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Performance Expectations among High School Students

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Abstract

Purpose: This study aims to Performance anticipations for students in the preparatory stage and There are statistically significant disparities in high school students' performance expectations based on the gender (male vs. female) and specialty (scientific vs. literary) variables. Design/methodology/approach: After confirming its validity and reliability and statistically evaluating its constituent parts, a scale was created to evaluate performance expectations in accordance with Victor Vroom's theory. This scale's final form had (28) components. The researchers used the study scale in its final form to the research sample consisting of (400) students after conducting a statistical analysis on a sample of 360 female and male students who were selected arbitrarily and proportionately. The pupils were picked proportionally and at random. Findings: The study produced a variety of findings; the High school pupils have performance standards and High school pupils' performance requirements are the same regardless of whether they are female or male. Research, Practical & Social implications: All student in high school students are held to the same performance standards, and all high school students must meet the same performance requirements regardless of whether they specialize in science or literature. Originality/value: This study indicates that there are no differences between both sexes, female and male, which means that the same criteria can be applied regardless of gender.

Keywords: Performance expectations, high school students, standards.

Introudction

The stage of preparatory study and the corresponding age stage (adolescence) represents the stage of psychological and cognitive construction among students in all its aspects, it is the result of educational, social, cognitive and psychological influences and variables, and since we live in an era described as a rapid technological era in which knowledge doubles day by day (Fernández et al., 2023; Alammari et al., 2022). educators and psychologists are interested in keeping pace with this development and work to develop the students' mental abilities and development, which makes it able to face challenges and problems to achieve success and reach any objective planned and presented (Abdul Hussein, 2010; Lambelanova et al., 2022). In this regard, theorists of learning and motivation agree that the beliefs and expectations of the individual are major determinants of human behavior, so behavior is seen as having a purpose and a objective oriented and based on conscious purposes (Shahzad et al., 2023; Sanusi & Eita, 2023). With the recognition that the student's failure depends on the amount of motivation he has towards the study as well as this failure depends on his expectations and not disease, the lower the expectations of his performance,

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leads to a decrease in his motivation for academic achievement and achievement of objectives (Omar et al., 2015; Pinilla Burgos, 2022). Given the foregoing, the researchers can determine the issue with their research by responding to the following query (Do students in high school have performance standards?). A stage of adolescence is a stage of excellence and maturity in abilities and in mental development in general, where mental abilities become more accurate in expression, and the speed and potential of achievement increases, and the ability to learn and acquire skills and information grows and learning becomes logical, not automatic, and attention grows in its duration, extent and level (Garay et al., 2023; Alsadig & Zakariya, 2023). The adolescent can absorb long complex problems in ease and ease, as well as growth of cognition, memory, thinking, reasoning, conclusion, expectation, guessing and others (Cassal, 2023). Thus, the teenager becomes more understanding of the information that he will represent in his memory and then his ability to employ it in the face of problems and obstacles in his life. The concept of expectation is important in cognitive psychology in general and in the school field in that it is an educational objective in itself. Knowing the factors that contribute to raising or reducing the effort exerted by teachers as basic inputs for education and learners being outputs of the achieved academic levels, through which the extent of achieving the objectives planned. As the student has a specific objective that he seeks to achieve and he must choose a certain behavior to achieve this objective and his choices are rational among several preferences available to him, and in this case he is aware and good expectation to achieve certain types of successes, and if it turns out that a certain behavior is expected to succeed more than others, he expects that this behavior is chosen to achieve his objectives. Thus, the higher the student's motivation, expectations, and tools are, the more positive the results will be, and the desired objectives that he sets for himself will be achieved (Amor, 2018; Jing, 2022)

Thus, the significance of performance expectations from an educational point of view, in terms of being a means that can be used in order to achieve certain educational objectives effectively, by considering it as one of the determining factors for the learner's ability to achieve and its relationship to the student's tendencies and desires to achieve the objectives, so his behavior is directed to some activities and not others. Expectations are related to the needs of the student, making some stimuli enhancers that affect his behavior and urge him to persevere actively and effectively (Abdelrazek, 2016; AbdulAmeer et al., 2022). Based on the above, the current research dealt with this concept for its significance in the educational field, as most of the studies dealt with it by studying in the field of work, aimed at identifying the role played by performance expectations in guiding some of the behaviors of individuals. Especially since many studies have shown that performance expectations are important in various areas of life because they are related to behavior and affect the effort exerted by the individual, and this effort will affect performance, which in turn will affect motivation, it is not logical to expect an effort from individuals who do not have expectations about their behavior (Patchara et al., 2023). Since the current research aims to identify the concept of performance expectations among high school students, the significance of this research appears in the following aspects:

- A. The current research contributes to the addition of a new theory to the Arab Library in general and the local library.
- B. The significance of performance expectations for preparatory students being a good predictor of their cognitive performance because of this variable of an important impact on the behavior and performance of the student and academic achievement.
- C. The research dealt with the variable of performance expectations in the Iraqi environment is a new scientific attempt according to the (researcher's science), especially for high school students who enjoy great care and attention by the community as an important stage of

- study and a basis for supplementing the university stage of study.
- D. The significance of research coincides with the significance of the preparatory stage of study (the completed grades), because it is a transitional stage in determining the future of the entire student.
 - E. The research is a scientific attempt to a topic that has not previously been addressed by researchers, as far as the researcher knows, which is (the relationship of research variables), and then benefit from the results of this research to develop recommendations and proposals.
 - F. The research will provide a modern measurement tool to measure the performance expectations of other researchers and educators in measuring this variable in students.

The purpose of the current study is to establish High school students' performance expectations. The importance of statistical variations in high school students' performance expectations according to the variables of gender (male vs. female) and specialty (scientific vs. literary). The present study is for sixth graders in public preparatory and secondary schools for the morning study of both genders (males _ females) and the two branches (scientific _ literary) in the heart of Najaf city for the academic year 2022-2023 (Irawan & Bangsawan, 2022).

Theoretical Framework

The researcher adopted the definition of Victor Fromm (1964) as a theoretical definition, in order to adopt his theory in the construction of Performance expectations scale, which can be measured and determined by the total score obtained by the sixth-grade student preparatory through his answer to the items of the scale. "The belief of an individual that a certain behavior leads to certain results drives him towards carrying out a voluntary activity or refraining from doing it according to the realization of how difficult or easy it is to perform that behavior and its self-efficacy in it" (Oliver, 1974). Learning theories view behavior as having a purpose and purpose oriented and based on conscious intentions (Nisula & Olander, 2023; Teunen et al., 2022). It also emphasizes how to understand and predict events through perception or thinking, as everyone has a memory that is able to recognize similar situations between the past and the present, so he is able to anticipate the consequences of his behavior (Subagia et al., 2023). According to the theory of expectation, purposeful behavior is organized through knowledge based on the past and its relationship to the present, and then he is able to predict the consequences of the results of his behavior (Mustafa, 2015). Edward Tolman (1932) was concerned with cognitive processes, perceptions, expectations, internal representation and beliefs formed by the individual about his behavior, the objective he seeks and the environmental conditions surrounding him, because the organism acquires knowledge about his environment, where the important objectives are located and how to reach them (Aidi et al., 2023). This knowledge is a relationship between two or more stimuli or between an exciter and a response to it. When an individual provides a response to certain stimuli to achieve a reward, Tolman believes that it produces a realization or expectation that this response will lead to reward (Zaghloul, 2010; Utomo et al., 2023).

Lewin's views (1938) were similar in many respects to Tolman's, as Levine believed that the individual's solution to a problem could not be explained by a system of correlations between stimuli. Lewin was the first to refer to the epistemological concept when he said that the way an individual sees the physical and social world includes the facts, concepts, beliefs, and expectations that he has about this world (Alwan, 2011). The concept of expectation also appeared in Atkinson's (1954) theory of motivation for achievement and was known as the theory of expectation value, and the expectation is the expectation of the individual that his

own behavior of achievement will result in success and failure, in the sense that the concept of expectation can be used to represent a link between the performance of the action and the achievement of the objective (Kafi, 2011). Victor Vroom's (1964) prediction theory is the most motivational theory that focused on the concept of prediction and on determining motivation based on external factors by focusing on the introduction, continuity, and termination of behavior (Mappong et al., 2023). Many factors, especially external factors, affect motivation as well as needs (Goksoy, 2015). A person may think that there are connections between the effort he puts forth in a behavior, the performance he achieves as a result of that effort, and the rewards he receives as a result of his effort and performance, according to the theory of expectancy, which is a cognitive process explanation of motivation. In other words, people will be motivated if they think that putting up a lot of effort would result in good work, and good work will result in the benefits they want. (Niemela, 2018). According to Lawler and Porter's (1968) further development of Vroom's theory, there are two factors that affect how much effort people put into a behavior. The first is the reward value, which must satisfy the person's needs for security, social respect, autonomy, and self-actualization (Talab & Flayyih, 2023). The possibility that an effort will be made to obtain the reward increases with reward value, and so does the degree of performance that is achieved (Niemela, 2018).

