

# The Influence of Value Components in Online Learning

Noor Hanim Rahmat

Academy of Language Studies, Universiti Teknologi MARA Shah Alam, Malaysia  
Corresponding Author Email: noorh763@uitm.edu.my

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## Abstract

Classroom of this post-covid era has shown that online learning is here to stay. Higher institutions are using online mode learning as part of the course structure. Interestingly, there are as many studies done to report benefits as well as drawbacks of online learning. This quantitative study is done to explore the motivational factors for online learning. This study is anchored on Expectancy-Value theory and Social Learning theory to explore the concept of the importance of value in online learning motivation. This study also explores the relationship between value components in online motivation among learners. The instrument used is a questionnaire with three main variables; value, expectancy and social support. Statistical analysis revealed interesting findings for this study. An overall analysis revealed that the highest mean is Value. This is followed by Social Support and lowest mean is Expectancy. In addition to that, the findings also revealed that there is a higher correlation between value and social support than between value and expectancy. The findings of this study added to the body of knowledge to understand the concept of motivation for online learning.

**Keywords:** Motivation, Online Learning, Value, Expectancy, Social Support

## Introduction

### *Background of Study*

Classroom of this post-covid era has shown that online learning is here to stay. Higher institutions are using online mode learning as part of the course structure. Interestingly, there are as many studies done to report benefits as well as drawbacks of online learning. The top motivation for online learning would be that this learning mode offers flexibility to both instructors and learners. Additionally, learners may also like the fact that online learning provided them with accessibility to learning anywhere they (learners) chose to learn.

Nevertheless, there are also reports on the drawbacks of online learning. Pallavi, et, al. (2024) reported that factors such as lack of interest in the content of the course demotivates learners to participate in online learning mode. Lack of interest to learn can both be a factor for traditional face-to-face or even online learning. However, if learners began the course by not

being interested in the course, then attending it via online may not make much difference in their interest or effort towards the learning of the course. Both Pallavi, et. al. (2024) and Dwivedi, et.al (2024) reported that one common demotivating factor for online learning is the lack of social interaction in the online mode. Additionally, Dwivedi, et.al (2024) also found that among some of the demotivating factors on the part of the learners are technical issues that upsets the flow of the online session. Next, learners also felt online learning allowed then limited hands-on learning. Additionally, the learners needed more self-discipline to stay focused in online learning classes. The study by Flores, et.al. (2024) suggested that more research to be done to look into how students manage online learning. Hence this study is done to explore the motivating factors for online learning among students of higher institutions. Specifically, this study explores the influence of value components on other motivating factors in online learning. This study is therefore done to answer the following questions;

- How do learners perceive their value in online learning?
- How do learners perceive their expectancy in online learning?
- How do learners perceive their social support in online learning?
- How do the means differ for the three components in online learning?
- Is there a relationship between value and other components in online learning?

## **Literature Review**

### *Theoretical Framework of the Study*

This study is anchored from two theories; Expectancy-Value (EVT) theory and the Social Learning theory. The two theories are combined to mirror the motivational factors that pushes learning behaviour among learners. The theories are also used to explain the link between what motivates learning and what learners internalize as they learn through the online mode.

### *Expectancy-Value Theory (EVT)*

Atkinson (1964) presented the Expectancy-Value theory (EVT) which states that motivation is a combination of two important factors. The factors are expectancy and value. Expectancy refers to a person's belief in his/her ability to succeed. Value is the perceived importance that the person put on the outcome of the event. In layman's view, a person's motivation to complete a chosen task depends on what they expect to get from the outcome. This expectation is dependent on the value they put onto that outcome. Basically, a person is motivated to pursue a task if they feel strongly that they can succeed and also if they find the outcome of the task valuable to them. Value also refers to the perceived importance that the person puts on the task they are pursuing. This value can be intrinsic and extrinsic. Intrinsic refers to the person's enjoyment they get from the task itself. Extrinsic refers to the rewards that the person gets from completing the task. EVT also posits that if a person believes (expectancy) he/she can succeed completing a task, and he/she values the outcome of that task, then the motivation to do the task is high.

### *Social Learning Theory (SLT) and Online Learning*

Social learning theory (Bandura, 1977) states that people learn new behaviours by observing others. This observation can be focused on imitating or modelling of the behaviour that the person found favourable to acquire. With reference to figure 1 below, there are three main factors that explains the social learning theory and the factors are personal factors, behaviour

factors and environmental factors. Due to the aspects of interconnectivity in SLT, it is difficult to pinpoint where the learning begins. A person has his/her own personal factors that influences how he/she looks at events. These factors can be cognitive, affective or biological events. This person observes the behaviour of others and the observation may influence his/her personal factors. At the same time, learning is also influenced by the environmental factors that the person is in. Interestingly, the behaviour factors (that the person learnt from) were also inspired by the environmental factors.

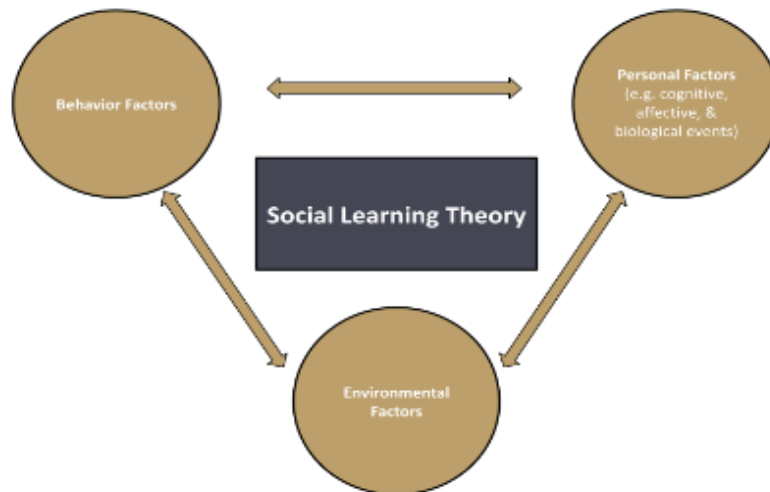


Figure 1-Social Learning Theory (source: Sutton, 2021)

