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The Nexus between Social Factors, Basic Psychological Needs and Task-value of Tertiary EFL Learners: A Bangladeshi Perspective

Abstract

This paper aims to explore the impacts of social factors and basic psychological needs of tertiary EFL learners on their task-value to learn English. Though ample studies have investigated EFL learners' socio-economic status and basic psychological needs, there is a dearth of studies of their effects on their task value in English as a Foreign Language learning. Hence, this study has employed a quantitative research design with a questionnaire to collect data from 110 EFL tertiary learners of Dhaka, Bangladesh. A correlation using SPSS and path and mediation analyses using IBM SPSS AMOS were conducted to analyze the data. The results revealed a positive and significant correlation of learners' task value with their social factor—school location and two basic psychological needs (BPN): factors-competence and relatedness. Fathers' education among social factors and autonomy among BPN factors had the largest effects on task value. School location significantly influenced learners' autonomy and competence. Both autonomy and competence in turn significantly and positively affected learners' task value. Autonomy and competence also mediated in the relationship between learners' school location and task value in the EFL context. In addition to adding new insights to the existing EFL achievement motivation literature, the paper also discusses the pedagogical implications of the findings.

Keywords: EFL, autonomy, competence, relatedness, task-value, social factors

Learning a second/foreign language is a complex process involving a number of factors and circumstances. Research findings suggest that the success of every learner varies due to various factors that influence the process of internalization of L2 (Khasinah, 2014). Among the most influential individual factors, such as: age, aptitude, intelligence, cognitive style, attitude, motivation,

and personality, there are the ones that are believed to be crucial in learning L2 (Ellis, 1985; Khasinah, 2014). Out of all these aspects, motivation emerged to be one of the most important factors in affecting SLA (Khasinah, 2014; Raoofi & Maroofi, 2017). Motivation is also found to be a determining contributor to language achievement (Adwani & Shrivastava, 2017). Among different motivational components, task value plays a pivotal role in learners' motivation to engage in a learning activity, persist in it and perform it. When learners value a learning activity with positive expectations from it, they become highly motivated to perform the task (Raoofi, 2019). In learning a language successfully and performing in it, task value is crucial (Raoofi & Maroofi, 2017).

According to the proponents of expectancy-value theory, learners' own perception of ability, the difficulty of the task, the expectation of other people etc. are notable factors that influence their task value. Another reason for choosing a task is the intrinsic value based on the inherent enjoyment that the learners get in accomplishing a task. This concept of intrinsic value is analogous to the notion of higher-level self-determination, namely intrinsic motivation in the self-determination theory (Eccles & Wigfield, 2002). Apart from a motivational continuum, self-determination theory also posits that learners' task value increases when they feel that the task is self-endorsed and they are competent to perform it. Therefore, cognitive components like learners' beliefs in their own competence and autonomy influence their motivation to perform a task.

Since motivation is claimed to be more complex than related to only the learner's personality or individual differences, the social setting or the dimension of social factors has been brought to the foreground by various researchers (Ahmad, 2014; Choubsaz & Choubsaz, 2014; Deci & Ryan, 2015; Gardner, 1985). Proponents of self-determination theory (SDT) maintain that satisfaction of three basic psychological needs (BPN), namely autonomy, competence, and relatedness is vital to sustaining learners' intrinsic interest in performing an activity (Deci & Ryan, 2015). Therefore, external factors that play a role in fulfilling or thwarting the BPN factors may cause better or poorer engagement in a learning activity (Niemic & Ryan, 2009). This theory highlights the complex interplay between learning environments, BPN factors and people's interest and value in doing a task. Satisfaction of learners' BPN factors enhances their intrinsic interest in performing an activity (Deci et al., 1999) and this intrinsic interest is a core component of learners' task value. Very little research work has been done to explore the probable relationship between social factors, BPN factors and individual learner motivation in EFL contexts (Alamer & Lee, 2019; Alamer, 2021).

In this regard, in Bangladesh, various contextual factors like education policy, teacher training, logistic support, socio-economic factors, and English practice in institutions have been investigated (Hamid & Erling, 2016; Shurovi et al., 2020; Rahman et al., 2019) along with many individual learner factors like

motivation and learning strategy use (Quadir, 2008; Rahman, 2005). However, among the notable factors behind unsuccessful EFL context, the learners' lack of enthusiasm in participating in classroom activities (Nuby et al., 2019) deserves more attention because student motivation and engagement are among the most critical predictors of their learning success (Yu et al., 2019). Another study also reports a lack of motivation of tertiary learners to actively participate in activities in English classes (Afrin, 2016).

