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"RELATIONSHIP BETWEEN TEACHERS' EXPECTATIONS AND JUNIOR HIGH SCHOOL STUDENTS' LEARNING BEHAVIOUR IN THE AOWIN MUNICIPALITY IN GHANA"

SALOMEY APPIAH

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RELATIONSHIP BETWEEN TEACHERS' EXPECTATIONS AND JUNIOR HIGH SCHOOL STUDENTS' LEARNING BEHAVIOUR IN THE AOWIN MUNICIPALITY IN GHANA''

BY

SALOMEY APPIAH

Thesis submitted to the Department of Psychology and Education, Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Educational Psychology .

APRIL, 2022

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…….. Date…….....

Name:……

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature…….. Date……....

Name:……

Co-Supervisor's Signature…….. Date……

Name:……

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ABSTRACT

This study explores the relationship that exists between teachers' expectations and students learning behaviour in the Aowin Municipality. This study seeks to offer another way possible for improving students learning behaviour in the Aowin Municipality by considering the "relationship between teachers' expectations" and students learning behaviour in the Ghanaian context. A Correlational research design was employed for the study. "Using the Krejcie and Morgan (1970) table of sample size, a sample of 225 comprising 205 students and 20 teachers from 19 Junior High Schools in the Aowin Municipality was used." A multi stage sampling method is adopted and used for conducting the study. An adapted Teacher Expectations questionnaire by Gallahar (2009), "with reliability coefficient" of 0.87 was used for the study. The data was quantitatively analysed using Pearson Product Moment Correlation (PPMC) and Analysis of Variance (ANOVA). The findings revealed that teachers have high expectations; and that some expectations are dominantly expressed by the teachers. Teachers' expectations were seen to have reflected in the students' learning behaviours. The findings on the relationship between teacher expectation and students' learning behaviour, though not significant, it was concluded that what teachers expect of their students may have some form of influence on the learning behaviours of students. It is therefore recommended that the school authorities should regulate the kind of expectations teachers give their students. For instance the head teacher can have the general expectations for the school as well as specific classroom expectations by the individual class teachers. This can be read or pasted to keep reminding the students of what is expected of them.

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ACKNOWLEDGEMENTS

I am first and foremost thankful to the Almighty God for the abundant grace, health and inspiration throughout the conduct of this research.

I further acknowledge the tremendous efforts, commitment, guidance and patience of my wonderful supervisors Mr.Palmas Angagre and Dr. Eugene Yaw Milledzi who through their high level of intellect provided sufficient information on the study, mentorship, advice and suggestions in spite of their tight and limited schedule still devoted their precious efforts and energy in making sure the conduct of this research becomes a success. Their vision, zeal, motivation and overall supervision is very much highly appreciated and valued, I am very thankful for that.

I also acknowledge the immense support and guidance received from Miss. Regine Kwaw, Mr. Pious Jojo Adu-Akoh, Mr. Paul Assemiah and Raphael Appiah throughout the conduct of this research.

My gratitude also goes to the authorities of the "Aowin Municipal Education Directorate" for their guidance and support, and also to the authorities of the selected schools in which this study was conducted, their teachers, students and all participants who contributed immensely in conducting this research.

Lastly, I am also very grateful goes to my lovely husband Mr. Michael Davis for his love and support throughout the conduct of this study and also to my parents Miss. Paulina Asare and Mr. Solomon Appiah, family relatives, friends and colleagues who through their advice, actions and inactions maintained my emotional stability in all stressful circumstances relating to the conduct of this thesis.

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DEDICATION

This work is dedicated to my Family, especially my beloved husband Mr. Michael Davis and children Fiona Davis, Michelle Davis, Michellene Davis, Damien Davis, Jophiel Davis and Jerryfred Asare Stephens, and parents Mr. Solomon Appiah and Miss. Paulina Asare." This work is also dedicated to my lovely friends, colleagues and all knowledge seeking individuals.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers play an essential role in any education system (Fredriksson, 2004). Generally, teachers give leadership, important explanation in governmental policies and documents as well as train to improve the human capital vital for the development of any country (Kagoda, 2013). It is imperative for one to note that teachers are very important and pivotal within school factor that has bearing on student success. Teachers' anticipation and commitment in the field of teaching and learning are but a significant component of the teacher's performance in general.

Teachers expectations are the ideas a teacher hold about student's behaviour that is likely to have an impact on the potential accomplishments of students. These are essential because they ascertain the level and type of instructions teachers plan for their students. These expectations impact the way a teacher interrelates with his or her students and, subsequently, may serve as basis for students to exhibit certain patterns of behaviour and performance that conform to teachers' expectations. The adverse influence of teacher's over expectation on student learning and inspiration has been a major worry of educational researchers. Sag (2014) implied that teacher perceptions of student success levels can be a determining factor in that they may have the probable influence on the teacher's expectations. Learning behaviours are adopted actions and activities that help students to access knowledge acquisition and interact with others productively and prudently in the classroom. These behaviours are acquired in and outside of school.

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Learning behaviours emphasizes the crucial link between the ways in which students learn to acquire knowledge.

According to Yaman, (2010), expectation is the view of an individual about some situations or what is anticipated from him or her. Cognitive theorists view expectation as one of the processes that affects perception, and defines it as the process in which knowledge explains and interprets information (Senemoglu, 2009). Furthermore, Eysenck and Keane (2015) argued that expectation functions as one of the pre-behaviours that determine the understanding of information processing by humans which is based on the top-down approach. As teachers engage students academically, they directly or indirectly set teachers expectations towards progress in the interactional process. The value of teacher expectations in facilitating the way students learn has been recognized for a very long time.

In the views of Rubie-davies (2016), teachers expectations can help set much achievable, yet challenging targets for students. The general perception seems to be that, if teachers believe their students can meet targets when they provide appropriate learning opportunities and support, then there is the likelihood that their students can achieve their goals and improve academic objectives and achievements (Rubie-davies, 2009).

Teachers' expectation is sometimes said to have a "pygmalion effect" due to their double barrel nature. According to Chang (2011), a pygmalion effect involves double sides; that is, positive and negative teachers expectations. This effect means, "You get what you expected". This is to say that, if teachers hold positive expectations towards their students, they will be granted more learning opportunities, be provided with more detailed

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feedbacks, be praised more often following success and be encouraged more often in times of failure. Thus, teachers' expectations affect students' learning in a positive way. If teachers hold negative expectations towards students, they will be taken into negative learning conditions and teacher behaviours will affect student learning in a negative manner (Chang, 2011).

A growing body of literature and previous studies alludes that the expectations a teacher sets for an individual student can have a significant influence on the student's learning. For instance teacher expectations can, for example, be based on student's individual characteristics say race, ethnicity, and family income level, or indicators of past performance. These expectations can impact teachers to alter their behaviour towards individual students in a way that teachers may set lower expectations for some students, provide briefer or no feedback on student mistakes and less positive feedback after correct answers (Education Commission of the Sates, 2012).

Studies such as Babad (2009); Li and Rubie-Davies (2017) Weinstein (2002) have shown that the expectations teachers hold about students are likely to be as a result of teacher characteristics, where teachers become attached to teachers expectations which are more subjective than objective experiences. According to Ferguson (2002), a teacher's expectations, whether high or low, turns to be a self-fulfilling prophecy which makes students learn and perform in ways they can align to such way teachers expect. Essential to teachers positive expectations is about providing students with the help needed to succeed because positive expectations cannot be realised without supporting students to triumph, and this results in frustration and failure (Williamson & Blackburn, 2010). According to Blackburn (2012), support to students may

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include scaffolding, chunking of information, motivation, best strategic knowledge and a plan to provide students with extra support systems in school.

A common revelation noticed from decades of research and studies proves that students, irrespective of whether expectations are good, bad, correct, or misguided will probably meet these expectations and therefore it is very vital to understand the factors that contribute to how teachers form expectations so as to ensure that their impact on student learning is positive and motivating rather than a hindrance to academic achievement and success. (Dweck, 2012) synthesis of several analyses has revealed that four primary factor groups influence the formation of teacher expectations of their students. From the highest indicator to the lowest, these include input factors, such as gender, age, or ethnicity; output factors such as student behaviour; climate; and feedback (praise or criticism). The role many of these factors play when teachers lack more relevant information from which to form expectations such as student's previous academic performance is very huge and cannot be underestimated. Upon such revealing information, factors such as ethnicity and social class become less important to the expectations that are instituted. To Dweck (2012), students do not only tend to align their efforts (increase or decrease) to match the expectations set out for them, but also that students are "reasonably accurate" in perceiving the level to which their teachers favour some students over others by placing varied expectations on them. This issue is related but notably distinct from differential education, which should place equal and high expectations on all students regardless of their varying starting points and subsequent end goals (Dweck, 2012).

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Teachers in the process of setting expectations may develop closer bonds with students who are high-performers. A positive and friendly relationship between a teacher and a student provides the student with a sense of security which is needed to be active participants in class such as asking questions, taking part in discussions and seeking challenge which subsequently promote learning. There is a vast difference among teachers who vary greatly in the extent to which they treat students who exhibit positive or negative learning behaviour, and in the nature of their differential treatment.

Behaviours designed to give additional support to students who exhibit negative learning behaviour however, could hinder learning as such compensatory behaviour is in some instances accompanied by subtle adverse behaviours or expressions (Stipek, 2002). Babad (2009), discoverd that teachers often showed negative emotions like hostility, anxiousness and others. These emotions of teachers could negatively or positively influence their expectations towards students learning. Ironically behaviour reflecting teachers' positive intentions can also do the most harm (Stipek, 2002).

Teachers with high expectations hold the belief that students will make much more accelerated progress than normal, and that students will progress above their current level of performance (Rubie-Davies, 2016).Resaerch studies proves that the effects of teacher expectations are pervasive. It suggests teacher's expectations associated attitudes and practices determines achievement and not students' ability. Meissel, Meyer, Yao and Rubie-Davies (2017) studies about teacher expectations in New Zealand classrooms revealed that teachers' different levels of expectations lead to different practices of instructions. The attitudes, beliefs and teaching practices of teachers change as

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their expectations increases. Generally, teachers with high expectations adopt prudent and effective teaching practices which have the likelihood of influencing learning behaviours of students. The students under the guidance of high expectation teachers exhibit positive learning behaviour which may lead to larger achievement gains, while the students under the mentorship of low expectation teachers are more likely to develop a negative learning behaviour which may in turn lead to smaller or negative gains and outputs. High levels of engagement, motivation and self-efficacy in students can be achieved by equal teaching mechanism and positive attitude of teachers who portray high teaching expectation (Harper, 2018).

