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FACUTLY OF HOSPIATLITY, TOURISM AND WELLNESS,

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Relationship among Learning environment, Students' Motivation, Students' Behavior and Education Facilities

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ABSTRACT

The purpose of this study is to explore the relationship between the Learning environment, Students' Motivation, Students' Behavior and Education Facilities in the Degree of Resilience among Undergraduate Students in Umk with a Hybrid / Virtual Teaching Learning Education. The convenience sampling approach was used, and 286 respondents were evaluated. The data collected is analyzed using Statistical Packages for Social Science Version 26 (SPSS Version 26) software based on descriptive statistics, reliability analysis, and correlation analysis. As for the result, all the independent variables (Learning environment, Students' Motivation, Students' Behavior and Education Facilities) have a significant relationship to the dependent variable (revisit intention) among Undergraduate Students at University Malaysia Kelantan.

Keywords: Learning environment, Students' Motivation, Students' Behavior and Education Facilities.

INTRODUCTION

This research will explainthe factors of hybrid learning education among undergraduate students at the University Malaysia Kelantan. This section will also discuss the background of the study, problem statements, research objective and research question. It also will continue with the scope of study, significance and summary of this research.

In early 2020, Malaysia was attacked by a new virus, the coronavirus, which can cause death and can spread easily and quickly. According to Jadhav, Bagul & Aswale (2020), the Malaysian government has acted with Movement Control Order (MCO) to control the spreading of Covid19. This has affected the country in various sectors, especially in the education sector. The shutdown of universities has also affected the student's learning in universities.

The covid-19 epidemic has disturbed the face-to-face learning process, affecting more than one billion pupils nationwide, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020). Education activities, such as admission tests for various institutions, board examinations, and semester assessments at universities, are particularly important during this epidemic.

Basilaia and Kvavadadze, 2020: As the educational system shifts from face-to-face classes to virtual learning, instructors, students, families, and the government confront challenges in providing improved facilities and educational materials. Furthermore, computers, internet connectivity, and other IT equipment used in virtual education might be a barrierbarriers to undergraduate students taking online classes. There are a few states in Malaysia thatSome states in Malaysia do not have appropriate internet connectivity, including Pahang, Kelantan, Sabah, and Sarawak.

Lastly, the study aimed to measure the degree of resilience among undergraduate students in UMK with virtual teaching education. There are specific objectives to achieve in this study as stated below;

1. To identify the relationship between learning environment and degree of resilience among undergraduate students in virtual learning education.
2. To examine the relationship between student motivation and degree of resilience among undergraduate students with virtual learning education.
3. To investigate the relationship between student behaviour and degree of resilience among undergraduate students with virtual learning education.

To identify the relationship between educational facilities and the degree of resilience among undergraduate students with virtual learning education.

SIGNIFICANCE OF THE STUDY

Researchers

This study assists the researcher in exploring how the Learning environment, Students' Motivation, Students' Behavior, and Education Facilities measure the degree of resilience among undergraduate students in UMK with virtual teaching education. Besides, this research will allow researchers to discover critical aspects that contribute to students' revisit attention process that many researchers have not explored; future researchers may gain instinct from referring to the topic of this research paper.

LITERATURE REVIEW

Learning Environment

The latest IT services, such as mobile apps, cloud repositories, media hosting and social networks, are being used to give specialised types of information (Alom et al., 2019). It's important to remember that, despite the growing relevance of IT in education, face-to-face interaction between teachers and student still holds a significant place in the educational process. Instructors facilitate students' learning motivation and IT application promotion in this scenario, who widen the educational environment's conditional framework and even offer a way out of its confines. The employment of Virtual Learning Setting technology is not meant to replace, but rather to enhance, the educational environment (Patwary, 2022). Students' meaningful learning experiences can be enhanced through the use of e-learning systems and virtual learning environments that are compatible with the conventional ideas of HEIs. A self-contained computer-based online environment for teaching and learning can be described as a virtual learning environment (Pererva & Lavrentieva, 2020).

