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# Is There a Relationship between Expectancy with Value and Affective Components?

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**Abstract**

Motivation is pertinent to the curriculum implementation because the successfulness of the learning process is depending on whether or not the learners are motivated. The current 21st century learning process demands the learners to be more active in learning than teachers. This quantitative study employs a simple random sampling and 209 respondents from university students responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich and De Groot's (1990) to reveal the variables. The survey comprised of 4 sections. This study is done to examine how expectancy components, affective components and value components influence learners' motivation. In addition, the relationship between expectancy components with value and affective components has also been explored. This study concludes that all six motivational factors under three constructs (value components, expectancy components and affective components) are highly influence the learners' motivation. Also, there is an association found between expectancy and value components while there is no association between expectancy and affective components. The findings of this study are useful for future researchers who wish to understand the factors influence learners' motivation as this study adopts the motivational construct from Pintrich and De Groot (1990). Future study is recommended to conduct different study to explore the role of teachers in motivating the learners to learn since this study only limited on the factors motivates learners to learn from the perspective of the learners.

**Keywords:** Expectancy, Value, Affective, Motivation

## Introduction

Background of Study

According to Abdul Kadir et al (2020), motivation is pertinent to the curriculum implementation. This is because motivation is an influential factor during teaching-learning process. The successfulness of the learning process is depending on whether or not the learners are motivated. Likewise, Filgona et al (2020) highlight that motivation drives learners towards achieving learning goals. It can be perceived that a good teaching can be achieved by motivating the learners. Highly motivated learners are likely to learn readily, and make the class enjoy teaching while unmotivated learners are likely learning very little and make the teaching frustrating. The teachers cannot take learners' motivation for granted because it is their responsibility to ensure learners are motivated to learn. For instance, the teachers who have strong desire to teach, willingness to be resourceful, creative and full of knowledge usually pave the way for learner's motivation to learn (Muñoz-Restrepo et al., 2020).

The current 21st century learning process demands the learners to be more active in learning than teachers. Hence, motivation plays an essential role to encourage someone to perform something actively. Motivation in learning is defined as an internal condition to arouse, direct, and maintain people's learning behaviour (Woolfolk, 2018). It also refers to learners' readiness to initiate learning activities and it will determine whether learning is successful. In addition, self-determination theory categorised motivation as intrinsic motivation and extrinsic motivation (Richard & Edward, 2017). Intrinsically motivated learners refer to learners who can always accomplish goals within themselves even highly challenging tasks without requiring the incentives or pressure. On the other hand, extrinsically learners are motivated by external expectation other than their own satisfactions.

There are two components of expectancy-value model of motivation which are expectancy and value (Lo et al., 2022). Expectancy is referring to learners' beliefs about their ability to finish the task and their perception that they are responsible for their learning performance (Lo et al., 2022). Value is the learners' beliefs about their interest in and perceived importance of the task (Lo et al., 2022). In general, learners who believe that they are capable to complete the task and find the associated task and activities meaningful are more likely to persist at a task, have a higher motivation to engage in the learning process and will perform better. However, this study proposes to explore how expectancy components, value components and affective components influence learners' motivation whereby affective components is associated with cognitive component and emotionally component which highly related to test anxiety.

Investigating the learners' motivation among university students in Malaysia is purposeful because the recent COVID-19 pandemic has accelerated the adoption of digitalization for people interactions (Mun & Sam, 2022). The Movement Control Order (MCO) imposed by the government impacts towards the closure of thousands of educational institutions worldwide. Due to this, educational institutions were obliged to implement remote learning as an alternative approach of delivering lessons to students (Mun & Sam, 2022). Nevertheless, in the Malaysian higher education context, learners face two main obstacles which are staying focused and motivated as the transition of face-to-face learning to online learning. The COVID-19 pandemic gives opportunity for researchers to investigate the role of various motivational theories to elucidate learners' motivation in learning. Hence, the findings of this study are useful for future researchers who wish to understand the factors influence learners' motivation as this study adopts the motivational construct from (Pintrich and De Groot, 1990).

