

Expectancy Value Theory



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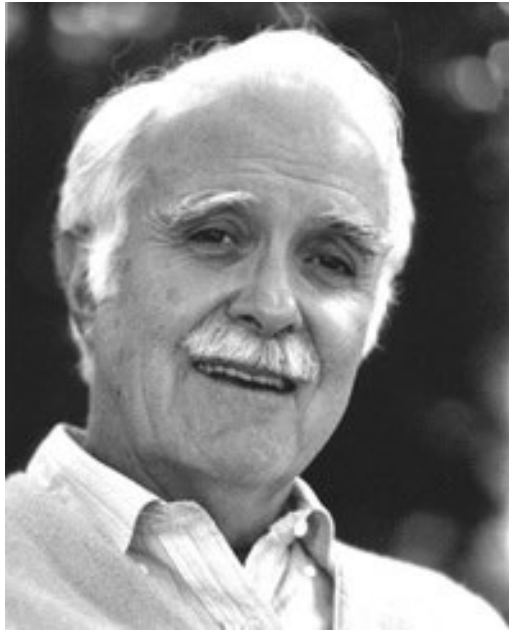
Agenda

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- Expectancies for Success
- Values
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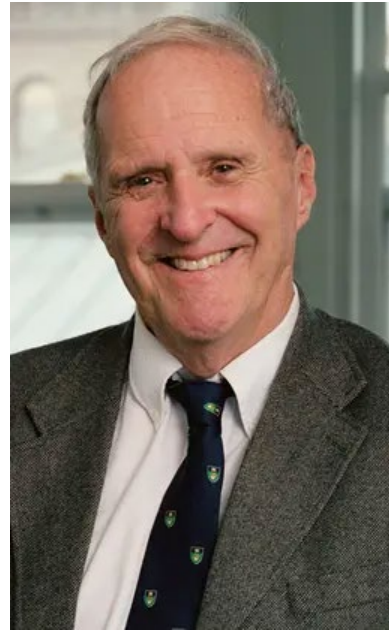
“ A person will be motivated to put forth a higher level of effort if he believes that the effort will result in higher performance and thus better reward.”

- Victor Vroom

Research Context



John William Atkinson
University of Michigan



Victor Vroom
Yale School of Management



Jacquelynne Eccles
University of California, Irvine

Philosophical Background

- Ontology

- Following a subjectivist approach, Atkinson, Vroom and Eccles follow beliefs that assert that entities are created from the perceptions and consequent actions of the social actors responsible for their creation.

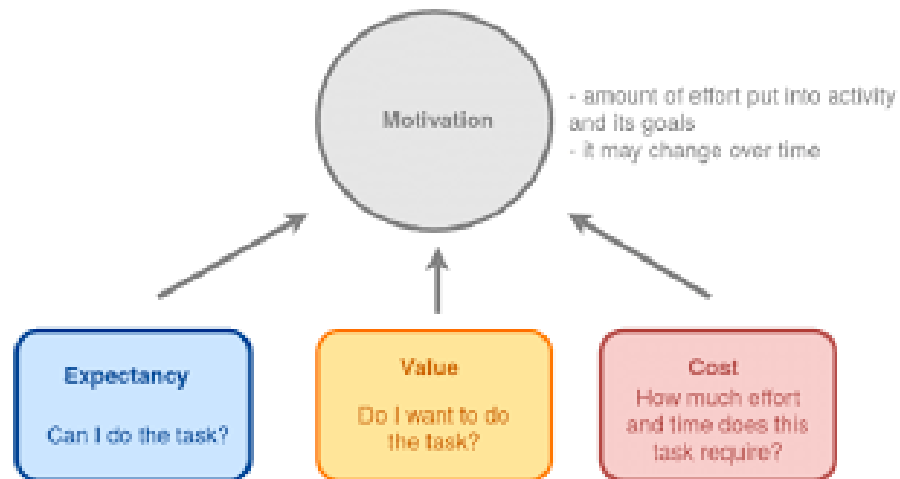
- Epistemology

- *Motivation* and the subsequent studies surrounding it follow social constructivist influences, recognizing that the consequences of said motivation are influenced by the larger world around them.

- Axiology

- Motivation research recognizes the importance of knowledge and experience, systems of emotions and values, as well as a development of self-awareness and an ability to draw conclusions.
(Egamberdieva, 2022)

Expectancy-Value Theory Simplified



Source: Wigfield & Eccles (2000)

- Expectancy-value theory posits that individual's choices and behaviors are influenced by their beliefs about the outcomes they expect to achieve and the value they place on those outcomes.
- Subsequently, according to this theory, people are more likely to engage in activities or pursue goals when they perceive a high probability of success and when they find the outcome desirable or valuable. (Eccles, 2020)

Questions to Consider

- Is it possible to adequately motivate students into attempting academic tasks/activities where there is a *low* expectancy for success? Why or why not?
- Is expected completion of tasks/activities a requirement for students to attempt a task?

