

Motivation to Learn Online: Analysis of the Relation Between Expectancy, Value and Social Support in Malaysian Higher Education

Nor Aziyatul Izni¹, Saufianim Jana Aksah^{2*}, Siti Nor Aini Mohd Aslam³ and M. N. Mohammed⁴

^{1, 2, 3} Centre of Foundation Studies, Universiti Teknologi MARA, Cawangan Selangor, Kampus Dengkil, 43800 Dengkil, Selangor, Malaysia

⁴ Mechanical Engineering Department, College of Engineering, Gulf University, Sanad 26489, Bahrain

*corresponding author: 2saufianim@uitm.edu.my

ABSTRACT

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The rapid growth of online learning in higher learning institutions has necessitated an in-depth understanding of the factors that drive learners' motivation to engage in online educational activities. This study investigates the relationship between expectancy, value, and social support as determinants of motivation to learn online in higher learning institutions in Malaysia. Drawing upon the Expectancy-Value Theory and the importance of social support in online environments, this research aims to contribute to the existing body of knowledge by examining the interplay between expectancy, value, and social support in shaping learners' motivation to learn online. The study employs a quantitative research design, collecting data through surveys adapted from a previous study by Fowler (2018). A sample of 208 learners enrolled in various higher learning institutions in Malaysia was collected and analyzed. The study consisted of seven sections comprising relevant questions to assess the three factors influencing learning motivation. Overall, the findings indicate a significant correlation between expectancy, value, and social support in relation to learning motivation.

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1. INTRODUCTION

1.1 Background of Study

Motivation is a key factor in driving students' engagement, persistence, and academic success in online learning environments. The Expectancy-Value Theory (EVT), as stated in Eccles and Wigfield (2002), provides a theoretical framework to examine the motivational factors that influence students' participation in online learning. This theory emphasizes the significance of learners' expectancy beliefs and task values in shaping their motivation to engage in learning tasks. Moreover, social support has emerged as a critical element in fostering students' motivation and enhancing their learning outcomes in online environments (Hew and Cheung, 2014). Social support can be derived from various sources, including instructors, peers, and online communities, and it plays a vital role in creating a supportive and collaborative learning environment. Various sources such as instructors, peers, and online communities can provide social support, which is crucial in fostering a supportive and collaborative learning environment.

In the Malaysian context, where online learning has gained substantial traction, understanding the unique factors that influence motivation to learn online is essential. While some studies have explored motivation in face-to-face settings, limited research has specifically examined motivation to learn online in higher learning institutions in Malaysia, (Rahman et al., 2023). With the advent of technology and the COVID-19 pandemic, many universities and colleges in Malaysia have shifted towards online and blended learning formats. Exploring the factors that influence motivation to learn online is crucial to ensuring the effectiveness and success of online education in the country. For instance, the research conducted by Noh et al. (2023) proposes that when students have reliable internet connectivity, their contentment with online learning could increase. Consequently, upholding the caliber of online education hinges on the presence of a robust internet connection, which is particularly pivotal in ensuring remote learners at home find satisfaction in their online learning experiences.

Besides, the findings of this research can have practical implications for policymakers and education stakeholders in Malaysia. By identifying the factors influencing motivation to learn online, policymakers can develop strategies to enhance student engagement, improve online course design, and provide appropriate support mechanisms to promote successful online learning experiences in higher education institutions. Since motivation is a key factor in ensuring student engagement, persistence, and academic success in online learning, examining the relationship between the three elements can provide insights into how to create a supportive online learning environment that motivates Malaysian students to actively participate and achieve positive learning outcomes.

As online learning continues to evolve, it is essential to continuously evaluate and enhance the effectiveness of online learning practices in higher learning institutions. Understanding the factors that influence motivation to learn online can contribute to ongoing efforts to improve instructional strategies, student support services, and online learning environments. Therefore, this study aims to bridge this research gap and provide insights into the relationship between expectancy, value, and social support as determinants of motivation to learn online in Malaysian higher learning institutions.

1.2 Statement of Problem

In a recent study conducted by Shang et al. (2023), the focus was on the influence of the learning environment and individual characteristics on EVT motivation within the context of physical education. The study identified three significant factors that impact students' EVT motivation: social support from classmates, motivation displayed by teachers and peers, and the presence of a positive learning environment. The findings emphasize that physical educators have the potential to foster positive outcomes, such as improved concentration, persistence, engagement, effort, in-class physical activity, and situational interests, by facilitating the development of students' expectancy beliefs and task values. Rahman et al. (2023) conducted a study among learners enrolled in an English Language Course (ELC), aiming to investigate their perceptions of the impact of expectancy, value, and social support as motivators in online learning. The findings of the study underscored the importance of motivation within the online learning context.

Several pedagogical implications have emerged from the study, including the importance of fostering effective interactions between teachers and students, promoting collaborative interactions among students, creating engaging course content and materials, and encouraging independent learning practices through the guidance of instructional designers and teachers. Additionally, the study emphasized the need for teachers to provide feedback and encouragement to students, maintain awareness of students' needs in virtual courses, and sustain dialogic interactions to enhance the learning experience. The results of Soh et al. (2022) align with these findings, emphasizing the significance of motivation as a prominent factor influencing learners' engagement in the learning process. The study underscores the importance of establishing trust between teachers and learners, particularly in online classes, to facilitate a smoother learning experience.

