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Fueling Minds with Passion: Self-Regulation as the Key to Knowledge Management in E-Learning

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KEYWORDS

Passions, Knowledge Management in E-learning, Self-Regulations, education quality

ABSTRACT

Passions have a complex effect on knowledge management in e-learning, a subject that has recently received much attention. Therefore, the study aims to examines the influence of passions on knowledge management in e-learning and the mediating role of self-regulation. The data were collected from 325 university students. The variables were measured using the 5-Likert scales. PLS-SEM is used to analyses the data and path analysis is used to test a hypothesis. The study's findings show that passions have a significant and a positive relationship with knowledge management in e-learning and self-regulation. In the same way, self-regulation has a significant & positive relationship with knowledge management in e-learning. Correspondingly, mediation of self-regulation exists in between passions and knowledge management in e-learning. The study can promote the creation of customized e-learning strategies, encourage the development of self-control abilities, and solve issues related to distant learning, thus promoting a more stimulating and productive learning environment for students in Nepal. In e-learning, self-regulation will contribute to education quality because it promotes inclusive and lifelong learning.

1. INTRODUCTION

The development of new technologies has raised the standard of learning in a world that is becoming more volatile by fostering a rich and dynamic environment that allows people to study in various ways based on their demands, virtual interfaces (Wang et al., 2023). Educational resources, content, and interactive experiences are delivered through electronic technology in e-learning, a digital form of education. It offers flexibility, accessibility, and individualized learning opportunities by enabling learners to access resources remotely, participate in online activities, and attend virtual classes, enhancing knowledge management (Hermosisima et al., 2023; Hye et al., 2023). Knowledge management refers to the systematic procedures and tactics used to collect, arrange, store, and distribute educational resources and knowledge (Asiedu et al., 2022). By supporting the efficient generation, transfer, and application of knowledge among students, teachers, and educational organizations, it seeks to improve teaching and learning. The phase development of e-learning in Nepal were sparked by the COVID-19 epidemic (Chaudhary et al., 2022). It emphasized the need for fair access to digital assets and facilities throughout the nation and prepared the path for upcoming advancements in the education sector.

It is well established that motivation is a key component of learning which are divided into two parts internal and external motivation (Meng & Li, 2023; Jiang et al., 2024). A similar but more comprehensive idea called "passion" has lately been presented by psychologists describe the internalization of motivation based on several psychological systems (Urhahne & Wijnia, 2023). The term "passion" describes an ardent attachment to and excitement for a topic or field of interest. Students are motivated to put forth effort and time, persevere through difficulties, and explore proficiency in their chosen fields of study due to its promotion of motivation, engagement, and deep learning (Zhuang, 2023). According to the dualistic model

of passions comprising obsessive and harmonious passions (Kasprzak & Mudło-Głagolska, 2022). Researchers have developed an interest in learners' self-regulation due to the hypermedia environment's rapid development, via the lens of e-learning (Ballouk et al., 2022).

For the educational setting of Nepal, research on the effects of passions on knowledge management in e-learning, with an emphasis on the mediating function of self-regulation, is pertinent and helpful. In the first place, Nepal has a diverse population, and knowing how interests might affect knowledge management in e-learning will assist educators in accommodating all students' different tastes and interests (Acharya & Lee, 2018). Teachers can create e-learning platforms and programs tailored to each student's interests by identifying and utilizing their passions, increasing student engagement and motivation (Aldraiweesh & Alturki, 2023). In the second phase, examining the mediating function of self-regulation in the learning process can help students in Nepal navigate their own learning process. Self-regulation is a critical ability for effective learning. Setting objectives, keeping track of progress, and changing learning tactics are all aspects of self-regulation crucial for effective e-learning (Cheng et al., 2023). Teachers can create strategies and interventions that aid students in acquiring these skills by researching the mediating role of self-regulation, thereby improving their capacity to manage knowledge in e-learning contexts (Zhidkikh et al., 2023). Addressing issues related to distant learning can be made easier by comprehending the impact of interests and self-regulation on knowledge management (Do & Lai, 2023). It can serve as a blueprint for developing e-learning platforms that support individualized learning, facilitate efficient knowledge management, and improve educational possibilities for students coast-to-coast.

