

Expectancy-Value Beliefs and Task Values in Relation to the Academic Satisfaction Among Bachelor of Secondary Education Students

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Abstract:

This study was conducted to determine the relationship between expectancy-value beliefs and task values on the academic satisfaction of one hundred secondary education students. This study used a descriptive-correlational research design and an adopted questionnaire to gather the needed data. Participants answered the questionnaire assessing their expectancy-value beliefs, task values, and academic satisfaction. The mean and Pearson moment correlation coefficients were performed to analyze the data. Results showed that the students had a very high extent of expectancy-value beliefs, which have an average of 3.27. Students' level of task values has an average mean of 3.07, which is interpreted as a high extent, and the students were highly academically satisfied, which has a grand mean of 3.47. Moreover, the results revealed that there is a low positive correlation between students' expectancy-value belief and academic satisfaction, and between students' task values and academic satisfaction. They have a high expectancy-value beliefs and task values then students are more likely satisfied in their academic life. Additionally, there is a significant relationship between the students' expectancy-value belief and academic satisfaction and between the students' task values and academic satisfaction. Thus, the study commends that the students should have a positive academic self-concept trait to endure good academic performance. It also emphasizes the importance of students' perceptions, beliefs, and values towards academic satisfaction.

Keywords: Expectancy-Value Beliefs, Task Values, Academic Satisfaction, BSED Students, Perceptions

1. Introduction

1.2 BACKGROUND OF THE STUDY

Academic satisfaction is a critical aspect of students' academic experience and success. It is a subjective evaluation of a student's overall academic experience, including their satisfaction with the teaching and learning process, assessment methods, and the overall learning environment. Students who are satisfied with their academic experience are more likely to be interested in their studies, have higher academic accomplishment, and have a better probability of successfully finishing their program. Conversely, low levels of academic satisfaction can lead to disengagement, lower academic performance, and ultimately, dropping out of the program. Therefore, understanding the factors that contribute to students' academic

satisfaction is crucial in improving the quality of education and ensuring the success of students. It engages actively and promotes your student's mental health and stability, which benefits both short-term learning objectives and long-term character development and social inclusion. The notion that one's efforts will result in the achievement of desired performance goals is referred to as expectancy-value and is typically based on a person's prior experience, self-confidence (self-efficacy), and the perceived difficulty of the performance standard or objective (Chiang & Jang, 2008). Task value, on the other hand, refers to students' evaluations of a task's interest, usefulness, relevance, and cost. When students view a more useful and valuable task, their motivation increases.

Understanding the importance of student happiness in higher education involves appropriate expenditures on facilities and intangible social structures that promote student well-being and a sense of belonging. In today's results-driven society, this may sound idealistic or impracticable. One should evaluate the consequences of such investment decisions and realize that every pound invested in student pleasure yields tangible outcomes. Recent cross-sectional and longitudinal studies have found that expectancy beliefs strongly influence achievement, whereas subject value considerably impacts choice, effort, and persistence (Guo et al., 2015). Motivated conduct is defined by voluntary choices, consistent effort, and achievement, closely related to students' success expectations and perceived value in certain activities (Jacobs & Eccles, 2000).

Bergey et al. (2018), academic self-efficacy beliefs and subjective task values were significant predictors of academic satisfaction, academic performance, and second-year institutional retention. Researchers discovered significant parallels and differences between kids who claimed a reading history and those who did not.

Doménech-Betoret et al. (2017) similarly stated that Expectancy-value attitudes influenced student achievement/satisfaction in a direct and meaningful way. These findings suggested that expectancy-value beliefs (achievement expectations, subject matter value, process expectations with the teacher, and expected cost to pass the subject), assessed several weeks after the course began, could explain and predict student achievement and satisfaction with the teaching process used with a specific subject matter. Higher loadings on the latent factor expectancy-value beliefs in the observational variables (achievement expectations, value of the subject, and satisfaction expectations with the process) suggested that these motivational variables were the most important predictors of student achievement and satisfaction.

You (2018) discovered substantial main and interaction effects, including a three-way interaction effect of academic stress, academic self-efficacy, and task value on learning persistence. A stressful and demanding environment had less impact on highly motivated pupils. Additionally, academic stress did not appear to be a primarily negative element but may work as a catalyst to promote perseverance in some circumstances.

The authors explore the findings' implications for future study and practice on academic and work happiness. Student satisfaction has been identified as an important component in determining the quality of a learning method and a critical success factor for learning programs (Jala et al., 2016). Student satisfaction is important to consider while assessing a university's productivity and appropriateness. It influences not only how much an understudy enjoys their time at college, but it also predicts academic performance. This exam determines a college's level of understudy satisfaction (Micabalo et al., 2020).

Conway and Ouano (2020) aver that pupils with high expectations for success and who appreciate chores will perform well. When students face difficulties in a given arithmetic activity, for example, their performance will remain positive if they believe they can overcome the challenge and appreciate the task.

Both enjoyment and pride were positive predictors of grades; more importantly, both influenced the link between self-regulation and grades. Among students who reported greater levels of positive emotions, self-regulation was positively related to grades. On the other hand, self-regulation was not connected to grades in those who reported lower levels of pride and was adversely related to grades in those who reported lower levels of enjoyment. The findings are explored in terms of how happy emotions reflect favorable assessments of task/outcome value, hence strengthening the positive linkages between cognitive/motivational characteristics and learning Villavicencio & Bernardo (2013). There is a significant association between students' self-efficacy and academic motivation. Students are encouraged to use their potential by both progress motivation and self-efficacy.

