

# The Influence Of Grade Expectation And Student Motivation For Academic Performance

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**Abstract:** This study aimed to observe the consistent and different between students expected and actual grades. Examine the relationship between academic motivation, grade expectation, and academic performance in 61 students enrolled in undergraduate classes. Findings of this study revealed a great gap between the real grades achieved by the student in real exam comparing to expected grades. The study found that most of the student grades was D (26%) which it is from 60-69, F (25%), E (23%), C (15%), B (6%) and A is (5%). If we compare the expected A ratio was 43% and the really student score A was only %5. In addition, the study approve the existence of relationship between students' grades and academic motivation. An assessment of whether the level of disconnect between expected and actual grade differs significantly among different types of core-required courses. This study has been conducted in a privet school and perhaps there is prevailing understanding of the student that they have payed a lot of fees and they deserve a great deal and grades. This clam needs wide studies to test that assumption.

**Keywords:** Education, Grade Expectation, Student Motivation, Academic Performance

## 1. INTRODUCTION

Education makes a great concern to people in the world and educational attainment have paid great attention given its importance in the life of the individual, because of the consequences of the decisions of educational decisions [1]. One of the most important means of assessing achievement and determining the level of students is the academic exams that are intended to measure academic achievement. Some students seem naturally enthusiastic about learning, but many of them need - or expect - their teachers to inspire them. "Effective classroom teaching depends primarily on a teacher's ability to keep students attentive to what he says. Therefore, student enthusiasm their students bring to the classroom change for better outcomes depending on what is happening inside the classroom. Unfortunately, there is no specific formula or magic formula to motivate students, but there are several factors that influence the student to work and learn - as some educators say the desire for the subject itself, the perception of its usefulness, the general desire for achievement. In addition to self-confidence, Self-esteem, patience and perseverance of course not all students are motivated with the same values, needs, desires and wishes. Some students are motivated by the approval of others and others to overcome and overcome difficulties and challenges [2]. Educational researchers have begun to identify aspects of teaching that promote and encourage self-motivation for students. To encourage students to be self-motivating and independent learners can let them suggest their grades they expect to achieve before they apply for exam. Students can learn better when class incentives meet their own motivation to engage in the subject.

Research has shown that teacher expectations have a very significant impact on student performance. If you behave that you expect your students to be enthusiastic, hard-working and interested in the lesson, they will be. Set realistic expectations for students as you assign assignments, give presentations, do discussions or set exam scores. "Realistic" means that your criteria are so high that students do their best, but not so high that they inevitably become frustrated in trying to meet those expectations. To develop motivation towards achievement, students need to believe that achievement is possible, meaning you have to provide them with opportunities to succeed early. (Source: American Psychological Association, - Baligh - Macmillan and Forsyth - Le Mans) Competition results in anxiety, which can negatively affect learning. Reduce students' tendencies to compare themselves to each other. Williams and Kessler writes that students are more attentive, show better understanding, work more, and love the way they are taught better when they work collaboratively in groups rather than compete as individuals. Refrain from public criticism of student performance, as well as comments or actions that put students against each other. (Source Albi - Forsyth and Macmillan). The aforementioned studies on grade disconnect were primarily exploratory and descriptive; the present study takes a confirmatory approach by employing appropriate inferential methodology to investigate both the magnitude of this disconnect and its potential determinants.

## 2 OBJECTIVE OF THE STUDY

Based on the previous introduction, this research study aims to discover if there is difference between what grades the student expected to score and whether this pre-expectation become a motivation for student to achieve what they expect.