Students' Motivation

During online learning, student motivation can be the influence factor on virtual education. Most learning strategy theories are founded on the constructivist learning viewpoint, which holds that the learner forms meaning and knowledge is a process of linking new information to past knowledge and experience (Olgren, 1998). Thus, according to (Olgren, 1998) *"the quality of learning outcomes is determined by how well the learner organizes and organizes the knowledge"*. Students should employ a combination of organization and elaboration tactics to examine and synthesize material in ways that establish a mental model related to past knowledge in memory for deep learning to occur. A student's motivation to study may be destroyed if too much focus is placed on grades and prizes.

Student's Behavior

Behavior is an action performed by a person whether she/he responds to something that is around in the environment (Patwary & Rashid, 2016). Studying online requires more self-discipline and responsibility from the students and the lecturer. It is because students will spend time alone without someone physically to keep them focused on the deadlines (Salleh, 2020). According to (Salleh, 2020), students need to be responsible for their learning when the lecturer uses online learning as students' attendance for online classes might be detected by their presence during online video sessions.

Many teaching mediums are available online, but students do not feel the effects well (Patwary et al., 2020). The results of the research showed that as many as 75% of the teachers

chose to use the WhatsApp platform in the e-learning process. In addition, students at UMK are unable to focus fully on online learning due to environmental factors. According to (Aswale, 2019) students feel that they can't concentrate on their studies, and their minds are full of fears about the Corona virus; all of this has distracted them, and the different daily news is affecting their mental state a lot, so they must focus on their studies can't concentrate.

Education Facilities

E-learning refers to a formalized teaching method that incorporates the use of electronic resources. Learning can occur in or outside a classroom, but e-learning relies heavily on computer and Internet use. Most find it difficult to use e-learning, while to some, it is still a dream because of poor and weak technological infrastructure. Most local universities, both public and private, including schools in Malaysia, have no choice but to use virtual teaching and learning methods to ensure that the teaching syllabus can be delivered as well as possible and learning sessions are not delayed (Crawford et al., 2020). Why is technology important in education? As a student, it's important to lecture teaching students with technology as it is to be teaching us reading, writing and so on. But the situation discussed is very short to be practised by students in UMK because this situation comes suddenly, and students do not practice it first in learning that is entirely dependent on facilities (Patwary et al., 2022). So, there are various problems that UMK students have to face, moreover, the problem of very limited facilities for some students, as it is well known not all students can get good facilities for their learning, some of them live in areas with fewer facilities. Thus, it is important to note that the task and goal to help students to accept technology facilities and to motivate them towards awareness of digital learning lies on the shoulder of the educators and the institution.

Research Framework

A research framework has been developed to investigate the connection between degrees of resilience among students in UMK and the influenced factors on hybrid learning education. The proposed conceptual framework is shown in

Figure 2.1. In addition, the purpose of the influenced factors on virtual learning education are learning environment, student's motivation, behavior, and education facilities.

Figure 2.1: Conceptual Framework of the Study

According to Figure 2.1, there were four hypotheses:

H1: There is a positive relationship between learning environment and degree of resilience among student in UMK.

H2: There is a positive relationship between students' motivation and degree of resilience among student in UMK.

H3: There is a positive relationship between students' behaviour and degree of resilience among student in UMK.

H4: There is a positive relationship between Facilities Education and degree of resilience among student in UMK.

METHODOLOGY

Research Design

The research design refers to the option between the quantitative and qualitative analysis methods. Quantitative approach helps us point out a very clear and detailed research problem and we use this approach to gather data from the respondents' questionnaires. A large-scale research survey helps generate statistics in quantitative research using a questionnaire or structured interviews (SIS International Market Research, 2018). In this study, the relationship between learning environments, students' motivation, students' behaviour and facilities education as an independent variable and factors of resilience among

undergraduate students in UMK with a hybrid /virtual teaching learning education as a dependent variable will be examined in this research.

