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Catching Motivation: A comparative study between Indonesia, Thailand, Bangladesh, and China University Students

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Abstract
Limited scholarly exploration has been undertaken concerning the juxtaposition of academic motivation among undergraduate students pursuing English language proficiency through online platforms within the context of English as a Foreign Language (EFL) education across various Asian nations, encompassing Indonesia, Thailand, Bangladesh, and China. Delving into this subject matter facilitates an elucidation of the interconnections between the online course milieu and student motivation, elucidating the correlation between the student's country of origin and the six dimensions characterizing motivation for online learning. Two hundred twenty-three undergraduate university students participating in online courses constituted the study cohort. Employing a quantitative research approach, this investigation utilized multiple regression analysis, with data acquisition executed through an MLOQ survey. The principal findings of this inquiry revealed a significantly robust association between self-efficacy and online course experience, suggesting that students exhibiting elevated self-efficacy levels tend to manifest heightened academic proficiency. Conversely, social engagement demonstrated the weakest correlation in the examined context. Intrinsic goal orientation demonstrates the most significant correlation with the respective country, while control of learning beliefs, including learner autonomy, exhibits the least correlation. This suggests that the domain of control of learning beliefs is perceived as less salient and is infrequently practiced. Understanding these nuanced correlations is crucial for educational authorities, providing insights into student challenges in the current educational landscape. A comprehensive grasp of key elements like student motivation, online learning experiences, and the influence of the student's native country can empower educators to develop more effective teaching strategies, enhancing overall education quality. These insights are especially relevant for educational authorities in Indonesia, Thailand, Bangladesh, and China, offering opportunities to optimize educational practices and outcomes in diverse settings.

Keywords: Motivation, Quality Education, Online Learning Experience, MLOQ

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Introduction

The dissemination of the COVID-19 pandemic has yielded deleterious consequences extending beyond health, impacting the economy, education, and various other dimensions of societal existence. According to Schleicher (2020), COVID-19 indiscriminately affected individuals across diverse demographic factors, prompting numerous nations, particularly populous ones like Indonesia, Thailand, Bangladesh, and China in Southeast Asia, to declare states of national emergency. In response to the widespread and severe nature of the infectious disease, policy reforms were instituted across various domains, notably impacting the education sector. Substantial pressure emerged to transition educational courses at all levels from conventional classroom instruction to online learning formats (UNESCO, 2020). Amid ongoing education, the shift to online platforms is now prevalent. Teachers employ both synchronous and asynchronous methods to facilitate student engagement in classes.

The education sector in the mentioned countries has undergone regulatory changes due to the pandemic. Governments, through their respective Ministries of Higher Education, mandated online teaching and learning along with distancing measures. For example, China, Bangladesh, Thailand, and Indonesia made complete transitions to online education on February 4, March 16, March 18, and March 24, 2020, respectively (Arlinwibowo et al., 2020; Li, 2022; Poungjinda & Pathak, 2022; Rouf et al., 2022). The online policy promotes a shift from traditional face-to-face education to remote digital platforms. Closure orders for educational institutions have left students unprepared, raising concerns about the ensuing quality of education.

The transition from traditional to online learning platforms poses challenges for students in this evolving educational paradigm. According to Chung et al. (2020), Tee et al. (2022), and Wulanjani and Indriani (2021), several students faced challenges with online learning, such as difficulty focusing and comprehending material during virtual lectures, low motivation without direct interactions, and struggles with distractions and time management. These issues have adversely impacted learning quality and academic achievement, with students hesitating to engage and ask questions in online classes.

Prior studies indicate that motivation plays a pivotal role in enhancing academic performance (Schunk & DiBenedetto, 2020). Students exhibiting higher motivation display increased resilience in addressing challenges and attain greater knowledge, outperforming their less motivated counterparts (Bandura, 1981). Existing research on the motivation scale for learning has primarily concentrated on traditional face-to-face or offline classroom settings. However, there is a notable absence of comprehensive studies exploring the significance of motivation in the context of online education, particularly with regard to the online motivation scale (Harlen & Deakin Crick, 2003).

Examining motivation is inherently challenging and complex (Bower, 2019). Given the present circumstances, there is limited understanding of how remote teaching influences the motivation and performance of language learners in an online environment (Hernández & Flórez, 2020; Rinekso & Muslim, 2020). This research investigates the impact of online classes on the motivation of university students in Indonesia, Thailand, Bangladesh, and China. Specifically, the study explores the associations between online course experiences and student motivation, examining how the variable of the student's native country correlates with various facets of motivation to engage in online learning.

Literature Review

Motivation in Language Teaching and Learning

Attaining success necessitates more than mere aspiration; it requires motivation and concerted effort. Motivation is a dynamic process capable of eliciting and initiating student behaviour, providing direction and purpose to actions, and influencing students to opt for specific behaviours (Wiseman & Hunt, 2013). Elliot et al. (2000) emphasized that motivation constitutes an internal state that serves as a catalyst for action, propelling individuals in specific directions and sustaining their engagement in particular activities. Generally, students with higher motivation exhibit positive behaviour in learning activities and achieve superior levels of academic accomplishment.