In this regard, learners' task value needs to be explored because high task value motivates the learners to accomplish tasks to facilitate their English learning. Particularly, individual perception of basic psychological needs (BPN) and task value remained unexplored in the Bangladeshi context, whereas research has revealed the crucial role of task value in influencing English achievement significantly (Chou, 2021). So, a study of learners' task value in relation to their social factors and BPN could reveal significant dimensions of the social-psychological factors which are crucial to success in Foreign Language Acquisition (FLA).

Literature Review

Basic Psychological Needs

In the field of human psychology, the proponents of self-determination theory (SDT) discussed the basic psychological needs (BPN) of humans that influence task engagement. Self-determination theory asserts that humans feel motivated when they function naturally; however, there are some socio-psychological conditions that augment or thwart their natural motivational spirit (Ryan & Deci, 2000). Empirical researchers have claimed that people's self-motivation increases if they feel competent to do something; if they want to identify or relate themselves with others that they feel close to and if they automatically endorse the task at hand with self-volition (Takahashi & Im, 2020). In that regard, human basic psychological needs are divided into three types, namely autonomy, competence, and relatedness which, in a supportive learning environment, have been reported to be related to higher task involvement and learning outcomes (Niemic & Ryan, 2009).

The need for autonomy refers to the feeling of self-endorsement and ownership of one's own actions (Ariani, 2019; Wang et al., 2019). Learners' self-chosen decision-making in learning activities has been found to significantly predict their self-determination (Ariani, 2019). The need for competence is the belief in one's ability to perform a task with an expected outcome in a congen-

ial learning atmosphere (Deci & Ryan, 2000). It refers to the urge to experience mastery in carrying out learning tasks and interacting with the atmosphere to achieve the desired outcome (Ariani, 2019; Wang et al., 2019). Ability or competence beliefs are likely to influence the task value of learners as learners with higher competence beliefs are supposed to be interested in tasks that are more challenging (Eccles & Wigfield, 2002). Lastly, the need for relatedness involves the human desire to feel connected, accepted, and respected by others who interact in the same environments (Baumeister & Leary, 1995). Research findings suggest that learners whose autonomy, competence, and relatedness are supported in the classroom value their learning activities highly, enjoy completing tasks and are more eager to accomplish tasks that they find less interesting (Niemic & Ryan, 2009).

Research on basic psychological needs (BPN) of EFL/ESL learners report that learners' autonomy, competence, and self-determination have been found to impact their learning effort (Leptokaridou et al., 2015) and goal orientation (Alamer & Lee, 2019). Therefore, the fulfilment of learners' BPN factors may enhance their learning goals and efforts. Other research revealed autonomy as the highest predictor of self-determination in learning L2 among Japanese and Swiss-German learners (Noels, 2013); autonomy as significantly influencing their learning achievement (Afshar et al., 2014); the fulfilment of these needs as leading to more autonomous self-regulated learning and performance (Niemic & Ryan, 2009); the reciprocal relationship of the basic three psychological needs of language learners and their negative relation with academic pressure (Davis, 2022; Wang et al., 2019); competence and autonomy as directly influencing academic engagement (Ariani, 2019). Hence, literature on three basic psychological needs exhibits a wide array of research conducted on them in various contexts with motivational constructs in academia. However, research on how socio-economic factors of learners may affect learners' BPN and their probable roles in influencing the task value of L2 learners is scant (Broeck et al., 2016; Chen et al., 2015).

Task Value

Task value refers to the causes why learners decide to accomplish a task which may generate intrinsic interest to engage in a task or certain utility of instrumental purpose for them (Bai et al., 2020). The theory of task value in education was elaborated by Eccles et al. (1983) where they included four components: attainment value, intrinsic value, utility value, and cost. Attainment value refers to the level of importance the learner attaches to a task. Intrinsic value involves the enjoyment the learner derives from accomplishing the task and utility value refers to a current or future contingent

for doing a task that is related to their goal of learning. Utility value pertains to their extrinsic reasons for learning along with internalized goals. A combination of interest and utility has been referred to as task motivation (Viljaranta, 2010). Lastly, the cost is the probable anxiety or fear that the learner may feel while doing a task (Eccles & Wigfield, 2002). Task value plays a crucial role in the learners' engagement in a task (Pintrich et al., 1991) which eventually influences their learning motivation (Miller & Brickman, 2004) and outcome (Liem et al., 2008).

