



## Emotional Intelligence and Study Habits as Predictors of Online Learning Motivation of Students in Filipino

Claudine Jade Jaralba Balano<sup>1\*</sup>, Melissa C. Napil<sup>2</sup>

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### ABSTRACT

The study aims to predict the level of emotional intelligence, study habits, and their significant influence on the online learning motivation of students in Filipino. Analysis was conducted on data collected from 251 STEM students in selected public Senior High Schools who still opted for online learning as delivery of instruction. The study used a quantitative research design and applied a descriptive-correlational technique. Meanwhile, the adopted survey questionnaire was validated and used to gather the data needed for the study. Results revealed through weighted mean that the level of emotional intelligence, study habits, and online learning motivation of students in Filipino were high. With the help of regression analysis, results proved that there was a significant relationship among variables. Thus, the study also showed that learners with high levels of emotional intelligence and study habits significantly influenced their motivation to learn in an online environment, which results in academic success. These findings indicate that a strong foundation in emotion and systematic study habits in learning plays a vital role in sustaining motivation and acquiring knowledge online. Therefore, students will be more engaged in an online learning environment and will be encouraged to learn intrinsically when their emotional intelligence and study habits are well-established. School management, teachers, and institutions can use these findings to understand, support, and make interventions for the development of motivation in the modern way of learning in the online world.

### INTRODUCTION

The widespread COVID-19 pandemic has gripped the entire world, and in an instant, it has shaken the education sector. According to (Zaitun *et al.*, 2021) the interest and motivation in learning decreased, which caused a permanent loss of learning, and the reason for this is the transition from face-to-face to online learning methods was not as successful and effective as expected (Muslimin & Harintama, 2020). Also mentioned by (Martin-Somer *et al.*, 2021), the use of distance learning methods, including online methods, has reduced the motivation of students. It is a big challenge in the current education system to meet the online needs of students, especially in motivating them to participate because it is one of the most effective ways to deliver learning during distance learning. In Indonesia, the quality of education has decreased due to students losing interest and motivation to participate in the online process especially since the method used is not as direct as usual (Indra *et al.*, 2018) and the teacher is directly facing the students in the school.

It is timely to study students' motivation for online learning because students' motivational skills are an effective way to overcome barriers to online learning (Keskin & Yurdugül, 2019). Encouraging students' desire to learn online will be the cornerstone of effective learning. It was pointed out by (Filgona *et al.*, 2020) that motivation drives students to reach learning goals, and using it in the online environment will only make them more efficient and effective in gaining knowledge, especially in the subject of the Filipino language. It was proven in the

study (Gustiani, 2020) that the participation of students in online learning is the result of personal determination, personal interest, belief, and ambition because of internal motivation. According to (Fowler, 2018) motivation in online learning is not focused on, so a more thorough understanding of the role it plays is necessary.

This study aims to understand better and clarify the factors that need to be known not only by the teachers but also by the students themselves because it has to do with the development of motivation and wisdom to learn in the modern world. In addition, if online learning is carried out in accordance with the structured method, it has a positive effect on learning (Angkarini, 2021) especially if it is reinforced by the personal desire to learn and online motivation.

Due to the existing findings of previous research, the study was conducted to better understand and meet the needs of each student to have the motivation necessary to be more active and effective in participating in the learning process in the online environment. In the days when there is a delay in face-to-face classes due to various types of calamities that are experienced in different parts of the country, having an online method to conduct the class is an effective alternative solution to continue the students' learning.

Therefore, the researcher conducted this study to meet and answer the gaps in previous studies and focused on online learning in Filipino subjects. Many of the students showed a lack of interest to learn in the online method and often the means of each teacher is still lacking

<sup>1</sup> The University of Mindanao, Philippines

<sup>2</sup> Professional Schools, The University of Mindanao, Philippines

\* Corresponding author's e-mail: [c.jaralba.475139@umindanao.edu.ph](mailto:c.jaralba.475139@umindanao.edu.ph)

even the support of the department to encourage the motivation of the students to participate more. It is not clear what exactly are the factors that have a great influence on raising the level of motivation in online learning of students, that is why this research aims to infer and determine those aforementioned factors.

