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Motivation to Learn Online: The Case For Social Support

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Abstract

This study discusses the motivation of students to learn online in public universities in Malaysia. Internet access has made online learning possible and enhanced the learning process from the physical classroom extended to the virtual classroom. Moreover, integrating Information, Communication, and Technology (ICT) is extremely beneficial to both teachers and students because it can support the teaching and learning process in the virtual classroom. With the acceleration of technology in education, students and teachers must be highly motivated to grasp the sufficient skills to use technology to convey knowledge. Hence, this quantitative survey is conducted to examine the influence of social support, expectancy, and value in raising the motivation to learn online among students. The second objective is to investigate the relationship between the said variables. The instrument's questions were adopted from a previous study conducted by Fowler (2018) and a total of 102 responses from students of public higher education were collected. There are four sections with related questions to measure the three factors under study. In general, the result revealed that social support, expectancy, and value do influence the motivation to learn online and the existence of a positive relationship between the variables also observed. Therefore, this research concludes, to be motivated to learn online, one must have social support, expectancy, and value.

Keywords: Motivation, Online Learning, Social support, Expectancy, Value.

Introduction

Background of Study

The technological innovations in education have dynamically changed over the years. One of them is online learning. Ismail et al (2022) stated that the use of technology in the education system is seen as an attractive and efficient way of delivering knowledge. According to Nguyen (2015); Dull and Arora (2017) online learning involves the process of delivering knowledge entirely over the internet and is supported by technology. Online learning is an effective way of educating students, cost-effective to reduce the cost of education and providing a world-class education to anyone with internet access (Nguyen, 2015; Zakaria et

al., 2019). Online learning requires students to comprehend the concept of self-regulated learning and motivation during self-directed online learning will lead to positive change in motivation (Kim and Frick, 2011). Tohidi (2012) defined motivation as powering people to achieve high levels of performance and overcoming barriers to change. With high motivation in self-regulated learning, we believe students will achieve better grades.

To adapt to recent innovation in education, which is online learning, students need to immediately be adequate with knowledge and skills, in doing so they must be highly motivated to achieve good performance. According to Fowler (2018), the motivation for online learning can be derived from the factor of social support, expectancy, and value. From that, it acquires us to discuss the influence of social support, expectancy, and value on motivation to learn online and investigate the relationship among these factors. We believe that the result would give insight on how to stay motivated to learn online among students.

Statement of Problem

Ferrer et al (2022) in his study states that students who have the motivation to learn online actively participate with the teachers during the learning process and will get better learning outcomes. This finding agrees with past studies by (Carini et al., 2006; Kahu, 2013; Ryan and Deci, 2000). Another study from Zhang et al (2021) says that students are able to solve some learning complexities and enhance their sense of achievement.

However, when the pandemic hits, the student's learning motivation has reduced by 75% (Amalia et al., 2021). One of the reasons why the student's motivation reduced is because of the student's accessibility to have a computer or any device that helps in online learning (Bismala and Manurung, 2021). In addition, in the same paper stated that the transitions of learning styles that lead to unreadiness to face the online learning also become one of the factors to online learning motivation reduction. Chu et al (2021) explain that lack of experience in virtual communication and not being familiar with the technical tools in online learning do contribute to the reduction of students' motivation.

According to Yildirim and Gurleroglu (2022), motivation of students in online learning can be increased by having a tool or platform that have a better chance of communicating and able to give and receive quick feedback. Meideiros (2021) states that past studies identified that students who lack social support and motivation to learn conduct problems in schools. In addition, according to Zhang et al (2021), these problems will lead to learning burnout.

Hence, this study is conducted to investigate learners' motivation to learn online. This investigation is done to answer the following questions:

- RQ1- How do learners perceive social support, expectancy, and value as motives in online learning?
- RQ2-Does a relationship exists between social support, expectancy, and value in online learning?

Therefore, this research is being done with the objective as follows:

- to perceive social support, expectancy, and value as factors to stay motivated in online learning.
- to study the relationship between social support, expectancy, and value.

Literature Review

Theory/ Characteristics of Learning Online

Definition of online learning even though written in multiple ways, but the keywords are always similar. It has always been about distance, usage of technology and the internet

(Hafeez et al., 2021; Rahmawati and Sujono, 2021; Mohd Basar et al., 2021; Bhuana and Apriliyanti, 2021; Simamora et al., 2020; Muslimin and Harintama, 2020; Heng and Sol, 2021; Anshari et al., 2016; Ferri et al., 2020). Online learning has been mostly seen as a solution for distance learning where learning must be conducted remotely. Basically, studies relate online learning with the internet and technology where the digitization of learning becomes possible for any form of pedagogy (Basar et al., 2021). This technology, which is the digital communication devices as a communication medium is one of an essential aspect in our lives. Online learning offers more flexibility in which conventional face-to-face learning can only support synchronous learning where everyone (teachers and learners) must be in the same place at the same time, while online learning can be conducted either in synchronous or asynchronous mode. Even though online learning in synchronous mode forces learners and teachers to log on to the internet at the same time, they can be placed at different locations. Meanwhile, online learning conducted in asynchronous mode gives the students freedom in managing their time that makes it more flexible than synchronous mode.

Online learning as technological tools is also associated with terminologies like e-learning, distance learning, blended learning, and hybrid learning. All these terminologies involved usage of technology in learning and differentiated in the following ways (Hong and Sol, 2021); (1) distance learning use technology for overcoming geographical barrier, (2) blended learning or interchangeably termed as hybrid learning refers to how traditional face-to-face learning is combined with online learning and (3) online learning is often interchangeably referred to as e-learning. To sum it up, online learning involves learning virtually (Bhuana and Apriliyanti, 2021). Advantages of online learning among all is to reach students who have difficulty attending the traditional face to face classes due to distance, personal issues, and time constraints like conflicting schedules. One such case is the movement control order to curb the Covid-19 pandemic where everyone must stay at home while at the same time the education system must be continued at every level.

Another important aspect of online learning is the platform (Yusuf and Ahmad, 2020). Learning involves delivery of learning materials, assignment of assessments (quiz, test, assignments) to students, assessment submission and most importantly constant interactions between learners and teachers using these platforms. There are various online learning platforms available. Institutions of higher learning may have their own learning platforms and on top of these institution specific platforms, there are also Google platforms like Google Classroom, Microsoft Teams, Google Meet, Webex, Zoom, social media platforms and apps like Whatsapp, Telegram, Facebook and Instagram.

