Online Learning Motivation: Expectancy, Value, and Social Support Among Higher Education Students: A Cross-Sectional Survey

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ABSTRACT

This study examined students' perspective of expectancy, value and social support in online learning and compared reported online-learning motivation across gender and academic clusters. 131 respondents from Science and Technology, and Social Sciences and Humanities clusters completed a quantitative cross-sectional survey. Adapted questionnaire from Fowler (2018), included 37 items measuring self-efficacy, control of learning beliefs, intrinsic and extrinsic goal orientation, task value, social engagement, and instructor support. Descriptive statistics were used to summarise item responses, independent-samples t-tests were used for group comparisons, and Pearson correlations were used to examine associations among the three reported section scores. The findings indicated no statistically significant difference in online learning motivation by gender, p = .067, whereas a statistically significant difference was observed between academic clusters, p = .012. Positive associations were also observed among expectancy, value, and social support, with correlations ranging from r = .403 to r = .668, all p < .001. The findings suggest that students' perceptions of expectancy, value, and social support are positively associated with online learning motivation. Given that the questionnaire was adapted from an existing instrument rather than specifically developed to operationalise Vroom's instrumentality and valence constructs, the findings are interpreted in terms of the measured constructs rather than as a direct test of Vroom's Expectancy Theory. These findings provide preliminary descriptive evidence of students' beliefs, perceived value, and social experiences in online learning; however, their interpretation remains subject to verification of the scoring and analysis procedures.

Keywords: Online learning, motivation, expectancy, task value, social support, higher education

INTRODUCTION

Background of the Study

Online learning offers flexibility and access to learning resources, but students' experiences also depend on their confidence in their ability to learn, the value they attach to course activities, and the support they receive from instructors and peers. Research has associated motivation with engagement, self-regulation, persistence, and academic performance in digital learning environments (Kuo et al., 2014; Dörnyei & Ushioda, 2021). These related but distinct constructs need to be measured and described accurately. The present study therefore focuses on the constructs represented by the administered questionnaire: expectancy-related beliefs, value-related beliefs, and social support and engagement.

Expectancy-related beliefs include learners' confidence that they can understand course materials and perform learning tasks. Value-related beliefs include intrinsic and extrinsic goal orientation and the perceived importance or usefulness of course content. Social support and engagement concern learners' experiences of interaction, connection, and instructor guidance. Prior research has highlighted the relevance of these factors to online learning (Kuo et al., 2014; Martin & Bolliger, 2018). However, these constructs are not interchangeable with all

three components of Vroom's Expectancy Theory. In particular, task value and goal orientation do not by themselves measure instrumentality, and social engagement or instructor support do not directly measure valence.

The distinction between theoretical concepts and questionnaire measures is important when interpreting survey findings. Vroom's Expectancy Theory distinguishes expectancy (the belief that effort can lead to performance), instrumentality (the belief that performance will lead to outcomes), and valence (the value attached to those outcomes) (Vroom, 1964). The questionnaire used in this study includes items on expectancy-related beliefs, value, social engagement, and instructor support. Accordingly, the present analysis is framed around those measured constructs rather than treating the results as a direct test of all three components of Vroom's theory.

Online learning motivation varies across educational settings and learner populations. Factors such as self-efficacy, perceived usefulness, interaction, and instructor support may be relevant, but their roles need to be assessed using measures that correspond to the constructs being discussed. The present study contributes a descriptive account of students' responses to a questionnaire covering expectancy-related beliefs, value-related beliefs, social engagement, and instructor support.

Vroom's Expectancy Theory provides one possible background for studying motivation because it distinguishes expectancy, instrumentality, and valence (Vroom, 1964). However, the measures administered in the present study do not directly cover all three theoretical components. The study therefore does not claim to validate or comprehensively test Vroom's model. Instead, it reports responses to the measured constructs—expectancy-related beliefs, value-related beliefs, and social support and engagement—and examines group differences and associations among their section scores.

Statement of Problem

Online learning motivation is shaped by learners' beliefs about their ability to succeed, the value they attach to learning activities, and their experiences of support and interaction. Prior studies have examined these factors in different educational contexts (Kuo et al., 2014; Martin & Bolliger, 2018). However, conclusions depend on how the constructs are operationalised. In the present study, the questionnaire measures self-efficacy, control of learning beliefs, intrinsic and extrinsic goal orientation, task value, social engagement, and instructor support. These measured constructs do not map directly onto instrumentality and valence as defined in Vroom's Expectancy Theory. The study therefore addresses students' reported insights and group variances without claiming to test the complete theory or identify causal determinants.

Expectancy-related beliefs are denoted in this questionnaire by self-efficacy and control of learning beliefs. These items describe respondents' confidence and beliefs about their role in learning; they should be interpreted as measured perceptions rather than as proof that expectancy causes motivation.

The questionnaire's value-related section includes intrinsic goal orientation, extrinsic goal orientation, and task value. These constructs concern learning goals and the perceived importance or usefulness of course content. They do not directly measure instrumentality, which specifically concerns the perceived link between performance and outcomes. Therefore, the present results should not be labelled as evidence about instrumentality.

The questionnaire's social-support section includes social engagement and instructor support. These items describe students' experiences of connection, interaction, and instructional support. They do not directly measure valence, which concerns the value attached to expected outcomes. Accordingly, this study reports social support and engagement rather than treating them as a measure of valence.

The sample and course context must be described accurately to establish the scope of the findings. The manuscript reports 131 respondents from two academic clusters but does not provide enough information to confirm that all participants were ESL learners or that they were enrolled in the same type of course. Conclusions should therefore refer to the surveyed participants unless the recruitment records substantiate a more specific population description.

A further methodological issue concerns the alignment between the theoretical framework and the administered questionnaire. Although Vroom's Expectancy Theory distinguishes expectancy, instrumentality, and valence, the questionnaire sections reported here measure expectancy-related beliefs, value-related beliefs, and social support. The current data can describe these measured constructs and their associations, but cannot validate the full theoretical model. Future studies wishing to test Vroom's theory should use or develop measures that directly operationalise instrumentality and valence.

In view of these considerations, this study describes students' responses to questionnaire items concerning expectancy-related beliefs, value-related beliefs, social engagement, and instructor support. It also examines whether the reported overall score differs across gender and academic clusters and explores associations among the three section scores. Because the administered items do not directly measure instrumentality and valence as defined by Vroom, the results are not interpreted as a full test of Vroom's Expectancy Theory.

Objective of the Study and Research Questions

This study examines students' perceptions of online learning using the constructs represented in the administered questionnaire. It addresses the following research questions:

- Does the reported overall online-learning questionnaire score differ significantly by gender?

  H01: There is no difference in the reported overall score between male and female respondents.

- Does the reported overall online-learning questionnaire score differ significantly by academic cluster?

  H02: There is no difference in the reported overall score between respondents from the two academic clusters.

- How do learners rate value-related beliefs (intrinsic goal orientation, extrinsic goal orientation, and task value) in online learning?

- How do learners rate expectancy-related beliefs (self-efficacy and control of learning beliefs) in online learning?

