

# **STUDENT'S LEARNING ACHIEVEMENT BY ONLINE LEARNING BEHAVIOR IN CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMICS, CHONGQING, CHINA.**

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## **ABSTRACT**

The objectives of this research were: 1) to study learning achievement through online learning behavior, and 2) to evaluate the Student's Learning Achievement by Online Learning Behavior in Chongqing College of International Business and Economics, Chongqing, China. This research was quantitative method research. The sample was 750 Students in Chongqing College of International Business and Economics, Chongqing, China. selected by Krejcie & Morgan's table. The instruments used in the study were students' learning achievement through online learning behavior in Chongqing, China. Statistics used for data analysis were percentage, frequency, mean, and standard deviation. The research results revealed that: 1) students' online learning behavior in Chongqing, China. a whole was at a high level. 2) The results of the suitability assessment and possibility of the components of the study of students' learning achievement by online learning behavior in Chongqing, China found that appropriate and feasible were at a high level.

**Keywords:** Learning Achievement, Online Learning Behavior

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## INTRODUCTION

The situation of Coronavirus Disease 2019 or COVID-19 around the world and Thailand, in addition to affecting everyone's lifestyle, health, society, and economy. It also had an impact on education as well. All educational institutions, both primary and higher education, are affected. The Ministry of Higher Education, Science, Research and Innovation (TSU) is aware of the impact on personnel, Students, the public, and those interested in the operations of agencies and institutions of higher education under the TSU have announced that educational institutions will suspend classroom teaching. And measures to help those affected by the outbreak of Coronavirus disease 2019 or COVID-19 disease on March 12, 2020, Announced to educational institutions in Under and under the supervision of the Ministry of Education to close schools for exceptional reasons from March 18, 2020, onwards, by allowing educational institutions to provide teaching and learning don't have to go to class Adjust teaching to online (Ministry of Education, 2020) Due to the impact above; all educational institutions need to adjust instruction and learning to be online. However, learning outcomes are still considered; therefore, teaching Maleagement in COVID-19) Thus, action must be expedited. There has been an adjustment to online teaching by using more technology, causing teachers and students to be very excited about learning through online media. Online media is teaching via the Internet without the need to come to meet. I can train anywhere, anytime. Text, images, audio, video, and other multimedia are sent to the learner through the learner's Web Browser. Everyone in the class and the teacher can communicate. Can exchange opinions. However, students usually require more study responsibility because no one can supervise the learners closely. Applications that are popular for teaching via online media to learn with online lessons. It is learning through electronic media that uses the presentation of computer content in multimedia. Applications that are popular for teaching via online media are electronic text, still images, graphics, and animations. 3D photos, e-learning, etc., create a very effective learning environment. Up through the application Zoom, Google Classroom, Google meet, Microsoft team, Google Hangouts, etc. These tools can be loaded and used with learning through online media, greatly.

The Chinese government has attached great importance to the development of e-learning since its emergence in the 1990s as a consequence of the implementation of a series of policies, Chongqing, China. has made significant achievements in the e-learning arena with respect to infrastructure construction, production of resources, academic education, non-academic training, and education for disadvantaged groups. However, due to the constraints of Chongqing, China.'s traditional culture, information literacy, and educational mechanisms, challenges have emerged in the implementation of e-learning that need urgently to be addressed as e-learning in Chongqing, China. continues to grow, major research areas such as students' and teachers' perspectives on developments in e-learning, teachers' pedagogical capacity and ongoing professional development in e-learning settings, and the production of more convenient and useful e-learning resources, are likely to be topics of continuing research interest. Educational Maleagement at the higher education level aims to develop learners' intellectual growth, knowledge, and abilities. Quality that responds to the needs of the workforce in the country's development, therefore, has a vital role and importance to society. (Wang, Liu, & Zhang, 2018)

Therefore, from the statement of the problem researcher is interested to study the factors affecting students' online learning behavior in Chongqing, China. to bring the result develop and measurement the teaching style of teacher in the future.