Challenges/ Problems with Learning Online

Challenges of online learning can be looked at from two viewpoints; one is the teachers' viewpoint and another one is the learners. Both sides need to have the most ideal situation to reap all the benefits of online learning. It has been discussed in many studies the key challenges of online learning at various levels, (1) secondary (Basar et al., 2021) and (2) tertiary (Yusuf and Ahmad, 2020) and various countries. The most discussed challenge is technological infrastructure especially in third world countries like Nigeria (Abdulmajeed et al., 2020) and developing countries like Pakistan (Hafeez et al., 2021), Indonesia (Bhuana and Apriliyanti, 2021; Rahmawati and Sujono, 2021) and Malaysia (Basar et al., 2021). In some places, problems include unstable and slow internet connections that have not been completely overcome. This also brings us to socio economic challenges where the cost of

online learning is not cheap which involves ownership of devices and internet affordability which resulted in a performance gap between learners from lower income families and higher income families (Yusuf and Ahmad, 2020). Some students' do not even own a smartphone let alone a computer or laptop. To set up an effective online learning experience is also not cheap for teachers and not all teachers belong to the higher income group. Another challenge of online learning is interactivity between learners and teachers where it also depends on the available technology. For example, online conferences may provide higher interactivity between teachers and learners, but it will only be possible with the right internet connection and available device.

Another challenge is digital competence of teachers (Bhuana and Apriliyanti, 2021; Ferri et al., 2020) and learners. Both sides must be competent digitally, especially the teachers. Digital incompetence in learners needs teachers to be patient in helping to prepare the learners, but digital incompetence from the teachers' side will cause bigger problem. Teachers' choice of platform is very important as platforms' features is also one of the key points that will improve learners' learning experience, and this requires teachers' pedagogical skills to plan the most effective teaching strategy with the help of online learning platforms (Basar et al., 2021; Chiu et al., 2021). Effective teaching strategies could result in higher motivation in teachers and learners. Furthermore, too many learning outcomes and long class duration are also among many challenges (Simamora et al., 2020) and it might exhaust the learners emotionally.

One aspect that we must consider is course compatibility where not all courses for example sports related or practical hands-on skill related courses may not be suitable to be conducted online (Heng and Sol, 2021). It is a challenge to design an effective online teaching strategy as competitive as conventional face-to-face teaching for these types of courses.

In addition, assessment and supervision are not easy when the class is conducted online. Assessing students' performance is one of the important learning steps in learning specifically to measure the effectiveness of the teaching and learning and conducting online learning may cause insufficient feedback to measure student performance (Simamora et al., 2020). Issues of integrity and trust are common issues in online assessment. Supervising via online means also may not be as effective as in face-to-face conventional classroom.

Parental support is also a challenge to some learners especially when they are at home with their parents. Parents are not only expected to provide the means, but they must give space to their children to learn while at home and not expecting them to help out when the children have classes (Bhuana and Apriliyanti, 2021).

All the key challenges discussed above eventually cause low learners' participation in class activities (Yusuf and Ahmad, 2020) or the learners themselves choose not to participate without any valid reason. Beside all these it is also important to address teachers and learners' psychological needs especially if any of the teachers or learners is at home that makes them feel bad when not able to fulfil other obligations at home when they have long period of classes beside problem of loneliness and isolation in some cases (Zembylas et al., 2008).

Past Studies

Past Studies of Advantages of Learning Online

The growth of Internet technology encourages the evolution of education delivery methods (Bozkurt, 2019; Traxler, 2018). The advantages of learning online drive many education institutions to provide a platform for online learning for their students as an alternative to support the face-to-face learning approach. We can see that learning online is a solution for the teaching and learning delivery during the Covid-19 pandemic that hit the world (Mohtar

and Yunus, 2022; Patricia Aguilera-Hermida, 2020). One of the popular advantages of learning online is the flexibility of this approach which allows students to learn anytime, anywhere (Hasan and Khan, 2020). Besides that, it improves students' technological skills, and collaborative activities can be done easily through the various tools of learning online (Farrah and Al-Bakry, 2020).

Hasan and Khan (2020) studied online teaching-learning during the Covid-19 pandemic from the student's perspective. This study involved 408 students from Manipur University, Aligarh Muslim University and their affiliated colleges and centres. They used a questionnaire as an instrument to collect the data. The study investigated online learning among EFL Students in Palestinian universities during the Covid-19 pandemic. This research involved 191 students as respondents from six Palestinian universities. These universities include Hebron University (48 students), Birzeit University (26 students), Bethlehem University (29 students), An-Najah National University (33 students), Al-Quds University (27 students) and Palestine Ahliya University (28 students). The questionnaire has been used as an instrument to collect the data. The results from the analysis showed that most respondents agreed that learning online improved their technological skills because they need to use various tools while learning online. They also agreed that online learning platforms support collaborative activities because they can easily interact with their peers and teachers. The study also shows that 71.6% of respondents agreed they enjoyed learning online. Based on open-ended question analysis, the reasons they enjoyed learning online were (i) the flexibility of learning online that allows them to learn anytime, anywhere, (ii) online learning platforms provide high accessibility of content materials, (iii) easy for them to interact with teachers and peers, (iv) learning online allows them to study from home comfortably and (v) learning online allows them to study based on their self-paced.

Farrah and Al-Bakry (2020) studied online learning through online learning tools. Results show exploring the tools and many collaborative activities indirectly makes them more confident and self-reliant.

Past Studies of Challenges of Learning Online

Many studies have investigated the student's motivation in online learning including (Ferrer et al., 2020; Gustiani, 2020; Raime et al., 2020; Mese and Cigdem, 2021). Ferrer et al (2020); Gustiani (2020) stated a motivation, extrinsic, and intrinsic are three core that influences the students' motivation during the online learning which affected their motivation. These three cores originally stated in Ryan and Deci (2000) which defines amotivation as a lack of a motivation to engage with a controllable dimension at one end of the spectrum. At the other end of the spectrum, intrinsic motivation, which derives from self-control, can be seen as self-determined and drawn from the internal value it offers. Extrinsic motivation is when individuals are motivated by something outside of themselves, such as a goal or reward. Ferrer et al (2020), investigated the student's attitude toward online learning that impacts on the motivation and educational engagement. Total 574 undergraduate business students from an Australian higher education institute participated via email survey. This study implemented Self-Determination Theory (SDT) as the instrument and data are analysed using Statistical Equation modelling and Hayes bootstrapping method. The finding shows mixed results including the association between intrinsic motivation to know and extrinsic motivation with engagement was influenced by attitude toward online learning. This shows that the design of online learning environments might play a role in promoting learning experiences. Yet, attitudes toward online learning were not shown to influence the