- How do learners rate social engagement and instructor support in online learning?

- What associations are observed among the expectancy, value, and social-support section scores?

  H03: There are no statistically significant associations among the expectancy, value, and social-support section scores.

LITERATURE REVIEW

Theoretical Framework of the Study

Vroom Motivation Theory

Vroom Motivation Theory was introduced by Victor Vroom in 1964 and explains that an individual's motivation is influenced by three main components, namely expectancy, instrumentality, and valence. Expectancy refers to the belief that effort will lead to good performance, instrumentality refers to the belief that good performance will result in desired outcomes or rewards, while valence refers to the value individuals place on those rewards. In the context of education, this theory suggests that students are more motivated to learn when they believe that their effort can improve their academic performance and eventually lead to meaningful outcomes such as good grades, recognition, or future success. Recent studies have shown that Vroom's theory remains relevant in explaining students' learning motivation in modern educational settings. For instance, Lokman et al. (2022) found that students' motivation to learn was strongly influenced by expectancy, value, and affective components, with extrinsic rewards such as good grades serving as significant motivational factors. Similarly, Lee and Song

(2022) highlighted that students' expectancy and perceived value significantly affected their persistence in online learning environments, particularly in MOOCs, indicating that learners are more likely to remain engaged when they perceive the learning outcomes as valuable and achievable. Therefore, Vroom Motivation Theory provides a useful framework for understanding how students' beliefs, expectations, and perceived rewards influence their motivation and engagement in learning.

Motivation to Learn Online

Recent studies support the relevance of expectancy-related factors in online learning motivation. Vo and Ho (2024) found that students' expectancy beliefs and task value significantly influenced their engagement in online learning, demonstrating that learners who perceived online learning tasks as meaningful and achievable were more likely to participate actively in learning activities. Likewise, Izni et al. (2024) reported that expectancy and value were positively associated with motivation to learn online among Malaysian university students, suggesting that students are more motivated when they believe that online learning can help them achieve their academic goals. These findings align with Vroom's Expectancy Theory, highlighting the importance of students' beliefs about effort, performance, and rewards in shaping their motivation to learn in online environments.

Past Studies on Online Learning Motivation

The Importance of Motivation in Online Learning

Motivation has consistently been identified as a fundamental determinant of success in online learning environments. Research suggests that motivated learners are more likely to participate actively in learning activities, regulate their learning processes, and persist in overcoming challenges encountered in digital learning contexts (Hartnett, 2016; Ryan & Deci, 2020). Across various online learning settings, motivation has been linked to learners' willingness to engage with instructional materials and maintain commitment to learning goals. Studies conducted during the rapid expansion of online learning have further reinforced the importance of motivation in facilitating effective learning experiences (Meeter et al., 2020; Pelikan et al., 2021). While there is broad consensus regarding the central role of motivation, researchers differ in their conceptualisation of the construct. Some studies emphasize intrinsic motivational factors such as personal interest and autonomy (Hartnett, 2016), whereas others highlight extrinsic factors including academic achievement and career advancement (Ryan & Deci, 2020). These differences suggest that motivation is a multidimensional construct influenced by various psychological and contextual factors. Methodologically, many studies employ cross-sectional survey designs, which provide useful insights into motivational trends but limit the ability to establish causal relationships between motivation and learning outcomes.

Factors Affecting Learner Motivation

Research has identified numerous factors that influence learners' motivation in online learning environments. Consistent findings indicate that self-efficacy, perceived competence, learner autonomy, social interaction, technological support, and instructional quality significantly contribute to learners' motivation (Kuo et al., 2014; Pelikan et al., 2021). Studies have shown that learners who possess greater confidence in their abilities and perceive adequate support from instructors tend to demonstrate higher levels of motivation. Similarly, meaningful interactions with peers and instructors have been found to foster positive learning experiences and strengthen learners' commitment to online courses (Martin & Bolliger, 2018). However, contradictory findings have emerged regarding the relative importance of these factors. While some studies identify technological accessibility as a primary determinant of motivation (Adnan & Anwar, 2020; Mahyoob, 2020), others argue that psychological variables such as self-efficacy and perceived value exercise a stronger influence than technological conditions (Kuo et al., 2014). Furthermore, studies conducted during the COVID-19 pandemic reported motivational challenges arising from environmental distractions, internet connectivity issues, and emotional stress, suggesting that contextual factors may interact with individual characteristics in shaping motivation. Methodologically, many investigations rely on self-reported data, which may be susceptible to response bias and may not fully capture the complexity of learners' motivational experiences.

Motivation and Academic Performance

A growing body of research has examined the relationship between motivation and academic performance in online learning environments. Evidence consistently shows that motivated learners achieve stronger outcomes by investing greater effort, applying effective learning strategies, and exercising self-regulation (Walker, Aguiar, Soicher, Kuo, & Resig, 2024; Zhao, Ni, & Zhou, 2022). Motivation has been positively associated with grades, course completion, and overall achievement, though the strength of this relationship varies across studies. Some findings suggest that motivation directly predicts academic performance, while others indicate that its effects are mediated by factors such as self-regulated learning, engagement, and study habits (Walker et al., 2024). More recent work highlights the role of external influences, including institutional support and the quality of the learning environment, in shaping the extent to which motivation translates into academic success (Meeter et al., 2020; Zhao et al., 2022). Despite these contributions, methodological limitations—such as reliance on correlational designs and single-institution samples—continue to restrict the generalizability of findings and limit causal interpretations.

Motivation and Learner Engagement

The relationship between motivation and learner engagement has received considerable attention in online learning research. Existing studies consistently demonstrate that motivated learners are more likely to participate actively in discussions, complete learning activities, and interact with instructional materials (Martin & Bolliger, 2018; Pelikan et al., 2021). Learner engagement has been conceptualized as behavioural, emotional, and cognitive involvement in learning processes, with motivation serving as a key antecedent of these engagement dimensions. Research further suggests that interaction with instructors and peers enhances learners' motivation, which subsequently promotes greater engagement (Kuo et al., 2014; Martin & Bolliger, 2018). However, inconsistencies remain regarding the directionality of the relationship between motivation and engagement. While some studies argue that motivation drives engagement, others propose that engaging learning environments strengthen learners' motivation over time (Pelikan et al., 2021). These differing perspectives indicate a potentially reciprocal relationship between the two constructs. Methodologically, most studies employ quantitative survey approaches that capture learners' perceptions at a single point in time, thereby limiting understanding of how motivation and engagement evolve throughout online learning experiences.

Motivation and Online Learning Persistence

Persistence has emerged as one of the most significant outcomes associated with learner motivation in online education. Research consistently indicates that motivated learners are more likely to complete courses, overcome obstacles, and continue participating in online learning programs (Albelbisi & Yusop, 2019). Studies have shown that learners who perceive online learning as valuable and achievable demonstrate stronger intentions to persist despite academic challenges. Nevertheless, contradictory findings suggest that motivation alone may not be sufficient to ensure persistence. A report that external constraints such as time limitations, competing responsibilities, and technological difficulties contribute to learner dropout even when motivation levels remain relatively high (Albelbisi & Yusop, 2019). These findings highlight the complexity of persistence as a learning outcome influenced by both motivational and contextual factors. A methodological limitation evident in this body of research is the reliance on learners' intentions to persist rather than actual completion data, which may overestimate the strength of motivational effects.