While there have been studies examining motivation to learn online in various contexts, a research gap exists in the specific investigation of motivation to learn online among learners in higher learning institutions in Malaysia. Although the importance of expectancy, value, and social support as determinants of motivation has been acknowledged in online learning, there is limited research that focuses on exploring the interplay between these factors, specifically in the Malaysian higher education context. Previous studies have often focused on examining motivation to learn online from a single-factor perspective, such as expectancy or value. However, there is a gap in research that comprehensively considers the combined influence of expectancy, value, and social support on motivation to learn online, especially in the Malaysian context. While some studies have highlighted the direct impact of online teaching support, learning atmosphere, and community sense on learners' online learning motivation (Pan, 2023), others have explored factors impacting students' motivation to learn through different modes like face-to-face, online, and hybrid learning, as discussed in Istijanto (2022). Additionally, research has shown that understanding students' learning styles may not significantly affect their satisfaction or motivation with online learning (Kim and Frick, 2011).

In the Malaysian context, investigating the effect of online learning on university students' motivation has been a subject of interest, including the role of learning methods, learning motivation, and the impact of the internet on students' motivation (Mardesci, 2020). Moreover, the impact of COVID-19 on student motivation, community of inquiry, and learning performance has been studied, emphasizing the importance of social presence, cognitive presence, and teaching presence in online learning environments (Tan, 2020).

Therefore, the research gap lies in the need for an in-depth analysis that specifically investigates the relationship between expectancy, value, and social support as determinants of motivation to learn online among learners in higher learning institutions in Malaysia, taking into account the unique cultural and contextual factors present in the Malaysian higher education system. This research aims to bridge this gap and provide valuable insights into enhancing motivation to learn online in the Malaysian higher education context.

1.3 Objective of the Study and Research Questions

This study is done to explore learners' perceptions of their motivation to learn online. Specifically, this study answers the following questions:

- i. How do learners perceive their expectancy in online learning?
- ii. How do learners perceive value in online learning?
- iii. How do learners perceive their social support in online learning?
- iv. Is there a relationship between expectancy, value, and social support?

2. LITERATURE REVIEW

2.1 Motivating and Demotivating Factors for Online Learning

Online learning, also known as e-learning or distance learning, refers to the process of acquiring knowledge, skills, or education through digital platforms and the internet which allows learners to access and engage with learning from anywhere with an internet connection. According to a recent study conducted by Hamidah (2022), the dynamics of the teaching and learning process, the proficiency of instructors, the active involvement of students, the online learning environment and technical infrastructure, as well as effective time management and the implementation of interactive assessment and evaluation methods, are all motivating factors in online learning. This study concurred with Selvi's (2010) findings. On the other hand, Adara and Najmudin (2020) discovered that students feel deprived of real-life interaction and burdened by a lack of stable internet connection and appropriate online learning gadgets as demotivating factors. Thus, changing the atmosphere for learning could potentially have an impact on learners' motivation and demotivation.

2.2 Past Studies on Demotivating and Motivating Factors in Online Learning

Many studies have been done to investigate the motivating and demotivating factors of online learning. The research conducted by Hamidah (2022) and Siripol and Wilang (2021), it concurred that the role of teachers holds significance in addressing demotivating circumstances, as well as stimulating student participation in learning activities and fostering an environment conducive to relaxation. Both studies emphasized the importance of teachers in motivating students to actively engage in their educational pursuits and creating an atmosphere that facilitates effective learning.

Hamidah (2022) conducted research to identify the factors that motivate students to engage in online learning. Her research focused on the factors that affect students' motivation in an online class. The research encompassed students in the fourth and sixth semesters of the English Education Program. The participants were chosen randomly, with some of them selected for an interview after completing the questionnaire. The study identified several motivating factors that encourage student engagement in online classes, including the teaching and learning process, the roles of instructors, students' attention, the online learning environment, and time

management. Analyzing these factors holds significant importance in enhancing the learning and teaching processes within online courses.

Siripol and Wilang (2021) conducted a study focusing on demotivating factors within online teaching based on Self-Determination Theory (STD) and its psychological elements, including competence, autonomy, and relatedness. The researcher conducted an interview with three participants who willingly took part in individual semi-structured interviews to share insights regarding online teaching experiences. The study's findings indicate that demotivating situations in synchronous online class settings were connected to STD, such as the familiarity of the platform, students' attention and sense of control, as well as the teacher's beliefs regarding teaching and learning. Furthermore, the results revealed that teachers need to deal with demotivating situations by communicating with students, and engaging them in their learning activities, and offering a serene online learning atmosphere.

2.3 Conceptual Framework

Figure 1 shows the conceptual framework of this study that explores the relationship between expectancy, value, and social support on motivation for online learning in Malaysian higher education.

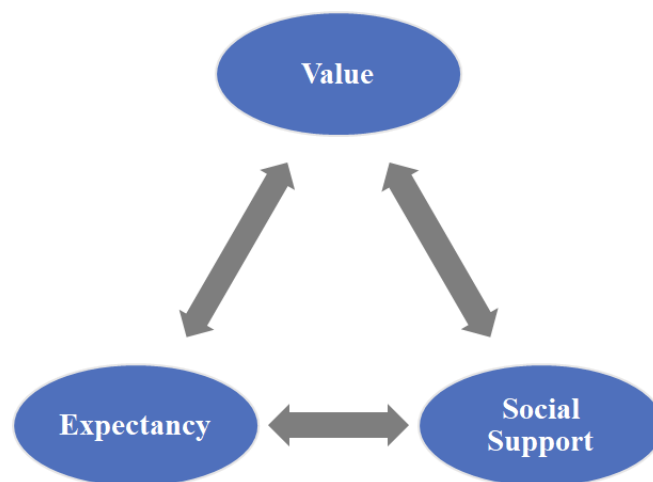


Figure 1: Conceptual Framework of the Study-Relationship between Expectancy, Value, and Social Support on Motivation for Online Learning in Malaysian Higher Education.

