	2	
60	1	2	
61	1	2	
62	1	2	
63	1	2	
64	3	2	
65	2	2	
66	2	2	
67	1	2	
68	1	2	
69	2	2	
70	1	2	
71	2	2	
72	2	2	
73	1	2	
74	2	2	
75	2	2	
76	2	2	
77	2	2	
78	1	2	
79	1	2	

LEGEND:

AGE	SEX	CIVIL STATUS
1 – 18-20 Years old	1- Male	1- Single
2 – 21-23 Years Old	2- Female	2- Married
3 – 24-26 Years Old		3- Widow
		4- Divorce/ Separated

	MOTIVATION- SOCIAL INTERACTION								
RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
1	4	3	4	4	4	4	4	4	
2	4	4	4	4	4	4	5	4	
3	5	5	5	5	5	5	5	5	
4	5	4	4	4	4	4	4	4	
5	4	4	3	4	4	3	5	4	
6	4	2	5	5	5	3	5	4	
7	5	4	4	4	4	4	5	4	
8	5	3	5	4	2	3	4	3	
9	4	4	4	4	4	4	4	5	

10	5	4	5	5	5	5	5	4
11	4	4	4	4	4	4	5	4
12	3	3	3	3	3	3	3	3
13	4	2	3	2	3	4	4	3
14	5	4	3	4	4	3	4	3
15	3	2	3	3	3	4	5	4
16	4	4	4	4	4	3	4	4
17	4	4	4	4	4	4	4	4
18	4	4	4	4	4	4	4	4
19	5	3	4	4	4	4	4	4
20	5	5	4	3	5	3	3	5
21	5	4	5	4	4	5	5	2
22	5	3	5	3	3	4	5	4
23	5	4	4	4	4	4	4	4
24	3	4	4	4	4	3	5	4
25	5	3	5	3	3	3	5	5
26	5	4	4	4	4	3	5	4
27	3	3	3	3	3	3	5	3
28	4	4	5	5	5	4	5	5
29	5	3	3	5	5	4	5	4
30	3	3	3	4	3	3	4	3
31	5	4	4	5	4	4	4	5
32	4	4	4	4	3	3	5	3
33	4	4	4	4	4	4	4	4
34	4	3	5	4	4	5	5	5
35	4	4	2	4	4	4	5	4
36	4	2	5	3	3	1	4	3
37	5	4	5	4	4	5	5	4
38	5	4	5	5	5	4	5	4
39	4	3	4	3	4	4	3	5
40	3	4	3	4	4	3	3	3
41	3	3	5	5	5	5	5	5
42	4	4	4	4	4	4	5	4
43	4	4	4	5	4	4	4	3
44	5	4	4	4	4	4	4	3
45	5	3	5	5	5	3	5	5
46	4	4	4	4	3	3	5	5
47	4	4	4	4	4	4	4	4
48	4	4	4	4	4	3	5	4
49	5	4	4	4	3	4	4	5
50	4	2	3	3	3	4	4	3
51	5	5	3	5	5	5	5	4
52	4	4	4	4	4	4	4	4
53	4	4	3	4	5	3	5	4
54	4	4	4	5	4	4	4	5
55	5	3	4	4	5	4	5	4
56	4	3	4	4	4	3	4	4
57	4	3	4	4	4	4	4	3
58	4	4	4	3	2	3	5	5
59	4	4	4	4	4	4	4	4
60	4	4	4	4	4	4	5	3
61	4	4	4	4	4	4	5	4
62	5	2	4	4	3	3	5	3

63	4	4	5	5	4	5	5	5	
64	5	4	5	4	5	5	5	5	
65	4	4	5	4	4	5	4	4	
66	4	5	5	5	5	4	5	5	
67	5	3	3	5	3	3	5	5	
68	5	4	3	4	4	4	4	4	
69	4	3	4	4	3	3	4	3	
70	4	3	4	4	3	3	4	4	
71	4	4	4	4	3	4	4	3	
72	4	3	3	3	3	3	3	3	
73	4	5	5	5	5	5	4	4	
74	5	4	5	5	5	5	5	5	
75	4	4	4	4	3	4	4	4	
76	5	4	5	4	4	5	5	4	
77	4	3	4	4	4	4	4	5	
78	4	4	4	4	4	3	5	4	
79	4	3	4	4	4	4	4	4	