Expectancies for Success

- Expectancies for Success (ES)
 - Academic Self-Concepts (ASC)
 - Perceptions of Task Difficulty (PTD)
- ES- The beliefs held by an individual regarding one's ability to carry out a task at present or in the future. (Matusovich, 2008)
 - AS- The student's self-assessment regarding their educational abilities and potentials they possess, (Trautwein, 2006) as well as being defined as how an individual feels about themselves as a learner and how they 'play' their role in academic settings. (Guay, 2003)
 - PTD- Refers to an individual's beliefs about the level of effort need to succeed at a particular assignment and how likely they would be to achieve their goals. (Andrabi, 2022)

Values

- Intrinsic Value
- Attainment Value
- Utility Value
- Cost

- Eccles et al. (1983) argue that task values are subjective, meaning that the same task can be valued quite differently by different individuals and tasks with equivalent levels of difficulty by any one person.

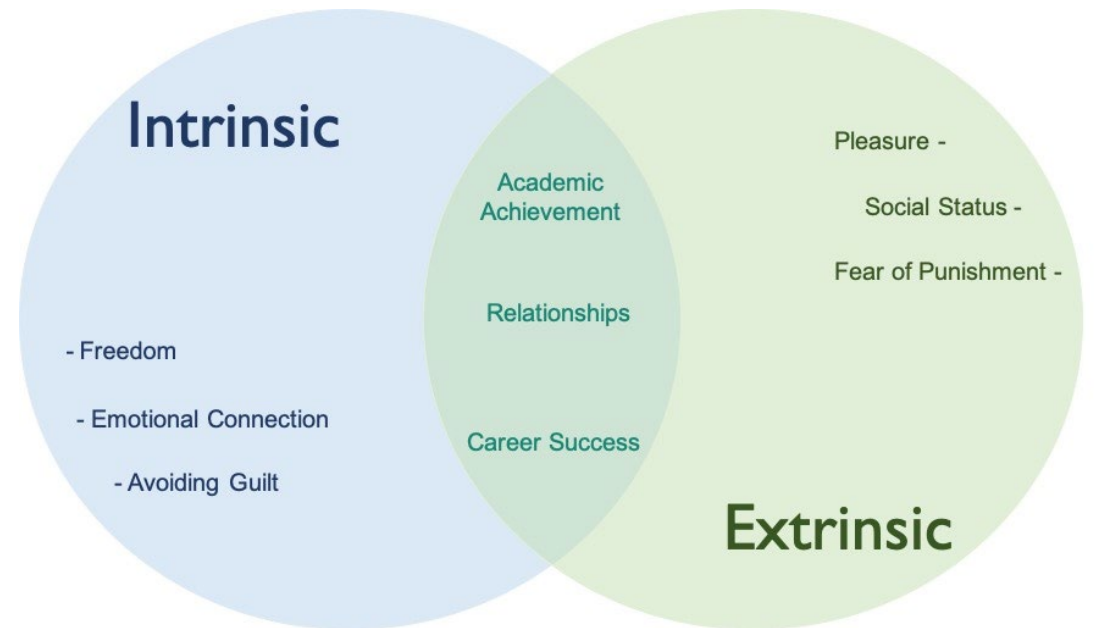


Source: Structural-Learning.com/post/expectancy-theories

Intrinsic Value

Intrinsic Motivation:

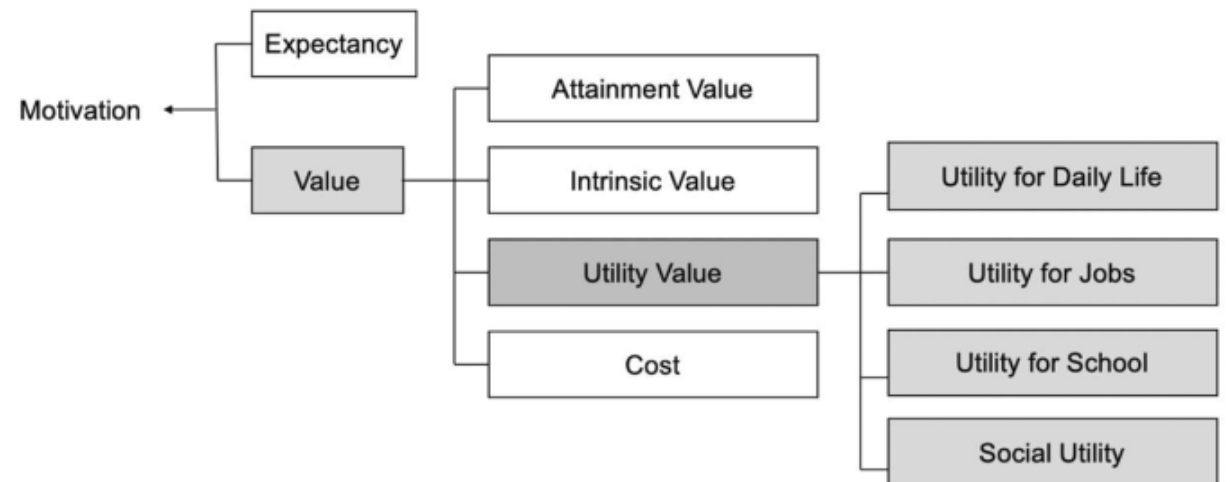
- The origin of the decision to engage in the activity than with the source of the activity's value.
- When children place high intrinsic value on an activity, they often become deeply engaged in it and can persist at it for a long time.