To Harper (2018), research shows that students are very knowledgeable of expectations their teachers have set for them. Students can provide instances that portray a very subtle understanding of teacher expectations, carried through words, tone and non-verbal communication. Students of teachers with low expectations see themselves more negatively, while students of high expectation teachers develop and maintain positive learning behaviour throughout the year, even when they have only made average progress. Positive attitudes to learning about themselves as able learners contribute positively to students' learning behaviour with teachers of high expectations (Rubie-Davies, 2017).

Essentially, teacher expectation of student learning makes up one of the utmost hindrances to effective practice in education (Khalifa, 2011). The issue of teacher expectations is significant since it could be associated to negative student learning behaviour and poor performance (Trouilloud, Sarrazin, Martinek, & Guillet, 2002). Equally, it is also evident that when

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teachers sustain high expectations, students could often do and meet the criteria set for them (Khalifa, 2011). According to Khalifa (2011), teacher expectations should not be assumed of as something fixed and foreseeable situation because the elements that inspire the expectations teachers hold for students are numerous and changeable. It is noted that some teachers permit students to disengage during lessons because of fear of conflict with students, disruptions in the classroom and teacher actions may be a result of a teacher fear, or poor expectations of students (Ream, 2003).

Evidence shows that positive expectations lead children to develop strong self-esteem, sense of urgency and academic motivation which are more likely to help achieve their potentials at school (Brown & Medway, 2007; Gizir & Aydin, 2009). Therefore, teachers' expectations they set for students require teachers to consider various methods of knowing and learning, to value students' strengths and weaknesses, individual differences and use them in their assessment and planning for academic activities. To sustain students' learning adventure, teachers need take responsibility for their learning and development by adopting fresh ways to learn, giving additional support, reflecting on best practice and persistence in reacting to problems and challenges (Saffigna, Church, & Tayler, 2011).

Statement of the Problem

Many studies across the world have shown that students' academic performance is largely influenced by several numerous factors. These factors ranges from home-factors to school-factors. Many African researchers have emphasised that, with the increase in the rate of divorce, teen parenting and separation, many students face a lot of challenges which as a result affect their

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academic performance. Abudu and Fuseini (2013) and Chowa, Ansong and Osei-Akoto (2012) give evidence of the fact that single-parenting is a major cause of poor academic performance among pupils in Africa. It has been found that factors such as "availability and use of teaching and learning materials, class size, home-based factors, school environment and parental factors, among others, have been noted to affect students' academic performance" (Mefor, 2014; Tshabalala & Ncube, 2013). Asamoah (2018) in relation to the study of mathematics revealed that "student-related factors such as lateness and absenteeism, low self-esteem and poor attitudes toward learning are contributors to low academic performance". With recent issues of social media, some studies have found a drop in students' grades and academic performance, and lack of time for studies as consequences of social media network participation (Kirschner & Karpinski, 2010; Ndaku, 2013).

All the above were probable factors that could affect students' academic performance in the Aowin Municipality but the researcher found that one way or the other, the schools in the municipality have put measures in place to curb some of the issues above. It was generally accepted by all major stakeholders in the educational sector that a major contributing factor for the continuous decline in the academic performance of students in Ghana, particularly those in the Aowin Municipality is the poor learning behaviours that are exhibited by students in their learning processes. The researcher's interactions with some teachers and head teachers in the selected schools reveal that students in the Aowin Municipality exhibit poor learning behaviour in terms of their readiness for lessons, response to class exercises, assignments group and project work, punctuality and regularity. The Municipal Director

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during a School Appraisal Meeting (SPAM) affirmed that, students' poor learning behaviour is one of the utmost factors accounting for students' poor performance in examinations, especially during the Basic Education Certificate Examination (BECE) of the West African Examination Council (WAEC). They expressed and revealed their frustrations about efforts put in place to enhance students learning behaviour such as varying their teaching pedagogies, organising extra class lesson and remediation activities and even sanctions where necessary. However, these measures do not seem to yield any positive re.

According to Cho (2013), various studies have come up with varied revelations like students' background, school environment and qualities, financial and material stability of the school as essential determinants of students' success in terms of learning behaviour and academic performance. However, it has been revealed that well-resourced schools with conducive environment for teaching and learning still have substantial number of students who portray negative learning behaviour. Again, students with good moral upbringing who do not engage in things like truancy, absenteeism, lateness and other moral vices do not necessarily or automatically exhibit good learning behaviour because punitive measures like sanctions have not helped to improve the learning behaviour of these students.

In view of this, the researcher is of the belief that a more prudent and effective way of improving students learning behaviour may be available. Could teacher expectation be a major possible source of this challenge? Could it be that most teachers are unaware of the self-fulfilling prophecy nature of teachers' expectation? This is because, previous studies by Ready and Wright

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(2011); Rubie- Davies (2017); Hughes, Gneason and Zhang(2005); Tenenbaum and Ruck (2007); that were conducted outside the Ghanaian enclave revealed that the need and emphasis placed on teacher expectations in educational practices should not be under estimated because they are priceless. Furthermore, Studies have shown that when positive expectations are set, students tend to develop strong self-esteem, sense of urgency and build academic motivation which are more likely to achieve their objectives and goals at school (Brown and Medway, 2001; Gizir and Aydin, 2009).

The revelations of the studies provided above on teacher expectations proves that positive teacher expectations have a correlational impact of yielding positive learning behaviour in students when well set and managed. Thus, the expectations teachers set for their students should be well thought of, planned, strategized and managed in such a way of meeting the needs of the students and their learning processes. The researcher is of the belief that, the expectation set by a teacher for every lesson will help him determine the best possible way of guiding students in making them ready for lessons, make sure their responses to class exercises, assignments, project and group work improve and also monitor their punctuality and regularity in school.

This study seeks to offer another way possible for improving students learning behaviour in the Aowin Municipality by considering the relationship between teachers' expectations and students learning behaviour in the Ghanaian context.

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Purpose of the Study

The study seeks to explore the relationship that exists between teachers' expectations and students learning behaviour. Specifically, the study seeks to:

1. "Examine what of kind of teachers' expectations that teachers hold about their students in the Aowin Municipal Area."
2. "Assess the learning behaviours Junior High School Students in the Aowin Municipal exhibit."
3. "Find out the relationship between teachers' expectation and students' learning behaviour."
4. "Examine if differences exist in teachers expectations with respect to the number years of the teaching experience of a teacher."
5. "Find out if differences exist in teachers expectations with respect to teachers' location (Rural, Semi-Urban and Urban).
6. "Find out the differences in student's learning behaviour with respect to students' location."

Research Questions

1. "What expectations do teachers in the Aowin Municipality hold about their students?
2. What are the learning behaviours students in the Aowin Municipality exhibit?

Research Hypotheses

At 0.05 level of confidence, the following hypotheses were tested.

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1. **H_0:** There is no statistically significant relationship between teachers' expectation and students' learning behaviour.

   H_1: There is a significant relationship between teachers' expectation and students' learning behaviour.

2. **H_0:** There is no statistically significant difference in teacher expectation based on the number of years of teaching has no statistical significance.

   H_1: There is a statistically significant difference in teacher expectation based on the number of years of teaching has statistical significance

3. **H_0:** There is no statistical relevance and importance on difference in teacher expectation based on teachers' location.

   H_1: There is a statistical relevance and importance on difference in teacher expectation based on teachers' location.

4. **H_0:** There is no statistical relevance difference in students' learning behaviour based on students' location has no statistical importance"

   H_1: There is a statistical relevance difference in students' learning behaviour based on students' location has statistical importance

Significance of the Study

The results of this study will increase school authorities' awareness about teacher expectations and its relationship with students learning behaviour. Teachers will be guided in setting reasonable expectations for the students they teach so that hasty conclusions and condemnations about students learning behaviour can be minimized.

The study will expose students to their learning behaviour and its importance to their academic performance. When this is known, they will be

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encouraged to develop good learning behaviours thereby bringing about an improvement in their academic performance.

The present study will be of great service and importance to the Aowin Municipal Area Directorate of Education in their quest to enhance or improve students learning behaviour and achievement within the municipality. The discoveries of the study will provide the directorate with relevant and vital information about teachers' expectations that exist in rural, urban and semi-urban junior high schools in the municipality. The findings may also help the directorate know and realise which expectations will relate to a high students' learning behaviour; therefore, it will be able to take the necessary measures and steps that will help promote high expectations which will lead to positive learning behaviour and subsequently, high academic achievement in semi-urban, urban and rural schools in the Aowin Municipal Area.

The study will also provide useful information and empirical basis for policy makers and researchers for the improvement of students learning behaviour in schools in Ghana and also add up to knowledge as it will be a useful reference material.

Delimitations

This study was delimited to examining the relationship between teachers' expectations and Junior High School students learning behaviour. In addition, participants as well as data were drawn from only seleted Junior High School teachers and students from the Aowin Municipality. Again, the variables of interest were delimited to teachers' expectation and students learning behaviour, though the researcher could have also included or used other variables like societal values, influence of peer group and many others.

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Geographically, the study could have been carried out across the country, however it was restricted to some selected Junior High School teachers and students in the Aowin Municipal Area in Ghana. The study was delimited to some selected schools due to adverse factors like difficulty in accessing certain schools in certain locations which lacks the facilities and infrastructure to aid the researcher to do so.

Limitations

The study specifically covered teachers and students from some selected Junior High Schools in the Aowin Municipality and therefore the study may not be generalized to teachers and students population in the whole country. The sample was limited to some groups of people like teachers and students in public schools and private school within the circuits of the municipality.

