Expectations of results and values in students

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Abstract

In the educational system and psychosocial preparation, the emphasis is placed on behavior as a connective function between:
The students' expectation of attaining or acquiring a particular result as a function derived from performing specific behavior; the measure and the way they evaluate the achieved result (Atkinson J.W. 1957. pp. 64, 359-372; Vroom V.H. 1064).
Students reason the possibilities of achieving different goals in a certain situation, and in this case students are not motivated to achieve the impossible also do not set goals that they deem unattainable and furthermore the positive expectation does not lead to action if the goal is impossible. Expectations and values influence students, but they do not guarantee motivation and learning.
The effectiveness itself differs from expectations and values which have to do with students' beliefs about their learning abilities. They effectively acquire the necessary skills and knowledge to obtain the estimated results. Attributes have to do with the way by which the students tend to explain the causes of events which are very meaningful to them (Heider, 1958; Weiner, 1985, pp. 92, 548-573).
In situations related to their achievements, learners often attribute successes and failures to factors such as efforts, abilities, difficulty of the task, and luck (Weiner, 1979, p. 71).
Attributes influence on expectations for future successes, students attribute previous successes to sustainable factors for example how a lot of skills and an easy task are predisposed to have high expectations of success, rather than those who emphasize less on sustainable factors such as: numerous efforts or luck (Weiner, 1979, 1985). Students who succeed through hard work consider themselves less capable than those who succeed easily. Success on the easy task does not increase effectiveness as much as the success on the difficult task.
Efficiency depends on attribution factors as much as other influences such as the situation under which occurs the performance.

Keywords: self-concept, high expectations for success, self-perception, avoidance of failure.

Introduction

Self-Concept is explained as the individual's perceptions of themselves in accordance with the norms and rules of the society in which they live. This concept is formed by different experiences and interpretations of the background; influenced by reinforcements and ratings of important persons (Shavelson R. J. & Bolus R. 1982. pp. 3-17).
The Self-Concept includes self-esteem, self-confidence, stability and self-perspicuity (Rosenberg M.1962). Self-esteem is dealing with sense of worthiness that one raises for oneself, so is respect for oneself. Self- confidence is the trust that the individual creates in himself for his or her abilities to achieve the goal. The stability that the

individual seeks for himself or/ herself refers to the ease or difficulty that one face in changing the Self-Concept which depends entirely on the clarity and structuring of the beliefs that this individual creates in himself. Beliefs become clearer by the repetition of experiences. The Self-Concept encompasses self- effectiveness and other aspects of self. From the different dimensions of the concept of self, the self -confidence is closer to the concept of self-efficacy.

General measures of psychological functioning could not accurately predict what the student would do under specific situations. This is because in order to reach global consideration, people can integrate information from divergent and often conflicting sources, for example: the Self-Concept involves individuals' perceptions of self-esteem and there is not necessarily a connection between them. Students may consider themselves highly adept at their intellectual journey and feel a positive sense of worthiness, capable of being into social situations, but feel inadequate within the academic area.

The high Self-Concept does not mean that students believe in being proficient in all subjects. They may feel overly competent in the natural sciences, sufficiently skilled in the social sciences, and poor in foreign languages. The self-efficacy theory shows that the best predictors in a specific situation are the individual self-perceptions of this situation (Bandura A.1989, Schunk D.H. 1989, pp.1, 173-208).

Models play a role in performance and motivation. Students benefit from information they receive from others and from the way by which they perform. Classroom models, teachers and students, are efficient sources of information. Observing others in their success can be a good way to convince observers that they are equally capable, thereby helping to motivate them. Students show the benefits in motivation and efficiency from observing different models. Observation of the peers increases self-efficacy more than teacher observation or lack of observation. The self-modeling increases the ability for progress which leads to self-efficacy.

Self-perception

Influenced by Skinner (a behavioral psychologist), was observed the importance of introspection and self-awareness in developing behaviors. Bem theory brings in-depth the explanation of the concept of behavior, because instead of learning to cause behavior, it is behavior that causes habit. The theory of self-perception contains a habit. We function as observers by observing our behavior and then attributing it to either external situations or behavior; our inner habits (Bem D.J. 1967, pp. 74,183-200). People who have little experience of the object that has created their habits, or those who have things that are usually roughly defined, tend to restructure these formed habits by observing behavior (Wilson TD 1992. p. 37 -65).

Bem (1967) argued that we are more likely to perform when our behavior is free and discreet than when it is forced or induced. In the case of adolescents, starting from teachers or parents, who constantly say that the results should be high, do not change their attitudes towards learning, "but when they achieve good results, they talk enthusiastically about the hard work that needs to be done and their attitude is internal, and not by parents or teachers" (Bem 1967, pp.183-200).