association between intrinsic motivation to achieve and engagement. Meanwhile, study mode was found to be a moderated mediator of a negative mediation impact between motivation and engagement, which was higher and more significant for online students than on-campus students. In addition, the study by Gustiani (2020) also investigates effects of extrinsic and intrinsic motivation on students' motivation in online learning. This study provides insights on the students' motivation from the English Department of Sriwijaya Polytechnics for their online learning in the Covid-19 pandemic as a result of the sudden shift from a face-to-face learning method to a virtualized digital learning environment. Eight students participated in individual interviews via snowball sampling, while fourteen students participated in focus groups. Thematic analysis was used to examine the data collected from the two interviews. The findings revealed that students' motivation for online classes was intrinsically affected more by their desire to gain new knowledge and their satisfaction from experimenting with different learning approaches. External control and environmental factors also have an extrinsic influence. As a result, motivation was due to a lack of external supporting infrastructure. Raime et al (2020) investigates the determining element of UNITAR College students' self-motivation towards online learning satisfaction. Fifty-three students participated in the survey using questions adapted from (Eom et al., 2006; Cobb, 2009). The Social Presence Scale and Satisfaction Scale research instrument from Cobb (2009) was used to evaluate students' satisfaction while using IDEA (Individual Development & Educational Assessment) student rating systems from Eom et al (2006) used to evaluate students' self-motivation. The finding indicates there is a significant relationship between students' self-motivation and online students' satisfaction with 53.8%. More research on challenges of learning online also presented in (Chiu et al., 2021; Mese et al., 2021; Greenhow et al., 2022).

Conceptual Framework

According to Rahmat (2022), to get more interaction in an online class, activities that involve class interaction would help to create a socially supported atmosphere. Past studies have shown that there are some factors that provide satisfaction in online learning; while some factors are perceived as demotivation for online learning (Rahmat et al., 2021). This study is rooted from Fowler's (2018) motivation to learn online. In the context of this study, three motives are explored to see if they have any relationship. Learning online is tough as it is.

Social Support

Learning online is different to learning face-to-face because students are not meeting with their friends and teachers directly. Some students may feel disconnected from their friends and teachers and feel alone during their learning journey. This problem is one of the causes that demotivate students from continuing their studies. Therefore, to reduce this problem, social support is crucial. Online learning must have a platform for student-student and teacher-student communication. Here, the teacher must play the main role in establishing communication between student-student and teacher-student (Lagat and Concepcion, 2022). The communication matter here is not only focused on the communication tools but also on the contents, how the instructions from the teacher are delivered and how the students will get the feedback (Baber, 2022).

Expectancy

Expectancy for success refers to an individual's belief that they can achieve the goals (Loh, 2019). In learning online, belief can obtain an excellent grade, understand all learning

materials online and be confident that they can complete all tasks related to the subject. Such positive beliefs can boost students' motivation to participate in learning online actively. With strong social support and positive belief toward learning online, it can indirectly influence students to be enthusiastic to learn and explore materials and activities in learning online.

Value

Value as one of the investigated variables is measured in three dimensions namely, intrinsic, and extrinsic goal orientation and task value. The intrinsic and extrinsic goal orientation are measured using 4 items each while task value is measured by six items. These three dimensions ask respondents to rate how materials, content, assignments and getting better grades motivates them. As of the previous dimensions, these questions are also from (Fowler, 2018).

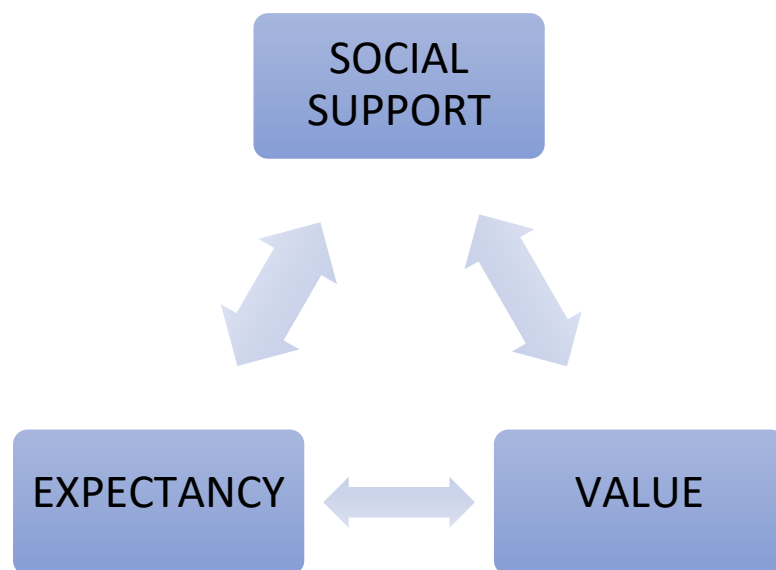


Figure 1- Conceptual Framework of the Study-Motivation to Learn Online: the Case for Social Support (source: Fowler, 2018)

Methodology

This quantitative study is done to investigate learners' motivation in online learning. 102 participants were purposely chosen from a public university in Malaysia. The instrument (refer to table 1) used is a survey adapted from in text citation (Fowler, 2018). Apart from the demographic profile in Section A, section B has 12 items, 8 items on sub-scale Self-Efficacy and 4 items on Control of Learning Beliefs. Value in section C has three sub-scales, four items on Intrinsic Goal Orientation, four items on Extrinsic Goal Orientation and 6 items on Task Value. Section D has 122 items, five items on sub-scale Social Engagement and seven items on Instructor Support.

Table 1
Distribution of Items in Survey

SECTION	MOTIVATION	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
			38

Table 2
Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.945	38

Data is collected via google form and analysed using SPSS version 26. With reference to table 2, the SPSS analysis revealed a Cronbach analysis of .945 thus showing high external reliability for the instrument. Data is presented in terms of percentage for the demographic profile and mean scores to answer the research questions.

Findings

Findings for Demographic Profile

In the demographic profile, there are four items which are gender, course, program, and semester.