Traditional Classrooms

Historically, English language proficiency was traditionally acquired by students in conventional classroom settings, where instructors served as the principal authority figures and sources of motivation (Dornyei & Ushioda, 2011; Tanaka, 2017). This indicates that teachers are responsible for making decisions and guiding students throughout the learning process, with students depending on teachers for support to enhance their language skills.

Online Learning

Online courses, adopted in response to the new norm in educational institutions across Indonesia, Thailand, Bangladesh, and China, present a shift from traditional classrooms, physically distancing students from peers and instructors. This separation limits communication, potentially impacting students' motivation, as learning is inherently a social activity, and reduced interaction may lead to a decline in engagement (Dornyei & Ushioda, 2011). Several scholarly investigations have associated diminished enthusiasm for online courses with challenges related to internet accessibility and delayed teacher feedback, factors ostensibly absent in traditional classroom environments (Allam et al., 2020; Chung et al., 2020; Wulanjani & Indriani, 2021). In lieu of the prevailing conditions, student success necessitates a disposition towards self-directed learning, necessitating high motivation and active engagement with online coursework (Hartnett, 2016; Sansone et al., 2011).

Motivation during the Pandemic

The motivation for online learning exhibited varied outcomes during the coronavirus outbreak, with certain students displaying high motivation, while others manifested a lack of motivation attributed to external factors including diminished knowledge, suboptimal learning environments, restricted learning time, and inadequacy of instrumental aids. (Cahyani et al., 2020; Joitun & Tati, 2021; Rachmat, 2020; Simamora, 2020). Challenges such as substandard internet connectivity and domestic distractions played a role in fostering frustration. In contrast, intrinsic factors such as a genuine desire for learning and psychological well-being have served as motivating factors for university students engaged in online learning endeavours (Fitriyani et al., 2020; Simamora, 2020).

Motivation to Learn Online Questionnaire (MLOQ)

Fowler (2007) The Motivation to Learn Online Questionnaire (MLOQ) was formulated for the assessment of university students' motivation in the context of online course learning. Notably, elements of the MLOQ draw inspiration from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1993). Certain concepts aim to encompass goal orientation, self-efficacy, control of learning beliefs, and task value. The present investigation utilized an adapted version of the MLOQ incorporating six facets of student motivation (Fowler, 2007): Inherent motivation, extrinsic motivation, control of learning beliefs, task value, instructor support, and social engagement represent the six facets under consideration in this context.

Intrinsic Motivation

In the realm of learning, intrinsic motivation is correlated with (1) the inclination to acquire and assimilate new information, encompassing the enjoyment derived from gaining fresh knowledge; (2) the motivation to undergo guidance and authentic pleasure, exemplified by satisfaction derived from engaging with enjoyable learning materials; and (3) the motivation to actively participate in challenging learning activities (Deci & Ryan, 1985). This suggests that intrinsic motivation is shaped by factors such as interest, ambition, aspiration, awareness, competency, and both physical and psychological elements. Ryan and Deci (2000a, 2000b) observed that learners with heightened motivation are inclined to undertake challenging learning activities, proactively explore effective learning techniques, derive enjoyment from them, and demonstrate heightened persistence and creativity in their academic pursuits.

Extrinsic Motivation

Erten (2014, p. 174), asserts that extrinsic motivation is associated with (1) the drive to attain rewards or avoid punishment (external regulation), such as achieving a high grade in a complex project; (2) the motivation to evade undesirable situations or guilt (interjected regulation), exemplified by demonstrating one's ability to complete intricate tasks; and (3) the motivation to attain benefits or necessities post-completion (introjected regulation)

Control of Learning Beliefs

Control of learning beliefs pertains to students' confidence in comprehending course information, directly aligned with the construct of attribution theory (Fowler, 2007). Within the domain of control of learning beliefs, distinctions arise between internal and external learning attributions. Individuals demonstrating internal learning attributions are inclined to ascribe their academic accomplishments to diverse personal characteristics (Fowler, 2007), like saying "I achieved high grades due to my intelligence," or "I received low grades as a result of my lack of understanding." Statements encompassing external factors in learning, like "I performed poorly on the exam because the room was too cold" and "I earned an A in the exam due to fortunate circumstances."

Control of learning beliefs and attribution theories are linked to the locus of control, distinguishing between internal and external factors. Students exhibiting an internal locus of control often perceive themselves as being in control of their lives, displaying elevated motivation and achievement levels. Conversely, students with an external locus of control often perceive themselves as having little influence over the events in their lives (Anderson et al., 2005).

Task Value

Task value refers to an individual's subjective perception of the importance of a given task. This concept aligns with Eccles' (1983) expectancy-value paradigm for motivation. Eccles and Wigfield (2002) ascertained that task value comprises four pivotal components: achievement value, intrinsic value, utility value, and cost value. Achievement value pertains to the significance of succeeding in a particular endeavour, intrinsic value denotes the pleasure derived from engaging in the activity itself, utility value involves the subjective evaluation of the task's usefulness, and cost value encompasses perceived resource expenses, emotional implications, and perceived opportunity costs associated with the task (Wigfield & Eccles, 2000). Research has indicated a correlation between intrinsic value and performance value (Hulleman et al., 2008), while, extrinsic motivation exhibits a correlation with utility value, given its emphasis on external factors (Wigfield & Eccles, 2000).

