



THE INTERPLAY OF EXPECTANCY BELIEFS AND MOTIVATIONAL COMPONENTS IN ONLINE LEARNING SUCCESS

Muhammad Syaffiq Mohammed Raffi¹, Fariz Azzuan Amat Suparia^{1*}, Asma' Ammar¹, Nur Hakimah Md Sallehuddin², Sabihah Abdul Kadir³, Noor Hanim Rahmat¹

¹Akademi Pengajian Bahasa, Universiti Teknologi MARA, 40450 Shah Alam, Malaysia

²Akademi Pengajian Bahasa, UiTM Cawangan Negeri Sembilan, Kampus Seremban, 70300 Seremban, Malaysia

³Pusat Bahasa, Universiti Pertahanan Nasional Malaysia, 57000 Kuala Lumpur, Malaysia

*Corresponding Author Email: farizazzuan@uitm.edu.my

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Abstract

Online learning, once considered difficult to implement, has now become a central mode of instruction, particularly in the context of foreign language acquisition. With the advancement of digital technology, both educators and learners are increasingly able to engage in online learning environments with greater ease. However, maintaining students' motivation and emotional engagement remains a challenge, often impacting their language learning outcomes. This study investigates students' perceptions of three key motivational components in online learning: expectancy, value, and social support. It also explores the relationships among these components to better understand how they influence learners' motivation. A quantitative survey was conducted with 179 undergraduate students from Universiti Teknologi MARA (UiTM) enrolled in Arabic language courses. Data were collected through a structured questionnaire and analysed using Pearson correlation in SPSS to examine the strength and direction of the relationships among the motivational constructs. The findings indicate significant positive correlations between expectancy, value, and social support. Notably, external rewards and recognition, along with students' sense of responsibility for their own learning, emerged as important drivers of motivation in online settings. These results highlight the importance of incorporating motivational strategies that not only emphasize goal-setting and perceived value but also foster a supportive learning environment. The study contributes to the ongoing discourse on effective online language instruction and provides practical implications for educators seeking to enhance student engagement and performance.

Keywords: *Expectancy; Learning Motivation; Online Learning; Social Support; Value*

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INTRODUCTION

In recent years, online education has gained substantial popularity, gradually transforming traditional classroom-based learning into more flexible and innovative digital environments. This global shift has enabled the delivery of intensive and engaging learning experiences that accommodate the evolving needs of students (Al-Fahad, 2009). As digital technologies become increasingly accessible, students are now more dependent on online resources than printed materials, allowing them to independently explore knowledge and build their competencies (Hilmi, 2021). In the context of foreign language acquisition, online learning has been shown to enhance students' linguistic proficiency, including their grammar, punctuation, and spelling, as well as improve the core skills of reading, writing, listening, and speaking (Milomn & Hasanan Ipband, 2017). Moreover, it encourages the adoption of effective learning strategies that enhance motivation and academic performance (Gentrup, 2020), while also fostering trust and emotional support among students throughout the learning process (Hazaymeh, 2021).

The concept of motivation, a theoretical construct used to explain human behavior and the internal drive to fulfill personal goals and needs, is central to the success of online education, particularly in second language (L2) learning (Gopalan et al., 2017). Motivation is widely recognized as a key determinant of student engagement and success in learning environments (Amir et al., 2023). In online learning, two critical motivational challenges are sustaining focus and transitioning from conventional classroom learning to virtual formats (Yong & Thi, 2022). According to Saleh et al. (2023), factors such as teacher-student interaction, self-regulated learning, and social support significantly influence students' motivation in online contexts. Highly motivated students are more likely to engage actively in online learning, in contrast to their less motivated peers (Anthonysamy & Singh, 2023). Notably, emotional fluctuations including anxiety, excitement, sadness, and tension which also shape the learning experience of young adult students, particularly in virtual classrooms (Zubairi & Sarudin, 2009).

In the realm of L2 learning, motivation is widely acknowledged as one of the most critical factors influencing both the rate and effectiveness of language acquisition (Mustafa et al., 2023). It serves as a catalyst that stimulates learners to confront challenging and often ambiguous learning situations with determination and optimism (Amoah & Yeboah, 2021). Motivation is multidimensional, encompassing emotional, cognitive, and behavioral aspects that drive student engagement and performance. Without sufficient motivation, even well-designed curricula and pedagogical strategies may fail to produce desired outcomes in L2 learning (Rezai et al., 2025).

