

Entrepreneurs' motivation and satisfaction towards Online video-based training and advertisement

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ABSTRACT

This study arose from the researcher's concern and investigation of the inadequacies of Bumiputera SME entrepreneurs in marketing and network business. The goal of this study was to investigate entrepreneurs' motivation and satisfaction with online video-based training. The participants were selected from the new MARA Small Medium Enterprises (SMEs) in Perak, Malaysia and the research method used was a mixed-method sequential explanatory design that included both quantitative and qualitative methods. The independent variables were video-based Facebook training (vFB-Ads) and FB Advertisement (FB Ads). The entrepreneurs' perceived motivation and satisfaction were the dependent variables. A total of 31 entrepreneurs were chosen at random from MARA Negeri Perak. The collected data were analysed using descriptive and inferential statistics. The analysis of the entrepreneurs' perceived motivation towards vFB-Ads revealed that the vFB-Ads drew their attention and were relevant to them. The entrepreneurs' trust and satisfaction with vFB-Ads were also high. Meanwhile, the findings showed that entrepreneurs were pleased with the vFB-Ads and FB Ads.

Keywords: *Video-Based Learning; Online Video-Based Training; Social Media; Perceived Motivation; Entrepreneur*

1.0 INTRODUCTION

Videos have shifted the paradigm from a teaching technique to a self-guided realization in which learners have complete control over various aspects of learning. Intuitive videos such as video training drills, brief clasps, and situation-based video shows are used for both theoretical and practical training. There is a growing trend in today's modern scenario for customized learning environments that combine learner-centered and focused teaching approaches. Among the activities received in modifying this video learning is the extension of the prudent use of training technologies that could serve as a valuable learning

supplement to advance powerful, important, and effective learning. Thus, the use of this training technology, video adaptation, improves learners' motivation, disposition, and interest (Brame, 2016).

Materials focused on video support the creativity and communication of learners. Video access will help rouse students and establish a specific environment for their learning experience. A combination of video and content bodes well, as it has been recognised that video is more powerful than merely showing complex processes. Video itself is an instrument for discovering that large advantages are obtained when properly implemented. Additionally, it is a mode for joint effort, and a language of its own, which is of widespread intrigue (Greenberg, Barnett & Nicholls, 2007).

Marshall (2002) cited that the best quality of TV and video is the capacity to speak with the viewers on a passionate, just as a subjective level. In the light of this capacity to arrive at viewers' feelings, video can have a solid constructive outcome both on motivation and full of feelings that foster learning. However, they can also play an important role in establishing the conditions in which more extraordinary intellectual learning can occur. The position of various types of information, its use on different modes of content conveyance and its enthusiastic intrigue for viewers are different components of video that have been shown to convince learners in dynamic learning.

Also, Edna, Beatriz, Pep, Mihaela and Vincenc (2011) exhibited that the utilisation of videos has a beneficial outcome upon learners' discernment with respect to the development of their learning motivation. Besides, this research underlines that the utilisation of new advances builds learners' motivation and encourages the transmission of data to them.

2.0 LITERATURE REVIEW

Online marketing nowadays is needed especially in the new normal, where the current outbreak of Coronavirus (Covid-19) disease has economically impacted most business activities worldwide. Even in developed countries such as the United States are not spared from the significant impact of this covid-19 transmission. Goldman Sachs (2020) reported that of the 10,000 small business owners surveyed, it was found that 96 % had experienced the effects of Covid-19 and 51 % of businesses toppled and were unable to survive for 3 months during the economic shutdown.

Meanwhile, in Malaysia, the Covid-19 Business Pulse Survey (BPS) is a report via rapid survey conducted with 100,000+ companies in all sectors and sizes, across Peninsular and East Malaysia showed that the small firms in East Malaysia were significantly more likely to remain closed, 35% share of large firms closed, and leaving only 49% to operate partially during the Movement Control Order (MCO) period (Kuriakose & Tran, 2020).

This situation shows that online marketing nowadays is needed by all businesses especially SMEs entrepreneurs, and social media is a more suitable platform to be applied to mitigate the impact of the covid-19 contagion. Accordingly, Liguori dan Pittz (2020) emphasised the importance for small business entrepreneurs to review or create social media accounts in order to survive and make progress in the capital markets now impacted by Covid-19. Virtual business channels provide a unique opportunity to revitalise and create new business models as well as continue to survive in the face of this pandemic crisis.