As the situation unfolds, numerous studies about passion and self-regulation (Luxford et al., 2022; Sverdlik et al., 2022), passions and e-learning (Alsawaries & Khataybeh, 2022; Pansuwong et al., 2023), knowledge management and e-learning (Muhisn et al., 2022; Hantoobi et al., 2021), passion and knowledge management (Horng et al., 2020), passion, self-regulation and knowledge management in e-learning (Yeh & Chu, 2018). Intensely, the study about passion and knowledge managemnt in e-linering is less. Therefore, this study addresses the research gap. As, a result this study examines how passion influence on knowledge managemnt in e- leaning and the mediating role of self-regulation. In the context of e-learning settings, this knowledge can result in improved engagement, individualized learning experiences, and efficient knowledge management strategies. The study can promote the creation of customized e-learning strategies, encourage the development of self-control abilities, and solve issues related to distant learning, thus promoting a more stimulating and productive learning environment for students in Nepal.

2. LITERATURE REVIEW

This section discussed about the e-learning in Nepal and the relationship between the variables.

2.1 E-learning in Nepal

Following the COVID-19 outbreak, e-learning in Nepal has had a substantial upsurge (Paudel, 2021). E-learning became the main method of delivering education as schools and other educational institutions had to close their doors to stop the virus's spread (Akhter et al., 2021) For continued education during lockdowns and social seclusion measures, e-learning platforms become indispensable. The pandemic also brought attention to Nepal's digital gap, including differences in internet access and digital gadget availability. By offering internet access and digital gadgets to kids who needed them, particularly in underserved areas, initiatives were made to close this gap (Alam et al., 2023). Switching to e-learning brought difficulties during the epidemic but also created opportunities (Maatuk et al., 2022). It demonstrated how e-learning may be used to educate more people, improve access to education, and offer flexible learning options. Further developments in e-learning in Nepal have been made possible by the experience gathered during the pandemic. E-learning has great potential, recently, in order to boost e-learning, the government of Nepal developed a number of initiatives in partnership with numerous organizations and educational institutions. Efforts are being undertaken to improve e-learning across the nation, including the creation of online learning materials, teacher training on online teaching techniques, and digital literacy programs. E-learning is probably going to keep playing a big part in Nepal's educational system going forward (Lamichhane, 2023). In order to provide a blended learning strategy that incorporates both online and offline modalities of instruction, it is anticipated that educational institutions would incorporate online learning methods and instruments into their regular curriculum.

2.2 Passion and Knowledge Management in E-learning

Knowledge management is important for e-learning because it promotes knowledge sharing, improves learning outcomes, allows for tailored learning experiences, and creates a collaborative and interesting digital learning environment (Abass et al., 2021). The systematic collection, arrangement, archiving, and dissemination of knowledge inside an organization is known as knowledge management (Faeq, 2022). It entails locating, producing, and sharing information assets, promoting knowledge exchange, and encouraging collaboration in order to enhance decision-making processes, and innovation. Passion is increasingly considered a requirement for successful knowledge work engagement since it acts as a form of emotion in KM, enabling a deeper comprehension of knowledge work (Cegarra-Navarro et al., 2023). Passion for learning vehicles and learning material are equally important to KM and learning outcomes in the context of e-learning. The motivation to study and maintain learning may not come solely from a person's passion for a certain subject but from the methods and instruments they employ. E-learning is a key factor that motivate students (Aldraiweesh & Alturki, 2023). Self-directed online learning

has also been recognized as a significant indicator of students' learning propensity (Li & Wu, 2023). E-learning can encourage people to maintain their passion for particular hobbies or subjects, even though it only serves as a tool and not the end goal. The studies (Yeh & Chu, 2018; Horng et al., 2020) suggested there is a positive and significant association between passion and knowledge management in e-learning. Thus,

H1: "Passions has positive and significant relationship with knowledge management in e-learning."