Sutton (2021) states that in learning behaviour, the cognitive processes are important because learners make sense of what they observe and then internalizes what is they have learnt. The social learning theory is also seen as the bridge between traditional learning and cognitive approach. Cognitive approach emphasizes how individuals use their thinking and memory to acquire knowledge. In the context of online learning environment, learners depend on what they see to learn. Learning can be done through imitating and modelling by learners. Figure 2 depicts the possible online behaviour of learners as inspired by SLT. In the online learning environment, learners' behaviour is influenced from their personal factors and the environment. This learned behaviour (from online environment) will in turn influence his personal factors to reveal changed behaviour.

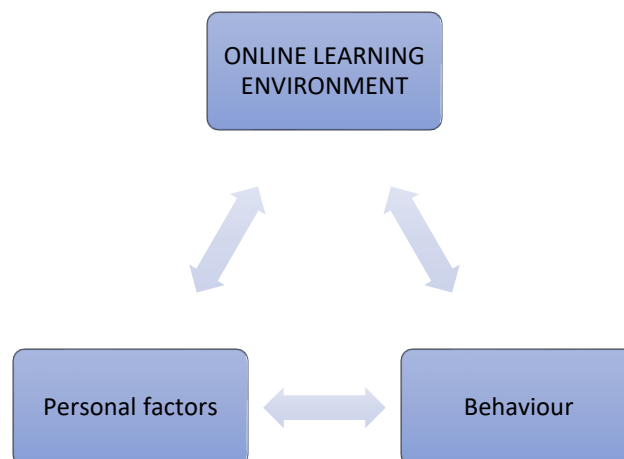


Figure 2- Online Learning behaviour

**Past Studies***Past Studies on Motivation to Learn Online*

The study by Sudarnoto, et.al (2025) investigates the influence of students' attitude towards online learning and its impact on their well-being. The sample size for the study is 357 students in Indonesia. The instrument used is a questionnaire to measure four variables and they are (a) students' attitude, (b) learning motivation, (c) interpersonal relationship and (d) students' well-being. The study employed structural equation modelling to reflect the moderating factor of students' well-being on independent variables. The findings revealed positive and significant correlations between there independent variable (attitudes towards learning, learning motivation and interpersonal relationship) and students' well-being.

Next, Izni, et.al. (2024) investigated the relationship between motivational components for online learning, 208 students participated in the study. The instrument used is adapted from Fowler (2018) on three variables for online learning. The variables are expectancy, value and social support. Findings showed that there is a significant correlation between expectancy, value, and social support in relation to learning motivation.

Teo & Ho (2024) conducted a study to investigate motivating factors that influence students to take online courses. 112 students participated in tis study. The instrument used was a questionnaire containing two main variables; intrinsic and extrinsic factors for online learning motivation. Findings revealed that extrinsic factors were found to be the most effective motivators.

Pallavi,et.al. (2024) explored motivating and demotivating factors in online education. Research conducted in two phases. The first phase, data is collected through in-depth interviews. The second phase data is collected through extensive literature review. Findings revealed motivational factors such as convenient, no age limit for learners, flexible time, and learner-centred approach. The demotivational factors are less social interaction, lack of personal attention from instructor, intense required of self-discipline, lack of interest from learners.

Dwivedi,et.al (2024) conducted a quantitative study to investigate the advantages and disadvantages of online learning in higher institutions. The instrument used is a questionnaire containing variables indicating (a) benefits and (b) drawbacks of online learning. 130 students participated in this study. They were mainly undergraduates, post-graduates' students and also students from professional courses. Findings showed the benefits of online learning were flexibility, accessibility, diverse learning resources, cost-effectiveness and self-paced learning. In addition to that the findings also revealed some drawbacks such as lack of personal interaction, technical issues, limited hands-on learning, and self-discipline required by the learners.

The study by Che Soh, et.al (2022) explored learners' motivation for the learning for the course Social Marketing via online. 89 students participated in this study. The instrument used is a survey with 24 items using 5-Likert scales. Findings revealed that learners' motivation comes from their self-efficacy and control beliefs.

To summarise, there are as many drawbacks as there are benefits of online learning. The drawbacks demotivate learners to stay in online learning mode while the benefits provide motivation for learners to accept online learning as a learning mode. The drawbacks include factors like technical aspects, lack of hands-on activities, or even lack of discipline on the part of the learners. Nevertheless, some learners can be motivated to learn online as they may have some motivational factors that pushes them to continue learning in the online mode despite facing some drawbacks.

### **Conceptual Framework of the Study**

Figure 3 below reveals the conceptual framework of the study. This study is anchored from EVT and SLT theories to support learners' motivation to learn online. Anchoring from EVT and the concept of expectancy and value for learners' motivation, this study is developed from the concept that what motivates learners to learn is the value they put into the learning outcome. Values are foundation to motivation. It may be used as a guiding principle that influences the learning behaviour. When the learners' actions align with their values for learning, their motivation to learn increases. In addition to that, value is influenced from their expectancy towards the learning outcome. Next, extending the learning behaviour is the online learning environment that depends on modelling and imitating behaviour to enhance learning, is the addition of social support in the conceptual framework. Social support is an added motivation for online learning because learners need to feel the presence of "social" environment albeit online learning mode. to learn from.