Given the interdependent relationship between expectancy, value, and social support components, implementing strategies that target any one of these components can potentially yield positive effects on the other two. Research by Wang and Xue (2022) demonstrates that the expectancy of success and value are crucial in influencing various educational outcomes. In essence, the two components of this model, namely, expectancy for success and task values, interact and support each other. Learners are inclined to engage in tasks that hold personal significance to them, and their involvement in these activities can subsequently influence their perception of their likelihood for success. Bandura's social cognitive theory has much to offer in the field of motivation. The theory predicts that motivation is internal, comprising such processes as self-efficacy, social comparisons, goals, outcome expectations, values, and attributions, (Schunk and DiBenedetto, 2020).

3. METHODOLOGY

This quantitative study aimed to explore motivational factors for online learning among learners from higher learning institutions in Malaysia. A total of 208 participants from various levels of study at different higher learning institutions in Malaysia responded to the survey. The selected participants were invited to participate in the study through an online survey distributed via WhatsApp, email, or institutional platforms.

Table 1 displayed the distribution of items in the survey, which were rooted in Fowler (2018) and utilized a five-Likert scale.

Table 1: Distribution of Items in the Survey

Section	Motivation (Fowler, 2018)	Sub-Scales	No. of Items
B	Expectancy	Self-Efficacy	8
		Control of Learning Beliefs	4
C	Value	Intrinsic Goal Orientation	4
		Extrinsic Goal Orientation	4
		Task Value	6
D	Social Support	Social Engagement	5
		Instructor Support	7
Total			38

The survey comprised of four sections. Section A focused on gathering demographic information, including the respondent's gender, level of study, and discipline. In Section B, respondents answered 12 items related to expectancy, which assessed their beliefs regarding self-efficacy and control over learning. Section C consisted of 14 items pertaining to value, encompassing intrinsic and extrinsic goal orientation, as well as task value. Finally, Section D comprised 12 items addressing social support, exploring aspects such as social engagement and instructor support in relation to online learning experiences.

Table 2: Reliability of Survey

Reliability Statistics	
Cronbach's Alpha	No. of Items
.923	38

Table 2 displays the reliability of the survey, reveals Cronbach's alpha coefficient of 0.923, indicating a high level of reliability for the selected instrument. This substantial value signifies that the measurement tool used in the study is highly dependable. To effectively achieve the research objectives and present the study's findings, SPSS analysis was utilized.

4. FINDINGS

This section explained the findings of the research on demographic profile, level of study, and discipline.

4.1 Findings for Demographic Profile

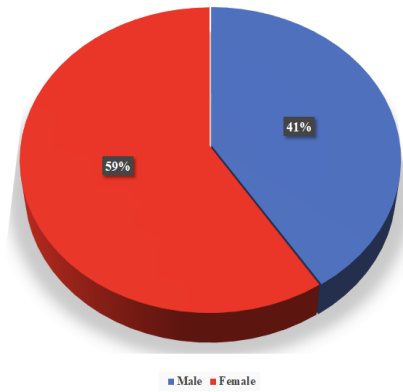


Figure 2: Percentage of Gender

Figure 2 shows the percentage by gender. Based on the figure, 41% of the respondents were male and 59% were female.

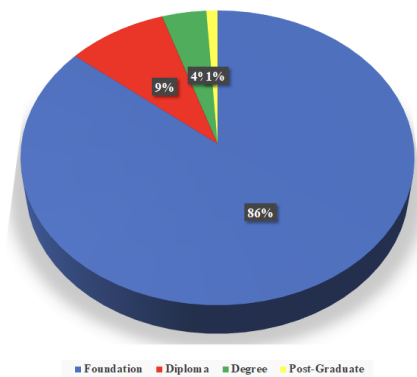


Figure 3: Percentage for Level of Study

Figure 3 displays the distribution of respondents' academic levels. The majority of 86% of respondents were from the Foundation Programme. The next largest group consisted of Diploma students with 9%, followed by Degree students at 4%. Postgraduate students represented a smaller portion, accounting for only 1% of the total respondents.

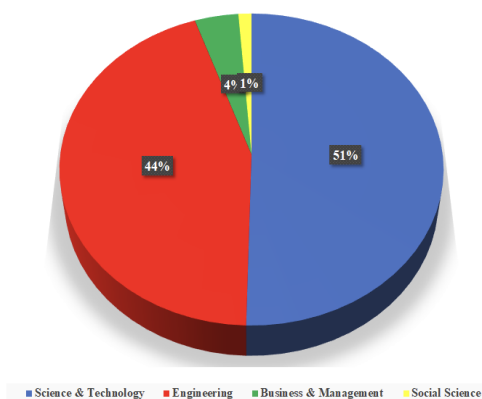


Figure 4: Percentage for Discipline

The distribution of respondents across different disciplines who participated in the study is presented in the following Figure 4. The largest proportion of respondents, accounting for 50%,

belonged to science and technology disciplines. Following this, 44% of respondents were from engineering disciplines, while 4% were from business and management disciplines. The smallest percentage of respondents, constituting only 2% of the total responses, were from social science disciplines. These findings indicated a predominant presence of respondents from science and technology disciplines, suggesting their selection of a science stream during secondary school and their potential future involvement in Science, Technology, Engineering, and Mathematics (STEM) fields. This observation held the potential to contribute to the growth of STEM in Malaysia, aligning with the goals of Industry Revolution 4.0.