Source: convertize.com/glossary/intrinsic-extrinsic-motivation

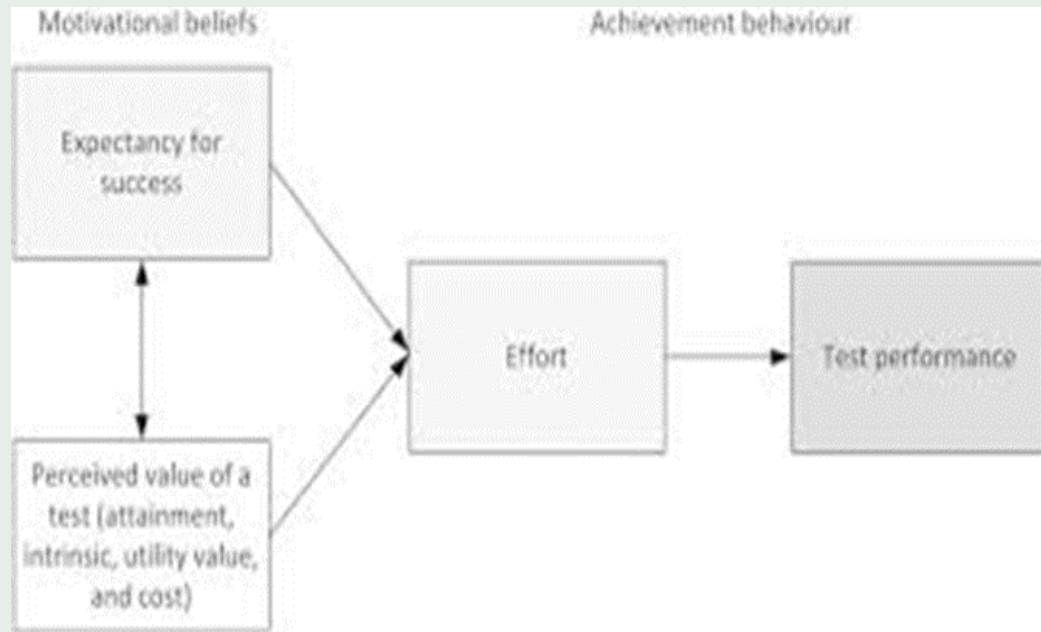
Utility & Attainment Value

- *Utility value* or usefulness in terms of how well a particular task fits into an individual's present or future plans.
- Also connects to personal goals and sense of self and connects to attainment value as well.
- *Attainment value* is the relative personal/identity-based importance attached by individuals to engage in various tasks or individuals.
- Eccles(2002) argued that every activity or task has costs as well as benefits and that individuals will avoid tasks that cost too much relative to their benefits.



Source: Seunghye & Hyo-Jeong (2023)

Cost



Source: Wigfield & Eccles (2000)

Eccles (2020) states that there are 3 types of cost:

- **Effort Cost** - the perception of how much effort would need to be exerted to complete a task & whether it is worth doing so.
- **Opportunity Cost**- the extent to which doing one's task takes away from one's ability or time to do other valued tasks.
- **Emotional Cost**- the emotional or psychological costs of pursuing the task, particularly anticipated anxiety and the emotional and social costs of failure.

Conclusion

- *Expectancy Value* is an instrumental process that repeats itself multiple times throughout the day in many classrooms. Paired with components of sociocultural/community influence, *EVT*, and more specifically *SEVT*, provides a well-rounded investigation into the components of motivation, and achievement in today's educational landscape.

Further Questions

- Do the concepts of *intrinsic motivation* and *utility value* have to work in corroboration with each other? Is this potentially a recipe for long-term success?
- How do we quantify value vs. cost? Is there an underlying assumption that the value of a task must outweigh the cost for it to be worth pursuing? Are there scenarios where this may not necessarily be the case?

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