	BARRIERS- SOCIAL INTERACTION									
RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	3	3	3	2	3	2	3	3	3	4
2	3	4	4	2	4	2	4	3	2	4
3	3	3	2	2	2	2	2	3	3	3
4	4	4	4	2	3	3	4	3	4	4
5	5	4	5	3	4	4	5	3	5	5
6	5	5	5	2	5	4	5	3	5	5
7	4	5	4	4	4	4	4	5	5	5
8	4	5	4	4	3	5	5	4	4	5
9	4	4	4	3	3	4	3	3	3	3
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11	5	4	5	4	4	4	4	4	5	4
12	3	3	3	2	3	3	3	3	3	3
13	5	5	5	5	5	5	4	4	4	4
14	4	5	4	3	3	4	5	3	4	5
15	5	3	3	3	3	3	4	4	4	4
16	4	5	5	5	5	3	5	4	5	5
17	4	5	4	2	3	3	3	3	3	3
18	2	3	2	2	2	2	2	2	2	3
19	4	5	3	3	3	3	2	3	4	4
20	3	5	3	5	2	3	3	3	3	5
21	4	4	4	4	4	4	4	4	3	4
22	3	3	4	1	3	3	5	5	5	5
23	3	4	3	2	3	3	3	3	3	3
24	5	5	4	3	4	4	4	4	4	4
25	2	5	3	2	5	3	5	2	5	5
26	5	3	3	2	1	3	5	5	3	5
27	4	5	4	3	3	3	4	4	3	4
28	5	4	4	3	3	5	4	4	4	5
29	4	5	4	4	3	2	4	3	4	5
30	4	4	3	3	3	3	4	3	4	3
31	4	4	4	3	4	4	4	4	3	3
32	5	5	4	4	3	3	4	4	5	5

RN										
33	4	4	4	4	4	4	4	4	4	5
34	4	4	5	2	4	5	5	5	4	3
35	4	5	2	5	2	2	2	1	4	2
36	5	5	4	2	5	5	5	4	5	5
37	5	5	5	5	5	4	4	5	4	5
38	5	4	5	3	5	4	5	5	5	5
39	3	4	4	2	5	3	4	4	4	3
40	4	3	3	3	3	3	4	3	4	4
41	5	5	5	5	5	5	5	5	5	5
42	5	5	5	2	3	5	5	4	5	4
43	3	5	4	2	4	3	4	4	4	4
44	5	5	5	5	5	4	5	4	5	4
45	5	5	5	5	5	5	5	5	5	5
46	3	4	3	2	3	4	4	3	4	4
47	4	5	4	4	4	4	5	4	3	4
48	2	3	1	1	3	3	3	3	2	3
49	2	5	4	1	4	3	4	4	4	4
50	4	5	4	4	3	3	5	5	5	5
51	5	5	5	5	5	5	5	5	5	5
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57	4	4	4	3	4	4	4	4	3	4
58	3	4	5	3	4	5	3	3	5	5
59	4	4	4	4	4	4	4	4	4	4
60	4	4	4	3	3	3	4	4	4	4
61	5	5	5	1	4	5	5	4	4	4
62	5	3	5	3	5	5	3	5	5	5
63	4	4	4	4	4	4	4	4	4	4
64	5	5	3	5	4	3	3	4	3	2
65	4	4	4	4	1	1	4	4	4	4
66	5	4	5	3	3	4	4	4	4	4
67	4	5	4	1	3	3	3	4	5	4
68	3	4	3	2	2	2	3	3	2	2
69	3	3	2	2	2	2	3	3	3	2
70	4	3	4	2	3	3	4	3	3	4
71	3	4	2	2	2	2	2	2	3	3
72	2	2	3	4	3	3	3	3	3	3
73	1	5	2	1	1	2	1	3	2	4
74	5	4	3	4	4	4	2	3	3	3
75	4	4	4	3	4	4	4	5	4	3
76	4	5	5	5	3	3	4	5	3	5
77	4	5	5	2	4	4	4	4	5	5
78	4	5	4	1	3	3	4	4	5	4
79	3	3	3	2	3	2	3	3	3	4