## LITERATURE REVIEW

The review of the previous studies on grade expectation reveals that there are several studies has been done to discover the relationship between the grade expectation and motivation. A study by Landrum stated that "grading practices and grade inflation in secondary schools might be cause for an expectation among college students that attendance and effort should be sufficient to earn a good grade and several studies have shown that students over

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predict their grades at the beginning of the semester or quarter, and that they also overestimate their abilities and the amount of time and effort they can devote to a class” [3]. Moreover, McCann and his colleagues discovered recently that university students expected to receive high grades in lower level (i.e., core-required) courses [4]. Cole and King reported that the majority of students overestimated their initial course grade by an average of one letter grade [5]. Probably, the recent generation have inflation and so much positive in forecasting their grade due to the status of morality and dependency. In addition, no learning process can occur unless the learner is available factors, conditions and forces are driven and directed towards learning and demanding academic achievement, and these forces either be internal or external may be an internal factor stemming from the learner or external paid for learning, which is known as motivation for learning, the latter is a prerequisite upon which to achieve learning objectives in multiple areas of learning, motivation to learn is a distinctive state of motivation. Generally motivation refers to an internal cognitive state when the learner is paying attention to the educational position turning to a specific activity and continue it until learning is achieved [6]. According to Chaaplin, academic attainment is the specific level of education performance or competence in school work is evaluated by teachers or through tests [7]. This concept focuses on two aspects, the first of which is the level of performance or efficiency, ie capacity the learner to adapt and find solutions to the learning situations, and secondly the method of evaluation that it is carried out by the teacher and the educational administration or through the preparation of tests prepared carefully and tightly and codified [8]. Baker tested the link between academic motivation types to academic performance [9]. One of the cognitive theories that has received attention is Self-Determination Theory, Deci and Ryan posit a theory of self-determination as a theory it is a powerful alternative to one-dimensional motivation studies, where one of the reasons behind individual behavior is that it can be arranged in connection with the self-report [10]. At the end of the day there is an intrinsic internal motivation the same, which includes the values motivation, which is the most motivated image of the report behaviors because of the inherent pleasure and satisfaction, and the second type of motivation is external motivation. Motivation Extrinsic which expresses participation and involvement in the activity of the door. Activity, and there are multiple patterns of external motivation, varying in the level of the respective reports, ranging from a stable level of self-report to a level of self-report and fewer external motivation regulation external, which includes self-conduct is the motivation for external regulation in order to obtain reward or avoid punishment, the second form of external motivation is organization to what it dictates unconscious regulation Interjected which is known to participate in an activity based on the environment is one of the elements that have been fed so that it has become part of a self-assessed part of the structure itself. Niemiec and Ryan has claimed that Self-Determined Theory is greatest essential in education [11]. Attribution theory also explain the inner motivation for student to education. This theory is one of the most common and exciting theories of recent studies and research in the field of motivation and address the causes of individual success

and avoid failure as well as to address the consolations and return the individual for reasons of success or failure, both in the school field or in other domains, this attribution is caused by the influence of motivation on his reactions, which is important in the field of study, which attempts to learn and understand the reasons used by the learner to explain the reasons for his success or failure and to explain his behavioral achievement, where you see these the theory that man thinks about the causes and causes of things happen, it works to return matters to their causes if superiority and succeeded in the performance of a task is due to his ability and effort [12]. However, if it fails in its performance, it attributes that failure for other reasons beyond scope or lack of capacity and experience in that situation, and is thus aware of the cause of events the problem occurs when the student attributes his failure to fixed characteristics. Un-adjustable like ability, the student in this case shows a range of responses one of them may show the behavior of indifference is used to failure frustrated indifferent and unpaid to change, little interest. Furthermore, Dweek and his colleagues studied the effect of motivation in learning within the framework of the objectives theory on the sample number (780) student in the primary grade and using another scale [13]. It was then concluded that motivation influences the acquisition and exploitation of knowledge by children as it exists the researcher said that students with an internal motivation in learning are active and positive behavior such as knowledge of effort, focus, persistence, persistence in the face of difficulties and autonomy learning. The actions of those with an external motivation are to learn weak and negative behavior such as aversion and the opposition, avoidance, transfiguration, and dependence on others [14]. A study from the University of American Columbia under the (500) show coined a phrase measuring motivation, and then compiled it using the measure of motivation and personality [15]. This study showed that there are motivation factors as follows: positive attitude towards study, which includes high aspirations, perseverance and self-confidence. The need for social recognition, including teacher feedback and interaction with the activity school, motivation avoid failure, adapting to the demands of teachers and parents or peer pressures, relational theory or the theory of stimulus and response motivation is defined as the internal state or need of the learner that drives his behavior and performance, and works. This behavior will continue to be directed towards a particular goal or goal, among these leaders. The school "Thorndike" "Skinner" Thorndike has relied on the principle that gratification the response leads to learning and strengthening this response, while not satisfying it they also see the activity of the (learner) membership associated with the amount of deprivation where it leads enhancement enhances the response, which reduces the amount of deprivation the removal of a painful stimulus increases the likelihood of the response that resulted to remove this exciter so there is no justification to assume any specific internal factors of behavior.