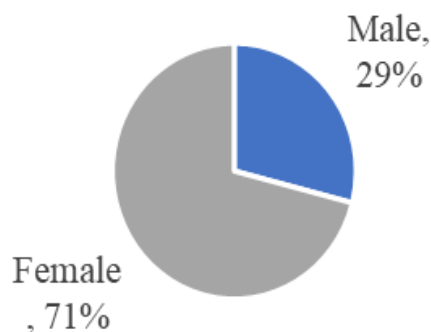


Figure 2- Percentage for Gender

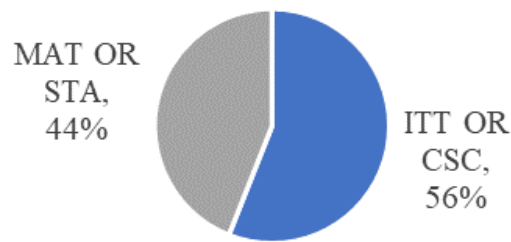


Figure 3- Percentage for Course

Figure 2 depicts the distribution of gender. From a total of 102 students, 71 percent were female, and 29 percent were male students. Meanwhile, figure 3 indicates that, from a total of 102 students who are answering the questionnaire, 44 percent of students enrolled in Mathematics or Statistics courses (MAT or STA) and 56 percent of students enrolled in Introduction to Technology or Computer Science courses (ITT or CSC).

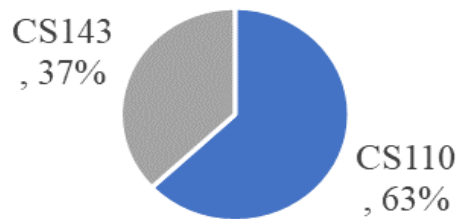


Figure 4- Percentage for Program

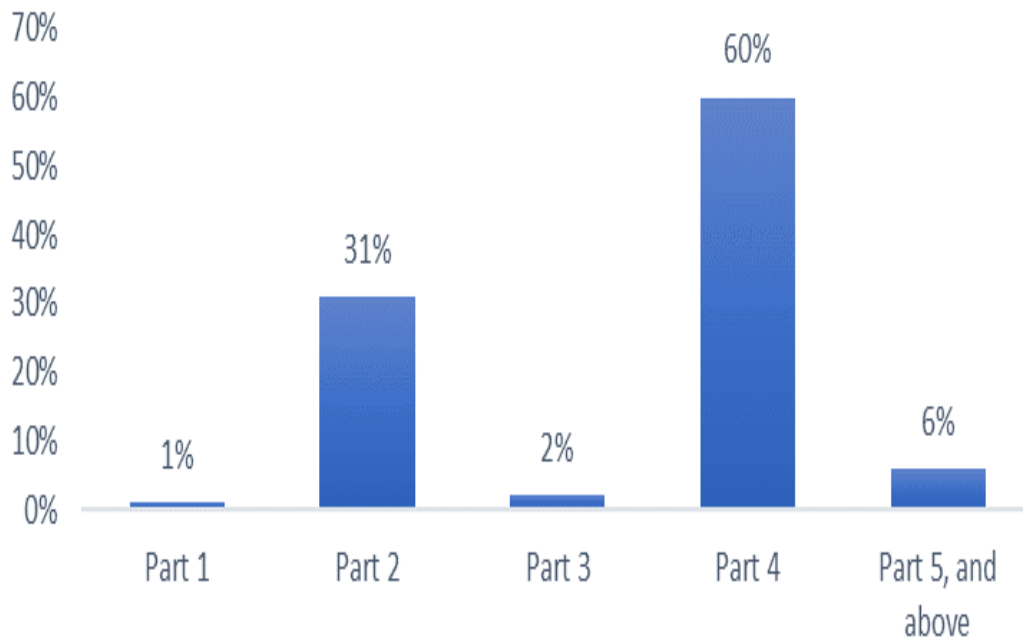


Figure 5- Percentage for Part (Semester)

Figure 4 shows that 37 percent of the students were from Diploma in Mathematics (CS143) and 63 percent from Diploma in Computer Science (CS110). Meanwhile, figure 5 shows that most respondents were from semester 4 with 60 percent followed by students from semester 2 with 31 percent. Semester 5 and above, semester 3 and semester 1 account for 6 percent, 2 percent and 1 percent respectively.

Findings for Perception on Social Support, Expectancy, and value

This section presents data to answer research question 1: RQ1- How do learners perceive social support, expectancy and value as motives in online learning? Analysis is by presenting the mean for (a) social support, (b) expectancy and (c) value.

Findings for Social Support

In the context of this study, social support is measured by (i) social engagement and (ii) instructor support.

(i) Social Support -Social Engagement (SSE)

