Exploring the Relationship of Social Support with Expectancy and Value in Online Foreign Language Learning

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Abstract
The Malaysian Education Development Plan 2015-2025 emphasizes the use of information technology and the transformation of the teaching and learning process. In order to transform the education system, this plan places global level online learning at the ninth leap by leveraging information technology to improve the quality of learning in Malaysia. Accordingly, the purpose of this study was to determine the relationship of social support with expectancy and value in online foreign language learning among students of UiTM Melaka. Through a confirmatory factor analysis, the student understanding scale was validated in three dimensions: social support, value and expectancy in the practice of online foreign language learning. A total of 180 students from UiTM Melaka had been selected using the purposive sampling method using SPSS analysis. Correlation analysis shows that there is a moderate significant association between expectancy and social support 0.5. Meanwhile correlation between value and social support has been identified as a high significant 0.674, It is followed by expectancy and value with the correlation of 0.644. This result specified that the students of UiTM Melaka are not fully prepared mentally and physically for the online approach. However, most of them need support from lecturers to motivate them in online learning sessions especially for the hard subject. The future researchers should investigate or examine several factors other than expectancy and value that perhaps could affect student motivation during online learning.
Keywords: Social Support, Expectancy, Value, Online Learning, Foreign Language

Introduction
Background of Study
Significant component that can motivate individuals, society and the country in the direction of a better future is education. To assist Malaysians to get a good education, a system of education is assembled based on two fundamentals, which are pre-tertiary and tertiary education level. The stages of education in Malaysia starts from pre-school to secondary school while the next level contains certificate, diploma, undergraduate, as well as postgraduate studies (Abdul Hadi et al., 2020).

In Malaysia, nowadays practicing the electronically learning approach known as the e-learning to deliver the knowledge directly to the learners (Islam et al., 2011). The online learning had been executed starting in the late 1990s by Malaysian Higher Learning Institutions (Hussin et al., 2009). Starting 2019, it is estimated that 50 percent of all secondary and primary school education are expected to be delivered in online mode (Horn & Stalker, 2011). In conjunction with the educational developments, under the Malaysian Education Blueprint 2015-2025 (Ministry of Education Malaysia, 2015), the Malaysian Ministry of Education has announced inventiveness in constructing online learning as a fundamental module of higher education and lifelong learning (Malaysian Education Blueprint 2015-2025 (Ministry of Education Malaysia, 2015).

1.1   Statement of Problem
Since the Movement Control Order (MCO) was enforced worldwide due to COVID-19 pandemic in 2020, online learning has been largely introduced in education sector of all levels. It can be seen that online learning has a big impact on students' academic achievement. Nonetheless, there are issues arose such as lack of moral support from teacher, friends and family (Liu, 2023). Other than that, lack of online teaching and learning skills have also become a much debated topic (Mendoza et al., 2023) and at the same time, learning activities are often limited due to the requirement of technological skills (Diwakar et al., 2023).

There is no doubt that there is also a lack of interesting and interactive ICT-based support learning materials (Gomez et al., 2023). Numerous studies and researches highlight on the impact of online learning but less emphasis on social factors involving motivation during online classes (Abuhassna & Alnawajha, 2023; Diwakar et al., 2023; Dong et al., 2023; Fernández Da Lama & Brenlla, 2023; Fowler, n.d.; Gómez et al., 2023; Istijanto, 2023; Liu, 2023; Mannella & Tummolini, 2023; Meisner & McKenzie, 2023; Mendoza et al., 2023; Nong et al., 2023; Swain et al., 2021). Hence, this study is significant in order to seek solutions to the issues which have affected students' academic achievement in today's technology-based education.

Objective of the study and Research Questions
Objective of the study as below;
● to identify social support influence learners' motivation for online learning
● to identify expectancy influence learners' motivation for online learning
● to identify value influence learners' motivation for online learning
● to determine relationship between social support with expectancy and value in online learning

This study is done to explore perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions;
● How does social support influence learners' motivation for online learning?
● How does expectancy influence learners' motivation for online learning?

- How does value influence learners' motivation for online learning?
- Is there a relationship between social support with expectancy and value in online learning?