Instructor Support

The interplay between educators and learners constitutes the cornerstone of the modern classroom. It rests upon the premise that teachers serve as conduits of knowledge, utilizing the classroom as a means to disseminate information to students. Teachers can address students' autonomy needs by offering task choices and customizing lessons or projects to align with their interests (Reeve, 2012). Within a classroom context, relatedness encompasses both the teacher's interactions with the students and the conducive environment they cultivate. Teacher-relatedness is a significant predictor of classroom engagement (Furrer & Skinner, 2003).

Reeve (2012) proposes the model that teachers can enhance student motivation by adopting behaviours that promote engagement. It suggests that when both teachers and students recognize signs of engagement, motivation and involvement subsequently increase. However, in an online classroom, engagement is often lacking, likened to a comedian delivering jokes in an empty room. Notably, the disparities in instructional support between online and traditional classroom settings significantly affect the quality of education, student motivation, and learning outcomes.

Social Engagement

Social engagement is marked by continuous interaction within the learning environment, and the group dynamic in the classroom significantly influences motivation. In accordance with social cognition theory and self-determination theory, motivation stems from the ongoing interaction between an individual and their environment (Fowler, 2007). Educators and students engage in interactive processes within the educational milieu, collectively shaping the environment through their involvement. The collaborative aspect of the learning environment plays a substantial role in influencing student motivation. While social factors impacting motivation in traditional classrooms have been studied to a certain extent, the introduction of online classrooms necessitates additional research into how this setting influences social dynamics, motivation, and educational outcomes.

While the structure and presentation of traditional and online programs exhibit distinctions, certain variations stemming from the restricted interactions inherent in an online classroom can exert a notable impact on motivation. According to Fowler (2007), Limited to no opportunities for interactions beyond the virtual classroom environment arise due to the dispersed geographic locations of students in online courses. The lack of communication with peers emerges as a pivotal factor contributing to diminished social connectivity in online settings. Consequently, students' attitudes are influenced by the values prevailing within their respective social groups (Urdan & Schoenfelder, 2006).

Theoretical Background

Motivation has been a widely examined variable in the realm of language acquisition. Gass and Selinker (2008) assert that motivation plays a crucial role in influencing a student's proficiency in acquiring a second language. Their research indicates that intrinsic or integrative motivation yields more favourable outcomes in education compared to external or instrumental motivation, with potential variations observed across different cultural contexts. Cook (2001) The significance of motivation in the acquisition of a second language is underscored, highlighting the challenges faced by students lacking motivation in this process. The present study utilized the MLOQ survey (Fowler, 2007), integrating established motivation theories including social cognitive, self-determination, and mindset theories.

Social Cognitive Theory

Social cognitive theory is a conceptual framework that accentuates learning and behaviour within the realm of social relationships. Serving as a comprehensive theoretical foundation, it elucidates the intricate interplay of cognition, behaviour, and agency. The six key tenets of social cognitive theory encompass triadic reciprocity, performance, observational learning, modelling, self-regulation, and outcome expectation.

Triadic Reciprocity: Social cognitive theorists propose that human behaviour is influenced by the dynamic interplay among individual factors, behaviour, and the surrounding environment (Schunk & Usher, 2012). In this framework, the variables likes cognition, affect, and physical characteristics exert influence on individuals' behaviour, subsequently affecting the surrounding environment.

Learning and Performance: In adherence to the behavioural model, learning occurs when the acquired behaviour is enacted. Correspondingly, proponents of social cognitive theory (Bandura, 1965; Groenendijk et al., 2013) assert that learning can transpire independently of the manifestation of observable behaviours, with such behaviours materializing only when prompted by ensuing consequences (Bandura & Jeffrey, 1973; Schunk & Usher, 2012).

Observational Learning: Within the social cognitive paradigm, individuals can acquire knowledge through attentive observation and active participation in activities. The observer is likely to form a favourable opinion of the behaviour if the model achieves positive outcomes. Conversely, an unfavourable perception may arise if the model experiences unfavourable results. The observer may infer that the behaviour is appropriate when there are no discernible negative consequences (Bandura, 1986; Schunk & Usher, 2012).

Modelling: A crucial facet of observational learning involves modelling. The efficacy of observational learning is influenced by various factors related to the model, encompassing both the model's tangible attributes and how these attributes are perceived. Additionally, the behaviours and techniques employed by the model play a pivotal role in engaging viewers and directing attention toward significant aspects of the subject matter or behaviours under consideration (Ahn et al., 2017; Bandura, 1986).