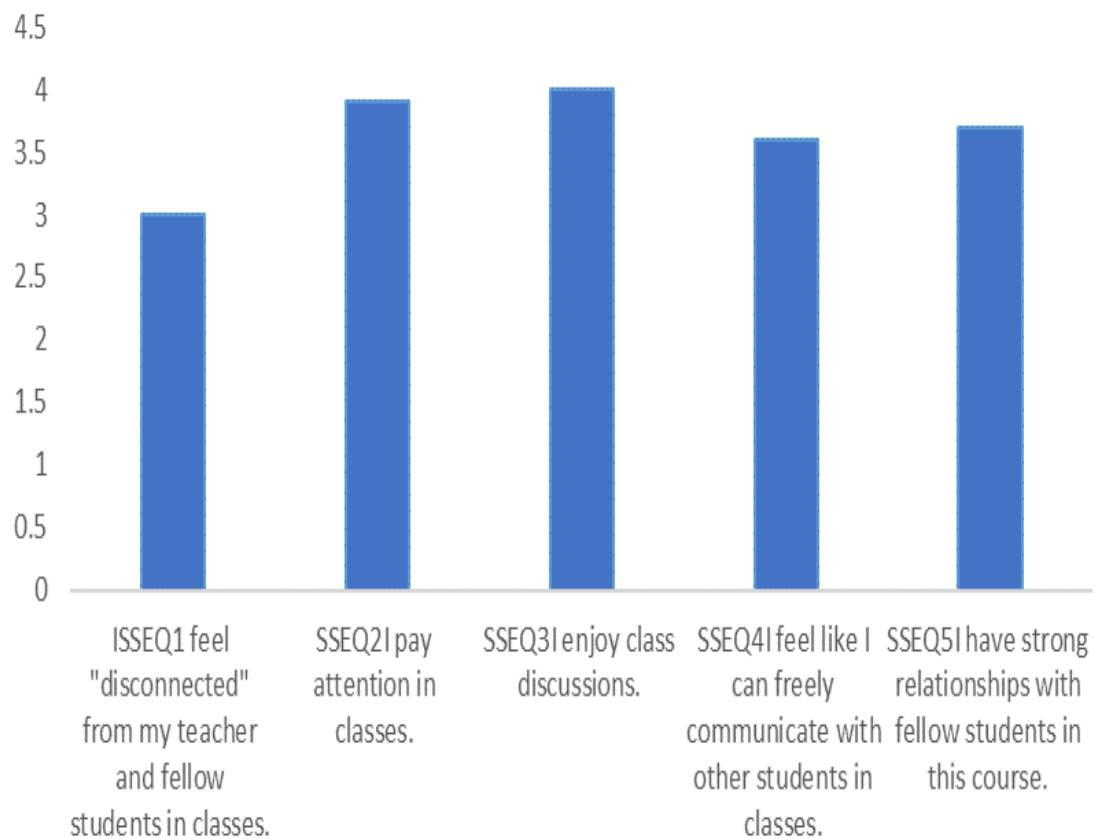


Figure 6- Mean for Social Engagement

Figure 6 shows result of the mean for social engagement section. The highest mean from the five statements is 4.0, SSEQ3 "I enjoy class discussions". Meanwhile statement ISSEQ "I feel "disconnected" from my teacher and fellow students in classes" is the lowest mean. From these results, it shows that students feel engaged when there is two-way communication involved during the online classes compared to only one-way communication. Apart from that, other statements SSEQ2 "I pay attention in classes", SSEQ4 "I feel like I can freely

communicate with other students in classes” and SSEQ5 “I have strong relationships with fellow students in this course” reporting 3.9, 3.6 and 3.7 of mean respectively.

(ii) *Social Support -Instructor Support (SIS)*

Figure 7 shows the mean for instructor support. Instructor support is one element in studying how the students perceive social support as a motive in online learning. There are seven items involved to measure instructor support.

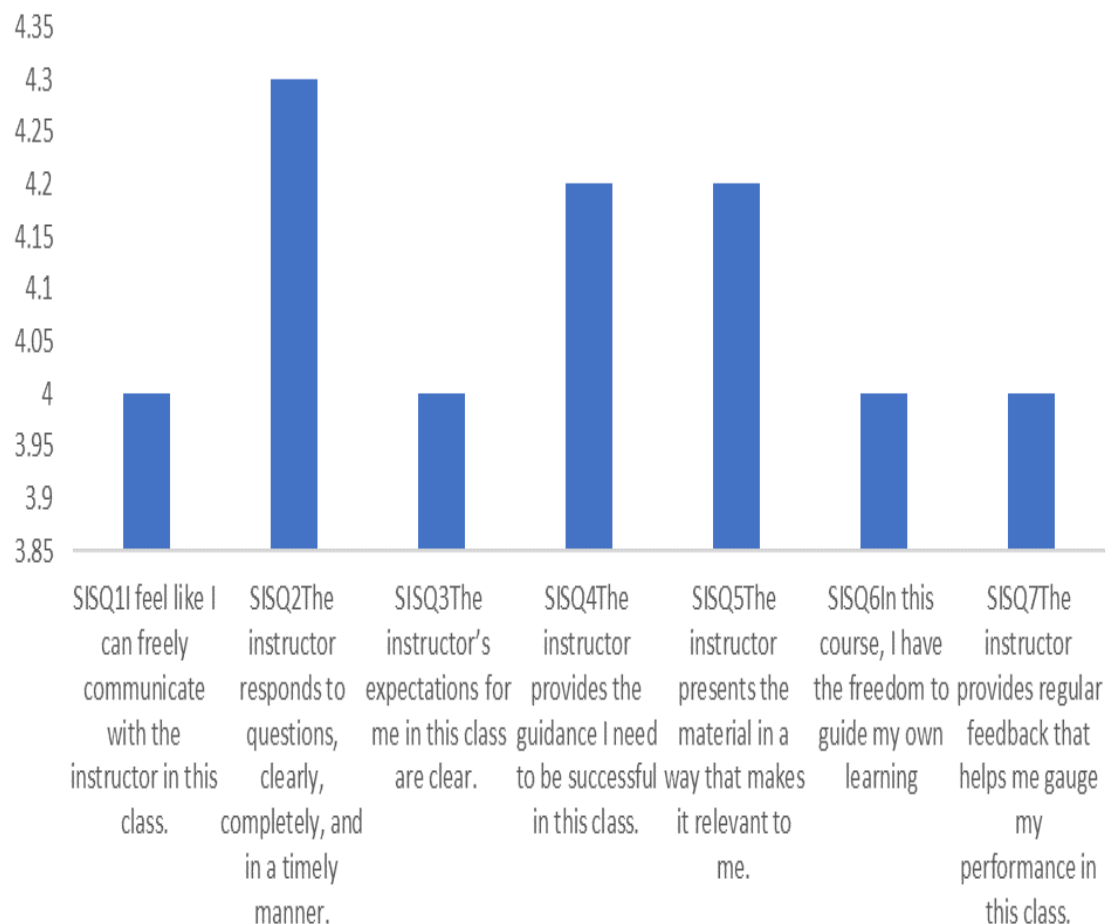


Figure 7: Mean for Instructor Support

The result shows the highest mean from seven items in instructor support is 4.3, SISQ2 "The instructor responds to questions, clearly, completely, and in a timely manner". This result shows that when the instructor or teacher engages with the student actively and can explain clearly and within the time, students' motivation during online learning is high. Apart from that, the lowest mean of 4 involved the following items: (1) SISQ1 "I feel like I can freely communicate with the instructor in this class", (2) SISQ3 "The instructor's expectations for me in this class are clear", (3) SISQ6 "In this course, I have the freedom to guide my own learning" and (4) SISQ7 "The instructor provides regular feedback that helps me gauge my performance in this class".

Findings for Expectancy

In the context of this study, expectancy is measured by (i) self-efficacy and (ii) control of learning beliefs.

(i) *Expectancy-self- efficacy (ESE)*

Figure 8 shows the mean for Self-Efficacy. Self-Efficacy is a part of the elements for studying how students perceive expectancy as a motive in learning online. To measure self-efficacy, eight items have been used.