## LITERATURE REVIEWS

### Learning Behavior

Definitions of learning behaviors Other synonymous terms are studied (skills), study techniques, study(habits), and strategies; therefore, the researcher presented the meaning of learning behavior. Study skills, study techniques Learning practices, and learning strategies are as follows: (HoltzMale, 1965, p.17) Described learning habits as having learning behaviors that Be consistent in using the time to learn. Know how to use the right time to study. Know how to divide time, do not delay, and avoid and complete assignments promptly. (Seniwong Na Ayudhya (1982) explained the meaning and characteristics of learning behaviors when it was concluded that learning behaviors refer to actions or activities that students perform to develop their knowledge. Attitudes and skills according to the established objectives in different subjects. (The Department of Academic Affairs, 1999) has a guideline for enhancing learning efficiency. There is an essential format for promoting learning efficiency. The components are the mind, a good motto, and motivation. The characteristics of learning are learning styles. Study habits, readiness, including time use, environment, physical condition, and learning methods such as remembering, thinking, listening, reading, and writing by organizing supportive activities with various content scopes such as setting learning goals and cultivating Attitude and Motivation to Study Studying habits learning style survey time Maleagement creative development Practicing conceptual skills systematic thinking, reading skills Listening, writing, note-taking and speaking practice memorization skills. Build a habit of learning to prepare for exams. So that students are ready to learn the characteristics of studying in a suitable environment, have a good learning method, and be able to develop themselves. Focus on creating good behavior for learners

### Learning Attitude

(Sangsri, 1995) said that attitudes are feelings. A person's idea about something is likely favorable or unfavorable due to such experiences, environments, feelings, and thoughts. Agree or disagree, there is a tendency for individuals to react and act on things in supportive and counterproductive ways. An attitude is something that cannot be seen clearly. That we can know one's attitude, one must also interpret the expression, which may be one of the components of attitude. (Teawsaku, 1986) mentioned that learning attitudes are feelings and opinions that know education. In terms of teaching and learning, it is the acceptance of teachers and educational values consistent with the school and the educational system resulting from experience and knowledge, which can be expressed in two aspects:

A positive attitude towards learning Students will express themselves in a Malener of satisfaction. Always interested in studying, accepting talent, and the teacher's method see the value of education

Bad attitude towards learning Students express dissatisfaction, disagreement, dislike of teachers, inattentiveness, frequent absences, and lack of value in education. (Prakaichan, 1989) studied the relationship between learning habits. Educational attitude and learning achievements in the Life Experience Enhancement Course Grade 5 students in Uttaradit Municipality School, Uttaradit Province, found that their learning attitudes There was a positive correlation with learning achievement, that is, if the learners had good learning habits. Educational attitudes are more likely to be successful in high school.

### Achievement Motivation

Achievement motivation is the reason that drives a person to strive to perform. Behaviors to achieve achievement standards of excellence and research were as follows:

(Bendig, 1958) studied the relationship between achievement motivation and learning achievement. The sample group was male students of the University of Pittsburgh, with 110 students. Results showed that achievement motivation was statistically correlated with the previous semester's grade point average (GPA). The correlation coefficient was 0.22

(Myers, 1965) studied the relationship between achievement motivation and brain performance. And the academic achievement of 524 lower secondary school students found that achievement motivation was statistically related to academic achievement of male and female students at 0.01 with a correlation coefficient of 0.50 and 0.48, respectively.

(Danaitamonut (1992) studied the characteristics related to the learning achievement of lower secondary school students in Pathum Thani Province. The study found that students with high academic achievement had statistically significantly higher motivation for achievement and diligence than those with low academic achievement.

(Wattanavanich, 1994) Said: The motivation for achievement is to have faith and want to learn. It's the first necessity of school and more than half the success. The way to motivate students to be interested in learning is to encourage them to be interested in learning.

### **Time Management of the Study**

For scheduling lessons which are planned as a student study schedule and are one variable of learning behavior, time management in learning, and learning achievement. They spent quite a lot of time doing activities outside of school, such as reading, art, and social activities. Children with low academic achievement spend much time watching television, singing songs, and playing various games.

(Phithianuwat, 1982) The reasons for dropping out of the university were studied by interviewing 164 students who had to leave the university from 5 universities, namely Mahidol University, Kasetsart University, Thammasat University, Silpakorn University Chulalongkorn University in the academic year 1970-1971) The results showed that students have to leave the university in the middle of the day because the time is not right and they do not intend to study. This was due to not devoting time to learning, that is, not watching books, not doing homework and not attending class, missing classes, etc. (Sratechawiwat (1993) studied the problems of vocational college students. Under the Department of Vocational Education, the northern group consisted of 392 people. The study found that the students had the biggest problem, which was the problem of learning. The students did not know how to divide their study time and spent too much time participating in activities in unprofitable ways, resulting in poor academic performance. (Rakthai&Nasmaris, 2000) Planning and making schedules It's a week-by-week plan that outlines what needs to be done each day in detail. And the best time to do this type of planning is on weekends. (Friday evening - Sunday morning) because students already know what we studied last day and get weekly assignments? Use this to make plans for the next week because making a weekly plan will help you understand your potential and how you should plan for the next semester.

