Motivation For Learning In Virtual Environments, Online Self-Regulated Learning, And Writing Performance Of OMSC Students

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Abstract.
This study aimed to assess students' independent study strategies by looking through their motivation for learning in virtual environments, online self-regulated learning, and writing performance. A descriptive-correlation and predictive method of research were used in this study. Respondents of the study were 150 first year college students who were enrolled in the online classes of the course, Purposive Communication and were identified using proportional random sampling. Several instruments were used by the researcher including the survey questionnaires about motivation and online self-regulated learning as well as the students' online writing outputs in Purposive Communication. Students' writing performance was measured using an adapted rubric. Results of the study revealed that college students have high level of motivation for learning in virtual environment in terms of autonomous and controlled while low in terms of demotivation. Overall, the college students have high level of online self-regulated learning. Moreover, college students have high level of performance in writing as to the content, organization, vocabulary and style while moderate in terms of grammar and mechanics. Findings also revealed that there is significant relationship between motivation for learning in virtual environments and online self-regulated learning, between motivation for learning in virtual environments and writing performance, and between online self-regulated learning and writing performance. Moreover, results yield that controlled motivation predicts online self-regulated learning, autonomous motivation predicts wiring performance as well as persistence. This study concluded that the higher the motivation and online self-regulated learning, the higher the writing performance of the students.

Keywords: writing performance, online self-regulated learning, motivation for learning   in virtual environments.

I.   INTRODUCTION
Background of the Study

As the COVID-19 pandemic persists to exist as a global health concern bringing profound effects and impacts in all aspects of the human race, educational institutions as one the most affected, decided to adopt the new normal in education – the shift to online learning platforms. This disruption is due to the temporary closure of schools as countries around the world imposed community lockdowns and community quarantines in order to mitigate the spread of the virus. According to UNESCO (2020), the Philippines, which was recently put under an academic break, has more than 28 million affected learners. The shift to online learning poses different risks and challenges especially in the development of foundational skills such as writing. Learning in a virtual environment can affect students' writing performance due to the use of multimedia content like graphics, images, audio, video, and text. This was supported by Rajaram (2009) in his study of the application of e-learning in creative writing. He argued that creative writing skills can be learnt successfully in electronic environments as students can see visual cues such as pictures or videos which helps them in building a story. Moreover, the hypertext environment of e-learning offers the kind of dynamism that is needed to stimulate the imagination essential for creative writing (Rajaman, 2009). The possibility of collaborative learning in virtual environments can also help learners in boosting their writing skills as it promotes participation and self-evaluation.

However, not all learners benefit from virtual learning environments. Study of Lucas (2006) revealed that the creative writing community does not embrace the information technology readily. Some learners find the technology used in e-learning courses very complicated, which hampers the process of learning. If grappling with the technology is one problem then digital divide is another. Besides, writing requires reflection, which the fast pace of electronic environment often fails to provide. Often too much of information in the e-learning courses may hinder the understanding of the learner. As the physical presence of the teacher and the actual classrooms are missing in the e-learning environment, the learner often feels lonely and cut-off from the society. Socializing and the experiences of a physical world are extremely essential in developing creative writing skills.This is where employment of online learning motivation enters

the scene. It is important to note that learning in virtual environments is more complex and independent than the traditional face-to-face class. Teaching writing in the traditional classroom setting provides students with real-time scaffold from teachers on their writing progress and guide them in their writing process. However, in virtual learning environments, learners are on their own in navigating their learning Graham, Harris, and Mason (2005). This is why online self-regulated learning is important. Self-regulated strategy development model (SRSD) was used as intervention by Harris et al. (2004) on improving students' writing skills by simultaneously teaching students with specific writing strategies and self-regulation skills such as goal setting, self-monitoring, self-instructions, and self-reinforcement. Graham et al. (2005) found that students using the SRSD intervention model wrote longer, more complete, and qualitatively better papers than their peers in control group. In the context of this study, focus was be placed on the effects of online self-regulated learning in the students' writing skills.

Another relative aspect of online education is motivation. Over the past years, motivating students has been a consistent problem of educators more especially in today's generation of the so-called "digital natives". The lack of motivation in millennial students as the "ambition gap". Although the scientific literature offers persistent results from the motivation research, still it is the responsibility of educators to find ways in helping demotivated students become motivated (Collins, 2009). Motivation and strategies can also relate to self-regulated learning. Self-regulated learners are generally characterized as active, efficiently managing their own learning through monitoring and strategy use (Greene & Azevedo, 2007) Moreover, self-regulated learners create self-generated goals as bases for personalizing their learning strategies. In a review made by Collins (2009) about the theory and application of Motivation and Self-Regulated learning, she emphasized that students who use self-regulation set better learning goals, implement more effective learning strategies, and exert more effort and persistence. In addition, motivation can also influence self-regulation. For example, a student who is interested in an online course is more likely to begin the task of studying it. Motivation can also affect the process of self-regulation as a certain student who is interested in an online course may spend more time studying it and might employ personalized strategies in order to gain better understanding of the course. Self-regulation can also result to increased motivation. Students who are successful in completing an online task are more likely to increase their confidence in their learning abilities, boost excitement in learning more, and reconstruct or develop their learning strategies for the next task.

However, decrease in motivation was evident in the forced online classes during the COVID-19 pandemic as reflected in the results of the survey done by Nell (2020) wherein he asked college students to describe their motivation before and during the transition to online learning. Results revealed that in a scale of zero to ten, students' current motivation in the new normal is alarmingly at 2.91 level as opposed to the 6.8 level before the pandemic.Since education reforms are now in full swing as the battle against the COVID-19 pandemic continue to challenge the educational leaders' decision-making skills, there is a need to study of how students employ online learning motivation to become self-regulated learners. This global crisis has become a shock that left educational leaders, teachers, and students underprepared for the sudden shift to online class. Unfortunately, most students are not taught study strategies explicitly. Many go through their entire academic career with poor or inefficient methods for studying. This was reported in the study of Walker (2008) wherein these methods include ineffective strategies to: adequately process information from expository texts; adapt to poor instructional conditions; to effectively take notes; learn procedural knowledge. They also report that students lack "learning goals, beliefs, and attitudes that lead to the adoption of effective learning strategies; adequate knowledge about time management strategies; and volitional strategies to sustain academic motivation and learning". Hence, results of this study will shed light on the present point of students' online learning motivation and online self-regulated learning and how these two predict their writing performance. It is the greatest desire of the researcher that results of this study will serve as basis for future online teaching reforms that would maximize students' independent learning skills.

II.   REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies about the motivation for learning in virtual environments, online self-regulated learning, and the factors affecting writing performance, the theoretical and conceptual underpinnings of the study, and the operational definition of terms.

Motivation for Learning in Virtual Environments

The new normal has been the government's response to mitigate the spread of the virus and to continue providing quality education. Academic institutions were compelled to expedite the formulation and implementation of new teaching pedagogies. Remote learning was made through online and modular teaching and learning. Tumapon (2020) emphasized that this platform posed challenges not only to school administrators and teachers but also to students as the shift called for an "adapt quickly" response amidst the pandemic.The Commission on Higher Education suggested to strengthen online platforms and blended learning such as but not limited to google classroom, messenger, zoom, edmodo, Facebook and YouTube (CHED, 2020). In addition, both will adopt numerous learning delivery options such as but not limited to face-to-face, blended learnings, distance learnings, and home-schooling and other modes of delivery (CHED, 2020; DepEd, 2020).

However, the implementation would pose such problems on students who have limited internet access, no gadgets, and the poor. Aside from online learning resources, students also face coping problems such as study motivation on how to participate in online environments. Hartnett (2019) describe motivation as the 'engine' of learning. It drives us to determine what we need to learn, how to learn it, and when we choose to learn. Composing tasks often are inherently difficult for the writer because they tax numerous lower- and higher-order psycholinguistic processes that are situated within a dynamic motivational state. Because writing is a relatively high-cost activity in terms of effort, a positive motivational stance may be difficult to attain (Troia et al., 2013). How authors motivate themselves differs widely, but motivation is presumably a necessary ingredient for attaining writing success (Troai et al., 2013). However, motivation is not a unitary construct, but rather is comprised of several related components, including self-efficacy beliefs, interest, perceived task value, attitudes, goal orientations, and attributions for success and failure. This study put emphasis on autonomous motivation, controlled motivation, and demotivation.