Furthermore, being incompetent has been shown to reduce future performance in accomplishing learning objectives and negatively impact academic motivation (Sison et al., 2021). From the findings of David (2016), only fate control was predictive of Filipino kids' academic achievement as evaluated by their final grade in mathematics. In particular, fate control was discovered to predict student achievement negatively. Patalinghug et al. (2021) found that their study clearly shows the types of services students were delighted with. Students were pleased with the services provided by those offices that directly addressed their academic and emotional needs. School services that kids often receive more attention and are more likely to result in a highly positive experience. Areas with inadequate service delivery facilities received lower scores. Personalized attention to each student, such as offering a helping hand, creating a user-friendly atmosphere, making resources available, and being responsive, can be a method for achieving student happiness. The library, followed by the advice service, garnered the highest scores among the services provided.

Nevertheless, students' expectancy-value views have offered empirical evidence that expectancy-value and task values are connected to academic choices and accomplishment in specific domains. As a result, the researcher wishes to discover if students' academic happiness is influenced by their expectations, beliefs, and task values. It is preferable to provide a comfortable and caring environment for pupils. It increases performance and promotes mental health and stability in your student population, which benefits both short-term learning objectives and long-term character development and social inclusion.

Understanding the importance of student happiness in higher education involves appropriate expenditures on facilities and intangible social structures that promote student well-being and a sense of belonging. In today's results-driven society, this may sound idealistic or impracticable. Recent cross-sectional and longitudinal studies have found that expectancy beliefs strongly influence achievement, whereas subject value considerably impacts choice, effort, and persistence (Guo et al., 2015). One should evaluate the consequences of such investment decisions and realize that every pound invested in student pleasure yields tangible outcomes.

1.2 Theoretical Conceptual Framework

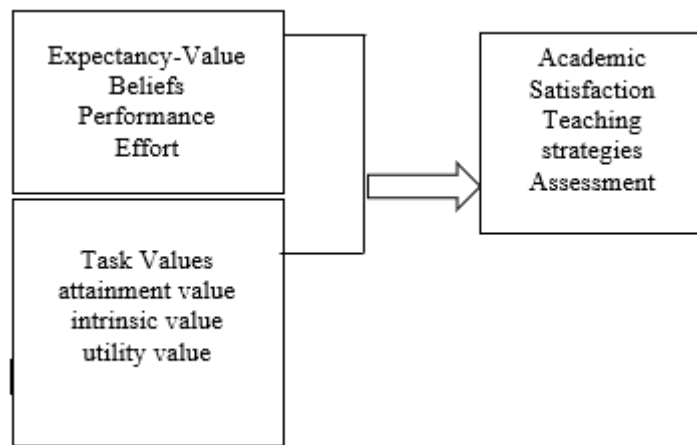
The conceptual framework of this study is shown in Figure 1. It shows how the study should have been undertaken to achieve the intended outcome. As shown in the figure, the study used the descriptive-correlational research method. This is anchored on Jacquelynne Eccles' expectancy-value theory (1983). According to this theory, people's achievement-related decisions are impacted by their expectations for success and task value in certain areas. According to the idea, achievement-related choices are driven by people's expectations for success and task value in certain areas. Children, for example, are more inclined to participate in an activity if they anticipate doing well and enjoying it.

According to the expectancy-value model, expectations for success and task value are molded by a variety

of elements, including attainment value (i.e., the significance of achieving well), intrinsic value (i.e., personal delight), and utility value (i.e., anticipated usefulness for future objectives). They include kid qualities (abilities, prior experiences, objectives, self-concepts, beliefs, expectations, and interpretations) and environmental factors (cultural milieu, beliefs, and behaviors of socializers). A multitude of factors influences success expectations and task value.

The mentioned theory will help the researcher determine how expectancy belief and task value are related to students' academic satisfaction.

The Schematic Diagram of the Study



Furthermore, these characteristics predict children's academic achievements. Success expectations are more strongly tied to performance. For example, a female who expects to perform well in arithmetic is likely to do better than a girl who does not expect to do well. Achievement-related decisions are more closely linked to task values. For example, a female who loves math is more likely to pursue advanced math courses than a girl who does not appreciate arithmetic. In conclusion, the expectancy-value theory emphasizes the significance of competence-related beliefs (expectations for success) and values in understanding student motivation. Furthermore, research significantly validates the theory's premises.

1.3 Statement of the Problem

This study generally aims to determine how expectancy-value beliefs and task values affect the academic life satisfaction of students. Specifically, this study seeks to answer the following research questions:

1. What is the level of students' expectancy belief in the class in terms of:
 - 1.1. performance; and
 - 1.2. effort?
2. What is the level of students' task values in the class in terms of:
 - 2.1. attainment value;
 - 2.2. intrinsic value; and
 - 2.3. utility value?
3. What is the level of students' academic satisfaction towards their instructors in terms of
 - 3.1. teaching strategies; and
 - 3.2. assessment?
4. Is there significant relationship between students' expectancy-value belief and students' academic satisfaction?
5. Is there significant relationship between students' task values and students' academic satisfaction?

1.4 Significance of the Study

The researcher will anticipate that this study's result shall be essential to several groups in the academe. This study would benefit the following sectors namely.