Self-regulation: Bandura (1986) defined Self-regulation, as pertains to individuals' ability to monitor and modify their behaviours through the processes of self-observation, self-judgment, and self-reaction. The act of self-observation is referred to as monitoring, while self-judgment involves the evaluation of actions in relation to one's intentions or standards. Self-reaction denotes the internal response to these self-assessments.

Outcome expectations: Bandura (1986) posits that outcome expectancies are cognitive representations of behaviour outcomes formed through initial and vicarious experiences. The establishment of goals is facilitated by the formulation of outcome expectations, serving to sustain individuals' motivation as they progress towards goal attainment.

Self-determination Theory

According to Edward L. Deci and Richard M. Ryan Self-determination has been delineated as a motivational theory recognizing the pivotal role of the reciprocal interaction between an individual and their environmental context in shaping and influencing human psychology. As per Ryan and Deci (2000b), self-determination comprises six sub-theories: fundamental psychological needs, cognitive evaluation, organismic integration, causality orientations, goal contents, and relationship motivation.

Basic psychological needs theory posits that individuals have three fundamental psychological needs: autonomy, competence, and relatedness. The fulfilment of these needs plays a crucial role in influencing individual motivation, health, and overall well-being. Although each contributes to psychological well-being, optimal functioning necessitates the satisfaction of all three (Deci & Ryan, 1985).

Cognitive evaluation theory underscores the importance of autonomy and competence as dimensions elucidating the diversity in intrinsic motivation (Deci & Ryan, 1985). Deci and Ryan (1985) defined Intrinsic motivation as the impetus to engage in specific behaviours, accompanied by the belief that a spontaneous state may ensue under favourable conditions.

Extrinsic motivation is defined by self-determination theory as the desire to conduct an action to attain a goal (Ryan & Deci, 2000b). Extrinsically motivated behaviour is usually associated with decreased performance (Froiland & Oros, 2014; Meece et al., 1988), effort (Dysvik & Kuvaas, 2013), time (Ryan & Connell, 1989), and determination (Ryan et al., 1997).

Causality orientation theory, part of self-determination theory (Deci & Ryan, 1985), delineates three orientations: autonomy, control, and impersonal. Autonomy-oriented individuals favour self-regulation and internal locus of control. Control-oriented individuals lean towards external regulations and external locus of control. Impersonal-oriented individuals typically display apathy, powerlessness, and an impersonal locus of causality. (Gagné, 2003).

A fundamental element of motivation is goal orientation, where motivation involves being attracted to a specific goal (Ryan & Deci, 2000a). The inspiration behind learners' goals, denoted as goal orientation, pertains to the perspective from which these goals originate. Goals can be categorized into two types: Extrinsic goals and intrinsic goals (Vansteenkiste et al., 2010). Intrinsic goals, synonymous with mastery goals, are internally driven, encompassing satisfaction, mastery, and enjoyment in activity participation. Extrinsic goals, or performance goals, originate externally, encompassing factors like social recognition, money, avoidance of punishment and grades.

Relationship motivation theory underscores the importance of human relationships in fulfilling needs and promoting overall well-being. While fulfilling relatedness is evident, needs fulfilment extends beyond relatedness, with relationships also satisfying autonomy and competence (Deci & Ryan, 2014).

Mindset Theory

Dweck (2006) developed mindset theory, exploring the role of specific self-theories in human psychology. This theory delineates two mindsets: fixed and growth. Individuals with a fixed mindset perceive skills as innate and unalterable, while those with a growth mindset believe in their capacity for development, attributing their abilities to their efforts (Dweck, 2006; Lin-Siegler et al., 2016). In accordance with Dweck et al. (1995), perspective, mindsets are considered domain-specific, signifying that an individual may hold a growth mindset in one domain, such as mathematics, while maintaining a fixed mindset in another, like dancing. A fixed mindset entails the belief that attributes are intrinsic and immutable. With a fixed mindset, students can claim, "I'm brilliant in maths, so I did well on my test." A student with a fixed mindset can also claim, "I'm not good at maths, so I did terribly on my test."

Studies Conducted in the Context of Indonesia, Thailand, Bangladesh and China

Various inquiries into the motivation of English language learners have been undertaken in Asian nations such as Thailand, Bangladesh, Indonesia, and China. McBrien et al. (2009) The rapid advancement of technology has enhanced convenience in online education, but challenges persist, including downloading errors, installation complications, login issues, and concerns with audio and video functionality. Previous studies highlight user-friendliness issues with features like file sharing, whiteboards, and annotation tools, prompting a preference for conferencing services (Ming et al., 2021). Other challenges identified in the literature include issues with lesson context comprehension, time management, online exam participation, suboptimal learning experience quality, lack of interest or motivation, finding a suitable study area at home, completing assignments or tasks, and distractions from home noise. Studies also point to challenges like teacher technical incompetence, insufficient online teaching skills, unstructured content, lack of follow-up, and technological limitations affecting audio/video connectivity quality and potentially leading to technical issues or data limitations (Aroonsrimarakot et al., 2023; Fitri, 2023; Rahman et al., 2023).