	MOTIVATION- USE OF TECHNOLOGY							
RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	4	4	4	4	4	4	4	4
2	4	5	4	3	3	3	5	4
3	5	5	5	5	5	5	5	5

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5	4	4	4	4	4	4	4	4
6	5	5	5	5	5	5	4	5
7	5	5	4	4	3	4	4	4
8	3	4	4	4	2	3	3	4
9	4	4	5	4	3	4	4	4
10	5	5	5	5	3	4	5	5
11	4	4	4	4	4	4	4	4
12	3	3	3	3	4	3	3	3
13	4	4	4	4	3	3	5	4
14	4	3	3	3	3	3	3	3
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16	4	4	4	4	4	4	5	5
17	4	4	4	4	4	4	4	4
18	3	3	3	3	3	3	3	3
19	5	5	4	4	4	4	5	5
20	5	5	5	5	5	5	5	5
21	4	4	4	4	4	4	4	4
22	4	4	4	4	4	4	4	4
23	4	4	3	3	3	4	4	4
24	5	5	5	5	5	5	5	5
25	5	5	5	5	3	5	5	5
26	4	4	3	4	3	3	4	4
27	4	4	5	4	4	5	5	5
28	4	4	5	3	2	5	3	4
29	3	4	3	3	3	3	3	3
30	5	5	5	5	5	5	5	5
31	4	4	5	4	2	4	3	5
32	4	4	4	4	4	4	4	4
33	5	5	5	4	2	4	4	5
34	4	5	4	2	4	5	4	5
35	3	4	3	3	2	3	2	3
36	4	5	5	5	5	5	5	5
37	4	5	5	5	5	4	5	5
38	4	5	4	5	2	3	4	3
39	4	3	4	4	4	4	3	4
40	3	3	3	3	3	3	3	3
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49	3	4	3	4	3	4	4	4
50	5	5	5	5	5	5	5	5
51	4	4	4	4	4	4	4	4
52	5	4	5	4	3	4	4	5
53	4	4	4	3	4	4	3	3
54	4	5	5	5	3	5	5	5
55	4	4	4	4	4	4	4	4
56	4	4	4	4	4	4	4	4

57	4	4	4	4	3	4	4	4
58	5	5	5	4	3	5	3	3
59	4	4	4	4	4	4	4	4
60	5	5	5	5	3	5	4	4
61	4	5	5	4	5	5	4	4
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67	4	5	5	5	4	4	4	5
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73	4	4	4	4	4	4	4	4
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75	4	4	3	3	4	4	5	3
76	4	4	4	4	4	4	4	4
77	4	4	4	4	3	4	4	4
78	4	5	4	4	2	4	3	4
79	4	4	4	4	4	4	4	4

	BARRIERS- USE OF TECHNOLOGY							
RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	4	4	4	4	4	3	3	2
2	2	2	4	3	4	3	4	3
3	4	4	4	4	2	2	3	2
4	3	4	4	4	2	4	4	5
5	4	4	4	4	4	5	4	4
6	2	5	5	4	1	3	5	4
7	4	4	4	4	3	3	3	3
8	3	4	5	4	3	4	3	4
9	2	3	3	3	2	3	4	4
10	4	4	5	5	3	4	5	5
11	5	4	4	4	4	4	3	4
12	3	3	3	5	3	4	4	4
13	5	5	5	5	2	5	2	3
14	4	4	4	4	4	4	5	4
15	3	4	4	4	3	3	4	3
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23	3	3	3	3	3	3	3	3
24	4	4	4	3	3	4	5	4
25	3	4	4	4	5	3	5	4
26	2	3	4	5	5	5	5	2