Autonomous Motivation

Autonomous motivation is defined as engaging in a behavior because it is perceived to be consistent with intrinsic goals or outcomes and emanates from the self or is considered as "self-determined" (Hagger et al., 2014). Individuals engaging in behaviors feel a sense of choice, personal endorsement, interest, and satisfaction and, as a consequence, are likely to persist with the behavior. Learners who are autonomously motivated tend to need the experience of sense of control and efficacy over their learning. They are more likely to be consistent and persist with the behavior even without any external reinforcement. Moreover, students who are autonomously motivated have a tendency to be effective in self-regulating (Ng et al., 2012).

Controlled Motivation

In contrast with autonomous motivation, controlled motivation as defined by Hagger et al. (2014) is the tendency of engaging in behaviors for the purpose of receiving external reinforcements such as rewards, praise, or approval from others and in order to not receive punishments or feelings of guilt. Students who engage in behaviors for controlled reasons often feel a sense of obligation and pressure and tends to persist as long as the external reinforcement is present. However, removal of external reinforcement such as rewards or punishments, behaviors also tend to desist. In a study of Troia et al. (2013) on the effects of motivation (such as teacher's ranking of writing ability) on writing skills, results suggest that motivational beliefs directly contributed to the quality of stories written by students in the study. For every increase in motivational beliefs, so does the increase in the narrative quality of students' outputs.

Demotivation

The self-determination theory of Deci and Ryan (2000) proposed a continuum of behaviors displayed by individuals ranging from non-self-determined to self-determined. Demotivation is the total absence of intrinsic and extrinsic motivation, thus labeling the individual as non-self-determined. Generally speaking, a demotivated individual is someone who was once motivated but for some reasons lost his/her

interest (Thanasoulas, 2019). This demotivation roots from external and internal causes such as public humiliation, favoritism, teacher factor, and reduced self-confidence. In a study of Chambers (1993), he interviewed 191 Grade 9 pupils enrolled in English L2 classes wherein he characterized demotivated students as: showing no interest, displaying poor concentration, unwilling to cooperate, and produces little/no homework. More importantly, in his study of 50 demotivated students in Hungary, Khouya (2018) found nine demotivating factors related to teachers' personalities, teaching method, insufficient school facilities, students' reduced self-confidence, students' negative attitudes towards the foreign language studied, and textbooks used in class. Of the nine factors, the factors concerning teachers occurred with the highest frequency. In the context of foreign language teaching, study of Falout et al. (2009) revealed that the most frequently mentioned cause of demotivation by students is the teacher's lack of enthusiasm and ability to instruct them. Moreover, Falout et al. (2009) study in Japan identified negative teacher behavior, such as being aggressive, critical, and fussy and humiliating the students, as demotivating.

Aspects of Online Self-regulated Learning

Since online learning is considered as the new mode of learning under the new normal of education, learners should use appropriate strategies in order to learn best in an online environment. Distance learning compels students to have an autonomy over their learning and be involved in their learning process. However, not all learners benefit in an online learning environment. To account for the diversity of factors which affect quality of blended learning, self-regulated learning (henceforth SRL) theories in educational research offer a way into understanding why some groups of students are more successful than others (Pardo et al., 2016).

Self-regulated learning refers to those active and volitional behaviors on the part of individuals to achieve in their learning. These behaviors include but are not limited to goal setting, time management, task strategies, environment structuring, and help-seeking. As skills and strategies that individuals perform, these self-regulated learning behaviors are a function of an individual's desire to achieve in their learning. These skills and strategies of self-regulation have been proffered as being utilized in social relationships as well as in learning (Boekaerts, 2010). Individuals who are self-regulated in their learning appear to achieve more positive academic outcomes than individuals who do not exhibit self-regulated learning behaviors (Brak et al., 2010). It is a self-directive process by which learners transform their mental ability into academic skills. Those abilities will control over learner's own thoughts, feelings, motivations, and actions within the external environment that relate to acts of self-regulation.

Metacognitive Activities

One of the strategies under self-regulated learning is metacognition. Metacognitive strategies are mental operations or procedures which learners use to regulate their learning. In order to have an autonomy over their learning, students must be involved in their learning process, not only during learning (monitoring phase), but also before (planning phase), and after learning (evaluation phase). In the planning phase, learners think about what and how they will learn and what to study before they engage in learning. Self-regulated learners also set specific goals and strategies such as problem-solving alternatives to better learn a certain course. In the monitoring phase, learners engage in comprehension monitoring and strategy regulation. They monitor the effectiveness of their chosen strategies which include study time, environment, and scaffold then adjust it as they check their comprehension. In the evaluation phase, self-regulated learners evaluate their progress and reflect upon it. They also analyze the effectiveness of the strategies they have employed (Bloom, 2013).

Time Management

Good time management skills help students prioritize tasks so they are able to complete school work and assignments on time. Students are able to plan ahead, set aside the time they need for projects and assignments, and make better use of that time. Each and every student should have time management ability which includes setting goals and priorities, using time management mechanism and being organized in using time. Distance learning modalities provide students the freedom and control over their time in the comfort of their homes as some courses might either be synchronous or asynchronous. In this case, it is important that they have the right time management abilities to properly organized their academics tasks and their personal

life responsibilities. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Hellsten, 2002). However, most of the time students face problems like task aversion and uncertainty, so they start to procrastinate because they lack organizational skills. As a result, students will not be able to organize duties according to their priorities, so they get distracted easily, ending up procrastinating. As we can see, time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Nasrullah & Khan, 2015).

Environment Structuring

Anene (2005) explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers. She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others.

Persistence

Research shows that students who are autonomously motivated persist longer, are better in organizing their learning activities, are more concentrated, engage in deeper learning, achieve higher grades, and feel better than students who are driven by controlled motivation (Gijbels, 2012). Moreover, Holder (2007) notes that students with good study habits, the ability to stay on task with assignments and readings, and are able to successfully manage time are more apt to persist compared to non-persisters.

Assessing Online Writing Performance

Writing is the process of using symbols such as letters of the alphabet, punctuations, and spaces for the purpose of communicating thoughts and ideas in a readable form. In order to write effectively, one must have the understanding of the basic system and structures of a certain language. It includes grammar, sentence structures, punctuations, vocabulary, and spelling. Together with the other three macro-skills such as listening, speaking, and reading, it is essential for the development of good communication skills for social, academic, and professional purposes. It is worth to note that most exams, whether a test of foreign language proficiency or other skills, often rely on the students' writing proficiency in order to measure their knowledge (Harmer, 2007).Despite the fact that communication, as one of the newfangled 21st century skills, is considered as the most underrated, its one old aspect – writing skills, seems to be increasing in importance (Stuart, 2017). In a report from the National Council of Teachers of English authored by Yancy (2017) on the comparison of 20th century versus the 21st century skills, she explained that society before has focused on children as readers because, historically, it has been much more interested in children as receptors than as producers of the written word. Historically, most people tend to remember reading for its emotional and sensual pleasure, while writing was associated with unpleasantness wherein people tended to remember writing to escape their pain or isolation. Moreover, unlike today's perception wherein grammatical knowledge is identified as "writing". Writing itself in the twentieth century had little if any status or identity apart from handwriting. With the evolution of digital technology and internet during the 21st century though, writing skills continue to increase in importance as ample writers can be found virtually everywhere – on blogs, emails, chat rooms, text messages, and social media platforms (Yancy, 2017).

Moreover, Carolan and Kyppo (2015) pointed out in their case study about teaching process writing in an online environment that writing on a computer with a keyboard has a somewhat different dynamic to writing by hand with a pen or pencil. Excessive use of technology is likely to speed up the entire writing process, which is not necessarily a positive outcome. When they write by hand, students tend to take more time to consider what exactly they will include in each sentence. The extra time that a student spends writing by hand can be valuable in improving the content and quality of students' texts.Language skills have traditionally been classified as receptive and productive. Receptive skills are those in which the individual receives language produced by others. They include reading and listening. On the contrary, productive skills include speaking and writing. They are two critical skills which form a main component of the complex process of communication. Writing, as a productive skill, requires a great degree of accuracy. Many language teachers agree that writing is in many ways the most difficult language skill to learn in comparison

to other language skills (Hyland, 2003). It is therefore the most difficult language skill to teach, and even to assess.

Organization

In rating foreign language writing, the organization of ideas is consistently one of the aspects being assessed. Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need. What constitutes effective organization seems to vary widely between teachers, institutions and geographical areas. There are many different rhetorical features that can be taken into account. Some in the field of language education may look for the presence of thesis statements and topic sentences (MacIntyre, 2007), while others may focus more on paragraphing, cohesive devices or coherence (Erdosy, 2004).

