

Exploring the Relationship between Motivational Learning Factors in Online Learning

Imran Danial Krish Bin Abdullah, Ahmad Muhyiddin, Zaidah Mohd Hashim, Nurul Hanisah Baharuddin, Mohd Muzhafar Idrus

^{1,2,3}Akademi Pengajian Bahasa, Pusat Asasi, Universiti Teknologi MARA Cawangan Selangor, Kampus Dengkil, ⁴Majlis Peperiksaan Malaysia, Persiaran 1, Bandar Baru Selayang, 68100 Batu Caves, Selayang, ⁵Faculty of Major Language Studies, Islamic Science University of Malaysia, Nilai, 71800, Negeri Sembilan

Email: ahmadmuhyiddin4@uitm.edu.my, zaidahmohd@uitm.edu.my

hanisah@mpm.edu.my, muzhafaridrus@usim.edu.my

Corresponding Author Email: krishnam@uitm.edu.my

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Abstract

The emergence of online learning in our academia becomes more dynamic and pertinent with the move into the fourth Industrial revolution (4IR) and the advent of the Covid 19 pandemic. This caused the need to address the issues of introducing new innovative teaching methods using the internet and non face-to-face-instruction. Online learning motivation became an alarming issue among learners in Malaysia which pertained to the importance of studying the motivation factors in learning via the electronic mode. This investigation aims to unravel the needs and relations that exist in the motivational learning factors among learners in online learning. A total of 128 learners at foundation studies level from a public institution in Malaysia were studied in a quantitative study. The results of the study revealed that there is moderate correlation between learners' expectancy of the outcome of their future vocation and the value of the online instruction and knowledge that they receive from online learning. Social support from various factors are also found to be instrumental towards the learners' success in the effective acceptance of online learning. Implications for more meaningful and activity-based learning, incorporating the axioms of motivational learning are to be considered as improvements for more effective pedagogy in the digital realm.

Keywords: Online Learning Motivation, Motivational Learning Factors, Expectancy, Value of Online Instruction, Social Support.

Introduction

Background of Study

Online learning is part of technology-based learning that is fundamental to the twenty first century mode of teaching and learning pedagogy. Driven by the heavy use of the internet in the fourth industrial revolution (4IR), this mode of online learning has impacted greatly around the world, more so, since the emergence of the Covid-19 pandemic. The pandemic brought about restrictions and lockdowns that affected face-to-face teaching and learning. In turn, academia was inclined with the need to provide the relevant infrastructure that would comprise the technical aspects and skills to assist in redesigning pedagogical methods for online learning, (Smith, 2018). These newly designed pedagogical methods would form a new teaching and learning curriculum that hope to address student motivation issues towards the online mode of learning.

Student motivation is pertinent in evaluating and implementing a successful online teaching and learning programme. In Malaysia, the advent of online learning has laboured though numerous challenges and questions pertaining to the perceptions among our learners also. With the physical demographic variations and the unreliable internet coverage especially in the vast rural areas in Malaysia, the susceptibility of students' non-acceptance and loss of motivation towards the content delivery by teachers requires further investigation. This loss of motivation in learning via the online learning mode has some relations to the motivation nuances that learners encounter in their learning experiences in and outside the classroom environment.

This predicament can be related to the recent findings that 25000 students had lost interest in furthering their education by opting not to register for their Sijil Pelajaran Malaysia (SPM) examinations in 2021 (Chan, 2022). In 2022, it was reported further in the New Straits Times that 20000 students did not register for their SPM examinations. This was attributed to the fact that the newly implemented online mode of teaching and learning in schools due to the Covid 19 pandemic, had demotivated students from continuing their studies by resorting to seek for work due to family problems and financial constraints.

This study seeks to investigate the motivational factors that influence learner's perception towards the online learning mode of instruction. The results of the study provides some insight in the designing and implementation of effective pedagogical methods in engaging learners for sustainable learning in the electronic classroom.

Statement of Problem

The newly implemented online learning has changed its direction due to the new existence of COVID-19 recently, this is especially so for the mode of teaching and learning. This change was caused by students who were demotivated to continue their studies after SPM as most of them had to resort to work to help their parents due financial constraints. As a result of this, the statement of the problem looks at the overall need of motivation for students to learn with zest especially via online learning.