The purpose of this study is to:

1. Describe the level of emotional intelligence, level of study habits, and level of motivation in online learning of students in Filipino;

2. Determine the significant relationship between emotional intelligence and online learning motivation of students; study habits and motivation in online learning, and determine the significant influence of emotional intelligence and motivation in online learning; study habits on online learning motivation; and

3. Determine the significant influence of combined emotional intelligence and learning behavior on the online learning motivation of Filipino students.

In addition, the researcher wants to refute the following hypothesis that there is no significant relationship between emotional intelligence and motivation in online learning and learning behavior and motivation in online learning and there is no significant influence of emotional intelligence and behavior in learning and motivation in online learning of Filipino students.

## LITERATURE REVIEW

Emotional intelligence is one of the unexplained factors that can affect students' online learning motivation. The effect of motivation on academic outcome can be enhanced by emotion and the adequate level of anxiety has a significant relationship with the academic performance and motivation of online learning students (Trigueros *et al.*, 2019). It was proven in the results of the study by (Yulika *et al.*, 2019; Rubio *et al.*, 2022) that emotional intelligence and learning motivation showed a direct relationship and positive influence, so it is appropriate to understand the positive attitude and positive effect of motivation level on online learning of students. Positive knowing and carrying personal emotions can lead to positive results in general, including interest in tasks and lessons, whether in the classroom or online. According to (Zhoc *et al.*, 2018) having positive emotions can be a weapon for students to develop their motivation in learning and develop their confidence in their ability to achieve the goal.

In the same vein, study habits are factors that are not exposed but have a significant relationship with students' motivation to learn online. According to (Ajai *et al.*, 2020) that students with good study habits are more active in learning and more successful. On the same side, study behavior is related to motivation in online learning. In fact, the study of (Jafarkhani *et al.*, 2018; Indra *et al.*, 2018) revealed that there is a direct and significant relationship between learning behavior and learning motivation when it is carried out online. According to (Kalita & Gayary, 2022), study behavior is an important factor in learning because it encourages students to better understand and

learn effectively even in the online environment.

Therefore, well-developed behavior has a personal motivation that must be taken into consideration because it contributes to the knowledge and perceptual capacity that brings success in the learning process, especially if the student is motivated to learn (Tus *et al.*, 2020; Amri *et al.*, 2019). It was mentioned in the study by (Marzulina *et al.*, 2019) that there are two types of learning behavior: good and bad behavior, which are both related to academic success and the development of proper motivation in online learning. In addition, poor study habits are related to a lack of time management skills.

Motivation is what drives students to learn the online way of doing it, where help and guidance from teachers are limited, so the student's companion is his desire to learn. According to (Sugiyanto *et al.*, 2020), learning requires motivation. The emergence of motivation is caused by desire and need, so if the student wants to learn, he can succeed in achieving it (Bimayu *et al.*, 2022), and this personal desire is related to emotions and well-developed habits towards learning achievement. Possessing high emotional intelligence and organized study habits cultivate motivation in online learning. This statement was supported in the study (Sharma, 2021) that those who possess high emotional intelligence, basic study habits, and self-regulation of learning are important factors in the effective achievement of knowledge.

In addition, it was discovered in the study conducted by (Chang & Tsai, 2022; Surya, 2023) that emotional intelligence has a significant relationship and direct effect on learning motivation no matter what mode is used including the online method. The results of the study by (Tang & He, 2023; Shakirova *et al.*, 2021) also confirmed the positive and significant relationship between emotional intelligence and motivation in learning online. Likewise, study behavior is an ability that a student can possess to further boost motivation. With the desire to learn in the online method, it is important for each student to maintain concentration in learning, and to ensure its achievement it is necessary to focus on good study habits (Alipio, 2020). A significant relationship between learning behavior and online learning motivation was seen in the results of the study by (Bascos *et al.*, 2023; Sundari *et al.*, 2020; Bhandarkar, 2022). Therefore, these previous studies have proven the relationship between emotional intelligence, study behavior, and online learning motivation of students.