**Statement of Problem**

Motivation is the fundamental for understanding complex behaviours and it is also essential for constructive learning because it encourages the acquirement and establishment of higher order thinking skills. Motivation in learning is somehow crucial in subject that involve a high degree of communication and interaction (Che Soh et al., 2022). Learners' motivation influence the learners' online learning satisfaction because they feel motivated by gaining learning experiences while at the same they are welcomed to share their personal knowledge, skills and abilities (Sanusi et al., 2022). A study conducted by Muhammad et al. (2021) to examine the impact of motivation on learners' academic performance among University Sultan Zainal Abidin's students. Their findings posit that a strong positive relationship exist between motivation and learners' academic performance whereby any increase in learners' motivation increase their academic performance.

The online learning has contributed to lack of motivation for some students to learn. Generally, the decline in learners' motivation can be caused by two factors which internal factors and external factors (Nasrullah et al., 2022). Internal factors come learners himself while external factors come from outside the learners. To illustrate this, learners who have low motivation during the online learning are due to the learning process take place less than optimally and the learners do not understand what is conveyed by the teachers. Minda (2020) reported the internet barriers make learners feel demotivated and feel stressed out to join the online class.

Therefore, this study is conducted to explore learners' motivation during online learning. Specifically, this study is done to answer the following research questions.

- How do expectancy components influence learners' motivation?
- How do values components influence learners' motivation?
- How do affective components influence learners' motivation?
- Is there a relationship between expectancy components with value and affective components?

**Literature Review**

Demotivation for Learning

According to Elmas and Öztüfekçi (2021), demotivation is referring to various negative influence that lessen existing motivation. Hence, a demotivated learners is individual who was once motivated but lost his or her commitment and interest in performing the task for some reason. Demotivation can also be referred as the specific external forces that reduce and decrease the motivational basis of the learners which leads to loss of interest in learning activities (Takase et al., 2019). Mahmud (2019) postulate that learners who have poor understanding about what they learn, they end up feeling demotivated. Demotivation may interfere the learning activities because the learners cannot concentrate during the learning session (Borah, 2021).

*Motivation for Learning*

Motivation has a very crucial role and benefits in the continuity and success of learning process. There are several elements that influence learning motivation which are aspirations, the ability of citizens to learn, the conditions of learning citizens, and the conditions of learning environment (Wardani et al., 2020). Motivation for students is significant to ensure students aware of the position at the beginning of learning, the process, and the end of the

learning, following learning activities, promoting learning enthusiasm and making them realise of their learning journey which eventually direct students to carry out learning activities (Wardani et al., 2020). Learners who are motivated naturally because of their own interest and enjoyment in the subject and tend to perform better on the given tasks and are keener to achieve success (Johnson, 2017).

*Past Literatures on Demotivation for Learning*

The question of why learners feel demotivated has attracted much scholar attention and has been the focus of the bulk of research studies. Liu (2022) conducted a study to explore demotivating factors for undergraduate English majors in a Chinese university during online learning. Ten informants participated in their study and gave their insights. The finding concludes that the largest demotivator is lack of self-regulation, followed by teacher-student interaction in class, inappropriate institutional management, longer screen time and negative influence from the course mates. The researcher proposes the institution to blend the face-to-face teaching with online teaching with the hope to boost students' motivation.

Likewise, there are also several major factors that demotivate learners confirm by the past researchers which are negative attitude of the peers, teacher-related factors, personal issues, class characteristics, text anxiety, failure experiences and education system (Chiu et al., 2021; Han et al., 2019). On the other hand, findings from Ahmad (2021) argue three top demotivating factors in learning are teachers lecture too much, students encounter difficulties to finish the task and the learning activities are not stimulating their attention. The researcher employs purposive sampling to collect response from 90 respondents. The study concludes that teachers shall play an important role to motivate the learners.

*Past Literatures on Motivation for Learning*

Some of the most interesting studies and their classification factors that influence learners' motivation will be discussed in this section. There are various factors affecting learners' motivation and achievement considerably on the basis of implementing effective and efficient learning-teaching process in education systems. A study was done by Yilmaz et al (2017) discover many motivational factors including psychological, social, cultural, intrinsic and extrinsic direction, parental influence, self-efficacy expectation, self-regulation, learning strategies and teaching styles. Effective classroom management during online learning is crucial to prevent teaching and learning process from being interrupted and to continue in a well-organised teaching and learning environment.