The COVID-19 pandemic has further accelerated the adoption of online education worldwide, prompting institutions to seek alternatives to face-to-face instruction (Jiang et al., 2023; Sanusi et al., 2022). In response, educators have increasingly relied on online platforms to ensure learning continuity. However, existing research highlights the gradual decline in student motivation over time in online settings, which often correlates with poor academic performance (Ozer & Badem, 2022). A lack of motivation has been identified as a major contributor to negative learning outcomes. One pedagogical insight from these studies is the importance of remote social support, as students frequently reported feelings of isolation and frustration in the absence of interactions with instructors and peers. These emotional challenges, if unaddressed, may hinder students' willingness to engage in online learning, particularly in L2 contexts where positive attitudes are essential for academic success (Jiang et al., 2023).

Motivation, therefore, represents a powerful force in the learning process. Yet, to fully leverage its benefits, it is essential to understand how its subcomponents influence language learning outcomes (Nagle, 2021). In light of this, the present study seeks to investigate three key motivational components—expectancy, value, and social support within the context of online L2 learning. By examining the interrelationships among these factors, this study aims to identify the most influential elements in sustaining students' motivation and enhancing their learning experiences in virtual language education.

LITERATURE REVIEW

Motivation to Learn

Motivation can be described as the driving force that inspires and sustains our actions, giving them purpose and consistency. In language learning, this is especially important, as it helps students stay engaged and committed to their goals. Motivation has been conceptualized through various dimensions by scholars, highlighting its critical role in learning. Palmer (2005) claims that motivation is a crucial element in knowledge building and conceptual development, suggesting that strategies for motivation should be essential components of constructivist-informed pedagogical. Glynn et al. (2005) define motivation as an internal condition that stimulates, leads, and sustains human behaviour, which aligns with Brophy's (1988) perspective on the significance of meaningful studies. Reeves (2006) synthesizes these concepts by emphasizing the internal and external factors that motivate individuals to start action, sustain effort towards a goal, and persist until the objective is accomplished. Collectively, these observations highlight the imperative of integrating motivation into teaching methodologies to maintain students' engagement.

In online education, motivation continues to be a key factor influencing students' engagement and satisfaction. According to Hartnett (2011), there are several factors, including personal characteristics and environmental factors, that contribute to the phenomena of motivation in online learning. Students' motivation and perceptions of instructional quality play critical roles in their online learning experiences (Artino, 2008). The flexible and autonomous nature of online learning necessitates reliance on both intrinsic and extrinsic motivators.

Fowler (2018) identifies expectancy, value and social support as central factors influencing motivation in online learning. These fit in with what is known as the Expectancy-Value Theory (EVT), which was proposed by Atkinson (1957), whereas behaviours associated to achievement are the product of the interaction between value and expectation. Eccles et al. (1983) further define expectancy as an individual's belief in their capacity to succeed in future tasks. This theory highlights the relationship between achievement, persistence and students' beliefs about their abilities alongside their valuation of tasks. Students who anticipate success are more motivated, put forth greater effort and demonstrate resilience despite challenges. In online learning, where instructor interactions are often limited, fostering intrinsic motivation is especially crucial. Creating a supportive virtual environment that bolsters confidence and emphasizes the value of learning goals can enhance both motivation and the overall learning experience.

According to EVT, "task value" is the degree to which people consider a task to be important or beneficial. In addition, achievement value, intrinsic value, utility value, and cost are the four main components of task value that are outlined by Eccles and Wigfield (2002). These elements shape students' attitudes and effort in completing learning tasks. Furthermore, social support, defined as the perceived involvement and encouragement

from teachers, peers, or family, plays a critical role. Ryan and Deci (2000) found that social support provides reassurance and encouragement, particularly in challenging educational settings. According to Hew and Cheung (2014), students' motivation and performance in online courses are greatly improved by social support.

When applied to learning Arabic as a third language, motivational components strongly influence students' engagement. Expectancy, or confidence in their ability to acquire and use Arabic, fosters perseverance. Likewise, the perceived value of learning Arabic, whether for cultural or practical reasons, enhances intrinsic motivation. Additionally, social support from instructors and peers provides reassurance and promotes persistence, particularly in online contexts. Collectively, these elements strengthen engagement, align goals with personal relevance and encourage successful learning outcomes.

Benefits of Online Learning

Students' self-perceptions have a direct impact on their online learning resilience and contentment, making self-regulation and motivation crucial in online learning setting. Effective online instruction, therefore, requires more than content delivery; it involves creating an environment where motivation, self-regulation and meaningful engagement lead to positive learning outcomes.