Literature Review
Advantages and Drawbacks of Online Learning
Online learning is an initiative in ensuring the survival of education can be continual even without face-to-face interaction between teachers and students. Almost the whole world applied online learning during the COVID19 outbreak starting in the year 2020. A study related to student perception of the advantages and shortcomings of online learning has been conducted by Nur Akalili & Nurfaradilla (2021) and it was found that among the advantages that became the main focus was the ability to access a variety of online materials, the advantage of being at home as well as encouraging self-learning. In addition, students can record and re-watch the sessions at their convenience. Among the main shortcomings is the need to deal with technical problems, less interaction with teachers and colleagues, less discipline to follow the learning and less suitable home environments. This view was also expressed by Lin & Shalan (2021) in a study related to parental perceptions of online learning stated that among the barriers to online learning is the lack of ICT infrastructure such as internet access, digital devices, electricity as well as technology control skills. While the perception for teachers sees that among the advantages of online learning can improve technology skills (ICT) while acknowledging the main weakness is to limit communication with students (Nurliana & Rosadah, 2021).

Motivation for Online foreign language Learning
It is crucial to motivate students to learn foreign language because better academic results can be achieved if the student has substantial motivation to succeed compared to those who have not (Juhana, 2012). Based on the self-determination theory by Deci and Ryan (1985), motivation can be categorized into two types: intrinsic motivation which is an internal force that makes something naturally entertaining and enjoyable to do, and extrinsic motivation which refers to behaving for a desired outcome. According to Yong Mun Shee and Thi Lip Sam (2022), motivation on online foreign language learning is related to 3 factors : 1) learning environment, that refers to the surroundings of the physical environment where learning takes place 2) student self-efficacy, which means an individuals' belief about their performance capabilities for a certain task within a context that have yet to be undertaken, 3) learner instructor interaction, which considered as a mechanism for feedback allowing for clarification of misunderstandings. Palmer (2007) revealed that among the indicators anyone is motivated to learn, among others are they pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager.

Use of Learning Strategies
A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Schumaker & Deshler, 1992). Learning strategy instruction focuses on strategies that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems and be successful. These strategies involve teaching how to develop a plan for studying for a test, monitoring

understanding of the content, clarifying the materials, and evaluating work. This type of self-regulated learning is the key to successful life-long learning and includes the development of such strategies as goal setting, self-instruction, and self-monitoring (Graham, Harris, & Reid, 1992).

Besides, learning contracts can be extremely effective in the online environment. Because physically meeting with the class to discuss learning goals, objectives, and expectations does not happen online, instructors must be very clear and concise in what they expect from the learner. Likewise, learners must also be clear about what they expect from the instructor. A learning contract is a negotiated learning goals and outcomes document (Bradley & Yates, 2000). Provide learning contract examples on a web page for the student to use. Encourage students to brainstorm ideas for learning contracts with their online peers as well as negotiate the final contract with the instructor through email or online conferencing (Bosch, 1997). Most of the students in higher education favor discussion as an instructional strategy because it is interactive and encourages participatory learning. Discussion encourages learners to analyze alternative ways of thinking and acting. Through this, learners explore their own experiences to become better critical thinkers. The discussion is often the heart of an online course (Saima et al., 2012).

Conceptual Framework

This study is rooted from the concept that social presence in online learning is as important as in a normal face-to-face classroom. According to Rahmat et al. (2022) social presence in the classroom is the foundation of building trust and presence for the teaching and learning experience. According to Fowler (2018), learners are motivated to sustain in lone classes because of (1) social support, (2) expectancy and (3) value. In the context of this study, social support is obtained from (i) social engagement and (ii) instructor support. Next, in online learning motivation, expectancy refers to the learners' belief that the learning activities that the learners participated in would give them the most beneficial outcome for them. Value in motivation refers to the learner's perception based on their (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value.
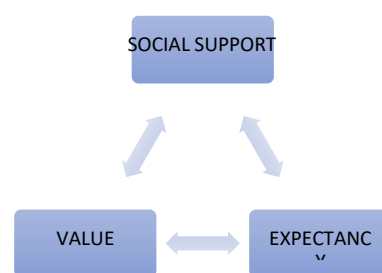

Figure 1- Conceptual Framework of the Study-Relationship between Social Support with Expectancy and Value in Foreign Language Learning

Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 180 participants responded to the survey. The instrument used is a 5 Likert-scale survey. The instrument is adapted from Gardner (2001) and Horwitz, Horwitz and Cope (1986). The distribution of items is presented in table 1 below. The survey has 43 sections. Section A has items on demographic profile. Section B has 11 items on motivation to learn and section C has 33 items on fear of learning a foreign language.