2.3 Self-regulation and Knowledge Management in E-learning

Self-regulation is a method that aids students in creating their learning activities via applying pertinent cognitive and behavioral techniques (Hsu et al., 2023). Self-regulated learning strategies include techniques for obtaining knowledge, such as regulating the environment and organizing and converting knowledge (Cenka et al., 2022). When individuals are capable of self-regulation, their attention and emotions allow them to prioritize and direct their goal-directed actions over the course of changing conditions and without interruption (Bella, 2023). As a consequence, it foretells learning results of higher quality. Self-regulated learners can improve their learning process by utilizing KM techniques (Shen et al., 2011). Learners can find pertinent knowledge, resources, and best practices to aid in their self-directed learning by browsing well-organized knowledge repositories. With the use of KM, students may quickly and easily browse through massive amounts of information. On the other hand, self-control enhances KM in e-learning. The self-regulated learning procedures that learners actively participate in help them become more conscious of their knowledge demands (Wirth et al., 2020). They can contribute to information-sharing platforms, offer insightful input, and assist knowledge repositories in getting better. Self-regulated learners can use KM concepts to set up their own learning resources and design unique learning materials (Han & Ellis, 2023). Regarding the connection between self-regulation and knowledge management, it's been proposed that learners who are self-regulated deliberate learners who regularly employ tactics that explicitly attempt to increase one's knowledge or abilities in order to be more successful. People who are learning with an emphasis on self-regulation processes demonstrate greater information acquisition and have the capacity to create more complex knowledge networks (Bittner et al., 2022). Notably, it has been discovered that training learners to control their learning improves their grasp of complicated topics when studying using digital media in a web-based environment. Thus,

H2: "Self-regulation has the positive and significant relationship with knowledge management in e-learning."

2.4 Passion, Self-regulation and Knowledge Management in E-learning

Passion is a method of considering learning that may be considered as a motivating factor which impacts people's engagement (Tunio et al., 2021). and propensity toward seeking knowledge beyond whatever they already know, whereas self-regulation acts like a catalyst that drives learners to accomplish more. E-learning provides an environment where learners can be active and self-regulate (Li et al., 2022). Regarding online learning, a learner's passion can motivate them to actively interact with the course materials and further their education (Archambault et al., 2022). When students are truly interested in an area of study, they will likely put in the time and effort necessary to acquire and manage knowledge properly. Conversely, self-regulation describes the capacity to establish objectives, check on development, and modify one's learning approaches as necessary (Ismail et al., 2022). It entails controlling one's own process of learning, which includes scheduling, prioritizing tasks, and being self-motivated. Self-regulation plays a key role in effective knowledge management in e-learning (Centobelli & Cerchione, 2023). Knowledge gathering, structuring, and sharing inside a digital learning environment is known as knowledge management in e-learning (Crain et al., 2022). Self-control and passion are crucial elements of effective knowledge management in e-learning. A learner's enthusiasm sparks the motivation to explore and learn, and self-regulation equips them to lead the learning process, encompassing planning and accessing the material, working with others, and thinking back on their own experiences (Nilson, 2023). In e-learning, passion, self-control, and knowledge management are all linked (Yeh & Chu, 2018). Knowledge management enables students to efficiently acquire and apply knowledge, while passion and self-regulation facilitate effective learning practices (Fernandez-Perez & Martin-Rojas, 2022). Learners are destined to have effective and fulfilling e-learning journeys when these components function nicely together. Thus,

H3: "Passion has the positive and significant relationship with self-regulation."

H4: "Self-regulation has the mediating role in between passion and knowledge management in e-learning."