Furthermore, inadequate access to local research work on the research topic made the researcher to rely mostly on foreign literature. The impact of these foreign materials in supporting, opposing and explaining some of the findings of the study may not be a true reflection of the issues here locally due to difference in background, cultures, demographics and many others.

Definition of Key Terms

The key terms occurring in the study are hereby defined as they were operationally used in the study:

Expectancy: In this study, expectancy refers to an individual's firm belief concerning the probability that a specific action undertaken will result and lead to a specific and desired outcome or results.

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High expectations: In this study, high expectations are used to mean when teachers display majority of the conditions for expectations calculated, with survey scores above the median.

Learning Behaviour: In relation to this study, learning behaviour refers to the learned actions that enable students to access learning and interact with others productively in the school community.

Low expectations: According to this study, low expectations describe how teachers exhibit less than half of the conditions for expectations calculated, with survey scores below the median.

Teacher expectation effects: In this study, teacher expectation effects is used to express the outcomes of students that occur due to the actions that teachers take in response to their own laid out expectations

Teacher expectation: In line with this study, teacher expectation is used to express teacher-made predictions about the impending behaviour or academic achievement of students, based upon the perceptions teachers' hold about their students.

Urban schools: In this research study, urban schools are schools located in the capital of the municipality. These schools enjoy significant levels of development and social amenities and experience by far good living conditions than rural and semi-urban schools.

Semi-urban schools: In relation to this study Semi-urban schools refer to schools in areas within the municipality which due to their nearness to the capital and or some important towns have some level of degree of development and have some basic but important facilities like electricity,

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'motorable' road network, good source of water supply etcetera and so enjoy some quite comfortable lifestyle.

Rural: In this study, schools in rural areas refer to the selected ones which are situated in the most remote areas and hinterlands within the municipal which lacks the very basic facilities or infrastructure.

Organization of the of Study

"This study is arranged into five chapters. The first chapter provides the introduction which covers the background to the study, statement of the problem, purpose of the study, research questions and also the significance of the study. The first chapter also contains the delimitations, limitations, definitions of terms and organization of the study." "The second chapter reviews the literature relevant and significant to the issues under the investigation of the researcher for the purposes of this study." It highlights the conceptual, theoretical and empirical reviews for the purposes of the study. The research methodology and techniques adopted to carry out the study are described in chapter three. It describes the research design, population, sample and sampling procedure, instrument, validity and reliability of the instrument, data collection procedure and data analysis." Chapter four deals with the presentation and discussion of the results or findings obtained. Chapter five contains summary, conclusions and recommendations of this study and also suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter explores literature on the problem under investigation. This chapter is divided into three aspects. The first aspect deals with the theoretical review underpinning the study. Second aspect focuses on conceptual reviews of the key variables. Finally, the empirical reviews are conducted on the stipulated research questions and hypotheses.

Theoretical Review

"In a research study the theoretical framework is the structure that is in agreement to a theory of a particular research study (Swanson, 2013).

Motivation System Theory of Performance by Martin Ford (1992)

Campbell (2007) in his study asserted that Martin Ford's motivational systems theory (MST) is a direct variant of Sigmund Freud's theory. Ford (1992) defined motivation in his theory as a three arranged pattern of psychological functions that directs, energize, and regulate goal-directed activity which incudes or are, personal objectives, processes of emotional arousal, and personal agency beliefs. Therefore, motivation is "an interactive construct that represent the direction an individual is going, the emotional energy and affective experience that supports or hinders movement in that direction, and what expectancies that an individual holds about reaching their objectives or achieving their goals" (Campbell, 2007). The components are believed to be working in tandem and if one fails to function, there is the

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possibility that an individual would not achieve his or her aims because of lack of motivation. This review or framework concentrates on the individual as the unit of analysis, and fits the individual in the context of social, biological, and environmental factors that are pivotal to development. Motivational System Theory attempts to "describe the development of the individual in totality, in much the same breath as a biologist might describe an individual organism and its inter-relation to its immediate ecological niche, as well as to a larger extent the ecosystems in which it dwells" (Pintrich & Schunk, 1996). Ford (1992) put forward a simple mathematical formula that seeks to constitute all these elements in one model. The formula he proposed for effective person-in-context functioning is:

Achievement = *(Motivation x Skill)* x Responsive Environment

Biological Structure

The formula proposes that motivation, skill and biological capabilities of an individual interacting with a responsive environment results in or lead to real achievement and competence (Ford 1992). The motivational systems theory does not attempt to displace or supplant any of the already existing theories, rather, it attempts to put together the various motivational constructs from different theories into a single model. Self-efficacy beliefs, the role of expectancy, and goal orientation are the main constructs. The mathematical rule proposed by Ford (1992) suggests that "in any learning behaviour occurrence, there are four crucial or principal conditions for effective functioning", which are:

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1. To initiate and maintain the learning activity until the goal directing the experience is attained, the person must have the ***motivation*** needed.

2. The person must possess the ***skill*** required to construct and effectuate a pattern of learning activity that will lead to the achievement of the desired result.

3. The individual's ***biological formation*** and functioning must be able to aid the operation of the motivation and skill components.

4. The person must possess the cooperation of a ***responsive environment*** that will facilitate and promote development towards the goal.

With respect to this study, the MST model attempts to give a complete motivational theory towards students' learning/performance and proposes that real attainment and capability is as s results of a well-motivated, skillful, and biologically able or capable individual interacting within a an which is reponsive environment.

Vroom's Expectancy Theory (1964)

According to Vroom's (1964) theory on expectancy, people possess diverse sets of objectives and can be motivated if they have a particular expectation. People, according to this notion, are goal-oriented beings. Individual desires (values) and concerns of what is true about the world or oneself drive a person's behaviour to a considerable extent. The proportional importance that people assign to these aspects will vary, just as these values and beliefs do, and will be instrumental in determining what precise actions will or will not be made by one individual under any given set of

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circumstances. Indeed, given virtually comparable settings, the same person may choose to act differently. The expectation theory of motivation states that:

i. When choosing between behavioural alternatives, people choose the one with the most motivation forces

ii. The force of motivation neede for a behaviour, action, or task is as a result of the function of three different perceptions which are Expectancy, instrumentality, and valence. These three senses combine to form the motivational force. Expectancy multiplied by Instrumentality multiplied by Valence equals Motivational Force.

The probability of anticipation is determined by the perceived effort-performance relationship. The ideology that an individual's effort (E) will lead to the attainment or achievement of desired performance (P) or objective is referred to as expectation. This view, or perspective, is normally established on an individual's previous experiences, self-confidence, and the viewed difficulty of the standard of performance or goal. For example, a teacher can consider the likelihood of a relationship between the amount of hours spent on teaching a subject and the grade the students get at the conclusion of the term on that subject. Self-efficacy, goal difficulty and perceived control over performance are all factors that influence expectancy perception.

Set Goals which are too high or expectations of performance that are too challenging, according to Vroom (1964), lead to low expectancy perceptions. This means that if teachers set high goals for their students, the students may not be able to achieve those goals thus not meeting the

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expectations of the teacher. Expectancy and consequently motivation are low when people believe the outcome is beyond their control, based on the perceived – reward link. The instrumentality function is the notion that if one meets performance goals, such person will receive reward more generously. This incentive can be in the shape of an increase in pay, recognition, or a sense of success. This implies that the more the students are unable to meet the expectations of the teachers, the less their motivation to achieve it.

According to Vroom (1964), instrumentality is low, if it is viewed that esteemed reward follows every stage of performance. Instrumentality becomes minimal, for instance, if a teacher is known for giving every student an "A" in the class regardless of performance level. Trust, control, and policies are some of the aspects that might impact or alter an individual's instrumentality. This means that without setting any goal or expectations for the students too could affect their learning behaviours. This is because the students know that even if they do not learn, they will get an A.

When students have faith in their teachers' expectations, they are more inclined to believe that their efforts will be rewarded. Instrumentality tends to rise at the same time as students think they possess some hold over how, the time, and reasons why some rewards are provided. On the other side, teachers who refuse to give students alternatives in the classroom and instead make all of their educational decisions for them have a detrimental impact on their sense of power (Nyatsikor, 2009).

According to Vroom, the valence probability part of motivating force refers to the personal value that an individual values on a reward. This is determined by his or her requirements, objectives, and ideals. Because

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motivational force is the sum of the three perceptions, if any one of them is zero, the entire equation is zero. In effect, the expectancy theory aids in comprehending the various teachers' expectations of their students.

Teachers must also realise that, to a considerable measure, a student's behaviour is a product of his or her individual values and considerations of what is true about the world or about oneself, according to the theory. As a result, teachers should not anticipate all of their students to have the same behavioural and motivational inclinations, as they may hold various values that impact their behaviour indirectly. Some teachers would place a higher importance on grades than on enforcing discipline. Others, too, would prioritize their personal traits over other factors. Students want their teachers to create explicit, relevant, and attainable goals at all times. If goals and expectations are set too high for students' abilities, their motivation will be poor, and their learning behaviour will be poor as well. Students would expect school authorities to provide regular guidance and counseling sessions to assist them in making the best decisions and adopting suitable values and behaviour.

Rosenthal and Jacobson's (1968) Pygmalion Effect

The Pygmalion effect theory began when Rosenthal and Jacobson performed a pilot study at a public basic school in 1965, established on the pupils' scores on the Harvard Test of Inflected Acquisition, advising instructors that some particular students should be anticipated to be "growth spurters." The test was non-existent at the time of the act, and such students labeled to be "spurters" were selected randomly. The goal of this experiment, according to Rosenthal and Jacobson, was to see how much (if any) changes in teacher expectations affect student accomplishment. The work of Rosenthal

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and Jacobsen (1968) found that the expectations of teachers have an influence on student performance. Expectations that are positive have corresponding (positive) effect on performance, whereas expectations that are negative bear a negative one. The Pygmalion Effect was coined by Rosenthal and Jacobson to characterise the phenomena. The central tenet of the theory is that if teachers' expectations about students ability are altered early on, such expectations will influence students' behaviour, which would, in turn, influence how students perform on an IQ test (Rosenthal & Jacobson, 1968).