Chootanon et al. (2022) explored factors impacting students' motivation in online learning amid the Covid-19 pandemic at Burapha University International College, involving 375 undergraduates in the Fall semester of 2021. Employing quota sampling, the study utilized a structured questionnaire on a 5-point Likert scale to assess motivation and related variables. Self-directed learning emerged as the foremost predictor of online learning motivation, with gender and year of study lacking predictive significance.

Mili (2020) investigation scrutinized the motivation of English language learners in Bangladesh, specifically emphasizing the prevalence of integrative and instrumental motivation. Executed in two private universities situated in Mirpur and Uttara regions of Bangladesh, the study encompassed 25 to 30 male and female learners. Findings indicated that the majority of learners demonstrated integrative motivation, perceiving it as more effective than instrumental motivation.

Zakir Hussain and Nenden Sri (2020) investigated the significance of language acquisition in Indonesia, conducting a case study with 50 undergraduate students at the Indonesia University of Education. Their findings revealed heightened motivation among students to attain English proficiency, with a notable inclination toward instrumental rather than integrative motivation. The study suggested augmenting integrative motivation through increased cultural exposure.

In the Chinese context, the provision of online learning during the COVID-19 pandemic involved two predominant modalities: synchronous and asynchronous. The current conditions markedly deviate from conventional online learning, resembling more a state of crisis learning, posing significant challenges for students. The issue of unreliable Internet connections emerges as a barrier to achieving equitable access to online learning for all students (la Velle et al., 2020; Xue et al., 2022). Concurrently, this situation engenders challenges related to attendance and participation in online sessions, suggesting that online education may exhibit less flexibility than initially envisioned. Student dissatisfaction is a common outcome of online learning. Consequently, many educators have integrated supplementary technological tools and applications into synchronous learning environments to augment student motivation, enhance learning efficiency, and improve academic performance. These tools encompass utilizing PowerPoint to convey educational content, Utilizing the lounge feature in video conferencing platforms to promote and enhance student interaction and communication, and employing WeChat to facilitate class discussions and group collaborations (Gao & Zhang, 2020; Moorhouse & Wong, 2022).

Suwartono and Stapa (2022) conducted a comparative study investigating differences and similarities in motivation among university students in Indonesia and Malaysia. The study encompassed 384 students, with data collection facilitated through a self-administered questionnaire. The findings indicated that Indonesian students exhibited a predominant motivation related to preparation for international English proficiency exams, whereas Malaysian students were primarily motivated by leisure pursuits.

A comprehensive examination of existing studies reveals diverse motivations among EFL undergraduate students in online learning within Asian contexts like Indonesia, Thailand, Bangladesh, and China. This investigation offers insights into the correlations between online course experience and student motivation, exploring how the students' original country is linked to various motivational characteristics. The research formulates the following questions based on this rationale, theoretical background, and studies conducted in the relevant countries: 1) What is the relationship between online course experience and six aspects of student motivation? 2) How is the relationship between country and six aspects of student motivation characterized?

Methodology

Research Design

This study adopted a quantitative methodology in accordance with Babbie's (2010) proposition that quantitative research prioritizes objective measurement through numerical and statistical data analysis. The rationale for this selection emanated from multiple considerations. Firstly, the quantitative approach affords a comprehensive perspective by enabling data collection across varied populations to elucidate a particular phenomenon. Secondly, it facilitates the generalization of findings and their replication across diverse populations, thereby augmenting the validity of the results. Additionally, the deductive testing approach inherent in quantitative research mitigates bias and permits a rigorous evaluation of hypotheses (Creswell, 2014).

The choice to employ a quantitative approach in this research aligns with the necessity for an objective and replicable analysis, providing a comprehensive view of the subject matter. Emphasizing numerical and statistical methods ensures that the study's findings are communicated with precision and reliability.

Participants

This study comprised students from various universities in Thailand, Indonesia, China, and Bangladesh. These students were enrolled in English courses since their first semester at their respective universities. Stratified random sampling was employed, with participants recommended by their instructors and selected randomly based on specific criteria. These criteria included: 1) an age range between 17 and over 27 years old; 2) completion of two or more online classes in the past three years (2020-2023). A total of 223 students took part in this study, representing diverse nationalities and native languages. Table 1 provides an overview of the participants' demographics.

Table 1. *Participants' Demography*

No	Country of Origin	Gender		Age Range				No. of Online Courses		
		M	F	17-19	20-23	24-26	>27	2-5	6-10	>11
1	Indonesia	10	51	21	39	1	0	31	20	10
2	Thailand	13	45	17	34	6	1	24	24	10
3	Bangladesh	35	23	5	52	1	0	52	3	3
4	China	32	24	6	36	4	10	29	13	14

Instrument

Since researchers find value in administering surveys online, queries are frequently formulated to collect quantitative data (Sekaran & Bougie, 2016). Hence, the adopted strategy involved distributing surveys online. Online distribution was the most practical choice, considering that participants were at home and not physically present at their colleges.