Vocabulary

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing (Brynildssen, 2010). Theories of reading and writing agree on one thing: language provides the foundation for literacy. Vocabulary, albeit narrowly, has often been used a proxy for language because both language and vocabulary emphasize the importance of meaning. Many broader language skills (i.e., phonology, syntax, morphology, and semantics) either are directly related to vocabulary (i.e., semantics and morphology) or can be found in models exploring vocabulary. In some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly (Brynildssen, 2010).

Grammar and Mechanics

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. According to Chin (2000), grammar is the sound, structure, and meaning system of language. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the audience. In this case, grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to other language skill like listening, speaking, reading, and writing. Thus, understanding and using grammar properly will help people think and write logically. Without logic and organization, writing (and all other communication skills) will be much disorganized. The more one understands grammar, the more clearly, meaningfully, and freely one will be able to organize and communicate their own ideas as well as comprehend the ideas of others.Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. An understanding of both grammar and mechanics is required to clearly communicate ideas in a paper.
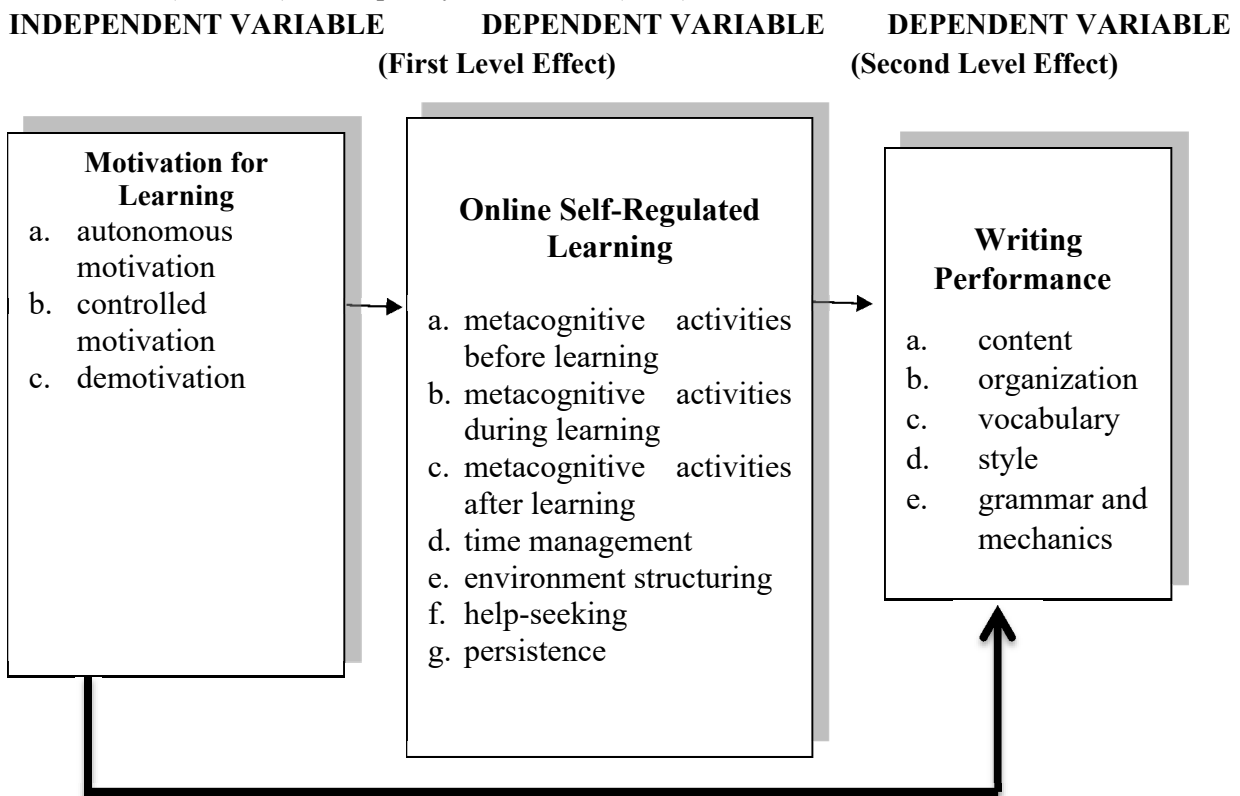
Theoretical Framework

The theoretical perspectives of this study are anchored on the theories of Edward Deci and Richard Ryan (2000) about Self Determination and the Winne and Hadwin's Model of Self-regulated Learning (2001).The "self-determination theory" was used as basis for the first variable which is motivation for learning in virtual environments. This theory is a cornerstone of modern motivational psychology (Deci & Ryan, 2000) which holds that we are most deeply engaged, and that we do our most creative work, when we feel that we are acting according to our own will on behalf of goals we find meaningful. This theory understands the human being as an active individual, who tends naturally to healthy growth and self-regulation (Deci; Ryan, 2000). In self-determination theory, the involvement of the individual in learning

activities seeks to meet three basic and universal psychological needs: autonomy, competence, and belongingness and establishing bonds.

Meanwhile, Winne and Hadwin's Model of Self-Regulated Learning (1998) posits that learning occurs in four basic phases': task definition, goal setting and planning, studying tactics, and adaptations to metacognition. Effective learners are self-regulating, analyzing task requirements, setting productive goals, and selecting, adapting or inventing strategies to achieve their objectives. These learners also monitor progress as they work thorough the task, managing intrusive emotions and waning motivation as well as adjusting strategies processed to foster success. These are the students who ask questions, take notes, and allocate their time and their resources in ways that help them to be in charge of their own learning (Paris & Paris, 2001). In addition, Winne and Hadwin's (1998) SRL model differs from others in that they hypothesized that an IPT-influenced set of processes occurs within each phase. Using the acronym COPES, they described each of the four phases in terms of the interaction of a person's conditions, operations, products, evaluations, and standards. All of these aspects, except operations, are kinds of information that a person uses or generates during learning. It is within this cognitive architecture, composed of COPES, that the work of each phase is completed. Thus, Winne and Hadwin's model complements other SRL models by introducing a more complex description of the processes underlying each phase. This model was used as basis of the indicators used in this study.

Conceptual Framework

On the basis of the foregoing concepts, theories, and findings of related literature, studies presented, the conceptual framework that guided this study was developed as illustrated in Figure 1. The level of motivation for learning in virtual environments consisted of automous motivation, controlled motivation, and demotivation. To gather the needed data for this, Scale of Strategies and Motivation for Learning in Virtual Environments developed by Beluce and Oliveira (2016) was utilized. The level of student's online self-regulated learning was measured in terms of: metacognitive activities before learning; metacognitive activities during learning; metacognitive activities after learning; time management; environment structuring; persistence; and help-seeking. It was measured using the Revised Online Self-Regulated Learning Questionnaire (OSLQ-R) developed by Jansen et al. (2018).

INDEPENDENT VARIABLE   DEPENDENT VARIABLE   DEPENDENT VARIABLE
                                   (First Level Effect)   (Second Level Effect)

Motivation for Learning
a. autonomous motivation
b. controlled motivation
c. demotivation

Online Self-Regulated Learning
a. metacognitive activities before learning
b. metacognitive activities during learning
c. metacognitive activities after learning
d. time management
e. environment structuring
f. help-seeking
g. persistence

Writing Performance
a. content
b. organization
c. vocabulary
d. style
e. grammar and mechanics

Fig 1. Research paradigm.

The level of writing skills in terms of content, organization, grammar, vocabulary, and style and mechanics was measured using an adapted rubric. As shown in the research paradigm , this study posited that there is a significant relationship between and among motivation for learning in virtual environments, online self-regulated learning, and writing performance (Cahyono & Rahayu, 2020; Heikkilä & Lonka, 2006; Farsani, 2014).

Operational Definition of Terms

The terms used in this study are defined operationally to facilitate understanding of the current study. Although they may be used differently in other contexts, the definitions of these terms shall only include those mentioned in this section.

Motivation for Learning in Virtual Environments. Conceptually, this refers to the level of students' motivation with respect to the use of virtual learning environment in educational settings. As it is used in the study, this refers to the students' motivation for learning in virtual environments as measured by "Scale of Motivation for Learning in Virtual Environments" by Beluce and Oliveira (2016) and was be measured using the following scale.

Students' responses	Interpretation
4.5-5.00	Very High
3.5-4.40	High
2.5-3.4	Moderate
1.5-2.4	Low
1.00-2.4	Very Low

In this particular study, the level of motivation for learning in virtual environments was measured using the following factors:

Autonomous motivation. This refers to actions undertaken by the respondents to realize tasks based on internal challenges, students' own initiative, or through interest and satisfaction on the task at hand, or to which the students conferred importance or value.

