

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.

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