27	3	3	3	3	3	3	4	3
28	4	4	4	4	4	4	4	4
29	4	5	5	5	3	3	2	2
30	4	4	4	4	3	4	4	3
31	2	2	3	3	3	3	3	2
32	4	4	4	4	3	3	3	3
33	5	5	5	5	5	5	4	5
34	5	4	5	4	4	4	4	3
35	2	4	2	4	2	4	2	2
36	5	5	5	5	2	5	5	5
37	5	5	5	5	4	5	5	4
38	4	4	5	5	4	5	4	5
39	3	4	3	3	5	4	4	4
40	3	3	3	3	4	4	3	4
41	5	5	5	5	5	5	5	5
42	4	4	4	4	4	4	4	4
43	3	4	4	4	5	4	4	3
44	3	5	4	4	5	4	4	4
45	5	5	5	5	5	5	5	5
46	3	4	4	3	3	3	2	2
47	5	3	3	3	3	3	4	4
48	3	3	5	3	3	3	2	3
49	2	4	5	4	4	4	3	3
50	3	4	5	5	1	4	5	4
51	5	5	5	5	5	5	5	5
52	3	4	4	4	3	3	3	3
53	3	4	4	4	2	3	3	2
54	4	4	4	3	2	3	2	3
55	3	4	4	3	1	2	2	2
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61	4	4	5	5	5	5	4	3
62	5	5	3	5	4	4	3	4
63	4	4	4	4	4	5	4	5
64	1	2	5	4	5	3	3	1
65	3	4	4	4	1	1	4	4
66	4	3	4	4	4	4	4	4
67	3	3	4	4	4	3	4	3
68	2	3	3	3	2	3	2	3
69	2	2	2	3	2	3	3	2
70	3	3	4	3	4	3	3	3
71	3	4	4	3	3	3	4	3
72	3	3	3	3	3	3	3	3
73	3	2	2	1	1	2	3	1
74	5	3	3	4	4	3	3	2
75	4	4	5	4	4	5	4	5
76	5	5	5	5	1	5	5	5
77	4	4	4	4	3	4	4	4
78	4	5	5	4	4	5	4	4
79	4	4	4	4	4	3	3	2

RN	MOTIVATION- SATISFACTION							
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	3	3	3	4	3	3	3	3
2	4	4	4	4	3	4	4	4
3	5	5	5	5	5	3	4	4
4	3	4	3	4	3	3	4	4
5	3	3	3	4	3	4	4	4
6	3	3	3	3	1	1	2	3
7	4	4	3	3	3	2	4	4
8	2	4	2	4	2	1	2	3
9	4	3	3	3	2	2	2	4
10	4	5	5	5	2	3	4	4
11	4	4	4	4	4	4	4	4
12	3	4	3	3	2	2	4	4
13	3	5	2	1	1	2	4	4
14	3	3	3	3	3	3	3	3
15	3	3	3	3	3	3	3	3
16	3	4	3	3	3	4	4	4
17	3	4	3	4	2	2	3	3
18	3	3	3	3	3	3	3	3
19	4	4	4	3	3	4	3	4
20	4	4	4	4	4	4	4	4
21	3	4	4	4	4	4	4	4
22	4	4	4	3	3	5	4	3
23	4	4	4	4	4	4	4	4
24	3	3	3	3	3	3	4	4
25	3	4	3	4	3	2	4	4
26	4	4	4	4	3	5	5	5
27	3	3	3	3	3	3	3	3
28	4	4	4	4	4	4	4	4
29	4	4	4	4	1	1	2	4
30	3	3	3	4	2	2	3	3
31	4	5	4	4	3	3	3	4
32	4	4	3	4	2	2	3	3
33	5	4	4	4	4	4	4	5
34	3	2	2	4	2	2	2	2
35	5	4	4	4	2	4	4	4
36	5	1	3	2	1	4	2	3
37	5	4	4	4	5	5	4	4
38	4	5	4	4	3	2	5	4
39	3	4	3	4	3	3	3	4
40	4	4	4	4	3	3	4	4
41	5	5	5	5	5	5	5	5
42	3	4	4	3	2	2	2	2
43	3	3	3	3	2	2	2	4
44	4	4	4	5	3	5	4	4
45	5	5	5	5	5	5	5	5
46	3	4	2	3	2	2	4	4
47	4	4	3	3	3	3	2	2
48	4	5	4	4	4	1	4	4
49	3	2	2	3	2	2	2	3
50	5	5	5	5	5	5	5	5
51	4	4	3	3	3	4	4	4