Literature suggests that learners with higher interest and enjoyment in and utility of the tasks tend to engage in more learning tasks and achieve better academic results (Wigfield & Eccles, 2000). Unlike the Western culture where enjoyment in learning is highly valued, Asian educational culture encourages learners to be hard working to achieve high in an academic context; as a result, the utility of accomplishing learning tasks is at the core of their learning psychology (Lo & Hyland, 2007; Wang et al., 2019). As task value has been reported to be a significant motivational construct in achievement in English at the tertiary level (Chou, 2021), a construct of achievement motivation that influences learners' accomplishment, effort, and determination (Wigfield & Eccles, 2000), more research are warranted on it in EFL context.

Studies on task value reported high achievement in EFL writing by learners with higher task value (Bai et al., 2020); a positive relationship between task value and the effort invested by learners (Dietrich et al., 2017); a significant relationship between task value and employment of writing strategies (Raoofi & Maroofi, 2017); a significant relationship between task value and self-efficacy (Shen et al., 2020) and the association of task value with planning and evaluation of listening practice (Xu et al., 2022). The literature shows that task value influences achievement in EFL significantly; however, there is a dearth of studies on social and psychological factors that may affect the task values of EFL learners (Brown & Putwain, 2021).

Socio-economic Status

Language learning does not take place in a vacuum. The social atmosphere where students live and interact with others has impact on the learning process (Chou, 2021). Buttle (1989) contends that BPN is developed in a socio-cultural context through social processes. Individual learner's need satisfaction is formed by social-cultural factors (Deci & Ryan, 2012). Studies revealed that learners with higher socio-economic status (SES) reported higher autonomy-related self than their rural counterparts (Kagiticbasi & Ataca, 2005). Unlike Deci and Ryan (2000) who discussed BPN as innate psychological constructs, Kagiticbasi (2005) contends that instead of being inborn exigencies, BPN are

the outcome of the parent-child connection. Froiland and Worrell (2017) reported that parental support of autonomy heightened the academic performance of high school learners in San Francisco. The study by Youssef (2018) observed that the learners with higher SES scored higher in BPN. Likewise, Stringam (2022) observed higher autonomy, competence, and relatedness among urban learners in comparison with rural learners. These studies corroborate the view that SES-related factors significantly influence learners' BPN in SLA/FLA.

Other studies explored the probable relationship between SES and learning effort (Arratibel & Bueno-Alastuey, 2015); impacts of SES on ESL (Akram et al., 2021; Nimmala et al., 2016); effects of SES factors on learner motivation (Ahmad, 2014); the relationship between SES and writing anxiety (Shurovi et al., 2022); role of SES on Iranian learners' performance in reading and listening (Abbasian et al., 2020); association of SES with learners' learning style (Huseynpur et al., 2015); impacts of SES on FLA (Suliman, 2014). The study of Chou (2021) investigated the relationship between SES and task value along with learning strategies employed by the learners. However, these studies did not explore the relationship of SES with BPN and task value together. As Baltenau (2016) claims that SES has been largely under-investigated in SLA and since previous researchers reported a positive relationship between SES and BPN plus BPN and task value, a study combining all these factors would offer comprehensive insights into their interplay in the EFL context.

Method

Research Design

Research design refers to the process of collection, analysis, and interpretation of data following quantitative or qualitative methods (Creswell, 2012). The current study aims to empirically observe the relationship between variables and the impacts of independent variables, namely the SES and BPN factors on the dependent variable, that is, task value of learners and report the findings objectively. Therefore, this study employs a quantitative correlational research design.

Research Questions

This study explores how four social factors, namely learners' father's education, mother's education, school location, and monthly earnings, mediated by

three basic psychological needs, impact their task value in learning English as a foreign language. Drawing upon SDT theory for investigating the basic psychological needs and expectancy-value theory to examine task value comprising usefulness, interest and importance, the following research questions were formed:

1. Are learners' SES and basic psychological needs related to their task value?
2. What is the effect size of SES and BPN factors on their task value?
3. How do the SES factors affect learners' task value through the BPN factors?
4. Do BPN factors mediate the relationship between learners' SES and their EFL task value?

Participants

A total of 110 tertiary students from a private university in Dhaka, Bangladesh, participated in the correlational study. For a correlation, approximately, 30 participants are recommended (Creswell, 2012). This shows that the sampling was adequate. All of the students were studying English I as a compulsory subject in their first trimester. They were from the Electrical and Electronics Engineering (EEE) and Computer Science and Engineering (CSE) departments. Among the participants, 86 (78%) were males and 24 (22%) were females. They had 12 years of experience learning English in the EFL context from school to college years. While completing English courses in their first trimester of undergraduate studies, their English is equivalent to A2–B1 level. The students rarely had an opportunity to communicate with native English speakers in their day-to-day lives as English was a foreign language in Bangladeshi society. To choose the participants, a purposive sampling technique was followed. The students came from various socio-economic backgrounds that provided different social factors including parental education levels and learners' previous school locations which were needed for this study.