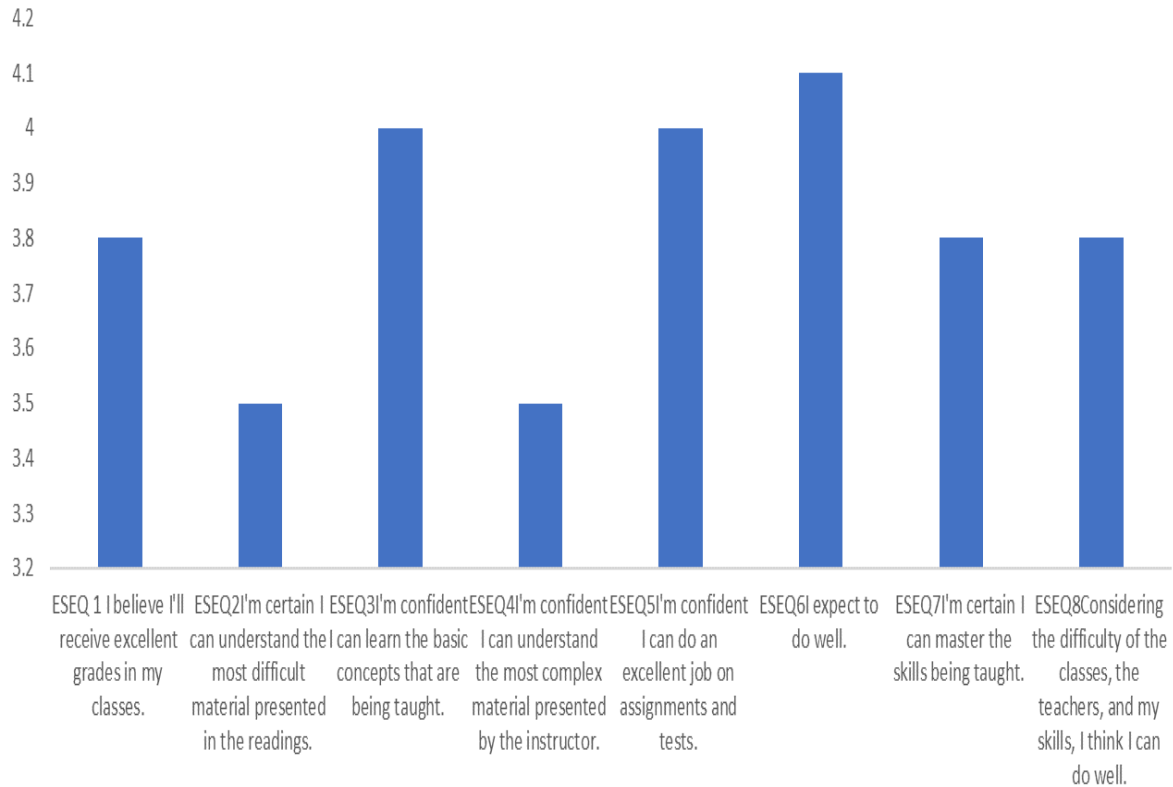


Figure 8: Mean for Self-Efficacy

Based on the result in Figure 8, the highest mean from eight items in self-efficacy is 4.1, ESEQ6 "I expect to do well". This result indicates that when students believe positively that they can do well in learning online, their motivation during involving in learning online are at high level. The mean result for self-efficacy also shows the lowest mean value is 3.5, which involve (1) ESEQ2 "I'm certain I can understand the most difficult material presented in the readings." and (2) ESEQ4 "I'm confident I can understand the most complex material presented by the instructor".

(ii) Expectancy-control of learning beliefs (ECB)

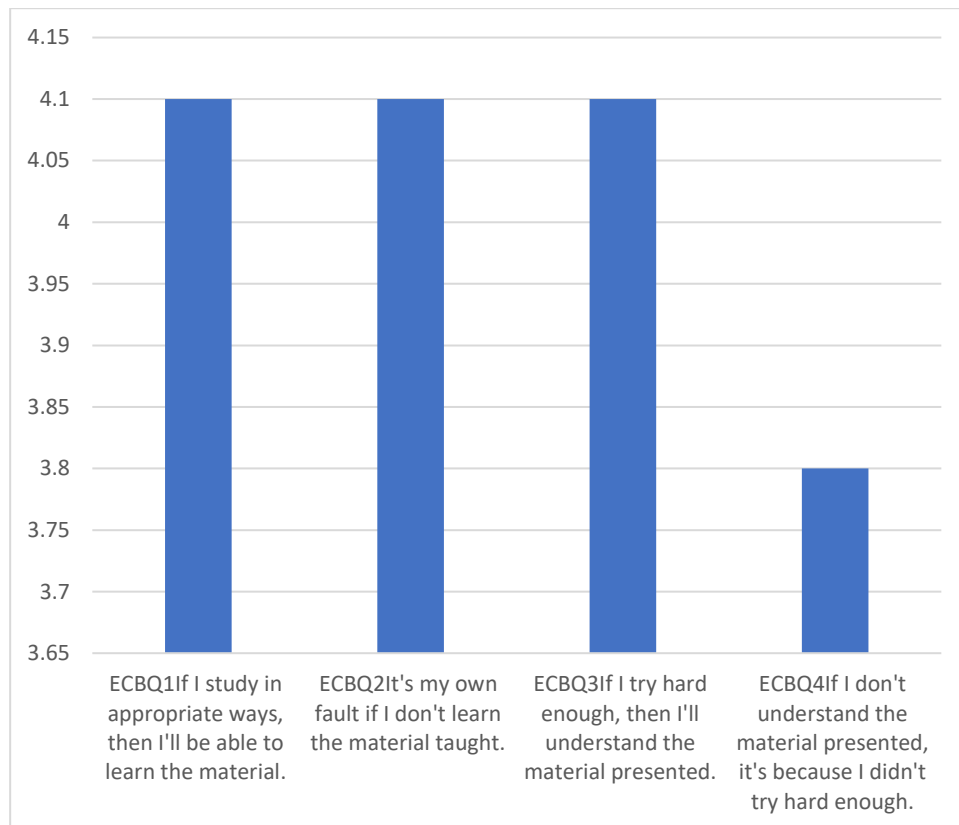


Figure 9: Mean for Control Learning Beliefs

The result shows that the first three items rated with the highest mean at 4.1 which shows that the respondents are aware that the learning process is their own responsibility. However, the last item that says it is their fault if they do not understand the material presented rated the lowest at 3.8.