Controlled motivation. This refers to actions undertaken by the respondents to address the pressures from external events (deadlines to comply with, rewards, and avoidance of punishments such as a failed remarks) or internal events (flight from unpleasant feelings, such as guilt or anxiety or, even those related to self-esteem).

Demotivation. This refers to actions undertaken by the respondents which shows absence of motivation.

Online Self-regulated Learning. Self-regulated learning (SRL) involves an active, effortful process in which learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior (Pintrich, 2000). It was be measured using the Self-regulated Online Learning Questionnaire Revised (SRL-QR) developed by Jansen, Janssen, and Leeuwen (2018). Scale to measure such is indicated below.

Students' responses	Interpretation
4.5-5.00	Very High
3.5-4.4	High
2.5-3.4	Moderate
1.5-2.4	Low
1.00-2.4	Very Low

In this particular study, the level of online self-regulated learning was measured using the following factors:

Metacognitive activities before learning. This refers to the metacognitive actions undertaken by the respondents before learning such as analyzing online learning tasks and setting goals and strategies to complete the task.

Metacognitive activities during learning. This refers to the metacognitive activities undertaken by the respondents during learning such as employment of strategies to make progress on a learning task and monitoring its effectiveness. This also comprise activities wherein students adjust their strategies and monitor their comprehension.

Metacognitive activities after learning. This refers to the metacognitive activities undertaken by the respondents after learning such as evaluating their performance according to the goals they have set, the effectiveness of the strategies they have employed, and the cause of their success or failure.

Time management. This refers to the actions undertaken by the respondents to plan and organize their time in order to complete online learning tasks.

Environment structuring. This refers to the actions undertaken by the respondents to manipulate their physical environment such as choosing a study location to be able to concentrate on their online classes.

Persistence. This refers to the actions undertaken by the respondents to continue online learning despite challenges such as boredom, task difficulty, or lack of concentration.

Help-seeking. This refers to the actions undertaken by the respondents to contact and ask questions or clarifications from their classmates or instructors.

Writing Performance. This refers to the level of writing performance as measured by the scores of the students in their selected outputs in the course Purposive Communication. Scale to measure such is indicated below.

Students' scores	Interpretation
90-100	Very high level of competence
85-89	High level of competence
80-84	Moderate level of competence
75-79	Low level of competence
75 below	Very low level of competence

In this particular study, the level of writing performance was measured using the following factors:

Content. This refers to the development and clarity of central ideas presented in the written outputs of the students.

Organization. This refers to the logical ordering of details as organized in the introduction, body, and conclusion of the respondents' written outputs.

Vocabulary. This refers to the respondents' command of an extensive variety of vocabulary as well as its accurate and adequate use.

Style. This refers to the fluency and articulation of ideas, tone, language use, transitional devices, and pacing of the respondents' written outputs.

Grammar and mechanics. This refers to the correctness of grammar, punctuation, spelling, capitalization, and sentence structure of the respondents' written outputs.

III.   METHODS

This chapter presents the research design, time and place of the study, respondents and sampling technique, research instruments, data gathering procedure, and the data analysis used in the study.

Research Design

A descriptive-correlational and predictive research designs were used in this study. It is descriptive because it particularly described the respondents' motivation for learning in virtual environments and their online self-regulated learning in relation to the level of their writing performance. The correlational approach was used in finding significant associations between and among the respondents' motivation for learning in virtual environments, online self-regulated learning, and level of their writing skills. Moreover, it is

predictive in nature because it determined the indicators of motivation for learning in virtual environments and online self-regulated learning that best predicts the level of writing performance of the respondents.

Time and Place of the Study

This endeavor was conducted at OMSC Main campus in Labangan Poblacion, San Jose , Occidental Mindoro and in San Jose Campus at Rizal Street , San Jose, Occidental Mindoro during the Second Semester, A.Y. 2020-2021
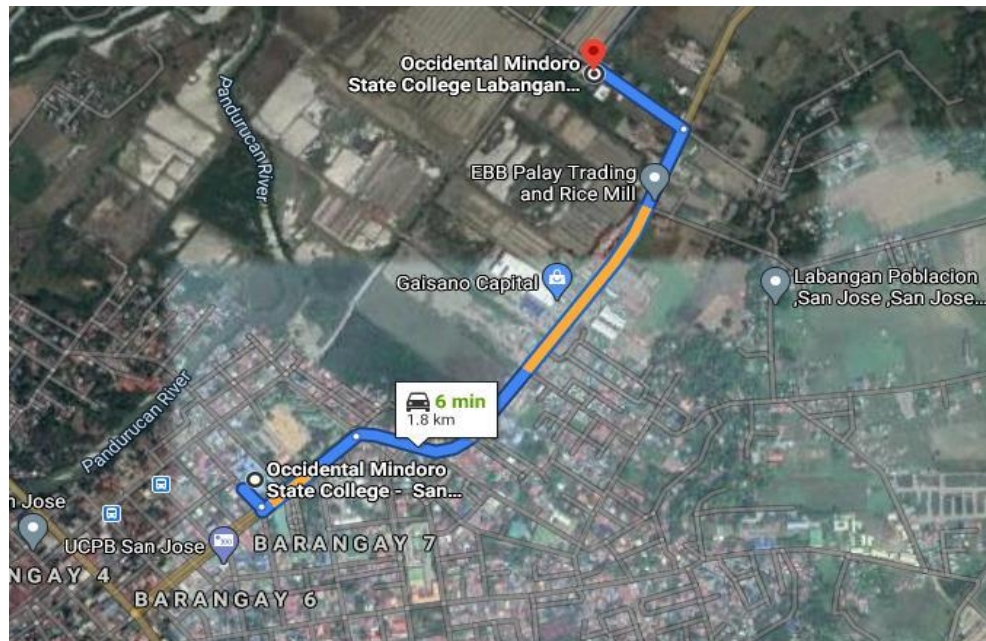
Fig 2. Map of the research site (Google Map).

Respondents and Sampling Technique

The respondents of this study were the 150 freshmen students of Occidental Mindoro State College enrolled in Purposive Communication course (Online Class) during the second semester of Academic Year 2020-2021. They were selected through of proportional random sampling technique. The inclusion criteria that was also considered by the researcher is that the respondents must be using the prescribed learning module in Purposive Communication authored by Nicolas (2019). Thus, only four colleges of the institution namely, College of Business Administration and Management (CBAM), College of Criminal Justice Education (CCJE), College of Arts Sciences and Technology (CAST), and College of Teacher Education (CTE) took part in this study. The College Architecture Engineering and Technology (CAET) was excluded in this study because they did not use the prescribed module for Purposive Communication. Table 1 shows the population and the sample size per college.

Table 1. Population and sample sizes.

College	Population	Sampling Percentage	Sample Size
CTE	116		23
CBAM	200		40
CCJE	240		48
CAST	195	**20%**	39
Total:	**751**		**150**

Research Instrument

Firstly, in order to measure the respondents' level of motivation for learning in virtual environments, the researcher adapted a survey questionnaire developed by Beluce and Oliveira (2016) entitled "Scale of Strategies and Motivation for Learning in Virtual Environments." This scale has six dimensions namely: teaching strategy; autonomous motivation; cognitive and metacognitive strategies; controlled motivation; demotivation; and monitoring of learning. The researcher only used the items pertaining to motivation.

Secondly, in order to measure the respondents' level of online self-regulated learning, an adopted questionnaire entitled "Revised Self-regulated Online Learning Questionnaire" developed by Jansen et al. (2018) was utilized. It has seven (7) categories: metacognitive activities before learning, metacognitive activities during learning, metacognitive activities after learning, time management, environmental structuring, persistence, and help seeking. The said questionnaire has 42 items and is presented in randomized order.

Finally, in order to measure the respondents' level of writing performance, selected activities specified in the institutional learning module in Purposive Communication authored by Nicolas was used as instrument in the study. This included four (4) essay compositions that fall under the categories of argumentative, expository, and narrative. The said outputs were evaluated using an adapted rubric.

Data Gathering Procedure

Research instruments were administered to the respondents using online platform, specifically Google Form. In this regard, coordination with the Vice President for Academic Affairs, Deans, and with college instructors were done by the researcher. Likewise, their help were also sought by the researcher in scheduling the survey with the students. In order to gather data with regards to the students' writing performance, the researcher asked for copies of the students' outputs in selected activities specified in the learning module. The questionnaires regarding motivation for learning in virtual environments and online self-regulated learning were administered after the midterm exam of the students. Data gathering was done based on the availability of the respondents. Standard administration procedure was observed by the researcher.