However, before the Covid-19 pandemic issue existed, entrepreneurs were also faced with other issues. Consequently, this research emerged from the researcher's concern and reviews on the weaknesses of Bumiputera SME entrepreneurs in marketing and network business. With the development of new entrepreneurs and ventures, organisations, particularly the SMEs, can never again rely upon the conventional method for running and dealing with their organisations.

In addition, the lack of marketing and promotional activities by SMEs in Malaysia are among the factors that make it difficult for them to maintain their operational performance. The census data by the Department of Statistics Malaysia (DoSM) in 2010 showed that 86.6% of SME entrepreneurs do not perform marketing and promotional activities and that only 1.6% SMEs are performing these activities through social networking sites (Economy Census, 2011). The findings indicated that less than 14.0% of SMEs are involved in marketing and promotional activities to introduce their business activities to the public.

Furthermore, entrepreneurs who use information and communications technology (ICT) such as computers, mobile phones and the internet in an effort to market and promote their products are able to have an impact on the development of their business activities. The use of the internet can be a catalyst in empowering entrepreneurs, especially in online business (Faradillah, Samsudin, & Ali, 2015). Therefore, businesses based on the use of ICT such as online business can serve as a medium to further expand the business market among SME entrepreneurs, especially those who aspire to introduce new products.

Technically, entrepreneurs are also forced to use technology to sustain their business operations. The question is whether or not entrepreneurs are skilled enough to use technology effectively in their business activities. Therefore, entrepreneurs need to be trained, and not to mention, their engagement and motivational training or learning sessions are equally important. Learning that involves adults bring significant insights, experiences, and connections from prior learning to new learning opportunities, and develop skills at work and in life (Tare et al., 2020)

In fact, online business is one of the latest business mediums that are widely applied nowadays (Siti Haniah, 2015). Online business through social media is not only cost effective, but also the best investment, for example, using FB as a platform to do online marketing. In particular, FB provides a good marketing method, less cost, better performance, and targeted traffic; making it among the most popular social media in the world (Thomkaewa et al., 2016).

Furthermore, the research conducted by Mohd Hafizie (2017), based on the results of a 6-month observation of entrepreneurs who use video elements for marketing on social media, it is found that only an average of 250 people viewed the video. Therefore, they need to be trained effectively in order to produce an informative video so as to educate and empower entrepreneurs to make more effective use of videos in their business marketing activities on FB.

Accordingly, specific training or learning should be given to entrepreneurs who are facing problem in operating ICT such as computers and exploring internet before they venture into online business. Besides, learning via video is seen as a learning method that can facilitate learners to learn. Certainly, video-based learning is an effective method in terms of learning outcomes, and interaction (Fahmy Yousef et al., 2014) which additionally improves learners' motivation, (Brame, 2016).

Therefore, video-based learning is recommended to entrepreneurs as a training technology device in this research. Learning through this method has the potential to attract attention, creating a positive impact on the level of motivation, and engaging learner to increase collaboration among them. Besides, video-based learning has pedagogical strength in presentation during their training.

In addition, video-based learning technology opens up many new opportunities in enhancing the learning potential of learners (Syamsulaini & Mashitoh, 2016). Accordingly, the research chose video-based learning via FB as a platform to increase the learner's engagement to learn. FB have the capacity to facilitate discussions and collaboration via online among learners as well as to provide opportunities in terms of sharing ideas, educational content and enhancement of communication (Chaka & Govender, 2020)

Moreover, videos can help the learner through its function as an audio-visual learning medium that offers real-world examples in detail (Colasante & Douglas, 2016). In addition, Berk (2009) reported that 20 potential learning values gained by the learner through video, and among the most interesting values are an increase in understanding, draw on learner' imagination, foster creativity, stimulate the flow of ideas, and create memorable visual images. Therefore, entrepreneurs should be trained and be given experience via video-based learning in order to be proficient in creating various interesting online advertisements to promote their business.

On the other hand, if the advertisements produced by entrepreneurs are not attractive, it will affect customer's satisfaction after seeing them. Perceptions created by customer feelings and online advertisement considerations have a major impact on their attitude as customers towards the brand as well as on buying intention (Jerome, Shan, & Khong, 2010). Training obtained from video-based learning is also expected to help entrepreneurs to identify potential consumers as well as buyer and to attract society to get to know their products via social media.