4.2 Findings for Expectancy

This section presents analyzed data to answer the first research question - How do learners perceive their expectancy in online learning? Learners' perceptions of expectancy in online learning can vary depending on several factors. This study considered expectancy on self-efficacy (ESE) and expectancy on control of learning beliefs (ECB).

4.2.1 Expectancy - Self-Efficacy (ESE)

The following Figure 5 explained the mean findings for self-efficacy components, which were measured by eight items.

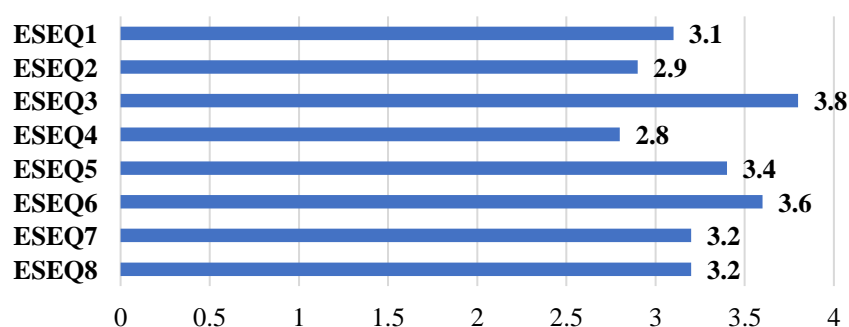


Figure 5: Mean for Self-Efficacy

The items are defined by the following statement.

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

Five items scored moderately high (2.6 - 3.39), including the first, second, fourth, seventh, and eighth items. The remaining items scored high (3.4–4.19). Notably, items two and four had the lowest mean scores of 2.9 and 2.8, respectively, suggesting respondents could understand challenging materials presented in readings and by instructors. Conversely, item three,

pertaining to learning basic concepts, received the highest mean score of 3.8, followed by items six and five, indicating expectations of performing well on assignments and tests, with mean scores of 3.6 and 3.4, respectively. Items seven and eight had identical mean scores of 3.2, indicating respondents' confidence in mastering the taught skills. Additionally, respondents expressed confidence in their learning abilities despite considering class difficulty, teacher influence, and personal skills. Lastly, item one scored 3.1, reflecting respondents' belief in receiving excellent grades, indicating fulfillment of self-efficacy when confident in understanding subject matter and succeeding in learning endeavors, thereby motivating effective online learning.

4.2.2 Expectancy - Control of Learning Beliefs (ECB)

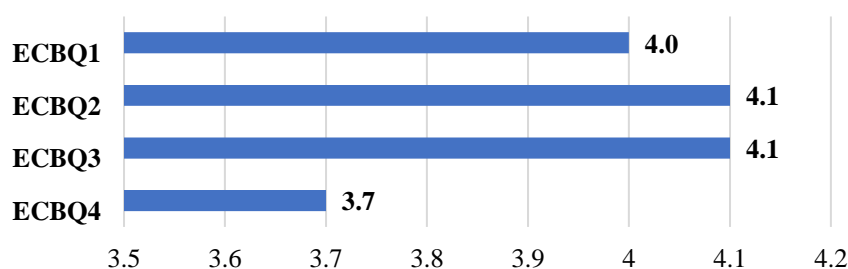


Figure 6: Mean for Control of Learning Beliefs

The description of the items is outlined in the subsequent statement.

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

All four items received high scores (3.4 - 4.19). The second and third items were equally scored at 4.1, indicating respondents believe it's their responsibility to learn the material and they can comprehend it if they exert enough effort. Following closely was item one with a score of 4, illustrating the belief that appropriate study methods facilitate learning. Lastly, the fourth item had a score of 3.7, suggesting respondents attribute a lack of understanding to insufficient effort. This high mean score underscores respondents' agreement that diligent effort leads to comprehension, fulfilling their beliefs about control of learning. Consequently, this motivation positively influenced their online learning experience.

4.3 Findings for Value

This section presents data aimed at addressing the second research question: How do learners perceive value in online learning? Learners' perceptions of value in online learning can be influenced by various factors. This study examines intrinsic and extrinsic goal orientation, along with task value, as key considerations in understanding learners' perceptions of value in the online learning environment.

4.3.1 Value - Intrinsic Goal Orientation (VI)

The mean findings for intrinsic goal orientation (VI) components, which are measured by four items are presented in Figure 7.

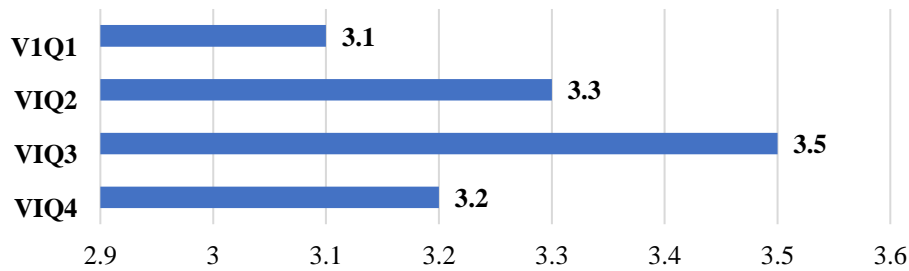


Figure 7: Mean for Intrinsic Goal Orientation

The items are described as follows.