Synthesis of the Literature

The reviewed literature associates online-learning experiences with expectancy-related beliefs, perceived value, social interaction, and instructional support. These constructs are related but conceptually distinct. The questionnaire used in the present study measures self-efficacy and control of learning beliefs; intrinsic and extrinsic goal orientation and task value; and social engagement and instructor support. It does not directly operationalise all three components of Vroom's Expectancy Theory. The present study is therefore interpreted as an exploratory survey of these measured constructs rather than a test of Vroom's full theoretical model.

Conceptual Framework of the Study

When it comes to online learning, one concern among learners is the issue of engagement and connectedness. Without sufficient engagement, learners may experience feelings of isolation and become less motivated during online lessons (Rahmat, 2025). Social support is therefore particularly relevant in online learning, where opportunities for interaction with instructors and peers may differ from those available in face-to-face learning environments. At the same time, learners' perceptions of the value and usefulness of learning activities may contribute to their willingness to remain engaged in online learning. When learners perceive their learning activities as meaningful, useful, or relevant to their goals, they may be more motivated to participate in the learning process.

According to Fowler (2018), motivation to learn online can be examined through three broad dimensions: expectancy, value, and social support. In the present study, these dimensions are represented by the constructs measured in the questionnaire. Expectancy-related beliefs comprise self-efficacy and control of learning beliefs, which reflect learners' perceptions of their ability to succeed and their perceived control over their learning. Value-related beliefs comprise intrinsic goal orientation, extrinsic goal orientation, and task value, reflecting learners' reasons for engaging in learning and the perceived importance or usefulness of learning activities. Social support comprises social engagement and instructor support, reflecting learners' experiences of interaction, connectedness, and support in the online learning environment.

Figure 1 presents the conceptual framework of the study based on these three measured questionnaire sections. The framework is descriptive rather than causal and does not propose that expectancy-related beliefs, value-related beliefs, or social support cause or influence one another. Instead, it illustrates how the constructs represented in the questionnaire are organised and examined in the present study.

The study further examines students' reported overall questionnaire scores across gender and academic clusters and explores associations among the three section scores. Pearson correlations are therefore used to examine the relationships among expectancy-related beliefs, value-related beliefs, and social support. These associations are interpreted as relationships among the measured questionnaire sections rather than as interactions among Vroom's theoretical components.

Although the study was initially informed by Vroom's (1964) Expectancy Theory, the questionnaire used in the present study does not directly operationalise instrumentality and valence as theoretically defined in Vroom's model. Accordingly, the present study does not seek to establish causal relationships among Vroom's theoretical components or to validate the complete theory. Instead, it focuses on the three dimensions represented by the administered questionnaire—expectancy-related beliefs, value-related beliefs, and social support—and provides descriptive and correlational evidence concerning students' online learning experiences.

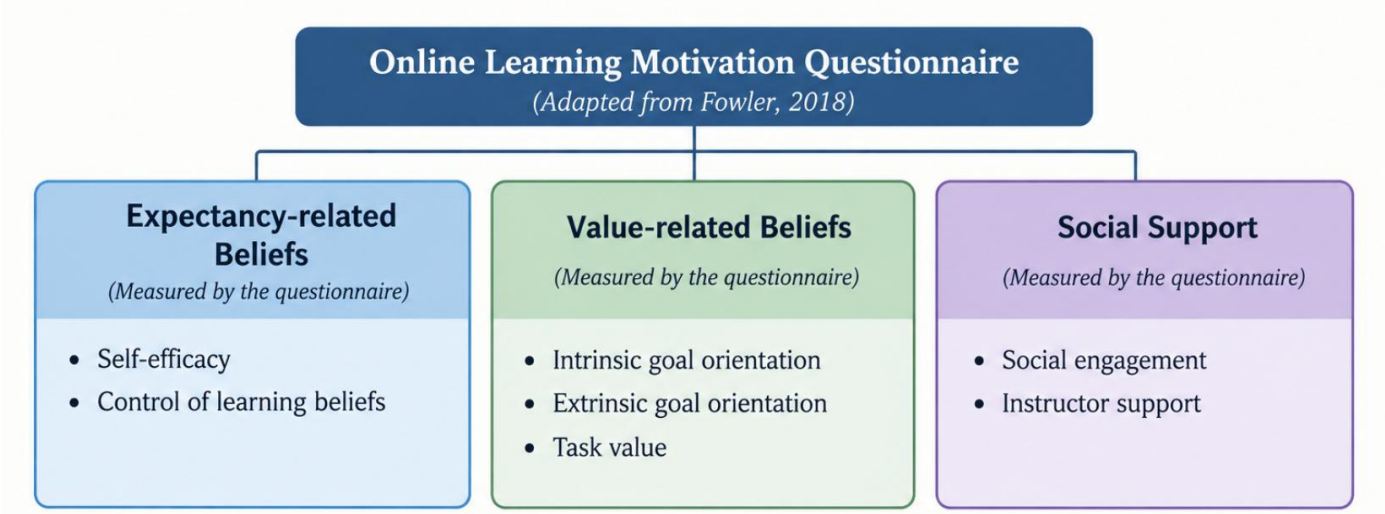

Figure 1- Conceptual Framework of the Study Online motivation using Vroom's Theory

METHODOLOGY

This quantitative cross-sectional survey used convenience sampling and obtained responses from 131 participants. The questionnaire was adapted from Fowler (2018) and contained 37 items across three substantive sections: expectancy-related beliefs (11 items), value-related beliefs (14 items), and social support (12 items). Responses were recorded on a five-point frequency scale: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, and 5 = Almost Always. The demographic variables reported were gender and academic cluster.

Table 1- Likert Scale Use

1	Never
2	Seldom
3	Sometimes
4	Often
5	Almost Always

Table 2- Distribution of Items in the Survey

SECTION	VARIABLE MOTIVATION	CONSTRUCT	NO OF ITEMS	
B	EXPECTANCY	Self-Efficacy	7	11(.904)
		Control of Learning Beliefs	4	
C	VALUE-RELATED BELIEFS	Intrinsic Goal Orientation	4	14(.904)
		Extrinsic Goal Orientation	4	
		Task Value	6	
D	SOCIAL SUPPORT	Social Engagement	5	12(.879)
		Instructor Support	7	
				37(.941)

Table 2 shows 11 expectancy-related items, 14 value-related items, and 12 social-support items. These labels describe the administered item content and do not establish equivalence with instrumentality and valence in Vroom's Expectancy Theory.

Table 3- Reliability Levels, Cronbach's Alpha Ranges, and Their Interpretations

Reliability Level	Cronbach's Alpha range	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80-0.89	Reflects strong internal consistency
Acceptable	0.70-0.79	Indicates acceptable internal consistency
Questionable	0.60-0.69	Reflects questionable internal consistency
Poor	Below 0.6	Indicates poor internal consistency

In order to determine the internal reliability of the instrument, reliability analysis is conducted. . Table 3 above shows the distribution and interpretation of Cronbach Alpha range. According to Ahmad,et.al. (2024), Cronbach Alpha scores between 0.7 to 0.9 is considered acceptable to excellent.