Pygmalion in the Classroom experiment conducted by Rosenthal and Jacobson tried the premise that there was a link between expectations of teachers and pupils' accomplishment in any particular classroom. Rosenthal and Jacobson conducted the experiment in which they administered an intelligence test to all pupils at a basic school at the start of the academic year. Without regard to their test results, they randomly picked 20% of the children and declared to the teachers that these 20% of school children showed "exceptional potential for intellectual growth" and could be required to "bloom" in their performance academically by completion the year. They returned at the end of the school year eight months later, and re-examined all of the kids again. According to Rosenthal and Jacobson (1968, p.viii), "children identified as clever showed considerably bigger increases in the new exams than youngsters who were not singled out for the instructors' attention." This suggests that "a change in the teachers' expectations for the intellectual performance of these ostensibly' special' children had resulted in a change in the intellectual performance of these randomly picked children." It was also required of teachers to grade students on intellectual curiosity, personal and

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social adaptation, and the desire for social acceptability. Teachers assessed typical students who were projected to bloom academically to be intellectually more interested, gladder, and less in need of social acceptance, in what can be regarded as a 'benign cycle.'

The goal of the research was to see how teachers would react differently to certain students if they were told that a small group of students would be required to absorb more knowledge and faster than the rest of the class. The results of the study implied that if teachers were trained to anticipate improvement in the performance from their students, the student's performance will improve as well. Rosenthal (1968) claimed that preconceived notions might influence reality and lead to self-fulfilling prophecies.

Rosenthal and Jacobsen (1968) found that "expectations of teachers have an influence on student performance." This means that positive expectations do possess a positive influence on performance, whereas negative expectations possess an adverse one. To put it in another way, the teacher expectancy impact is directly linked to the social growth and development of the pupils as a whole. Davies (2019) defined teacher expectancy effect as the influence that a teacher's expectations in relation to the performance of student may have on the student's actual accomplishments.

Bringing this to the classroom context in this current study, the Pygmalion effect happens when teachers do not treat students equally but rather differently due to their expectations. Students who have low expectations, for example, may not get high attention or comprehensive criticism. The explanation for this is that students with low expectations are

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more likely to respond incorrectly. When it happens like that then depending on the expectations teachers have for the students, they also act accordingly. This means that the kind of expectations teachers have for the students highly influence their behaviour they exhibit towards learning.

The Center for Teaching Excellence (2021) outlined three (3) practical tips that could help bring the best out of the Pygmalion effect.

1. In the classroom, teachers should never predict failure. If teachers know a test will be challenging, they should inform the pupils that the test will be difficult, but that if they work hard to prepare, they will do well.

2. Teachers should participate in no student-related complaining sessions. Teachers that complain about their students create a failure culture for their students, their department, and their own teaching.

3. Teachers should set big goals for themselves. When teaching members have higher expectations, students perform better. "I know you can do this," say to kids when they are given a challenging task. If a teacher truly believes their students are unable to complete the task, they should postpone it and re-teach the content.

Since the publication of “Pygmalion in the Classroom” (Rosenthal and Jacobson, 1968), a lot of research has been conducted by others to show how teachers' expectations affect students' performance. Though it may have its shortfalls, the relevance of this theory is still applicable in the classroom settings and the various schools.

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Social Cognitive Theory by Albert Bandura

Bandura's Social Cognitive theory is a well research referenced theory for many scholars in the field of development and learning. Generally, the theory states that people learn by observing and emulating others (modelling). Again, people learn by observing people experiences (vicarious learning). The hallmark of this theory is the self-efficacy and this study will dwell much on it as a factor students' performance.

Bandura (1997) summarized the significance of self-efficacy as "mechanisms of personal agency which makes people make casual contributions to their own psychological functioning and that personal efficacy belief is most central amongst the mechanism of agency personal efficacy". Individuals will have more incentive or highly motivated to act if they sturdily trust they can produce anticipated result by their action. Therefore efficacy belief is a crucial and vital factor or basis of the actions of people and this make the lives of people been guided by their personal efficacy beliefs.

In reference to Bandura (1986), beliefs of self-efficacy is at the heart of human functioning so possessing the necessary knowledge and skills to complete a task is not sufficient or adequate; they also must have the belief that they can discharge successfully the behaviours they desire under challenging circumstances in a typical and essential manner. Artino (2012) citing Bandura indicated to "attain effective functioning, then, one requires skills and efficacy beliefs to implement them appropriately two constituents that develop simultaneously as individuals grow and learn." Also, these two components of successful human functioning interact and relate upon each other in reciprocal manner, Which Bandura (1997) referred to as "reciprocal

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causation", where the functioning of one component's functioning relies in part on the how the other component functions.

Bandura (1986) in his theory described self-efficacy as how abilities are judged to formulate and implement the course of actions needed to achieve the type of performance that are specified. Thus, from the definition, self-efficacy is a belief of individual's ability, and as such, consequentially does not correspond to individual's actual ability in a particular domain. It is reported by research findings that "a lot of people normally overemphasize the abilities of their academic performance", Paiares (as been cited in Artino, 2012). It was argued by Bandura (1987) that the "paramount importance of judgments of efficacy are the ones that lightly surpass the individual's actual capabilities, as this modest overemphasis can really improve effort and persistence in times difficult and challenging times". The next relevant phase of self-efficacy as defined by Bandura is the notion that "people make use of their judgments of efficacy in relation to some objectives which reflects the task at hand and situation-specific nature of the beliefs of efficacy."

According to Paiares (1996), this phase of self-efficacy "stands in disparity to other measures of expectancy, like self-concept and self-perceptions of competence which, even though may be specific to a particular domain, tend to be more universal". Bandura (1977) assumed that "self-efficacy impacts an individual's preference of activities, effort, and persistence". The desire for people with low self-efficacy in performing a specific task is minimal so tend to avoid it while it more probable for individuals with high efficacy to involve themselves and participate more in task accomplishments. "Moreover, those individuals who feel efficacious are

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theorized to exert more effort and persist longer in times of difficulties than those who are not sure of their capabilities or abilities" (Bandura, 1977).

To Bandura (1997), "efficacious people's propensity to 'spend more effort and persist longer' is of particularly major importance because the attainment of most personal success demands persistent effort". As such, this makes low self-efficacy a self-limiting process. In order to triumph, then, individuals have to develop a strong sense of task-specific self-efficacy, combined together with resilience to meet the challenges and obstacles of life which are difficult to avoid.

According to Artino (2012), "Bandura was with the conviction that self-efficacy is as a result of some basic sources that include mastery of real performances, observing others vicariously, forming of persuasion and physiological and affective states from which people do not fully judge their abilities, strength and weaknesses to dysfunction."

"Among the sources, mastery of actual performance is believed to be the most instrumental place where efficacy information is derived because it provides the most exact, authentic proof that an individual can collect and assemble the personal resources which is required to succeed" (Bandura, 1997). Bandura (2006) opined that "an essential aspect of self-efficacy the specificity of its domain which implies that a particular domain of functioning is what individuals depend on when judging their capabilities." This means personal efficacy is cannot be generalized devoid of context but rather a self-judgment whose activity domain is specific. Bandura (1997) indicated that "high self-efficacy in a particular domain does not necessarily mean it will lead to high efficacy in another domain." Therefore, in order to attain

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predictive power, mechanisms that perceive self-efficacy should be channeled to domains of functioning and should be made to represent gradations of requirements of task within those domains.

Applying Bandura's theory to the study, its relevant that students develop positive views about themselves and assume the conviction that no matter how the situation, they stand the chance to achieve their aims in education." "Again, it could be prudent for teachers depicts behaviours that would ginger their students to develop interest in whatever they teach and so that they can emulate (vicarious) it to their benefit."

Conceptual Review

Concept of Teachers Expectations

"In the Oxford Advanced Learner's Dictionary (1995), expectation is described to be "the firm belief that something will happen" (p.404). Lawler, (cited in the studies by Saracho, 1991) defined expectancy to be "the person's estimate of the probability that he will accomplish his intended performance given the situation in which he finds himself" (p. 27). Saracho (1991) further went ahead and stated that the expectation of a teacher is the "teacher's estimate of the child's academic performance within the classroom" (p. 27). "To look forward or expect something is to anticipate its probable occurrence or appearance." In relation, Cooper and Good (2015), defined teacher expectation as "presumptions that teachers make in terms of how the future academic accomplishments of students will be."

Inside any classroom, teachers create expectations about every student in that class. These expectations that teachers form about students normally has an influence and on how students are been treated and addressed in school. Although "teacher expectations" has many definitions, Cooper and

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Good (2015) and Cooper and Tom (2014) generally identified three types of expectations. The first was about what the teacher perceived of as where a student is "at the present moment." This focuses on the current performances not the future. The second involves "a teacher's prediction about the extent to which a student will progress academically over a specified period of time." It suggests that correlation between "expected" improvements is only weakly to a teacher's present assessment of the student. The last and third type suggests, natural disparities between teachers and tests, defines the error, either above or below student capabilities, which a teacher makes when predicting the abilities of the student."

Normally teachers form expectations about students from different sources. "These expectations they make are based on their "beliefs" concerning whether or not students can alter their capability, benefit from instruction, through their preferences in the level of difficulty of student resources, by the assembling of structure for classroom instruction, and whether memorization or interpretation and application of concepts is the mode of learning" (Good, 2015). Good said that "these beliefs are somehow complex and normally are a response to the beliefs and behaviours of students." The expectations of some are correct and accurate while others are not accurate." Babad (2017) realized that "teachers who are not much experienced, prefer the lecture method, and have too high beliefs that integration of students with limited capabilities would either be very successful or have no effect at all on student accomplishments have the likelihood to be more biased."

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Factors that influence teachers' expectations

Alderman (2004) gives an important summary of the main sources of the expectations that teachers perceive for their students which is emphasized on research by Alvidrez and Weinstein (2015) and Baron, Tom and Cooper (2017). First, the beliefs teachers hold about students' ability and intelligence is a major and essential factor. Alderman (2004) explains that "when a student is been considered intelligent as a fixed characteristic, they are more likely to label the student as smart or dumb and teach them in accordance with the label".