Likewise, Hayat et al (2020) in their study found that academic self-efficacy and learning-related emotions motivates the learners to perform better in their academic. Not only that, if the learners have interest in the subject matter, perceive its usefulness, strong desire to achieve and high self-confidence, he or she will be motivated. This eventually contributes to better academic performance. Hence, the more motivation the better the student will be. Minda (2020) further assert that engaging learning strategies also influences the motivation. The study demonstrates that self-motivation is initiated by active learning strategies. The research further proposes that establishing more interesting online classroom activities is critical to meet the diverse student motivations.

**Conceptual Framework**

The concept of this study assumes that learners' thoughts can influence their view on learning. This is also supported by Rahmat (2021) who reported that a person's thoughts will

determine his/her actions. This study (refer to figure 1) is rooted from Pintrich and De Groot's (1990) motivational constructs for learning. According to Pintrich and De Groot (1990), the motivation for learning begins with the learners' Expectancy. This is extracted from their (i) perception of self-efficacy and (ii) control beliefs for learning. With reference to Figure 1, the learners' expectancy will be influenced (and be influenced by) their Value components. Value components are derived from their (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value beliefs. Finally, the learners' expectancy and value components are influenced (will influence) the learners' affective components. Affective components are the learners' emotional reactions. It can be positive or negative, depending on what/how they judge the experience at hand.

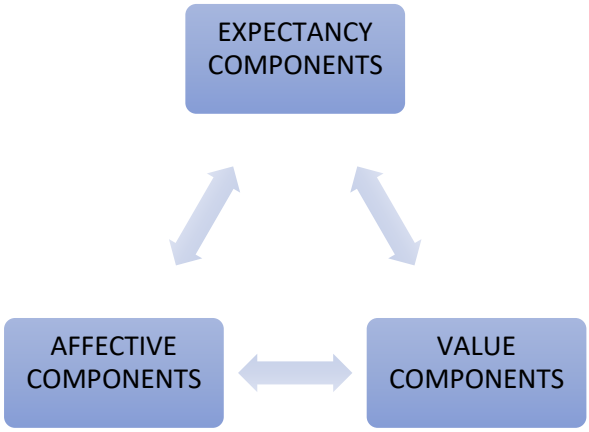


Figure 1- Conceptual Framework of the Study

Is there a relationship between Expectancy with Value and Affective Components?

**Resaerch Methodology**

This quantitative study is done to explore motivation factors for learning among undergraduates. A simple random sampling of 209 respondents from university students responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich & De Groot's (1990) to reveal the variables in Table 1 below. This study adopts the Motivated Strategies for Learning Questionnaire (MSLQ) since it covers various motivational theories such as expectancy-value theory (Berndt & Miller, 1990); goal theory (Meece & Holt, 1993); intrinsic motivation (Deci & Ryan, 1985) and self-efficacy theory (Zimmerman, Bandura & Martinez-Pons, 1992). This survey is established to measure learners' motivation and self-regulated learning related to a particular course. It measures six motivational factors under constructs. The survey has 4 sections. Section A has items on demographic profile. Section B has 12 items on value components Section C has 7 items on expectancy components. Section D has 5 items on affective components.

Table 1
*Distribution of Items in the Survey*

| Section | Construct | | Variable | No of Items | Total Items |
|---|---|---|---|---|---|
| B | VALUE COMPONENTS | (a) | Intrinsic Goal Orientation | 4 | 12 |
| | | (b) | Extrinsic Goal Orientation | 3 | |
| | | (c) | Task Value Beliefs | 5 | |
| C | EXPECTANCY COMPONENT | (a) | Students' Perception of Self-Efficacy | 5 | 7 |
| | | (b) | Control Beliefs for Learning | 2 | |
| D | AFFECTIVE COMPONENTS | (a) | Test Anxiety | | 5 |
| | TOTAL NO OF ITEMS | | | | 24 |

Table 2
*Reliability of Survey*

| Construct | Cronbach's Alpha | No of Items |
|---|---|---|
| Value Components | 0.887 | 12 |
| Expectancy Components | 0.898 | 7 |
| Affective Components | 0.866 | 5 |