Table 3 also shows the reliability of the survey. The analysis shows a Cronbach alpha of .904 for Expectancy, .904 for Value-related Beliefs, and .879 for Social Support. The overall Cronbach alpha for all 37 items is .941., thus, revealing a good reliability of the instrument used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Demographic Analysis

According to Zienefuss, et.al (2021), researchers report demographic data in percentages to establish sample representatives, and allow for generalisability to a larger population. The reporting also provides an overview of participants' characteristics. Percentages offer a clear and understandable picture of the sample makeup.

Table 4- Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	38%
		Female	62%
2	Cluster	Science & Technology	52%
		Social Sciences & Humanities	48%

Table 4 presents the percentage for Demographic Profile of participants based on gender and cluster. For gender, the percentage for female participants are higher at 62% compared to male participants which is at 38%. For cluster, majority (52%) are of Science and Technology background while the rest at 48% are from the Social Sciences and Humanities.

Inferential Statistics

According to Shah (2024), there are three main functions of a T-test. Firstly, T-tests are done to compare means. This test is also done to determine if the average scores (mean) or values of two groups, or one group against a known value, are different enough to be considered statistically meaningful and are not just due to random chance. Secondly, T-test is done to test hypotheses. Researchers use t-tests to test hypotheses about means, such as whether a new treatment significantly impacts a variable or if there's a difference in performance between two distinct groups. Lastly, T-test is used to identify significant differences. The output of a t-test provides a p-value (significance value). If this p-value is below a pre-determined threshold (often 0.05), it indicates a statistically significant difference, allowing researchers to draw conclusions about the populations from which their samples were drawn.

Findings for Gender

Research question 1: Does the reported overall questionnaire score differ significantly by gender?

H01: There is no difference in the reported overall score between male and female respondents.

Table 5: T-Test for online motivation across gender

Group Statistics

	Q1gender	N	Mean	Std. Deviation	Std. Error Mean
ONLINE_MOTIVATION	MALE	50	3.9692	.44964	.06359
	FEMALE	81	3.8198	.44933	.04993

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
ONLINE_MOTIVATION	Equal variances assumed	.004	.949	1.848	129	.033	.067	.14937	.08083	-.01056	.30930
	Equal variances not assumed			1.848	103.859	.034	.068	.14937	.08085	-.01095	.30969

A two-sample t-test was performed to compare online motivation across gender. The submitted analysis reported p = .067 for the gender comparison. At the .05 significance level, this result is not statistically significant

Findings for Clusters

Research question 2: Does the reported overall questionnaire score differ significantly by academic cluster?

H02: There is no difference in the reported overall score between respondents from the two academic clusters.

Table 6: T-Test for online motivation across clusters

Group Statistics

	Q3CLUSTER	N	Mean	Std. Deviation	Std. Error Mean
ONLINE_MOTIVATION	S&T	68	3.9718	.43212	.05240
	SS,H & B	63	3.7743	.45725	.05761

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p			Lower	Upper
ONLINE_MOTIVATION	Equal variances assumed	.014	.905	2.541	129	.006	.012	.19743	.07771	.04369	.35118
	Equal variances not assumed			2.535	126.748	.006	.012	.19743	.07788	.04333	.35154

A two-sample t-test was performed to compare online motivation across clusters. The submitted analysis reported p = .012 for the comparison between academic clusters. This result is statistically significant at the .05 level, based on the reported p-value. The null hypothesis is therefore rejected, not accepted.

Descriptive Statistics

Why is there a need to report the mean and standard deviation? According to Vetter (2017), Mean (M) represents the average, or centre of a data set. Standard deviation (SD) indicates the typical distance of individual observations from the mean which shows the data's variability or spread. A low SD means the data points are clustered close to the mean whole a high. SD indicates they are more spread out. It is good to have a high SD.

Findings for Value-Relayed Beliefs

This section presents data to answer Research Question 3: How do learners rate value-related beliefs, measured through intrinsic goal orientation, extrinsic goal orientation, and task value.

Table 7 Mean (M) and Standard Deviation (SD) for Intrinsic Goal Orientation (VI)

Statement	M	SD
VIQ1 I prefer online material that really challenges me, so I can learn new things.	3.47	0.85
VIQ2 I prefer online material that arouses my curiosity, even if it's difficult to learn.	3.53	0.80
VIQ3 The most satisfying thing for me is trying to understand the online content as thoroughly as possible.	3.68	0.72
VIQ4 I choose assignments that I can learn from even if they don't guarantee a good grade.	3.52	0.72

Table 7 presents the mean (M) and standard deviation (SD) for students' intrinsic goal orientation towards online learning materials. Overall, the findings indicate that the respondents showed a moderately high level of intrinsic motivation in engaging with online content. The statement "The most satisfying thing for me is trying to understand the online content as thoroughly as possible" (VIQ3) recorded the highest mean score (M = 3.68, SD = 0.72), suggesting that most respondents were highly motivated to gain a deeper comprehension of the learning materials. This was followed by the statement "I prefer online material that arouses my curiosity, even if it is difficult to learn" (VIQ2) with a mean score of 3.53 (SD = 0.80), and "I choose assignments that I can learn from even if they do not guarantee a good grade" (VIQ4) with a mean score of 3.52 (SD = 0.72). Meanwhile, the lowest mean score was recorded for the statement "I prefer online material that really challenges me, so I can learn new things" (VIQ1) with a mean of 3.47 (SD = 0.85). Nevertheless, the overall findings suggest that

respondents generally possessed positive intrinsic goal orientation, particularly in terms of their interest in understanding and learning from online materials.

Table 8 Mean (M) and Standard Deviation (SD) for Extrinsic Goal Orientation (VE)

Statement	M	SD
VEQ1 Getting a good grade is the most satisfying thing for me.	4.47	0.75
VEQ2 I want to do well in my classes so that I can get awards and recognition.	4.08	1.00
VEQ3 I want to get better grades than most of the other students in my classes.	3.98	0.88
VEQ4 I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.	4.22	0.81

Table 8 presents the mean (M) and standard deviation (SD) for students' extrinsic goal orientation towards online learning. Overall, the findings indicate that the respondents demonstrated a high level of extrinsic motivation, with mean scores ranging from 3.98 to 4.47. The statement "Getting a good grade is the most satisfying thing for me" (VEQ1) recorded the highest mean score (M = 4.47, SD = 0.75), indicating that academic achievement and grades were the strongest motivating factors among the respondents. This was followed by the statement "I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others" (VEQ4), which obtained a mean score of 4.22 (SD = 0.81). Meanwhile, the statement "I want to do well in my classes so that I can get awards and recognition" (VEQ2) recorded a mean score of 4.08 (SD = 1.00). The lowest mean score was obtained for the statement "I want to get better grades than most of the other students in my classes" (VEQ3) with a mean of 3.98 (SD = 0.88). Nevertheless, the findings suggest that external factors such as grades, recognition, and social approval played an important role in motivating respondents in their learning process.