Data Collection

Primary data may be collected through survey and questionnaire (Sekaran & Bougie, 2009). In the first stage, as a primary data collection tool, the data collection used in this research was through a self-administered online questionnaire. Due to Covid-19 cases, this study cannot distribute questionnaires physically that may be cumbersome to respondents but use the more flexible online questionnaire constructed by using Google's form. The instrument will be adapted and developed by the thesis that contains the similarity with the research topic. The questionnaire will distribute the respondent on the learning environment, student's motivation, student's behaviour and education facilities that influence factors in virtual learning education among students at UMK. The questionnaire was separated into three sections section A, section B and section C. This questionnaire uses the format of multiple choices and is modified with 5- a point Likert scale. For each component, a 5-point Likert scale ranging from1 to 5 was used. The structured responses are fixed and divided into "strongly disagree," "disagree," "neutral," "agree," and "strongly agree".**Sampling**

The method of sampling used in this analysis was convenience sampling to gather the data. In convenience sampling, the target population respondents refer to undergraduate students in UMK with a hybrid /virtual teaching. Students in UMK are the target audience for the study, with a hybrid/virtual learning education. The aim of the convenience sampling was to pick the individual sample as the population representative. The questionnaire will be distributed equally to the entire sample of respondent picked.

Data Analysis

According to Sekaran (2003), the goals of data analysis are to examine the respondents' normal distribution and dispersion (descriptive analysis), evaluate the measures' reliability and validity (scale measurement), and test the hypotheses developed for the study (inferential analysis). Statistical Package for the Social Sciences version 27 was used to analyze the entire set of results to produce the tested result.

FINDING

Profile of Respondents

Table 1 Demographic Profile

Items		Frequency	Percentage (%)
Gender	Male / Female	285	100
Nationality	Nationality /Not	285	100
Race	Malay/ Chinese / Indian / others	285	100
Age	20-25/ 26-30/31-36 /37-43	285	100
Education	Diploma / Degree/ Master/ PhD	285	100
Year of Education	1/2/3/4	285	100

Table 1 shows the characterization of respondents. 135out of 285 respondents are female, representing 47.4%, while 150 are male, representing 52.6 %. 99.3% of the respondent is nationality, and 0.7% of respondents are not nationality. Of 285 respondents, there Malay are 134 respondents. The Chinese numbered 82 respondents. While the Indians had as many as 45 respondents and other races had as many as 24 respondents. Figure 4.3 shows that the highest percentage is the Malays which is 47%, followed by the Chinese (28.8%) and Indians (15.8%). The lowest percentage of the race for others is 8.4%. The consist of age from 20-25 years old are 252 respondents. The respondents aged 26-30 years old contributed 20 respondents. While

31-36 years old are 9 respondents and 37-43 years old are only 4 respondents. Figure 4.4 showed the highest percentage of respondents who have a range of age from 20-25 years old (88.4%), followed by 26-30 years old (7%), 31-36 years old (3.2%), and the lowest is 37-43 years old (1.4%). Most of the respondents had degree education qualifications, with 268 respondents. The respondent with diploma education qualification is 9 respondents, while respondents with master's education are only 8 respondents. Unfortunately, there are no respondents with PhD education qualifications. Figure 4.5 indicated the highest percentage of respondents who are degree education qualification (94%), followed by diploma education qualification (9%) and master (8%). Most of the respondents are from year 3, with 227 respondents. The number of respondents from year 4 was 18, while for year 2 it was 33. The number of respondents in year 1 has a total of 7. Figure 4.6 illustrates that the highest percentage of respondents is from year 3, which is 79.6% while followed by year 2 (11.6%). The percentage for year 4 was 6.3%, and the lowest percentage was year 1 (2.5%).

Analysis Descriptive Analysis

Table 2: Descriptive Statistics

Variables	N	Mean	Standard Deviation (SD)
Learning environment	285	2.40	1.177
Student's Behavior	285	2.48	1.149
Student's Motivation	285	2.73	1.130
Education Facilities	285	2.50	1.134
Independent variable	285	2.78	1.336

In the Descriptive Analysis for the independent variables, the highest mean value was student motivation which was 2.73 and followed by the education facilities variable (2.50). The lowest mean value for the independent variables was learning environment, which is 2.40. The mean value for the dependent variable was 1.336. It could conclude that student motivation was the most variable that affected the degree of resilience among students.