Figure 1 shows the conceptual framework for this research

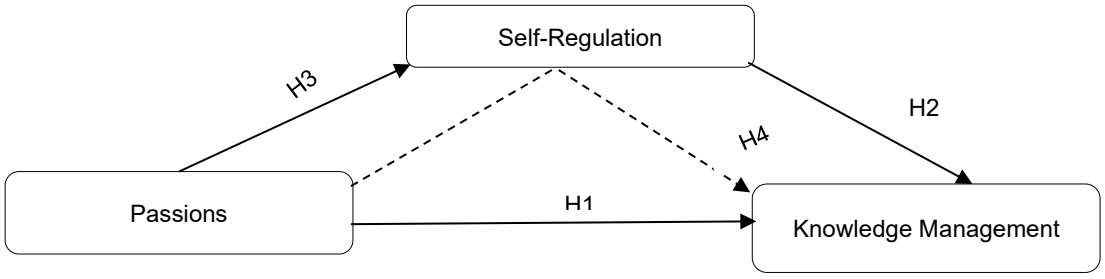

Figure 1: Conceptual Framework

3. METHODOLOGY

The study examines the influence of passions on knowledge management in e-learning and the mediating role of self-regulations. With the help of the literature review, the variables were measured, and the scale was verified. The variables used in passions are P1 as “internal harmonious passion”, P2 as “external harmonious passion”, P3 as “internal obsessive passion”, P4 as “external obsessive passion” (Li et al., 2020). The variables of self-regulations are SR1 as “information retrieval and organization”, SR2 as “strategy regulation and schedule monitoring” and SR3 “time management efficiency” (Yeh & Chu, 2018). The variables of knowledge management are KM1 as “knowledge acquisition and storage”, KM2 as “knowledge application”, KM3 as “knowledge sharing” and KM4 “knowledge creation” (Al- Tit et al., 2022). Using a Likert scale of 1 to 5, the scale went from 1 for "strongly disagree" to 5 for "strongly agree” is used to get the respondent answer. The first part of questionnaire is encompassed of demographic variables (gender, age, education, hour spend on e-learning per day) and second part are the encompassed of questionnaire of passion, self-regulation and knowledge management in e-learning. The study acquired a quantitative approach by using a closed-end survey with a questionnaire. Before beginning the data collection process, the validity of the questionnaire's “item objective congruence” (IOC) was investigated using a test with five experts. To get the sample data, a purposive sampling method is used. The validity of the items is evaluated using a sample of 30 participants from the pilot study. The survey was distributed to 325 university students. The data were examined using the SPSS statistical software package and Smart Partial Least Squares (Smart PLS). Both of the measurement model & the structural model were applied to the data analysis.

There are 325 universities students in total those are the respondents of the study. The total number of male respondents in the study are 173 (53.2%) and female respondents are 152 (46.8%) respectively. The total number of graduate respondents in the study are 203 (62.5%) and undergraduate respondents are 122 (37.5%). The age of the respondent from 26 to 30 are 126 (38.8%) followed by 31 to 35 are 109 (33.5%), 20 to 25 are 57 (17.5%) and 36 and above are 33 (10.2%) respectively. The hour spent on e-learning per day of respondents from 3 to 4 hours are 98 (30.2%) followed by 2 to 3 hours are 78 (24.0%), 4 to 5 hours are 66 (20.3%), 1 hour or less are 45 (13.8%) and 6 hour and above are 38 (11.7%) respectively.

4. DATA ANALYSIS AND DISCUSSION

In this study Smart PLS 4 was used to analyze the data. A statistical technique to determine an association between observable and latent variables in structural equation modeling (Hair et al., 2021). The measurement & structural model parts are combined to form structural equation modeling. The PLS-SEM method is the most often used for evaluating path models with the relationship between latent variables (Sarstedt et al., 2021). The measuring model employs observable variables to assess latent variables (Kang et al., 2021). The measuring model used in this study comprises of the composite reliability and Cronbach's alpha. Cronbach's alpha is above 0.70 or 0.60 (Griethuijsen et al., 2015), and a composite reliability of above 0.70 is considered accepted (Hair et al., 2021). Average variance extracted (AVE) value more than 0.5 is accepted (Hair et al., 2021). The reliability and validity are shown in table 1.