### **Anxiety about Learning**

(Eugene, 1969, p.38-76) Studied the components that predict the academic achievement of 8th-grade Ohio students. The forecast and achievement motivation and educational expectations correlated at 0.55) (Stevenson & Adam, 1969) studied the relationship between anxiety and learning among a sample of level 4 and 6 students. Three hundred eighteen people found that the score from the achievement test was negatively correlated with anxiety, i.e., stress affects learning. If anxiety level is low, learning achievement is high. But if the anxiety level is high, the learning achievement is low. (Chansiri, 1990) studied the study of anxiety in mathematics learning and mathematics learning achievement of Mathayomsuksa 1 students in the province. Mahasarakham found that students' learning achievement in Mathematics was negatively associated with stress. (Budtun, 1996) studied the methods of reducing anxiety among students in teaching mathematics to improve mathematics learning achievement. Mathayom 3 students with low to moderate mathematics achievement and moderate anxiety in learning mathematics. The results showed that the students' mathematics learning achievement after the experiment was statistically significant at the 0.5 level, and the student's anxiety level in learning

mathematics after the reinvestigations lower than before at a statistically significant level of 0.5.

### **Concentration on Studying**

(The Royal Institute, 1982) has given the meaning of meditation as the determination of the mind's conscientiousness to focus on something by rigorous consideration to achieve wisdom to see the truth in it. (Pewon, 1992) studied the effect of non-guided counseling on adaptation with friends of first-year students of Srinakharinwirot University, Prasarnmit. The results showed that study intention and concentration in studying affect the adjustment and the increase or decrease of academic achievement if students cannot adapt to the environment while learning, such as listening to a briefing. If students do not follow the lesson in time, it may cause boredom in the class and affect to have excellent academic achievement. Assertiveness to a single emotion, or a state in which the mind is fixed on a particular feeling, refers to what the mind attaches to the eye, ear, nose, tongue, body, or mind. Concentration means students see their interest in the lesson. Or what is being studied at that time. If students lack attention Ignoring the content of one's learning will result in content memorization and low learning achievement.

### **Using Techniques and Tools to Assist Students in Learning**

For using various techniques, It is the use of information or examples that learners have to help them in their studies (Wattanavanich, 1994) said techniques for building understanding in learning should be as follows:

- 1) Study the subject in advance, enough to have some knowledge
- 2) Know how to ask questions to gain knowledge and Clear understanding.
- 3) Read. The written text should be read. Or text from textbooks, practice analysis will lead to understanding
- 4) Write the text according to the learner's understanding. Writing in words according to the student's thoughts will make the learners understand the subject very well.

It can be concluded that using different techniques contributes to the learner's practical learning. These techniques may differ from person to person according to their aptitude. Process and improve the level of learning achievement.

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### **Achievement**

(The Royal Academy Dictionary, 1999-2003) defines achievement as "success."

(Paratkul, 1973) Learning achievement means "Success in knowledge Skills and performable in various areas of the brain. Learning achievement should consist of at least three important things: knowledge, skills, and brain performable in various fields."

(Thanirat, 1975) gave the meaning of learning achievement. Mean "Achieving success through knowledge, ability or skill Refers to teaching and learning outcomes or the results of children from the activities of that part."

(Department of Academic Affairs, 1978) defined learning achievement as "Achieving or being able to perform any action requires skill or knowledge in a particular subject."

From the above definitions. Achievement means developing academic skills. It consists of at least three important things: knowledge, skills, and brain performable in a range of areas, usually determined by the test scores given or scores. Obtained from the tasks assigned by the teacher or the achievements obtained from the knowledge and competence.

## RESEARCH METHODOLOGY

### 1) Population and Sample

In this research, the population used in the study was a group of undergraduate students in Chongqing, China. The total population is 202,000 students (Office of the PerMaleent Secretary, Ministry of Education, Chongqing, China., 2020). The sample group used in this questionnaire has a certain number. It is calculated using the YaMalee formula (YaMalee, 1973) at 95percent reliability and calculated late using the YaMalee formula sample size of 254 samples at a 95 percent confidence level.