52	3	4	3	4	2	1	3	4
53	4	2	3	4	2	2	4	4
54	4	4	4	4	3	3	4	4
55	4	4	3	3	2	2	3	4
56	3	4	4	4	2	2	3	2
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61	4	2	3	1	4	4	3	4
62	3	3	3	3	3	4	4	3
63	5	4	4	4	5	4	4	5
64	4	5	3	3	2	1	4	4
65	3	4	3	4	3	3	4	4
66	5	5	4	5	1	1	5	4
67	3	3	3	4	2	2	3	3
68	3	3	3	3	3	3	3	3
69	4	4	3	4	3	3	3	4
70	3	4	3	3	3	3	3	4
71	4	4	4	3	2	2	4	4
72	4	4	3	2	2	3	3	3
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74	5	5	5	5	4	4	4	4
75	3	4	4	5	4	3	4	4
76	4	4	4	4	3	2	3	5
77	3	4	2	4	1	3	4	4
78	3	3	3	3	2	4	4	3
79	3	3	3	4	3	3	3	3

	BARRIERS- SATISFACTION							
RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	4	3	3	3	4	3	4	4
2	3	3	4	3	4	3	4	3
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4	3	3	3	3	4	4	4	3
5	4	4	4	4	4	4	5	4
6	4	3	3	2	3	3	5	5
7	4	5	4	3	4	4	5	3
8	4	3	5	3	3	5	5	4
9	3	4	3	3	4	3	4	3
10	5	5	4	3	5	5	5	5
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18	3	3	3	3	3	3	3	3
19	4	4	4	5	4	4	4	4
20	3	4	3	4	3	4	3	4
21	4	5	4	4	5	5	4	4
22	4	4	3	3	4	3	5	3

23	3	3	3	3	3	3	3	3
24	4	4	4	4	3	4	4	4
25	4	4	4	4	4	4	4	4
26	3	3	3	3	5	3	3	3
27	3	3	4	4	4	4	3	4
28	4	4	4	4	4	4	4	4
29	4	4	3	3	4	3	4	5
30	3	3	3	3	4	4	4	4
31	3	3	3	3	3	3	3	3
32	5	4	4	4	4	4	3	4
33	5	5	5	5	5	5	5	5
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35	2	1	2	2	4	2	4	4
36	5	5	5	5	5	5	5	5
37	4	5	5	5	4	4	4	5
38	5	4	5	5	5	4	5	5
39	4	5	3	4	4	3	4	5
40	4	3	4	3	3	3	3	3
41	5	5	5	5	5	5	5	5
42	4	3	4	4	4	3	5	5
43	3	3	3	3	3	3	5	5
44	4	4	4	5	5	5	5	5
45	5	5	5	5	5	5	5	5
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47	4	4	4	4	4	4	4	4
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49	4	2	2	2	4	3	5	5
50	3	4	4	3	5	5	5	5
51	3	5	5	5	4	5	5	5
52	4	4	4	4	4	3	4	3
53	3	2	3	2	4	2	3	3
54	4	3	3	4	4	3	5	4
55	4	4	4	4	3	3	3	3
56	4	2	3	3	3	2	4	3
57	3	4	2	4	4	3	4	3
58	4	3	3	4	4	3	4	3
59	4	4	4	4	4	4	4	4
60	4	4	4	4	4	4	4	4
61	4	4	4	2	2	2	2	2
62	3	4	5	3	4	4	5	5
63	5	4	4	5	4	4	4	4
64	2	2	2	4	2	2	2	3
65	4	4	4	4	4	4	4	4
66	5	5	4	4	4	4	4	4
67	3	3	4	3	4	3	4	4
68	3	3	3	2	2	2	2	2
69	4	3	3	3	3	3	3	2
70	3	3	3	4	3	4	3	3
71	3	2	3	2	4	3	2	4
72	3	3	3	3	3	3	3	3
73	3	3	3	3	2	2	2	1
74	4	2	2	2	2	4	3	3
75	3	4	3	4	3	4	4	4