This study is anchored on Schunk and Zimmerman's Self-Regulation Theory (self-regulated learning). Learning is the result of personal attitudes and behaviors that are systematically focused on achieving a learning goal. (Sanaie, 2019) mentioned that self-regulation helps to achieve the goal by enabling thinking, feeling, and action and that motivation is one of the aspects that students need in personal regulation and the skill of each student to have more effective learning is cultivated more if they have a personal desire to learn and one of the keys here is motivation (Mostufa *et al.*, 2019).

This is supported by the Self-Determination Theory (Ryan & Deci, 2017), which describes it as a process in which motivation is developed and related to a person's actions, behavior, and efficiency. It also has to do with internal factors and with motivation. According to (Vasconcellos *et al.*, 2020), self-determination theory is a potential framework that can develop students' motivation and realize self-efficacy in learning. This theory suggests that all individuals have three psychological needs, namely autonomy, competence, and relatedness, that will motivate them to act or not act (Chiu, 2020), and if these psychological needs are met, this will result in a positive view of the students in the learning process.

On the same page, Carol Dweck's Growth Mindset Theory also supported which defines self-concept as a belief in the nature that a person possesses and is important in shaping motivation. This belief motivates and shapes more meaningful learning and the motivation process (Murphy & Dweck, 2016; King, 2019).

This is evidenced in Victor Vroom's Expectancy Theory (1964) that effort is related to outcome and productivity is related to individual motivation. In this theory, the allocation of effort is necessary to achieve the expectation, especially in performance. According to (Tchitccinadze, 2020; Rehman, 2019) students adjust their behavior to activities they value and expect success, and the chosen behavior can give satisfaction.

Therefore, these theories are related to students' motivation and will be the basis and support of this study. The ability of students to manage their feelings and perspectives to strengthen their desire to learn is what helps to make the teaching and learning process more effective in the online world. When factors related to emotions and even their learning behavior are valued, it will have a positive effect on the motivation of each student.

The independent variable emotional intelligence is based on the Emotional Competence Inventory (ECI) by Boyatzis *et al.* (1999). The 5 indicators are as follows: Self-awareness is the awareness of one's feelings, actions, and behaviors. Self-management is an ability to improve oneself in responding to various challenges in the world one lives in while motivation is the personal urge to do things in accordance with one's wishes or desires. Empathy is the ability to understand and adapt to the emotions, actions, and behaviors of others. Lastly, relationship management is the ability to affirm relationships with others.

Research related to learning behavior has been conducted by experts to explore its relationship with students' motivation and academic success and one of them is the study by Sreelekha *et al.* (2016). Five indicators of book reading were identified in this study that will help students to prepare for each discussion, take notes to understand concepts, and study memorization, on the other hand, is an ability to remember the lessons discussed, test preparation, and time management.

One of the factors in successful online learning is

motivation. The motivation for online learning is the reason for the effective achievement of students in lessons conducted online. In Fowler's study, it defined 7 indicators to be used in this research. Internal motivation is the personal desire to achieve knowledge while external motivation is the environmental factors that motivate participation in the learning process. The control of belief in learning is the personal view and belief in the learning process that is the result of personal behavior and behavior. In the same branch, self-efficacy is an individual's belief that he can do the things that will lead to successful outcomes. Valuing tasks is seeing each task as an important task that needs to be given immediate time so that it can be completed or performed efficiently. Social interaction is a skill that every individual must socialize and have a positive relationship with other people. And finally, the teacher's support refers to the teacher's way of encouraging and motivating students to be part of their learning including the emotional support he gives to each student that strengthens their desire to learn more about each lesson.

Previous research has been conducted to determine the significant relationship of emotional intelligence and study habits with students' motivation in academic learning but only a few of them have focused on online learning motivation. The exploration of these experts has not been sufficient to ensure clarity on the relationship between these variables, especially since previous studies have focused on different fields, concentrations, and subjects. In fact, Lloyd and Mertens (2018) pointed out in their study that even motivational theories are still lacking in explaining the behavior of everyone, especially in the new normal environment of learning.