Recent research investigations have confirmed the numerous benefits of online education. It offers flexibility, enabling students to manage their time effectively. Bates (2005) highlights that online learning overcomes the temporal and spatial limitations of traditional educational settings. Similarly, Means et al. (2010) explain that it allows students to receive personalized lessons and learn at their own pace. Online platforms also provide access to diverse resources that are often unavailable in traditional classrooms. With the rise of new technology and the need for flexible learning spaces, online learning has become increasingly popular. Bernard et al. (2004) found that it allows students to access course materials anytime and anywhere, accommodating various schedules and learning preferences. Additionally, Allen and Seaman (2013) stress that students develop greater self-control and accountability via online learning because it allows them to take charge of their own schedules and assignments.

For learning Arabic as a third language, online platforms offer specific advantages, such as videos, podcasts and interactive activities, which make learning more engaging. Mayer (2009) notes that multimedia resources can enhance memory and understanding by appealing to different senses. Additionally, online platforms provide quick feedback and track students' progress, creating a transparent learning process and facilitating improvement. While online learning poses challenges, such as the need for strong self-motivation and the absence of in-person interaction, these issues can be mitigated through well-designed programs that incorporate social support and diverse learning activities. By integrating appropriate tools and strategies, online learning can become a highly effective approach, including for teaching Arabic in university settings.

In summary, flexibility, accessibility, and an extensive selection of materials are some of the many benefits of online learning. These benefits are maximized when students are motivated and make active use of the opportunities provided. As Allen and Seaman (2013) state, the ability to learn anytime and anywhere is a significant strength of online education, particularly when multimedia resources address varied learning preferences. Although challenges exist, the success of online learning relies on motivated students who effectively utilize available tools and strategies.

Past Studies on Motivation to Learn

Learning motivation has been the subject of a great deal of research in the last several years. The shift from traditional physical classes to online learning has raised significant concerns over students' motivation among educators and scholars. Tahir et al. (2023) investigated the connection between expectancy, value, and affective components of student motivation and learning outcomes connection between e. Quantitative research was conducted using a 5-point Likert scale survey of 209 university students. There are 4 components in the instrument examining the students' perceptions regarding expectancy, value, and affective items related to the learning experiences. The findings established a correlation between expectancy and value components, suggesting that students are more inclined to view such assignments positively. Conversely, the findings regarding value components indicate that students' motivation escalates when they realize the significance of the learning material. But there were no statistically significant correlations between expectation and emotional factors in this research. In sum, the study's findings on the effects of these factors on online instruction have important consequences for both teachers and students.

A further study investigating the value of motivational elements in learning was conducted by Talib et al. (2024). This study aims to examine the relationship between students' social support and their expectation and value-based motivation for online learning. An online quantitative survey was conducted to investigate relationships between three components: expectancy, social support, and value, and distributed to 143 undergraduate students. The results from this study reveal a positive relationship between all the components stated, which indicates the students perceive social support from instructors and peers to enhance the motivation in their abilities and find more value in online learning. Moreover, these findings also suggest that social support, expectancy, and value are independent factors that help to contribute to enhancing the motivation of online learning. In conclusion, both of the past studies highlighted the importance of motivation items, expectancy, value, and social support to enhance students' motivations. The ability to recognize the associations for all these factors supports educators in creating a learning environment effectively to enhance students' motivation and academic performance.

Past Studies on Benefits of Online Learning

There has been a paradigm shift in the field of education due to the rise of online education. Educators and students faced new challenges to adapt to the transformation. Online learning provides both benefits and challenges at the same time. Tareen, H., & Haand (2020) conducted a case study examining students' views of online learning, focusing on its benefits and difficulties. This study seeks to examine postgraduate perspectives regarding the advantages of online learning. A online survey questionnaire was administered to 30 postgraduate students across three distinct disciplines: TESL, Educational Management and Leadership, and Visual Art Education. Students find online learning as an online platform that helps to promote participation in enhancing learning experiences through an interactive learning environment.

In addition, online learning offers flexibility, which, at the same time, accommodates the students' personal and professional commitments. These benefits help to cater to the student's needs and learning preferences and contribute positively to student satisfaction. On the other hand, despite the benefits, this study also reveals significant challenges through online learning, for example, lack of interaction, unclear assessment strategies, and insufficient feedback. As a result, this study emphasized the need to balance both traditional physical classes and online learning approaches to optimize learning outcomes.

