Investigating the Impact of Value on Expectancy and Affective Elements in Learning Motivation

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ABSTRACT

Understanding the importance of motivation in the educational process is essential as it greatly impacts learners' engagement and academic performance. This quantitative survey explores the correlation between value, expectancy, and affective components as motivational factors among undergraduate students in Malaysia. A sample of 132 students from diploma and degree programmes participated from various disciplines. Data were collected using a survey that employed a 5-point Likert scale, based on the work of Pintrich and De Groot (1990). The findings revealed a significant positive relationship between the value and expectancy components. Nevertheless, there was no significant relationship discovered between expectancy and affective constructs ($r=.134$, $p=.000$). However, a slight positive correlation was noted between affective and value constructs ($r=.186$, $p=.000$). The study highlights the significance of tailored pedagogical strategies to boost student motivation and engagement, ultimately leading to academic achievement and cultivating a nurturing learning environment.

Keywords— Affective; ESL learner; Expectancy; Motivation in learning; Value

INTRODUCTION

Effective writing abilities are crucial for individuals learning a second language (L2), as they significantly contribute to successful communication, performance in assessments, opportunities for higher education, and improved job prospects (Maniam et al., 2023). Individuals who cultivate their writing skills tend to engage in written assignments with greater assurance.

Motivation is one of the elements guiding human actions. It fosters a sense of healthy competition while simultaneously enhancing interpersonal relationships. Motivation plays a pivotal role in initiating and sustaining goal-directed activities, as described by Pintrich and Schunk (2002). It encompasses the processes that lead to the initiation and persistence of activities aimed at reaching certain goals. This means that motivation not only drives acts but also maintains them throughout time. One's perceptions about the significance of a specific subject and how it would assist them in adjusting to a new situation or solving real problems affect their motivation to study (Siqueira et al., 2020). The motivation of learners has consistently captured the attention of both researchers and educators, as it is closely linked to achievement and the intended outcomes. Many believe that motivation plays a crucial role in influencing learners' success. A lack of motivation can create significant obstacles that hinder achievement, whereas motivation can initiate a journey that empowers individuals to flourish in their choices (Jeamu et al., 2008). The degree of motivation among students affects their involvement and contribution in an educational process.

In Malaysia, the impact of learning motivation is distinctly evident within the educational environment, particularly regarding how motivation affects students' learning experiences. Azar and Tanggaraju (2020) highlight that motivation significantly influences how engaged students are with and how well they grasp new material. For students learning foreign languages, this is especially important because staying motivated can be hard because learning a new language is hard in general. Bakhtiyarovna (2021) highlights that students can feel demotivated when they do not see immediate results from their efforts, which can impede their motivation. It is essential for educators to carefully examine the issue of learning motivation among ESL learners, as this can

significantly impact educational outcomes and the overall effectiveness of language teaching in Malaysia.

Motivation is considered a crucial factor in the learning journey. The motivation of learners is influenced by their interest and attention (Rahmat et al., 2021). According to Ismail and Khalid (2022), there exists a direct correlation between the intensity of motivation and the extent of students' engagement in the learning process. It is crucial to recognise learners' engagement and performance in the learning process as motivation drives learners to achieve their goals. It is believed that motivation influences one's teaching and learning process (Ng et al., 2021). As mentioned by Mat Halif et al. (2022), students with a positive mind-set perform better in academics. Motivation impacts learners' participation in class and understanding of the subject matters. A study by Liu and Xiang (2023) discovered that expectancy value has been found to be associated with students' physical activity or education. Another study investigated on learning motivation was done by Jusoh and Ismail (2020), they found that intrinsic and extrinsic orientations are important to enhance participants' motivation to learn. There is a dearth of research pertaining to the influence of value, expectancy and affective component in the motivation towards learning, especially among undergraduates. Thus, research in this heated issue could provide understanding on motivation and its component in student's learning.