Relationship Learning environment, Student's Behavior, Student's Motivation and Education Facilities towards degree of resilience among undergraduate student

Table 3 Pearson's Correlation between Learning environment, Student's Behavior, Student's Motivation and Education Facilities towards the degree of resilience among undergraduate student

Hypothesis	Significant value	Correlation value (r-value)	Result
H1	0.01	0.675	
H2	0.01	0.673	
H3	0.01	0.726	
H4	0.01	0.707	

The significant result of the Pearson Correlation result on the relationship between learning environment and degree of resilience among students, the Pearson Correlation found (r = 0.675, p< .000). This established that there is a positive relationship between the performance management system and job satisfaction. The (r= 0.675) result of Pearson correlation shows the strength of the relationship between learning environment and degree of resilience among student and was accepted for this research.

H1: Relationship Between Learning Environment and Degree of resilience among students.

The significance result of Pearson Correlation result on the relationship between student's motivation and degree of resilience among student , the Pearson Correlation found (r = 0.673,

p< .000). This established a positive relationship between performance management system and job satisfaction. The (r= 0.673) result of Pearson correlation shows the strength of the relationship between student's motivation and degree of resilience among student and was accepted for this research.

H2: Relationship Between Students' Motivation and Degree of resilience among students.
The significant result of the Pearson Correlation result on the relationship between Students' Behavior and the degree of resilience among students, Pearson Correlation found (r = 0.726, p< .000). This established that there is a positive relationship between the performance management system and job satisfaction. The (r= 0.726) result of Pearson correlation shows the strength of the relationship between Students' Behavior and degree of resilience among student and was accepted for this research.

H3: H3 Relationship Between Students' Behavior and Degree of resilience among students
The significant result of the Pearson Correlation result on the relationship between Education Facilities and the degree of resilient among students, the Pearson Correlation found (r = 0.707, p< .000). This established that there is a positive relationship between the performance management system and job satisfaction. The (r= 0.707) result of Pearson correlation shows the strength of the relationship between Education's Facilities and degree of resilience among student and was accepted for this research.

H4: Relationship Between Education's Facilities and Degree of resilience among students
The debates revolve around the research issues stated in Chapter 1. In addition, the correlation test between four independent factors and dependent variables will be briefly addressed in this study's findings.

DISCUSSION & RECOMMENDATION
The first suggestion is a study conducted using qualitative methods. This is because the Google Form link given to the respondent will be lost. After all, the respondent delays the time to fill out the questionnaire. This happened because the respondents came from students in years 2 and above facing the final year project. In addition, the researchers suggested using the interview session method for the online data collection process that is not based on using Google Form. This is because some respondents cannot understand the question well, making it difficult for respondents to give their opinion through the questionnaire. If the data collection process is done through interviews, the researcher can see or react to the respondents for misunderstanding the questionnaire questions. Lastly, this research suggests that further research can increase the target population of students in all universities in Malaysia that conduct online learning. Target population of students is not only in University Malaysia Kelantan but larger up to all universities in Malaysia. This is because it can speed up the collection of more and different data to make comparisons.

CONCLUSION
In conclusion, this study explores the link for resilience among students in UMK between learning environment, student motivation, behavior, and education facilities. The researcher planned to investigate the relationship of each element in the independent and dependent variables. 285 respondents took part in this study through the online survey method. The data have been collected and analysed by SPSS software version 26 based on descriptive statistics, reliability analysis, and correlation analysis. All the reliability has proven that the respondent understood and the questionnaire was provided well, and this also means that the questionnaires have been accepted for this study. The study is to understand the degree of resilience among students in UMK between environment, student motivation, behavior, and education facilities. The outcome of the research goals that explore the degree of resilience among students in UMK between environment, student's motivation, student's behavior, and education facilities is accepted.

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