Meanwhile, another research by Alsayed, R. A., and Althaqafi, (2022), also explored the benefits of online learning through EFL students from Saudi. The objective of this research was to evaluate the transition from traditional learning to entirely online learning. The research employed quantitative approaches using a questionnaire that contained 15 items and was distributed to 72 EFL students. The findings show that online learning offers flexibility and caters to the student's needs, which is similar to Tareen & Haand, (2020). Besides, online learning also provides easier access to educational materials and resources and, at the same time, enhances the students' proficiency with technology, which is beneficial for their education and soft skills in the future. Similarly, to the past study, lack of interaction and assessment concerns can make an impact on the student motivation and engagement in addition to technical issues during the online class. The study sheds light on the pros and cons that students faced when moving to distance learning.

As a conclusion, past studies have recognized some similar benefits of online learning that offer accessibility and flexibility in various ways to fulfill the students' needs. On the other hand, the challenges faced by the students are possible to be countered by enhancing engagement, improving learning outcomes, and developing digital skills. These factors contribute to a more inclusive and responsive educational environment that meets the diverse needs of students today.

Study Framework

Learning is done in many ways these days. Students are getting used to learning online. Just like any other learning, students embark on the learning with a sense of expectancy. Expectancy is the belief that our effort will lead to the attainment of our goals. Previous research indicated that students identified certain elements contributing to their dissatisfaction with online learning, while other factors were seen as enhancing their online experience (Rahmat, et al. 2021). Figure 1 from this study shows the results of the investigation into the connection between online learning expectations, perceived value, and social support. Student self-efficacy and views about their ability to influence their own learning are crucial to expectation, argues Fowler (2018). Task value is just one aspect of a student's value orientation; it also includes their intrinsic and extrinsic goals. The term "social support" encompasses both peer and teacher encouragement.

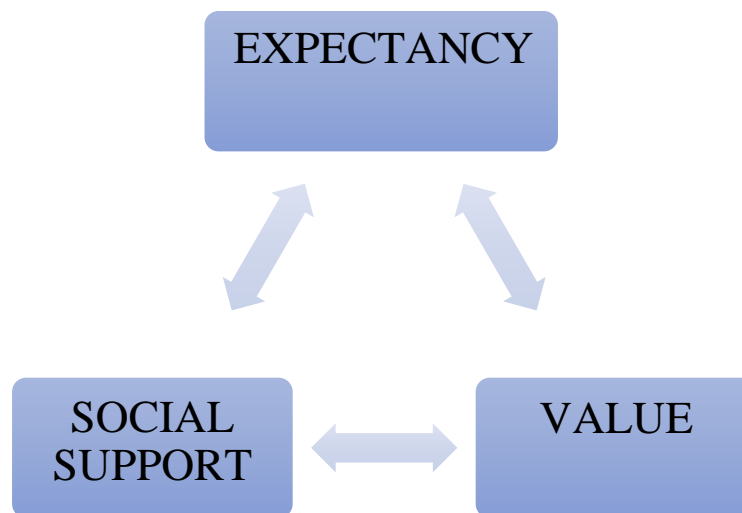


Figure 1: Framework of the Study

METHODOLOGY

The researchers in this study used a quantitative descriptive methodology. This study aimed to identify what motivates undergraduates to learn by assessing them with questionnaires. The hypothesis of this research was subsequently established using Pearson correlation. The study utilized a purposive sampling method, resulting in a total of 179 participants. They are students from a Malaysian public university enrolling in Communicative Arabic Language as a third language at three proficiency levels: beginner, intermediate, and advanced. The researchers employed the instrument developed by Fowler (2018) to accomplish the research objectives. The survey comprises four sections and forty-two items, with each item rated on a five-point Likert scale. Section A consists of four items related to the population profile. Section B comprises 12 items related to expectancy. Section C consists of 14 items related to value. Section D comprises 12 items related to social support.

The researchers initially converted the scale into digital forms using "Google Form" to facilitate managing and storage of responds and data. The links to the scales were thereafter provided to the respondents through the Telegram and WhatsApp applications. Each participant was given a week to finish and return the questionnaires to the researchers. Upon collecting the data and responds from the participants, the researchers transformed the responses into numerical data for analysis. The Pearson correlation test was utilized via SPSS software. The researchers subsequently analyzed the data utilizing the results from the tests.

Reliability Test

Table 1 demonstrates the reliability of the survey. The study indicates a Cronbach's alpha of .927 for Expectancy, .931 for Value, and .886 for Social Support. With an overall reliability of .962 across all 38 components, the selected instrument is very reliable.