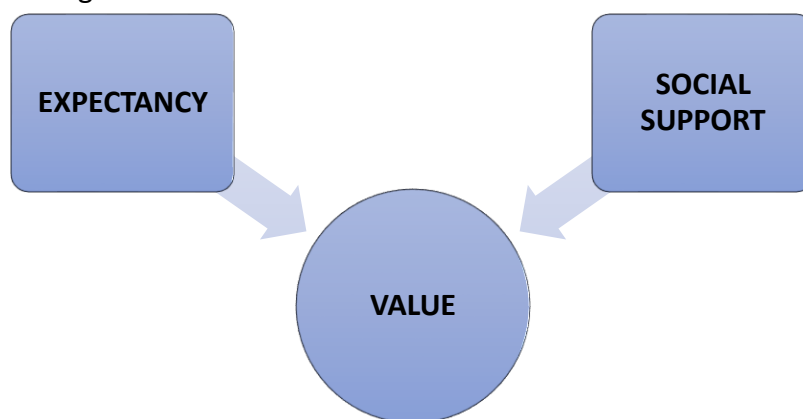


Figure 3- Conceptual Framework of the Study  
The Influence on Value in Online Learning

### **Methodology**

This quantitative study is done to explore the influence of value in online motivation. A convenient sample of 40 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is adopted from Fowler (2018) to reveal the variables in table 3 below. Table 1 below shows the categories used for the Likert scale; 1 is for Never, 2 is for Seldom 3 is for Soemtimes, 4 is for Often and 5 is for Almost Always.

Table 1

*Likert Scale Use*

1	Never
2	Seldom
3	Sometimes
4	Often
5	Almost Always

Table 2 shows the distribution of items in the survey. There are three main variables in this instrument. The first variable, Expectancy in section B, has 12 items. The second variable, Value in section C has 14 items. The third variable is Social Support in section C has 12 items.

Table 2

*Distribution of Items in the Survey*

SECTION	MOTIVATION (VARIABLE)	SUB-SCALES	NO OF ITEMS	TOT ITEMS	CRONBACH ALPHA
B	EXPECTANCY	Self-Efficacy	8	12	.916
		Control of Learning Beliefs	4		
C	VALUE	Intrinsic Goal Orientation	4	14	.908
		Extrinsic Goal Orientation	4		
		Task Value	6		
D	SOCIAL SUPPORT	Social Engagement	5	12	.872
		Instructor Support	7		
TOTAL ITEMS				38	.956

Table 2 also shows the reliability of the questionnaire. The analysis shows a Cronbach alpha of .916 for Expectancy, .908 for Value, and .872 for Social Support. The overall reliability for all 38 items is .956; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

**Findings***Demographic Analysis*

Table 3

*Percentage for Demographic Profile*

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	63%
		Female	37%
2	Internet Connection	weak	15%
		strong	85%
3	Class Preference	Face-to-face	70%
		online	30%

Table 3 above presents the percentage for demographic profile. Firstly, 63% of the participants are male and 37% are female students. Next, 15% reported they had weak internet connection and 85% of the participants reported they had strong internet

connection. Finally, when it comes to class preference, 70% of the participants preferred face-to-face classes while 30% preferred online classes.

*Descriptive Statistics*

Descriptive statistics was performed to answer research questions 1,2,3 and 4. Below are the findings for each research question.

*Findings for Value Components*

This section presents data to answer research question 1- How do learners perceive their value in online learning? In the context of this study, value is measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value.

*Intrinsic Goal Orientation*

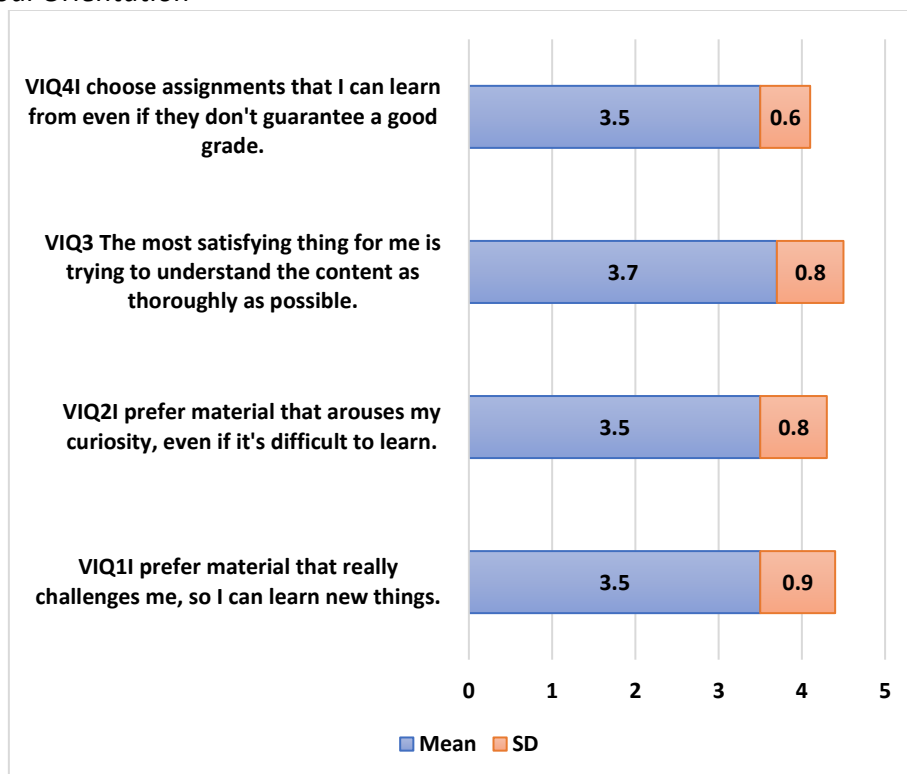


Figure 4- Mean for Intrinsic Goal Orientation (VI)

Figure 4 presents the mean for intrinsic goal orientation. The highest mean is item 3 (mean=3.7, SD=0.8) states the participants found that understanding the content satisfies them. Next, item 1 (mean=3.5, SD=0.9) states that the participants preferred materials that challenged them. Item 2 (mean=3.5,SD=0.8) states that the learners preferred materials that aroused their curiosity even if it was difficult. Finally, item 4 (mean=3.5,SD=0.6) states that the learners chose assignments that they could learn from even if they did not get good grade for that.