### 3 METHODOLOGY

#### Participants

The student who are participated in this research was from academic institution in Kingdom of Bahrain enrolled in 2018. The majority of the students were male 55% and 45% were women. Also, majority were Bahraini 70%. A total of 61 students completed the survey to record their expectation of grades in two different courses. Simple statistics analysis used to determine the frequencies of grade.

**Procedures.**

This study designed to use a convenience sample. During the second week of class, students in 2 sections of OD were invited to participate in-class survey. Students were given 15 min to do the survey and asked to include their first and last name and university identification number. To protect student anonymity, all completed forms were saved and only researchers had access to the data set. All the students were voluntarily agreed to participate with no participation incentives were offered.

**Analysis.**

To address goals of the study, the data was entered to the SPSS and correlation test was used to compute the link between the self -reported (expected) with the final grade [16]. According to Hagen & Thorandike grades was grouped into 6 groups A (90-100), B (89-80), C (79-70), D (69-60), E (59-50) F (49-40) [17].

**2. RESULTS: COMPARING ANTICIPATED VERSUS ACTUAL COURSE GRADES**

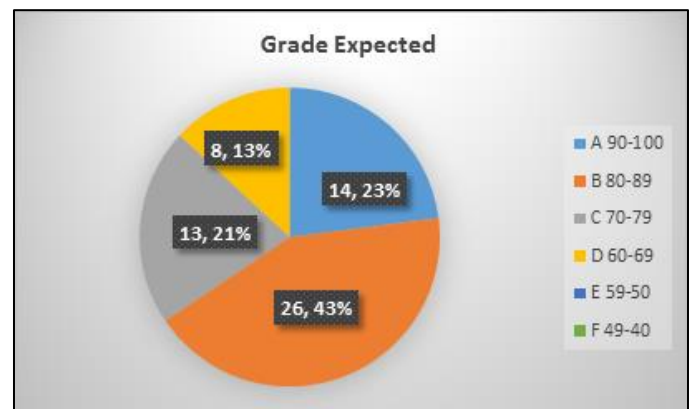
Participants was asked to record their anticipation regarding their grades they expect to score in the two courses in the second week of the course. The grades were kept and saved in paper form [18]. Then in the week 14, student finished all the work of assessment including the final exam. Table 1 collecting the grades that students expected, or were striving for, as reported in their survey matched against the actual grades received. Ironically, no single student expects to get c grades or less 60%. It is interesting that 75% expected to get 90 and 95%.

**Table 1: the students expected grade for the course of OD and achieved grades**

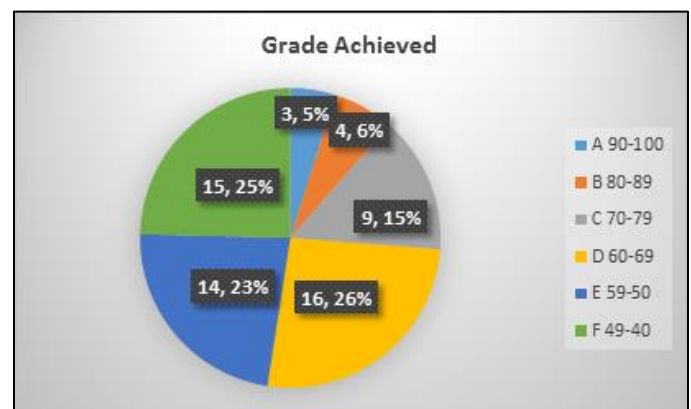
Class	Grade	Grade Expected	Percentage	Grade Achieved	Percentage
A	90-100	14	23%	3	5%
B	80-89	26	42%	4	7%
C	70-79	13	22%	9	15%
D	60-69	8	13%	16	26%
E	59-50	0		14	23%
F	49-40	0		15	24%
		61	100%	61	100%