In the present study, quantitative data were collected using the MLOQ. MLOQ is derived from the MSLQ, incorporating motivational theories such as expectancy, value, and affect. The expectancy dimension encompasses two subscales, focusing on self-efficacy and control over learning beliefs. The value scale comprises three subscales: task value, extrinsic goal orientation, and intrinsic goal orientation. Test anxiety represents the sole subscale within the affect dimension (Duncan & McKeachie, 2005). The subscales within the motivational scales aim to scrutinize various facets of the three motivational theories.

Two novel subscales have been introduced to the MLOQ (Fowler, 2007). The Social Engagement and Instructor Support subscales have been introduced to encapsulate social support, constituting a fourth dimension of motivation. These additions are designed to align with numerous theories that underscore the significance of the environment and social interactions in influencing motivation, notably social cognitive theory (Bandura, 2001). The inclusion of the Social Engagement subscale stems from the increased opportunities for social interaction in online courses compared to traditional courses. Its purpose is to gauge the extent of social engagement in both online and traditional courses. Additionally, the subscale assessing students' evaluations of emotional and practical support from the instructor was incorporated.

This research instrument comprises two sections. The initial section, designated as the participant profile, is structured to collect demographic information about the participants. The second section, known as the MLOQ, is derived from Fowler (2007). The MLOQ comprised six core subscales: intrinsic and extrinsic goal orientation, task value, social engagement, instructor support, and control of learning beliefs. Participants were tasked with assessing their responses using a five-point Likert scale, spanning from 1=Strongly disagreed to 5= Strongly agreed.

Data Collection and Analysis

The data were collected through an online process following the identification of participants who willingly volunteered for the study. Researchers individually contacted participants via email, providing a consent form outlining the study's objectives and offering a concise explanation of the questionnaire completion process. At this stage, confidentiality of participants' identities was guaranteed. Subsequently, participants were instructed to access the online questionnaire by clicking on the provided link.

The data obtained from this study underwent analysis using the Statistical Package for the Social Sciences (SPSS) software. Prior to the main data collection, a pilot study involving the distribution of a questionnaire to 25 students was conducted. The reliability of the questionnaire items was assessed through Cronbach's alpha coefficients, and the results, processed using SPSS software, revealed a high reliability with a Cronbach alpha value of 0.916 for the 37 items tested (refer to Table 2).

Table 2. *Reliability Statistics*

Cronbach's Alpha	N of Items
.916	37

Hair et al. (2010) propose a range of acceptable values between 0.60 and 0.70 as the minimum threshold for Cronbach's alpha. The prevailing value in the present investigation, namely 0.916, exceeds this stipulated range, thereby indicating a commendably elevated level of internal consistency for the questionnaire under scrutiny.

Following the acquisition of pilot study outcomes, the administered questionnaires were disseminated among university students in Indonesia, Thailand, Bangladesh, and China. The selection of participants was carried out through stratified random sampling methodology. As posited by Fowler (2009), the requisite procedure for sampling involves stratification prior to sample selection, necessitating a comprehensive understanding of the demographic attributes of the population under consideration. Stratification, in this context, denotes the deliberate structuring of the sample to mirror the proportional representation of distinctive characteristics (e.g., gender, age) observed within the broader population (Creswell, 2014).

The actual questionnaire was administered to a cohort of two hundred and twenty-two participants, and subsequent analysis and evaluation of the items and scores of the MLOQ questionnaire were conducted utilizing the SPSS software. Descriptive statistics were computed for the respective subscales, while a multiple regression analysis was executed to scrutinize the associations between demographic attributes (specifically, country of origin), online course experience, and the six dimensions encompassing student motivation.

Findings

Research Question 1: Relationship between Online Course Experience and Student Motivation

The initial research query delved into the correlation between online course experience and the six facets of student motivation. The interrelationships among these variables are elucidated in Table 3, where a two-tailed Pearson correlation, incorporated within a multiple regression framework, was executed. This analysis aimed to discern the extent of intercorrelations among the six dimensions of student motivation, as well as their associations with online course experience.

Table 3. *Correlations between online course experience and six aspects of student motivation*

	Online Course	IGO[1]	EGO[2]	CLB[3]	SE[4]	TV[5]	SocialE[6]
IGO	.123	-----					
EGO	.651**	.657**	------				
CLB	.618**	.667**	.669**	----			
SE	.781**	.657**	.642**	.641**	-----		
TV	.695**	.641**	.648**	.696**	.687**	----	
SocialE	.543**	.443**	.374**	.423**	.539**	.557**	------
IS[7]	.699**	.545**	.580**	.532**	.593**	.718**	.582*

*. Correlation is significant at the 0.05 level (2-tailed).

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

[1]Intrinsic Goal Orientation, [2]Extrinsic Goal Orientation, [3]Control of Learning Beliefs, [4]Self-Efficacy, [5]Task Value, [6]Social Engagement, and [7]Instructor Support

Table 3 illustrates, at the 0.001 significance level, a positive and statistically significant correlation between instructor support and online course experience (r = .699; p < .001). Similarly, a statistically significant and positive association was observed between task value and online course experience (r = .695; p < .001) at the 0.001 significance level. A statistically significant positive correlation at the 0.001 significance level was evident between extrinsic goal orientation and online course experience (r = .651; p < .001). Additionally, a positive and significant correlation was observed between control of learning beliefs and online course experience (r = .618; p < .001), with a significance level of 0.001. In behavioural scientific disciplines, an association value (i.e., r) proximal to 0.50 is commonly indicative of a "large correlation effect size" (Cohen, 1988: 80).