Table 1: Distribution of Items in the Survey

Section	Motivation (Keyword)	Sub-Scales	No. of Items	Total Items	Cronbach Alpha
B	Expectancy	Self-Efficacy	8	12	.927
		Control of Learning Beliefs	4		
C	Value	Intrinsic Goal Orientation	4	14	.931
		Extrinsic Goal Orientation	4		
		Task Value	6		
D	Social Support	Social Engagement	5	12	.886
		Instructor Support	7		
				38	.962

RESULT AND DISCUSSION

Findings for Demographic Profile

Table 2 illustrates the gender distribution of students who participated in this study. The data indicates that 61% of the respondents were female, whereas 39% were male. Table 3 shows the distribution of respondents by discipline, with the majority of them from Social Sciences programs at 46%, followed by respondents from Science and Technology programs at 30%. The lowest percentage of the respondents in this survey was from the Business Management program, with 24%.

Table 2: Percentage for Q1. Gender

No.	Item	Percentage
1	Male	39%
2	Female	61%

Table 3: Percentage for Q2. Discipline

No.	Item	Percentage
1	Science & Technology	30%
2	Social Sciences	46%
3	Business Management	24%

Table 4 illustrates the distribution of the percentage respondents enrolled in Introductory Arabic courses according to the levels provided by the university. 58% of them were enrolled in Arabic Level 1. 27% of the respondents were at Arabic level 2, whereas just 15% were at Arabic level 3. Table 5 demonstrates the percentage of respondents having basic Arabic knowledge learned from prior education. The results reveal that the majority of respondents had basic Arabic skills, a percentage of 74%, whilst 26% of them did not have experience in learning Arabic.

Table 4: Percentage for Q3. Arabic Course Level

No.	Item	Percentage
1	Arabic Level 1	58%
2	Arabic Level 2	27%
3	Arabic Level 3	15%

Table 5: Percentage for Q4. Basic Arabic

No.	Item	Percentage
1	Yes	74%
2	No	26%

Findings for Expectancy

This section provides statistics to address study question 1: How do students view their expectancy in online learning? In this study, expectancy is assessed using (i) self-efficacy and (ii) beliefs regarding control of learning.

Table 6: Mean for (i) SELF- EFFICACY (ESE)

Statement	Mean	SD
ESEQ 1 I think I will do really well in all of my classes.	3.7	.86833
ESEQ2 I am sure that I can understand even the hardest parts of the readings.	3.3	.92879
ESEQ3 I am sure that I can understand the basic ideas that are being taught.	3.8	.85903
ESEQ4 I am assured in my ability to comprehend the most intricate subject offered by the instructor.	3.4	.96170
ESEQ5 I am sure that I will do a great job on my tests and tasks.	3.8	.88781
ESEQ6 I think I will do well.	3.9	.90580
ESEQ7 I am confident in my ability to master the abilities being imparted.	3.6	.91188
ESEQ8 Given the challenges of the courses, the instructors, and my abilities, I believe I can perform successfully.	3.6	.86569

Table 6 illustrates the mean scores recorded for the 8 items in the context of Students' Perception of Self-Efficacy. The item with the highest mean score 3.9 is ESEQ6 which is the students' expectation to do well. Followed by items ESEQ3 and Students' confidence in understanding the course material and their ability to perform well on assessments and assignments both average 3.8 on the ESEQ5. In the meantime, The lowest mean score is 3.3 for item ESEQ2, which assesses their confidence in mastering the most difficult topics covered in the readings. and then followed by item ESEQ4 with a mean score of 3.4 is their confidence in understanding the most complex material presented by the instructor in online class. The other items ESEQ1, ESEQ7 and ESEQ8 scored 3.7, 3.6 and 3.7, which are focused on their confidence in achieving high class scores, their assurance in fully grasping the course material, and their strategies for succeeding academically despite the challenges presented by the coursework.

Table 7: Mean for (ii) CONTROL OF LEARNING BELIEFS (ECB)

Statement	Mean	SD
ECBQ1 If I study effectively, I will be able to comprehend the content.	3.8	.80134
ECBQ2 If I fail to comprehend the content presented, it is my own responsibility.	4.1	.89864
ECBQ3 I will understand what is being taught if I work at it hard enough.	4.1	.82294
ECBQ4 If I fail to comprehend the material offered, it is due to insufficient effort on my part.	3.6	11.11720

Table 7 presents the mean scores for the 4 items listed for Control of Learning Beliefs (ECB). ECBQ2, and ECBQ3 are the items with the highest mean scores 4.1 recorded which are the students believe it is their fault if they don't learn the material taught and they believe they can understand the material presented if they try hard enough. Followed by item ECBQ1 with a mean score of 3.8, which is students' belief in their ability to learn the material if they study in appropriate ways. Concurrently, the lowest mean score of 3.6 is for the item ECBQ4, that is, when students feel like they didn't grasp the subject, it's because they weren't trying hard enough.