Students. Inferences drawn in this study will present students with insights that they must put forth the effort and achieve to the best of their ability to meet their academic fulfillment, relevance, and cost.

School Administrators. The study results will serve as the basis for enhancing their programs and activities to cater to the needs of the students.

Instructors. This study would be an opportunity for them to reflect on how they would motivate students in performance and effort, which can enhance and develop students'

Researcher. This research will help him widen his understanding of many abilities he must assist students in acquiring and improving, allowing him to become a more effective teacher and motivator.

Other Researchers. Researchers who plan to conduct similar studies in different environments can use the results of this investigation as their take-off point in trying to make some generalizations on the significant relationship between the participants' expectancy beliefs, task values, and academic satisfaction.

1.5 Definition of Significant Terms

The following terms used in this investigation are understood generally according to the conceptual and operational definitions given in this section.

Academic Achievement. This refers to a subjective assessment of the entire educational experience. It is a psychological condition caused by the confirmation or rejection of students' expectations about their academic reality.

Attainment value. This refers to the personal importance of achieving success or mastery in the task. Someone may value achieving a high grade in a particular course because it is important to them to excel academically.

Effort. This refers to the amount of physical or mental exertion put into a task or activity in order to achieve a desired outcome. In the context of academic performance, effort can include time spent studying, attending classes, completing assignments, and engaging in other learning-related activities.

Expectancy-value belief. This refers to an individual's beliefs about the likelihood of achieving a particular outcome (expectancy) and how much that outcome is valued (value). These beliefs can influence an individual's motivation and behavior.

Intrinsic value. This refers to the enjoyment or satisfaction that a person derives from the task itself. For example, someone may enjoy playing the piano for the pleasure it brings them.

Performance. This refers to a student's ability to exhibit knowledge and abilities in a certain academic area or course. Exams, quizzes, assignments, and projects are some of the ways it may be measured. Good class performance is frequently correlated with strong marks, which can significantly determine academic achievement and future possibilities.

Students. This refers to the individual who puts up the effort and willingness to complete the task assigned for educational success.

Task Values. This refers refer to a student's beliefs about the personal importance or usefulness of a particular task or activity. These values can influence an individual's motivation, engagement, and persistence when working on that task.

Utility value. This refers to the belief that the task is useful or relevant to one's future goals or life in general. For example, someone may value learning a new language because they believe it will be useful in their future career.

2. RESEARCH METHOD

This chapter outlines the method of the study. The research design, research environment, respondents, data collection process, statistical analysis of the data, and ethical considerations employed in this study are all presented in this chapter. All of these are regarded as crucial in the hunt for meaningful responses to the inquiries made in this study.

2.1 Research Design

This study used the descriptive–correlational survey design. A descriptive correlational method refers to a type of study in which information is collected without making any changes to the study subject. This research method involved collecting, analyzing data, integrating surveys to determine whether a relationship or association exists between two or more variables. This design aimed to picture the current thoughts, feelings, or behavior in a given group. It provides a better understanding of the research problem (Croswell et al., 2003). The descriptive-correlational design was used to determine the level of students' expectancy belief, task values, and academic satisfaction. This will also determine if a significant relationship exists between expectancy belief and academic satisfaction and task values and academic satisfaction.

The researcher's main objective was to explain and demonstrate the correlation between the variables under study. Correlational design was preferred because the study's worries were based on actual events. Additionally, this method made data collection more accessible, faster, and affordable. Since the variables in the study were not expressly controlled, it was not an experiment. The manifestation of the relationships between the research variables was the subject of a hypothesis. It had not been put to the test, in any case. This design was, therefore, appropriate for the investigation. In this strategy, correlations and surveys were heavily utilized.

2.2 Research Environment

Tangub City is a 4th class city in the province of Misamis Occidental, Philippines. It is located at the southern curve of the D-shaped province of Misamis Occidental. It is surrounded by Mt. Malindang in the north, Ozamiz City in the east, Panguil Bay in the south, and the municipality of Bonifacio in the west. The study was conducted at one of the higher education institutions in Tangub City. It is owned and operated by the Local Government Unit of Tangub City. The institution can be reached by riding a single motor or motor cab 3-5 minutes from the city proper. Most of the students are Tangubanon, but there are also students coming from neighboring cities and municipalities. Geographically, the college is located at Maloro, Tangub City, in front of Panguil Bay.

2.3 Research Participants

The respondents of the study will be the one hundred and eleven 4th-year BSEd Teacher Education students enrolled in the 2nd semester of the academic year 2022-2023 at one of the higher education in Tangub City, Misamis Occidental. The respondents were made to understand the nature of their participation by reading and explaining the terms and conditions specified in the informed consent form.

Program	Total Number of Participants
BSEd-English	33
BSEd-Math	13
BSEd-Social Studies	32
BSEd-Filipino	33
	111

2.4 Sampling Technique

A sampling technique, specifically cluster sampling, was utilized in selecting the participants. The participants of this study were selected based on the criteria that they should be students enrolled in a course of Bachelor of Secondary Education. They must also be part of the English, Math, Filipino, and Social Studies program. Lastly, these students must also be willing to give their full consent to serve as respondents of the study. Before the conduct of the study, the researcher ensured that all those mentioned criteria were met.