Findings for Value

In the context of this study, value is measured by (1) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value

(i) Value-Intrinsic Goal Orientation (VI)

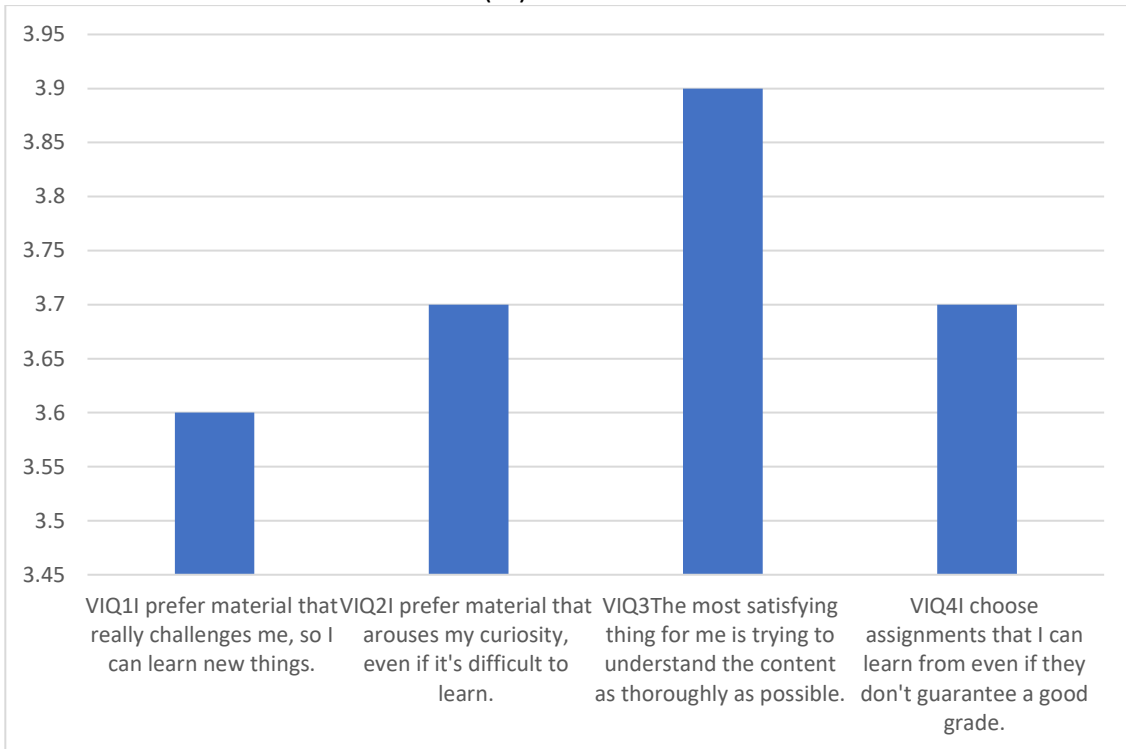


Figure 10: Mean for Intrinsic Goal orientation

From the result, the highest mean is the item VIQ3 “The most satisfying thing for me is trying to understand the content as thoroughly as possible” with mean 3.9. The lowest mean is VIQ1 “I prefer material that really challenges me, so I can learn new things” at 3.6. All the four items are scored closely by the respondents. This result shows that respondents put higher important in trying to understand the content as much as possible.

(ii) Value-Extrinsic Goal Orientation (VE)

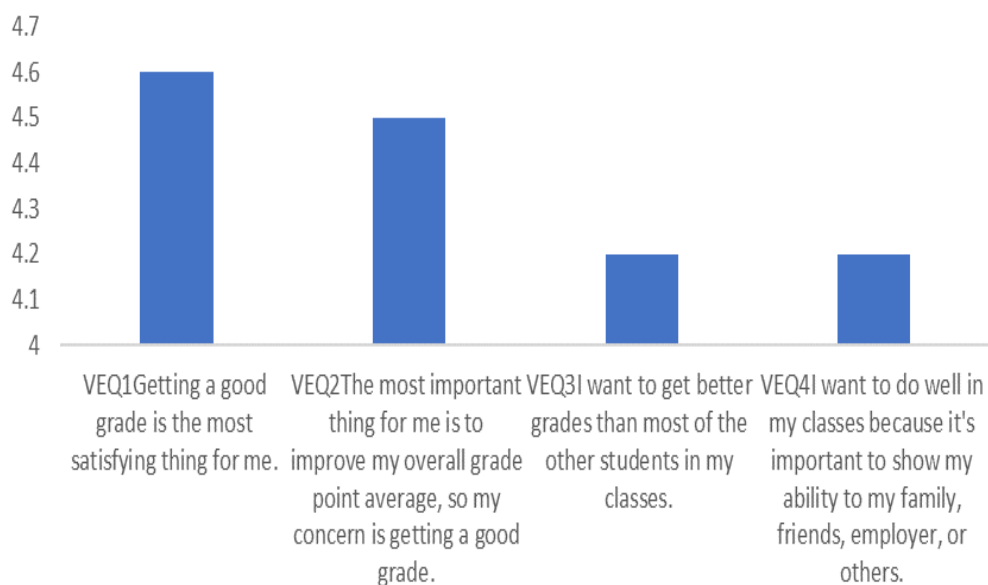


Figure 11: Mean for Extrinsic Goal Orientation

Figure 11 demonstrates the mean for Extrinsic Goal Orientation, the second subscale of the variable Value. The highest mean is 4.6 from item (1) "Getting a good grade is the most satisfying thing for me". The second highest mean is 4.5, (2) "The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade". It shows that strong-willed learners with the desire to get a good grade will drive them to be motivated in online learning. The lowest mean is 4.2, from item (3) "I want to get better grades than most of the other students in my classes" and item (4) "I want to do well in my classes because it's important to show my ability to my family, friends, employer or others". Items (3) and (4) show that personal competition will also motivate learners in online learning.

(iii) Value-Task Value (VT)