Table 9 Mean (M) and Standard Deviation (SD) for Task Value (VT)

Statement	M	SD
VTQ1 I think I will be able to use what I learn in this course in other courses.	4.23	0.75
VTQ2 It is important for me to learn the course material in this class.	4.29	0.74
VTQ3 I am very interested in the content area of this course.	4.08	0.80
VTQ4 I think the course material in this class is useful for me to learn.	4.08	0.81
VTQ5 I like the subject matter of this course.	4.04	0.78
VTQ6 Understanding the subject matter of this course is very important to me.	4.25	0.79

Table 9 presents the mean (M) and standard deviation (SD) for students' task value towards the course. Overall, the findings indicate that the respondents demonstrated a high level of task value, with mean scores ranging from 4.04 to 4.29, suggesting that students generally perceived the content of the course as important, useful, and relevant to their learning needs. The statement "It is important for me to learn the course material in this class" (VTQ2) recorded the highest mean score (M = 4.29, SD = 0.74), indicating that respondents highly valued the importance of the course material. This was followed closely by "Understanding the subject matter of this course is very important to me" (VTQ6), which obtained a mean score of 4.25 (SD = 0.79), and "I think I will be able to use what I learn in this course in other courses" (VTQ1) with a mean score of 4.23 (SD = 0.75). Meanwhile, the statements "I am very interested in the content area of this course" (VTQ3) and "I think the course material in this class is useful for me to learn" (VTQ4) both recorded the same mean score of 4.08, with standard deviations of 0.80 and 0.81 respectively. The lowest mean score was obtained for the statement "I like the subject matter of this course" (VTQ5) with a mean of 4.04 (SD = 0.78). Nevertheless, the overall findings suggest that respondents positively valued the course and recognised its importance and usefulness in supporting their academic learning.

Findings for Expectancy

This section presents data to answer research question 4: How do learners perceive expectancy in online learning? In the context of this study, this is measured by (i) self-efficacy and (ii) control of learning beliefs.

Table 10 Mean (M) and Standard Deviation (SD) for SELF- EFFICACY (ESE)

Statement	M	SD
ESEQ 1 I believe I'll receive excellent grades in my classes.	3.59	0.72
ESEQ2 I'm certain I can understand the most difficult material presented in the readings.	3.44	0.71
ESEQ3 I'm confident I can learn the basic concepts that are being taught.	3.82	0.86
ESEQ4 I'm confident I can understand the most complex material presented by the instructor online.	3.45	0.77
ESEQ5 I'm confident I can do an excellent job on assessments online	3.68	0.79
ESEQ6 I'm certain I can master the skills being taught online.	3.40	0.77
ESEQ7 Although online classes can be challenging, I think I can do well.	3.59	0.84

Table 10 presents the mean (M) and standard deviation (SD) for students' self-efficacy in online learning. Overall, the findings indicate that respondents demonstrated a moderately positive level of self-efficacy, with mean scores ranging from 3.40 to 3.82. The statement "I'm confident I can learn the basic concepts that are being taught" (ESEQ3) recorded the highest mean score (M = 3.82, SD = 0.86), suggesting that respondents were generally confident in their ability to understand fundamental concepts delivered through online learning. This was followed by "I'm confident I can do an excellent job on assessments online" (ESEQ5), which obtained a mean score of 3.68 (SD = 0.79). The statements "I believe I'll receive excellent grades in my classes" (ESEQ1) and "Although online classes can be challenging, I think I can do well" (ESEQ7) both recorded a mean score of 3.59, with standard deviations of 0.72 and 0.84 respectively. Meanwhile, "I'm confident I can understand the most complex material presented by the instructor online" (ESEQ4) and "I'm certain I can understand the most difficult material presented in the readings" (ESEQ2) obtained mean scores of 3.45 (SD = 0.77) and 3.44 (SD = 0.71), respectively. The lowest mean score was recorded for "I'm certain I can master the skills being taught online" (ESEQ6) with a mean of 3.40 (SD = 0.77). Nevertheless, the findings suggest that respondents generally possessed confidence in their ability to succeed in online learning, particularly in understanding basic concepts and performing well in online assessments.

Table 11 Mean (M) and Standard Deviation (SD) for CONTROL OF LEARNING BELIEFS (ECB)

Statement	M	SD
ECBQ1 If I study in appropriate ways, then I'll be able to learn the material.	3.83	0.76
ECBQ2 It's my own fault if I don't learn the material taught.	3.96	0.87
ECBQ3 If I try hard enough, then I'll understand the material presented.	4.06	0.82
ECBQ4 If I don't understand the material presented, it's because I didn't try hard enough.	3.75	0.92

Table 11 presents the mean (M) and standard deviation (SD) for students' control of learning beliefs in online learning. Overall, the findings indicate that respondents demonstrated a positive level of control over their learning, with mean scores ranging from 3.75 to 4.06. The statement "If I try hard enough, then I'll understand the material presented" (ECBQ3) recorded the highest mean score (M = 4.06, SD = 0.82), suggesting that respondents strongly believed that effort plays a crucial role in understanding course materials. This was followed by "It's my own fault if I don't learn the material taught" (ECBQ2), which obtained a mean score of 3.96 (SD = 0.87), indicating that learners generally accepted personal responsibility for their learning outcomes. The statement "If I study in appropriate ways, then I'll be able to learn the material" (ECBQ1) recorded a mean score of 3.83 (SD = 0.76), reflecting respondents' confidence in the effectiveness of appropriate learning strategies. Meanwhile, the lowest mean score was obtained for "If I don't understand the material presented, it's because I didn't try hard enough" (ECBQ4) with a mean of 3.75 (SD = 0.92). Nevertheless, the overall findings suggest that respondents generally believed that their academic success in online learning is largely influenced by their own effort, study strategies, and personal responsibility for learning.

Findings for Social Engagement and Instructor Support

This section presents data to answer research question 5: How do learners rate social engagement and instructor

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

Table 12 Mean (M) and Standard Deviation (SD) for Social Engagement (SSE)

Statement	M	SD
SSEQ 1 feel "disconnected" from my teacher and fellow students in classes.	2.06	0.96
SSEQ2 I pay attention in classes.	4.12	0.73
SSEQ3 I enjoy class discussions.	4.12	0.74
SSEQ4 I feel like I can freely communicate with other students in classes.	3.88	0.82
SSEQ5 I have strong relationships with fellow students in this course.	3.79	0.83

Table 12 presents the mean (M) and standard deviation (SD) for students' social engagement in online learning. Overall, the findings indicate that respondents demonstrated a positive level of social engagement, with mean scores ranging from 2.06 to 4.12. The statements "I pay attention in classes" (SSEQ2) and "I enjoy class discussions" (SSEQ3) recorded the highest mean score of 4.12, with standard deviations of 0.73 and 0.74 respectively, suggesting that respondents were highly attentive during online classes and actively enjoyed participating in discussions. This was followed by the statement "I feel like I can freely communicate with other students in classes" (SSEQ4), which obtained a mean score of 3.88 (SD = 0.82), indicating a generally positive perception of peer communication. The statement "I have strong relationships with fellow students in this course" (SSEQ5) recorded a mean score of 3.79 (SD = 0.83), reflecting a moderate level of social connection among classmates. Meanwhile, the lowest mean score was obtained for the statement "I feel 'disconnected' from my teacher and fellow students in classes" (SSEQ1) with a mean of 2.06 (SD = 0.96). As this statement was negatively worded, the low mean score suggests that most respondents did not feel disconnected from their teachers and peers. Overall, the findings indicate that respondents generally experienced positive social engagement in online learning, characterised by active participation, attentiveness, and meaningful interactions with both instructors and fellow students.