## MATERIALS AND METHODS

### Study Participant

The respondents of this study are the selected Senior High School students who are in the 11th and 12th grades from four public schools in the City of Davao. The number of participants in the study was 251 out of 715 total population. According to (Verma & Verma, 2020) this number is sufficient especially if the population is homogeneous or the participants have the same characteristics. The researcher came up with this figure using the Raosoft online calculator which has a 0.05% margin of error. This number was verified in the study by (Bujang *et al.*, 2018) that a smaller number of samples is required to discover the significant result, and a number less than 500 is sufficient if the purpose of the analysis is to determine the factor that is related to the outcome. The researcher used a stratified random sampling technique in determining the students participating in the study. According to (Sharma, 2017) the purpose of this technique is to reduce the potential bias in the selection of the study sample because it divides the total population into smaller groups with similar characteristics. That is why the use of this technique gave more positive results and reliable data gathered by the researcher.

The researcher made sure that only students belonging to STEM of the Senior High School participated in the study because these students have the characteristics the researcher is looking for. Students who did not have an informed consent form were not included in the participants even students who were unwell on the day of data collection. This is to avoid infecting other study participants. Students who voluntarily withdrew on the day of data collection were also excluded. The respondents were chosen to make the said research more acceptable and credible. Most of the participants in the study were minors so the researcher strictly protected their welfare, including their identity and important information gathered from them.

### Research Instrument

This study featured the use of a questionnaire to collect the data that was needed to accomplish the purpose of this study. The questionnaire instrument is divided into three parts to reflect the three variables that was featured in the research. The first part of the questionnaire is an independent variable regarding emotional intelligence that has five indicators with 25 items. This questionnaire was the basis of the data collected to describe the level of emotional intelligence of the students. The second part of the questionnaire is also an independent variable, this questionnaire has 30 items that measure and describe the level of students' learning behavior. The independent variable motivation to learn online is the third and last part of the questionnaire. This instrument has 38 items that have been carefully studied to ensure its unique validity which has also been confirmed by other researchers who have used it.

On the other hand, the following is defined to measure the level of each variable: the extent of the mean, level, and its interpretation. A mean with a range of 1.00-1.75 is very low and means students are not demonstrating the skill. The mean is low with a range of 1.80-2.59 which means that students rarely demonstrate the skill. Whereas the mean with a range of 2.60-3.39 is moderate and means that students occasionally demonstrate the skill. The mean is high with a range of 3.40-4.19 which means that the skill is often shown, and the mean is very high with a range of 4.20-5.00 which means that the skill is always shown.

### Design and Methods

This study is quantitative research and has a descriptive-correlational design that uses a survey questionnaire to gather acceptable data and ensure positive research results. According to (Goertzen, 2017) one of its main goals is to generate accurate and reliable data that will allow statistical analysis.

Meanwhile, to assess the level of each variable, the researcher used the weighted mean to describe the level of emotional intelligence, study habits a motivation in online learning students. A simple linear regression was used to determine the significant relationship between emotional

intelligence and motivation in online learning as well as the significant relationship between study behavior and motivation in online learning. Meanwhile, the researcher used multiple linear regression to determine the significant influence of the combined emotional intelligence, study habits, and motivation in online learning, the independent variable in the research.

## RESULTS AND DISCUSSION

### Level of Emotional Intelligence

The statistical result reveals the level of emotional intelligence of students in the Filipino subject based on various indicators that obtained a general standard deviation of 0.33 and a mean of 3.70 with a high level. The indicator self-awareness, with a standard deviation of 0.41 and a mean of 3.93, obtained the highest level among the five indicators; it just means that students often show emotional intelligence in their Filipino subject.

Meanwhile, relationship management which obtained a standard deviation of 0.53 and a mean of 3.48 obtained the lowest but it can still be considered a high level. The self-management indicators have a standard deviation of 0.65 and a mean of 3.66. Motivation achieved a standard deviation of 0.53 and a mean of 3.89 and empathy with a standard deviation of 0.45 and a mean of 3.52 consistently achieved high levels.