Data Analysis and Interpretation

Descriptive statistics such as weighted mean, Pearson Product Moment Correlation, and Regression analysis were used in interpreting data for the study. Weighted mean was used to assess the levels of motivation for learning in virtual environments and online self-regulated learning of the respondents. The same statistical tools were used to determine the level of writing performance of the respondents. Relationship between and among the variables were analyzed using the Pearson Product Moment Correlation. Finally, to test which of the factors of the given variable predicts another variable, multiple regression analysis was used.

IV.   RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study. It was presented based on the arrangement of the problems presented in Chapter I.

Motivation for Learning in Virtual Environments

The persistence of the COVID-19 pandemic gave birth to the full implementation of remote learning as the new normal of education. This new normal of education includes learning in virtual environments such as Google Classroom, Facebook Group, Zoom Meetings, Edmodo, YouTube, and the like. However, the abrupt implementation poses various problems for students who have limited internet access, gadgets, and the poor. Aside from online learning resources, students also face coping problems such as study motivation as this is something new to them. Motivation is the engine that drives us to learn. It has three types: autonomous; controlled; and demotivation. OMSC students' motivation for learning in virtual environments is discussed in the succeeding paragraphs.

Autonomous Motivation

Table 2 shows the level of motivation for learning in virtual environment in terms of autonomous motivation. With the overall mean of 4.45, the respondents have a high level of autonomous motivation. This means that students are highly engaged in learning using online platforms in the virtual environments used by their instructors. Their motivation to study online truly comes within the self. They are very highly self-determined to learn and they participate in their online classes because they perceive studying as important for them as shown in the 4.65 mean value. This shows that they have an authentic engagement for their learning and agrees with the statement of (Zyngier, 2012) that motivation is seen as a pre-requisite of and a necessary element for student engagement in learning. However, studying as a source of satisfaction,

although interpreted as high, is their least autonomous motivation as reflected in the 4.10 mean value. This is due to other factors such as teaching styles and strategies, online learning environment, online learning skills, interest in the learning content, etc. which may be the subject for further research.

Table 2. Level of motivation for learning in virtual environment in terms of autonomous motivation.

Indicators	Mean	Interpretation
I seek to interact with classmates and professors and make use of the content provided in the course environment because studying is a source of satisfaction for me.	4.10	High
I participate in this online course because studying is important to me.	4.65	Very High
I am enrolled in this course because I believe that this study will contribute to my professional competence.	4.48	High
I'm undertaking this course because I consider that studying is a privilege.	4.40	High
I am participating in this course because I know that I need to update my knowledge to undertake my professional practice.	4.60	Very High
Overall Mean	**4.45**	**High**

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
3.51-4.50 High;   4.51-5.00 Very High

Controlled Motivation

Table 3 shows the level of motivation for learning in virtual environments in terms of controlled motivation. With the overall mean of 3.77, the respondents have high level of controlled motivation. The finding indicates that the students are highly motivated to use online learning platforms due to a feeling of pressure from themselves and from the people in their environment. The OMSC's educational culture have influenced this finding since majority of the respondents are enrolled in board courses (BS Criminology, BS Social Work, BPE, and BSEd) that implement strict retention policies. This result is also consistent with the study of Wang et al. (2015) wherein results revealed that there is a significant and positive correlation between learning pressure and learning attitudes. This suggests that the higher the pressure to learning, the better the attitude toward learning the students will have. Thus, can yield spontaneous motivation to learn.

Further, among the five indicators, the respondents consider undertaking the reading activities for the texts indicated in their courses because they feel that they are required to do so has the highest mean value (4.13). This implies that students feel highly required to participate in online classes because they feel that it is what is expected of them. This agrees with Troia et al. (2013) wherein they argued that students who engage in behaviors for controlled reasons often feel a sense of obligation and pressure and tends to persist as long as the external reinforcement is present – this may be in the form of awards, teachers' approval, or avoidance of punishment. Moreover, although interpreted as high, the students consider participating in their online classes to receive recognitions (3.67 mean value) as their least controlled motivation. This implies that although they aim to receive recognitions for their performance, this is not their first priority. Still, studying as a sense of obligation motivates them to do better in class.

Table 3. Level of motivation for learning in virtual environment in terms of controlled   motivation.

Indicators	Mean	Interpretation
I participate in the debates and discussions proposed on the discussion forum because I know that I am being evaluated by my professors.	3.68	High
I comment during chats and discussion forums because it is what is expected of me.	3.66	High
I undertake the reading activities for the texts indicated because I am required to.	4.13	High
I make comments during meetings held in the chat rooms because I want to avoid people considering me to be absent or an unproductive student.	3.76	High
I participate in the activities, debates and virtual meetings because I want to receive recognitions.	3.64	High

	Overall Mean	3.77	High

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
3.51-4.50 High;   4.51-5.00 Very High

Demotivation

Table 4 shows the level of motivation for learning in virtual environments in terms of demotivation. With the overall mean of 3.83, the respondents have low level of demotivation. The findings indicate that in spite of the abrupt change in the teaching modality from face to face to online classes, the students do not lose their motivation to learn. Generally speaking, a demotivated individual is someone who was once motivated but for some reasons lost his/her interest (Thanasoulas, 2019). This is consistent with their high level of autonomous and controlled motivation.

Table 4. Level of motivation for learning in virtual environment in terms of demotivation.

Indicators	Mean	Interpretation
I feel that I really don't know why I am taking this course. (R)	3.59	Low
I enroll in virtual courses because I believe that I will not have many tasks to undertake. (R)	3.46	Moderate
I believe that participating in this course is a waste of time. (R)	4.31	Low
I honestly don't know why I'm still accessing this course's content. (R)	3.96	Low
Overall Mean	**3.83**	**Low**

Scale: 1.00-1.50 Very High;   1.51-2.50 High;   2.51-3.50 Moderate;
3.51-4.50 Low;   4.51-5.00 Very Low

Summary of Motivation for Learning in Virtual Environments

In the summary, the students' motivation for learning in virtual environments is high with a grand mean of 4.07 as shown in Table 5. The highest mean is obtained in autonomous motivation (mean=4.45). This finding implies that OMSC students are highly intrinsically motivated despite the sudden shift to online learning. Also, this suggests that OMSC students are more intrinsically motivated than extrinsically motivated but they use the two types of motivation with 4.45 and 3.95 mean value respectively which are both interpreted as high. This is consistent with Ayub (2010) who argued that highly intrinsically motivated students can simultaneously be extrinsically motivated. This also suggests that the students did not lose their motivation to learn in the new normal of education which contradicts to the results of the survey done by (Nell, 2020) wherein they asked college students to describe their motivation before and during the transition to online learning. Results of their study revealed that in a scale of zero to ten, student's current motivation in the new normal is alarmingly at 2.91 level as opposed to the 6.8 level before the pandemic.

Table 5. Summary of the level of motivation for learning in virtual environments.

Factors	Overall Mean	Interpretation
Autonomous motivation	4.45	High
Controlled motivation	3.95	High
Demotivation	3.83	Low
Grand Mean	**4.07**	**High**

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
3.51-4.50 High;   4.51-5.00 Very High

Online Self-regulated Learning

Self-regulation is a self-directive process and set of behaviors whereby learners transform their mental abilities into skills and habits through a developmental process that emerges from guided practice and feedback (Shuy, 2010). These behaviors include but are not limited to goal setting, time management, task strategies, environment structuring, persistence, and help-seeking. For this study, self-regulation is focused in the context of online learning which is the new normal of education.

Metacognitive Activities before Learning

Metacognitive strategies are mental operations or procedures which learners use to regulate their learning. In order to have an autonomy over their learning, students must be involved in their learning process, not only during learning (monitoring phase), but also before (planning phase), and after learning (evaluation phase). The level of online self-regulated learning in terms of metacognitive activities before learning of the respondents is shown in Table 6. With the overall mean of 3.95, their level of online self-regulated learning in terms of metacognitive activities before learning is high. The finding implies that the students think about what and how they will learn and what to study before they engage in learning. The indicator with the highest mean is setting goals to help them manage studying time (mean=4.18). (Anthony, 2020) claims that setting goals is an important tool in time management for it helps students know where the bulk of their time each day should be focused and they are able to prioritize tasks based on the goals they have set.