76	5	5	5	3	5	5	5	5
77	4	4	5	4	4	5	4	4
78	3	4	4	4	4	4	3	3
79	4	3	3	3	4	3	4	4

LEGEND:
5- Strongly Agree   3- Neutral   1- Strongly Disagree
4- Agree   2- Disagree

<div align="center">**RESEARCHERS BIODATA**</div>

Name   : **HELBERT T. BESINGA**

Age   : 26 years old

Citizenship : FILIPINO

Civil Status : SINGLE

Date of Birth : DECEMBER 15, 1995

Place of Birth: BAGUMBAYAN, PILAR, BOHOL

Residence   : BAGUMBAYAN, PILAR, BOHOL

Parent   : MR. EVARISTO A. BESINGA JR.

              : MRS. FEDILINA BESINGA

Educational Background

Elementary :

      BAGUMBAYAN ELEMENTARY SCHOOL

      BAGUMBAYAN, PILAR, BOHOL

      (2008-2009)

Secondary:

      PILAR TECHNICAL VOCATIONAL HIGH SCHOOL

      POBLACION, PILAR, BOHOL

      (2011-2012)

Tertiary:

      BOHOL ISLAND STATE UNIVERSITY

      ZAMORA, BILAR, BOHOL

      (2021-2022)

Name	: **LIRA Y. LAGRADA**
Age	: 25 years old
Citizenship	: FILIPINO
Civil Status	: SINGLE
Date of Birth	: MARCH 30, 1997
Place of Birth	: BALUT, TONDO, MANILA
Residence	: POBLACION NORTE, CARMEN, BOHOL
Parent	: MR. REY L. LAGRADA SR.
	: MRS. LEONIDA Y. LAGRADA

Educational Background

Elementary :

MONTEHERMOSO ELEMENTARY SCHOOL

MONTEHERMOSO, CARMEN, BOHOL

(2009-2010)

Secondary:

SAINT ANTHONY'S ACADEMY

POBLACION NORTE, CARMEN, BOHOL

(2013-2014)

Tertiary:

BOHOL ISLAND STATE UNIVERSITY

ZAMORA, BILAR, BOHOL

(2021-2022)

Name   : **NICA O. PALARAO**

Age   : 22 years old

Citizenship : FILIPINO

Civil Status : SINGLE

Date of Birth : JUNE 3, 1999

Place of Birth: BUGANG NORTE, BILAR, BOHOL

Residence   : BUGANG NORTE, PILAR, BOHOL

Parent   : MR. NESTOR PALARAO

                  : MRS. REYMUNDA   PALARAO

Educational Background

Elementary   :

      BUGANG ELEMENTARY SCHOOL

      BUGANG NORTE, BILAR, BOHOL

      (2011-2012)

Secondary:

      BOHOL ISLAND STATE UNIVERSITY

      ZAMORA, BILAR, BOHOL

      (2016-2017)

Tertiary:

      BOHOL ISLAND STATE UNIVERSITY

      ZAMORA, BILAR, BOHOL

      (2021-2022)

Name   : **JONABEL M. SIMOGAN**

Age   : 22 years old

Citizenship   : FILIPINO

Civil Status : SINGLE

Date of Birth : NOVEMBER 29, 1999

Place of Birth: SAN CARLOS, PILAR, BOHOL

Residence   : SAN CARLOS, PILAR, BOHOL

Parent   : MR. LEONARDO SIMOGAN

              : MRS. VILLAVITA SIMOGAN

Educational Background

Elementary   :

    SAN CARLOS ELEMANTARY SCHOOL

    SAN CARLOS, PILAR, BOHOL

    (2011-2012)

Secondary:

    CRYSTAL-E COLLEGE

    TAWALA, PANGLAO, BOHOL

    (2016-2017)

Tertiary:

    BOHOL ISLAND STATE UNIVERSITY

    ZAMORA, BILAR, BOHOL

    (2021-2022)