Findings for Value

This section provides statistics to address study question 2: How do students perceive value in online learning? This study measures value through (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value.

Table 8: Mean for (i) Intrinsic Goal Orientation (VI)

Statement	Mean	SD
VIQ1 I favor content that genuinely challenges me, enabling the acquisition of fresh knowledge.	3.5	.91976
VIQ2 I favor content that stimulates my interest, regardless of its complexity.	3.5	.93837
VIQ3 For me, the most rewarding thing is to try to fully understand what I am reading.	3.7	.84570
VIQ4 I select assignments that offer learning opportunities, regardless of their assurance of a favorable grade.	3.6	.93657

Table 8 presents the analysis of four items under Intrinsic Goal Orientation among students learning Arabic as a third language. Item VIQ3, with the highest mean of 3.7, shows that students find the greatest satisfaction in thoroughly understanding course content. Item VIQ4, with a mean of 3.6, indicates that students place emphasis on tasks that allow them to learn, regardless of whether they are guaranteed good results or not. Both Item VIQ1 and VIQ2 share the same mean of 3.5, indicating that students prefer challenging and curiosity-driven material, even when it is difficult to learn. These findings suggest that students are motivated by a genuine interest in learning and understanding, which supports the development of deeper engagement with online Arabic language learning.

Table 9: Mean for (ii) Extrinsic Goal Orientation(VE)

Statement	Mean	SD
VRQ1 It makes me happy the most when I get good grades.	4.5	.78819
VEQ2 My primary objective is to enhance my total grade point average, hence my focus is on achieving a favorable grade.	4.4	.80867
VEQ3 I aspire to achieve superior grades compared to the majority of my classmates.	4.2	.90985
VEQ4 I aspire to excel in my studies to demonstrate my capabilities to my family, friends, employer, and others.	4.3	.88014

According to Table 9, the analysis of four items under Extrinsic Goal Orientation highlights a strong focus on performance-related motivation among students learning Arabic as a third language. Item VEQ1, with the highest mean of 4.5, shows that students find the greatest satisfaction in achieving good grades. Item VEQ2, with a mean of 4.4, displays that students care deeply about doing well in school and that they are committed to raising their grades. Item VEQ4, with a mean of 4.3, reveals that students are motivated to perform well to demonstrate their abilities to others, such as family, friends, or employers. Lastly, Item VEQ3, with a mean of 4.2, shows that students are driven by the desire to achieve better grades compared to their peers. Based on these results, it seems that students are highly motivated to learn Arabic as a third language online when they receive external rewards and recognition.

Table 10: Mean for (iii) Task Value (VT)

Statement	Mean	SD
VTQ1 I believe that the knowledge I gain from this course will be applicable to other classes I take.	3.8	.86413
VTQ2 Attending this lesson attentively and mastering the content is crucial for me.	4	.80513
VTQ3 This course's subject matter is very much up with my interests.	4.1	.81041
VTQ4 The information covered in this class seems like it will be helpful for my education.	4.1	.77974
VTQ5 The course material is interesting to me.	4.1	.83385
VTQ6 It is critical for me to grasp the material covered in this course.	4.1	.82183

Table 10 shows the analysis of six items under Task Value among students studying Arabic as a third language. The highest mean score of 4.1 appears for Items VTQ3, VTQ4, VTQ5 and VTQ6, indicating that students are highly interested in the course content, believe it is useful, enjoy the subject matter and find understanding it important. Students understand the significance of learning the course material, as shown by the mean score of 4.0 on Item VTQ2. Finally, students' confidence in their ability to transfer course material to other classes is demonstrated by Item VTQ1, which has a mean score of 3.8. These findings suggest that students find the Arabic language course material relevant, useful and engaging, which enhances their motivation to learn.

Findings for Social Support

This section provides data to address research question 3: How do students receive social support in online learning? This study measures this through (i) social interaction and (ii) teacher support.