It is the argument of Weinstein that "student performance amounts to one of the contributing factors of a teacher's judgment of ability" (Weinstein, 2002). "A different source of teachers' expectations can be students' socioeconomic background, the gender and the ethnicity of the student. Dusek and Joseph made a meta-analysis of research on teacher expectancies and concluded that a "student's characteristics such as conduct in the school, race, classroom attitude, and social class were related to teacher expectancies" (Dusek & Joseph, 2015).

Finally, the test scores of students, and/or the academic attainments of previous years can have an influence and impact on teachers' expectancies. Rivers (quoted in Dusek & Joseph, 2015) discovered that "in the early elementary school years the performance of an older student may have a bearing on teachers' expectancies (whether it been positive or negative) for a younger student's performance". In addition, van Matre (2000) is of the view that "higher grades will be held by teachers, graduation, and college attendance expectancies for females than for males and same applies to middle socio-economic status than low socio-economic status."

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How teachers communicate expectations to students

Teachers do not usually communicate expectations to students just because they have formed certain expectations about them. However, research has proven that some teachers do convey messages of their expectations for their students to them, in a number of ways, sometimes with the teachers not knowing of it. Good and Weinstein (as been quoted by Alderman, 2004; Covington, 2016) identified the teaching practices below which can convey expectations to students in differential ways. First, the characteristic of some students labeled as "less able" influence some teachers and make them adopt differential practices and behaviour." "This type of teacher bias, however, can adversely affects their self-efficacy perceptions, that is, how they personally judge students' capabilities to organize and implement courses of action needed to achieve specified types of educational performances" (Bandura, 1997; Zimmerman, 1999).

Secondly, self-fulfilling prophecy prone teachers usually tend to have the habit of singing praises to low achievers who attains success in executing relatively simple tasks, while avoiding blaming them for failure." "Those strategies, can negatively impact on their motivation and self-esteem, as it may be perceived by students as an indication that the confidence that the teacher has in their capabilities is minimal and so therefore requires little from them" (Thompson, 2014). Thirdly, questioning strategies can be understood by students that the teacher expects either much or little from students. Many teachers adopt questioning techniques that differ depending on their assessments of the ability of students. For example, very often answers provided by high achievers are given more consideration and attention and wait much longer before calling and considering the answers of others

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especially those considered to be low achievers. Fourth, how the sitting arrangements in the class is done can convey messages of expectations. Students labeled as "able" by the teacher are often seated in the front rows, while the students considered very likely not to achieve high performance usually are seated on the last rows, thus hiding them from the teacher.

Adding to the above teaching behaviour, students who are labeled as more capable are often given ample opportunities to perform more publicly on meaningful tasks, have plenty choices in assignments, and are more regarded and shown maximum respect by teachers." Teachers tend to also associate differently with high achievers. They often create a nice climate for brighter students, such as been friendlier to high achievers Chaikin (as quoted by Cooper, 2000).

Teacher-Students Interactions

Hamre and Pianta (2006) posit that "a stronger relationship between a teacher and a student provide a special point of entry for educators working to develop the social and learning environments of schools and classrooms". The interaction between a teacher and a student facilitates effective teaching and learning processes." "Students need teachers to relate to them well and believe in them to become successful and achieve higher academic goals. Since teachers serve as role models to their students, they expect them to show positive relationship with them to motivate and encourage them to learn whatever they teach them and realized their academic goals. Various research findings have proved that healthy teacher-student interaction or relationship is significant to students' motivation and academic success. Hamre and Pianta (2012) posit that "in order to achieve positive teaching and

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effective learning, teachers must keenly involve their learners in positive relations."

There is a significant concern about the relationship that exists between a student and a teacher in the success of contemporary teaching and learning process." "This is described as an inter-personal relationship, because the relationship involves and exists between people who are involved", Buber (as quoted by Giles, 2008). "Teacher-Student interaction is the relationship between teachers and students in school setting." According to Claridge and Lewis (2005) the "connections teachers possess with their learners is principal to the achievements of teaching and learning." "Good relationship increases students' outcome in learning, and makes it very desirable for the teacher. According to Hamre and Pianta (2001) and Eccles and Wigfield (2002) an "important factor that contribute to healthy academic progress of all students in schools results from strong relationship between both teachers and teachers."

According to Nugent (2009), in forming a sense of welfare "the in teachers' bonds formed with students, during learning processes students can be motivated by their teachers." "It is therefore, principal to develop a positive student-teacher interaction inside the classroom and with regards to it various effects; either positive or negative on the performance and development of students, it is important and needful for teachers to understand the importance of making students feel comfortable and confident in them.

The teacher needs to understand that their relationship with their learners motivates them to learn from the teachers and whatever they teach them. Downey (2008) administered a study combining educational research

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on components that impact academic success. The motive for the study was to "investigate classroom practices that made a difference for all students, especially, for students at risk for failure in their academic work, it was revealed that the personal relationship of a teacher with his/her students made a significant difference."

Behaviour as a phenomenon of learning

Student's behaviours are formed by the expectations and examples provided by the actions of role models like parents and teachers in their lives and by their peers. In the elementary to secondary grades and general education, teachers are arguably the most prominent adults at school for most of students. As such, they may be crucial for both been proactive in teaching and reinforcing suitable student behaviours and in minimizing the rate of behaviours that obstruct learning. The acceptance of responsibility for the learning behaviour of all students is an extension by nature of the responsibility for the academic learning for each and every student that education teachers generally exercise with such purpose every day. Some of the components responsible for influencing student's behaviour include their socioeconomic status, the total number of students included in the grade, gender, the education of parents, attended school type and their ability academically (Alberto & Troutman, 2017).

When nature and nurture is combined, it may likely make some students develop some problems in their behaviour. Over the next six years period, young children with stressful home lifestyle or experiences and have their nervous system highly respond to stress are more likely to develop behavioural problems than their friends who do not live that lifestyle. In the

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situation of students who experience stressful conditions and so possess a high degree of physiological response to stress, the combination of nature and nurture may lead them towards an "under controlled" personality. Secondary school students, having this type of personality finds it difficult in adapting their behaviours to different circumstances and tends to be plagued by emotions which are adverse and problems in their behaviour like quarreling and fighting with their peers (Alberto & Troutman, 2017).

Learning Behaviour and Performance

"The Performance theory stated that, figuring out the proper way of learning is influenced, either decidedly or adversely, by five unique segments: Student's character, their abilities in learning, the level of information, the setting needed for learning, and the individual factors needed by the student to manage." "What is more, people have effectively distinguished numerous parts of each of these segments, landing at diverse parts of figuring out how to learn" (Elger, 2007). The five components are explained below:

Learners' Identity: This is about learners' efficacy, ownership and responsibility. The students' adequacy must enhance altogether as they continue from lower level into the additionally difficult school condition. Students exhibitions in developing knowledge in various situations are affected by the standard of mental self-view held as students (Amel, 2008). According to Apple and Ellis (2015), "the more successes and achievements students have in all the more difficult learning situations, the more grounded their self-viability." The number and decent variety of individuals who certify with proof and recurrence the students' triumphs will unequivocally impact their standard of adequacy. In as much as the learners calculate their

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personal particular achievements and survey their own capacities, they will be able to fortify their individual particular adequacy and way of life as students.

According to Barell (1995), "the development of information must be under the control of the students." Be that as it may, "the viability in learning comes to fruition when the students have reason to study, reason, contextualize, and sum up information for their personal utilization" (Farrington et al., 2012). "The extent of this move happening, to which the student assumes on extra liability to be taken in, the more grounded their character moves toward becoming as free life-long students" (Kolb & Kolb, 2010).

Learners Knowledge: "This is about learners' level of knowledge, learning processing methodology and forms of knowledge."

To Apple and Ellis (2015), "basic believing of students is utilized for processing information vital (first level) to create significance and comprehension (second level)." "In the application of new learning (third level) to take care of basic issues in fresh circumstances needs this comprehension, and not just information simply remembered. The capacity to take care of complex issues (level 4) depends on the unprompted particular exchange of information. All around reported issue arrangements and tasks are assessed and approved (fifth level) in order to confirm standards of value meet benchmarks. "Making fresh information and unique inventive undertakings (sixth level) needs elevated amounts of studying and personality, to proper create learning aptitudes, and a variety of logical encounters. As learners intentionally advance throughout these stages of information in every

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progressive learning execution, individual capacity to quantify and manage their personal learning procedure to makes strides.

The Learning Process Methodology (LPM) refers to an unequivocal demonstrating of the means in the procedure of studying or learning which is used by instructors and students to investigate, examine, comprehend, and use information to enhancing knowledge acquisition execution." In the recent past 20 years, the Learning Process Methodology has aided to enhance learning execution by engaging the act of instructing and learning (Beyerlein, Portage, & Apple, 1993). "Students utilize this methodology to develop information, measure levels of learning, enhance perusing, consolidate basic idea, manage their personal particular learning and also enable these students to fabricate metacognition of individual's personal learning procedure. Figuring out how to learn adjusts well to the LPM and the levels of information direction by enacting essential information, delivering information that is comprehended, and by contextualizing, summing up and coordinating learning for use in taking care of issues."

Learning skills: "These are about the cognitive, social and affective domains of learning. "Students who effectively begin coordinating each one of the five levels of intuition abilities towards the procedures of learning stands a chance of enhancing how the students learn" (Davis, Beyerlein, Leise & Apple, 2007).

The foremost level in the application of thinking into the procedures of how to learn is currently pondering on knowledge of what is definitely known, "exchanging earlier information and diverse beneficial encounters presently to the learning challenge. The next and second level is preparing accessible

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data using viable perusing utilizing an exceptionally mindful and deliberate technique. The following level clears up the objectives of learning and desires in order for an arrangement to be made to accomplish the required learning results. The urgent phase when it comes to the learning background is to think fundamentally through utilizing pertinent information and existing ideas in dissecting and comprehending the models. This learning is continued by improving cognizance through having chats with people and to write to learn. "The last level is to apply the reasoning abilities expected to sum up and put learning in context with the goal that it can be exchanged to new critical thinking circumstances" (Apple & Ellis, 2015).