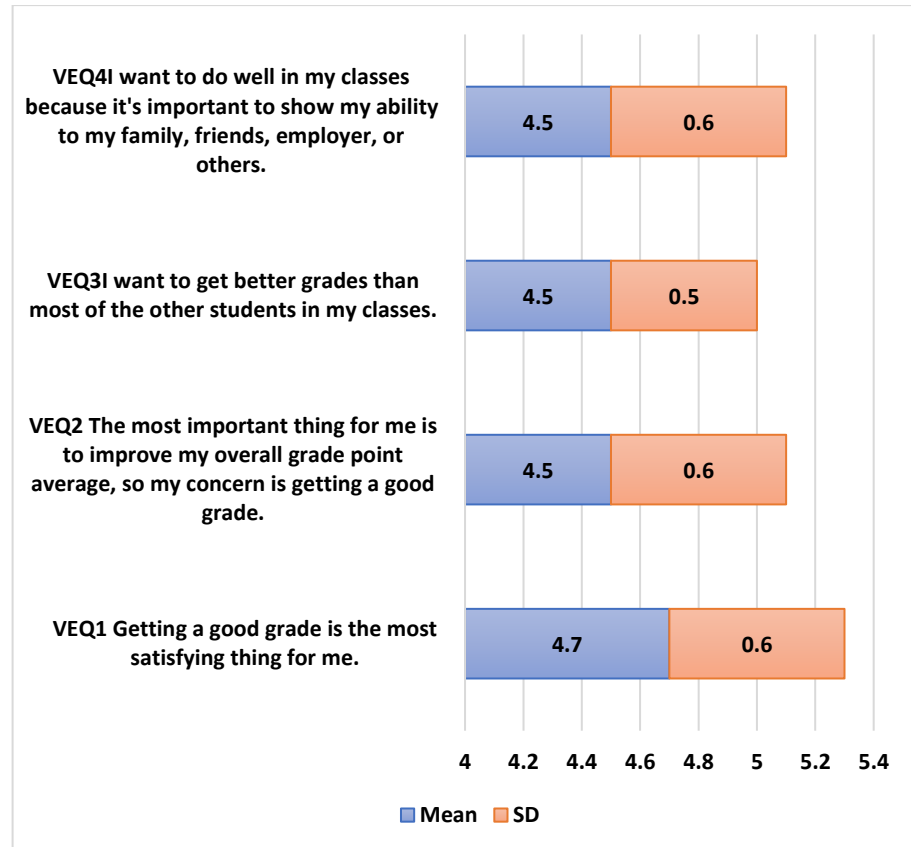
*Extrinsic Goal Orientation*

Figure 5- Mean for Extrinsic Goal Orientation(VE)

Figure 5 shows the mean for extrinsic goal orientation. Item 1 has the highest mean of 4.7 (SD=0.6) and it reports that for the learners, getting a good grade was the most satisfying for them. Next, item 2 (mean=4.5, SD=0.6) states that the most important thing for them was to improve their overall grade point average. Item 3 (mean=4.5, SD=0.5) states that the learners wanted to get better grades than their peers. Lastly, item 4 (mean=4.5, SD=0.6) states that the learners wanted to do well to show to their family and friends.

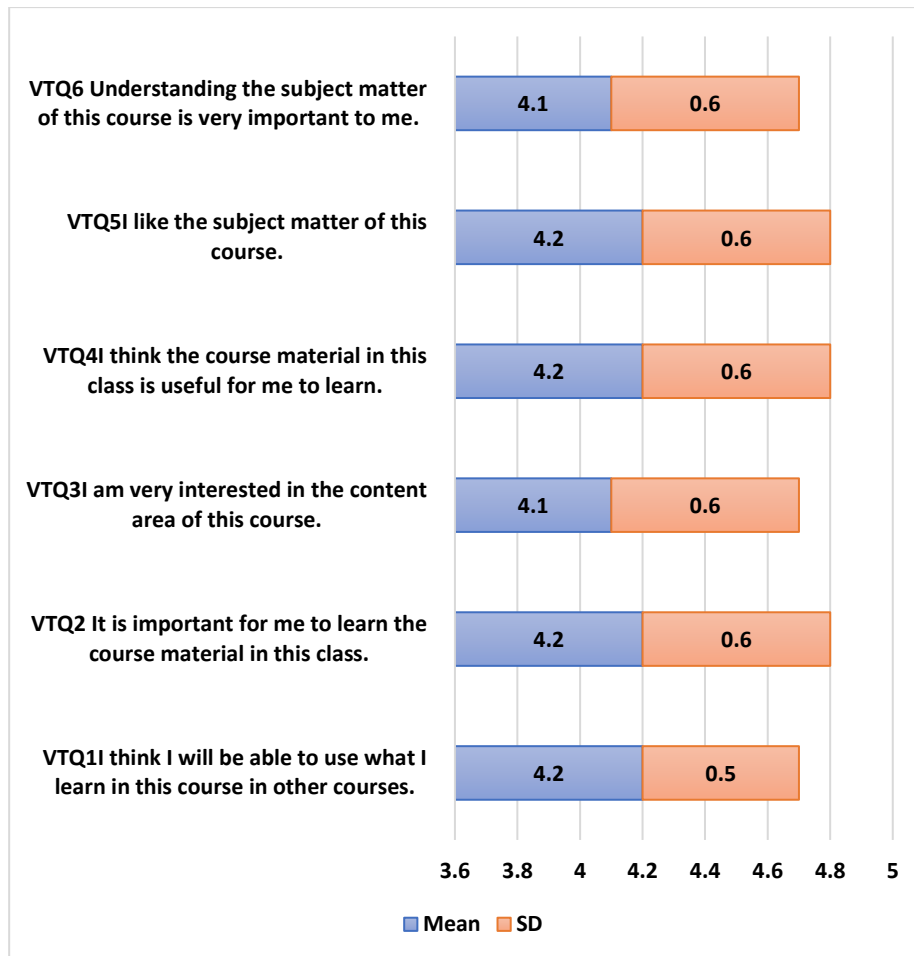
*Task Value*

Figure 6- Mean for Task Value (VT)