Table 13 Mean (M) and Standard Deviation (SD) for Instructor Support (SIS)

Statement	M	SD
SISQ1 I feel like I can freely communicate with the instructor in this class.	3.79	0.83
SISQ2 The instructor responds to questions, clearly, completely, and in a timely manner.	4.30	0.76
SISQ3 The instructor's expectations for me in this class are clear.	4.25	0.80
SISQ4 The instructor provides the guidance I need to be successful in this class.	4.33	0.71
SISQ5 The instructor presents the material in a way that makes it relevant to me.	4.32	0.74
SISQ6 In this course, I have the freedom to guide my own learning	3.94	0.81
SISQ7 The instructor provides regular feedback that helps me gauge my performance in this class.	4.15	0.76

Table 13 presents the mean and standard deviation for instructor support (SIS) based on students' responses. Overall, the results indicate a high level of perceived instructor support across all items, with mean scores ranging from 3.79 to 4.33. The highest mean score is recorded for SISQ4, where students agreed that the instructor provides the guidance needed to be successful in the class (M = 4.33, SD = 0.71). This is closely followed by SISQ5, which shows that the instructor presents material in a relevant way to students (M = 4.32, SD = 0.74), and SISQ2, where the instructor responds to questions clearly, completely, and in a timely manner (M = 4.30, SD = 0.76). In contrast, the lowest mean score is observed for SISQ1, indicating that students feel slightly less confident about freely communicating with the instructor (M = 3.79, SD = 0.83). Meanwhile, SISQ6 also records a comparatively lower mean (M = 3.94, SD = 0.81), suggesting that students experience somewhat less autonomy in guiding their own learning. Despite these slightly lower values, the overall findings suggest that instructor support is perceived positively, particularly in terms of guidance, clarity, and responsiveness.

Exploratory Statistics

According to He (2024), correlation is a statistical technique that shows how strongly two variables are related to each other or the degree of association between the two. It's a common tool for describing simple relationships without making a statement about cause and effect. This section presents data to answer research questions on correlation. According to He (2024), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0.on.

Associations among the expectancy, value, and social-support section scores

This section addresses research question 6: What associations are observed among the expectancy, value, and social-support section scores?

H03: There are no statistically significant associations among the expectancy, value, and social-support section scores.

The submitted analysis used Pearson correlations to examine associations among the three section scores. Data is analysed using SPSS for correlations. Results are presented separately in Table 14 below.

Table 14- Correlation between all factors for online motivation

Correlations				
		INSTRUMENTALITY	EXPECTANCY	VALENCE
VALUE-RELATED BELIEFS	Pearson Correlation	1	.549**	.668**
	Sig. (2-tailed)		<.001	<.001
	N	131	131	131
EXPECTANCY	Pearson Correlation	.549**	1	.403**
	Sig. (2-tailed)	<.001		<.001
	N	131	131	131
SOCIAL SUPPORT	Pearson Correlation	.668**	.403**	1
	Sig. (2-tailed)	<.001	<.001	
	N	131	131	131
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 14 shows the submitted analysis reported positive correlations among the section scores: the value section and expectancy ($r = .549$, $p < .001$), value and social support ($r = .668$, $p < .001$), and expectancy and social support ($r = .403$, $p < .001$), with $N = 131$ for each pair.

CONCLUSION

Summary of Findings and Discussions

This study described responses from 131 participants to questionnaire items concerning expectancy-related beliefs, value-related beliefs, social engagement, and instructor support. The submitted analyses reported no statistically significant gender difference in the overall score ($p = .067$), a statistically significant difference by academic cluster ($p = .012$), and positive correlations among the three section scores ($r = .403$ to $.668$, all $p < .001$). These results are provisional because the questionnaire coding and composite-score calculations have not been verified. The item content does not directly measure instrumentality and valence as defined in Vroom's Expectancy Theory; therefore, the findings should not be presented as confirmation of the theory or as evidence of causal determinants of online-learning motivation.

Research question 1: Does the reported overall questionnaire score differ significantly by gender?

The submitted analysis did not find a statistically significant gender difference ($p = .067$). This should be

described as a lack of statistically significant evidence of a difference in this sample, not as proof that male and female respondents are equivalent. Interpretation also depends on whether the overall score is justified and correctly calculated.

This finding is consistent with several studies that reported minimal gender differences in online learning motivation and engagement when learners are provided with similar learning opportunities and technological access (Pelikan et al., 2021; Meeter et al., 2020). However, it contrasts with earlier studies that found female students often reported higher levels of academic motivation and self-regulation than male students. The inconsistency may be attributed to changes in educational technology adoption and the normalisation of online learning across genders.

The absence of a statistically significant difference does not show that motivational processes are identical across gender. The present cross-sectional survey can describe the observed group comparison but cannot explain why the result occurred or establish a causal account.

Research question 2: Does the reported overall questionnaire score differ significantly by academic cluster?

The submitted analysis reported a statistically significant difference between the two academic clusters ($p = .012$). This suggests that learners from different academic backgrounds may perceive online learning differently and may be influenced by distinct motivational factors.

One possible explanation is that students from Science and Technology disciplines frequently engage with technology-based learning tools and digital resources, making them more comfortable and confident in online learning environments. Conversely, students from Social Sciences and Humanities may approach online learning differently because of differences in learning preferences, instructional methods, and disciplinary expectations.

This finding aligns with studies suggesting that academic context influences students' learning motivation, engagement, and perceptions of online learning (Kuo et al., 2014). The result also supports the argument that motivation is context-dependent and shaped by learners' educational experiences and learning environments (Dörnyei & Ushioda, 2021).

Research question 3: How do learners rate value-related beliefs in online learning?

The descriptive results for intrinsic goal orientation, extrinsic goal orientation, and task value were generally positive. The highest item mean in intrinsic goal orientation was for trying to understand online content thoroughly ($M = 3.68$, $SD = 0.72$). In extrinsic goal orientation, obtaining a good grade had the highest mean ($M = 4.47$, $SD = 0.75$). For task value, the importance of learning the course material had the highest mean ($M = 4.29$, $SD = 0.74$). These are item-level descriptive results and should not be interpreted as direct measures of instrumentality.

Interestingly, although learners demonstrated positive intrinsic goal orientation, their responses indicated stronger extrinsic motivational tendencies. Academic achievement and performance outcomes emerged as major sources of motivation. This finding is consistent with Lokman et al. (2022), who reported that students' motivation is strongly influenced by outcome expectations and external rewards such as academic achievement.