Methodology

Sample

The current research community is represented by students in the sixth grades in preparatory schools in Najaf Governorate for the academic year 2023-2022, numbering (9909), by (4788) males and (5121) females, and by (8286) in the scientific specialization and (1623) in the literary specialization. Both a proportional technique and a random stratified method were used to choose the sample for the statistical analysis (Novick & Jackson, 1974). which amounted to (360) students from the sixth grades of preparatory schools in the province of Najaf, 3. 633% of the research community, and (165) students (45. 833%) of the research sample and (195) students (54. 166%) of the research sample, of whom (319) students in the scientific specialization represent (88. 611%) of the research sample, and (41) students in the literary specialization represent (11. 388) of the research sample.

Statistical methods

The two researchers sought to obtain a pre-prepared scale to measure performance expectations, but they were unable to obtain a foreign, Arab or local pre-prepared scale to measure this concept, so they decided to build a scale to measure performance expectations according to the following steps:

1. **Defining the concept in theory:** The researchers adopted the definition of Victor Vromm (1964), which defined performance expectations as: "The belief that a certain behavior leads to certain results drives him to carry out a voluntary activity or refrain from doing it according to the realization of how difficult or easy it is to perform that behavior and his self-efficacy in it. "
2. **Drafting items:** By reviewing the theoretical framework adopted in this research and some previous studies that dealt with this concept implicitly and in accordance with the theoretical framework, (33) items were drafted in their initial form to measure the performance expectations of high school students (Al-Khatib & Al-Khatib, 2011).

3. Scale Evaluation: Because the Likert method has a high reliability coefficient, it was chosen to develop alternatives to answering the performance expectations scale's items. As a result, the scale's four alternatives (apply to me to a large degree, apply to me to a medium degree, apply to me to a small degree, do not a) are commensurate with the educational level of the academic stage of the research community.

When a student answers positively ('applies to me to a large extent'), four grades are awarded to him; if he responds ('does not apply to me'), one grade is awarded to him; if he responds negatively ('applies to me to a large extent'), one grade is awarded to him; and finally, if he responds ('does not apply to me'), four grades are awarded to him.

4. Validity of the scale items and instructions: (1972) Ebel confirmed that the best people to verify the apparent validity of the scale are the competent arbitrators and this procedure helps in addressing and correcting some weaknesses before the scale is distributed to the target research sample (Al-Dulaimi, 2016). The Performance Expectations Scale, which originally had 33 items and four alternatives, was presented to 20 arbitrators with expertise in psychology to obtain their opinions and observations on the validity of the scale and its suitability for the goal for which it was created. This was done in order to determine the validity of the scale's items, alternatives, and instructions. With this approach, the arbitrators decided to preserve all of the scale's items, instructions, and alternatives, with the exception of item (28), with minor language changes, with an agreement rate of more than (80%). The Performance expectations scale that was ready for statistical analysis has 32 elements thanks to the preceding process.

5. Clarity of the scale instructions and items: Understanding the terminology of the scale and its intelligibility for the research sample (preparatory stage pupils in sixth grade). In Al-Najaf Governorate, the measure was used on an experimental sample of thirty pupils. In front of the two researchers, who were asked to comment on the vocabulary's clarity and language as well as the best way to respond. Through this application, it was discovered that the questions are straightforward and that there is no need for modification or adjustment. The time needed to answer each question is between 10 and 12 minutes.

Discussing The Results

Analyzing the scale's components to understand their features and removing or changing the pieces that aren't appropriate for measurement reveals the scale's effectiveness and capacity to measure the things for which it was designed, allowing for the creation of an accurate and reliable scale. Al-Zamili, 54:2017. In this regard, experts in the field of psychometry hold that understanding the moderation of the distribution is essential before beginning statistical analysis as it is a necessary precaution to guarantee that the sample of statistical analysis is representative of the research community on the one hand, and on the other hand, to determine the type of statistic suitable for conducting this statistical analysis. . Therefore, the researchers used the Kolmukrov Smironov test and the Shapiro test to verify this, and it was found that their values are statistically significant at a degree of freedom (360) where their significance levels were greater than (0. 05).