However, if entrepreneurs fail to communicate properly and gain less trust from customers, then the start-up of their business will face management and sales difficulties (Ahmad Firdause, Mohd Rafi, & Mohd Nazri, 2017). Consequently, the training revealed to entrepreneurs via video-based learning is expected to benefit them so that they may successfully achieve their business target and objectives.

Along these lines, the researcher proposed to develop a learning video, to be specific, a vFB-Ads to be used as a training technology device. Video-based learning is getting progressively noticeable in the realm of training. Videos in training make it conceivable to conquer pragmatic certifiable requirements and investigate the far more noteworthy potential outcomes given by advanced spaces (Michail, Konstantinos, Marco, Peter & Stephanie, 2014).

As indicated by Majalah Niaga (2012), the absence of a good system administration in business is one of the elements, which add to the SME entrepreneurs' business disappointment. Likewise, this is upheld by Tunggak et al., (2011) who expressed that the primary shortcomings of the Bumiputera SME entrepreneurs are marketing and business networking. Their research which included 241 Bumiputera entrepreneurs from Johor, who maintained their organisations with subsidies from Majlis Amanah Rakyat (MARA) Business Financing Division shows that 28% of the respondents do not build a solid system with different entrepreneurs to improve their organisations.

In view of the problems discussed above, the present research will use Social Networking Site (SNS) as a medium to form a network in the new business by choosing FB for business and the FB Ads as the business marketing strategy platform. According to Bowling (1991), a social relationship is characterised as a collection of interactions between an established group of people, also known as a social network; the characteristics of which have some explanatory powers over the social actions of the people involved. Therefore, a training video of FB Ads will be designed and developed for this purpose.

3.0 METHODOLOGY

A sequential mixed-method design with quantitative and qualitative methods was used in this research but for this article, explanation of the result is just in the qualitative method. For the qualitative method, an interview has been conducted where the participants were interviewed to measure the participants' perceived motivation. In addition, an interview was conducted to measure the entrepreneurs' satisfaction. Specifically, the interview was aimed to investigate the entrepreneurs' satisfaction in terms of effectiveness and barriers or limitations in vFB-Ads. vFB-Ads are a training video of FB Ads that was designed and developed for this purpose.

Another interview was conducted after the vFB-Ads was made public through FB page to accomplish the qualitative method to answer the question on customers' satisfaction in terms of experience and feeling towards the FB Ads. In addition, the ten entrepreneurs were interviewed face to face to obtain their satisfaction in terms of the effectiveness of the vFB-Ads and FB Ads. Therefore, the basis of the data in this research was in depth interviews to obtain data from the entrepreneurs.

The total population for this study was Malaysia's new MARA Small and Medium Enterprises (SME). With 179 entrepreneurs, this study focuses on the new MARA SMEs in Perak (MARA, 2015). Thirty-one entrepreneurs were chosen at random from MARA Negeri Perak. The entrepreneurs chosen for this study were diverse in terms of category, and each entrepreneur should have a Facebook page. Furthermore, the new MARA entrepreneurs were those who had been in business in Perak for less than five years.

4.0 RESULT

4.1 The Effects of Video-Based Facebook Training (vFB-Ads) on Entrepreneurs' Perceived Motivation

Four types of perceived motivation by entrepreneurs were explored during video-based FB training (vFB-Ads) conducted. They were; attention, relevance, confidence, and satisfaction.

4.1.1 Attention

The findings from the interview transcripts have produced several key themes:

Variety of Approaches. This was supported by the interviews conducted where the participants' attention was linked to encouragement. There were four statements that were assigned to the selective theme of encouragement. This selective theme was used to capture the views of participants on aspects of training video and FB ads that catch the attention of participants from this dissertation. Participant 3, Participant 7, Participant 8 and Participant 10 stated that the methods outlined in the video are clear and easily understood.

An interesting aspect to me in this training video was that each step in this video was shown clearly. (Participant 3)

The content of vFB-Ads has also caught their attention. More than five participants were interested in the content of the video training such as payment setting and audience setting.

One of the aspects that interest me was the Audience setting because we can choose our potential customers. (Participant 3)

I like the Billing system in this training video because it's interesting as I've never used it before. (Participant 7)

In conclusion, the participants agreed that the training has attracted their attention. The interviews were also able to prove that vFB-Ads attract the participants' attention. The themes that emerge in this context are as a result of responses from participants, i.e. qualitative findings and reinforced through their agreement on the statements obtained in the quantitative findings as previously reported.