Social learning aptitudes are imperative in getting to the advantages of groups studies and groups. "As the social aptitudes increment so does student accomplishment in additionally difficult learning situations like school" (Brna, Bread cook, Stenning, & Tiberghien, 2002). Student development happens all the more rapidly and altogether when people are outside their usual range of familiarity. Disappointments likewise happen all the more frequently when students are outside their usual range of familiarity. "Extra emotional abilities like overseeing time, enduring, fearlessness, and centering are steady of hazard acceptance and reacting to disappointments" (Vega & Terada, 2012).

Learners Context of Learning

This is about cooperative and affective learning. "As been part of a learning community and team, personally the students will collaboratively think crucially always to compare and contrast varied perspectives, accept and

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provide feedback to peers and then contextualize this new information and expertise and apply it meaningfully into their lives" (Apple & Ellis, 2015).

Cooperative Learning is an immense mechanism where students' and learners' performance can be improved. The structure of a team permits each member involved to practice of a self- directed learner in different aspects. The captain controls the learning, the one recording's task is to document the learning, the spokesperson makes sure learning is articulated, reflector evaluates the learning performance, the critical thinker validates the knowledge formed, optimist maintains the positivity of the process , and learning practices are stolen by the spy. Due to the rotation of roles in every learning experience,learnig practices and load are shared amongst the members in the team. The learning tasks which the team gets can surpass the capabilities of any individual in the team and the validation of learning of all team players can be achieved faster than individuals ability to achieve the same level of learning by their individual self (Goleman, 2014). This can stretch into learning communities and make the impact widened (Price, 2005).

Learners' personal factors

The increasingly complex nature of this world which exerts more strain and demands on people in their daily walks of life has made learning very demanding and challenging. To achieve success in life and in school, learners must attain positive learning performances even in challenging situations like not having enough sleep, been exhausted from long working hours, taking care of sick child, or while caring for an aged relative. In addition, when misfortune strikes such as, in times of divorce, loss of one's job, motor accident happens, a relative or beloved peer dies, or one loses his/her valuable property, the

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individual must recover from the shock very be quickly and effectively. Thus emotional skills like persistence, reaction to setbacks, determination and the ability to adapt when change occurs is developed and improved which are crucial to the strength required to conquer challenges and difficulties that emerge from factors that are personal (Smith, 2014).

As long as the other learning factors develops, like high learning stages, better learning expertise, and learner's identity, so does the anticipatory problem solving capacity for tackling these individual components. In the early stage in life, most of the personal factors that influence an individual's action or behaviour are determined by decisions of their parents, guardians and members of their extended family. While individual shape their life through the decisions they take, there is a crucial shift in their character that starts. They stop looking down on themselves and gather empowerment as individuals who take total responsibility and feel accountable for the decisions and actions they make in their lives. On the contrary, if critical and vital decisions are made for you by another (by parents and others), you will be viewed by people as a victim, not value you, look down on you, and much will not be expected of you. Immediately you assume responsibility for your decisions and their consequential effects, you will not be treated as a victim and you will be highly respected by others. In making wise life decisions will result in having less future personal factors. The reduction of these factors will bring improvement in the individual's life and so will your performance in learning (McDermott, 2014).

In synchronizing those five factors, they are characterized by thirteen essential sub-components which are related and dependent amongst one

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another and are compromised on the idea that learning is not an event but a process and as well as performance that can be enhanced. Furthermore, when one factor of a learning performance is improved, the other components of the learning performance also improve.

"Applying to this study is valuable in the sense that students would learn better to improve upon their performance in any subject provided they identify and accept their abilities, have believe about their knowledge level, trusting and accepting their learning skills, understand the context in which the learning is taking place and finally defying all challenges for making the right choices in the learning process."

Student's Leaning Behaviour in Classrooms

In determining the exact reason of behavioural problems, it is vital and required to investigate exact behaviour displayed by a student, its consequence or impact on learning, and the manner in which it often occurs. This information can give essential signal to the primary purpose of the problem behaviour and a basis for bringing out effective measures to alleviate it. Modifying classroom activities and conditions a lot of times can have an influence on the rate and intensity of problem behaviour. When the teacher becomes knowledgeable of the behavioural hot spots in the classroom in aspects like the timing, setting, and instructional activities, they can in a proactive way develop large class and student personal approaches. It has been proven that changing instructional groups, the plan of seating of students, or the speed of reading is crucial to bring reduction in how these classroom factors contribute to students' problem behaviours (Carpenter & McKee-Higgins, 2017).

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In a lot of instances students' inability to meet behavioural expectations displays deficits in exact social or behavioural skills. In a case such as that precise command or directives can help students conquer some academic shortfalls and in addition to this, it can aid students learn the positive behaviours and skills which are required of them to be displayed at school. It has been revealed that there is difficulty for a teacher at any time to alter an individual student's behaviour problem that preventive efforts are irresponsive to. The achievements of a behavioural intervention rely on recognizing the particular conditions that alert and fortify the problem behaviour. It is required as a result of this to investigate the behaviours antecedents and consequences. It can carefully be done through observing the conditions that it is likely the behavioural problem will either happen or not. This information can be used to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context (Carpenter & McKee-Higgins, 2017).

Empirical Review

This aspect of the literature reviewed similar studies that have been conducted on teachers' expectation and Junior High School students' learning behaviour. The empirical review was made up of studies across the globe.

Teacher Expectations

Gershenson, Holt and Papageorge (2016) researched on the topic "Who believes in me? The effects of student–teacher demographic match on teacher expectations." The major objective this study seeks to find is to find out if student-teacher demographic mismatch influences high school teacher expectations for student's educational achievement. The research employed

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the longitudinal study design. The sample was made up of 16,810 participants from the educational longitudinal study. Nineteen percent of teachers expects their students to achieve not more than a high school diploma whereas fifty-three (53%) of teachers expects the student to achieve a 4-year college degree or go further than that. It was again established that teachers who are not black had significantly reduced educational expectations for their students who are black. This implies that teachers who are non-black do not have high expectations for black students to perform in their academics. It is recommended that effort should be put in place to help curb the bias in what expectations teachers assign for their students.

Ali (2010) conducted a study on how expectations of the achievements of students are formed in private schools. The aim this study seeks to achieve is to examine how the expectations of teachers are formed of their students they teach and the impact their self-reported behaviours in the school environment portray these expectations. This was a study of qualitative analysis that specifically employed the phenomenological hermeneutic inquiry. Those who participated were five school teachers selected at the primary level from two private schools in the south-east of Melbourne, Victoria. In all, in-depth, semi-structured, interviews were administered with six (6) teachers. In analyzing the facts collected, it indicated that teachers were very vital when forming their expectations of student success, especially the notion that student's negative self-image is highly related to low success attainment. Some of the teacher expectations included teachers trying to show to their students that they believe in their abilities not in a negative manner but based on reality. Teachers also reported that they do not push their students

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too much beyond their limit. Again, teachers expected their student to complete various activities. In all teachers did not set too high expectations from their students. A concern was thus raised that in the long run, students will be used to been content with low expectations if teachers continue to set low achieving expectations for them.

Hornstra, Denessen, Bakker, Van Den Bergh and Voeten (2010) also conducted a study on the behaviours of teachers toward dyslexia: The impact that a teacher expectation have or related to the academic accomplishment of students with dysexia. This study is purported to examine teacher attitudes relating to dyslexia and the influence of these attitudes on the expectations of teachers and the academic successes of their students having dyslexia as compared to students who do not possess learning disabilities. The sample for this research work is made up of 30, grade two through to grade six regular education teachers. The student sample comprised 307 students from various schools. The participants responded to questionnaires which included implicit teacher attitudes, explicit teacher attitudes and teacher expectations scales. Using MLwiN programme, two level analyses was performed. The results showed that teachers expected their students to perform well and get higher achievement. Teachers in a way had higher expectations for their students. This reflected in their performance levels. It was recommended that interventions be put in place to match teacher expectations with students' attitude and behaviour. Teachers should not expect very high or performance which is extremely low from their students.

Further, Rubie-Davies (2010) researched on teacher expectations and the perceived attribute of students: Is relationship available? The research is

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purported to make a comparison on how teachers expectations whether high or low for their students would lead to how their individual attributes to be rated. The participants were made up of 12 teachers and 220 students. The participants responded to 15 seven point rating scales. The teachers rated their students on a computer using the Smart data program which will automatically upload the data into the author's database thus prevent any likely error that may occur. The results indicated that teachers expected their students to get involved in group participation and learning. They also expect students to have good classroom behaviours and home environment. Teachers also expect students to complete their home works and have good teacher relations. It seemed some teachers have important positive impact and influence on how a student learns whereas other teachers may influence student learning negatively or less. Thus teachers have now how not to set too low or too high expectations so as to get the best out of their students.

These literatures reviewed pointed out that teachers possess different expectation levels for their students. Some teacher expectations concerned but not limited to academic achievements, classroom behaviour, group studies, submission of assignments and other varied expectations. Teachers' expectations may be low or high with regards to what the teachers wanted them to do. The differences in teachers' expectations might be attributed to various reasons including the different instruments that were used to collect data and analysed. Researchers employed different study designs which are likely to give different results. Again, the various researches were conducted in different countries for which schools and teachers from different settings

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have different expectations for their students. It will be very prudent to investigate teacher expectations in the Ghanaian context.

Students' Learning Behaviour

Beatty (2017) researched on the perception students have of informal learning spaces in a school library; an examination into how relationship behaviours of learning and space design are related. The main objective of the research is to identify the characteristics in open learning spaces that support students when they are learning. The researchers employed qualitative research design. Twenty (21) participants from a variety of disciplinary backgrounds were interviewed. The NVivo software helped to reveal the results of students that used the library frequently. "Majority of the students report coming to the library was between 3 and 5 times per week. While no particular activity was dominant, it was revealed clearly that most of the students favoured to learn alone or only to stay with others for a short period of time. Doing group work and studies was proposed as something students must to do, but it was not something that they generally liked to do. It was thus recommended that environment appears to be very instrumental when you want to encourage and motivate students to continue learning to have a good learning behaviour.