2.5 Research Instrument

Adopted survey questionnaires, three variables were used in this study to gather the necessary data on the participants' expectancy beliefs, task values, and academic satisfaction. An adopted survey questionnaire is developed and delivered so that all participants are asked the same questions in the same format, and their responses are recorded in the same way. Standardizing a metric improves its dependability. Three questionnaires will be administered to the participants to determine students' expectancy beliefs, task values, and academic satisfaction.

With the reliability of the questionnaires, it was verified that the instrument utilized Adopted survey questionnaires, three variables were used in this study to gather the necessary data on the participants' expectancy beliefs, task values, and academic satisfaction. An adopted survey questionnaire is developed and delivered so that all participants are asked the same questions in the same format, and their responses are recorded in the same way. Standardizing a metric improves its dependability. Three questionnaires will be administered to the participants to determine students' expectancy beliefs, task values, and academic satisfaction.

With the reliability of the questionnaires, it was verified that the instrument utilized remained consistent, reliable, and valid. The following are the research tools utilized in the study's data collection.

A. The Pintrich (1991) Expectancy-Value Beliefs will be used to assess the degree of motivation for and attitudes toward your classes. Answers will be sought on a four-point scale ranging from strongly disagree (1) to agree (4) strongly. To check the appropriateness of the tool, it was presented to specialists to determine its reliability.

To determine the level of students' expectancy-value belief in the class, the following continuum are used:

Responses	Range	Interpretation
4	3.26-4.0	Very High Extent
3	2.51-3.25	High Extent
2	1.76-2.5	Low Extent
1	1.0-1.75	Very Low Extent

B. The Learning Strategies and Study Skills Questionnaire is an adopted from Pintrich (1991). Responses will be solicited using four-point scale ranging from strongly disagree (1) to strongly agree (4). To check the appropriateness of the tool, it was presented to specialists to determine its reliability.

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C. The Students' Academic Satisfaction Questionnaire is based on the Experiential Learning Courses Handbook, which was created by the Teacher Education Council (TEC), the Department of Elementary

Education (DepEd), and the Commission on Higher Education (2009). This questionnaire is used to measure students' satisfaction with their teacher's teaching method and assessment. Students will score on a scale of (4) strongly agree (3) agree (2) disagree (1) strongly disagree. To check the appropriateness of the tool, it was presented to specialists to determine its reliability.

To determine the level of students' task values in the, the following continuum are used:

Responses	Range	Interpretation
4	3.26-4.0	Highly Satisfied
3	2.51-3.25	Satisfied
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2.6 Data Gathering Procedure

The researcher of this study has secured permission from the College President of the participating school in this study with written consent for formality purposes. Researchers clarified the purpose and benefits of the study to the College President and target research respondents. The survey was conducted right after the approval and permission of the questionnaire.

Days before data collection, respondents were provided with informed consent forms. The permission form was designed to enlighten respondents about the study's setting, goal, benefits, and drawbacks. When the surveys were distributed online, these were taken away from the respondents.

The researcher employed printed survey questions to collect data. The forms asked respondents to agree to the terms, conditions, and consequences (the substance of informed consent) by typing "YES" before proceeding to the questions.

2.7 Data Analysis

The different descriptive statistics were used to analyze and interpret the data.

Mean and Standard Deviation. These tools were used in determining the level of expectancy-value belief, task values, and the academic satisfaction.

Pearson r Product – Moment Coefficient of Correlation. This statistical tool was utilized to test the relationship between the students' expectancy-value belief and the task values to the academic satisfaction.

2.8 Ethical Considerations

The researchers were accountable for protecting research participants from any adverse consequences or risks resulting from their involvement, conforming to ethical management practices, and conducting scientifically sound educational research. In the design phase, the researchers ensured that the study followed the school's ethical data collection, analysis, and dissemination protocol. During the research period, the following ethical guidelines will be the following:

Anonymity and Confidentiality. The researchers subsequently followed the rules imposed by Republic Act No. 10173, the Data Privacy Act of 2012. The researchers avoided disclosing any information obtained from research participants that could be used to identify them to unidentified third parties. When their data was transmitted, their identities were concealed by keeping their names and other recognized information.

Voluntary Participation. The participants' involvement was utterly voluntary; the researchers placed no pressure or force on them to take part in the study, and they were completely conscious that they could discontinue at any point during the study. Expert validators were compensated for validating the developed e-learning modules.

Informed Consent. The willingness on the part and freely agreed upon involvement in this study led to a written and signed consent letter. The expert and student validators gathered the information after they comprehended the intent of the research and what their participation entailed and freely agreed to participate.

3. RESULTS AND DISCUSSION

This chapter presents the results and discussion, including the presentation, analysis, and interpretation of the responses gathered from the student leaders. The implication of the results on the expectancy-value

beliefs and task values in relation to the academic satisfaction among Bachelor of Secondary Education. Students' Expectancy-Value Beliefs in the Academic Satisfaction of the BSED students. This part of the results will discuss the level of the Students' Expectancy-Value Beliefs in terms of motivation and attitudes in the class. This is to know the level effort to achieve the intended performance goals.