Table 1-
Distribution of Items in the Survey

SECTION	MOTIVATION (Fowler,2018)	SUB-SCALES	NO OF ITEMS
B	EXPECTANCY	Self-Efficacy	8
		Control of Learning Beliefs	4
C	VALUE	Intrinsic Goal Orientation	4
		Extrinsic Goal Orientation	4
		Task Value	6
D	SOCIAL SUPPORT	Social Engagement	5
		Instructor Support	7
			38

Table 2-
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.953	38

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .953, 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

Table 3:
Percentage for Gender

Q1.Gender		
1	Male	30%
2	Female	70%

Table 3 showed that the majority of respondents were female (70%), and the rest were male (30%).

Table 4:
Percentage for Mode of Study

Q2 Mode of Study		
1	Full-time	94%
2	Part-time	6%

Based on Table 4, from all of the respondents, the majority were full time study (94%) and only 6% of them were part time.

Table 5:
Percentage for Level of Study

Q3 Level of Study		
1	Diploma	6%
2	Degree	94%

Table 5 showed about percentage for level of study. Further, the majority of the respondents were currently studying in degree level (94%), while the rest were studying in diploma level (6%).

Table 6:
Percentage for Discipline

Q4 Discipline		
1	Faculty of Computer and Mathematical Sciences	13%
2	Faculty of Business and management	67%
3	Faculty of Communication and Media Studies	3%
4	Faculty of Accountancy	9%
5	Faculty of Hotel and Tourism Management	6%
6	Faculty of Art and Design	2%
7	Academy of Contemporary Islamic Studies	0%

Table 6 showed about percentage for discipline. The biggest respondents were from Faculty of Business and management (67%), followed by Faculty of Computer and Mathematical Sciences (13%), Faculty of Accountancy (9%), Faculty of Hotel and Tourism Management (6%), Faculty of Communication and Media Studies (3%) and Faculty of Art and Design (2%). But, nobody from the Academy of Contemporary Islamic Studies responded to this questionnaire.

Findings for Social Support
This section presents data to answer research question 1- How does social support influence learners' motivation for online learning? to identify social support influence learners' motivation for online learning, results are presented separately in Table 7 and 8 below.

Section D – Social Support (S)
   (i)   Social Engagement (SSE)

Table 7:

Mean for Social Engagement

Statement	
ISSEQ1 feel "disconnected" from my teacher and fellow students in classes.	2.6
SSEQ2I pay attention in classes.	4.1
SSEQ3I enjoy class discussions.	4.1
SSEQ4I feel like I can freely communicate with other students in classes.	3.8
SSEQ5I have strong relationships with fellow students in this course.	3.8

Table 7 shows there is a mean for social engagement (SSE). Item SSEQ2I and SSEQ3I have the highest mean of 4.1. Based on Idrus et al. (2004), scale range of 3.68 - 5.00 demonstrates positive and significant relationship between motivation and social engagement. Meanwhile, the lowest mean from item ISSEQ1 shows significant positive at neutral level towards social supports and items SSEQ4I and SSEQ5I shows simple mean. This exhibits the positive significant at moderate level towards social supports.

   (ii)   Instructor Support (SIS)

Table 8 :

Mean For Instructor Support

Statement	
SISQ1I feel like I can freely communicate with the instructor in this class.	4
SISQ2The instructor responds to questions, clearly, completely, and in a timely manner.	4.2
SISQ3The instructor's expectations for me in this class are clear.	4.1
SISQ4The instructor provides the guidance I need to be successful in this class.	4.2
SISQ5The instructor presents the material in a way that makes it relevant to me.	4.3
SISQ6In this course, I have the freedom to guide my own learning	4.1
SISQ7The instructor provides regular feedback that helps me gauge my performance in this class.	4.2

Table 8 shows there are meanings for Instructor Support (SIS). Item SISQ5 was in highest ranked with the record min = 4.3 followed second highest, with recorded min = 4.2 for SISQ2, SISQ4 and SISQ7. The elements SISQ3 and SISQ6 record as the third highest min = 4.1. Table 8 shows the overall score of min for instructor support. Based on the findings of the study, the instructors have given a high commitment to online learning.

Findings for Expectancy

This section presents data to answer research question 2- How does expectancy influence learners' motivation for online learning? To identify expectancy influences learners' motivation for online learning, results are presented separately in Table 9 and 10 below.