### 2) Data Collection

The tools used by the researcher to collect data for this research. The device used for collecting data was a questionnaire consisting of 3 parts as follows:

Part 1 Personal characteristics such as gender, age, cumulative grade point average (GPAX), tools used in online learning, and signal networks used. Using the Internet for online learning

Part 2 Assessment Form for Factors Affecting Students' Learning Behavior contains questions about the adjustment of students teaching behavior of teachers. The media/technology and environment were characterized by positive and negative questions.

### 3) Data Analysis

The researcher collected the data obtained from the sample to check the completeness. and used for statistical analysis by using the program SPSS to perform the statistical analysis as follows

Part 1 Personal characteristics such as gender, age, cumulative grade point average (GPAX), tools used in online learning, and signal networks used. Using the Internet for online learning the second part of the questionnaire is about online teaching Maleagement conditions

Part 2 Assessment Form for Factors Affecting Students' Learning Behavior contains questions about the adjustment of students teaching behavior of teachers. The media/technology and environment.

## RESEARCH RESULTS

**1) Presentation of information on factors affecting learning behavior of the student sample at the undergraduate level by displaying information is the average ( $\bar{X}$ ), standard deviation (S.D.), degree value, and rank**

**Table 1** Factors affecting learning behavior of the student sample at the undergraduate level by displaying information is average (X), standard deviation (S.D.), degree value, and rank

Factors affecting learning behavior	average (X),	S.D.	level value	Rank
student adjustment	3.9981	0.29828	agree	2
teacher's teaching behavior	3.6976	0.4351	agree	3
Availability of media/technology	4.0119	0.3888	agree	1
environment	3.5267	0.3307	agree	4
<b>Total</b>	<b>3.8086</b>	<b>0.2134</b>	<b>agree</b>	

**Table 2** The adaptation aspect of the student sample at the undergraduate level

Student adaptation	average (X)	S.D.	level value	Rank
Point (1) I rarely check the time before online classes.	4.6857	0.5832	strongly agree	1
Clause (2) I tend to not listen to teachers and get distracted by other things.	3.9333	0.4263	agree	2
Item (3) I don't pay attention to study. I usually don't open online study material along with online study.	3.8762	0.6970	agree	3
Point (4) I tend not to record what my online teacher teaches in my notebook or recording device.	3.7476	0.5639	agree	4
Clause (5) I usually don't check stationery, notebooks, or recording devices used in online classes before online classes.	3.7476	0.5597	agree	5
<b>Total</b>	<b>3.9981</b>	<b>0.2983</b>	<b>agree</b>	

From Table 2, it was found that the sample of undergraduate students The student's adaptation aspect of the student sample Overall, it was at the agree level ( $\bar{X} = 3.9981$ ) when considering item by item Can be sorted by average from the top 3 to the lowest as follows

No. 1, point 1) I rarely check the times before online classes. ( $\bar{X} = 4.6857$ , level value strongly agree)

No. 2 No. 2 I tend to not listen to my teachers and get distracted by other things  $\bar{X} = 3.9333$ , level value agree)

Number 3, item 3, I don't pay attention to study. I often don't open online learning materials along with online learning ( $\bar{X} = 3.8762$ , level values agree)

## DISCUSSION & CONCLUSION

The From data analysis The research results can be summarized as follows.

1) Analysis of respondents' personal information Shows the percentage of the sample of undergraduate students. Most of them were female students of 325 people, representing

80.2percent. They were 98 fourth-year students, representing 23.3percent, and having a cumulative GPA of 2.00 - 2.49, 129 people, representing 30.7percent.

2) Mean analysis results( $\bar{x}$ ), the standard deviation (S.D.) and the degree and rank values of Factors affecting online learning behavior of a sample of students include the student adaptation factor. Factors of Teaching Behavior of Instructors media/technology readiness factors and environment factors You can sort the average from the highest to the lowest. Based on the opinions of the students as follows: The students had their opinions about the factor of media/technology readiness as the first factor affecting online learning behavior with an average (Mean ) equal to 4.0119, followed by the adaptation factor of students with the mean (Mean) is equal to 3.9981) The teaching behavior factor of the instructors is average (Mean ) equal to 3.6976 and environmental factors have the mean (Mean) is 3.5267, respectively.