This study aims to investigate learners' motivation to learn. It seeks to address the following questions:

1. In what ways do learners view value as a source of motivation for their learning?

2. In what ways do learners view expectancy as a source of motivation for their learning?

3. In what ways do learners view affective as a source of motivation for their learning?

4. What is the connection between value, expectancy, and affective components in the learning process?

LITERATURE REVIEW

Motivation to learn plays a crucial role in education, as it inspires students to engage actively in their studies and persist in their academic journey. It encompasses intrinsic motivation, fuelled by personal interest or enjoyment in the topic, as well as extrinsic motivation, which involves external rewards or pressures. According to Deci and Ryan's Self-Determination Theory, fostering a sense of autonomy, competence, and relatedness can significantly boost intrinsic motivation, leading to deeper learning and improved academic outcomes (Ryan & Deci, 2000). Educators have the ability to boost students' motivation by creating supportive environments that encourage independence, provide constructive feedback, and promote collaborative learning experiences. Furthermore, understanding the unique needs of each student and tailoring teaching approaches to meet those needs can significantly boost motivation. Recognising and celebrating small achievements can help maintain high levels of student engagement and determination. Thus, a well-rounded approach that brings together these elements can effectively enhance motivation for learning across various educational settings.

A significant amount of research has been carried out to investigate the various factors that affect motivation in the learning process. In their 2021 study, Rahmat and colleagues explored the connections among value, expectancy, and affective components within Islamic courses. A strong positive relationship was found among value, expectancy, and affective components. It is clear that these elements play a crucial role in motivating learning. Hayat et al. (2020) explored how academic self-efficacy and emotions related to learning act as motivators for students striving to enhance their academic performance. Moreover, students who find the topic engaging, recognise its relevance, have a keen ambition to excel, and exhibit strong confidence will be driven to learn. This ultimately results in enhanced academic performance. Consequently, a higher degree of motivation correlates with an increased level of academic performance that a student can attain. Minda (2020) further argues that the utilisation of effective learning strategies also has an impact on motivation. The study illustrates that self-motivation is triggered by engaging in active learning practices. The research suggests that it is crucial to develop more engaging classroom activities to cater to students' varied motivations.

One important factor for motivation is relevance. Relevance is important to make the learners feel the need to continue learning (Rahmat,et.al., 2021). Relevance may also come from how much value the learners put into

the learning outcome. This research examines how value impacts expectancy and affective elements as motivational factors in the learning process, as illustrated in Fig. 1. This research is based on the motivational components identified by Pintrich and De Groot (1990).
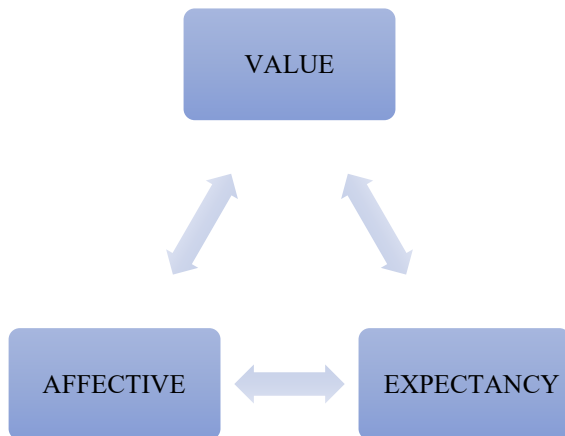

Figure 1: Conceptual Framework of the Study the Influence of Value on Expectancy and Affective Components in Learning Motivation

METHODOLOGY

This research explores the various motivational factors that impact the learning experiences of undergraduate students through a quantitative approach. A targeted sample of 132 individuals participated in the survey, which employed a 5-point Likert scale inspired by the work of Pintrich and De Groot (1990) to assess the factors outlined in Table 1. The survey is divided into four distinct sections: Section A includes demographic information, Section B features 12 items focused on value components, Section C contains 7 items related to expectancy components, and Section D covers 5 items regarding affective components.

The analysis presented in Table 1 reveals a Cronbach's Alpha of .876 for value components, .855 for expectancy components, and .800 for affective components, which illustrates the instrument's strong reliability. Additional analysis utilising SPSS was performed to present findings that respond to the research questions of this study.

Table 1: Distribution of Items in the Survey

Section	Construct (keywords)		Variable	No Of Items	Total Items	Cronbach Alpha
A	Demographic profile					
B	Value components	(a)	Intrinsic Goal Orientation	4	12	.876
		(b)	Extrinsic Goal Orientation	3		
		(c)	Task Value Beliefs	5		
C	Expectancy component	(a)	Students' Perception of Self- Efficacy	5	7	.855
		(b)	Control Beliefs for Learning	2		
D	Affective components				5	.800
	TOTAL NO OF ITEMS				24	.891

FINDING AND DISCUSSION

Demographic Profile

Table 2 displays the gender distribution of the population, indicating a roughly equal representation with a small

majority of females. More precisely, the data reveals that 47% of the participants are male, while the remaining 53% are female. By including a diverse range of demographic groups, particularly in terms of gender, the study conclusions are strengthened and made more inclusive.