Instruments

A questionnaire developed in English was filled up by the participants after their written consent was secured. The questionnaire had three parts. The first part was developed to collect information on social factors pertaining to their socio-economic status. A total of four items including their fathers' and mothers' highest educational attainment, monthly income and school location were indicators of social factors of EFL learners.

The second part was designed to collect data on their BPN factors. The questionnaire items to get an overview of the participants' basic psychologi-

cal needs were adopted from Alamer et al. (2022). These 5-point Likert items ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) were chosen because they aptly addressed the factors associated with three basic psychological needs of the EFL and ESL learners. Twelve items were adopted that helped measure the students' autonomy (e.g., *I am able to freely choose the tasks to be done while learning English; My English teacher allows my class to choose how we approach English learning*), competence (e.g., *I am competent enough to meet the challenges and tasks posed in English learning; I feel a sense of accomplishment in my English classes*), and relatedness (e.g., *My English teacher is friendly and cordial with me; My classmates are willing to help and cooperate with me while learning the language*).

The next part of the questionnaire was adapted from the scale developed by Wigfield and Eccles (2000). A total of six items helped measure the usefulness and importance of learning English among the participants and their interest in learning English (e.g., *Some things that you learn in school help you do things better outside of class, that is, they are useful. For example, learning about plants might help you grow a garden. In general, how useful is what you learn in English?; Compared to most of your other activities, how important is it for you to be good at English?; How much do you like practicing English?*) that comprise their task value. The items were slightly modified to address their task value in learning English replacing 'Math' with 'English' in the questionnaire. Question items of the third part had a 5-point Likert scale ranging from 1 (Not at all useful) to 5 (Very useful); 1 (Not at all important) to 5 (Very important); 1 (Very boring) to 5 (Very interesting) and 1 (Not at all) to 5 (Very much) for the participants to respond. The participants voluntarily took part in the research and their responses were collected online via Google form. Prior to filling up the questionnaire, the participants were briefed regarding the research purpose and the anonymity of the participants.

The reliability of the BPN constructs was assessed by Cronbach's alpha test and the coefficient value of the BPN items was .90 which exhibits a high internal consistency. The Cronbach's alpha value of the six items of task value questions was .80 which exceeded the acceptable reliability score that should be from .60–.70 (Hair et al., 2010). Confirmatory factor analysis was conducted to assess the construct validity of the data. The fitness indices of the model fit of the BPN questionnaire are GFI = .93, AGFI = .86, TLI = .96, CFI = .98, RMSEA = .07 and SRMR = .05 which indicate a good model fit for employing structural equation modelling in research in education (Browne & Cudeck, 1993). The factor loading estimates of the items ranged from 0.60 to 0.87. The model fit estimates of Task value questionnaire items yielded the following indices: GFI = .97, AGFI = .90, TLI = .95, CFI = .98, RMSEA = .08, SRMR = .03. The factor loading estimates of the items were from 0.62 to 0.73. Therefore, the above results indicate good reliability and construct validity of the four-factor measurement scale.

Data Analysis

The data was collected via a Google Form questionnaire instrument. At the data analysis stage, a frequency analysis was conducted to investigate the overall task value of the EFL learners. To answer the first research question, a correlation test on SPSS software was completed to report the relationship between SES factors, BPN factors and task value of the EFL learners. To answer the second and third research questions, a path analysis using IBM SPSS AMOS software was conducted to report the effect size and influence of the SES and BPN factors on learners' task value. The goodness of the model fit to the data was established based on the following standard indices: $\chi^2/df < 3.0$, (GFI) $> .90$, (CFI) $> .90$, (TLI) $> .90$, (RMSEA) $< .06$, (SRMR) $< .08$ (Kline, 2016). Finally, to answer the fourth research question, a two-step mediation analysis was conducted to report the mediating roles of BPN factors in the relationship between social factors and the task value of EFL learners. The correlation data was interpreted based on the correlation matrix. The influence of independent variables on the dependent variable was interpreted based on the effect sizes of the variables and the path model generated using AMOS software. The causal steps approach (MacKinnon et al., 2002) was followed to conduct and interpret the results of the mediation analysis.

Results

This section includes the findings from the data analyses that comprise four major themes, namely the relationship between learners' SES, BPN factors and task value, the effect size of learners' SES and BPN factors on their task value, the impacts of learners' SES on their task value through their BPN factors and the mediation of BPN factors in the relationship between learners' SES and task-value.