Section B – Expectancy(E)
    (i)   SELF- EFFICACY (ESE)

Table 10:

Mean for Self-Efficacy

Statement	
ESEQ 1 I believe I'll receive excellent grades in my classes.	3.9
ESEQ2I'm certain I can understand the most difficult material presented in the readings.	3.4
ESEQ3I'm confident I can learn the basic concepts that are being taught.	4
ESEQ4I'm confident I can understand the most complex material presented by the instructor.	3.6
ESEQ5I'm confident I can do an excellent job on assignments and tests.	4
ESEQ6I expect to do well.	4.2
ESEQ7I'm certain I can master the skills being taught.	3.8
ESEQ8Considering the difficulty of the classes, the teachers, and my skills, I think I can do well.	3.9

      Table 10 shows that the online learning environment highly motivates students to be able to do well by having the highest mean value for self-efficacy of 4.2. On the contrary, students are less likely to be motivated with online learning because they are not certain that they are able to understand the most difficult material presented in the readings with the lowest mean for self-efficacy of 3.4. According to Idrus et al. (2004), mean values of [1.00, 2.33] indicate a low level, while [2.34, 3.67] shows a medium level and [3.68, 5.00] reflects a high level. Therefore, the results in Table 10 concludes that students have medium and high self-efficacy for online learning.

ii) Control of Learning Beliefs (ECB)

Table 11:

 Mean For Control of Learning Beliefs

Statement	
ECBQ1 If I study in appropriate ways, then I'll be able to learn the material.	4.1
ECBQ2 It's my own fault if I don't learn the material taught.	3.8
EQ3 If I try hard enough, then I'll understand the material presented.	4.3
ECBQ4 If I don't understand the material presented, it's because I didn't try hard enough.	3.8

      Table 11 shows that the student tries hard to understand the material presented by having the highest mean value for control of learning belief of 4.3. On the contrary, students are less likely to be motivated with online learning because they don't understand the material presented, it's because they didn't try hard enough and they don't learn the material taught with the lowest mean for control of learning belief of 3.8. According to Idrus et al. (2004), mean values of [1.00-2.33] indicate a low level, while [2.34-3.67] shows a medium level and [3.68-5.00] reflects a high level. Therefore, the results in Table 11 conclude that students have high belief in online learning.

Findings for Value
This section presents data to answer research question 3- How does value influence learners' motivation for online learning? To identify value influence learners' motivation for online learning, results are presented separately in Table 12, 13 and 14 below.

Section C – Value (V)

    (i)   Intrinsic Goal Orientation (VI)

Table 12 :
Mean for Value

Statement	
VIQ1I prefer material that really challenges me, so I can learn new things.	3.6
VIQ2I prefer material that arouses my curiosity, even if it's difficult to learn.	3.6
VIQ3The most satisfying thing for me is trying to understand the content as thoroughly as possible.	3.9
VIQ4I choose assignments that I can learn from even if they don't guarantee a good grade.	3.6

Table 12 shows the intrinsic goal motivation for value with mean 0.674. Overall, most of the students try their best to understand the content as thoroughly as possible by having the highest mean (3.9) in intrinsic motivation. Followed by, they prefer material that really challenges them that can learn new things, they prefer material that arouses their curiosity even if it's difficult to learn and choose assignments that they can learn from even if they don't guarantee a good grade. According to Idrus et al. (2004), mean values of [1.00-2.33] indicate a low level, while [2.34-3.67] shows a medium level and [3.68-5.00] reflects a high level. Therefore, the results in Table 12 conclude that students have high intrinsic goal orientation in online learning.

    (ii)   Extrinsic Goal Orientation (VE)

Table 13:
Mean For Extrinsic Goal Orientation

Statement	
VEQ Getting a good grade is the most satisfying thing for me.	4.5
VEQ 2 The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade.	4.5
VEQ3I want to get better grades than most of the other students in my classes.	4.3
VEQ4I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.	4.4

Table 13 shows there is a mean for Extrinsic Goal Orientation (VE). Items VEQ1 and VEQ2 exhibits highest mean of 4.5. Based on Idrus et al. (2004), scales of 3.68 - 5.00 presents strong positive significant between motivation and Extrinsic Goal Orientation (VE) while the lowest mean is 4.3 for item VEQ3I that still shows positive significant towards Extrinsic Goal Orientation (VE). The same is reported for item VEQ4I with mean of 4.4. Overall, this shows high level of positive significant relationship towards Extrinsic Goal Orientation (VE).