Table 11: Mean for (i) Social Engagement (SSE)

Statement	Mean	SD
SSEQ1 In class, I feel "disconnected" from the instructor and the other students.	2.3	1.17196
SSEQ2 During class, I am completely focused.	4.1	.76454
SSEQ3 Class interactions are fun for me.	4.1	.84209
SSEQ4 I feel free to communicate with other students in class.	3.8	.95024
SSEQ5 With my classmates in this class, I've formed close friendships.	3.6	1.02189

Table 11 presents the analysis of items under Social Engagement, reflecting students' connection and involvement with their peers and teacher in the context of online Arabic language learning. Items SSEQ2 and SSEQ3, both with a mean of 4.1, show that students actively pay attention during class and enjoy class discussions, indicating a strong sense of engagement in learning activities. Item SSEQ4, with a mean of 3.8, reveals that students feel moderately comfortable communicating with their peers in class. Meanwhile, Item SSEQ5, with a mean of 3.6, suggests that students have relatively strong relationships with their classmates, though this connection may not be as pronounced compared to their engagement in classes. Lastly, Item SSEQ1, with a mean of 2.3, shows that most students are actively involved in the learning community and do not feel "disconnected" from their teacher or classmates. This could mean that some students are feeling isolated, but overall, most students are not. These findings highlight a positive level of social interaction and engagement among students, which is important for maintaining motivation in an online learning environment.

Table 12: Mean for (ii) Instructor Support (SIS)

Statement	Mean	SD
SISQ1 In this class, I feel comfortable talking to the instructor about topics.	4.1	.84863
SISQ2 The instructor is quick to answer and easy to understand when students have questions.	4.3	.79749
SISQ3 My instructor has made her expectations for this class very clear.	4.3	.79722
SISQ4 The instructor gives me all the information I need to do well in this course.	4.3	.77477
SISQ5 The instructor makes the content interesting and applicable to my life.	4.4	.75262
SISQ6 I am able to direct my own learning in this class.	4.1	.79232
SISQ7 Regular feedback from the instructor allows me to evaluate how well I am doing in this class.	4.3	.79937

Table 12 shows how students feel about the support they receive from their online instructors. The findings show that the ability of educators to provide learning resources in appropriate manners attains the maximum mean score of 4.4 on the SISQ5. This is followed by SISQ2, SISQ3, SISQ4, and SISQ7, which have similar mean scores of 4.3, reflecting consistent satisfaction in these areas as well. On the other hand, SISQ1 and SISQ6 received the lowest mean scores, indicating areas for improvement. This suggests that the instructor plays an important role in providing necessary materials followed by guidance, support and feedback helps to enhance the student's online learning experience while both aspects of students' freedom in learning and communication require improvement.

Correlation Between Expectancy and Other Motivational Components in Online Learning

This section presents data to answer research question 4- Is there a relationship between expectancy and other motivational components in online learning. The data is examined using SPSS for correlations in order to determine if there is a significant association between the mean scores of expectancy and other motivational components in online learning. Tables 13, 14, 15, and 16 below provide a more detailed breakdown of the results.

Table 13: Correlation between Expectancy and Value

		Expectancy	Value
EXPECTANCY	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	179	179
VALUE	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	179	179

Table 13 indicates a correlation between expectancy and value. Correlation analysis indicates a highly significant connection between expectancy and value ($r = .774^{**}$, $p = .000$). Jackson (2015) states that the coefficient is significant at the .05 level, with positive correlation quantified on a scale of 0.1 to 1.0. A weak positive correlation ranges from 0.1 to 0.3, a moderate positive correlation spans from 0.3 to 0.5, and a strong positive correlation lies between 0.5 and 1.0. This indicates a robust positive correlation between expectancy and value.

Table 14: Correlation between Value and Social Support

		Value	Social Support
VALUE	Pearson Correlation	1	.760**
	Sig. (2-tailed)		.000
	N	179	179
SOCIAL SUPPORT	Pearson Correlation	.760**	1
	Sig. (2-tailed)	.000	
	N	179	179

Table 14 indicates a correlation between value and social support. Correlation analysis indicates a highly significant link between value and social support ($r = .760^{**}$, $p = .000$). Jackson (2015) states that the coefficient is significant at the .05 level, with positive correlation quantified on a scale of 0.1 to 1.0. A weak positive correlation ranges from 0.1 to 0.3, a moderate positive correlation spans from 0.3 to 0.5, and a strong positive correlation lies between 0.5 and 1.0. This indicates an established positive correlation between value and social support.