Are Learners' SES and Basic Psychological Needs Related to Their Task Value?

Frequency analysis revealed that a total of 95.5% of learners reported that it was important or very important to them to be good in English; however, 63.6% of learners agreed that they found working on English tasks interesting or very interesting. A two-tailed Pearson correlation analysis was done to answer the first research question. The Bonferroni adjustment to the p -values was

adopted for controlling the Type 1 error rate. Table 1 shows the significant correlations based on the Bonferroni-adjusted alpha level ($p = 0.00625$).

Table 1
Correlations among Variables of Interest

	Father's Education	Mother's Education	School Location	Monthly Income	Autonomy	Competence	Relatedness	Task Value
Father's Education	—							
Mother's Education	.597**	—						
School Location	.118	.129	—					
Monthly Income	.083	.158	.054	—				
Autonomy	.248**	.071	.250**	-.123	—			
Competence	.096	.067	.309**	-.101	.533**	—		
Relatedness	.090	.032	.309**	-.175	.649**	.569**	—	
Task Value	.207*	.168	.240*	-.100	.667**	.638**	.591**	—

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

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

Table 1 shows a moderate and positive correlation of learners' task value with the social factor of school location ($r = .267, p = .005$). However, no significant correlation existed between task value and the father's education or the mother's education. Likewise, monthly income was not correlated with task value significantly. The school location variable is also moderately and positively correlated with learners' BPN factors competence ($r = .309, p = .001$) and relatedness ($r = .309, p = .001$). When it comes to BPN constructs, there exists a strong correlation between task value and autonomy ($r = .667, p = .000$). Task value is also significantly and positively correlated with BPN constructs competence ($r = .638, p = .000$), and relatedness ($r = .591, p = .000$).

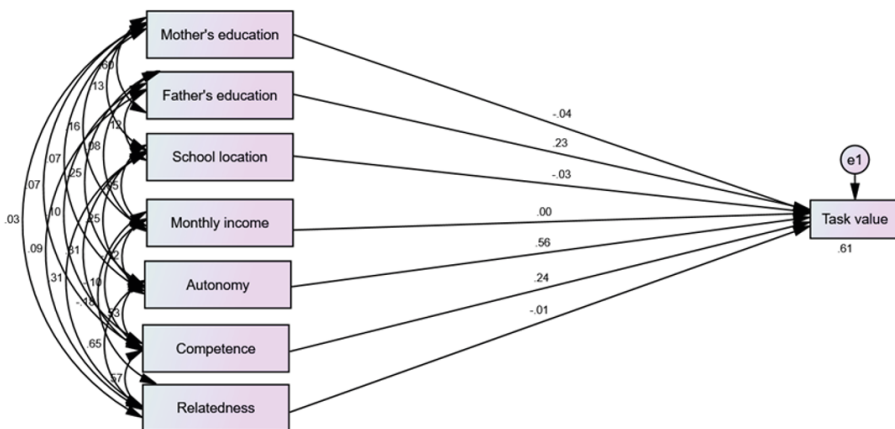
Among the SES factors, a significant correlation exists between task value and school location. Among the BPN factors, the highest correlation exists between task value and autonomy.

What Is the Effect Size of SES and BPN Factors on Their Task Value?

A structural equation modelling analysis was done using the IBM SPSS AMOS 24.0 version. SES and BPN factors of the learners together explained 61% of the variance ($R^2 = .61$, $p < .001$) in their task value. The direct effect of the father's education level was positively associated with their task value ($\beta = .23$, $p < .001$). Among the SES factors, the father's education had the largest effect on the learners' task value. Among the BPN factors, autonomy had the largest positive effect on task value ($\beta = .56$, $p < .001$). The BPN factor competence had the second largest effect on task value ($\beta = .24$, $p < .001$). The effects are presented in Figure 1.