Cheng, Andrade and Yan (2011) conducted a research on learning behaviours exhibited in the classroom: From a perspective of the style of thinking. This was a study that was conducted in China. The main aim of the study was to investigate and ascertain the different learning behaviours among student groups in the classroom relating to how these groups think or their style of thinking. A sample group of three was used for the study: American

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students, Chinese students residing in China, Chinese students living in the USA. In all a sample of 422 participants were used. Learning behaviours surveys and thinking styles were given to the participants. The study found that Chinese students were likely not to put up questions, show understanding, and to be independent of the relationship that exist between teacher and student, which affirmed the 'passive' nature of Chinese learners as indicated in the literature of the study. It was thus suggested that thinking style on learning behaviour of student and it impact may work through such learning approaches of students: structure-oriented learning versus non-structure oriented learning. Therefore this assumption and proposition should be tested in the future.

Han and Teng (2005) also conducted a research on the problem-based learning on students' impacts on self-directed learning behaviours in the subject of mathematics. The study is purported to determine the features of the approach of problem centered to the teaching and learning of mathematics whilst investigating the PBL approach's influence and impacts the self-directed learning behaviours of students in the subject of mathematics. The research adopted a descriptive survey design. The participants for the study included first year students from 8 classes. A survey was administered to the participants to respond to. The survey focused on three main areas. The analysis of the data collected revealed that students were excited about learning in teams. This was because team learning provided students the chance to share ideas, solve problem easily, evaluate the thoughts of every member and promoted effective communication. However, students still preferred the traditional approach and way of learning in which they notes are

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provided them and the mathematical principles. This mode of learning is still preferred by students because to them learning this way is much easier.

Again, Carbone, Hurst, Mitchell and Gunstone (2000) did a research on the ways for which exercises program are made to reduce poor learning behaviours in students. The study aimed at encouraging academics to begin to examine the tasks they set; particularly it explores features of programming that impacts how a student learns and understands an undergraduate course in his/her first year as been part of a four year degree programme in Computer Science at Monash University. This study was a mixed method one. Three approaches were used in the data collection process to determine if the task has effect on how students learn. The approaches included interviewing students, perceptions of tutors and student cases. The results from the analyses showed that students described how at the start of a task they are determined to be successful, and understanding of the material through the help of self-questioning. They spend some time in order to try to understand the current problem. They however admitted certain tasks sometimes took too long to understand. Some students were also not willing to attempt to solve problems or tasks or learn on their own without constant demonstrator guidance.

In sum, the literature revealed above indicated that different students had and preferred different learning behaviours. As some students preferred to study alone, others preferred to study in a team or groups. Reasons for these differences could be as a result of the different designs that were employed for the various studies. Both qualitative and quantitative designs were employed by different researchers in different settings. Again with differences in data

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collection procedures and instruments, differences in responses were not farfetched.

Relationship between Teachers' Expectation and Students' Learning Behaviour

A survey was conducted by Rubie-Davies, Flint and McDonald (2012) on the beliefs shared by a teacher, features of a teacher and the contextual factors of school to find their relationships. The aim of conducting this research was to examine what relationship exist between how teacher characterize gender and experience gained in teaching, school contextual variables in a school (socio-economic stage of school and level of class), and three factors of teacher socio-psychological variables: teacher expectation at class level, the efficacy of a teacher, and how a teacher is oriented toward goals. Those who participated included 68 teachers made of both males and females with different levels of experience, from schools in varying socio-economic rural and urban locations within New Zealand. The participants answered a questionnaire which included questioning items which is in relation to efficacy of teachers and goal orientation in reading. A survey based on teacher expectation was administered and completed. Data on reading achievements of students were also taken. The results from the analysis showed that there significant relationship did not exist between teacher expectations and school context variables like classroom behaviour of the students. Though no relationship seems to exist, it is still recommended that such constructs as efficacy of teachers, teacher expectations at class level, and the orientation of a teacher's goal all recognise that teachers are individualistic and notes that there is the need to explore differences in teachers when

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exploring the outcomes of student learning and their social development. Suggestions can be made that sometimes outcomes of students vary because teachers are different in their instructional practices, beliefs, expectations, efficacy for teaching, goal orientation, and in the manner how construction of the socio-emotional climate of the classroom is done, rather than that, the results and outcomes of students differ because there are differences in students.

Another longitudinal study which focused on the beliefs of teachers as tool of predicting how adolescents' cognitively engage and achieve in mathematics was conducted by Archambault, Janosz and Chouinard (2012). The purpose of the study was to investigate students' achievement in relation to their cognitive engagement in a year period moderately have effects on the expectancies of teachers and their general efficacy. The New Approaches New Solutions (NANS) longitudinal study was used in drawing the sample. In all, there were more than 30,000 French-speaking students from 69 low-SES secondary schools (Grades 7–11) across the area of Québec (Canada) who participated in this project. The final participants included 79 teachers and 1,364 students drawn from 33 schools. The variables were measured using structured questionnaires. The outcomes from the data analysis proved that there exists a high positive correlation when it comes to teacher expectation and student self-efficacy, and accomplishment and behaviour. It was suggested that it is important subsequent studies to be made by researchers should focus and look at the role that certain school factors like school socio-educational atmosphere, play in the experiences of students and their teacher in class.

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Rubie-Davies (2010) conducted study on expectations of teachers and their perceived attributes of students to find out if there was a relationship? The research was purported to compare expectations of teachers (either too high or too low) for their whole students would rate their students' personal attributes. The participants were made up of 12 teachers and 220 students. The participants responded to 15 seven point rating scales. The teachers rated their students on a computer using the Smart data program (Davies, 2007) which automatically uploads the data collected into the author's database so as to avoiding any potential errors in the process of entering the data. The results showed that there were contrasting findings of relationships between teacher expectations and students behaviour. It would suggest that some teachers importantly and positively influence student learning while other teachers may impact student learning to a lesser extent or negatively. Thus teachers have to know how not to set too low or too high expectations so as to get the best out of their students.

Hornstra, Denessen, Bakker, Van Den Bergh and Voeten (2010) also conducted a study on the behaviours of teachers toward dyslexia: The impact that a teacher expectation have or related to the academic accomplishment of students with dysexia. This study is purported to examine teacher attitudes relating to dyslexia and the influence of these attitudes on the expectations of teachers and the academic successes of their students having dyslexia as compared to students who do not possess learning disabilities. The sample for the study consisted of 30 grade two through to grade six regular education teachers. The student sample comprised 307 students from various schools. The participants responded to questionnaires which included implicit teacher

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attitudes, explicit teacher attitudes and teacher expectations scales. Using MLwiN programme, two level analyses was performed. The outcome demonstrated that teachers' implicit attitudes and expectations was a valuable predictor of students' achievement and behaviour. It was recommended that interventions be put in place to match teacher expectations with students' attitude and behaviour in a way that will enhance performance. Teachers should not expect very high or too low performance from their students.

The above literatures seem to show some form of inconsistencies in the relationship that exist between teacher expectations and students behaviour. This means that as some report that teacher expectations have the propensity to influence students' behaviour as well as performance and achievement in the long ran, others stated that the expectations of teachers didn't bear influence on behaviour of students. It was however realised that most of the sample sizes were not evenly distributed as there were more students than teachers which might have refuted assumption of normality or the normal distribution of samples. This in addition to other methodological differences could contribute to the differences observed in the findings.

Differences in Teachers Expectations and Years of Teaching Experience of Teachers

Timmermans and Rubie-Davies (2018) conducted a study on whether the levels of expectations among teachers differ or to what extent are the differences in expectations of these teachers? and the Relationship that exists between the level of teachers' expectations, teachers' background and beliefs, and the subsequent performance of students. The main objective of the study was to find out the differences in the level of teachers and differences in

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expectations, linkage between teacher differences in expectations and teacher's background and beliefs, and it relationship with subsequent performance of students. The analysis conducted was a secondary analysis on the data for 42 teachers and 1328 students within the New Zealand area. The participants responded to multiple questionnaires. The analysis of the data in terms of the teaching experience of teachers, there was no prominent differences in the expectation of teachers. Suggestions were made for future research to find out the contributing factors for the lack of differences in teacher expectation in spite of how long they have taught.

A research on teacher development was conducted by Henry, Bastian and Fortner (2011) on Stayers and leavers: The effectiveness and attrition of early-career teachers. The study was conducted in public schools in the North Carolina location. The researchers explored how teachers' effectiveness progressed and developed during the first five years of teaching in the classroom and differentiated the effectiveness of teachers who remained with that of those who left. The sample for the study included teachers who have taught for the first five (5) years. The findings from the analysis revealed significant differences between novice teachers and teachers who had served for long. Novice teachers with experience gained more effectiveness, in which typically they attained their highest performance within their first two years. The implication was that the more teachers served for long with experience, the higher their expectations became. It was suggested that novice teachers are given adequate room to grow so as to improve their previous effectiveness as quickly as possible so as to improve student performance.

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Another study undertaken by Seidel, Stürmer, Blomberg, Kobarg and Schwindt (2011) focused on analyzing videotape classroom situation on teacher learning. The purpose of the study was to find out effects that analyzing videos of an individual's own self versus others' teaching and experience has on teacher learning, especially on activating knowledge and professional vision and expectations. The study used the experimental approach. The sample was composed of sixty-seven (67) teachers with varying periods or years of teaching experiences. The results showed that years of teaching experience results in differences in the vision of the teachers and their expectations. The more teachers were experienced, the better they were able to set meaningful expectations for students.

Lane, Givner and Pierson (2004) also researched on the expectations of teachers pertaining to student behaviour: Social skills that are required to attain success in elementary school classrooms. The aim of the study was to explore the expectations elementary school teachers require of students' behaviour when it comes to features of teachers' demographics, the teachers' level (whether primary, intermediate or combined) and the type of program (general or special educator). The sample for the study included four (4) elementary schools teachers totaling one hundred and twenty-six in number. The participants responded to a short administered anonymous questionnaire on teacher expectations and student behaviours. The results from the data analysis implied that irrespective of the level of grade, teachers had similar expectations for their students. The expectation displayed by both inexperienced and experienced teachers was not significantly different. Whether they had taught for long or a new teacher, they held similar views

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about their students. The authors made a recommendation that there should be interventions to enhance students' ability to meet teachers' expectations.