The findings support Vroom's concept of value-related beliefs, which proposes that individuals are motivated when they believe that successful performance will lead to desirable outcomes. Learners appeared to recognise a clear connection between academic effort, successful performance, and meaningful rewards, thereby strengthening their motivation to participate in online

Research question 4: How do learners rate expectancy-related beliefs in online learning?

The findings revealed positive perceptions of expectancy. Learners generally expressed confidence in their ability to understand online course materials, perform well in assessments, and succeed in online learning

environments. The highest ratings were associated with understanding basic concepts and believing that effort would contribute to learning success.

The control of learning beliefs dimension further demonstrated that learners strongly believed that success depended largely on personal effort and appropriate learning strategies. Respondents generally agreed that hard work and effective study habits would enable them to understand course materials and achieve learning objectives.

These findings are consistent with research showing that self-efficacy and expectancy beliefs are important determinants of online learning motivation (Kuo et al., 2014; Vo & Ho, 2024). Learners who believe they can successfully perform learning tasks are more likely to remain motivated and engaged. From Vroom's perspective, strong expectancy beliefs increase motivation because learners perceive a direct relationship between effort and performance

Research question 5: How do learners rate social engagement and instructor support in online learning?

The findings showed that learners perceived social support positively through both social engagement and instructor support. Learners reported high levels of attentiveness during online classes, enjoyment of class discussions, and meaningful interactions with peers. Importantly, respondents generally did not feel disconnected from instructors or fellow students, suggesting that online learning environments were able to support social interaction effectively.

Instructor support emerged as one of the strongest motivational influences. Learners highly valued instructors who provided guidance, clear expectations, relevant learning materials, timely responses, and constructive feedback. These findings suggest that students attached considerable value to supportive learning environments and meaningful educational experiences.

The results are consistent with Martin and Bolliger (2018), who found that instructor interaction and engagement strategies significantly enhance students' motivation and satisfaction in online learning. Within Vroom's framework, these findings indicate that learners viewed social interaction and instructional support as valuable outcomes, thereby increasing the attractiveness of participating actively in online learning activities.

Research question 6: What associations are observed among the three questionnaire section scores?

The findings revealed significant positive relationships among value-related beliefs, expectancy-related beliefs, and social support. The strongest relationship was found between value-related beliefs and social support, followed by the relationship between value-related beliefs and expectancy. A moderate relationship was observed between expectancy and social support.

These findings suggest that learners who believed that academic performance would lead to desirable outcomes were also more likely to value those outcomes highly. Similarly, learners who possessed stronger confidence in their ability to succeed tended to report higher levels of perceived value and reward associated with online learning.

The reported correlations indicate associations among the three questionnaire section scores. They do not demonstrate interactions among Vroom's theoretical components or validate the theory. Rather than operating independently, the three components appear to reinforce one another in shaping learners' motivation. This finding is consistent with previous expectancy-based research demonstrating that learners are more motivated when they believe they can succeed, perceive a clear link between performance and rewards, and value those rewards highly (Jiang et al., 2024; Lokman et al., 2022).

Implications and Suggestions for Future Research

Theoretical and Conceptual Implications

The findings provide preliminary descriptive information about expectancy-related beliefs, value-related beliefs,

and social support in the surveyed sample. The questionnaire does not directly measure instrumentality and valence as defined by Vroom, and the analyses do not establish causal effects.

The findings also demonstrate how expectancy-related beliefs, value-related beliefs, and social support function together in shaping online learning motivation. Learners who believed that they could succeed in online learning were more likely to recognize the benefits associated with academic achievement and place greater value on those benefits. This interconnected relationship supports previous studies that highlighted the importance of expectancy-related beliefs and perceived value in motivating learning behaviour (Jiang et al., 2024; Lokman et al., 2022). The results describe the measured questionnaire sections beyond organisational settings by demonstrating its relevance in explaining motivational processes within online ESL learning environments. While many studies on online learning motivation have relied on Self-Determination Theory or Expectancy-Value Theory, the present findings show that Vroom's framework remains a useful lens for understanding how learners' expectations and perceived rewards influence motivation.

A particularly noteworthy finding is the strong relationship between value-related beliefs and social support. This suggests that learners were highly motivated when they perceived a clear connection between academic performance and outcomes that they valued, such as good grades, future academic opportunities, and personal achievement. Theoretically, this finding highlights the importance of perceived rewards in sustaining motivation. It indicates that even when learners possess confidence in their abilities, motivation may be strengthened further when they recognize that successful performance will lead to outcomes that are meaningful to them. This finding is consistent with Ryan and Deci's (2020) assertion that both intrinsic and extrinsic factors contribute to learning motivation and supports Dörnyei and Ushioda's (2021) argument that motivation in language learning is shaped by learners' personal goals and future aspirations.

Furthermore, this study contributes to the literature on online learning motivation among the surveyed participants by providing evidence that motivational processes are influenced by both individual beliefs and contextual factors. The absence of significant differences across gender suggests that motivational beliefs operate similarly among male and female learners in online environments. However, the significant differences across academic clusters indicate that disciplinary contexts may influence how learners perceive effort, rewards, and learning outcomes. Consequently, the findings extend current knowledge by highlighting the contextual nature of motivation and demonstrating the applicability of Vroom's Expectancy Theory in explaining online learning motivation among the surveyed participants.

Pedagogical Implications

The findings have several important implications for ESL educators. Since learners reported positive expectancy beliefs and demonstrated confidence in their ability to succeed in online learning, teachers should continue to strengthen learners' self-efficacy through appropriate instructional practices. One effective strategy is the use of scaffolded learning activities that gradually increase in complexity. Such activities allow learners to experience small successes, which can strengthen their confidence and reinforce the belief that effort leads to achievement. In addition, constructive and timely feedback should be provided regularly to help learners monitor their progress and recognize areas for improvement. By creating opportunities for success and encouraging reflective learning practices, educators can further enhance learners' expectancy beliefs.

The findings related to value-related beliefs suggest that teachers should clearly demonstrate the connection between effort, learning activities, and desired outcomes. Students were strongly motivated by grades, achievement, and future benefits, indicating that they value tangible learning outcomes. Therefore, online instructors should explicitly communicate learning objectives, assessment criteria, and the relevance of learning activities to academic and professional goals. Authentic learning tasks such as project-based activities, real-world communication tasks, and career-related language applications can help learners recognize the usefulness of course content. When students understand how their efforts contribute to meaningful outcomes, they are more likely to remain motivated and engaged throughout the learning process.

The findings on social support highlight the importance of social engagement and instructor support in online learning. Since learners highly valued instructor guidance, responsiveness, and feedback, educators should adopt

a more supportive and interactive teaching approach. Regular communication, personalised feedback, virtual consultation sessions, and active participation in online discussions can strengthen learners' perceptions of instructor support. Similarly, opportunities for peer interaction should be incorporated into online ESL courses through collaborative projects, discussion forums, peer-review activities, and group presentations. Such strategies can foster a sense of community and reduce feelings of isolation, thereby enhancing learners' motivation and engagement.