3.1 Level of Students' Expectancy-Value Belief

	Mean	sd	Interpretation
Performance	3.29	0.53	Very High Extent
Effort	3.24	0.55	High Extent
Average	3.27	0.54	Very High Extent

Note: 3.26 – 4.0 – Very High Extent; 2.51 – 3.25 – High Extent; 1.76 – 2.5 – Low Extent; 1.0 – 1.75 – Very Low Extent

Table 1 shows the level of students' expectancy-value beliefs in the class. As demonstrated by an aggregate mean of 3.27, students generally have a very high extent of expectancy-value belief. Students were fulfilled by their performance and effort in their classes. This suggests that students in the sample generally have positive beliefs about their ability to perform well and the value of putting in effort. These positive beliefs can be important predictors of academic motivation and success, as students who believe in their abilities and see the value in their efforts are more likely to be motivated and engaged in their academic work. Consequently, expectancy-value belief is a motivation that describes the student's expectation for task accomplishment or goal achievement and the Value of task completion. This implies that if a student exerts so much effort in their studies, that results in a positive outcome, and they are motivated to do tasks given to them with high expectations.

As one of the essential principles, especially in education, the expectancy-value Theory is applied to student achievement in terms of performance and effort in class (Wigfield & Eccles, 2000). The expectancy-value theory is one paradigm that directly tackles the motivating experiences of academic perseverance and achievement (e.g., J. Eccles, 1983; J. S. Eccles & Wigfield, 2020). According to this theory, individuals' anticipation for success and task values are the key drivers of their achievement-related decisions. People's success expectations are their beliefs about how well they will do in a particular activity. Conversely, task values are subjective aspects that determine an individual's likelihood of participating in an activity.

Furthermore, the degree of expectancy-value perception in terms of performance had a mean of 3.29, indicating that the perceived cost of participation in active learning is highly related to a student's resistance to active learning. These elements are expected to impact a student's decision to participate actively in class. The expectation of success in learning is related to student self-efficacy in conducting activities in class and the perceived value of engaging in class to the degree that students feel that the activities they are requested to engage in are valuable to them.

Hence, this determines how thriving the BSED students are in the class. Being willing to put in more significant time and do well in class is a form of motivated participation in and conduct in the classroom. Nevertheless, other types of motivated conduct, such as studying and preparing for class and extracurricular activities, serve as essential indices of motivated behavior. The results have also shown that the respondents had a very high extent level of performance and effort expectancies to the academic satisfaction of the BSEd Students.

3.2 Level of Students' Task Values

	Mean	sd	Interpretation
Attainment Value	3.07	0.59	High Extent
Intrinsic Value	3.04	0.61	High Extent
Utility Value	3.10	0.58	High Extent
Average	3.07	0.59	High Extent

Note: 3.26 – 4.0 – Very High Extent; 2.51 – 3.25 – High Extent; 1.76 – 2.5 – Low Extent; 1.0 – 1.75 – Very Low Extent

Table 2 presents the level of students' task values in academic satisfaction. As shown by the average mean of 3.07, students' task values have a high extent of doing the activity. This suggests that students in the sample value their academic tasks and see them as meaningful and relevant. They may have a strong desire to achieve their goals, derive pleasure from learning, and see the practical applications of their academic work. These positive task values can be important predictors of academic motivation and success, as students who find value in their academic work are more likely to be motivated and engaged.

Prior experiences, beliefs, and aspirations influence a student's values. Attainment Value is the student's assessment of the task's interest, relevance, and usefulness ("How do I feel about this task?"). Intrinsic Value refers to the motivation behind the student's participation in the assignment ("Why am I doing this?"). More participation in one's learning should result from utility value. As a result, task value relates to students' judgments of the course material in terms of interest, significance, and utility.

Students' opinions of why they are engaged in a learning assignment are called task values. The achievement value had a mean of 3.07, which indicates that the personal importance of doing well on the assignment is substantial, and goal orientation relates to the student's overall aims or orientation to the course. This assignment assesses how much students believe they are engaged in a task for reasons such as challenge, curiosity, and mastery. An academic task with an achievement value suggests that the student's involvement in the work is an end rather than a means to a goal.

One of Pintrich's (1991) intrinsic value items was, "I work hard to perform well in this class even if I do not enjoy what we are doing." Considering this item, which showed respondents' interest in continuing, a substantial link was predicted between intrinsic, attainment, and utility values. The regression model revealed a substantial and significant link between intention and action. Another regression was run by removing that item from the intrinsic value scale to reveal patterns the high interest-task value association could have concealed.

According to Nagle (2021), motivation can be a powerful force for learning. However, Understanding the links between motivation's subcomponents and learning outcomes is the first step in harnessing its power. Therefore, even though anxiety was not measured in this study, it is highly likely to have played a part. If that was the case, the result of this study showing an inverse interaction between task value and effort is an actual finding. Further, anxiety would mediate the interaction between task value and effort, resulting in a similar finding regardless of ordering (task value on effort, effort on task value). This is because as task value appraisal increased, so did anxiety, resulting in task value becoming an obstacle to learning and reducing effort. As effort decreased, anxiety over the decrease in effort would have increased due to the looming task value. The appraisal of the looming task value would have been high due to the successful completion of the soft science course being a contingency of degree achievement. Essentially, this process would become self-feeding and cylindrical (Stephenson, 2022).

Moreover, subjective task value conceptualizations of cost, including effort, opportunity, and emotional costs associated with the learning task, influence student academic satisfaction (Sykes, 2022). Lastly, refocusing the student satisfaction assessments would allow for more appropriate measurements of student satisfaction. The intrinsic and extrinsic processes affect effort, perseverance, resilience, and final success.