4.1.2 Relevance

The results also showed that the video-based training content is of relevance to them, which have influenced their motivation. In addition to the quantitative findings, two themes have emerged from the interview sessions, (i) Perceived Future Usefulness, and (ii) Perceived Present Worth.

Perceived Future Usefulness. This was supported by interviews conducted with the participants. Ninety percent (90%) of the participants reported that the training was relevant to their business interest in terms of marketing strategy because vFB-Ads provides a way to promote the business product in FB through FB Ads. Marketing was one of the backbones in the business to make sure the product can survive.

This training was very relevant to my business because I want all Malaysians to know about my products and business. (Participant 9)

This training was very relevant because it helps my business because its training was clear and very practical and there are useful tips for advertising on FB Ads. (Participant 7)

Perceived Present Worth. Additionally, the participants observed that the vFB-Ads provides the opportunity to grow their business. For example, Participant 4 stated that FB Ads can save her time to market products globally.

With this vFB-Ads, I was not only able to market the product even more, but also reach out and promote it better. (Participant 1)

Through FB Ads, I can save my time on ads, and easily distribute products to people. (Participant 4)

In conclusion, Ninety percent (90%) of the respondents agreed on the relevance of vFB-Ads to them.

4.1.3 Confidence

The results of qualitative findings proved that the participants' confidence were affected by the video-based FB training (vFB-Ads). This was proven by the facts of this interview. There were 10 open themes within this selective theme namely Self-growth. Ten (10) statements, which were related to the open theme, expressed confidence during the training. The reasons for self-growth are because the ads were successfully published, they know how to use FB to create ads, it saves more time to create an ad and they have a better marketing platform than traditional marketing.

After this training, my confidence grew as I learned about a better marketing platform than traditional marketing. (Participant 1)

My confidence increases after my ads were successfully published on FB. (Participant 5)

Self-control. When the researcher asked if the steps indicated in the training video were easy to follow and understand, all participants agreed with this statement. It was also clearer and the description is more structured. In addition, the training video was also easy to understand because of the step-by-step illustration.

This video training was very easy to understand because I just follow the steps in the video. (Participant 6)

The steps are simple and easy to understand, and the steps in the videos to create FB Ads are illustrated. (Participant 8)

The qualitative findings also indicate that the participants are confident after the training. Therefore, it can be concluded that the vFB-Ads provides confidence to the participants.

4.1.4 Satisfaction

In general, the findings indicate that they were satisfied with the training. The findings reveal four themes related to the participants' satisfaction after going through the training: (i) curiosity, (ii) enjoyment of experience, (iii) achievement of learning goals, and (iv) exploring new knowledge.

Curiosity. Among their statements are good and helpful. Good and helpful was a term that the participants used when the researcher asks about their thoughts towards the vFB-Ads. All participants (100%) mentioned the excitement of the training.

My views on vFB- Ads are very positive and really help my business. (Participant 5)

One of the participants, Participant 6, emphasised that this video training suits her business.

I think this training was very good and suits my business. (Participant 6)

In addition, the participants also stated that vFB-Ads was more practical. When asked about the effectiveness of the training video, all 10 participants agreed that the vFB-Ads were effective as the video-based training was easy to follow and more practical because the tutorials were also provided.

I think this training was very effective because it was complete and comes with a practical video tutorial. (Participant 5)

Enjoyment of Experience. It was supported by interviews which were conducted to show that participants have self satisfaction. In addition, based on the interview, Participant 5 and Participant 6 claimed that they were proud of their success in making FB Ads and were able to successfully promote their products through FB Ads to their potential customers.

I feel satisfied with this training because I succeeded in creating an advertisement on Facebook. (Participant 5)

Achievement of Learning Goals. The participants were also asked about their customer satisfaction after learning FB Ads. There were seven statements of which were linked to the open theme. The participants kept informing that they already received feedbacks from their customers regarding product query and access to the FB ad although the new advertisement was published on FB within the first 15 minutes.

I was very pleased with the response I received from customers as of this time there were only 10 inquiries from customers. (Participant 1)

I've had nearly 20 customers read my ad within minutes. (Participant 7)

In addition, Participant 3 stated that his ads are yet to receive any feedback, but he believed his ads would be successful in the next hour.

Although I haven't received customer feedback yet but I'm sure people will read the ad within the next hour. (Participant 3).