Table 1: Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Passions	0.822	0.882	0.651
Self-Regulation	0.723	0.845	0.645
Knowledge Management in E-Learning	0.797	0.868	0.623

The Fornell Larcker criterion examines the correlations between latent variables and the construct's AVE at its square root. The highest correlations between any two constructs should have smaller square roots than their respective AVEs (Hair et al., 2021). which is shown in table 2.

Table 2: Fornell Lacker Criterion

	Passions	Self-Regulation	Knowledge Management in E-Learning
Passions	0.807		
Self-Regulation	0.559	0.803	
Knowledge Management in E-Learning	0.383	0.360	0.789

The association and relationship of the latent variable are represented by the structural model (Kang & Ahn, 2021). This study's structural model shows the route analysis, R^2 coefficient of determination, and f^2 effect size. The relationship among the latent variables are established through path analysis. In this study's path analysis, the path coefficients value, standard deviation, the p-value, & the t-value are all shown in table 3. The path coefficient has a range of -1 to +1. The hypothesis can be accepted if the p-value is below 0.05 & the t-value is greater than 1.96 (Hair et al., 2021).

Table 3: Structural Path Analysis after Bootstrapping

	Beta	SD	T-value	P-values	Verdict
Passions -> Knowledge Management in E-Learning	0.261	0.065	3.980	0.000	Accepted
Self-Regulation -> Knowledge Management in E-Learning	0.203	0.06	3.405	0.001	Accepted
Passions -> Self-Regulation	0.599	0.04	14.981	0.000	Accepted
Passions -> Self-Regulation -> Knowledge Management in E-Learning	0.122	0.038	3.244	0.001	Accepted

In table 3 initial hypothesis (H1) is, "Passions has positive and significant relationship with knowledge management in e-learning". The path coefficient for hypothesis (H1) is 0.261, t-value is 3.980, and p-value is 0.000 so, the hypothesis (H1) is accepted. The result is consistent with (Horng et al., 2020) which states that there is positive and significant relationship between passion and knowledge management in e-learning. Similarly, hypothesis (H2) is, "Self-regulation has the positive and significant relationship with knowledge management in e-learning". The path coefficient for hypothesis (H2) is 0.203, t-value is 3.405, and p-value is 0.001 so, the hypothesis (H2) is accepted. The result is in line with (Yeh & Chu, 2018) states that people who focus on learning through self-regulation processes demonstrate better knowledge management. Likewise, hypothesis (H3) is, "Passion has the positive and significant relationship with self-regulation". The path coefficient for hypothesis (H3) is 0.599, t-value is 14.981, and p-value is 0.000 so, the hypothesis (H3) is accepted. The result is in link with (Yeh & Chu, 2018) which emphasis the influence of passion on self-regulation. Also, hypothesis (H4) is, "Self-regulation has the mediating role in between passion and knowledge management in e-learning". The path coefficient for hypothesis (H4) is 0.122, t-value is 3.244, and p-value is 0.001 so, the hypothesis (H4) is accepted. The result is consistent with (Yeh & Chu, 2018) state that there is an influence of passion on knowledge management in e-learning was mediated through self-regulation.

The coefficient of determination (R^2) is a measurement of how much an endogenous construct's variation is accounted for by its predictor construct (Hair et al., 2021). R^2 values of 0.67, 0.33, & 0.19 are considered to be substantial, moderate, weak and very weak respectively (Chin, 1998). The study shows that the value of r square of self-regulation is 0.359, and knowledge management in e-learning is 0.173 which is moderate and very weak. The effect size (f^2) measures how much a predictive construct has an impact on an endogenous construct (Hair et al., 2021). According to (Cohen, 2013), a small, medium, and large effect is one with an effect size of 0.02 to 0.14, 0.15 to 0.34, and 0.35 and above. The effect size is shown in table 4.