Table 2: Percentage for Gender

1	Male	47%
2	Female	53%

Table 3 illustrates the distribution of participants across various academic disciplines, showcasing a diverse range of fields. The data reveals that the majority of respondents, 51%, are enrolled in Business courses. This is followed by 42% of participants who are pursuing studies in Science and Technology. In contrast, only 7% of the respondents are from the Social Sciences discipline.

Table 3: Percentage for Discipline

1	Science & technology	42%
2	Social Sciences	7%
3	Business	51%

Table 4 presents the distribution of education levels among respondents, showing that a substantial majority are pursuing a diploma. This group accounts for 96% of the population. In contrast, only a small fraction, 4%, reported being in degree programmes.

Table 4: Percentage for Education Level

1	Diploma	96%
2	Degree	4%

Value Components

This section provides findings that explores the research question: In what ways do learners view value as a source of motivation for their learning? This study evaluates value by analysing intrinsic goal orientation, extrinsic goal orientation, and beliefs regarding task value.

Table 5 presents the average mean for intrinsic goal orientation. The highest mean is for item 3 (M=4), which evaluates learners' satisfaction on the content of the courses. Item 2 and 4 recorded the same mean (M=3.7) which indicates learners' preferences on the interesting course materials and opportunities to expand knowledge even those assignments do not guarantee a high grade. In addition, the least mean score is for item 1 (M=3.5) where the respondents do not prefer challenging tasks in their class.

Table 5: Mean for (i) Intrinsic Goal Orientation

	Mean
MSVCQ1 I prefer challenging classwork to learn new things.	3.5
MSVCQ2 I enjoy course materials that spark my curiosity, even if they're tough.	3.7
MSVCQ 3 I find it satisfying to understand course content deeply.	4
MSVCQ 4 I choose assignments I can learn from, even if they don't guarantee high grades.	3.7

Based on Table 6, item 1 recorded the highest mean score of 4.5, indicating that achieving good grades brings

the respondents satisfaction. This is followed by item 2, with an average score of 4.4, reflecting the respondents' concern about achieving good grades. The lowest mean score for extrinsic goal orientation is for item 3 (M = 4.3), which indicates that respondents prefer to perform well in class and demonstrate their abilities to others.

Table 6: Mean for (ii) Extrinsic Goal Orientation

	Mean
MSEGQ1 I want to get good grades because that is what satisfies me most right now.	4.5
MSEGQ 2 I want to get good grades because my main goal is to improve my GPA.	4.4
MSEGQ I want to get good grades because I want to show my ability to others	4.3

Table 7 reveals the mean score of 5 items on task value beliefs. The average score ranges from 3.7 to 4.3. Item 5 received the highest (M = 4.3) which indicates that respondents value the comprehension of subject matters in the courses. Next, item 3 with a mean score of 4.2 indicates that the respondents prefer an engaging course material in the learning process. This is followed by item 2 with a mean score of 4.1, where it is crucial for them to learn the course materials in the program.

Table 7: Mean for (iii) Task Value Beliefs (5 items)

	Mean
MSTVQ1 I believe I can apply what I learn in one course to other courses in this program.	3.7
MSTVQ2 I believe it is important for me to learn the course materials.	4.1
MSTVQ3 I believe the course materials are useful for me.	4.2
MSTVQ4 I enjoy the subject matter of the courses	3.9
MSTVQ5 I believe understanding the subject matter is very important to me.	4.3

Expectancy Components

This section presents findings related to the second research question: In what ways do learners view expectancy as a source of motivation for their learning? This study evaluates expectancy by examining (i) students' perceptions of their self-efficacy and (ii) their beliefs about control in the learning process.

The data displayed in Table 8 demonstrates the students' perspectives on self-efficacy, which is a crucial element of their motivation to learn. The data suggests that students typically have a favorable view of themselves, as indicated by the mean scores for the five items ranging from 3.5 to 3.9 on a scale that likely goes up to 5. More precisely, students demonstrate high levels of confidence in achieving outstanding grades (M = 3.9) and performing well in their classes, taking into account the level of difficulty of the courses and their own abilities (M = 3.8). Nevertheless, confidence experiences a modest decline when it comes to comprehending intricate information and attaining proficiency in the skills taught in classes, both with an average score of 3.5. In general, these findings indicate that students have a moderate level of confidence in their academic ability. However, they may see certain areas as more difficult, especially when it comes to the complexity of the course material.