Exploring New Knowledge. The interviews also corroborated this statement in which five participants stated that they were satisfied with their knowledge of FB Ads and how to use the FB-Ads properly. In addition, this training provides new knowledge for them.

I'm grateful to be able to improve my knowledge of FB Ads and how to properly use FB Ads. (Participant 8)

I'm really happy to learn something new about FB Ads. (Participant 10)

In conclusion, the participants were satisfied with the video-based training. The findings from the interview also indicated that the participants' satisfaction is high.

Figure 1 shows the selected theme for the effects of Video-Based Facebook training (vFB-Ads) on the entrepreneurs' perceived motivation

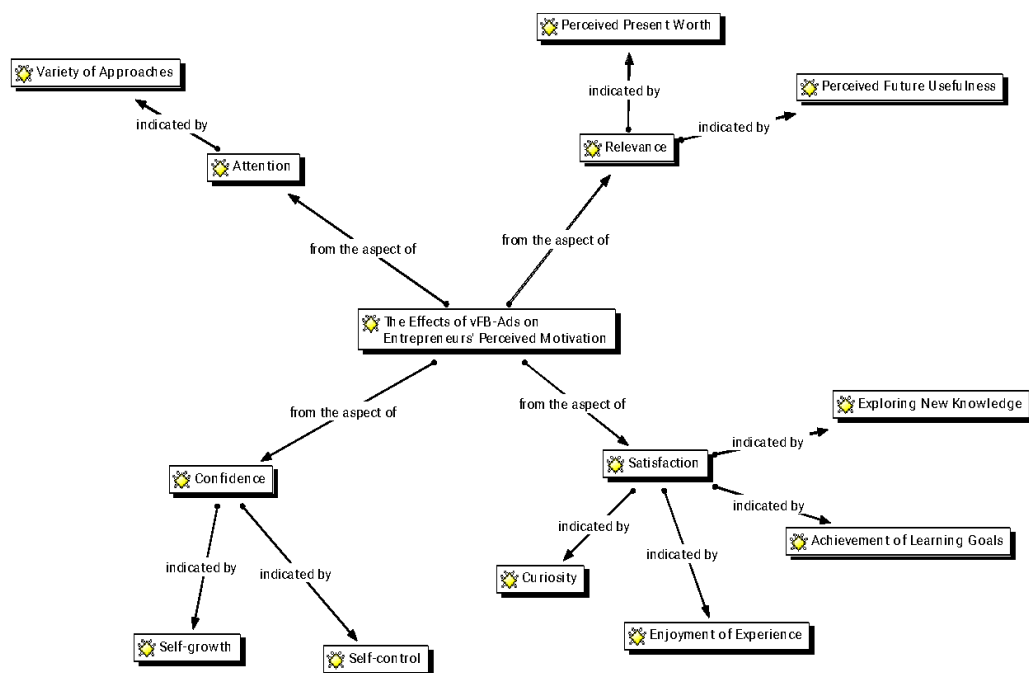


Figure 1: The Selected Theme for the Effects of Video-Based Facebook Training (vFB-Ads) on Entrepreneurs' Perceived Motivation

4.2 Entrepreneurs' Satisfaction in terms of Experience and Attitude towards the Video-Based Facebook Training (vFB-Ads)

There were four questions posed to the entrepreneurs during the interview to determine their satisfaction towards vFB-Ads. This interview was conducted to answer the following research questions:

- i) What are the entrepreneurs' satisfactions in terms of experience and attitude towards the video-based Facebook training (vFB-Ads)?

The following theme headers show the themes emerged from the interview.

Beneficial. Refer to good and helpful; a term that the participants used when the researcher asked about their perception towards the vFB-Ads. All ten participants mentioned the excitement from the training.

My views on vFB- Ads were very positive as it really helps my business. (Participant 5)

Meanwhile, Participant 6 emphasized that this video training suits her business.

I think this training is very good and suits my business. (Participant 6)

Effective. This theme emerged as a result of the participants' response, describe that vFB-Ads were able to meet the participants' needs as expected and in turn produce satisfaction to them. When the participants were asked about the effectiveness of the training video, all ten participants agreed that the vFB-Ads were effective. Participant 5 stated that the training was very effective because it comes with a practical video tutorial.

I think this training was very effective because it was complete and comes with a practical video tutorial. (Participant 5)

Four participants stated that this training could give them **New Knowledge** about FB Ads. In addition, Participant 2 narrated that the training was very effective for long-term advertising and marketing of the business.