- VIQ1: I prefer online material that really challenges me thus, I can learn new things.
- VIQ2: I prefer online material that arouses my curiosity, even if it's difficult to learn.
- VIQ3: The most satisfying thing for me is trying to understand the online content as thoroughly as possible.
- VIQ4: In online settings, I choose topics for assignments that I can learn from even if they don't guarantee a good grade.

With the exception of the third item, which received a high score of 3.5, all items scored moderately high. Respondents found the most satisfaction in thoroughly understanding the content, as reflected by the third item. Following closely was the second item, scoring 3.3, indicating respondents' preference for material that stimulates curiosity, even if it presents challenges. The fourth item received a score of 3.2, indicating respondents' inclination towards assignments that offer learning opportunities, irrespective of grade guarantees. The first item obtained the lowest score at 3.1, suggesting respondents' preference for challenging material that facilitates learning new concepts. This high mean score highlights respondents' agreement that deep understanding of subject matter leads to significant satisfaction, fulfilling their intrinsic goal orientation and thereby motivating effective online learning.

4.3.2 Value - Extrinsic Goal Orientation (VE)

Figure 8 below illustrates the mean findings for the components of extrinsic goal orientation, measured by four items.

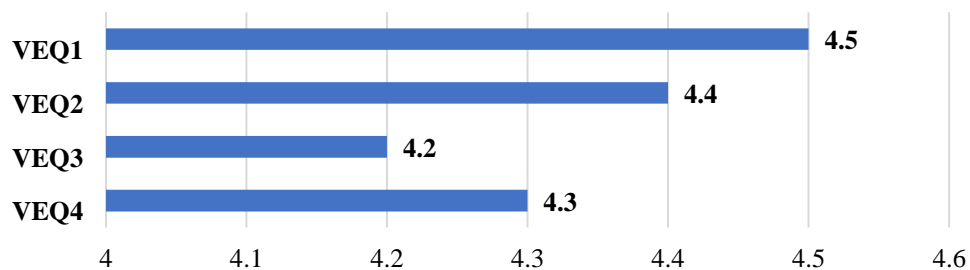


Figure 8: Mean for Extrinsic Goal Orientation

The items are defined as

- VEQ1: Getting a good grade is the most satisfying thing for me.
- VEQ2: The most important thing for me is to improve my overall grade point average thus, my concern is getting a good grade.
- VEQ3: I want to get better grades than most of the other students in my classes.
- VEQ4: I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.

All four items received exceptionally high scores (4.2 - 5.0). Item one garnered the highest score of 3.5, indicating that achieving good grades is the most satisfying aspect for respondents. Following closely, the second item scored 4.4, signifying respondents' primary concern for achieving good grades to enhance their overall grade point average. Subsequently, the fourth item obtained a mean value of 4.3, indicating respondents' desire to excel in classes to demonstrate their abilities to family, friends, employers, or others. The third item had the lowest mean value of 4.2, reflecting respondents' aspiration to outperform most classmates academically. This exceptionally high mean score suggests respondents strongly aligned their concerns about achieving good grades with their extrinsic goal orientation. Consequently, this motivation significantly propelled their engagement in online learning.

4.3.3 Value - Task Value (VT)

Figure 9 shows the mean findings for task value components, which are measured by six items on how the learners perceive value in their online learning.

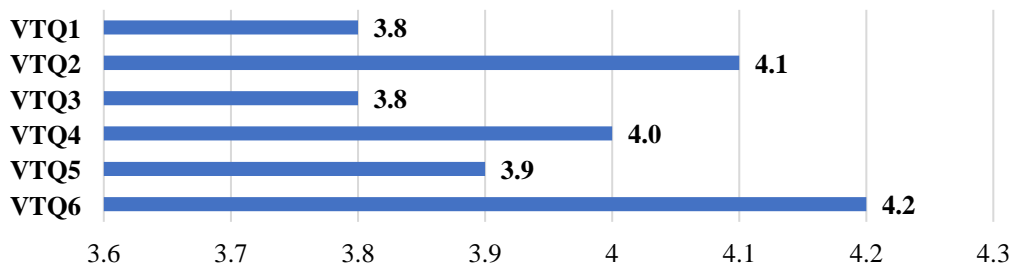


Figure 9: Mean for Task Value

The items are elaborated according to the following statements.

- VTQ1: I think I will be able to use what I learn in this course in other courses.
- VTQ2: It is important for me to learn the course material in this class.
- VTQ3: I am very interested in the content area of this course.
- VTQ4: I think the course material in this class is useful for me to learn.
- VTQ5: I like the subject matter of this course.
- VTQ6: Understanding the subject matter of this course is very important to me.

The six items produced mean scores that ranged from 3.8 to 4.2, which indicates high mean values. The sixth item has the component with the highest value of the mean of 4.2, indicating that understanding the subject matter of the particular course in their study is very important to them. This is followed by the second and fourth items, with score values of 4.1 and 4, respectively. It shows that learning the course material in class is important, and thus the course material is useful for them to learn. Then, item five, with a score of 3.9, shows that the respondents like the subject matter of the course. Meanwhile, the lowest mean is 4.1, which is

equally shared by the first item and the third item. These two results show that the respondents are very interested in the content area of the course, and they think they will be able to apply what they learn in that course to other courses. In conclusion, this high mean score indicates that the respondents agreed that their concerns about having a good understanding and knowledge of the subject matter satisfied their task value. Therefore, this motivated them very well in their online learning.