The results as shown in Table 1 referring to the expected and achieved grades in the subject of OD. Percentage of 62% of participants were female, while 38% were male. It is not strange to have inflation of grades reported by student as they expect to score in this course. Where 23% of participants expected to get a, 42% to get B, 22% to get C and 13% to get D. ironically, no single student expected to get E or F. Grade inflation was predicted as a phenomenon in the world of education in which grades are becoming higher because it is student's wishes and it is not backed up by increased levels of student knowledge and skills. The

phenomenon of degree inflation is a widespread international phenomenon in academic institutions. Students doesn't admit greatly the distinction and individual differences between individuals [19] Using these four groupings, the Bowker test for symmetry of response showed a severe disconnect between perception and reality [20]. Regarding the achieved grades, it is shocking when it compared to expected grades. The students' performance in exam depend on several factors. Student achievements is a certain level of achievement, or skill in school work measured by teachers, or by scheduled tests. From the table 1 and figure 2, the researchers listed the real grades achieved by the student in real exam. Base on the classification used in this study to classify the grades. We found that most of the student grades was D (26%) which it is from 60-69, F (25%), E (23%), C (15%), B (6%) and A is (5%). If we compare the expected A ratio was 43% and the really student score A was only %5.



**Figure 1: the data of expected grades**



**Figure 2: the data of achieved grades**

**4 DISCUSSION**

Many students may start the course recognizing themselves as proficient and holding the hope of getting a high grade but when that does not happen, they may experience cognitive dissonance, which they will attempt to decrease their efforts for study [21]. Screening student grades is a significant part through the evaluation of students, the assessment of students' is reflecting the effectiveness of teaching practices within the classroom.

Self-evaluation is an essential part of all forms of learning due to its importance in determining the amount of verification of the education goals and objectives. The desired learning which is expected to be reflected positively on the individual learner status. Evaluation strengthening, acknowledging and rewarding elements of the force internally and addressing its weaknesses and modify student's behavior and self-assessment according to the objectives and purposes in general and includes the learner by himself and to determine and evaluate the level of learning. Thus, depending on the general educational principle that is proposed, it entrusts the learner to evaluate himself in the scientific knowledge he learned and can be achieved this is done through self-assessment tests. Findings of this study, turns out that this hypothesis has not been met the interaction between the motivation to learn and the use of strategies, but there are important results with regard to degree of achievement by level of motivation studies handled learning and recall skills then their relationship to academic achievement and intelligence and motivation to learn [22]. I concluded that there is a strong and positive correlation between study and learning skills (strategies learning) and academic achievement, and the level of motivation to learn, the better the skills learning and recall the more you remember, the better your motivation will be and the higher your achievement will be. Therefore, there is an interactive relationship and an impact relationship between each of the motivation to learn and learning strategies. Student motivation referring to any actions taken to achieve a goal or reward done by the student in order to increase their performance in education. Internal motivation is when an individual participates in an activity aims to obtain a satisfied results. "Studies have shown that academic motivation predicts academic performance in college students and includes course grades" [23]. Students whose motivations are more intrinsic do better in school, have lower rates of withdrawal, absenteeism, and dropout, and have lower feelings of anxiety [24, 25] about school with higher levels of academic performance. Students with stronger self-motivation report less procrastination, deeper engagement, and higher persistence with learning activities [26]. The college put extra emphasis on student motivation to learning as central to learning than students themselves [27]. The results obtained from this study indicated that there was a significant relationship between students' and academic performance. Fundamentally, students with higher GPAs, considered to be more motivated to succeed [22]. Recent studies provide evidence that students who do not accurately estimate their grades may be more likely to suffer discouragement after the receipt of grades, more likely to misunderstand the content of the course, and less likely to base their evaluation of quality of instructor on quality of instruction [28]. Furthermore, it could reduce the power students apply on exams and projects, which probably make the gap between actual versus expected grade even larger [29, 30]. "Over 70% of students who expected to receive at least a C in non-major courses when they worked hard— even when they failed to show to they had learned the minimum amount of information required by the instructor" [31]. The survey for this study was administered during the first 3 week of the semester. Vroom expectancy motivation theory (1964) assuming that a