It is important to note that 'Online learning also heavily relies on students' ability to make meaning through assuming agency in learning, initiating, and sustaining meaningful multimodal communications, and develop conceptual and epistemic understanding through active engagement with digital resources.' (Harnett, 2016). This means students need to

have capabilities of trying on their own to venture into the unknown territory of information to be able to sustain a meaningful understanding of digital resources to improve their research capabilities.

At the same time, it is learnt that 'A broad range of motivational theories derived from motivation research such as self-determination theory (SDT) (Ryan & Deci, 2000), expectancy-value theory (Wigfield & Eccles, 2000), have been widely applied to understand the contextual and psychological factors that optimize students' learning and engagement. These relevant theories have been successfully applied to understand the underlying environmental and psychological factors that affect learners' motivation, engagement, and learning which will help the students to know and understand how to navigate themselves to always improve and to do well in their studies.

With the improvements of the internet capacity and the knowledge of researchers, it is important to note that "Both information and communication technologies (ICT) and the Internet have been important as contemporary educational changes and they support more flexible, more electronically distributed, more open, and more learner-controlled forms of learning." (Bossu, Smyth & Stein, 2007, 48). Thereby there are further improvements that can be achieved to provide more research on the topic of Motivation online to help researchers, lecturers, and teachers to use advanced technology of ICT to provide clearer understanding and help carve a path on the current research to improve its capabilities. As clearly indicated by (Tsai et al. 2013) that 'Under the circumstances, researchers and practitioners should carefully reconsider the role of teachers, students as well as the technological environment for online learning and put ongoing efforts to adequately address the underlying epistemological basis of education. This shows that the research done could amplify on the issue of the need to curate the potential students on the right track to receive online education with open arms especially now.

There are a few citations that show the need to highlight new studies that facilitate further discussions among educationists, practitioners, and researchers on how to newly develop education for the future learning and teaching of our students of this century. Previous studies related to online learning provided severe importance to autonomy and the need for the support of confidence especially in cognitive development. It is therefore vital to address the students' psychological needs for a specific design of online learning, where future studies will focus their attention on emotional development especially for the well-being of students (Chiu, 2021). The next point to look at is 'Enhancing the teacher's belief and efficacy of the students in applying theories that motivate students. There are many theories of choice to engage students in online environments. (Chiu et al., 2020). Unfortunately, not all teachers can provide theoretical teaching. Therefore, there is a very large need for teachers to implement what they have learned to show the benefits that the students can possess. (Ryan & Deci, 2020) This is the new path that researchers, practitioners and teachers should embark on for the future benefit of our students.

Selvi (2010), stated that the research looked at the opinions of the students collected via two questions directed towards students who attended six virtual class applications in three different terms in 2007-2008 and 2008 - academic years. The students or respondents were asked about the motivating factors contributing to the online course. And what should be

done to increase motivation in an online course? The survey indicated its results: questions about the online learning environment or Technical infrastructure received 48% in total. The learning and teaching process received 33% while measurement and evaluation had 33%. This shows the need for improvement in the measurement and evaluation sector. The reason why technical infrastructure received the highest percentage as it shows the importance of technical infrastructure for students especially when attending school or university. This shows the basic requirement for the use of computers and the internet is an important factor in schools and universities. Therefore, more issues on technical infrastructure should be carried out for future ease in controlling and ensuring the use of technology in classes. It is important to note that technical infrastructure is the underlying reason why students state it as their first reason for improvement when studying.

The second research that should be delved into was carried out by Sass (2007), the research showed teacher's enthusiasm, relevance of course materials, well-planned educational materials and class organization are important factors that motivate students to learn. These are just two of the important factors that help motivate students to do well in their pursuit of success. The final results show that the teacher's enthusiasm to motivate students capacity to learn is a very important factor for the improvement of students' capacity of learning. Therefore the research ended with a strong note on improving not only the teacher's motivation to teach but also the students motivation to learn as an important factor to look at and work into in future research.

Objective of the Study and Research Questions

This section presents data to answer research question 1-4- Is there a relationship between all motivational components in online learning.

The objective of this investigative study is:

- to determine if there is a significant association in the motivational factors that relate to the learner expectancy
- to ascertain the value of the knowledge gained through online learning
- to investigate if social support affects sustained learning throughout their academic endeavours in school and beyond.
- to explore perception of learners on their use of learning
- strategies attained through the online mode of learning.