Table 8: Mean for (i) Students' Perception of Self-Efficacy

	Mean
ECSEQ1 I believe I will get excellent grades in the classes.	3.9
ECSEQ2 I am confident I can understand complex materials in the courses.	3.5
ECSEQ3 I am confident I can do well on assignments and tests.	3.7

ECSEQ4 I am certain I can master the skills taught in the classes.	3.5
ECSEQ5 I believe I will do well, considering the course difficulty, the teachers, and my abilities.	3.8

The data from Table 9 illustrates students' control beliefs for learning, which reflect their confidence in their ability to influence their own learning outcomes through effort and effective study strategies. The mean scores for both items are notably high, with 4.2 for the belief that studying appropriately will enable them to learn the material, and 4.3 for the belief that sufficient effort will lead to understanding the course materials. The results show that students have a high feeling of control, which means they believe they can do well in school via hard work and persistence. The fact that they feel in control is a good indicator that they want to keep studying and engage in their education.

Table 9: Mean for (ii) Control Beliefs for Learning (2 items)

	Mean
ECCBQ1 If I study properly, I will be able to learn the course materials.	4.2
ECCBQ 2 If I try hard, I will be able to understand the course materials.	4.3

Affective Components

This section provides findings to address research question 3: In what ways do learners view emotional factors as a source of motivation for their learning?

The data shown in Table10 provide insights into the emotional aspects of students' test-taking experiences, uncovering a variety of worried emotions. The average scores for the five items indicate a modest level of test anxiety among students. More precisely, students often contemplate their performance in relation to others, with an average score of 3.5, and experience concern regarding issues they are unable to answer, with an average score of 3.6. The presence of significant anxiety is also evident in concerns on the potential repercussions of failure (M = 3.6) and the experience of physical symptoms such as rapid heartbeats (M = 3.5). Nevertheless, the level of discomfort or distress experienced during exams is marginally reduced, with an average of 3.2. Overall, these findings suggest that students undergo considerable anxiety during tests, but the intensity of their emotional and physiological reactions may differ, potentially affecting their performance.

Table 10: Mean for Affective Component

	Mean
ACQ1 When I take a test, I worry about doing worse than others.	3.5
ACQ2 When I take a test, I focus on questions I can't answer.	3.6
ACQ3 When I take a test, I think about the consequences of failing.	3.6
ACQ4 When I take a test, I feel uneasy and upset.	3.2
ACQ5 When I take a test, my heart beats fast.	3.5

Relationship between value, expectancy and affective components in learning

This section addresses Research Question 4, which explores the correlation between value, expectancy, and affective components in learning. Correlation analysis was performed using SPSS to assess the significance of the relationships among these variables. The findings are displayed in Tables 11, 12, and 13, respectively.

Table 11 shows a significant relationship between the value and expectancy components. The correlation analysis reveals a strong positive relationship, showing a correlation value of r = .714 and p < .001. According to Jackson (2015), a correlation coefficient is considered statistically significant at the .05 level, with positive

correlations ranging from 0.1 to 1.0. Values between 0.1 and 0.3 indicate a weak correlation, while those from 0.3 to 0.5 suggest a moderate connection. A strong correlation is represented by values ranging from 0.5 to 1.0. As a result, the findings reveal a strong positive connection between the value and expectancy components.

Table 11: Correlation between Value and Expectancy Components

Correlations

		VALUE	EXPECTANCY
VALUE	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	132	132
EXPECTANCY	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

As presented in Table 12, a Pearson product-moment correlation coefficient was calculated for Expectancy and Affective scores. The analysis yielded a weak, non-significant positive correlation, $r(130) = 0.134$, $p = 0.124$, based on a sample of N=132. This finding indicates that there is no statistically significant linear relationship between these variables within the studied population.