4.4 Findings for Social Support

This section presented data to answer the third research question: How do learners perceive their social support in online learning? Learners' perceptions of social support in online learning can vary depending on several factors. This study considered social engagement and instructor support.

4.4.1 Social Support - Social Engagement (SSE)

In Figure 10, the mean findings for social engagement components, which are measured by five items on how the learners perceive social support in their online learning are displayed.

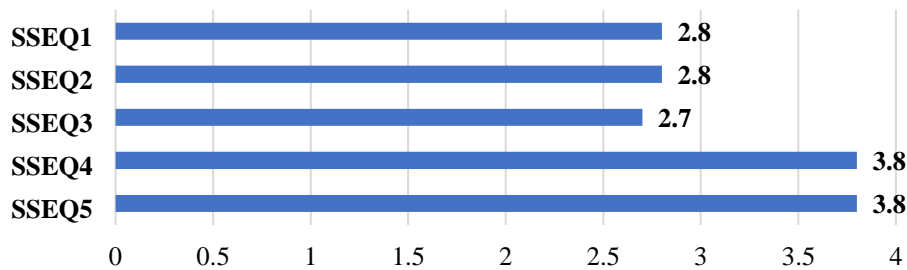


Figure 10: Mean for Social Engagement

The items are explained by the following statement.

- SSEQ1 I feel "disconnected" from my instructor and fellow students in classes.
- SSEQ2 I pay attention in classes.
- SSEQ3 I enjoy class discussions.
- SSEQ4 I feel like I can freely communicate with other students in classes.
- SSEQ5 I have strong relationships with fellow students in this course.

Based on the results, two items scored high mean values with shared scores of 3.8. These results show that the respondents feel like they can freely communicate with other students in their classes and form strong relationships with fellow students in the selected course. Meanwhile, there are three items that scored moderately high, which are the first item and the third item. The first and second items produced the same score of 2.8. These results show that the respondents feel disconnected from their teacher and fellow students in class, but they pay attention in class. Finally, with a score of 2.7 (the lowest score), they enjoy class discussions. In conclusion, the high mean score from the two items indicates that the respondents agreed that the communication and strong relationship with their peers satisfied their social engagement. Therefore, this motivated them very well in their online learning.

4.4.2 Social Support - Instructor Support (SIS)

The following Figure 11 explained the mean findings for instructor support components, which were measured by seven items. All seven items were scored highly.

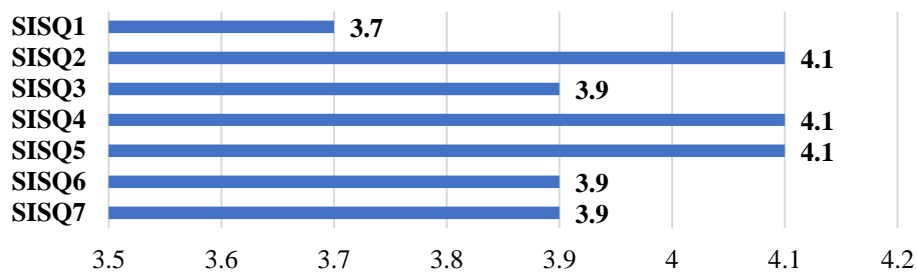


Figure 11: Mean for Instructor Support

The items are characterized as follows.

- SISQ1 I feel like I can freely communicate with the instructor in this class.
- SISQ2 The instructor responds to questions, clearly, completely, and in a timely manner.
- SISQ3 The instructor’s expectations for me in this class are clear.
- SISQ4 The instructor provides the guidance I need to be successful in this class.
- SISQ5 The instructor presents the material in a way that makes it relevant to me.
- SISQ6 In this course, I have the freedom to guide my own learning
- SISQ7 The instructor provides regular feedback that helps me gauge my performance in this class.

The second item had the highest mean score of 4.1, which is equally shared with the fourth and fifth items. These results show that the instructor responds to questions clearly, completely, and in a timely manner. Moreover, the instructor provides the guidance that the respondents need to be successful in their class and presents the material in a way that makes it relevant to the respondents. This is followed by the sixth and seventh items that share the scores equally, which are 3.9. These results indicate that the respondents have the freedom to guide their learning, and the instructor provides regular feedback that helps the respondents gauge their performance in their class. Finally, the lowest mean is 3.7, where the respondents feel like they can freely communicate with the instructor in their class. Overall, this high mean score indicates that the respondents agreed that good guidance, good presentation, and good responses and feedback satisfied their instructor support factors. Therefore, this motivated them very well in their online learning.

4.5 Findings for Relationship between Expectancy, Value, and Social Support

In this section, data analysis addresses the fourth research question which explores the relationship between expectancy, value, and social support. Based on the conceptual framework of this research, the following hypothesis is proposed:

H₀: There is no significant relationship between expectancy, value, and social support.

H₁: There is a significant relationship between expectancy, value, and social support.

The statistical software SPSS is utilized to examine the correlation between these variables by analyzing the mean scores. The results of this analysis are presented in Table 3 to 6 as follows.

The results presented in Table 3 indicate a significant association between expectancy and value.