Specifically, this study is done to answer the following research questions;

- How does expectancy influence online learning motivation?
- How does value influence online learning motivation?
- How does social support influence online learning motivation?
- Is there a relationship between all motivational components in online learning

Literature Review

Motivation for Online Learning

In the dynamic realm of education, the emergence of online learning has introduced novel opportunities and challenges, emphasising the need for a nuanced comprehension of students' motivation within digital settings. This study aims to explore the intricate network of factors influencing students' motivation in online learning, with a specific emphasis on

creating a "Motivation to Learn Online Questionnaire." As educational models evolve, it becomes crucial to decipher the unique factors that drive students toward successful online learning experiences.

This research acknowledges motivation as a complex construct shaped by intrinsic and extrinsic factors (Shuang Li, 2024), seeking to uncover the interplay between these elements in the digital domain. Through developing a thorough questionnaire, the study intends to capture the nuanced motivations that underlie students' involvement in online learning platforms. From technology's role to instructor feedback's impact, the questionnaire strives to elucidate the diverse facets of motivation in online learning.

As we navigate the continually expanding landscape of virtual education, this research strives to provide educators, policymakers, and institutions with insights to foster an environment that cultivates and sustains students' motivation for online learning. The Motivation to Learn Online Questionnaire is a crucial instrument, unravelling the complexities of students' motivations and experiences in the virtual classroom, ultimately improving online learning strategies and educational outcomes (Fowler, 2018)

Past Studies on Motivation for Online Learning

In the intricate landscape of motivating learners in online education, previous researchers have devoted considerable effort to unravelling the complex interplay between intrinsic and extrinsic motivators. This investigation delves into the nuanced dynamics that arise from factors originating within the individual, such as personal interest, and external elements like grades or rewards. Recognising this dynamic interaction is pivotal for designing effective online learning experiences. Researchers aim to discern how internal motivators, fueled by an individual's inherent curiosity or passion for a subject, align with external incentives, such as grades or rewards, to establish a synergistic motivational environment. This comprehension is foundational for educators and instructional designers who aspire to create online learning experiences that capture students' intrinsic interests and effectively utilise external motivators, fostering sustained engagement and accomplishment. Research concerning this topic has been conducted by Raganeswari et al (2024), suggest that English proficiency is essential for effective communication, with four key skills—reading, listening, speaking, and writing—playing pivotal roles. However, writing remains a significant challenge for Malaysian students (Raganeswari, 2024). Raganeswari (2024), evaluates the efficacy of employing 21st-century learning skills, specifically the 4Cs (collaboration, communication, critical thinking, and creative thinking), within mobile-based online learning to enhance narrative writing skills. Raganeswari (2024), then executes a survey involving 100 experienced English teachers teaching Form 4 students in Malaysia, which indicates promising results. Integrating the 4Cs and online platforms exhibits the potential to foster narrative writing skills, aligning with the national education blueprint's tech-enhanced approach (Education Blueprint 2013-2025). The study offers insights for future researchers and policymakers to develop tailored guidelines and online modules addressing Malaysian students' writing challenges (Raganeswari, 2024).

Shifted attention to the broader online learning environment and readiness, diligently examined numerous factors influencing motivation. The systematic examination seeks to pinpoint the impact of specific features within the online learning environment on students'

motivation levels. For example, a well-designed course interface facilitating intuitive navigation or the integration of interactive elements promoting active engagement can significantly enhance students' motivation. By scrutinising these environmental factors systematically, researchers investigate how the digital setting can enhance or impede students' motivation for online learning. pointed out by Munir Syuib, Siti Norbaya Azizan and Malini Gunapathy (2016), summarises that consideration of students' readiness is vital for English language researchers and practitioners developing mobile-based learning solutions. Despite the growing popularity of mobile technology in Malaysia, there is limited insight into students' preparedness for its educational use (Munir et al., 2016). This study, conducted at a Malaysian university, examines the mobile learning readiness of English language learners. Using Parasuraman's Technology Readiness Index (TRI), questionnaires were administered to 68 undergraduates. Results indicate moderate readiness, high optimism, moderate innovativeness, and discomfort. Positive correlations exist between optimism, innovativeness, and overall TRI. Understanding students' readiness is crucial for English language providers aiming to enhance teaching through mobile technology.