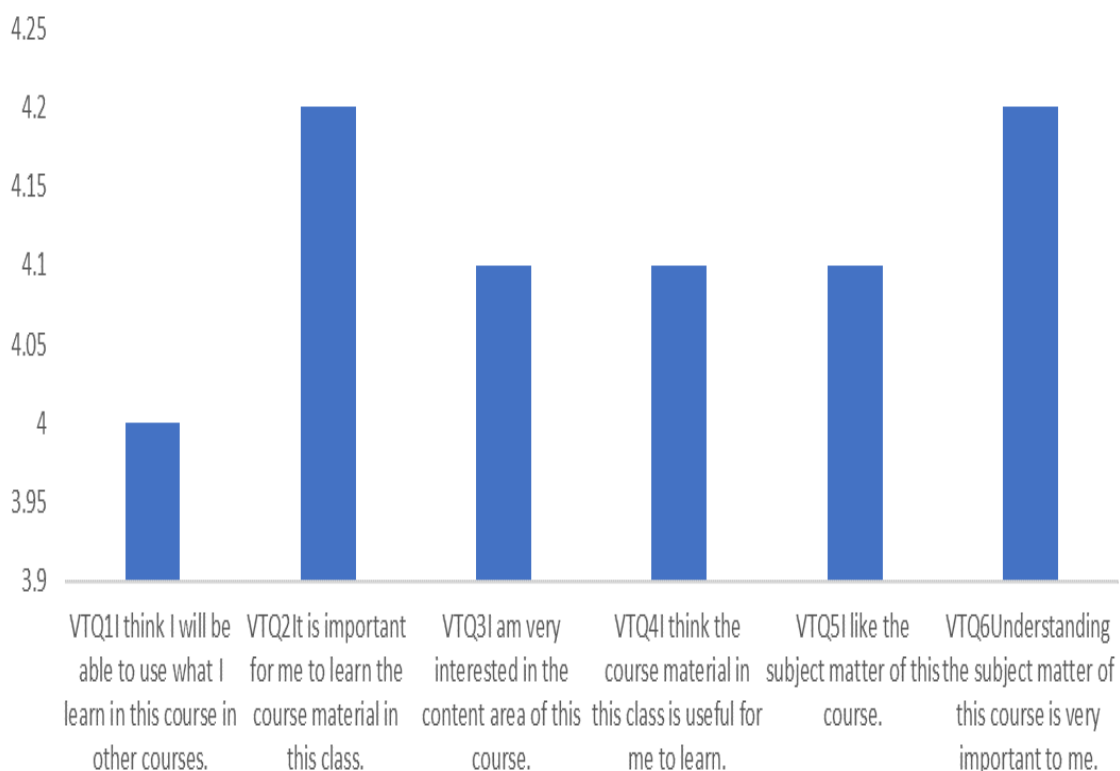


Figure 12: Mean for Task Value

Figure 12 explains the mean for Task Value, the third subscale of the variable Value. The highest mean is 4.2 from the item (2) and (6), "It is important for me to learn the course material in this class" and "Understanding the subject matter of this course is very important" respectively. From these two items, it can be summarized that learners, who optimize the use of course material and understand the course will motivate them in online learning. Next is item (3), (4) and (5) with mean 4.1 each. While the lowest mean is 4, item (1) "I think I will be able to use what I learn in this course in another course".

Findings for Relationship between Social Support, expectancy and value

This section presents data to answer research question 2- RQ2-Does a relationship exist between social support, expectancy and value in online learning?

Table 3
Correlation

		Expectancy	Value	Social Support
Expectancy	Pearson Correlation	1	.706**	.419**
	Sig. (2-tailed)		.000	.000
	N	102	102	102
Value	Pearson Correlation	.706**	1	.626**
	Sig. (2-tailed)	.000		.000
	N	102	102	102
Social Support	Pearson Correlation	.419**	.626**	1
	Sig. (2-tailed)	.000	.000	
	N	102	102	102

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

Table 3 summarizes the relationship between social support, expectancy and value. There is a strong positive relationship between expectancy and value ($r=0.706$, $p\text{-value}=.000$), and a moderate positive relationship for both correlations between value and social support, and expectancy and social support ($r=0.626$, $p\text{-value}=.000$; $r=0.419$, $p\text{-value}=.000$).

Conclusion

Summary of Findings and Discussion

The first objective of the study is to investigate the influence of social support, expectancy, and value on motivation to learn online. A factor of social support is measured by social engagement and instructor support. Findings summarized that teachers are advised to create an interactive environment while conducting a virtual class so that students enjoy the discussion and are free to discuss with fellow students. With clear guidance, the presence of materials and direct instruction from teachers, it will help students to succeed in class. This finding is supported by the study conducted by Thanansi (2021) mentioning that motivation, interaction, and the instructor's role contributed to positive online learning perceptions, which in turn generated greater student satisfaction.

Meanwhile, the factor of expectancy is measured by two primary factors: self-efficacy and control of learning beliefs. To be motivated to learn online, students are advised to do well and give a full commitment to self-regulated learning and adequate with sufficient learning materials. According to Chiu et al (2021), self-directed and collaborative learning must be taken as prerequisite skills for online instruction. He also suggests the importance of the psychological needs of students in designing online learning.

While the factor of value that is measured by three factors: intrinsic goal orientation, extrinsic goal orientation and task value. The finding shows that students with the desire to get a good grade will put an effort to understand the content of learning materials as thoroughly as possible. Students are also advised to understand the subject matter of the course and have self-interest to the course. Goal orientation theory reveals why learners engage in achievement behavior, specifically the beliefs that lead to different approaches to and engagement in achievement situations (Murayama et al., 2012). The intrinsic and extrinsic orientation is important, with more self-determined students expecting positive learning

outcomes even when extrinsically motivated (Reeve et al., 2004). The value in motivation to learn online will result in the students enjoying the learning process and exhibit enhanced performance.

The second objective of the study is to investigate the relationship among factors of social support, expectancy, and value. Findings disclosed that there is a strong positive relationship between expectancy and value ($r=0.706$), and a moderate positive relationship for both correlations between value and social support, and expectancy and social support ($r=0.626$, $r=0.419$). This finding is supported by research done by (Harackiewicz et al., 2002). The research suggests that performance-approach goals can be potentially positive for learning and, when combined with learning goals, can lead to optimal motivation.

Conclusively, the factors of social support, expectancy, and value, clearly influence the students' motivation and they relate to each other in a positive direction to enhance motivation to learn online among students.

The field of motivation theory is extremely diverse, one of them is self-determination theory. To learn online, students require to comprehend the concept of self-regulated learning and motivation affects the process of self-regulated learning (Collin, 2009). Furthermore, motivation during self-directed online learning will result to a positive change in motivation (Kim and Frick, 2011). To the body of knowledge of motivation in online learning, this study shows that motivation greatly affects online learning. Therefore, the three factors discussed in this study should be considered to promote motivation among students, especially in online learning and able to help teachers in designing their teaching and learning.

Pedagogical Implications and Suggestions for Future Research

With the acceleration of ICT development and internet facilities, the findings can be seen as a guide for teachers and students to adapt to the new technological innovation in education which is online learning. Teachers and students are in the midst of a paradigm shift, so they must equip themselves with good knowledge and skills. With the findings from this research, it is hoped that the factor of social support, expectancy and value will be taken into consideration as motivation factors to improve the effectiveness of online learning. It is suggested that future research should focus on the well-being of teachers and students. How do they drastically adapt to the new environment by learning new things without any guidance and appear a sign of exhaustion and inadequacy?

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