

# **STUDENTS' ADAPTABILITY ON UNEXPECTED TRANSITION TO ONLINE LEARNING DURING COVID-19 PANDEMIC: THE ROLE OF SELF REGULATION LEARNING AND SELF EFFICACY**

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**Abstract:** Students and lecturers are mostly accustomed to the physical learning environment in the classroom. The transition to online learning requires quick adaptation, and students often face challenges which cause hindrance in their learning. This paper aims at highlighting students' adaptability in online learning which can help university students and management to respond effectively to the variable factors, namely, self-regulation and self-efficacy. Based on the social cognitive theory of motivation, this study examines the relationships between students' self-regulation, self-efficacy and adaptability in online learning. Self-efficacy is examined as a mediator and moderator variable in the relationship between self-regulation and students' adaptability. The samples comprised of 238 students from private universities in Malaysia through a survey questionnaire. Partial least squares-structural equation modelling (PLS-SEM) was used to test the hypotheses. The results showed a direct and positive relationship for all direct relationships between variables. In addition, self-regulation and students' adaptability is significantly mediated by self-efficacy. However, in this study, the moderator analysis found no support. This study provides theoretical and practical implications to gain a better understanding of students' adaptability in online learning and proposed intervention for higher education institution to address and promote self-regulation and self-efficacy among students. By implementing such interventions, it is hoped that students are better able to adapt, stay motivated and in getting the most out of online learning.

**Keywords:** Self-regulation, self-efficacy, students' adaptability, online learning