Table 12: Correlation between Expectancy and Affective Components

Correlations

		EXPECTANCY	AFFECTIVE
EXPECTANCY	Pearson Correlation	1	.134
	Sig. (2-tailed)		.124
	N	132	132
AFFECTIVE	Pearson Correlation	.134	1
	Sig. (2-tailed)	.124	
	N	132	132

Table 13 shows the results of a correlation analysis that looked at the link between affective and value components. The results showed a small but statistically significant positive correlation, $r(130) = 0.186$, $p = 0.033$, based on a sample of N=132. This means that changes in affective experiences are meaningfully linked to changes in perceived value.

Table 13: Correlation between Affective and Value Components

Correlations

		AFFECTIVE	VALUE
AFFECTIVE	Pearson Correlation	1	.186*
	Sig. (2-tailed)		.033
	N	132	132
VALUE	Pearson Correlation	.186*	1
	Sig. (2-tailed)	.033	
	N	132	132

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

CONCLUSION

In relation to the students' motivation to learn, three constructs were evaluated: Value, Expectancy, and Affective. In this study, 132 students were involved. The value component of student motivation revolves around students' objectives for the task and their perceptions of its significance and appeal. The findings indicate that students place significant importance on intrinsic factors, such as their satisfaction with the course material and their desire to learn, alongside extrinsic factors, including the pursuit of high scores. This indicates that when students encounter knowledge that captivates their interest and holds significance for them, they are more inclined to pursue further learning independently. Grades also serve as an important indicator of a student's performance and abilities, providing motivation for them to exert effort and pursue academic achievement. This dual emphasis aligns with findings from other researchers regarding the factors that motivate students to engage in their studies. Research indicates that both internal and external factors significantly impact students' learning processes and the content they acquire (Deci & Ryan, 2000; Pintrich, 2003; Khasanah et al., 2021).

The factor of expectancy was also evaluated in this study. The expectancy aspect relies on students' belief in their capacity to complete the assignment and their recognition of their responsibility for their own success. The findings on students' perceptions of self-efficacy and control beliefs in learning suggest that they generally possess a positive outlook on their academic capabilities. This confidence is particularly evident in their belief in obtaining high academic success. Moreover, students' perspectives on control in their learning reflect a proactive approach towards achieving academic success. This reflects a strong belief in the effectiveness of their efforts to meet educational goals. Students evidently perceive their academic performance as an aspect within their control, highlighting the significance of diligent effort and effective study strategies in their learning process. Recent studies also indicate that self-efficacy and control beliefs significantly influence academic performance and motivation (Shen et al., 2020; Raoofi & Maroofi, 2017; Bai et al., 2020; Zhou et al., 2022). The third component of motivation focuses on students' emotional responses to the task. The results suggest that test anxiety is a problem influencing students' emotional condition and performance in several ways. Concerns about how they are performing in comparison to their peers, the repercussions of failing, and particular test problems they find challenging all have a significant impact on students' anxiety levels. The bodily symptoms, such as fast heartbeats, emphasise even more the anxiety that one feels throughout testing. Nevertheless, the considerably lower average score for general discomfort or distress indicates that although anxiety exists, its overall influence may differ across students. These findings align with recent research on test anxiety, which highlights its impact on students (Wern & Rahmat, 2021; Solangi et al., 2021).

Findings from the correlation analysis illuminate the complex connections between value, expectancy, and affective components within the context of learning. The findings indicate that in educational settings, students' perceptions of the value of tasks play a crucial role in shaping their expectations of success, while affective reactions have a comparatively minor influence on these expectations. This synthesis highlights the intricate relationship between cognitive evaluations of task value, belief in expectations, and emotional experiences within the learning process.

Pedagogical Implications and Suggestions for Future Research

Understanding that students have a wide range of motivational needs and different ways of responding to anxiety, personalized learning approaches can be highly effective. Customizing instruction to cater to each student's unique strengths, interests, and areas for improvement can greatly boost their engagement and motivation. This personalization guarantees that every student receives the necessary support and challenge to excel, enhancing the relevance and enjoyment of the learning experience.

Future research should consider broadening the scope of the study to incorporate a wider range of participants, ensuring a more comprehensive and inclusive sample. This more comprehensive approach will aid in comprehending the applicability of the findings and discerning differences in motivation and anxiety among various demographic groups. In addition, further research could delve into the effects of new educational technologies and teaching approaches on student motivation and anxiety. With the ever-evolving landscape of digital learning tools and innovative pedagogical approaches, it becomes essential to grasp their effectiveness in various contexts and their ability to either enhance or impede student motivation.

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