3.3 Level of Students’ Academic Satisfaction

	Mean	sd	Interpretation
Teaching Strategies	3.56	0.52	Highly Satisfied
Assessment	3.39	0.55	Highly Satisfied
Average	3.47	0.54	Highly Satisfied

Note: 3.26 – 4.0 –Highly Satisfied; 2.51 – 3.25 – Satisfied; 1.76 – 2.5 – Slightly Satisfied; 1.0 – 1.75 –Not Satisfied

Table 3 demonstrates the level of students' academic satisfaction. It is shown in the study that the majority were highly satisfied, with an average mean score of 3.47. Academic satisfaction in higher education is defined as gathering all experiences linked to one's degree program as part of seeking a degree. This suggests that students in the sample are generally satisfied with their academic experiences, particularly with the teaching strategies employed by their instructors and the assessments used to evaluate their learning. High levels of academic satisfaction can be an important predictor of academic motivation and success, as students who are satisfied with their academic experiences are more likely to be engaged and committed to their academic work. In the sphere of higher learning, teaching strategies and assessment have been linked to such fundamental aspects as academic success.

Furthermore, several studies have reinforced the positive Value of academic satisfaction, defining this variable as a facilitating factor in the teaching-learning process and in subsequent academic and work performance (De Vos & Soens, 2008; Ojeda, Flores & Navarro, 2011; Park, 2011). We emphasize the relevance of goal-setting as a component of satisfaction with academic advice among the characteristics related with academic satisfaction., which reveals the importance of instructors investing in helping students set goals and find avenues to reach them. In the context of meaningful relationships, instructors need to have time to guide students through current difficult situations, teach them how to navigate upcoming transitions, help them to build hope, and train them to develop coping skills to be proactive in in their studies and their academic (Louis, 2015; Schreiner, 2020).

3.4 Relationship between Students’ Expectancy Belief and Students’ Academic Satisfaction

Variables	Pearson “r”	Interpretation	p-value	Interpretation
Expectancy-Value Belief and Students’ Academic Satisfaction	0.5*	Low Positive Correlation	0.00	With Significant Relationship

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

Pearson “r” Scale: 0 – ± 0.30 = Negligible Correlation *N = 111
 ± 0.31 – ± 0.50 = Low Correlation
 ± 0.51 – ± 0.70 = Moderate Correlation
 ± 0.71 – ± 0.90 = High Correlation
 ± 0.91 – ±1.00 = Very High Correlation

The relationship between Expectancy-Value Beliefs and Students' Academic Satisfaction, had a Pearson "r" value of 0.5*, which indicates a low positive correlation between the two variables. This suggests that there is a positive relationship between students' expectancy-value beliefs and academic satisfaction, although it is not particularly strong. This finding indicates that students' expectancy-value beliefs are favorably connected to their performance and effort in class. This result implies that if students are driven to do well in class, their academic performance will improve. In contrast, if students are not motivated to participate in learning activities, their performance will suffer. Moreover, a p-value of 0.00 is viewed as indicating a significant relationship. This result warrants the claim that the expectancy-value beliefs and students' academic satisfaction in the class are significantly associated. Meaning, the two variables coexist and depend on each other.

The p-value is 0.00, which means that the correlation is significant at the 0.05 level (2-tailed). This indicates that the relationship between students' expectancy-value belief and their academic satisfaction is statistically significant. It's important to note that correlation does not imply causation, so it's possible that other factors not accounted for in this study could be influencing both variables. Additionally, these findings are specific to the sample studied and may not generalize to all students. Further research would be needed to determine the generalizability of these findings and to explore the underlying mechanisms that drive the relationship between students' expectancy-value belief and their academic satisfaction.

This study is in concurrence with the primary takeaways from the study of Keetch, (2021). Effort and performance with academic satisfaction, which reveals the importance of the instructors in terms of Students' Expectancy Belief and Students' Academic Satisfaction in helping students set goals and find avenues to reach them. In the context of meaningful relationships, teachers need to have time to guide students through current difficult situations, teach them how to navigate upcoming transitions, help them to build hope, and train them to develop coping skills to be proactive in problem-solving (Louis, 2015; Schreiner, 2020). Thus, there is benefit in an expectancy-value beliefs and task values to inform the kinds of change that will help all students thrive.

Expectancy-value beliefs and academic satisfaction are closely related. Students' expectancy-value beliefs, such as their belief in their ability to achieve success and their value placed on academic tasks, can impact their academic satisfaction.

When students have high expectancy-value beliefs, they are more likely to engage in academic tasks with enthusiasm and feel a sense of accomplishment upon completing them. This can lead to higher academic satisfaction. Conversely, when students have low expectancy-value beliefs, they may feel disengaged and unmotivated, leading to lower academic satisfaction.

Additionally, students' academic satisfaction can impact their expectancy-value beliefs. When students are satisfied with their academic experiences, they may develop more positive beliefs about their ability to succeed and the value of their academic tasks. This can lead to a positive feedback loop where increased academic satisfaction reinforces and strengthens positive expectancy-value beliefs, which, in turn, can lead to further academic satisfaction.

In summary, expectancy-value beliefs and academic satisfaction are mutually reinforcing constructs that can impact each other. When students have positive expectancy-value beliefs, they are more likely to experience academic satisfaction, which can, in turn, reinforce positive expectancy-value beliefs. Educators and institutions can promote both positive expectancy-value beliefs and academic satisfaction by creating a supportive and engaging learning environment that addresses students' needs and promotes a growth mindset.