The significance of this research extends beyond theoretical understanding, carrying practical implications for educators and instructional designers. Insights derived from these studies empower educational stakeholders to make informed decisions in designing and implementing online learning environments. Armed with knowledge about the interplay of intrinsic and extrinsic motivators and the impact of factors in the online learning environment, educators can tailor their approaches to cultivate motivational settings that optimise student engagement and pave the way for successful learning outcomes in the digital domain.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study explores online motivation among learners. Learners' satisfaction towards online learning is dependent on their motivational attitude (Rahmat,2021). According to Fowler (2018) online motivation includes, expectancy, value and social support. Fowler attributes further to the social cognitivist theories that intertwine with the learner motivation and "production of behaviours" (p.8) that produce learned behaviour. All these motivational factors will be tested on their relative importance in the learners' that underline the intentions and success of the intended learning performance in the online learning environment.

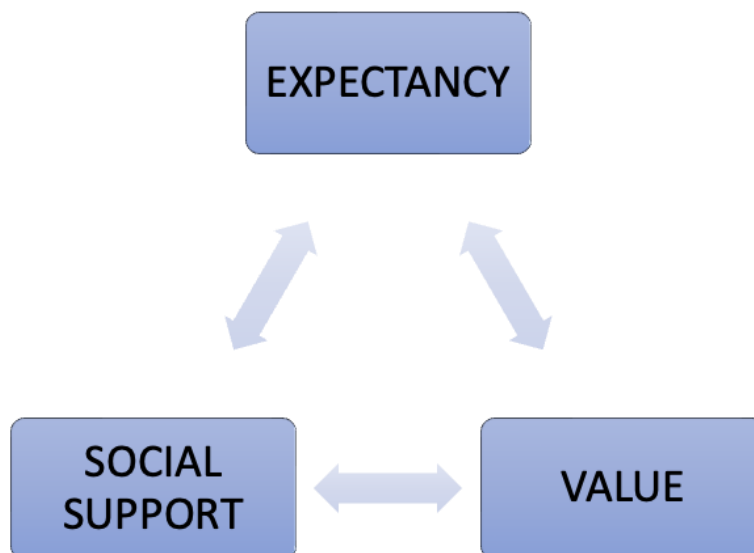


Figure 1- Conceptual Framework of the Study- Relationship between Motivational factors in online learning motivation

Methodology

This quantitative study explores motivation factors for online learning among undergraduates. A purposive sample of 128 participants responded to the survey. The instrument used is a 5 Likert-scale survey rooted from Fowler (2018) to reveal the variables in Table 1 below. The survey has 4 sections. Section A has 2 items on the demographic profile. Section B has 12 items on expectancy. Section C has 14 items on value whereas Section D consists of 14 items on Social support.

Table 1
Distribution of Items in the Survey

SECTION	MOTIVATION (KEYWORD) (Fowler, 2018)	SUB-SCALES	NO OF ITEMS		Cronbach Alpha
B	EXPECTANCY	Self-Efficacy	8	12	0.951
		Control of Learning Beliefs	4		
C	VALUE	Intrinsic Goal Orientation	4	14	.903
		Extrinsic Goal Orientation	4		
		Task Value	6		
D	SOCIAL SUPPORT	Social Engagement	5	12	.885
		Instructor Support	7		
				38	.949

Table 1 also shows the reliability of the survey. The analysis shows a combined Cronbach Alpha of .949 that comprise, a Cronbach alpha of .951 for Expectancy, Cronbach Alpha of .903

for Value and a Cronbach Alpha of .885 for Social Support. This thus reveals a good reliability of the instrument that was used for this study. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

Findings for Demographic Profile

Table 2

Percentage for Demographic Profile

Q1	Gender	Male	Female				
		35%	65%				
Q2	English Language Proficiency	Band 5+	Band 5	Band 4	Band 3	Band 2	Band 1
		21%	21%	40%	12%	5%	1%
Q3	Course of Study	Science & Technology	Social Sciences	Others	Law (MOHE)	Law (UiTM Business)	
		43%	10%	19%	28%		