Self-awareness achieved at the highest level simply means that they have a deep understanding of their own emotions which is an important predictor of emotional intelligence. Having self-awareness provides the ability to understand and express emotions related to language and culture learning and supported this result in the study of (Moneva *et al.*, 2020) said that it is an important stable determinant in the academic success of Senior school students, a high level of emotional intelligence especially when they continue to college. Also, high levels of motivation, self-management and empathy have a positive relationship with the development of students' level of motivation in online learning.

### Level of Study Habits

The statistical result reveals the level of learning habits of Filipino students. All six indicators under the study habits got a high level. It obtained an overall standard deviation of 0.33 and a mean of 3.70. It means that students often show a desire to learn because it can be seen in their learning behavior. The reading indicator that obtained a standard deviation of 0.48 and a mean of 4.11 is the one with the highest level because, during the online class, the students have the learning kit that they can read. Meanwhile, the time management indicator that obtained a standard deviation of 0.67 and a mean of 3.68 scored the lowest but it can still be considered a high level. The study noted that high levels of textbook reading, memorization, test preparation, studying, and note-taking were correlated with the development of online learning motivation. This result was supported in the study by (Sumbawati *et al.*, 2020) and mentioned that

online learning will only be successful if they can adjust and understand the learning tools. Systematic adjustment and deep understanding of their learning behavior will lead to more effective learning.

Overall, the result shows a high level of students' learning behavior in the Filipino subject, and this only illustrates their good progress in various aspects of their development, students, and success in their academic activities. The result of this study is like the study conducted by (Jafari, *et al.*, 2019), it was also discovered in their study that students with a high level of study behavior are getting good academic marks and are more motivated to learn in modern ways of learning. In the Filipino subject, the high level of students' learning behavior illustrates their good progress and success in academic activities because of their dedication, determination, and readiness to learn and succeed in the subject related to their learning motivation.

### **Level of Motivation in Online Learning of Students in Filipino**

The statistical results of the collected data related to the level of motivation in online learning of Filipino students obtained a standard deviation of 0.37 and a mean of 4.03 which means that students have a high level of motivation in learning online. On the other hand, the indicator appreciation of tasks that obtained a standard deviation of 0.48 and a mean of 4.22 is very high, followed by extrinsic with a standard deviation of 0.58 and a mean of 4.15, control of learning beliefs with a standard deviation of 0.51 and mean of 4.15, teacher support with a standard deviation of 0.55 and a mean of 4.04, intrinsic with a standard deviation of 0.58 and a mean of 4.01, and self-efficacy which obtained a standard deviation of 0.58 and a mean of 3.39 was all high. Meanwhile, social interaction got a standard deviation of 0.47 and a mean of 3.76 is the lowest level among all indicators but it can still be considered a high level.

Valuing tasks that show a very high level means that students who are responsible for assigned tasks are more motivated to learn in class. On the same side, having a high level of extrinsic motivation, control of learning beliefs, intrinsic motivation, self-efficacy, and teacher support drives them to be more persistent and enthusiastic in all online activities. The teacher has an important role in the motivation of students in online learning during distance learning, which is why their support in processing tasks is necessary. On the other hand, a low level of social interaction is acceptable because communication skills are not very necessary for online learning motivation especially if classes are done in asynchronous manner. The result of this study is supported by the result of Gustiani's study that the motivation in online learning is determined by the motivation whether it is intrinsic or extrinsic and the lack of the same skill can lower their motivation. Students can learn and persevere in their own way and this motivation drives students to persevere to achieve their learning goals.

### **Significant Relationship between Variables**

A significant relationship was recorded between emotional intelligence and online learning motivation of students in the Filipino subject with a total R-value of ( $r=.533$ ) and a p-value of  $<0.000$  which is significant at the level of 0.05. Although all the indicators obtained a p-value of  $<0.000$  which is significant at the 0.05 level, the indicator motivation obtained the highest R-value of ( $r=.522$ ) followed by the indicator self-awareness with an R-value of ( $r=.486$ ). Also, the indicators of relationship management obtained an R-value of ( $r=.306$ ) and empathy with an R-value of ( $r=.280$ ). Meanwhile, the self-management indicator with an R-value of ( $r=.192$ ) scored the lowest.