The findings also suggest that online teaching should move beyond content delivery and place greater emphasis on motivational support. Rather than focusing solely on language knowledge, instructors should intentionally design learning experiences that enhance expectancy-related beliefs, value-related beliefs, and social support. For example, teachers can encourage goal-setting activities to strengthen expectancy, provide authentic tasks that highlight the usefulness of language skills to strengthen value-related beliefs, and create supportive learning communities to enhance social support. This integrated approach may lead to higher levels of engagement, persistence, and learning success.

At the institutional level, educational institutions should develop policies and support systems that promote online learner motivation. Professional development programmes can equip instructors with strategies for fostering motivation in digital learning environments. Institutions should also provide technological support, academic counselling services, and learner support initiatives that help students overcome barriers to online learning. Given the importance of instructor support identified in this study, institutions should encourage teaching practices that prioritize communication, feedback, and learner-centred approaches. Such initiatives may contribute to more effective and motivating online learning experiences for ESL learners.

Suggestions for Future Research

While the present study contributes to understanding online learning motivation among the surveyed participants, future research could extend the findings by examining different learner populations. The current study focused on a specific group of learners, and the findings may not be generalisable to all educational contexts. Future studies could investigate online learning motivation among secondary school students, postgraduate learners, adult learners, and students from different countries. Such research would provide a broader understanding of how expectancy-related beliefs, value-related beliefs, and social support operate across diverse educational and cultural settings.

Future research could also examine online learning motivation in different learning environments. As educational practices continue to evolve, it would be valuable to compare motivational processes across face-to-face, blended, and fully online learning contexts. Additionally, researchers could explore motivation in emerging learning environments such as MOOCs, mobile learning platforms, and artificial intelligence-supported learning systems. Such studies would help determine whether the relationships identified in the present study remain consistent across different technological and instructional settings.

Methodologically, future studies could employ mixed-method, longitudinal, or experimental research designs. The quantitative approach used in this study provides valuable insights into relationships among variables but may not fully explain the reasons behind learners' motivational beliefs. Mixed-method studies incorporating interviews or focus groups could provide richer insights into learners' experiences and perceptions. Longitudinal studies could examine how motivation develops over time, while experimental studies could investigate the effectiveness of specific interventions designed to enhance expectancy, value-related beliefs, or social support.

Future researchers may also consider incorporating additional variables that could influence online learning motivation. Variables such as self-regulated learning, digital literacy, academic achievement, language proficiency, and learning engagement may provide a more comprehensive understanding of motivational processes. These factors may function as mediating or moderating variables that influence the relationships among expectancy-related beliefs, value-related beliefs, and social support. Investigating such relationships could contribute to the development of more comprehensive models of online learning motivation.

Finally, future research could compare Vroom's Expectancy Theory with alternative motivational frameworks such as Self-Determination Theory, Expectancy-Value Theory, and the Technology Acceptance Model. Comparative studies would allow researchers to determine which theoretical framework provides the most comprehensive explanation of motivation in online learning environments. Such investigations could contribute to theoretical development while offering deeper insights into the factors that influence learner motivation, engagement, and persistence in digital learning contexts.

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APPENDIX

MOTIVATION TO LEARN ONLINE QUESTIONNAIRE

(this instrument is adapted from Fowler ,2018)

SECTION	VARIABLE MOTIVATION	CONSTRUCT	NO OF ITEMS
B	EXPECTANCY	Self-Efficacy	7
		Control of Learning Beliefs	4
C	VALUE-RELATED BELIEFS	Intrinsic Goal Orientation	4
		Extrinsic Goal Orientation	4
		Task Value	6
D	SOCIAL SUPPORT	Social Engagement	5
		Instructor Support	7

SECTION B – EXPECTANCY(E)

SELF- EFFICACY (ESE)

No	Statement	1	2	3	4	5
1	ESEQ 1 I believe I'll receive excellent grades in my classes.					
2	ESEQ2I'm certain I can understand the most difficult material presented in the readings.					

3	ESEQ3I'm confident I can learn the basic concepts that are being taught.					
4	ESEQ4I'm confident I can understand the most complex material presented by the instructor online.					
5	ESEQ5I'm confident I can do an excellent job on assessments online					
6	ESEQ6 I'm certain I can master the skills being taught online.					
7	ESEQ7 Although online classes can be challenging, I think I can do well.					

ii) CONTROL OF LEARNING BELIEFS (ECB)

No	Statement	1	2	3	4	5
1	ECBQ1If I study in appropriate ways, then I'll be able to learn the material.					
2	ECBQ2It's my own fault if I don't learn the material taught.					
3	ECBQ3If I try hard enough, then I'll understand the material presented.					
4	ECBQ4If I don't understand the material presented, it's because I didn't try hard enough.					

SECTION C – VALUE (V)

Intrinsic Goal Orientation (VI)

No	Statement	1	2	3	4	5
1	VIQ1I prefer online material that really challenges me, so I can learn new things.					
2	VIQ2I prefer online material that arouses my curiosity, even if it's difficult to learn.					
3	VIQ3The most satisfying thing for me is trying to understand the online content as thoroughly as possible.					
4	VIQ4I choose assignments that I can learn from even if they don't guarantee a good grade.					

Extrinsic Goal Orientation(VE)

No	Statement	1	2	3	4	5
1	VEQ1Getting a good grade is the most satisfying thing for me.					
2	VEQ2 I want to do well in my classes so that I can get awards and recognition.					
3	VEQ3I want to get better grades than most of the other students in my classes.					

4	VEQ4I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.					

Task Value (VT)

No	Statement	1	2	3	4	5
1	VTQ1I think I will be able to use what I learn in this course in other courses.					
2	VTQ2It is important for me to learn the course material in this class.					
3	VTQ3I am very interested in the content area of this course.					
4	VTQ4I think the course material in this class is useful for me to learn.					
5	VTQ5I like the subject matter of this course.					
6	VTQ6Understanding the subject matter of this course is very important to me.					

SECTION D – SOCIAL SUPPORT (S)

Social Engagement (SSE)

No	Statement	1	2	3	4	5
1	ISSEQ 1 feel "disconnected" from my teacher and fellow students in classes.					
2	SSEQ2 I pay attention in classes.					
3	SSEQ3 I enjoy class discussions.					
4	SSEQ4 I feel like I can freely communicate with other students in classes.					
5	SSEQ5 I have strong relationships with fellow students in this course.					

Instructor Support (SIS)

No	Statement	1	2	3	4	5
1	SISQ1I feel like I can freely communicate with the instructor in this class.					
2	SISQ2The instructor responds to questions, clearly, completely, and in a timely manner.					
3	SISQ3The instructor’s expectations for me in this class are clear.					
4	SISQ4The instructor provides the guidance I need to be successful in this class.					
5	SISQ5The instructor presents the material in a way that makes it relevant to me.					
6	SISQ6In this course, I have the freedom to guide my own learning					
7	SISQ7The instructor provides regular feedback that helps me gauge my performance in this class.					