According to the table of Demographic Profile, question 1 states the gender distribution between male and female respondents. In reply to the question 35% of males were involved in the questionnaire, while there were 65% of females who answered the same questionnaire. The difference found between the male and female students was 30% which indicates that there were more female students rather than male students, who answered the questionnaire. Question 2 looked at the English Language Proficiency of the students who answered the questionnaire. The demographic profile indicated that the highest percentage of passes was from Band 4 with 40% of male and female students managed to pass the English Language Proficiency test. It was the highest percentage when compared to other English Language Proficiency bands. The second highest percentage of passes came from Band 5+ and Band 5, where the percentage achieved was 21% for both bands. Both Band 5+ and Band 5 showed the second highest level of achievement. Band 3 is the third level band that achieved 12% of passes for the English Language Proficiency test. The fourth band showed poor understanding of the English Language as only 5% were able to attain a pass for this band. The final and lowest band which only received 1% for its overall score for the second lowest which is Band 1. According to question 2 of the demographic profile, the highest scores came from the Science and Technology students at 43%. The next best percentage was 28% of both male and female students of Law from the Ministry of Higher Education as it was the second highest score. For students from the Social Science department only 10% answered the course study which therefore indicates the second lowest scores for course of study. Finally, the lowest score attained was by Law students of Universiti Teknologi Mara at 0%. This therefore indicates that almost all the respondents have a high understanding of the English language as the highest three percentages obtained were 21% for Band 5+, 21% for Band 5 and 40% for band 4.

Findings for Expectancy

This section presents data to answer research question 1- How does expectancy influence online learning motivation?

Expectancy(E)

Table 3

Mean for SELF- EFFICACY (ESE)

Statement	Mean
ESEQ1 I believe I'll receive excellent grades in my classes.	3.7
ESEQ2 I'm certain I can understand the most difficult material presented in the readings.	3.5
ESEQ3 I'm confident I can learn the basic concepts that are being taught.	3.9
ESEQ4 I'm confident I can understand the most complex material presented by the instructor.	3.2
ESEQ5 I'm confident I can do an excellent job on assignments and tests.	3.7
ESEQ6 I expect to do well.	3.8
ESEQ7 I'm certain I can master the skills being taught.	3.5
ESEQ8 Considering the difficulty of the classes, the teachers, and my skills, I think I can do well.	3.8

The above section presents the data that answers the first research question. The highest mean recorded in the self-efficacy table above is from question 3. The statement in question 3 is 'I'm confident I can learn the basic concepts that are being taught', which indicates the respondent's confidence in the subjects that they are pursuing at 3.9%. This shows that the respondents are better engaged students who can get clarifications and examples from their lecturers for a clearer understanding after they have done further research on the matter themselves. The second highest mean for self-efficacy is shared between two questions which are question 6 and 8. Question 6 states 'I expect to do well', the mean was the second highest score for this question with 3.8%, thereby indicating a strong will power to know and address their ability to understand what is taught and what is needed to do well. While question 8 asks the question on 'Considering the difficulty of the classes, the teachers and my skills, I think I can do well.' The statement in question 8 gathered 3.8% of students who agreed that although classes have its difficulties in learning a skill, the fear of their teachers and the student's own capacity to overcome any lack of understanding of the topics taught, contended as the second highest percentage of the mean. This indicates that the set of students who answered question 8 begins with their strong self-confidence even if they may not understand the subject they are studying, they will get clarifications and further understanding from their lecturers and further reading will be done to understand the issue better.

The lowest percentage of mean based on the table above is question 4 with the statement: 'I am confident I can understand the most complex material presented by the instructor', which culminated in only 3.2% of the mean. This confidence is the lowest among all other means as the respondents are students who may not have total capability to fully understand a complex reading material. Therefore, it is important for the lecturers to know about this and help the students to fully understand the message studied in more difficult topics. The table above shows high, medium, and low frequencies of the mean score for self-efficacy.

Table 4

Mean for CONTROL OF LEARNING BELIEFS (ECB)

Statement	Mean
ECBQ1 If I study in appropriate ways, then I'll be able to learn the material.	4.1
ECBQ2 It's my own fault if I don't learn the material taught.	4.2
ECBQ3 If I try hard enough, then I'll understand the material presented.	4.2
ECBQ4 If I don't understand the material presented, it's because I didn't try hard enough.	3.7