This training was very effective as I gained new knowledge that I really needed. (Participant 4)

In my opinion, this training was very effective for the advertising and marketing of my business. (Participant 2)

Any shortcomings arising from this training have been translated into problems related to internet disruption at the beginning of the training. After that, the training went smoothly as stated by all participants.

Overall, the participants were satisfied with this training video. The selected open theme was Self Satisfaction. The training provides satisfaction to the participants themselves as stated by Participant 1.

I was satisfied to be part of this training and felt more confident in my ability to grow my business and increase sales for the future. (Participant 1)

Participant 7 stated the following.

I'm very happy because I can practice the training using the tutorial video given. (Participant 7)

In addition, five participants stated that they were satisfied with their knowledge of FB Ads and how to use FB Ads properly. This training also provides new knowledge for them.

I'm grateful to be able to improve my knowledge of FB Ads and how to properly use FB Ads. (Participant 8)

I'm really happy to learn something new about FB Ads. (Participant 10)

Figure 2 shows the entrepreneurs' satisfaction in terms of experience and attitude towards the video-based Facebook training (vFB-Ads).

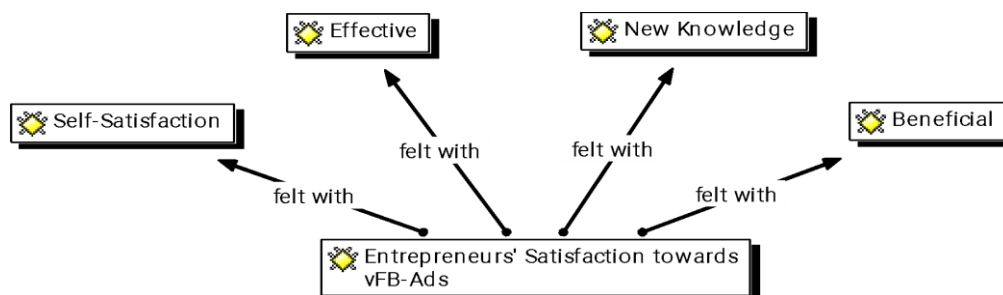


Figure 2: The Selected Theme for the Entrepreneurs' Satisfaction in terms of Experience and Attitude Towards the Video-Based Facebook Training (vFB-Ads)

4.3 Entrepreneurs' Satisfaction in terms of Experience and Attitude towards the Facebook Advertisement

Interviews were conducted with ten of the entrepreneurs from several different business categories namely food and beverages, SPA & salon, beauty products, and baby products. This interview was conducted to answer the following research question:

i) What are the entrepreneurs' satisfactions in terms of experience and attitude towards the FB advertisement (FB Ads)?

Effective Ads. When asked about the number of customers who purchased their product through the FB Ads and the number of products sold, six interviewees / entrepreneurs each had an average of three to four customers within 14 days of making a paid advertising of RM42. Meanwhile, an average of six products were sold in the same period of 14 days. However, the remaining four interviewees did not receive any customers, resulting to no sale for them during the two-week period.

In conclusion, all interviewees were satisfied with the FB Ads even when there were no customers because, in their opinion, their products were made known to many. This was supported by the statement from Participant 5.

Although my SPA package does not have many sales, the information on the SPA package can be said to be widely accepted. I don't have to worry about advertising on FB groups as I did before. Within the last 2 weeks of personal messaging, Whatsapp, FB messages are still being received from customers. (Participant 5)

Participant 2 stated that her product has reached its target audience after being advertised for 2 weeks.

To me, Yes! FB Ads make people more aware of the existence of my product in the market. (Participant 2)

Figure 3 shows the entrepreneurs' satisfaction in terms of experience and attitude towards the Facebook Advertisement (FB Ads).

