

# **Impact of online instructional game features on students' perceived motivational support and cognitive investment**

## **Abstract**

The purpose of this research is to study the relationship among Digital Game-Based Learning (DGBL) features on students' perceived motivational support and cognitive investment. The research used a multiple regression for data analysis across a sample of 200 students in to a public higher learning institution in Federal Territory of Labuan Malaysia. Their participation was purely voluntary. Empirical analysis via multiple regressions confirmed that students' perceived motivational support and cognitive investment was influenced positively by Digital Game-Based Learning (DGBL) features. The results may be used to inform higher education institutes students' on how to design DGBL for the college students. How the DGBL works on college students' perceived motivational support and cognitive investment. The results of this study offers a new forward motion to the findings of prior studies on develop a consolidated design model to consider all identified empirical relationships in order to support efficient DGBL in higher education.