The table above shows the mean for the respondents' control of the learning beliefs provided to them. The highest mean recorded is from two questions which are question 2 and 3. Question 2 states 'It is my own fault if I do not learn the material taught' which scored a high percentage of 4.2%. The high score for this mean shows the respondents capability for the control of learning beliefs indicates that the respondents would target their inability to learn the material taught as their own fault. This also indicates that these respondents will do their very best to learn the materials taught to them with personal learning and understanding of the difficult subject. Question 3 also states a high mean score of 4.2% answering the question, 'If I try hard enough, then I'll understand the material presented. This high means score indicates the capacity these respondents must do their very best to understand the material given. The need to do this is the capacity to be able to show the world that he or she is a person who will go through all odds to fully understand the material presented, this can be with or without the lecturer's help. The second highest mean marks are in question 1, which states 'If I study in appropriate ways, then I will be able to learn the material.' This indicates the capability of the respondents need to improve and attempt to outdo oneself to get good marks. The fourth rank from the top answers to 'If I don't understand the material presented, it's because I didn't try hard enough.' Although ranked the fourth in the global market, it is the lowest as it only got 3.7% of respondents who agreed to the statement, which indicated it is the worst when it becomes part and parcel of those who do not know the right mannerisms of asking for help from their lecturers for further understanding. This shows the lack of pursuit to gain their initial need to do well for their studies.

Findings for Value

This section meticulously presents and examines extensive data to address the second research question, delving into the complex interplay between value and motivation in online learning. Through a thorough investigation involving diverse quantitative methods such as surveys in the mode of an online questionnaire, we scrutinize how learners' motivation in online education is affected by their perceived value. The objective is to offer nuanced insights into the elements shaping learners' views of the value gained from online learning experiences, thereby illuminating the intricate dynamics that impact their motivation within the digital educational realm.

VALUE (V)

Table 5

Mean for Intrinsic Goal Orientation (VI)

Statement	Mean
VIQ1I prefer material that really challenges me, so I can learn new things.	3.4
VIQ2I prefer material that arouses my curiosity, even if it's difficult to learn.	3.6
VIQ3The most satisfying thing for me is trying to understand the content as thoroughly as possible.	3.8
VIQ4I choose assignments that I can learn from even if they don't guarantee a good grade.	3.5

Table 5 presents the mean scores pertaining to Intrinsic Goal Orientation (VI), evaluated through participants' responses to statements reflecting their learning preferences. Intrinsic Goal Orientation, marked by an inner drive to engage with challenging material to attain a profound understanding, is driven by personal interest and curiosity rather than external rewards. The mean scores across VIQ1 to VIQ4 delineate participants' inclinations, with a moderate preference (mean score of 3.4) for seeking challenging material for learning in VIQ1 and a slightly stronger inclination (mean score of 3.6) towards intellectually stimulating content that piques curiosity in VIQ2. Furthermore, participants indicate notable satisfaction (mean score of 3.8) in the pursuit of a deep understanding of content (VIQ3) and a moderate preference (mean score of 3.5) for assignments offering learning opportunities, regardless of grade assurance (VIQ4). These aggregated scores collectively provide insights into participants' intrinsic goal orientation, underscoring a predilection for challenging material and underscoring the intrinsic value of learning over external rewards within their motivational dynamics.

Table 6

Mean for Extrinsic Goal Orientation(VE)

Statement	Mean
VEQ1Getting a good grade is the most satisfying thing for me.	4.6
VEQ2The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade.	4.6
VEQ3I want to get better grades than most of the other students in my classes.	4.3
VEQ4I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.	4.5

Table 6 displays the mean scores pertaining to Extrinsic Goal Orientation (VE), generated from participants' responses to statements reflecting their perspectives on external rewards and academic accomplishments. The mean scores for statements VEQ1 to VEQ4 yield essential insights into participants' tendencies regarding extrinsic goal orientation. Notably, participants convey a heightened level of satisfaction (mean score of 4.6) with attaining good grades, emphasizing the importance of academic performance as a source of personal fulfilment. Simultaneously, with a mean score of 4.6, participants highlight a significant emphasis on enhancing their overall grade point average, indicating a primary focus on maintaining a commendable academic standing. Furthermore, participants demonstrate a discernible inclination (mean score of 4.3) towards the aspiration to outperform their peers academically, revealing a competitive facet to their extrinsic goal orientation. Additionally, participants articulate a substantial motivation (mean score of 4.5) to excel in their classes,

propelled by the desire to showcase their capabilities to family, friends, employers, or other influential individuals. These cumulative mean scores underscore a conspicuous stress on external rewards, encompassing achievements such as good grades, thereby offering valuable insights into the motivational factors influencing participants' perspectives on academic success and acknowledgement within broader social and professional contexts.