3) Results of a comparative analysis of factors affecting online learning behavior in the COVID-19 situation of undergraduate students which consists of Student adaptation factor Factors of Teaching Behavior of Instructors media/technology readiness factors and environmental factors classified by sex using independent t-tests with different sex There are opinions about factors affecting online learning behavior in the situation of COVID-19, all 4 factors are not different.

4) Results of a comparative analysis of factors affecting online learning behavior in the COVID-19 situation. Student adaptation of undergraduate students Classified by year level; it was found that the sample of undergraduate students with different year levels There are opinions about factors that affect learning behavior. Student adaptation no difference

5) Results of a comparative analysis of factors affecting online learning behavior in the COVID-19 situation. teaching behavior of teachers of undergraduate students Classified by year level, it was found that the sample of undergraduate students with different year levels There are opinions about factors that affect learning behavior. The teaching behavior of instructors was significantly different at the 0.05 level. First year students agreed that the teaching behavior of instructors was a factor affecting online learning behavior higher than first year students. 4th (Mean =3.6833 and Mean =2.5765 respectively) and students from year 5 and up (Mean =3.6833 and Mean = 3.3545, respectively). For the second-year students, they agreed that teaching behavior of teachers was a factor affecting behavior in online learning higher. Fourth year student (Mean =3.6993 and Mean =2.5765 respectively) and students from year 5 and up (Mean = 3.6993 and Mean = 3.3545, respectively) as for the 3rd year students, they agreed that the factor of teaching behavior of teachers was a factor that had a higher impact on online learning behavior. Fourth year student (Mean =3.6822 and Mean =2.5765 respectively) and students from the 5th year upwards (Mean =3.6822 and Mean =3.3545 respectively) and finally, the fifth-year students agreed that the factor of teaching behavior of teachers was a factor that had a higher effect on online learning behavior. Fourth year student (Mean =3.3545 and Mean =2.5765 respectively)

6) Results of a comparative analysis of factors affecting online learning behavior in the COVID-19 situation. The readiness of media/technology of undergraduate students Classified by year level, it was found that the sample of undergraduate students with different year levels There are opinions about factors that affect learning behavior. The readiness of media/technology was significantly different at the 0.05 level. First year students agreed with the readiness of media/technology. is a factor that affects behavior in online learning higher than fourth year students (Mean =3.9972 and Mean = 3.0235 respectively) as for the 2nd year students, they agreed on the readiness of media/technology. is a factor that affects behavior in online learning higher Fourth year student (Mean =3.9850 and Mean =3.0235 respectively) and third-year students Agree with the readiness of media/technology. is a factor that affects behavior in online learning higher than fourth year students (Mean =3.9600 and Mean =3.0235 respectively)



7) Results of Comparative Analysis of Factors Affecting Online Learning Behavior in the COVID-19 Situation online learning environment of undergraduate students Classified by year level, it was found that the sample of undergraduate students with different year levels There are opinions about factors that affect learning behavior. The online learning environment was different at the statistical significance level of 0.05, with the first-year students agreeing with the environment. is a factor that affects behavior in online learning higher than fourth year students (Mean =3.5236 and Mean =2.8235 respectively)

8) Results of Comparative Analysis of Factors Affecting Online Learning Behavior in the COVID-19 Situation which consists of Student adaptation factor Factors of Teaching Behavior of Instructors media/technology readiness factors and environment factors Classified by cumulative grade point average (GPAX), it was found that the sample of undergraduate students with different cumulative grade point averages There are opinions about the factors that affect learning behavior. These 4 factors are not different.

Results of suitability analysis and possibility of the components of the Study of Student's Learning Achievement by Online Learning Behavior in Chongqing, China. by experts found that they were appropriate and feasible at a high level.

Suggestions for applying the research results

From the results of the analysis of factors affecting online learning behavior of students, it was found that the most common and biggest problem is the availability of media and technology, so the university should provide additional student welfare. for students in can access the device and services of the university which facilitates students more, such as providing a distribution or allowing electronic devices to be borrowed to increase device access to can access learning even more and may be coupled with an increase in the distribution of SIM cards with internet and Internet packages allow students who already have electronic devices to access the Internet even more.

From the research results, it was found that Students with different year levels have Opinions about factors that affect learning behavior. Teaching behaviors of teachers are different. Therefore, teachers should use the results of this research to improve their teaching plans to be more in line with the needs of students. resulting in academic achievement of students improved

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