Specialists in the field of psychometrics also believe that the methods of the two peripheral groups and the relationship of the score of the item to the overall score of the scale, are appropriate procedures in conducting statistical analysis.

A. External Consistency

For calculating the distinctive strength of each Performance Expectations scale item, the measure was applied to a statistical analysis sample of (360) students from the preparatory stage. After correcting the students' responses, calculating the total score for each form, and then arranging the results downwards, a portion of (27%) of the highest-scoring forms was chosen, and it was referred to as the upper group; there were (97) forms in it. The number of forms varied from (125- 104) and a percentage of (27%) of the lowest scoring forms were picked. The lower group, which consisted of (97) forms with scores ranging from (94- 60) was also known as the lower group. As a result, we have the biggest, and their distribution is close to the normal distribution (Anastasi, 1976:208). The total number of forms analysed in this way is 194.

The significance of the differences between the higher and lower groups was examined using the T-test of two independent samples after extracting the mean and standard deviation of each item in the upper and lower groups. With the exception of items (17, 7), it was demonstrated using this technique that the estimated T-values of all the items are higher than the table T-values of (1. 96) at a degree of freedom (192) and a level of significance (0. 05).

B. The relationship of the item score to the overall score of the scale

This approach involves calculating the correlation coefficient between each item's score and the scale's total score. On the one hand, this technique indicates the homogeneity of the scale's components, and on the other, it moves totally in the same direction as the scale (Murad & Sulaiman, 2005). When compared to the crucial value of the correlation coefficient of 0. 098) at a level of significance (0. 05) and a degree of freedom (358), it was discovered using the Pearson correlation coefficient that all correlation coefficients are statistically significant, except for item (17).

Validity and Reliability Indicators

A. Validity

Validity includes many different ideas, but the most prevalent is that a scale should only measure the trait it is intended to assess (Melhem, 270:2012). This is known as an honest measure. The following indications have demonstrated the reliability of the Performance Expectations Scale:

B. Face validity

This type of validity is represented by judging the general appearance of the scale in terms of its items, how they are formulated and how clear they are. This validity is verified by the competent judgment on each item of the scale for the measured attribute. The degree of judgment can be adopted by consensus between the estimates of a group of arbitrators (Majeed, 2014)

C. Construct Validity

This type of validity is concerned with identifying the extent of the agreement of the scale with a certain theory, that is, if the scale has the validity of the construction, the scores of the scale must reflect what the theory says; This is an attempt to prove the validity of the theory on which the scale was developed (Suleiman and Murad, 354:2005), and this type of validity is achieved for the scale of performance expectations through the following indicators:

The two auxiliary groups, and how the item score relates to the overall score.

D. Reliability

According to (return, 2005) reliability refers to correctness and consistency in an individual's performance as well as dependability in the outcomes. The reliability of the Performance Expectations Scale was examined in two different methods.

Test Re-Test (External Consistency)

The concept behind this approach is to first apply the scale to a group of people, and then after a certain amount of time, to the same group of people again. As a result, each person earns a degree when using the scale for the first time and another degree by applying it for the second time. Then, extracts the correlation coefficient between them. To do this, a sample of (36) male and female students from the preparatory stage in Najaf Governorate were subjected to the performance expectations scale. Two weeks had passed after the scale's initial application before it was applied once more. Between the two applications, the Pearson correlation coefficient revealed that the coefficient in this way amounted to (0. 86). This value is acceptable for scientific research purposes, as the reliability coefficient is good if its square is (0. 50) or more.

Alpha-Cronbach (internal flow)

This approach divides the scale into a sizable number of topics, and it necessitates figuring out the correlations between each of these sections as well as the correlations between each of them and the scale as a whole. Thus, the internal consistency method—also known as the main idea of this method—is to define homogeneity or be consistent in the respondents' answers to all of the items that make up the scale. To extract the reliability of all answers, 360 students were asked to apply the alpha-cronbach coefficient, which has a reliability coefficient of 0. 79. For the purposes of scientific study, this figure is acceptable since the dependability coefficient is good if its square is (0. 50) or higher.

Performance expectations scale in its final form

Performance expectations scale shall be in its final form of (28) items in the light of which the students of the preparatory stage shall choose one of the four alternatives placed in front of them. Therefore, the highest score that a student can obtain on the scale shall be (112) and the lowest grade (28) while the hypothetical average of the scale reached (70).