Moreover, self-efficacy demonstrated the most substantial and statistically significant correlation with online course experience at the 0.001 level (r = .781; p < .001) relative to the remaining independent variables (instructor support, extrinsic goal orientation, social engagement, task value, and control of learning beliefs,). In contrast, social engagement exhibited the least correlation with online course experience at the 0.001 level (r = .543; p < .001) when juxtaposed with the relationships involving other independent variables (instructor support, extrinsic goal orientation, task value, self-efficacy, task value, control of learning beliefs, and instructor support). While intrinsic goal orientation and online course experience manifested a correlation, no positive correlation was discerned between these two variables.

Research Question 2: Relationship between Country and Student Motivation

The second research inquiry scrutinized the correlation between country of origin and the six dimensions of student motivation. The associated correlations are depicted in Table 4. To address this query, a two-tailed Pearson correlation, embedded within a multiple regression framework, was employed to ascertain the extent of intercorrelations between the six dimensions of student motivation and the categorical variable representing the country of the participants.

Table 4. *Correlations between country and six aspects of student motivation*

	Country
IGO	.667**
EGO	.545**
CLB	.443**
SE	.781**
TV	.657**
SocialE	.659**
IS[7]	.641**

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
[1]Intrinsic Goal Orientation, [2]Extrinsic Goal Orientation, [3]Control of Learning Beliefs, [4]Self-Efficacy, [5]Task Value, [6]Social Engagement, and [7]Instructor Support

As delineated in Table 4, the six constituents of student motivation exhibited positive and statistically significant correlations with the variable denoting country. Furthermore, a positive and statistically significant correlation was identified between intrinsic goal orientation and country at the 0.001 significance level (r = .667; p < .001). Moreover, a statistically significant and positive correlation was discerned between social engagement and country at the 0.001 significance level (r = .659; p < .001). Additionally, a positive and statistically significant correlation was evident between task value and country at the 0.001 level (r = .657; p < .001). Furthermore, a positive and significant correlation (r = .641; p < .001) was identified between instructor support and country at the 0.001 significance level.

In examining the associations between various independent variables and the dependent variable, country, intrinsic goal orientation demonstrated the highest and most substantial correlation. Conversely, among the relationships between the aforementioned independent variables and the dependent variable, online course experience, control of learning beliefs exhibited the lowest correlation with the country.

Discussion

The study's outcomes illuminate the nuanced interplay between online course experience and the six dimensions of student motivation, along with the association between country and student motivation. This section explores the implications of these findings within the contemporary educational milieu.

Relationship between Online Course Experience and Student Motivation

Three key findings emerged regarding the initial research question on the relationship between online course experience and the six dimensions of student motivation, as detailed in Table 3. Firstly, a positive and significant correlation was identified between instructor support and online course experience. In accordance

with the self-determination theory, educators enhance motivation by cultivating an environment that addresses the fundamental psychological needs of autonomy, competence, and relatedness. Instructors can enhance autonomy satisfaction through autonomy-promoting behaviours such as offering choices in assignments and tailoring lessons or assignments to student interests (Reeve, 2012). This observation aligns with the conclusion drawn by Fowler (2007), indicating a prevalent high level of overall instructor support. Furthermore, influence of participating teachers in recruiting students may have contributed to this outcome.

Secondly, the investigation revealed a noteworthy correlation between task value and both intrinsic and extrinsic goal orientation in relation to online course experience. These dimensions, namely intrinsic and extrinsic goal orientation and control learning beliefs, as elucidated by Pintrich et al. (1993). Schraw et al. (2006) delineated metacognitive and management strategies as the ability of individuals to undertake responsibility and exert control over their learning processes. In the online milieu, marked by diminished physical presence, these dimensions may assume an augmented role in shaping learning experiences. Attribution theory lends additional support to this proposition, asserting that students possessing internal learning attributions are more inclined to take responsibility for their academic achievements (Fowler, 2007). This observation aligns with the outcomes of Omar et al.'s (2021) research, proposing that, given the absence of direct teacher supervision typical in traditional classrooms, such attitudes could prove advantageous in online learning sessions. Furthermore, the heightened autonomy demonstrated by participants in this study implies that online environments foster peer support and engagement (Omar et al., 2021; Sansone et al., 2011).

The third discovery in this present study reveals a substantial correlation between self-efficacy and online course experience. The construct of self-efficacy perceptions revolves around a student's assessment of their capability to proficiently execute and achieve success in a designated task or environment (Zimmerman, 2002). This observation substantiates Bandura's (1997) assertion, indicating that an elevated perception of self-efficacy corresponds to an increased propensity for proactive effort. Likewise, a study by Agustiani et al. (2016) in Indonesia revealed a positive correlation between self-efficacy and academic achievement, suggesting that students with heightened self-efficacy tend to demonstrate superior academic performance.