The Pearson "r" value for the connection between Task Values and Students' Academic Satisfaction was 0.31*, indicating that the two variables have a low positive association. This suggests that there is a positive association between students' task values and their academic happiness, although it is not very strong. The p-value is 0.01, which means that the correlation is significant at the 0.05 level (2-tailed). This indicates that the relationship between students' task values and their academic satisfaction is statistically significant.

3.5 Test of Significant Relationship between students' Task Values and Students' Academic Satisfaction

Variables	Pearson "r"	Interpretation	p-value	Interpretation
Students' Task Values and Students' Academic Satisfaction	0.31*	Low Positive Correlation	0.01	With Significant Relationship

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

Pearson "r" Scale: 0 – ± 0.30 = Negligible Correlation

*N =

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- ± 0.31 – ± 0.50 = Low Correlation
- ± 0.51 – ± 0.70 = Moderate Correlation
- ± 0.71 – ± 0.90 = High Correlation
- ± 0.91 – ± 1.00 = Very High Correlation

In studying the relevance, focus on academic satisfaction and academic performance. In this study, academic satisfaction is considered students' cognitive evaluations of various aspects of their academic context (i.e., teachers, degrees, and faculty). Academic satisfaction is considered the subjective intrinsic gratification students experience through their educational pursuits (Ryan, 2001). As a result, we hypothesize that this favorable response increases their academic happiness. Meneghel I., Martinez I. M., Salanova M., and De Witte H. (2019), kids can benefit by employing appropriate coping techniques to help them develop resilience and attain positive outcomes including as contentment and performance. Academic satisfaction was measured with a two-item scale (Experiential Learning Courses Handbook developed by the Teacher Education Council (TEC), Department of Education (DepEd), and the Commission on Higher Education, 2009) that considers two salient aspects: their professors in terms of teaching strategy and assessment. An example item is " My instructors provided the learning experiences that were appropriate?" and students indicated the extent of their satisfaction on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The academic satisfaction score was obtained by computing the mean of the two items.

Hence, the instructor's teaching strategy was evident in imparting information to the students. The results demonstrated that BSED students were quite happy with the strategies and assessments they were receiving from their instructors. Nonetheless, some students are able to overcome the consequences of unfavorable academic experiences. They are readily encouraged after modest losses and often view adversity as surmountable. We argue that when students demonstrate a high level of resilience, they will have more pleasure with components of their academic environment, which will be effective in assisting students to overcome stress in the academic context. Indeed, students with greater degrees of resilience are predicted to adjust favorably to and successfully bounce back from unpleasant occurrences in their academic setting.

The Pearson "r" value for the connection between Task Values and Students' Academic Satisfaction was 0.31*, indicating that the two variables have a low positive association. This suggests that there is a

positive association between students' task values and their academic happiness, although it is not very strong. The p-value is 0.01, which means that the correlation is significant at the 0.05 level (2-tailed). This indicates that the relationship between students' task values and their academic satisfaction is statistically significant. As with the previous analysis, it's important to note that correlation does not imply causation, and there may be other factors that influence both variables.

This results indicate that students' task values are positively connected to their performance and effort in class. This result implies that if students are very driven to do well in class, their academic performance will improve. In contrast, if pupils put in too much effort on the task at hand, their performance will benefit favorably. Moreover, a p-value of 0.01 is viewed as indicating a significant relationship. This finding supports the idea that expectancy-value views and academic pleasure in class are highly related. In other words, the two variables coexist and are interdependent.

This study is in accord with the primary takeaways from the study of Dietrich (2019) Dietrich (2019) When teachers aim to provide a learning environment which optimally fosters engagement in learning they need to take into account that students not only bring different (motivational) dispositions, but also vary over time in their motivational state. This study examined university students' motivational beliefs at the state and trait levels using extensive data and a short-term longitudinal approach. We investigated situational change and stability by identifying four distinct profiles of expectancies, values, and costs within unique learning settings during a university course.

There is a significant relationship between students' task values and their academic satisfaction. When students perceive that the tasks they are performing have intrinsic, attainment, utility, or cost value, they are more likely to be satisfied with their academic experiences.

Students who find value in the tasks they are performing, such as finding the task enjoyable or perceiving that it is important for their future goals, are more likely to be motivated and engaged in their academic work. This engagement can lead to increased academic satisfaction, as students feel a sense of accomplishment and fulfillment when they are able to perform well on tasks they value.

On the other hand, if students do not find value in the tasks they are performing, they may feel disengaged and unmotivated, which can lead to lower academic satisfaction. For example, if a student perceives that a task is irrelevant to their goals or future aspirations, they may be less likely to feel motivated to complete the task and may, therefore, experience lower levels of academic satisfaction.

Overall, students' task values and academic satisfaction are mutually reinforcing constructs. Students who perceive value in their academic tasks are more likely to be satisfied with their academic experiences, which, in turn, can lead to further engagement and motivation to perform well on future tasks. Therefore, educators and institutions can promote both task values and academic satisfaction by creating an environment that supports students' individual goals and interests, provides opportunities for meaningful engagement, and recognizes and reinforces students' accomplishments.

4. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter concludes this present study. A summary of the research, conclusions, and recommendations are all presented in this chapter.