Figure 1

Effects of SES and BPN Factors on Task Value



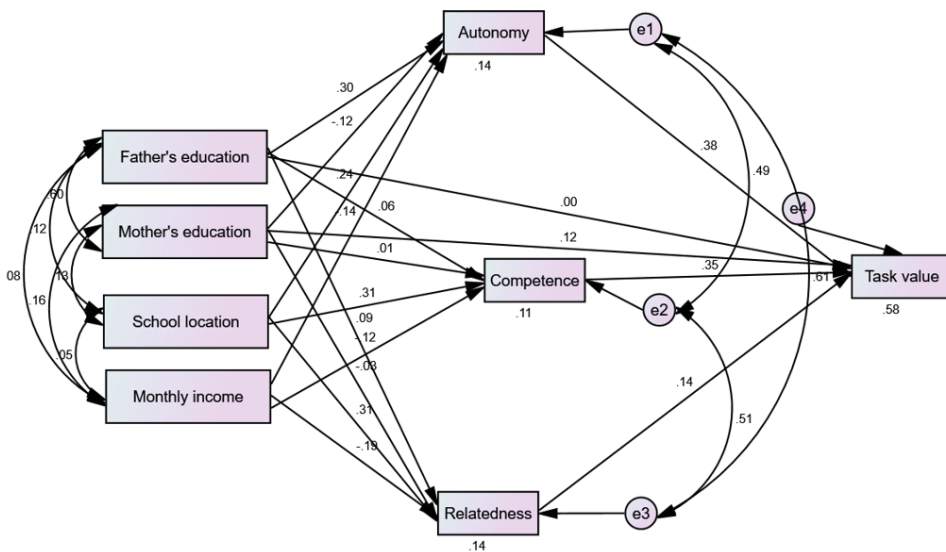
How Do the SES Factors Affect Learners' Task Value through the BPN Factors?

A path analysis was conducted using a model where three BPN factors, namely autonomy, competence, and relatedness were simultaneous mediators in SES factors' relation with learners' task value. The standardized path coefficients are $\chi^2 = .925$, $\chi^2/df = 2$, GFI = 1.00, AGFI = .994, CFI = 1.000, TLI = 0.100, RMSEA = 0.000, SRMR = 0.004. These coefficients exhibited a very good fit of the model to the data. In Figure 2, the path model results show that the father's education, as an SES factor, does not relate to learners' task value directly ($\beta = .00$, $p = .968$). However, learners with a father's education

on a higher level reported a higher level of autonomy ($\beta = .30, p < .006$) and learners with higher autonomy reported higher task value ($\beta = .38, p < .001$). This estimate indicates if a father's education goes up by 1 standard deviation, autonomy goes up by .303 standard deviations. Father's education was not significantly related to competence ($\beta = .06, p < .564$) or relatedness ($\beta = .09, p < .438$). The mother's education and monthly income were not significantly related to BPN factors. This model obtained a higher coefficient of autonomy for a school location that was situated in a city ($\beta = .24, p < .008$) and learners with a higher level of autonomy exhibited higher task value ($\beta = .38, p < .001$). Likewise, a higher score for school location was related to a higher level of competence ($\beta = .31, p < .001$) and the higher competence was related to a higher task value in the model ($\beta = .35, p < .001$). School location was also significantly related to relatedness ($\beta = .31, p < .001$). These standardized regression coefficients indicate if the school location goes up by 1 standard deviation, autonomy goes up by .24 standard deviations. In the same situation, competence goes up by .35 standard deviations and relatedness goes up by .31 standard deviations. Overall, SES and BPN factors explained a 58% variance in the task value of EFL learners in the path model.

Figure 2

Path Model with Standardized Estimates



Do BPN Factors Mediate the Relationship between Learners' SES and Their EFL Task Value?

A two-step mediation analysis was conducted to identify the probable BPN factors as mediators in the relationship between SES factors and learners' task value. To identify the probable mediators in the model, the bootstrap method was used in the mediation tests (MacKinnon et al., 2002). The data was bootstrapped 2000 times with a 95% confidence interval with bias correction that yielded the p values from a two-tailed significance test. The mediation results were interpreted following the causal steps approach suggested by MacKinnon et al. (2002) and Baron and Kenny (1986). Two BPN factors, namely autonomy and competence, emerged as mediators in the relationship between SES factor school location and learners' task value. The direct and indirect effects are presented in Table 2.

Table 2

Direct and Indirect Effects of School Location on Task Value through Autonomy and Competence and Relatedness

Pathway	Direct without mediators	Indirect	Confidence Interval		(P-Value)	Conclusion
			Lower	Upper		
SCL → AUT → TVAL	1.07***	.433***	.072	1.114	.012***	Partial
SCL→ COMP → TVAL		.484***	.117	1.166	.001***	Partial
SCL→ RELAT → TVAL		.189***	-.063	.630	.129	No Mediation

Table 2 shows that, at the first step, the direct path from school location to task value was significant without the mediators ($\beta = 1.07, p < .010$). In the next step, after including the mediators, the direct paths from the school location to task value through autonomy ($a_1\beta = .25, p < .007, b_1\beta = .39, p < .001$) and competence ($a_2\beta = .31, p < .001, b_2\beta = .35, p < .001$) were also significant. In this model, the β values of the paths from the school location to task value were smaller in the presence of autonomy and competence than the direct path from the school location to task value without the mediators. The indirect effects of school location on task value through autonomy ($\beta = .43, p < .012$) and competence ($\beta = .48, p < .001$) were also significant which suggests partial mediation of autonomy and competence in the relationship between school location and task value. Among the mediators, competence exerts a stronger mediation effect between school location and task value. The indirect effect of relatedness was insignificant; therefore, it did not mediate the relationship between school

location and task value. Father's education, mother's education and monthly income also did not have significant direct effects on the BPN factors which, according to Fritz and MacKinnon (2007), did not warrant a mediation analysis.