Table 7

Mean for Value (VTQ)

Statement	Mean
VTQ1I think I will be able to use what I learn in this course in other courses.	4.1
VTQ2It is important for me to learn the course material in this class.	4.4
VTQ3I am very interested in the content area of this course.	4.2
VTQ4I think the course material in this class is useful for me to learn.	4.4
VTQ5I like the subject matter of this course.	4.3
VTQ6Understanding the subject matter of this course is very important to me.	4.4

In evaluating the Value component (VTQ) from Table 7, the mean findings stem from participants' responses to statements gauging their perceptions and attitudes regarding the significance and usefulness of the course material. The mean scores for statements VTQ1 to VTQ6 consistently reveal participants' optimistic perspectives on the value associated with the course content. Notably, participants express confidence in their ability to apply acquired knowledge in other academic contexts, yielding a mean score of 4.1 for VTQ1. Additionally, there is a notable emphasis on the importance of learning the course material within this class, which is evident in mean scores of 4.4 for both VTQ2 and VTQ6. This underscores participants' acknowledgement of the intrinsic worth and relevance of the covered content. Moreover, participants demonstrate a high level of interest in the course's content area, as reflected in a mean score of 4.2 for VTQ3, showcasing genuine enthusiasm for the subject matter. Furthermore, participants attribute considerable usefulness to the course material for their learning (mean score of 4.4, VTQ4) and exhibit a positive disposition towards the subject matter, with a mean score of 4.3 for VTQ5. In summary, these combined mean scores highlight participants' positive perceptions and substantial appreciation for the course content's value, importance, and practical applicability, emphasising their genuine interest and motivation to comprehend and apply the subject matter within and beyond the confines of the course.

Findings for Social Support

In this section, we delve into the findings related to Social Support, aiming to address Research Question 3: How does social support impact online learning motivation? The data presented herein illuminates the intricate dynamics between social support mechanisms and the motivation levels of individuals engaged in online learning. Through a comprehensive analysis of various quantitative and qualitative measures, including participant responses to statements reflecting their perceptions of social engagement and support, we explore the multifaceted influence of social interactions on the motivation of online learners.

This investigation not only seeks to uncover the role of interpersonal connections in shaping motivation but also provides nuanced insights into the diverse ways online learners perceive

and derive motivation from their social environment. The findings presented in this section contribute to a deeper understanding of the complex relationship between social support and online learning motivation, offering valuable implications for educators, institutions, and policymakers seeking to enhance the online learning experience.

SOCIAL SUPPORT (S)

Table 8

Mean for Social Engagemnt (SSE)

Statement	Mean
ISSEQ1 feel "disconnected" from my teacher and fellow students in classes.	2.8
SSEQ2I pay attention in classes.	3.9
SSEQ3I enjoy class discussions.	4.1
SSEQ4I feel like I can freely communicate with other students in classes.	4
SSEQ5I have strong relationships with fellow students in this course.	3.9

Table 8, specifically focused on Social Engagement (SSE), reveals participants' perceptions of social interactions within the academic setting through responses to statements ISSEQ1 to ISSEQ5. Although participants show a moderate agreement (mean score of 2.8) with feeling disconnected from teachers and peers in their classes (ISSEQ1), subsequent statements indicate an overall positive orientation toward social engagement. Participants actively demonstrate a high level of attentiveness in classes (mean score of 3.9, SSEQ2) and express enjoyment of class discussions (mean score of 4.1, SSEQ3). Additionally, they positively perceive their ability to freely communicate with other students (mean score of 4, SSEQ4). While the mean score for having strong relationships with fellow students (mean score of 3.9, SSEQ5) is slightly lower, the prevailing trend suggests a favourable inclination toward social interaction within the course context. In summary, despite a perceived sense of disconnection, most participants exhibit active engagement and positive attitudes towards class discussions, communication with peers, and, to a slightly lesser extent, the development of strong relationships within the course.

Table 9

Mean for Instructor Support (SIS)

Statement	Mean
SISQ1I feel like I can freely communicate with the instructor in this class.	4
SISQ2The instructor responds to questions, clearly, completely, and in a timely manner.	4.1
SISQ3The instructor's expectations for me in this class are clear.	4.2
SISQ4The instructor provides the guidance I need to be successful in this class.	4.3
SISQ5The instructor presents the material in a way that makes it relevant to me.	4.3
SISQ6In this course, I have the freedom to guide my own learning	4.2
SISQ7The instructor provides regular feedback that helps me gauge my performance in this class.	4.1