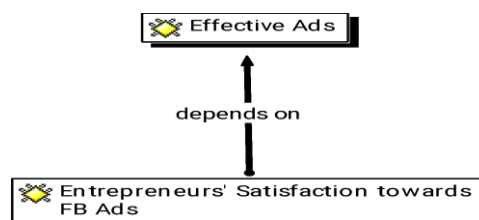


Figure 3: The Selected Theme for the Entrepreneurs' Satisfaction in terms of Experience and Attitude towards the Facebook Advertisement

5.0 DISCUSSION AND CONCLUSION

5.1 The Effects of Video-Based Facebook Training (vFB-Ads) on Entrepreneurs' Perceived Motivation

Undoubtedly, social media can be utilised in many ways. For example, enabling users to interact with each other through online sharing of information, opinions, knowledge and interests (Ford & Ravansar, 2017), and shaping human interactions in a number of ways. Social media could also be used as a motivating medium. Many motivators use social media as a platform for their motivational discussions, thoughts and quotations. Likewise, utilisation of videos in learning has a beneficial outcome for learners' development of learning motivation (Edna et al., 2011) where it improves and uplifts learners' frame of mind towards the course as well as affects the exhibitions emphatically (Afolabi & Akerele, 2012). For example, with the effective use of e-learning effectively, learners are more motivated (Samir, et al., 2014; Safiyeh, 2015). During learning, individuals will be motivated to use the learning material if it provides attention, relevance, confidence and satisfaction elements.

Based on the findings which indicated that the vFB-Ads have a positive impact on entrepreneurs' perceived motivation through attention, relevance, confidence and satisfaction. Therefore, the results have shown that the vFB-Ads have successfully encouraged motivation among participants. Thijs and Verkuyten (2009) supported that the key to building motivation is entrepreneurial propensity by making a commitment to be typically, inwardly, and intellectually engaged with exercises.

In addition, the findings are consistent with the theory of Keller's ARCS Model of Motivational Design (1987). The research theory provided the guidelines for the structure of the content and the motivational aspect of the vFB-Ads. In addition, theory is a means of improving the motivational attraction of

instructional content. Attention, Relevance, Confidence and Satisfaction (ARCS) are four stages to advancing and continuing motivation in the learning procedure. In this context, it explains that, if implemented effectively, training will be able to motivate participants to continue learning until the goals are achieved.

5.1.1 Attention

In this research, training was conducted using vFB-Ads to relay important information for the benefit of users. According to the findings, the training acts as the medium to break the ice among the participants so that they could interact with each other and to seek relevant information and knowledge which are useful for entrepreneurs to sustain in their business. The most important aspect is that entrepreneurs are willing to take risks and to try new things. It is a great challenge for them to succeed. The scope of this research, motivation component in terms of attention is referred to strategies for arousing and sustaining curiosity and interest (Keller, 2010).

Therefore, the result of the research showed that the entrepreneurs' perceived motivation in terms of attention towards vFB-Ads is evaluated at a high level. The finding indicates the participants agreed that the training effectively attracted the attention of participants during the content presentation. Likewise, learners' motivation at a high level will encourage them to achieve better performance in the learning process (Wisemen & Hunt, 2014).

Additionally, the page regarding the training looks exciting and appealing and it attracts the users to look into the page. It gives a good impression to the users which captured their attention. Under such circumstances, the page creators have to be creative and innovative to ensure that their page becomes the preferred choice among the public. Overall, in terms of attention, the vFB-Ads have successfully attracted the participants' attention to focus on learning during the training season. It is supported by the 'Attention (A)' element in Keller's ARCS Model of Motivational Design which refers to the degree in which the interest of entrepreneurs is aroused and supported after some time.

5.1.2 Relevance

Marketing is the backbone of every business to ensure that every product can survive. The vFB-Ads are relevant to their business interest in terms of marketing strategy because the training provides a way to promote the business on FB through FB Ads. In this present research, FB creators used video-based Facebook training to provide training especially for entrepreneurs to focus on their target. In addition, the pages also allow the entrepreneurs and communities to interact thereby enhancing the visibility of your products. The scope of this research, motivation component in terms of relevance refers to strategies that are linked to the learner's need, interest and motives (Keller, 2010).

As a result, the research findings that the entrepreneurs' perceived motivation in terms of relevance towards vFB-Ads are obtained at a high level. This result describes the participants who agreed that the training is relevant to them. The participants admitted that video-based FB is relevant as it opens up an opportunity for them to learn by using social media platform to grow the business. In addition, FB Ads can also save time to market their products globally. Araujo dan Neijens (2017) also supported the training that was organised to inform users that this platform could be used to promote activities on the page.

In conclusion, in terms of relevance, the training has generated the participants' interest in that the video-based FB is relevant as the virtual medium that best meets the needs of today's entrepreneurs as compared to traditional marketing. It is consistent with the relevance (R) element in Keller's ARCS Model of Motivational Design that the entrepreneurs' recognition of the guidance is identified with personnel necessities or objectives.