Table 4: Effect Size

	Self-Regulation	Knowledge Management in E-Learning
Passions	0.56 (Large Effect)	0.053 (Small Effect)
Self-Regulation		0.032 (Small Effect)

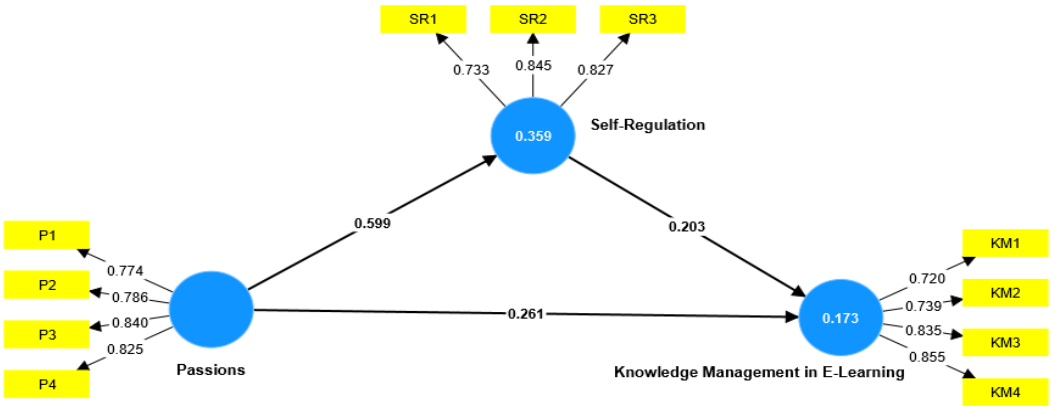

Figure 2: Path analysis

5. CONCLUSION AND RECOMMENDATION

As a result, the study has shed important light on how passion affect knowledge management in e-learning, notably by exploring the mediating function of self-regulation. The findings have aided the comprehension of the intricate relationships between emotions, cognitive processes, and information acquisition in the context of digital learning. The findings of this study suggest that a person's interests significantly influence their motivation and level of involvement in e-learning environments. Students who are enthusiastic about a subject are able to self-regulate their learning activities. Effective knowledge management is subsequently made possible by this self-regulation. Self-regulation serves as a bridge to assist students connect their emotional reactions with their learning objectives and methods. For those who use and design e-learning, these findings have substantial implications. Teachers can design learning settings that optimize students' engagement and information acquisition by understanding the importance of passions and encouraging self-regulation abilities. Effective e-learning experiences can be created by implementing tactics including offering possibilities for customization, supporting establishing objectives and monitoring, and fostering self-reflection. Incorporating elements that aid in discovering and nurturing learners' passions is another way that e-learning platforms can profit. For instance, implementing interest discovery and self-assessment tools can assist students in identifying their passions and establishing connections with pertinent learning materials. Incorporating gamification components, such as levels or badges, might also appeal to students' inner drive for success. To help students improve their self-regulation abilities, educators must continuously encourage and guide them. This can be accomplished by offering clear directions, scaffolded learning exercises, and opportunities for reflection. Additionally, educators must exhibit self-control and encourage students to set reasonable goals, assess their progress, and modify their study methods.

6. LIMITATION AND FURTHER RESEARCH

The limitations of this study provide avenues for future study. Initially, the study limitation is it reliance on a particular sample population, which might reduce the conclusions' generalizability. The study likely concentrated on a particular demographic, like an age group or level of education, which could have limited the application of the results to a larger community. Future research may include participant profiles from a variety of backgrounds to improve the study's external validity. In addition, the study's primary design is cross-sectional, which makes it difficult to conclude the causes of passions, self-control, and knowledge management. More solid proof of the dynamic links between these variables would be provided by longitudinal studies that follow participants' experiences over an extended period. Last but not least, while concentrating primarily on the mediating effect of self-regulation, the study neglects other potential variables that might impact the relationship between passions and knowledge management in e-learning. The intricacies could be improved by considering additional factors like motivation, learning techniques, or environmental aspects. It is because the creation of motivation-boosting tactics that will improve knowledge management and acquisition in online learning settings. Likewise, learning techniques can influence the creation of efficient instructional strategies that make use of interests to enhance knowledge management and acquisition in online learning situations.

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