Discussion

The correlation analysis yielded the answer to the first research question. There was no significant relationship between the SES factor father's education and learners' task value. This finding differs from Musgrave's (2000) finding that reports that learners with well-educated family backgrounds assigned more value in engaging in learning activities in studies (Musgrave, 2000). Financial status was also not found to be significantly related to any BPN factors or learners' task value which contradicts the findings of Akram et al. (2021) who reported that financial low status contributed to learners' less interest in learning L2. The social factor of school location had a significant positive correlation with learners' task value. This finding is in accord with the finding of Deci and Ryan (2015) who reported a positive relationship between BPN support from elementary school and an increase in intrinsic motivation among learners (Deci & Ryan, 2015). Intrinsic motivation is similar to the intrinsic value component of the task value concept of expectancy-value theory.

Among the BPN factors, two constructs, namely competence and relatedness, had a strong significant correlation with task value. This finding reinforces the claim of Niemiec and Ryan (2009) that a conducive atmosphere that supports learners' basic psychological needs, that is, autonomy, competence, and relatedness, fosters greater value in engaging in tasks which leads to better performance (Niemiec & Ryan, 2009). In this regard, empirical researchers have claimed that people's self-motivation rockets high if they feel themselves competent to do something; if they want to identify or relate themselves with others that they feel close to and if they automatically endorse the task at hand with self-volition (Takahashi & Im, 2020).

The effect sizes of SES and BPN factors were calculated by conducting a structural equation analysis to answer the second research question. Among the SES factors, the father's education had the largest effect on learners' task value. This finding is in accord with the research findings of Kuehn and Landeras (2012) who reported a higher task value to complete homework shown by learners whose parents had high educational attainment (Kuehn & Landeras, 2012). This fact is explained by Steven (2002) who maintained that parents with high education levels eventually become exemplars to their children having positive impacts on their values and performance (Steven, 2002).

Autonomy, among the BPN factors, exerted the largest effect on learners' task value followed by competence which had the second largest effect on task value. This finding is in accord with the research finding of Ariani (2019) who asserted that autonomy had a direct effect on task value and engagement (Ariani, 2019). Tsai et al. (2008) also reported that learners' interest in learning tasks enhanced in autonomy autonomy-supported teaching environment (Tsai et al., 2008). Both autonomy and competence have also been reported as essential conditions for enhancing task value (Ma, 2009; Holster, 2022) and sustaining intrinsic motivation of learners that leads to greater interest and persistence in engaging in learning activities (Niemic & Ryan, 2009).

A path analysis addressed the third research question on how the SES factors may affect the task value through learners' BPN. The path diagram shows that learners with a father's education on a higher level reported higher autonomy which in turn positively affected their higher task value which indicates that learners with an educated family background tend to have higher autonomous motivation in learning English which increases their task value. This finding is congruent with that of Holster (2022) who reported a significant amount of parental influence on their children's BPN factors and in turn, on their task value (Holster, 2022). Froiland (2020) also asserted the positive impact of parental autonomy support on learners' task engagement (Froiland, 2020). In line with this finding, Butler (2013) reported that educated parents were more likely to feel more responsible for their children's education and provide direct and indirect support to their English learning because of their high expectations of their children's performance (Butler, 2014). The second SES factor to affect task value through BPN was the school location. Learners coming from urban school locations had higher levels of autonomy and competence that positively affected a higher task value. This finding supports the findings of Ma et al. (2005) in China who reported that EFL learners coming from urban schools had higher motivation than their rural counterparts (Ma et al., 2021).

The results of the mediation analysis revealed autonomy as a partial mediator in the relationship between school location and task value. Competence, as the second BPN factor, also emerged as a partial mediator in the relationship between school location and learners' task value. These findings corroborate the findings of Youssef (2018) who reported that learners with higher scores on SES factors also scored higher on the satisfaction of BPN factors (Youssef, 2018). Due to the scarce literature on mediation analysis on the same variables, the possibility of comparing this finding with the previous ones becomes slim. In Bangladesh, Ahmad (2005) and in China, Ma et al. (2021) observed less motivation among rural EFL learners coming from rural educational institutions as opposed to their urban counterparts (Ahmad, 2005, 2014; Ma et al., 2021). The current research sheds new light on the fact stating that learners' autonomy and competence play a significant role in between school location

and their task value which emphasizes the necessity to support learners' BPN in rural contexts to ensure optimal learning.