5.1.3 Confidence

The researcher conducted this research to measure the confidence of users on the adoption of video-based Facebook training. This platform was used to motivate young people to join social media which was widely utilised for various purposes. Social media are commonly used to share information, discuss research materials or topics and networks to complete homework, tasks or term projects. Also, social media provides convenient ways to exchange knowledge and collaboration between peers (Eid& Al-Jabri, 2016). Above

all, learners are expected to participate actively in social media to experience connectivity and happiness (Valkenburg, Peter, & Schouten, 2006).

Referring to the findings obtained, the learning process is possible for everyone who makes an effort and shows interest to do so. The materials provided are useful which could be adopted to set up business such as for marketing strategies through the use of social networks. The scope of this research, motivation component in terms of confidence is referred to strategies that help the learners to develop positive expectations for successful achievement (Keller, 2010). The research results thus show that the entrepreneurs' perceived motivation in terms of confidence towards vFB-Ads is evaluated at a moderate level. In other words, the participants' confidence in using the video-based training is neutral representing at the moderate level.

Furthermore, the output of the training gained their confidence to use it for their own good. Poulsen et al., (2008) explained the confidence aspect of the ARCS model which focuses on setting positive expectations for success among learners. In this research, the vFB-Ads has generated a sense of confidence among participants to achieve the product sales target after having learned how to make video-based Facebook.

Based on Keller's ARCS Model of Motivational Design, the result of the research is consistent with the Confidence (C) element which portrays the entrepreneur's apparent probability in making progress through close to home control. In conclusion, learning from the training has strengthened their confidence level and has helped them to achieve their target.

5.1.4 Satisfaction

Based on the respondents' feedback, it was revealed that they have instilled positive emotion as they enjoyed the training so much that they would like to know more about the topics. The enjoyment of the respondents has led to satisfaction. The scope of this research, motivation component in terms of satisfaction refers to strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 2010). Furthermore, the research showed that the vFB-Ads were well implemented and reported that the entrepreneurs in terms of satisfaction towards vFB-Ads which were obtained at a high level. This result indicates that the participants are satisfied with the training. In this aspect, the participants gained a sense of accomplishment on the training which directly imparted high degree of satisfaction to them (such as being proud of making and using FB Ads, successfully promoting products and through FB Ads to potential customers). Zhang et al., (2006), emphasized that better learning outcomes drive higher entrepreneurial fulfilment.

In reference to Keller's ARCS Model of Motivational Design, the finding is consistent with the 'Satisfaction (S) element, i.e., a combination of outward rewards, characteristic motivation and consistency of desires with results. Entrepreneurs who attended the training have various needs and different motivation levels, which affected their actions, and their fulfilment is expected to increase their satisfaction. Overall, in terms of satisfaction, the vFB-Ads have successfully garnered satisfaction among entrepreneurs after the training session has ended.

To conclude, there are several factors that should be considered to ensure that motivation among entrepreneurs is given top priority. Instead of motivation, social media is a common medium of communication for individuals to collaborate, integrate, and share knowledge with one another. Social media can be divided into social networks such as Facebook, Twitter, MySpace, LinkedIn, WhatsApp, YouTube, and so on. It has bestowed benefits and drawbacks of using social media. According to this current study, using Facebook as a source of motivation for social media provides benefits for individual or organisational productivity.

Social media is an intriguing social phenomenon that has significantly altered the way we communicate and learn. Social media refers to the use of Facebook by entrepreneurs within the scope of this study, as well as the extent to which it is used to generate perceived motivation, which has sparked scholarly interest. According to current research, using social media as a learning tool has a high potential to pique users' interest because it allows them to be more cognitively involved. These findings suggest that social media can be effectively integrated into the training program's learning activities. However, as Dyson et al. (2015) pointed out, it is difficult to integrate social media into the course delivery method because the success of

such integration is dependent on a variety of factors, such as entrepreneurs' attitudes toward the use of such tool. As a result, educators and policymakers may want to conduct careful research on the effectiveness of incorporating social media as part of learning activities.

The information gleaned from this study will be extremely useful because it will show researchers how to use social media, such as Facebook apps, as a source of learning and motivation rather than as a medium of communication and entertainment. This attitude should be of primary interest in order to build a generation that is struggling to be productive in their lives by becoming innovative for learning purposes. To generate perceived motivation, the respective organisation may use the collected data as a tool to manage beneficial programmes.

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