Table 3: Relationship between Expectancy and Value

		Expectancy	Value
Expectancy	Pearson Correlation	1	.555**
	Sig. (2-Tailed)		.000
	N	208	208
Value	Pearson Correlation	.555**	1
	Sig. (2-Tailed)	.000	
	N	208	208

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

Correlation analysis revealed a highly significant and positive association between expectancy and value, with a correlation coefficient of $r = 0.555^{**}$ and a p-value of 0.000. According to Jackson (2015), a correlation coefficient is considered significant at the .05 level, and positive correlations are measured on a scale from 0.1 to 1.0. In this case, the strong positive correlation between expectancy and value suggests a robust relationship between these variables.

The findings presented in Table 4 demonstrate a significant association between value and social support.

Table 4: Relationship between Value and Social Support

		Value	Social Support
Value	Pearson Correlation	1	.643**
	Sig. (2-Tailed)		.000
	N	208	208
Social Support	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	208	208

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

Correlation analysis revealed a highly significant and positive association between value and social support, with a correlation coefficient of $r = 0.643^{**}$ and a p-value of 0.000. As noted by Jackson (2015), a correlation coefficient is considered significant at the .05 level, and positive correlations are measured on a scale ranging from 0.1 to 1.0. In this case, the strong positive correlation between value and social support indicated a robust relationship between these variables.

The results depicted in Table 5 indicate a significant association between social support and expectancy.

Table 5: Relationship between Social Support and Expectancy

		Social Support	Expectancy
Social Support	Pearson Correlation	1	.400**
	Sig. (2-tailed)		.000
	N	208	208
Expectancy	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.000	
	N	208	208

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

Correlation analysis revealed a moderately significant and positive association between social support and expectancy, with a correlation coefficient of $r = 0.400^{**}$ and a p-value of 0.000. As outlined by Jackson (2015), a correlation coefficient is considered significant at the .05 level, and positive correlations are measured on a scale ranging from 0.1 to 1.0. In this instance, the moderately positive correlation between social support and expectancy suggests a meaningful relationship between these variables.

5. CONCLUSION

5.1 Summary of Findings and Discussion

The purpose of this research was to examine learners' perceptions of expectancy, value, and social support in identifying the motivating and demotivating factors in online learning. The first research question is to determine how learners perceive expectancy as a motivating factor in learning online. The findings suggest that learners are able to grasp the basic concepts during online classes and also believe that they need to put effort to excel. Meanwhile, the second research question is to determine how learners perceive value as a motivational and demotivational factor for online learning. Demotivating factors can arise when there is a misalignment between intrinsic and extrinsic goals. The study revealed that when learners make an effort to thoroughly comprehend the content, they experience a sense of satisfaction, and achieving good grades further contributes to their overall satisfaction in which they have fulfilled their intrinsic and extrinsic goals respectively. Furthermore, as the task value, it is critical for learners to understand the material that they learn online.

Research question three aims to explore learners' perspectives on social support in online learning and its impact as motivating or demotivating factors. According to the findings, learners perceive that strong friendships and the ability to freely communicate with others during online classes serve as motivating factors. Moreover, instructor support plays a crucial role, including the creative presentation of relevant materials, offering effective guidance, and prompt and clear responsiveness to questions during online learning. The findings indicate that students require assistance from their teachers in order to succeed in class.

The fourth research question aims to explore the interrelationships between expectancy, value, and social support as motivating and demotivating factors in online learning. The study findings indicate that all three motivation constructs exhibit significant relationships. This suggests that expectancy, value, and social support are interconnected factors influencing motivation and demotivation in the context of online learning. These findings align with the studies conducted by Hamidah (2022) and Siripol and Wilang (2021). The research emphasizes the significance of identifying motivating and demotivating factors in online learning to enhance the teaching and learning processes within online courses. The results highlight the importance of teachers actively addressing demotivating situations through effective communication with students, promoting student engagement in learning activities, and fostering a peaceful online learning environment as strategies to boost students' interest during online classes.

These findings can be related to existing theories and literature. The Expectancy-Value Theory of Achievement Motivation by Wigfield (1994) provides a framework for understanding how learners' perceptions of expectancy and value influence their motivation. Studies on Moodle-based learning by Aikina and Bolsunovskaya (2020) and online learning motivation discussed in Rochmawati et al. (2021) offer insights into the factors affecting motivation in online educational settings. Additionally, research on demotivation factors in online learning during the COVID-19 pandemic (Iftanti et al., 2023; Khanal et al., 2021; Pratama et al., 2022; Nabila

et al., 2022; Adara and Najmudin, 2020) sheds light on challenges that learners face and how social support and value alignment can impact motivation.

The interrelationships between expectancy, value, and social support as motivating and demotivating factors align with the findings of the current research. By considering these factors together, educators can better support students' motivation in online learning environments. Addressing demotivating situations through effective communication, promoting engagement, and creating a positive learning atmosphere are strategies supported by the literature (Zaitun et al., 2021; Maemunah et al., 2021). Understanding and mitigating demotivating factors, as highlighted in various studies (Li and Zhou, 2017; Zhang, 2023; Widiyanti et al., 2021; Pratiwi, 2019; Chang, 2020), can contribute to enhancing students' motivation and engagement in online learning.

5.2 (Pedagogical) Implications and Suggestions for Future Research

The analysis of the relation between expectancy, value, and social support for higher learning institutions in Malaysia in the context of online learning can have several pedagogical implications. Understanding the factors of expectancy and value can help instructors and course designers create online learning experiences that are engaging and motivating for students. Instructors can enhance students' motivation to participate and persist in online courses by incorporating elements that increase students' expectations of success and emphasize the value of the learning content.