Figure 6 presents the mean for task value. Item 1 (mean=4.2, SD=0.5) states that the participants would be able to use what they learned in the course for other courses. Item 2 (mean=4.2, SD=0.6) states that it was important for them to learn the course material in the class. Item 4 (mean=4.2, SD=0.6) states that the participants thought the course material in the class was useful. Item 5 (mean=4.2, SD=0.6) states that they liked the subject matter of the course. Item 3 (mean=4.1, SD=0.6) states that they were interested in the content area of the course. Finally, item 5 (mean=4.2, SD=0.6) states that they liked the subject matter of the course.

**Findings for Expectancy**

This section presents data to answer research question 2- How do learners perceive their expectancy in online learning? In the context of this study, expectancy refers to (i) self-efficacy, (ii) control of learning beliefs.

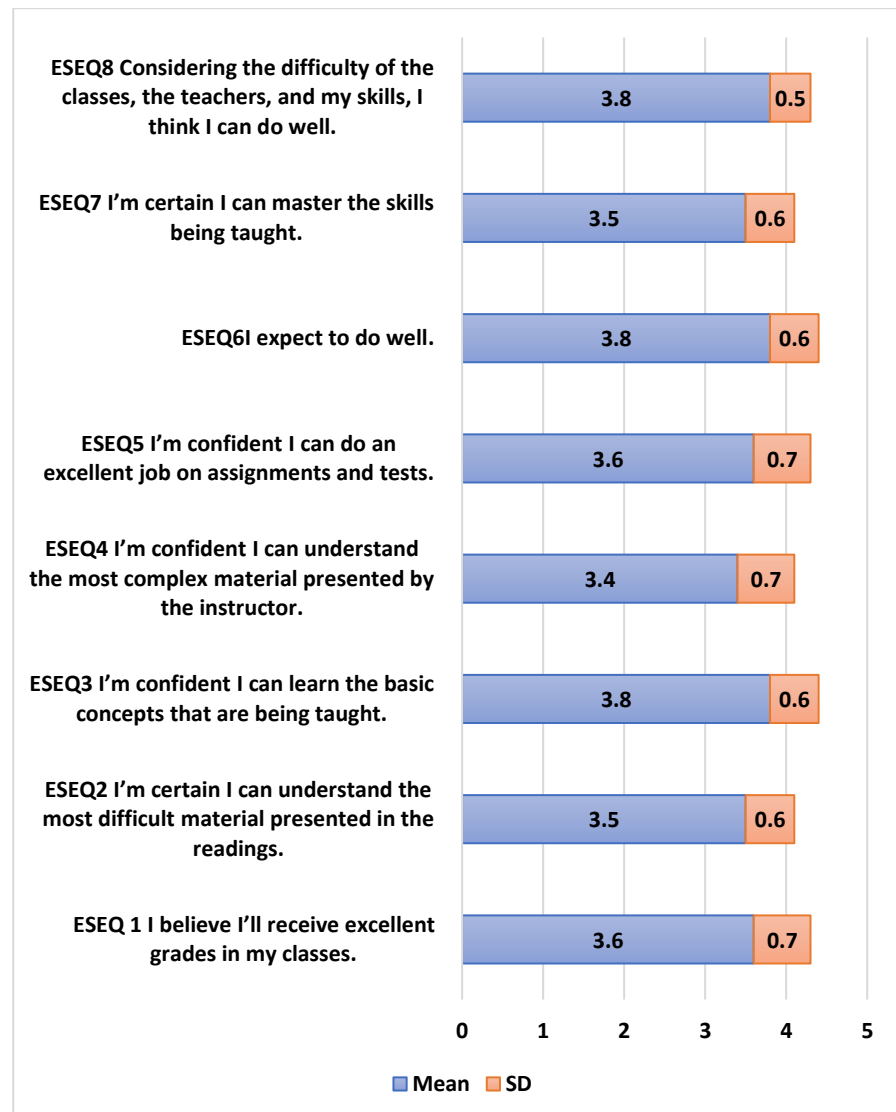
*Self- Efficacy (ESE)*

Figure 7- Mean for Self-Efficacy

Figure 7 presents the mean for self-efficacy. Three items share the same mean of 3.8. The first is item 3 (mean=3.8,SD=0.6) which states that the participants were confident they could learn the basic concepts that was taught. Next, item 6 (mean=3.8,SD=0.6) states that the learners expected to do well. Item 8 (mean=3.8,SD=0.5) states that they considered the difficulty of the classes. The lowest mean is item 4 (mean=3.4, SD=0.7) which states that they were confident they could understand the most complex material presented by the instructor.