Table 9 provides a comprehensive overview of mean scores for Instructor Support (SIS), unveiling participants' perspectives on the instructor's assistance in the academic setting. Analyzing responses to statements SISQ1 to SISQ7, participants consistently convey a

positive outlook on their interactions with the instructor. They affirm a strong sense of open communication with the instructor, exemplified by a mean score of 4 (SISQ1). Furthermore, participants appreciate the instructor's responsiveness to inquiries, indicating a high rating of 4.1 (SISQ2). The instructor's clear expectations for the class receive an elevated mean score of 4.2 (SISQ3), suggesting participants find the guidelines well-defined. Participants feel effectively guided for success, reflected in a mean score of 4.3 for the instructor's provision of necessary guidance (SISQ4). The instructor's ability to present material in a relevant manner is acknowledged with a mean score of 4.3 (SISQ5). Additionally, participants express a perception of autonomy in guiding their learning, yielding a mean score of 4.2 (SISQ6). Finally, participants value the instructor's regular feedback, scoring it at 4.1 (SISQ7), facilitating their performance assessment. In summary, the cumulative mean scores portray participants' positive impressions of the instructor's support, communication, and guidance, collectively contributing to a favourable learning environment.

Findings for Relationship between all motivational components in online learning

This section presents data to answer research question 4- Is there a relationship between all motivational components in online learning? To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analysed using SPSS for correlations. Results are presented separately in table 3, 4, 5 and 6 below.

Table 10

Correlation between Expectancy and Value

Correlations

		EXPECTANCY	VALUE
EXPECTANCY	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	128	128
VALUE	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	128	128

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10 shows there is an association between expectancy and value. Correlation analysis shows that there is a high significant association between expectancy and value ($r=.674^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between expectancy and value.

Table 11

Correlation between Value and Social Support

Correlations

		VALUE	SOCIALSUPPORT
VALUE	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	128	128
SOCIALSUPPORT	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	128	128

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows there is an association between value and social support. Correlation analysis shows that there is a high significant association between value and social support ($r=.625^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between value and social support.

Table 12

Correlation between Social Support and Expectancy

Correlations

		SOCIALSUPPORT	EXPECTANCY
SOCIALSUPPORT	Pearson Correlation	1	.477**
	Sig. (2-tailed)		.000
	N	128	128
EXPECTANCY	Pearson Correlation	.477**	1
	Sig. (2-tailed)	.000	
	N	128	128

** . Correlation is significant at the 0.01 level (2-tailed).

Table 12 shows there is an association between social support and expectancy. Correlation analysis shows that there is a moderate significant association between social support and expectancy ($r=.477^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between social support and expectancy.

Conclusion

Summary of Findings and Discussions

This investigation reveals the importance of motivational factors such as learner expectancy, the value of the knowledge gained for future vocation together with the social support have major influence on the success of online learning methodology.

The findings of this study indicate that learners have an intended motive that intertwines with their perceived expectancy of the value of knowledge that they receive in the online mode of learning in order to feel secure within their social environment.

The need to make sense of the lessons that they receive via online learning is imperative in their efforts to show relevance for further continuous learning. Rahmat et al. (2021:90) further purports that student satisfaction is important depending on the “course, technology and environment dimensions” that they are presented with in the electronic classroom environment. Using these numerous factors related that are to motivation, online learning activities can be effectively designed to cater to diverse student motivations.

Pedagogical Implications and Suggestions for Future Research

The relative importance of learners having the need to connect with the peers and teachers indicate that learners rely on social support in order to satisfy their beliefs and expectations, in their learning quest. Lathrop (2011), suggests that incorporating active learning strategies is a teachable aspect for students. This can be achieved through carefully designed assignments that require learners to engage in activity-based learning. In her experiment, Lathrop used an online plant breeding activity that involved field-based activities in which learners were given the opportunity to take part in the live online sessions with the teacher-instructor. Through the use of webcams, learners were observed to be actively-engaged in their learning activities, in that they were able to experience hands-on steps in the plant-breeding steps. Through motivation thus increasing their intrinsic and extrinsic motivation as well.

All in all institutions of learning need to ensure that learner satisfaction is consistently adhered to utilising the active-learning attention-based learning and also monitor the effectiveness of the technical aspects of the teaching tools in the electronic mode of online teaching and learning. Equipped with an understanding of how intrinsic and extrinsic motivators interact, along with the influence of elements in the online learning setting, teachers can customize their methods to create motivational environments that enhance student involvement and lead to successful learning results in the digital realm.

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