In addition to that, higher learning institutions in Malaysia can emphasize the importance of creating a supportive online learning community where students feel connected, valued, and encouraged. This can be achieved through various means, such as discussion forums, virtual group activities, and peer feedback mechanisms. Not only that, but social support can also be fostered through collaborative learning activities in online courses. Implementing group projects, peer-to-peer discussions, and virtual teamwork can facilitate interactions among students and create a sense of belonging within the online learning community. Collaboration can enhance motivation by providing opportunities for students to learn from each other, receive support, and collectively achieve learning goals.

Finally, monitoring and evaluating the effectiveness of online learning interventions in relation to expectancy, value, and social support is vital. Institutions can gather feedback from students through surveys, focus groups, or interviews to assess their motivation levels and satisfaction with the online learning experience. This feedback can then be used to identify areas for improvement and implement pedagogical strategies that enhance motivation and support students' learning in the online environment. It is important to note that these implications should be tailored to the specific context and needs of higher learning institutions in Malaysia, considering the cultural, technological, and institutional factors that influence online learning in the country.

To delve deeper into the factors that contribute to enhancing learners' motivation to learn online, future studies can adopt a focused approach by targeting a larger number of respondents from specific levels of study or disciplines. This approach allows for a more detailed investigation of other potential factors that may influence motivation, as different levels of study or disciplines often present unique challenges that can impact learners' motivation differently. In addition to that, investigating the specific roles and influence of instructors and peers in fostering motivation to learn online can provide valuable insights.

Exploring the strategies and behaviors of instructors and peers that positively impact learners' expectancy, value, and social support can inform the development of effective support systems and instructional practices. Also, designing and implementing interventions to enhance motivation to learn online based on expectancy, value, and social support can provide valuable insights. Conducting experimental studies to test the effectiveness of specific interventions and instructional approaches can help identify strategies that promote and sustain learners' motivation in online learning environments.

By exploring these research directions, we can deepen our understanding of the motivation to learn online and identify practical implications for designing effective online learning environments and interventions.

6. LIMITATIONS

Several limitations are inherent in this study. The sample size is of a relatively modest scale, and the utilization of convenience sampling introduces a potential constraint on the applicability of the findings to a broader populace. The limited number of participants might restrict the generalizability of the findings to a broader student population or other educational contexts. In addition to that, this research might not account for potential fluctuations in motivation over time. External factors such as changes in course content, learning environments, or personal circumstances could influence students' motivation to learn online, but these may not be adequately captured within the research timeframe. While the study analyzes the relationship between expectancy, value, and social support, it might not establish causality. The identified correlations may not necessarily imply a cause-and-effect relationship between these variables. Moreover, incorporating qualitative methods such as interviews or open-ended surveys could provide deeper insights into students' motivations, perceptions, and experiences related to online learning. This research also does not consider potential external factors such as technological issues, personal circumstances, or external commitments that could impact students' motivation to learn online.

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AUTHORS' CONTRIBUTION

SJA and SNAMA carried out the introduction and literature review sections. NAI collected, refined and performed the data analysis using SPSS. SJA wrote the data methodology section. SNAMA wrote the discussion and implication sections. MNM is proofreading and offering significant insights to enhance the clarity and coherence of the content. All authors read and approved the final manuscript.

CONFLICT OF INTEREST

None declared.

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AUTHOR BIOGRAPHIES

Ts. Dr. Nor Aziyatul Izni is a senior lecturer at the Centre of Foundation Studies, Universiti Teknologi MARA (UiTM). She has been awarded a Professional Technologist by the Malaysia Board of Technologist (MBOT) since 2021. She graduated with B.A.Sc. (Hons.) in Mathematical Modelling in 2012, M.Sc. (Mathematics) in 2013 from Universiti Sains Malaysia (USM), and Ph.D. in 2019 from Universiti Teknologi Malaysia (UTM). She has been involved in the exchange student program at Shibaura Institute of Technology, Saitama, Japan. Her research interests are primarily in signal processing, applied statistical methods, applied mathematics, fusion algorithm, artificial intelligence as well as prediction and forecasting methods.

Dr. Saufianim Jana Aksah is a senior lecturer at the Centre of Foundation Studies, UiTM. She received her B.Sc. (Hons.) in Mathematics in 2013, M.Sc. in 2016, and Ph.D. in 2021 both in Applied Mathematics from the Universiti Putra Malaysia (UPM). Her research

interests are primarily in mathematics education, applied mathematics and numerical analysis on the development of numerical methods for differential equations and their application.

Dr. Siti Nor Aini Mohd Aslam is a senior lecturer at the Centre of Foundation Studies, UiTM. She graduated with a B.Sc. (Hons.) in Mathematics in 2006 from UPM. She earned her Postgraduate Diploma (Pure Mathematics) in 2008 from University of St Andrews, UK. She is then completed her M.Sc. (Pure Mathematics) in 2010 and her Ph.D. in 2018 both from UPM. Her areas of expertise are Fourier and Harmonic Analysis.

Dr. M. N. Mohammed is a distinguished Associate Professor within the College of Engineering and concurrently serves as the Chair of the University Research Council at Gulf University. He holds a visiting professorship at the Management and Sciences University (MSU) in Malaysia. Dr. Mohammed was awarded his Ph.D. in Mechanical Engineering from the National University of Malaysia in 2015. His research expertise spans several critical areas, including the Internet of Things (IoT), Robotics, Renewable Energy, Metal Processing, and Smart Cities, where he has made significant scholarly contributions.