Table 2 shows the reliability of the survey. Nunally (1978) posits the rule of thumb for Cronbach's Alpha should be more than 0.7. By referring to Table 2, the Reliability Analysis demonstrates a Cronbach alpha of more than 0.70 for each construct thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

**Findings**

Findings for Demographic Profile

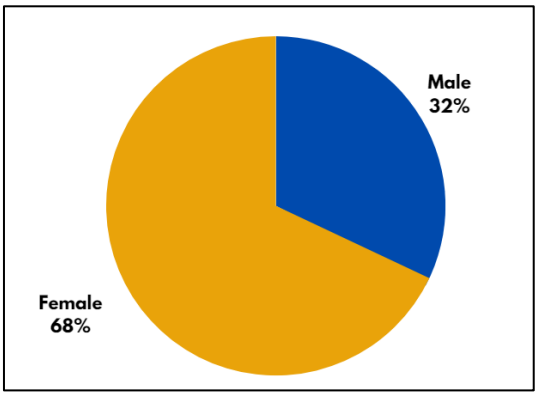


Figure 2 – Demographic Profile for Gender

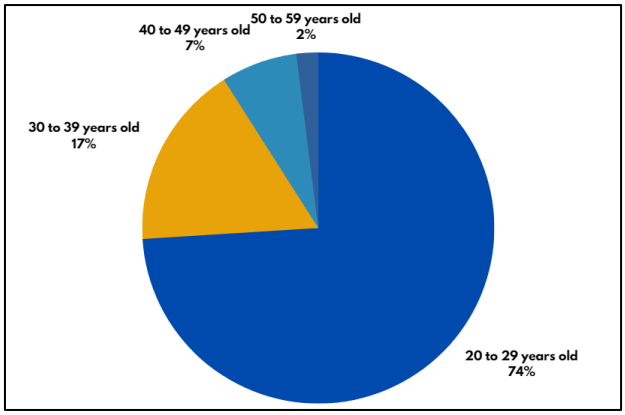


Figure 3 – Demographic Profile for Age

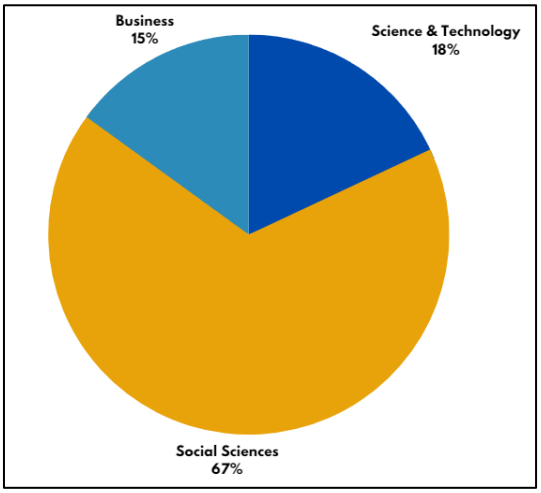


Figure 4 – Demographic Profile for Discipline

By referring to Figure 2, Figure 3 and Figure 4, a total of 209 respondents from university students responded to this online survey. Out of 209 respondents, majority respondents, 68 percent are female, and the rest 32 percent are male. Majority of the respondents are young generation because 74 percent of them aged between 20 to 29 years old, followed by 17 percent aged between 30 and 39 years old, 7 percent aged between 40 and 49 years old and the rest 2 percent aged between 50 and 59 years old. 67 percent respondents come from Social Sciences background, 18 percent from Science and Technology and 15 percent from Business discipline.

*Findings for Expectancy Components*

This section presents data to answer research question 1 - How do expectancy components influence learners' motivation? This study measures expectancy components by 5 items on self-efficacy and 2 items for control beliefs for learning.

The mean score was examined and interpreted by referring to Mean Score Interpretation designed by Nunally and Berstein (1994) as presented in Table 4. The findings obtained were analysed and will be presented for each research questions accordingly.