Shaping of habits

People develop and change their habits based on the extent to which they satisfy their psychological needs. To change a habit, you need to understand the function to which serves the habit in learning or dropping out, if I like one thing, because everyone likes it; if I do things to get their approval. In addition to the need to achieve considerations and avoid punishment, functionalists think that people need stability and a well-organized stance on the world. You can maintain a positive attitude towards some professionals because their subject matter helps you to reason and understand specific issues of your interest, and in this aspect teacher need to understand students' desires, their ways of learning in order to attract them into the classroom. Besides the help to provide the person with an organized view of the world, the habits he or she forms can help adolescents to cope with emotional conflicts and promote self-esteem.

Taking into consideration the need of adolescents to be part of the group, or to express positive values in which society attributes the function of expressing values, we know them first as symbolic habits. There is no doubt that it is a pleasant harmony when the said things go together with done things (Michel de Montague).

Attention provides the ability to focus on information that comes as an important area of study in cognitive psychology. Lack of attention in the classroom comes from the inability to process information when teens by thinking have equally important things as learning. The importance of practice in enabling you to do more than one thing is normal rather than obligatory. For example at the moment that two complex tasks; writing and reading can be performed together, this is because the skills involved are highly practiced.

Self-esteem and the need for success

The theory of self-esteem and the need for success, explains motivation as an incentive for self-esteem (McClelland D.C., Atkinson J.W., Clark R.A. & Lowell E.L. 1953).

The consideration that every teenager makes for himself is, if is he or she worthy. This kind of motivation keeps the behavior constant towards achieving the goal. We need to understand the motivation in the different traits of adolescents and how much each of them is directed towards success and also how they are able to avoid failures. We can mention four types of students:

Students oriented toward success; Students who "exert themselves over the normal"; Students who avoid failure; Students who experience failure.

The students oriented toward success have a high sense of motivation and define success as a way to give away the maximum of them. This is because they value ability as the means to achieve the best of the goal they set for themselves. Thus, they are motivated to avoid failure, the image which shows their inability (Covington M.V. & Mueller K.J. 2011, pp. 3,157-176).

Students who "exert themselves over the normal" are those who are driven by hope for success but, unlike success-oriented students, they feel an exaggerated fear of failure (Beery, R.G.1975, pp. 54, 190-203). They succeed by performing easy tasks, have low aspirations, pay close attention to small and unimportant tasks, and also

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strive a lot to copy. This is because they think that if they seek help they should show a lack of ability on their part (ButlerD.L., 1997).

Students who avoid failure are also highly motivated to avoid flops, but unlike students who strive above normal, they do not have high expectations for success. These students are motivated to avoid negative experiences. The perception of effort to succeed is just as important as the perception of ability.

However the way these perceptions help strategies for success is important in understanding motivation. When failure results from a lack of effort, the blame is overwhelming, but when failure results from incompetence, it can lead to feelings of shame and humiliation.In the students were given the opportunity to choose between feeling guilty for lack of effort, or feeling ashamed of failing to achieve the goal even though the effort was overwhelming, then this group of students would extend the blame.

The students, who do not accept failure, try not to show their lack of ability by engaging in strategies and behaviors that include avoiding failure.

Students are thought to sabotage their achievements because they fear failure and, consequently, poor performance may be explained in terms of lack of effort or other external factors than to admit that they have not been so capable how much. These students raise different obstacles on their way to success and thus run counter to success orientation. Self-esteem is closely aligned with accepting failure, while self-esteem and positive self-esteem.

Failures that result from lack of effort do not negatively reflect on skills (Covington & Beery, 1976). Students who avoid failure face the dilemma of two competing alternatives:

- To be punished for not trying;
- To risk humiliation because of lack of skills;

The students, who experience failure, do not approach the success and do not avoid the failure. They accept the failure and at the same time stop trying to show their abilities and to have a high and at the same time consistent self-esteem. Some students, who lack academic achievement, turn their attention to developing skills in sports, art, and music and at worst to deviant behaviors.

The concept of self tends to be more differentiated during gymnasium years. This allows students to have different opinions about their abilities in different areas of study.

According to Astin (1993), he believed that, "the phenomenon always reflects the growing thinking of students about reality while they are more exposed to different areas of study and interaction with other students". Some of the teenagers, based on motivation, think positively about themselves through acceptable means. They take into consideration their relationships with self-esteem, seeing their prospects at school successful and believing in their abilities. Adolescents think positively about themselves because they feel that learning is a skill and so come up with positive and effective thoughts by which adolescents can achieve their goals. From this positive perspective, self-esteem drives adolescents toward success in academic achievement. In this way, by seeking and developing ways to achieve high academic achievement, adolescents manage to accomplish their goals (Rosenberg, 1962).

Conclusions

The research material carefully has separating the issues in the complex triangle necessarily connected to harmony, according to the purpose. The first aspect, is parent-child; second aspect, adolescents within their relationships; third aspect adolescents, school and social environment.

It's necessary that family and school education programs, as well the relationships with the social environment to be interesting, useful, and to narrow the spaces of harmful information for adolescents.

The social awareness of educating the younger generation with a sense of humanity against aggressiveness is at the heart of the "macro" phenomenon to safely guide adolescents along the path of their personality and career development.

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