There is also a significant relationship between study habits and online learning motivation of Filipino students that obtained an overall p-value of  $<0.000$  which is significant at the 0.05 level and an R-value of ( $r=.579$ ). The indicator time management achieved the highest R-value of ( $r=.555$ ). This simply means that a high level of proper management of their time and allocating it to their lessons has a positive relationship with their motivation in online learning.

### **Significant Influence between Variables**

There is a significant influence between emotional intelligence and study habits on Filipino students' online learning motivation. Based on the statistical analysis of the data, the regression analysis results describe the influence of the indicators of emotional intelligence and how it affects the student's overall motivation. It only indicates that emotional intelligence has a significant influence on online learning motivation with a total p-value 0.000 and an F value of 30.674. It appears that self-awareness has a strong positive influence on motivation ( $\beta = 0.318$ , p value=0.000). This indicates that the development of student's self-awareness has a significant connection with their overall motivation for online learning. Motivation has a positive influence on overall motivation ( $\beta = 0.343$ ,  $p<.001$ ), showing that the student's own motivation has a significant impact on their overall motivation in their studies.

Similarly, a significant influence was also recorded between study habits and online learning motivation. The results of the regression analysis describe the analysis of the indicators of study habits and how they affect the overall motivation of the student. In the analysis of the results, the total influence is p value= 0.000 and F value= 23.879;  $R^2= .376$  or 37.6%. These results show that students' methods and attitudes towards their studies are related to the development of their motivation to learn Filipino online.

### **Combined Influence of Emotional Intelligence and Study Habits**

#### **In Online Learning Motivation of Students in Filipino**

The result shows the significant influence of emotional intelligence and study habits on motivation in online

learning in Filipino. Based on the statistical analysis of the data, emotional intelligence obtained ( $\beta = 0.307$ ,  $p$ -value = 0.000) and study habits ( $\beta = 0.410$ ,  $p$ -value = 0.000), this result only means that these independent variables have a significant relationship and influence with the dependent variable motivation in online learning of Filipino students.

Overall, it obtained an F value of 81.022 and  $p$ -value= 0.000. It can also be seen the positive and significant influence of emotional intelligence and study habits on the motivation in online learning of Filipino students. This also supported the result from the study of (Yulika *et al.*, 2019; RubioT *et al.*, 2022) which can be seen in the related literature that emotional intelligence has a direct influence on the motivation in online learning of students as well as the result of the study by (Usman & Bilqis, 2022) that showed the positive influence of study habits on motivation in online learning. Therefore, this relationship is significant in the teaching and learning process. By examining the factors related to the development of student's motivation in the modern way of achieving knowledge, they will be better guided to be positive and effective in the challenge of the modern era. Students' ability to manage their own emotions and learning habits has a positive influence on their willingness to learn in an online method where guidance from the instructor is limited. These factors have an important effect on students' motivation.

## CONCLUSION

Many researchers continue to identify and explore factors related to the development of students' learning motivation including emotional intelligence and study habits. Emotional intelligence achieved high levels including indicators of self-awareness, self-management, motivation, empathy, and relationship management. The role that emotions play in the learning process is clear. Each of these factors that students possess is related to how motivated they are to learn in the online environment. Also, the learning behavior showed high results in its level. These include indicators of textbook reading, note-taking, studying, memorization, test preparation, and time management. This means that students who have enough control over their habits lead to orderly and organized learning and have a clear relationship with their motivation in online learning.

This study shows the positive effect of emotional intelligence and study habits on students' motivation for online learning in the Filipino subject. Emphasis is placed on self-awareness, motivation, relationship management, memorization, and time management as important contributors. The role of learning habits in enhancing students' motivation for online learning is clear. Active awareness of one's behavior, motivation, and effective time management are considered important learning behaviors that improve overall motivation. Additionally, the study shows that having high emotional intelligence and positive study habits have a positive influence

on boosting students' motivation for online learning. Overall, the results of the regression analysis continue to show significant positive effects of emotional intelligence and learning habits on students' motivation, reinforcing the importance of these factors in the context of online learning.

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