Furthermore, individuals with elevated self-efficacy levels exhibit heightened motivation and a greater likelihood of completing their assignments. This discovery is congruent with the findings of Omar et al. (2021) which indicated that undergraduate students were acclimated to online courses. Despite the lack of physical presence from instructors and peers, it did not impede their active engagement in online classes. This result is consistent with earlier investigations by Agustiani et al. (2016), Littlejohn et al. (2016), and Bayu Putra et al. (2019), all of which recognized self-efficacy as a motivational determinant in online learning environments. These investigations revealed that self-efficacy exerted a positive and statistically significant impact on the quality of E-Learning. Consequently, it may be inferred that self-efficacy positively influences academic environments and to some extent, shapes students' performance levels.

Conversely, it was noted that social interaction manifested the least robust association with the online course experience. The Social Engagement scale demonstrated the lowest mean value in comparison to the other dimensions within the inventory. This observation coincides with the investigation undertaken by Omar et al. (2021), affirming the assertion that the dearth of social engagement strategies in a traditional setting poses challenges in fostering social connections within an online context. This phenomenon presents a challenge to motivation within the framework of Self-Determination Theory. The significance of relatedness in motivation is substantial, as it mediates autonomy and competence. Interpersonal relationships play a pivotal role in either validating or challenging perceptions of autonomy and competence.

Relationship between Country and Student Motivation

The second research question investigates the correlation between country and the six dimensions of student motivation, as presented in Table 4. The study reveals that intrinsic goal orientation has the most robust and statistically significant association with the country, while control of learning beliefs displays the least robust relationship.

This observation aligns with studies conducted in various Asian countries, suggesting that the control of learning beliefs, notably learner autonomy, is perceived as the least significant aspect and is less commonly practiced in English language classrooms in Asian regions like Taiwan, South Korea, and Hong Kong (Cheng & Dörnyei, 2007; Lee & Lin, 2019). This might be ascribed to the impact of the Asian cultural tradition, wherein teachers are typically perceived as possessing superior knowledge (Omar et al., 2021). An earlier investigation carried out in Malaysia (Kaur & Sidhu, 2010) demonstrated that undergraduate students exhibited a deficiency in confidence to partake in autonomous learning. This hesitancy was predominantly linked to instructors' delayed responses to their inquiries and concerns, indicating a substantial dependence on teachers. This practice aligns with the concept that instructors are perceived as authoritative figures within the educational milieu (Melvina & Julia, 2021).

The results of this study suggest that the students exhibited a proclivity towards cultivating learner autonomy, a trend in line with the outcomes of prior research endeavours Melvina and Julia (2021) and Kaur and Sidhu (2010). Prior investigations have consistently documented a positive correlation between learner autonomy and language competence, underscoring students' acknowledgment of the significance of learner autonomy and the potential avenues for its application. Despite this, it is imperative for educators to assume a pivotal role in fostering the cultivation of learner autonomy, particularly among Asian students who exhibit a relative deficiency in this domain. This phenomenon may be linked to the shared cultural and linguistic values prevalent in the Asian region, encompassing China, Bangladesh, Indonesia, and Thailand, all of which are neighbouring countries.

Conclusion

This study examined the influence of online classes on motivation among university students in Indonesia, Thailand, Bangladesh, and China. It investigated the associations between online course experience and six dimensions of student motivation (intrinsic and extrinsic motivation, control of learning beliefs, task value, instructor support, and social engagement). Furthermore, the study explored the correlation between students' native countries and these six dimensions.

The primary findings of the study underscored the importance of self-efficacy, revealing the highest and most pronounced correlation with online course experience. In contrast, social engagement exhibited the least correlation with online course experience. Additionally, intrinsic goal orientation emerged as the dimension manifesting the most robust and statistically significant correlation with the country, while control of learning beliefs displayed the least robust correlation.

However, it is crucial to acknowledge certain study limitations. The voluntary sampling procedure, while convenient for participant recruitment, may not fully represent the target population, introducing potential bias and leading to an incomplete interpretation of findings. The sample's potential lack of representation may arise from the fact that students performing poorly or lacking motivation in online classes may be less inclined to participate. Furthermore, data collection relied exclusively on the MLOQ questionnaire, suggesting the study could gain depth by integrating interviews and focus groups to capture a more comprehensive range of student perspectives.

Moreover, this work accelerate the understanding of undergraduates' motivation for online learning, employing six dimensions of student motivation. It offers valuable insights for researchers and educators, especially amid the COVID-19 pandemic, enabling a nuanced comprehension of motivation levels among undergraduate students. The findings are pivotal for educational authorities, aiding them in identifying and addressing obstacles students face in the current educational landscape. This knowledge empowers authorities to formulate strategies for enhancing student motivation and academic achievements. Consequently, the study's outcomes may attract the attention of educational authorities in Indonesia, Thailand, Bangladesh, and China, prompting them to improve and provide essential contemporary resources for online instruction and the cultivation of learner autonomy.

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