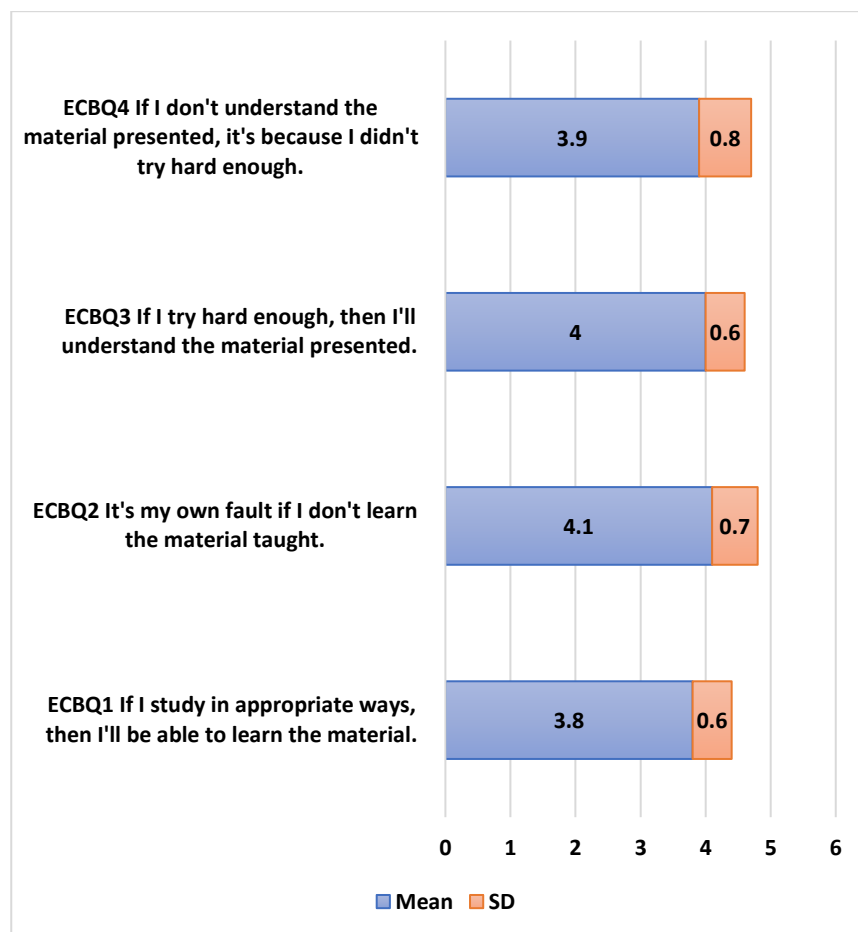
*Control of Learning Beliefs (ECB)*

Figure 8- Mean for Control of Learning Beliefs

Figure 8 presents the mean for control for learning beliefs. The highest mean is 4.1 (mean=4.1, SD=0.7) which reports that the students blamed themselves if they did not learn the materials taught. Item 3 (mean=4.0, SD=) reports the participants would understand the material presented if they tried hard enough. Item 4 (mean=3.9, SD=0.8) states that the participants blame themselves for not trying hard enough is they did not understand the material presented. Item 1 (mean=3.8, SD=0.6) reports that the learners were able to learn the material if they study in appropriate ways.

*Findings for Social Support*

This section presents data to answer research question 3- How do learners perceive their social support in online learning? In the context of this study, social support is measured by (1) social engagement and (ii) instructor support.

## Social Engagemnt (SSE)

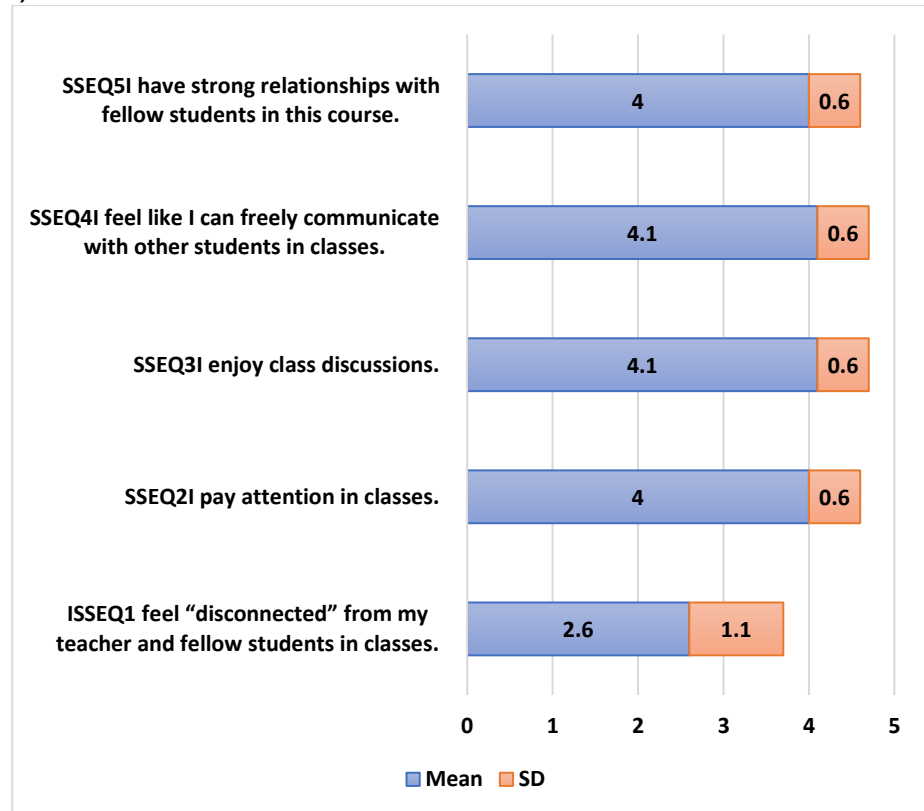


Figure 9- Mean for Social Engagement

Figure 9 shows the mean for social engagement. Two items share the same highest mean of 4.1. The first one is item 3 (mean=4.1, SD=0.6) which states that the students enjoyed class discussions. Next, item 4 (mean=4.1, SD=0.6) states that the students felt they could freely communicate with other students in classes. The lowest mean is 2.6 (SD=1.1) which states that the students felt disconnected from the teacher during online classes.

