Using Expectancy-Value to Predict Algerian Doctoral Students' Academic Burnout

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ABSTRACT

This study aims to investigate the effect of expectancy-value beliefs on Algerian doctoral students' academic burnout. Descriptive research was adopted to measure the potential relationship between the study variables through the use of a quantitative data collection method. The population of the study consisted of doctoral students from three different Algerian universities, representing five faculties (natural and life sciences, humanities and social sciences, economy, political sciences, and languages and literature). The data was collected during the 2020-2021 academic year. Through simple random sampling, the sample size consisted of 225 doctoral students. The measures used in this study are adapted versions of the Students' Value Beliefs Questionnaire (Trautwein et al., 2012) and the Maslach Burnout Inventory-Student Survey (MBI-SS). The findings indicated the existence of a significant negative correlation between all the dimensions of expectancy-value (attainment, intrinsic, utility, and cost) and students' exhaustion, cynical attitude towards academic work, and academic efficacy. Simple regression analysis revealed that PhD students' expectancy-value beliefs are a significant predictor of academic burnout. The researchers found no significant difference in expectancy-value beliefs in terms of gender, and a significant difference in academic burnout in terms of students' faculty attachment and years spent in their respective doctoral courses.

Keywords: academic burnout; doctoral students; expectancy-value; motivation; students' beliefs