Table 6. Level of online self-regulated learning in terms of metacognitive activities   before learning.

Indicators	Mean	Interpretation
I think about what I really need to learn before I begin a task in this online course.	3.92	High
I ask myself questions about what I am to study before I begin to learn for this online course.	3.82	High
I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the whole online course).	3.62	High
I set goals to help me manage my studying time for this online course.	4.18	High
I set specific goals before I begin a task in this online course.	4.05	High
I think of alternative ways to solve a problem and choose the best one in this online course.	4.03	High
At the start of a task I think about the study strategies I will use.	4.04	High
Overall Mean	**3.95**	**High**

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
                3.51-4.50 High;   4.51-5.00 Very High

Moreover, the indicator with the lowest mean is setting short-term and long-term goals. This implies that students set general goals only to help them manage study time in online class. This result suggests that students need improvement in setting specific short-term and long-term goals in order to enhance their productivity in their classes.

Metacognitive Activities during Learning

The level of online self-regulated learning in terms of metacognitive activities during learning of the respondents is shown in Table 7. With the overall mean of 3.90, their level of online self-regulated learning in terms of metacognitive activities during learning is also high. The finding implies that the OMSC students monitor the effectiveness of their chosen strategies and adjust it as they check their comprehension while learning. This supports the claim of Karbalaei (2011) that students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions. Further, the second indicator got the highest mean which means that the respondents have a specific purpose for each strategy that they use (mean=4.03). Meanwhile, regularly pausing to check comprehension got the lowest mean (mean=3.68). According to Hamid (2017), pausing regularly will help students identify the interesting aspects of what they have studied. This strategy not only improves their memory comprehension but also helps them identify any confusion they have.

Table 7. Level of online self-regulated learning in terms of metacognitive activities   during learning.

Indicators	Mean	Interpretation
When I study for this online course, I try to use strategies that have worked in the past.	3.98	High
I have a specific purpose for each strategy I use in this online course.	4.03	High

I am aware of what strategies I use when I study for this online course.	3.92	High
I change strategies when I do not make progress while learning for this online course.	3.76	High
I periodically review to help me understand important relationships in this online course.	3.96	High
I find myself pausing regularly to check my comprehension of this online course.	3.68	High
I ask myself questions about how well I am doing while learning something in this online course.	3.96	High
Overall Mean	**3.90**	**High**

Scale: *1.00-1.50 Very Low;*   *1.51-2.50 Low; 2.51-3.50 Moderate;*
             3.51-4.50 High;   *4.51-5.00 Very High*

Metacognitive Activities after Learning

The level of online self-regulated learning in terms of metacognitive activities after learning of the respondents is shown in Table 8. With the overall mean of 3.96, their level of online self-regulated learning in terms of metacognitive activities after learning is likewise high. The finding implies that the respondents evaluate their progress and reflect upon it. They also analyze the effectiveness of the strategies they have employed. Students' self-evaluation of their progress is an important component of learning because students can self-identify what still needs to be learned as well as their learning strengths and deficiencies. Evans, McKenna, and Oliver (2002), argued that evaluation is often claimed as a goal of higher education even when self-assessment exercises are not the part of curriculum.

Table 8. Level of online self-regulated learning in terms of metacognitive activities after learning.

Indicators	Mean	Interpretation
I think about what I have learned after I finish working on this online course.	3. 91	High
I ask myself how well I accomplished my goals once I'm finished working on this online course.	4. 06	High
After studying for this online course, I reflect on what I have learned.	4.05	High
I find myself analyzing the usefulness of strategies after I studied for this online course.	3.84	High
I ask myself if there were other ways to do things after I finish learning for this online course.	4.00	High
After learning for this online course, I think about study strategies I used.	3.94	High
Overall Mean	**3.96**	**High**

Scale: *1.00-1.50 Very Low;*   *1.51-2.50 Low; 2.51-3.50 Moderate;*
             3.51-4.50 High;   *4.51-5.00 Very High*

Time Management

The level of online self-regulated learning in terms of time management of the respondents is shown in Table 9. With the overall mean of 3.96, their level of online self-regulated learning in terms of time management is high. The finding implies that the respondents have good time management skills that help them in prioritizing tasks so as to complete school work and assignments on time. They also stick to a study schedule and often find that they have enough time spent in their online classes despite of other activities. This is consistent with the study of Roper (2007) wherein online learners identified that the most helpful time management strategies are setting a schedule for study time and devoting time daily to their online course. They also commented that weekly assignments from the instructor kept them on a regular schedule in the course. Moreover, keeping up with weekly readings and assignments for the online course got the highest mean (3.90). This implies that the OMSC teachers' regular weekly posting of assignments and lecture contents help students manage their time. Since students are studying in the comfort of their homes while having the freedom and control over their time, it is important that they have the right time management abilities to properly balance their academic tasks and personal life responsibilities. Further, finding that they

do not spend very much time on their online courses because of other activities got the lowest mean (3.48 *reversed) which is interpreted as moderate. This implies that students spend enough time on their online courses and their other activities do not usually interfere with their study time.

Table 9. Level of online self-regulated learning in terms of time management.

Indicators	Mean	Interpretation
I make good use of my study time for this online course.	3.89	High
I find it hard to stick to a study schedule for this online course. (R)	3.71	Low
I make sure I keep up with the weekly readings and assignments for this online course.	3.90	High
I often find that I don't spend very much time on this online course because of other activities. (R)	3.48	Moderate
I allocate studying time for this online course.	3.78	High
Overall Mean	**3.75**	**High**

Scale: *1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;*
                  *3.51-4.50 High;   4.51-5.00 Very High   ** reversed*

Environmental Structuring

The level of online self-regulated learning in terms of environmental structuring of the respondents is shown in Table 10. With the overall mean of 4.04, their level of online self-regulated learning in terms of environmental structuring is high. The indicator with the highest mean is choosing the location where they study for their online courses to avoid too much distraction (mean=4.10). The finding implies that students know that their physical environment affects the quality of their learning especially in this time of learn at home modality where various distractions are present such as physical noise, temperature, internet connectivity, etc.

Meanwhile, having a regular place for studying got the lowest mean (3.85). This implies that not all students have a regular place for studying and this is attributed to the irregular status of mobile network signal in their homes. According to the study of Hendrix (2019), students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability. On the other hand, students learning in poor environments – those that are uncomfortable, loud, or full of distractions – will find it far more difficult to absorb information and stay engaged.

Table 10. Level of online self-regulated learning in terms of environmental structuring.

Indicators	Mean	Interpretation
I choose the location where I study for this online course to avoid too much distraction.	4.10	High
I find a comfortable place to study for this online course.	4.17	High
I know where I can study most efficiently for this online course.	4.06	High
I have a regular place set aside for studying in this online course.	3.85	High
Overall Mean	**4.04**	**High**

Scale: *1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;*
                  3.51-4.50 High;   4.51-5.00 Very High

Persistence

The level of online self-regulated learning in terms of persistence of the respondents is shown in Table 11. With the overall mean of 4.04, their level of online self-regulated learning in terms of persistence is high. The finding implies that the respondents persist to continue their online studies even when challenges such as boredom, procrastination, and pandemic-related difficulty arise. Holder (2007) notes that students with good study habits, the ability to stay on task with assignments and readings, and are able to successfully manage time are more apt to persist compared to non-persisters.

Table 11. Level of online self-regulated learning in terms of persistence.

Indicators	Mean	Interpretation
When I am feeling bored studying for this online	3.58	High

course, I force myself to pay attention.		
When my mind begins to wander during a learning session for this online course, I make a special effort to keep concentrating.	4.11	High
When I begin to lose interest for this online course, I push myself even further.	4.06	High
I work hard to do well in this online course even if I don't like what I have to do.	3.81	High
Even when materials in this online course are dull and uninteresting, I manage to keep working until I finish.	4.17	High
Even when I feel lazy or bored when I study for this online course, I finish what I planned to do.	4.05	High
When work is difficult in this online course, I continue to keep working.	4.25	High
Overall Mean	**4.00**	**High**

Scale: *1.00-1.50 Very Low;*   *1.51-2.50 Low; 2.51-3.50 Moderate;*
        3.51-4.50 High;   *4.51-5.00 Very High*

Moreover, the indicator with the highest mean is when work is difficult in this online course, they continue to keep working (mean=4.25). This implies that despite the difficulties and adjustments of learning in the new normal, students persist to continue their studies. This is consistent with their autonomous motivation wherein they perceive studying as important and an obligation. However, although interpreted as high, forcing themselves to pay attention when feeling bored got the lowest mean (3.58). This implies that some of the respondents often feel bored in their online classes. This suggests that teachers should provide interesting and meaningful learning content and activities in order to enhance students' persistence.