(iii) Task Value (VT)

Table 14 :

Mean for Task value

Statement	
VTQ1I think I will be able to use what I learn in this course in other courses.	4
VTQ2It is important for me to learn the course material in this class.	4.2
VTQ3I am very interested in the content area of this course.	4
VTQ4I think the course material in this class is useful for me to learn.	4.1
VTQ5I like the subject matter of this course.	4.1
VTV6 Understanding the subject matter of this course is very important to me.	4.1

Table 14 shows the mean for Task Value (TV) in online learning. Item VTQ2 has the highest mean of 4.2 where students find the importance in learning the course materials in class, followed by items VTQ4, VTQ5 and VTQ6 of mean 4.1. The lowest mean is of items VTQ1 and VTQ3 which still shows positive significance relationship in task value and online learning.

1.2 Findings for Relationship between social support with expectancy and value

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analysed using SPSS for correlations. Results are presented separately in Table 15, 16 and 17 below.

Table 15:

Correlation Between Expectancy And Value

Correlations

		TOTALEXPEC TANCY	TOTALVALUE
TOTALEXPECTANCY	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	180	180
TOTALVALUE	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	180	180

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

Table 15 shows there is an association between expectancy and value. Correlation analysis shows that there is a high significant association between expectancy and value (r=.644**) 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.

Table 16:
Correlation Between Expectancy And Social Support

Correlations

		TOTALEXPEC TANCY	TOTALSOCIA LSUPPORT
TOTALEXPECTANCY	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.000
	N	180	180
TOTALSOCIALSUPPORT	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	180	180

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

Table 16 shows there is an association between expectancy and social support. Correlation analysis shows that there is a moderate significant association between expectancy and social support (r=.500**) 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 moderate positive relationship between expectancy and social support.

Table 17:
Correlation Between Value and Social Support

Correlations

		TOTALVALUE	TOTALSOCIA LSUPPORT
TOTALVALUE	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	180	180
TOTALSOCIALSUPPORT	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	180	180

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

Table 17 shows there is an association between value and social support. Correlation analysis shows that there is a high significant association between value and social support (r=.674**) 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 value and social support.

Conclusion
Overall, the findings of the study have shown that UiTM Melaka students are not fully mentally and physically prepared for online learning approach. Correlation analysis shows that there is a moderate significant association (0.5) between expectancy and social support. Most of the respondents need support from lecturers to motivate them in online learning sessions especially for the hard subject. Meanwhile correlation between value and social support had been identified as a high significant 0.674. It is followed by expectancy and value with the correlation of 0.644. The findings coincide with studies that found that the readiness of instructors in conducting online learning makes them creative in designing teaching and learning methods, making teaching and learning materials more effective and interesting and also facilitating student communication (Siti Norbaizura, & Nurfaradilla, 2020; Nurliana & Rosadah, 2021).

This echoes the findings in a study by Gomez et. al (2022) it emphasizes on the interaction between teachers and students to keep students engaged and motivated. They also reported that understanding online learning strategies and having better digital competencies allow them to have more confidence in their academic achievement. Other than social support, technical and learning supports are also vital in motivating students to be fully immersed in online learning sessions. It is crucial that teachers do not put assumptions in students' technological skills and knowledge (Kenney & Newcombe, 2011). Additionally, despite having challenges in online learning, there are still numerous studies that have shared the effectiveness of this method on students' achievement (Istijanto, 2023). The key is to be able to motivate students intrinsically and extrinsically throughout the online teaching and learning sessions .

Future Research Recommendations
With online learning still on-going in Malaysia in most of the higher learning institutions, it is very important to highlight the issues faced by the students in making sure that themselves will still be receiving the education they are supposed to receive at their level of education. Multimedia technology skills need to be further expanded in line with the needs of online learning. Lecturers are doing their best to deliver the education to the students with the means provided by the government as well as their learning institutions. However, the issue is not really on the delivery of education but merely on the receiving ends which has resulted in a huge debate among the sociaty in Malaysia. Having lack of motivation and proper environment to prepare themselves for the online classes have resulted in most of the education delivered by the lecturers are not well-received by them. Not having to see their lecturers face to face has made them emotionally struggling in understanding the lesson. Not having motivation and a proper learning environment makes the online learning process an even worse journey that has to be gone through by them. Therefore, it is very important to address this issue in order to make sure that the online learning process is a success especially on the receiving end (Zainol et al., 2021).

For future research, it is recommended that the researchers should broaden the population of the study to several other universities and not only focus on one university, so that the result of the study can be generalized. Finally, it is suggested that the future researchers should investigate or examine several factors other than expectancy and value that perhaps could affect student motivation during online learning.

Funding and Conflicts of Interest

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