Table 3
*Mean Score Interpretation Table (Nunally and Berstein, 1994)*

| **Mean Scale** | **Level** |
|---|---|
| 1.00 – 2.00 | Low |
| 2.01 – 3.00 | Medium Low |
| 3.01 – 4.00 | Medium High |
| 4.01 – 5.00 | High |

(a) Mean Score of Learners' Perception of Self-Efficacy (5 items)

Table 4
*Mean Value for Students' Perception of Self-Efficacy*

| **Item** | **Statement** | **Mean** |
|---|---|---|
| ECSE Q1 | I believe I will receive excellent grades in the classes. | 3.9 |
| ECSE Q2 | I'm confident I can understand the most complex materials presented by the instructors in the courses. | 3.7 |
| ECSE Q3 | I'm confident I can do an excellent job on the assignments and tests in this program. | 3.9 |
| ECSE Q4 | I'm certain I can master the skills being taught in the classes. | 3.9 |
| ECSE Q5 | Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes. | 3.9 |
| | **Average Mean** | **3.9** |

The findings conclude that four items for perception of self-efficacy which are "I believe I will receive excellent grades in the classes", "I'm confident I can do an excellent job on the assignments and tests in this program", "I'm certain I can master the skills being taught in the classes" and "Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes" have medium high mean score with 3.9. The rest one item, "I'm confident I can understand the most complex materials presented by the instructors in the courses" also signifies medium high mean score with the value of 3.7.

(b) Mean Score of Control Beliefs for Learning (2 items)

Table 5
*Mean Value for Control Beliefs for Learning*

| Item | Statement | Mean |
|---|---|---|
| ECCB Q1 | If I study in appropriate ways, then I will be able to learn the material in the courses of this program | 4.3 |
| ECCB Q2 | If I try hard enough, then I will understand the course materials. | 4.3 |
| | **Average Mean** | **4.3** |

According to Table 5, all two items, Item 1, "If I study in appropriate ways, then I will be able to learn the material in the courses of this program" and Item 2, "If I try hard enough, then I will understand the course materials" under control beliefs for learning has high level of influence towards learners' motivational with mean score of 4.3.

Findings for Value Components

This section presents data to answer research question 2 - How do values components influence learners' motivation?

(a) Mean Score of Intrinsic Goal Orientation (4 items)

Table 6
*Mean Value for Intrinsic Goal Orientation*

| Item | Statement | Mean |
|---|---|---|
| MSVC Q1 | In this program, I prefer class work that is challenging so I can learn new things. | 3.8 |
| MSVC Q2 | In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn. | 3.9 |
| MSVC Q3 | The most satisfying thing for me in this program is trying to understand the content of the courses | 4.1 |
| MSVC Q4 | When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade. | 3.7 |
| | **Average Mean** | **3.9** |

On the other hand, average mean score of 3.9 for items under intrinsic goal orientation postulate that this component has medium high level of influence towards learners' motivation. Among four items under this component, Item 3, "The most satisfying thing for me in this program is trying to understand the content of the courses" ranked the highest mean score with 4.1 and followed with Item 2, "In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn".

(b) Mean Score of Extrinsic Goal Orientation (3 items)

Table 7
*Mean Value for Extrinsic Goal Orientation*

| Item | Statement | Mean |
|---|---|---|
| MSGG Q1 | Getting a good grade in the classes is the most satisfying thing for me right now. | 4.4 |
| MSGG Q2 | The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade. | 4.4 |
| MSGG Q3 | I want to do well in the classes because it is important to show my ability to my family, friends, or others. | 4.3 |
| | **Average Mean** | **4.4** |

Furthermore, the second measurement for value components, extrinsic goal orientation also has high level of influence towards learners' motivation because the average mean value is 4.4. Two items under this component which are Item 1, "Getting a good grade in the classes is the most satisfying thing for me right now" and Item 2, "The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade" ranked the highest mean score with 4.4.