Instructor Support (SIS)

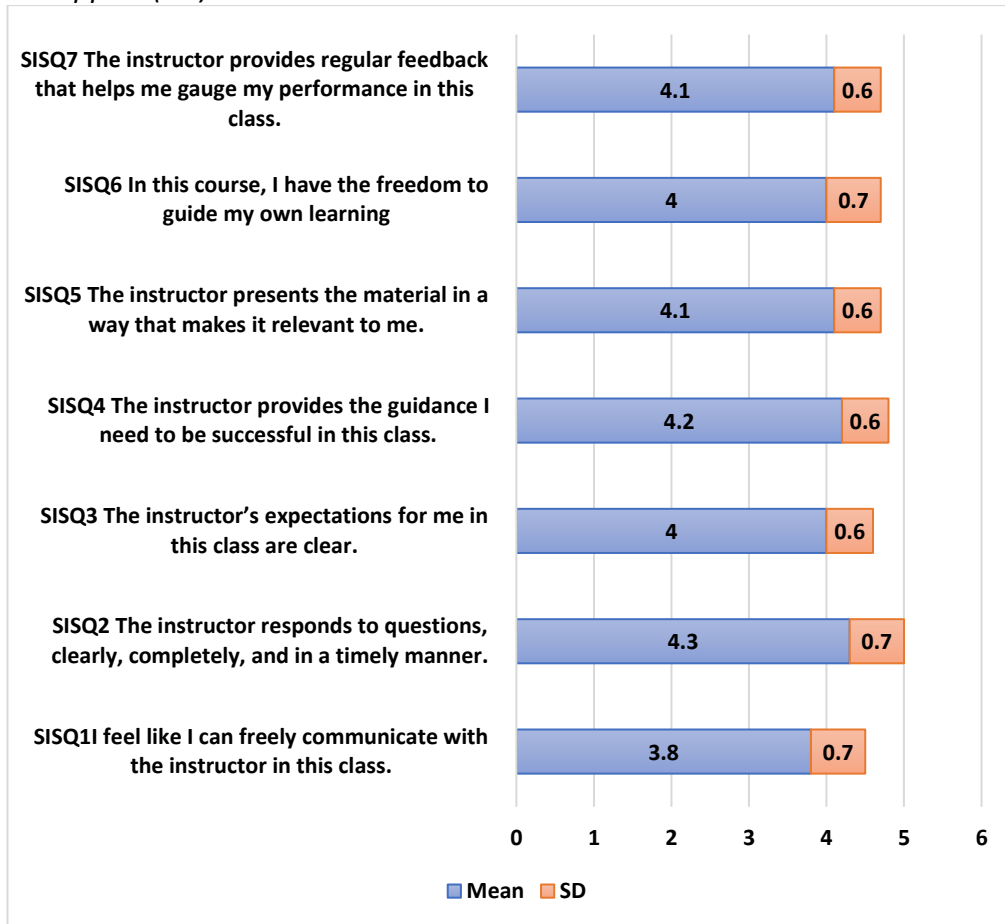


Figure 10- Mean for Instructor Support

Figure 10 shows the mean for instructor support. The highest mean is 4.3 (SD=0.7) for item 2 which reports that the instructor responds to questions, clearly and in a timely manner. Item 4 (mean=4.2, SD=0.6) states that the instructor provided the guidance that the students needed. The lowest mean is item1 (mean=3.8,SD=0.7) which states that the students felt they could freely communicate with the instructor in the class.

**Findings for Comparison of Mean**

This section presents data to answer research question 4- How do the means differ for the three components in online learning?

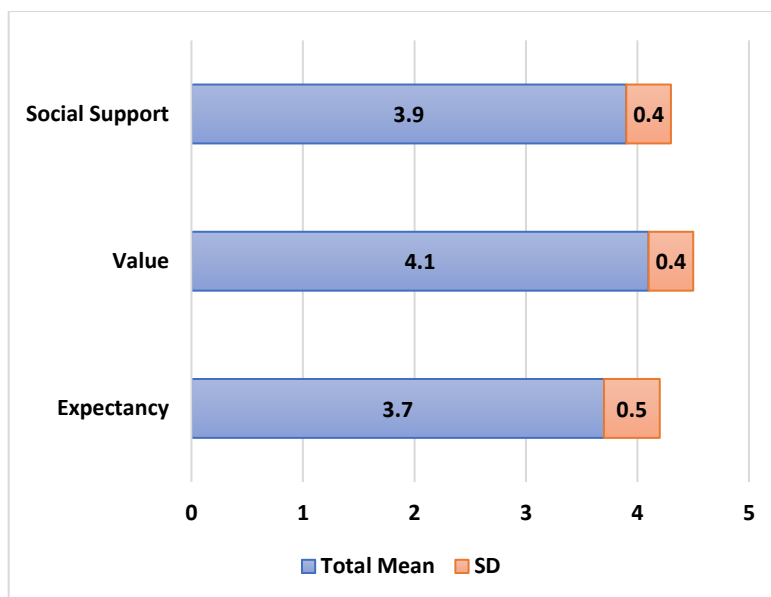


Figure 11- Total Mean for all Variables

Figure 11 shows the total mean scores for all variables in the study. The highest mean is Value (mean=4.1, SD=0.4). This is followed by Social Support with a total mean of 3.9 (SD=0.4) The lowest mean is Expectancy with a mean of 3.7 (SD=0.5).

*Exploratory Statistics: Findings for Relationship between value and other components in online learning*

This section presents data to answer research question 5- Is there a relationship between value and other components in online learning? To determine if there is a significant association in the mean scores between motivational factors in online learning, data is analysed using SPSS for correlations. Results are presented separately in table 4, and 5 below.