Help-seeking

The level of online self-regulated learning in terms of help-seeking of the respondents is shown in Table 12. With the overall mean of 3.87, their level of online self-regulated learning in terms of help-seeking is high. The finding implies that students, in order to learn, are not hesitant to seek help from their teachers and significant others. According to Taplin et al. (2014), effective help-seeking is an important strategy that is fundamental to successful learning whenever the student's knowledge or comprehension is insufficient to enable independent resolution of a problem. Furthermore, this finding opposes the study of Vilkova and Shcheglova (2021) wherein results revealed that students' help-seeking behavior might be not common among MOOC learners due to low communication between MOOCs' students and instructors during the learning process. Meanwhile, OMSC students' high level of help-seeking behaviors suggests that there is a high communication between and among students and teachers through the available online messaging platforms such as Facebook Messenger. Thus, giving the students ease in seeking help about their online classes.

However, although interpreted as high, the indicator with the lowest mean is being persistent in getting help from the instructor of their online courses (mean=3.59). This implies that some of the respondents are having second thoughts in asking their instructors for help. When asked regarding this, one of the students stated that some of their instructors do not respond to their chats or emails. Another one stated that he has difficulty expressing what he needs to ask or does not know how to approach the teacher in emails or Messenger chat since they still have not met in person.

Table 12. Level of online self-regulated learning in terms of help-seeking.

Indicators	Mean	Interpretation
When I do not fully understand something, I ask other course members in this online course for ideas.	3.92	High
I share my problems with my classmates in this course online so we know what we are struggling with and how to solve our problems.	3.76	High
I am persistent in getting help from the instructor of this online course.	3.59	High
When I am not sure about some material in this online course, I check with other people.	3.94	High

I communicate with my classmates to find out how I am doing in this online course.	3.85	High
When I have trouble learning, I ask for help.	4.17	High
Overall Mean	**3.87**	**High**

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
3.51-4.50 High;   4.51-5.00 Very High

Finally, another respondent stated that some of the instructors respond angrily to their queries. These give them fear in approaching their teachers online. The instructor should participate in the interactions on a frequent basis to motivate students, direct the discussions, and ensure that course objectives are being met (Krishnamurthi, 2010).

Summary of Online Self-regulated Learning

To summarize, the level of online self-regulated learning of the respondents is shown in Table 13. With the overall mean of 3.92, their level of online self-regulated learning is high. This finding implies that students employ online self-regulated learning strategies at a high level. The highest mean is obtained in environment structuring (mean=4.04). This finding implies that from school campus to learn at home scheme, students' major adjustment after the closure of schools is structuring their learning environment. Vargas et al. (2020) added that this fact has led students to adapt to new conditions such as environmental, technological, and psychological to take online classes and study.

Table 13. Summary of the level of online self-regulated learning.

Factors	Overall Mean	Interpretation
Metacognitive activities before learning	3.95	High
Metacognitive activities during learning	3.90	High
Metacognitive activities after learning	3.96	High
Time Management	3.75	High
Environment Structuring	4.04	High
Persistence	4.00	High
Help-seeking	3.87	High
Grand Mean	**3.92**	High

Scale: 1.00-1.50 Very Low;   1.51-2.50 Low; 2.51-3.50 Moderate;
3.51-4.50 High;   4.51-5.00 Very High

Moreover, among all the factors of online self-regulated learning, majority of students rated their time management as least. This implies that students need improvement in their time management behaviors. Study of Mila Sari and Trias (2021) regarding students' time management skills during the pandemic revealed that it has a positive correlation with their learning outcomes.

Level of Student's Writing Performance

The writing performance of the respondents is presented in Table 14. As data reveal, the students show high level of writing performance as to the content (mean=86.07), organization (87.30), vocabulary (89.33) and style (86.41) while moderate on grammar and mechanics (mean = 84.98).

Table 14. Level of students' writing performance.

Indicators	Mean	Interpretation
Content	86.07	High Level of Performance
Organization	87.30	High Level of Performance
Vocabulary	89.33	High Level of Performance
Style	86.41	High Level of Performance
Grammar and Mechanics	84.98	Moderate Level of Performance
Overall Mean	**86.82**	**High Level of Performance**

Scale: 90-100 Very high level of performance; 85-89   High level of performance;   80-84
Moderate level of performance 75-79   Low level of performance;   75 below Very low
level of performance.

The indicator with the highest mean is vocabulary (89.33). This implies that majority of the students uses accurate and adequate vocabulary to express their ideas in writing. Meanwhile, the indicator with the lowest mean is grammar and mechanics (84.98) which is interpreted as moderate. This shows that majority of the respondents have a moderate performance in grammar. Most of them are fair in using tenses, subject-

verb agreement, parallelism and transitional aids. This finding is consistent with the study of Domantay and Ramos (2018) which revealed that the English writing performance Grade 11 students in Pangasinan is good along mechanics, vocabulary, content, but fair in grammar.

Relationship between the Motivation for Learning in Virtual Environments and Online Self-regulated Learning

The correlation analysis between the motivation for learning in virtual environments and the online self-regulated learning is presented in Table 15. Results show that the motivation for learning in virtual environment is significantly related to the students' level of online self-regulated learning. The obtained r-coefficient of .504 is significant at .01 level of significance. The null hypothesis stating that there is no significant relationship between the motivation for learning in virtual environments and the online self-regulated learning of the OMSC students is hereby rejected. This implies that students who have high level of motivation to learn even in online learning tend to have high level of self-regulated learning skills. They can easily adjust to the challenges accompanied by online learning.

This finding is consistent with the study of Littlejohn et al. (2016) wherein they found out that MOOCs learners' SRL is related to their motivation and is further supported by Heikkilä and Lonka's (2006) claim that self-regulated learners are highly motivated to learn. It is further substantiated by Zimmerman's SRL model (2002) where in the forethought phase or the students' metacognitive activities before learning, it includes motivation and cognitive processes such as goal setting and strategic planning. Thus, students who are motivated to reach a certain goal will engage in self-regulatory activities they feel will help them achieve that goal.Moreover, these SRL behaviors may be more easily accommodated in digital, as opposed to traditional learning environments as revealed in the study of Wang (2015). This is attributed to the fact that studying at home obliges students to have responsibility over their learning as opposed to the traditional setting wherein they are confined to the four walls of the classrooms and strict time schedules for every subject.

Table 15. Relationship between the motivation for learning in virtual environments and online self-regulated learning.

Variables	Correlation Coefficient	p-value	Interpretation
Motivation for learning in virtual environments and Online self-regulated learning	.504	.000	Significant

p < .05 = significant

Relationship between the Motivation for Learning in Environments and Writing Performance

Table 16 presents the correlation analysis between the motivation for learning in virtual environments and the writing performance. Results show that the motivation for learning in virtual environment is significantly related to writing performance. The obtained r-coefficient of .122 is significant at .05 level of significance. The null hypothesis stating that motivation for learning in virtual environments has nothing to do with the writing performance of the OMSC students is rejected. The finding suggests that writing performance of the students is affected by their motivation for learning. Students who are highly motivated to learn perform better in writing than those who are not. The higher the level of motivation of the students, the higher their writing performance.

There is no question that motivation plays a seminal role accounting for the failure or success in any complex tax, particularly in L2 writing. This finding is consistent with the existing literature on the relationship of the two which suggests that there is a positive correlation between students' motivation and writing performance (Cahyono & Rahayu, 2020). Persistent correlation between motivation and writing performance is evident as argued by Oroujlou and Vahedi (2011) who asserts that "motivation provides the primary impetus to initiate learning foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching is enough to ensure students achievements".

Table 16. Relationship between the motivation for learning in virtual environments and writing performance.

Variables	Correlation Coefficient	p-value	Interpretation
Motivation for learning in virtual environments and writing performance	.122	.038	Significant

p < .05 = significant

Relationship between the Online Self-regulated Learning and Writing Performance

Table 17 presents the correlation analysis between the online self-regulated learning and the writing performance. Results show that the online self-regulated learning has significant relationship to writing performance. The obtained r-coefficient of .180 is significant at .05 level of significance. The null hypothesis stating that online self-regulated learning and the writing performance of the OMSC students have no significant relationship is hereby rejected. The finding indicates that writing performance of the students is affected by their online self-regulated learning skills. This implies that students who have high level of self-regulation can write well.