Results Presentation, Interpretation, And Discussion

1-The performance criteria for high school pupils are as follows: The researchers used the T-test equation for one sample with the hypothetical mean, standard deviation, and calculated T-values (41. 863), which is greater than the table T-value of (1. 96) at the level of significance (0. 05) and with a degree of freedom (399), to identify the performance expectations of high school students. The table demonstrates this. Table of the significance of the difference between the arithmetic and hypothetical means on the scale of performance expectations

Number of students	Arithmetic Mean	Standard Deviation	Hypothetical Standard	Degree Al-Hurriya	Calculated T-value	Table T-value	Level Significance 0. 05
400	87. 485	8. 353	70	399	41. 863	1. 96	significant

The researchers believe that this result can be explained by the fact that high school students have internal strength and motivation to develop, progress and achieve objectives. They also have the ability to develop their preparations required by that stage and turn them into effective behavior by respecting duties, taking responsibility and facing difficulties. All this has worked to develop their performance expectations and adopt this expectation in achieving full investment of their energy and ability in order to achieve a certain level of aspirations and academic achievements that relate to their future.

The significance of statistical disparities in performance expectations between males and females and between academic specializations (literary vs. scientific). The following zero proposition was selected: According to the factors of type and academic specialty, there are no statistically significant variations in performance expectations among high school pupils at the level of significance (0. 05). The researcher used binary variation analysis at the level of significance (0. 05) to determine the significance of statistical differences between the mean scores of preparatory students on the scale of performance expectations according to the variables of gender and academic specialization. The table below demonstrates this.

Table (2) the impact of performance expectations based on gender and academic specialty.

Source of variance	s' s	D•F	- M. - M.	F	Tabular Value	Significance level
Gender	28. 354	1	28. 354	0. 406		
Specialization	10. 823	1	10. 823	0. 155		
Interaction (Gender Vs Specialty)	166. 334	1	166. 334	2. 383	3. 84	0. 05
Error	27, 636. 797	396	69. 790			
Total	3089292. 000		400			

The results in Table (2) show the following:

A. The difference according to the gender variable (males, females) of performance expectations

When we compare the computed value of (0. 406) with the tabular value of (3. 84) at the significance level of (0. 05), the variation in performance expectations between male and female students is statistically non-significant. The standard deviation of the male mean (87. 2000) is 8. 68957, which is not significantly different from the standard deviation of the female mean (87. 7302), which is 8. 06526. This outcome can be explained by the fact that students (males and females) share a common study environment and undergo a single learning experience, making them largely equal to performance expectations and conscious of the importance of these standards in reaching their long-term goals.

B. The difference according to the academic specialization (scientific, literary)

The difference between students in both scientific and literary disciplines on the scale of performance expectations is statistically non-significant when we compare the calculated value of (0. 155) with the table value of (3. 84) at the level of significance (0. 05). The arithmetic mean of students in the scientific specialization reached (87. 5439) B standard deviation (8. 54626), which is not much different from the arithmetic mean of students in the literary specialization (87. 0426) B standard deviation (6. 79180). This result can be interpreted that students of the preparatory stage of both disciplines represent a scientifically advanced stage of study to some

extent and realize that their future objectives are the result of their ability and correct expectations of their performance, and the need to choose the most appropriate performance to obtain what qualifies them to achieve their objectives. Previous experience and self-confidence (performance expectations) make the student well aware and conscious that the effort he makes will lead to achieving the required performance objectives.

Conclusion

There was no interaction between gender and academic specialization in influencing performance expectations among high school students. Based on the research findings, the researchers recommend the following:

- 1) Holding courses by the Ministry of Education for teaching staff to familiarize them with the concept of performance expectations and its role in raising the level of academic achievement among students.
- 2) Training students to increase positive expectations of their performance, by training them to set objectives that challenge their abilities and abilities, and commensurate with them to achieve success experiences, by building development programs by the Ministry of Education, which works to increase the student's ability to anticipate the positive results of his performance for its positive impact in generating success.

Suggestions for future work

- 1) The relationship of performance expectations to other variables not addressed by the current research, such as parental treatment, decision-making, academic achievement, and achievement motivation.
- 2) Conducting research similar to the current research at other stages of study such as university study or other segments such as teachers or school principals.

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