4.1 Summary of Findings

1. What is the level of students' expectancy belief in the class in terms of: (a) performance; and (b) effort? The summary level of students' expectancy belief in the class in terms of performance and effort is shown Table 1 shows (a) Performance: The mean score for students' performance expectancy belief is 3.29, which

indicates a very high extent of expectancy belief in terms of performance. (b) Effort: The mean score for students' effort expectancy belief is 3.24, which indicates a high extent of expectancy belief in terms of effort.

Both these scores suggest that the students in the class have a positive and optimistic view of their ability to perform well and make an effort towards achieving their academic goals.

2. What is the level of students' task values in the class in terms of: (a) attainment value; (b) intrinsic value; and (c) utility value?

Result also showed that the level of task values of the students in class performance obtained (a) Attainment value: The mean score for students' attainment value is 3.07, which indicates a high extent of task value in terms of the importance they place on achieving their academic goals. (b) Intrinsic value: The mean score for students' intrinsic value is 3.04, which indicates a high extent of task value in terms of the interest and enjoyment they derive from learning. (c) Utility value: The mean score for students' utility value is 3.10, which indicates a high extent of task value in terms of the perceived relevance and usefulness of their academic pursuits.

All these scores suggest that the students in the class value their academic work highly and recognize its importance in achieving their personal goals. They also find the academic material interesting, enjoyable, and relevant, indicating a positive attitude towards their learning.

3. What is the level of students' academic satisfaction towards their instructors in terms of (a) teaching strategies; and (b) assessment?

The level of students' academic satisfaction towards their instructors in terms of teaching strategies is 3.56, which is interpreted as highly satisfied. The level of students' academic satisfaction towards assessment is 3.39, which is also interpreted as highly satisfied. Overall, the average level of students' academic satisfaction towards their instructors is 3.47, which is also interpreted as highly satisfied.

4. Is there significant relationship between students' expectancy-value belief and students' academic satisfaction?

The relationship between students' expectancy-value belief and students' academic satisfaction, according to the results of the study presented in Table 4, there is a significant positive correlation between students' expectancy-value beliefs and their academic satisfaction. The Pearson correlation coefficient between these two variables was 0.5, which indicates a low positive correlation with a p-value of 0.00, indicating a significant relationship.

5. Is there significant relationship between students' task values and students' academic satisfaction?

The relationship between students' task values and students' academic satisfaction there is a significant relationship between students' task values and students' academic satisfaction. The Pearson correlation coefficient between the two variables was 0.31, which indicates a low positive correlation. The p-value was 0.01, which means that the correlation is significant at the 0.05 level (2-tailed). Therefore, there is evidence to suggest that students who place a high value on their academic tasks are more likely to be satisfied with their academic experience.

4.2 Conclusion

The study found that students have high levels of expectancy-value beliefs and task values, indicating that they place a high value on their academic performance and the effort they put into their studies. The study also found that students reported high levels of academic satisfaction, particularly with the teaching strategies used and the assessment methods employed. The analysis revealed a significant positive relationship between students' expectancy-value beliefs and their academic satisfaction, suggesting that

students who believe they are capable of succeeding and value their academic work tend to be more satisfied with their academic experience. Similarly, there was a low but statistically significant positive correlation between students' task values and their academic satisfaction, suggesting that students who place high value on their academic tasks tend to be more satisfied with their academic experience.

Overall, these findings highlight the importance of cultivating students' positive beliefs about their academic abilities and the value of their academic work, as these factors are associated with higher levels of academic satisfaction. Further research is needed to better understand the underlying mechanisms driving these relationships and to develop interventions that can help enhance students' expectancy-value beliefs and task values, ultimately leading to improved academic outcomes and satisfaction.

4.3 Recommendations

Based on the relationship between expectancy-value beliefs, task values, and academic satisfaction, here are some recommendations for educators and institutions to promote a positive academic experience for students:

Students. Foster a growth mindset. Students believed that their abilities can be developed through dedication and hard work. This can promote positive expectancy-value beliefs, which can lead to increased motivation and academic satisfaction.

Instructors. Help students identify their values and goals. Work with students to identify their personal values and goals, and help them see the relevance of academic tasks to these goals. This can promote positive task values, which can lead to increased motivation and academic satisfaction. Provide opportunities for meaningful engagement and provide opportunities for students to engage in activities that align with their personal interests and goals. This can promote positive task values, which can lead to increased motivation and academic satisfaction.

School Administrators. Provide feedback and support. Provide students with feedback and support to help them build their skills and confidence. This can promote positive expectancy-value beliefs, which can lead to increased motivation and academic satisfaction. Create a supportive learning environment: Create a learning environment that is supportive, inclusive, and fosters positive relationships between students and instructors. This can promote a sense of belonging, which can lead to increased motivation and academic satisfaction.

Future Researchers. Further and future research should be conducted in order to validate the result of this study, especially Further and future research should be conducted in order to validate the result of this study, especially we can gain a better understanding of the relationship between expectancy-value beliefs, task values, and academic satisfaction among students. This can inform the development of effective interventions and strategies to promote positive academic experiences and outcomes for students.

By implementing these recommendations, educators and institutions can promote positive expectancy-value beliefs, task values, and academic satisfaction among students. This can lead to increased engagement, motivation, and persistence, which can ultimately lead to greater academic success.

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