Table 15: Correlation between Social Support and Expectancy

		Social Support	Expectancy
SOCIAL SUPPORT	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	179	179
EXPECTANCY	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	179	179

Table 15 indicates a correlation between social support and expectancy. Correlation analysis indicates a highly significant link between social support and expectancy ($r = .642^{**}$, $p = .000$). Jackson (2015) states that the coefficient is significant at the .05 level, with positive correlation quantified on a scale of 0.1 to 1.0. A weak positive correlation ranges from 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This indicates a strong positive correlation between social support and expectancy.

CONCLUSION

This study investigated the relationship between expectancy, value and social support in online Arabic language learning. The initial research objective regards students' expectancy involving online learning. The two components of expectancy; Self-efficacy and control of learning beliefs. The investigation determined that students' perceptions of both components are favourable, with a greater degree of influence over their learning beliefs compared to their self-efficacy. Students have the belief that they must exert a significant amount of effort to understand the material, and they will strategize their learning challenges to their own behaviours.

Additionally, students exhibit confidence in their overall performance, as they consistently anticipate that they will perform well. In the same direction, according to Rahman et al. (2024), students have more control over their ideas about learning than they do over their self-efficacy. Perceived control over one's own learning and the

extent to which one is able to influence one's own academic success and motivation is a key component of intrinsic motivation and achievement (Zahid et al., 2024). The second goal of this study is to determine whether or not students think online education is valuable. There are three parts to value: inner motivation, extrinsic motivation, and task value. Extrinsic goal orientation garnered greater attention compared to other components. Students believe that their satisfaction peaks when they receive good grades, supported by external support from family and friends. Moreover, students experience significant motivation when they find the course engaging and perceive it as highly beneficial for their practical application in life. Students often experience satisfaction when they comprehend the learning topic comprehensively. External rewards and recognition substantially impacted students' motivation. The results aligned with the findings of Rahmat et al. (2024), indicating that students felt enthusiastic and inspired to engage with the course when they perceived it as valuable and significant, and they believed the course was more practical in facilitating the application of information to other subjects. Conversely, Gustiani (2020) discovered that students are significantly motivated by intrinsic goal orientation. There is a common belief that students who are truly driven to excel academically exhibit greater degrees of self-reliance, self-assurance, and aspiration.

The third research objective investigates students' views of social support within online learning contexts. Social support is divided into two components: social interaction and teacher support. Students indicated that they experience increased motivation when they receive substantial support from their instructor. Furthermore, students enjoyed the session when the instructor tailored the subject to their interests. Furthermore, students favour receiving explicit expectations from the instructor, along with fast responses and consistent feedback on their assignments and assessments. It is emphasized that students are prepared to engage fully when motivated and derive enjoyment from interactions with peers and the class instructor. Zahid et al. (2024) emphasizes that social support mechanisms, such as peer interactions and instructor assistance, are vital for boosting students' motivation and involvement in the educational process.

The study's fourth goal is to demonstrate that there is a strong correlation between value and expectancy by looking at how it relates to other motivating factors in online learning. This indicates that the two components are highly correlated with one another. Additionally, value and social support are highly correlated. Furthermore, the study discovered an excellent positive association between expectancy and social support, indicating a relationship between the two factors.

To conclude, this present study investigated the association among three motivational components: expectancy, value and social support and found that these components exhibited a strong interrelationship. According to Zahid et al. (2024), the results show how value, social support, and expectation work together to impact online students' motivation. All of these factors highlight the significance of creating a welcoming classroom where each student feels valued, inspired, and capable of achieving their full potential. Similarly, Saja et al. (2023) found that the three components interact effectively, which motivates students to succeed in online language learning.

Pedagogical Implications and Suggestions for Future Research

Improving student motivation in online learning is one of several potential educational outcomes of this study. Students' motivation is essential for their online learning efforts to be sustained. They may encounter problems during remote learning; nonetheless, great motivation consistently drives their desire to continue learning and achieve success. Furthermore, it is inherent for them to consistently pursue external motivational goals, such as

receiving strong encouragement from their teachers and to seek knowledge that offers practical applications in life. Teachers are responsible for consistently supporting students and maintaining their motivation by offering more engaging activities and lessons, as well as guiding them in directing their motivation appropriately.

The current study examined the correlation between motivational factors influencing online foreign language learning; however, future researchers may expand their research to diverse contexts and demographics, including various cultural and educational environments, as technology is not yet fully accessible to students in rural areas, and it is a primary factor affecting students' motivation in online learning.

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