Table 4  
*Correlation between Value and Expectancy Components*

		VALUE	EXPECTANCY
VALUE	Pearson (Correlation)	1	.663**
	Sig (2-tailed)		.000
	N	40	40
EXPECTANCY	Pearson (Correlation)	.663**	1
	Sig (2-tailed)	.000	
	N	40	40

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

Table 4 shows there is an association between value and expectancy components. Correlation analysis shows that there is a high significant association between value and expectancy components (r=.663\*\*) 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 expectancy components.

Table 5

*Correlation between Value and Social Support Components*

		VALUE	SOCIAL SUPPORT
VALUE	Pearson (Correlation)	1	.781**
	Sig (2-tailed)		.000
	N	40	40
Social Support	Pearson (Correlation)	.781**	1
	Sig (2-tailed)	.000	
	N	40	40

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

Table 5 shows there is an association between value and social support components. Correlation analysis shows that there is a high significant association between value and social support components ( $r=.781^{**}$ ) 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 components.

## Conclusion

### *Summary of Findings and Discussions*

To sum up, this section presents the overall summary of findings based on the research questions presented earlier. The summary of the findings is then discussed in relation to past studies.

### *Value*

According to Fowler (2018), value components for online learning motivation includes sub-components such as intrinsic and extrinsic goal orientation as well as task value beliefs. When it comes to intrinsic goal orientation, learners were satisfied when they understood the content. They also preferred the materials that challenged them. Interestingly, they did prefer to choose assignments that could give them good grades. This finding is in accordance with studies by Sudarnoto, et.al (2025) and Izin, et.al. (2024) who also found positive influence of learners' value on their online learning motivation. Next, as far as extrinsic goal orientation is concerned, findings reported that the good grades is a motivating factors for learners to stay focussed in online learning. Similarly, the study by Teo & Ho (2024) also found that extrinsic factors such as good grades and its rewards helped learners stay motivated. Finally, when it comes to task value components, learners are motivated when they know they could be able to use what they have learnt in the course for other courses. Similar findings were reported by Sudarnoto, et.al (2025) who also found that learners' attitude towards learning the course changes when they found the contents useful for later use.

### *Expectancy*

Fowler (2018) posits that learners' expectancy for online learning is dependent on their self-efficacy and control of learning beliefs. When it comes to self-efficacy, learners are confident when they know the basic concepts of the course content. This finding is in accordance with the findings by Sudarnoto, et.al. (2025) and Dwivedi, et.al. (2024) who also found that learners' attitude towards the learning of the content is the motivating factor. Next, for

control of learning beliefs, the learners depended on their intrinsic motivation such as being responsible for their own learning to stay motivated. This finding is in accordance to the study by Teo & Ho (2024) who also reported the importance of intrinsic motivation to sustain the learners' reason to stay in the online course.

### *Social Support*

The last motivational factor by Fowler (2018) is social support. Social support refers to the social interaction that takes place in the online sessions. This can be social interaction, or even attention from the instructors. This study revealed that learners needed social engagement during the lessons. They also needed the enjoyment from class discussions and the ability to communicate with their peers in the online classes. Similar findings were reported by Izni, et.al (2024) and Teo & Ho (2024) who also found that social interactions during online classes motivated students to stay in the online sessions.

### *Total mean and correlation*

An overall analysis revealed that the highest mean is Value. This is followed by Social Support and lowest mean is Expectancy. In addition to that, the findings also revealed that there is a higher correlation between value and social support than between value and expectancy. This finding is in accordance with the finding by Izni, et.al. (2024) who reported that there is correlation between value and other motivational factors in online learning.

## **Implications and Suggestions for Future Research**

### ***Theoretical and Conceptual Implications***

#### *Theoretical and Conceptual Implications*

This study was anchored by two classic theories. The theory by Atkinson (1964) presented the Expectancy-Value theory (EVT) was used to justify the role of value components in learning. Interestingly, this study has also shown that the online context does show similar role for value components. Value components in online learning refer to intrinsic and extrinsic goal orientations as well as task value beliefs. In the context of online learning, these components are internalised by the learners as pushing factors towards staying focussed to begin online lessons and to stay on in the lessons. In addition to that, the social learning theory justifies the need for social interaction albeit online learning mode. The theory states that learners need social interaction for modelling behaviours of desired learning outcome. The high correlation between value components and social support confirms the need for social interaction. The correlation therefore confirms the conceptual framework presented as relevant (figure 3).

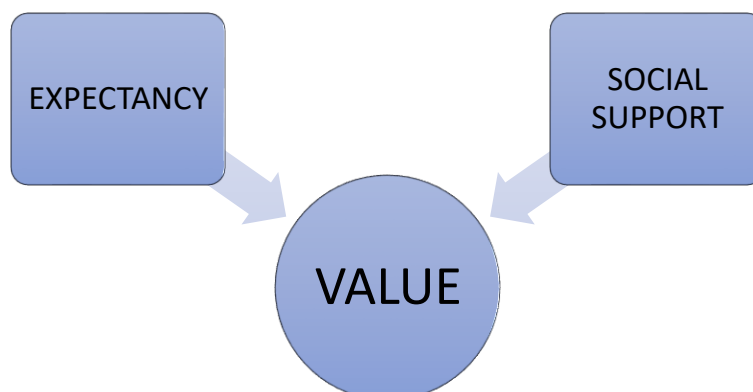


Figure 3- Conceptual Framework of the Study  
The Influence on Value in Online Learning

### *Pedagogical Implications and Suggestion for Future Research*

This study revealed the importance of intrinsic motivation in terms of value factors as the pushing factors for learners to stay focussed in online classes. Instructors may need to pay attention to learners' affective components to begin imparting knowledge for a course. There could be initial activities or tasks that helped learners to be familiar and be fond of the course content before actual teaching sets in. Learners need to feel they value the course in order to stay interested in learning. Future researcher could explore the affective components involved in online learning to investigate how instructors can improve on their teaching on online courses. Quantitative studies could be done to explore more factors that influence online learning among students of higher institutions.

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