Pedagogical Implications

The findings of the current study have some important pedagogical implications for the teaching and learning of English in EFL contexts. As task value is held crucial in achieving success in EFL learning, a knowledge of the factors that affect learners' task value could help the EFL practitioners to design their materials and classroom techniques with the aim of supporting the learners' existing BPN and in turn, enhancing task value to the next higher level. At the same time, it is also beneficial to have a deeper understanding of the probable impacts of various social factors that learners bring into the classroom, which may affect their motivation to be engaged in EFL class activities. According to Deci and Ryan (2015), when autonomy is not supported at home or school during learners' developmental years, only competence and relatedness are promoted, and learners tend to grow controlled motivation which is extrinsic motivation. This learning context leads to a surface strategy of memorization of lessons with a low level of understanding of the core concept (Deci & Ryan, 2015). This view is supported in the Bangladeshi context where, according to Rahman (2005), the majority of learners had an instrumental orientation to learn English (Rahman, 2005). EFL learners also revealed that they employed mainly memorizing techniques to learn English (Hossain, 2021). The current research advocates the necessity to support learner autonomy at home and in educational institutions to enhance intrinsic motivation among Bangladeshi EFL learners to learn English.

Since previous researchers reported a lack of motivation among rural learners and the current study has revealed that autonomy and competence mediate in the relationship between school location and task value, rural instructors could be trained to support the need for learner autonomy and competence to enhance their task value and engage them persistently in learning activities. This may help instructors to have an insightful overview of why some learners are more determined and consistent in putting effort into learning their target language in comparison with their less motivated counterparts. Particularly, teachers need to announce reasons for rules and activities in the classroom that may trigger self-endorsed engagement in learning tasks by the learners.

Apart from the teacher-student conversational dynamics, insights into the role of support from learners' family members in acquiring the target language could offer new pathways for policymakers regarding the benefits of autonomous parenting. In this regard, Baumrind (1971) distinguishes between permissive, authoritarian and authoritative parenting and suggests that providing

meaningful structure and rationale for rules at the household increases learners' autonomy as opposed to fully permissive parenting which leads to disorder and low academic achievement by their children (Froiland, 2020). Touching upon the fact that adolescent learners have a greater need for autonomy, Froiland (2020) advocates universal training for parents on learner autonomy support at various stages of their children's education.

Limitations of the Study

Similar to most other research, the current study also has a number of limitations. First of all, though the sampling was adequate for the correlational research design of this study, the data was collected from a single region of Bangladesh. Future researchers may consider conducting large-scale surveys to study the task value of more diversified EFL learners from various regions of a country. In addition, it was a cross-sectional study and the researcher collected data at one point in time. A longitudinal study may have yielded a different set of data and interpretation of results. Finally, apart from BPN and SES factors, there could be other personality and classroom-related factors that may affect EFL learners' task value, which, due to the time constraints, have not been explored in this study. Future researchers may examine the complex relationship between learners' personality and classroom-related factors and their impacts on learners' task value and language achievement.

Conclusion

This research examined the role of SES and BPN factors of EFL learners in their interest and motivation for engaging in tasks to learn English. Also, this study revealed that the father's education and school location are the two most influential SES factors to impact their two BPN factors, namely autonomy and competence which in turn significantly and positively influence their task value. In this regard, teachers cannot change learners' SES factors; however, they need to consider the social-cultural beliefs and values of the learners' surroundings regarding learning English to cater to their goals of learning it and capitalize on their dominion of motivation and ameliorate their teaching techniques to get the best outcome of it from the students' engagement to the tasks. This way, teachers may not only bring up the best outcome from the learners' efforts but also integrate the less motivated learners into active participation in learning EFL. The pedagogy should be pivoted on the students' satisfaction

of basic psychological needs and enjoyment of learning. Regarding the fulfilment of the basic psychological needs of EFL learners to learn English, the parents at home could support the autonomous motivation of the learners and the teachers in class could help them gear up their self-conscious participation into a fully internalized determination to successfully learn EFL. Further research is needed to explore ways to devise materials and teaching methods to heighten task value among students who come with low BPN factors and from adverse socio-economic backgrounds. Future researchers may examine the dynamics of SDT and classroom engagement of learners and the applicability of the current teaching methods to heighten the self-determination of EFL learners.

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