person conducts a set of mental processes and thinking rarely leading to a specific behavior. The individual's motivation to perform a certain action is a result of the returns that the individual will receive, and his feeling and belief can reach these the returns. The individual tends to choose between several alternatives to behavior, and the behavior that the individual chooses is the one that maximizes his returns. If a manager requests one of the subordinates to continue to work for an additional time, for example, will the president's behavior be approved or abstained? The superior's answer to this question will be determined by the return he will be given from this behavior [32]. The previous studies on the reasons for discrepancies in academic achievement among students from various social, economic, and ethnic backgrounds has continued since the publication of the Coleman Report (formally entitled "Equal Educational Opportunities"), commissioned by the US Department of Education, which found that a mixture of home, community, and school factors influenced performance Academic and contributes to the achievement gap [33]. According to American educational psychologist David Berliner, home and community environments have a stronger effect on school achievement compared to factors at school, in part, because students spend more time outside of school than in school. Most educational policies focus their reform plans on school factors, even though the school is not alone responsible for the level of students 'achievement and progress, and the student is not alone responsible for his or her academic achievement, but rather is a system of factors that integrate together, towards raising the level of achievement or vice versa create a learning gap between the learners. Being aware of these factors that affect the process of learning and education, by all who are interested in the process of learning and teaching, will help to better understand the phenomenon of achievement, and gives a greater ability to deal with this issue. Especially as there are no government policies that include all non-school educational influences, the achievement gap begins before school age, and its size increases and expands outside of school and during school holidays. A recent study of Corey Bunje Bower revealed that social factors have a greater impact on student achievement than school factors [34]. It is estimated at two thirds for non-school factors, mainly social, and the other third for school factors, and some go beyond that and say: Three quarters of the differences are due to non-school reasons, on the basis that the student spends an average of 85% of the waking hours in the non-school social environment . This information is of interest to everyone who has a relationship with raising, educating and educating children. It helps us to understand the true causes of non-school factors that stand behind the academic achievement gap, or which excels in it, and for which the family and the environment have a major role in making them work for the benefit of the learner.

## 5 CONCLUSION

This study aimed to observe the consistent and different between students expected and actual grades. Cognitive psychologists considered that learning takes place only if conditions are met. Motivation has been defined as the term motivation for learning several labels the most important of which is motivation scholarship, academic motivation and



motivation for success. Motivation is the potential energy of the learner, which is the internal state that drives it and urges it to continue performance and continue in it, and we can distinguish between two types of motivation: external and internal, the external motivation is linked to the existing incentives and remains with them, while the internal motivation lasts with the individual throughout his life, and what Our concern is to transfer motivation from the external level to the internal level where the external motivation and with the advancement of age and the school stage can move to become an internal source; thus the individual generates a love for self-learning, and for this we, as educators, must take advantage of the sources of external motivations To strengthen the sources of internal motivation among students so that they are born with the desire to learn, love of school and achieve success. Roussel also mentioned that learning and teaching strategies are used to maximize learning for a given topic [35]. Thus, we can say that academic achievement is determined by the compatibility of internal factors in the learner - motivation - and the use of learning strategies. In addition it has been demonstrated by Santrock that individuals are motivated highly collectable are working harder than others and are more successful and individuals who they have a low motivation to learn that is less than their real ambitions [36]. Findings of this study revealed a great gap between the real grades achieved by the student in real exam comparing to expected grades. The study found that most of the student grades was D (26%) which it is from 60-69, F (25%), E (23%), C (15%), B (6%) and A is (5%). If we compare the expected A ratio was 43% and the really student score A was only %5. Vroom expectancy motivation theory (1964) provide evidence that student expectations regarding their grades is very important for their behavior orientation. When results of this study reveal a real issue and great gap therefore, there is a significant need to find justification for this phenomena. This study has been conducted in a privat school and perhaps there is prevailing understanding of the student that they have payed a lot of fees and they deserve a great deal and grades. This clam needs wide studies to test that assumption.

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