(c) Mean Score of Task Value Beliefs (5 items)

Table 8
*Mean Value for Task Value Beliefs*

| Item | Statement | Mean |
|---|---|---|
| MSTV Q1 | I think I will be able to transfer what I learn from one course to other courses in this program. | 3.9 |
| MSTV Q2 | It is important for me to learn the course materials in the courses. | 4.3 |
| MSTV Q3 | I think the course material in the courses of this program is useful for me to learn. | 4.3 |
| MSTV Q4 | I like the subject matter of the courses. | 4.1 |
| MSTV Q5 | Understanding the subject matter of the courses is very important to me. | 4.3 |
| | **Average Mean** | **4.3** |

In addition, the third measurement for value components, task value beliefs reveal a high level of influence towards learners' motivation. Three items which are Item 2, "It is important for me to learn the course materials in the courses", Item 3, "I think the course material in the courses of this program is useful for me to learn" and Item 5, "Understanding the subject matter of the courses is very important to me" score the highest mean value of 4.3.

*Findings for Affective Components*
This section presents data to answer research question 3 - How do affective components influence learners' motivation?

C. Mean Score of Affective Components - (5 items)
Table 9
*Mean Value for Affective Components*

| Item | Statement | Mean |
|---|---|---|
| AC Q1 | When I take a test, I think about how poorly I am doing compared with other students. | 3.6 |
| AC Q2 | When I take a test, I think about items on other parts of the test I can't answer | 3.7 |
| AC Q3 | When I take tests, I think of the consequences of failing. | 3.6 |
| AC Q4 | I have an uneasy, upset feeling when I take an exam. | 3.5 |
| AC Q5 | I feel my heart beating fast when I take an exam. | 3.6 |
| | **Average Mean** | **3.6** |

Besides, for the last component, affective components have medium high level of influence towards learners' motivation because most of the items scored 3.6 for the mean value. This refers to Item 1, "When I take a test, I think about how poorly I am doing compared with other students", Item 3, "When I take tests, I think of the consequences of failing" and Item 5, "I feel my heart beating fast when I take an exam.".

*Findings for Relationship between Expectancy Components with Value and Affective Components*

This section presents data to answer research question 4- Is there a relationship between expectancy components with value and affective components?

To determine if there is a significant relationship between expectancy components with value and affective components, the data is analysed using SPSS for correlations. Results are presented separately in Table 10 and Table 11 below.

Table 10
*Correlation between Expectancy and Value Components*

| Variable | Expectancy Components | Value Components |
|---|---|---|
| Expectancy Components | | r = 0.701, p-value = 0.000 |
| Value Components | r = 0.701, p-value = 0.000 | |

N = 209

Table 10 shows there is an association between expectancy and value components. Correlation analysis shows that there is a high significant association between expectancy and value components (r =.701**) and (p =.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between expectancy and value components.

Table 11
*Correlation between Expectancy and Affective Components*

| Variable | Expectancy Components | Affective Components |
|---|---|---|
| Expectancy Components | | r = 0.027, p-value = 0.703 |
| Affective Components | r = 0.27, p-value = 0.703 | |

N = 209

Table 11 shows there is no association between expectancy and affective components. Correlation analysis shows that there is no significant association between expectancy and affective components (r = 0.027). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is no relationship between expectancy and affective components.

**Conclusion**

*Summary of Findings and Discussions*

The findings of this study conclude that expectancy components, affective components and value components highly influence the learners' motivation. Learners' motivation influence by the learners' beliefs about their ability to finish the task, their perception that they are responsible for their learning performance and their interest in and perceived importance of the task. This corroborates with the findings from another study conducted by Che Soh et al. (2022) whereby the researcher agree that learners also aim to improve their overall grade point average because their main concern of their program is getting a good grade. The

learners also understand the importance of understanding the course material to perform better. Furthermore, the finding postulate there is an association found between expectancy and value components while there is no association exist between expectancy and affective components. This study is highly essential in disclosing those motivational constructs that influence the learners' motivation. The finding could be useful to increase and enhance motivation and learning behaviour to ensure learning achievement increases with the graduates' competency standards.

*(Pedagogical) Implications and Suggestions for Future Research*

This study contributes to body of knowledge by exploring the motivational factors influencing the learners during the online learning. While the learners may have an innate desire to learn, the external support from the teacher also demonstrate significant impacts to boost learners' motivation. The teacher's ability to enhance students' competency, encourage learning enthusiasm and learners' self-efficacy are all important factors that influence learners' motivation to learn. Future study is recommended to conduct different study to explore the role of teachers in motivating the learners to learn since this study only limited on the factors motivates learners to learn from the perspective of the learners.

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