This finding is in consonance with Teng and Zhang (2018) wherein results of their study revealed that motivational regulation strategies, as a whole, not only had direct and indirect effects on students' writing performance but were also significantly correlated with their reported use of SRL strategies. Moreover, positive correlation between self-regulated learning and writing achievement in L2 was also present in the study of Farsani (2014). This implies that using online self-regulated learning strategies can help students be equipped with strategies designed to develop positive attitude towards writing and thus improving writing performance. When students are equipped with self-regulated strategies in tandem with writing strategies, they become confident, independent, autonomous, and fluent writers as self-regulated learners are metacognitively, behaviorally, and motivationally active participants in their own learning (Zimmerman, 2000).

Table 17. Correlation analysis between the online self-regulated learning and the writing performance.

Variables	Correlation Coefficient	p-value	Interpretation
Online self-regulated learning and the writing performance	.180	.027	**Significant**

p < .05 = significant

Factors of Motivation for Learning in Virtual Environments that Best Predicts the Level of Online Self-regulated Learning

To determine which of the factors of motivation for learning in virtual environments best predicts the self-regulated learning of the students, regression analysis was used. Results of the analysis is shown in Table 18. Data reveal that both autonomous motivation (ß=.386, p=.000) and controlled motivation (ß=.424, p=.000) predict the students' online self-regulated learning. The null hypothesis stating that none of the factors of motivation for learning in virtual environments best predicts the level of online self-regulated learning of the OMSC students is hereby rejected. This implies that that the two motivations contribute most on the students 'acquisition of online self-regulated learning skills which further suggests that the more students use autonomous and controlled motivation, students tend to have a higher online self-regulation skill. The higher beta coefficient was garnered by the controlled motivation which considers the factor as the best predictor. This implies that extrinsic reinforcement from their environment or people around them such as earning of rewards or avoidance of punishment pushes students to employ online self-regulatory strategies. This is in line with the Self-determination Theory of Deci and Ryan (2020) which predicts that students use more effort and process the materials more deeply if they are intrinsically or extrinsically motivated even when the school subject or studying becomes boring or taxing. Moreover, results of the study of Seom (2015) showed that both intrinsic motivation and extrinsic motivation activate the self-regulation process which in turn positively affect the learning outcomes.

Table 18. Factors of motivation for learning in virtual environments that best predicts   the level of online self-regulated learning.

Motivation for Learning In Virtual Environments	Dependent Variable	Beta Coefficient	Significance	Interpretation
Autonomous	Online	.386	.000	**Significant**
Controlled	Self-Regulated	.424	.000	**Significant**
Demotivation	Learning	.036	.558	Not significant

R=.800; R2=0.639; F=107.242; Sig. =0.000

p < .05 = significant

Factor of Motivation for Learning in Virtual Environments that Best Predicts the Writing Performance

To determine which of the factors of motivation for learning in virtual environment best predicts the writing performance of the students, regression analysis was used. The regression analysis in Table 19 indicates that only one factor of the motivation for learning in virtual environment predicts the students' writing performance. The obtained ß – coefficient of .301 by autonomous motivation is significant at .014 level of significance. The null hypothesis stating that no factor of motivation for learning in virtual environments best predicts the level of writing performance of the OMSC students is hereby rejected. This means that the increase in the writing performance of the students is influenced by the level of their autonomous motivation.The analysis also shows that the best predictor of writing performance is autonomous motivation. This is consistent with the study of Surastina and Dedi (2018) wherein results of their study revealed that enjoyment or satisfaction (autonomous motivation) was the most motivating factor in the academic writing of students.

Table 19. Factors of motivation for learning in virtual environments that best predicts the writing performance.

Motivation For Learning In Virtual Environments	Dependent Variable	Beta Coefficient	Significance	Interpretation
Autonomous	Writing Performance	.301	.014	**Significant**
Controlled		.123	.191	Not Significant
Demotivation		-.250	.803	Not significant

R=.800; R2=0.639; F=107.242; Sig.= 0.000

Factors of Online Self-regulated Learning that Best Predicts the Writing Performance

To determine which of the factors of self-regulated learning best predicts the writing performance of the students, regression analysis was used. As shown in Table 20 persistence (ß=.424, p=.000) is the only factor of the online self-regulated learning that predicts the students' writing performance. The null hypothesis stating that none of the factors of the online self-regulated learning best predicts level of the writing performance of the OMSC students is hereby rejected. This implies that the level of persistence of the students influence their writing performance and that the more the students persist, the higher the level of their writing performance.

Table 20. Factors of online self-regulated learning that best predicts the writing performance.

Online Self-Regulated Learning	Dependent Variable	Beta Coefficient	Significance	Interpretation
Metacognitive activities before learning		.115	.390	Not Significant
Metacognitive activities during learning		.013	.922	Not Significant
Metacognitive activities after learning	Writing Performance	.029	.779	Not significant
Time Management		.074	.553	Not significant
Environment Structuring		.116	.282	Not significant
Persistence		.345	.003	**Significant**
Help-seeking		.085	.808	Not significant

R=.800; R2=0.639; F=107.242; Sig=0.000

The analysis also shows that the best predictor of writing performance is persistence. Writing could be a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity; rather it is believed to be a complex mental production which requires "careful thought, discipline, and concentration" (Grami, 2010), thus requiring students' persistence in order to achieve the learning goals they have set for themselves despite the learning challenges they encounter.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the major findings, conclusions, and recommendations of the study.

Summary of Findings

The following are the findings of the study.

1. With the grand mean of 4.07, college students have high level of motivation for learning in virtual environment in terms of autonomous (mean= 4.45).and controlled (mean= 3.95) while low in terms of demotivation (mean= 3.83*-reversed).

2. In overall, the college students have high level of online self-regulated learning (grand mean=3.92) in terms of metacognitive activities before learning (mean = 3.95), metacognitive activities during learning (mean=3.90), metacognitive activities after learning, time management (mean=3.75), environmental structuring (mean=4.04), persistence (4.00) and help-seeking (mean=3.87).

3. In overall, college students have high level of performance in writing (mean = 86.82) as to the content (mean=86.07), organization (mean=87.30), vocabulary (mean=89.33).and style (mean=86.41) while moderate in terms of grammar and mechanics (mean=84.98).

4. The level of motivation for learning in virtual environments of the students have significant relationship with their online self-regulated learning (r=.504, p-value=.000).

5. The level of motivation for learning in virtual environments of the students have significant relationship with their writing performance (r=.122, p-value=.038).

6. The level of online self-regulation of learning of the students have significant relationship with their writing performance (r=.180, p-value=.027).

7. The factor of motivation for learning in virtual environment that best predicts the online self-regulated learning is controlled motivation (ß=.424, p=.000).

8. The factor of motivation for learning in virtual environment that best predicts the writing performance is autonomous motivation (ß=.301, p=.014).

9. The factor of online self-regulated learning that best predicts the writing performance is persistence (ß=.301, p=.014).

Conclusions

In line with the findings of the study, the following conclusions are drawn.

1. OMSC college students sustain a high level of motivation for learning even when the traditional teaching modality was changed to virtual learning environments.

2. OMSC college students' level of self-regulated learning strategies is still high despite the sudden shift to online learning.

3. OMSC college students have a high level of performance in writing.

4. The students' high motivation for learning in virtual environments makes them more self-regulated and independent learners.

5. The students' high motivation for learning in virtual environments improves their writing performance.

6. The students' who are highly self-regulated even in online learning environments perform well in writing.

7. The students' use of autonomous and controlled motivation activates self-regulated learning behaviors.

8. The students who are autonomously motivated are good writers.

9. The students with higher persistence can write well.

Recommendation

Based on the results of the study, the following are hereby recommended.

1. Teachers of online classes may consider providing a variety of learning opportunities that require student-student interaction and teacher-student interaction in order to enhance students' satisfaction toward their studies.

2. Considering all the aspects of writing performance, it is recommended that teachers provide feedback on students' grammar mistakes since majority of the learning activities in the new normal is in written form. This will also enhance students' grammatical proficiency which is a crucial aspect of clear communication in writing.

3. Since majority of the respondents reported that they are hesitant to seek help from their instructors because of fear that they might not get a response or that they will be reprimanded for asking, teachers are encouraged to be more responsive to their students' queries and to have more patience as students are greatly struggling in this new normal.

4. Further researches may consider other factors of persistence aside from boredom such as lack of digital literacy and accessing resources, personal life barriers, auditory learning style, isolation and decreased engagement, as well as poor communication.

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