Literature reviewed show that studies are not conclusive and consistent on whether teacher expectations vary in terms of how long teachers have been teaching. As some studies found significant differences among teachers' years of experience some did not. It must however, be emphasized that other factors may be contributing factors to these inconsistencies. It is therefore prudent that this study is conducted in the Ghanaian context to find if there are differences.

Differences in Teachers Expectations with Respect to Schools' Location

Rodríguez, Ferreira and Barriga (2019) conducted a research on factors that make teacher expectations bias: Outcomes obtained from Chile. The study was purposively to investigate teacher expectations for Chilean teachers. The sample included three hundred and forty-three (343) teachers arranged a group of two in terms of their experience (in-service teachers (240) and pre-service teachers who are undertaking their teaching internship program in either pre-school, primary, and secondary institutions (103). Participants were selected from 13 teaching institutions, which were sub-divided into high and low-SES schools using their school vulnerability index. Participants responded to teacher expectation questionnaires. The results revealed that there were differences observed in teacher expectations based on the location and status of the school they taught. Teachers who came from high-socioeconomic schools had expectations that were positive for their students. A vital factor to the subject both in Chile and other countries was that right from the outset of the training of teachers bias is present, so there should be the need and chance to adopt appropriate interventions to deal with and reverse the phenomenon,

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especially when it comes to bias formed in a context of social vulnerability and location of schools.

Another supportive study was conducted by Timmermans and Rubie-Davies (2018) conducted a study on whether the levels of expectations among teachers differ or to what extent are the differences in expectations of these teachers? and the Relationship that exists between the level of teachers' expectations, teachers' background and beliefs, and the subsequent performance of students. The main objective of the study was to find out the differences in the level of teachers and differences in expectations, linkage between teacher differences in expectations and teacher's background and beliefs, and it relationship with subsequent performance of students. The analysis conducted was a secondary analysis on the data for 42 teachers and 1328 students within the New Zealand area. The participants responded to multiple questionnaires. The analysis of the data showed that there were high levels of differences in teacher expectations in terms of the location of the school. The findings showed that teachers who have high expectations for all students are found in low-socioeconomic areas of schools such as the rural schools have this more frequently than in semi-urban schools, and in urban schools. It was reported that the reason teacher expectations are related to the socioeconomic environment is still unclear and should be given the consequences concerning equity, which remain on the research agenda. Note must be taken that the findings in relation to schools' socioeconomic status may be confused with other school characteristics that not observed.

Yiu and Adams (2013) also conducted a longitudinal study on reformations of China's rural education: The rural youth understanding of

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teacher expectations. The purpose of the study was to examine an understudied but crucial aspect of quality teaching: teacher expectations. The paper examined whether the expectations teachers have for rural youth are based on the social origin of students and characteristics of teacher background. The paper again determined how the prediction of their expectation is accurate. The study employed longitudinal data collected in Gansu Province in 2000 and 2007. The method used in the process of sampling included a multi-stage, cluster design with a procedure of selecting participants randomly at the county, township and village level. Data were collected and analyzed from the 2000 and 2007 waves of the Gansu Survey of Children and Families to answer the research questions. The results highlighted how teacher expectations condition the selecting rural children among different schooling tracks with unique life trajectories. Significantly, teachers had the probability of setting lower expectations for students who are from the rural schools. The expectations teachers had for students in rural and urban schools were different. The effects of the results of the study should consider both educational policy and social inequalities in the education system.

Abroampa (2010) also researched on how teachers' expectation and students' achievement correlate in Junior High Secondary Schools conducted in the Mfantsipim Municipality in the Central Region of Ghana. The study examined the relationship that exists between teachers' expectation and students' achievement in in urban and rural public schools in the Mfantsiman District. The correlational design was employed as the research design appropriate for the research. In total 205 participants were involved in the

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study. A 22 expectation item was used to solicit views of teachers in the junior high schools. The findings from the analysis implied that teachers had different levels of expectations for each and every student. "By implication there were significant differences in how teachers expected their students to behave. "Though most teachers appeared to be convinced that students could achieve at or above national average in both rural and urban schools, there were high expectations targeted for students in the schools in urban areas. It was thus suggested that teachers and head teachers should set realistic goals for all students and guide them to achieve them."

In conclusion, it was revealed from literature that almost study found differences in teacher expectations for the schools depending on where they were located. Students from urban schools are expected to behave and perform better than students from rural schools. As contributing factors have not been typically highlighted, it must be emphasized that despite methodological differences, similar results were observed.

Differences in Students' Learning Behaviours with Respect to Schools' Location

A study was conducted in Indonesian junior high school pupils by Lamb (2012) on a self-system perspective on how young adolescents will be motivated to study English in urban and rural settings. The purpose of the study was to in three distinct contexts: a metropolitan city, a provincial town, and a rural district, investigate the Indonesian junior high school pupils between the ages of 13-14 years their motivation to learn English. The research instrument for data collection was a questionnaire on Indonesian language arranged in two main parts, the first part to target the motivation of a

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learner, and the second part elicits background information. A sample of 527 learners responded to the questionnaires. Data analysis revealed that students differed in their behaviour towards the study of English. Almost all the mechanisms used for the metropolitan and provincial school pupils obtained a higher and similar outcome than school pupils in the rural settings. The implication is that students' learning behaviours differ based on when they attend school.

A study by Baker and Gowda (2010) focused on analyzing the differences the the rate the disengagement in urban, rural, and suburban high schools. The main objective of the study was to find out the manner in which student behaviours in relation to disengagement is different between different school settings. Again, the study investigated the differences in the rate of off-task behaviour, to game the system, and how careless students can be in an urban school, a rural school, and a suburban school which is in the United States of America. Data was collected using the PSLC DataShop in three (3) schools to show comparison between students' behaviour within urban, rural, and suburban settings, across a whole school year. For the entire academic year, that is from August 2005 to May 2006 data was assembled. Four hundred and thirty-four (434) students used the software in the rural school, students in the suburban school that used the software 88, and there were 34 students in the urban school that used the software. It was proven from the analysis the there is sufficient differences when it comes to the learning behaviours of students. Urban school students tend to be caught off-task and exhibit carelessness more significantly than students located in the rural and suburban school settings. The findings suggested that some of the differences

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that arise in the achievement by the type of school may arise from differences in way of engagement and behavioural problems.

Hope and Bierman (2009) also conducted a study to investigate patterns of behaviour problems both in school and in the home in rural and urban settings. "The aim of the study was to examine the patterns of cross-situations on behaviour problems displayed by children in rural and urban settings at the entry of school. The sample was selected from both rural and urban areas, from school districts located areas in economic disadvantage and poses high-risk. Thirty-eight schools in urban areas (13 in Durham, NC, 10 in Nashville, TN, 15 in Seattle, WA) and 17 schools in a rural tri-county area in central Pennsylvania were the sampling population that were used. In all 310 students participated in the study. The participants responded to structured questionnaires. The findings revealed that school children from the urban and rural areas exhibited significant different learning behaviours.

In summary, though literature seem scarce on differences in students learning behaviour based on their school location, the few reviewed proved that, there exists significant differences when it comes to the learning behaviours of students based on where they attended school. Students attending school in the urban areas had different attitude towards learning compared to students from the rural areas. These differences were somehow not accounted for. Some factors might have contributed to the same or similar results despite the use of different instruments, research methods and analysis as well as different contexts. This study objective will therefore find out if differences exist among students learning behaviours in the rural, semi-urban and urban areas in the Ghanaian context.

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Summary of Literature

In this literature, certain aspects of teachers' expectation and junior high school students' learning behaviour were explored. Literature on the Theory of Learning Behaviour, Motivation System Theory of Performance and Social Cognitive Theory provided the frame work to explain the connection that exists between the various variables used in the study. Essential concepts were also reviewed.

In the review, it was realised that there were various teacher expectations reported. However, majority of the teacher expectations focused on how the teachers expected their students to learn and perform in class. As some teachers set high and strict expectations, others expectations they set for their students are less or low. Similar results were found for the students learning behaviours. Students exhibited different learning behaviours. Some students liked to study in groups but others preferred to study on their own. However, these studies were conducted outside the Ghanaian context and therefore imperative that teacher expectations and students' behaviours are assessed in the Ghanaian context.

Again, there were inconsistencies with regards to the relationship that existed between teacher expectations and students learning behaviour. Some studies found no relationships whilst other studies found significant relationships between teacher expectations and students' learning behaviour. The implication is that there are no established correlations between teacher expectations and students' learning behaviour. This means that it is not always that the expectations teachers have would have influence on their students. It is based on this that this study seeks to find out if teacher expectations have influence on students' learning behaviour in the Aowin Municipality.

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In some studies, significant differences in teacher expectations were none in spite of how long they might have taught. Other studies reviewed showed that the expectations of teachers vary and this depends on the duration of years they have taught. This means that years of experience of teaching may or may not be very important in teacher expectations and therefore must be looked in this context.

On the other hand all literature reviewed showed that teacher expectations vary based on their school locations or where the teachers taught. Teachers in the urban areas had teacher expectations different from that of the rural areas. Teachers expected students in the urban areas to perform better than those in the rural areas. However these studies focused on rural and urban schools but this finds differences in rural, semi-urban and urban schools.

Finally, literature reviewed found significant differences in students' learning behaviour based on where their schools were located. These studies were conducted outside Ghana and therefore must be conducted in Ghana to find if there were differences in students' learning behaviours in the rural, semi-urban and urban schools in the Aowin municipality.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This section discusses the research design adopted for this study, the study's population, sample and procedure used for sampling, data collection instrument and procedure followed including how data collected are analysed to test hypotheses and answer each of the research questions."

Research Design

"Correlational research design was used to investigate what relationship exists between teachers' expectation and junior high school students' learning behaviour in the Aowin Municipality, Western Region. Fraenkel and Wallen (1993) discussed a correlational design as "one design that permits the researcher to investigate whether there is an association of two or more variables and to prove what type of relationship exists between the variables." There is no manipulation any independent variables by the investigator rather you simply measures the variables and then ascertain if there is a correlation between them." This method was best suited for this study because it seeks to examine if teachers' expectation and students' learning behaviour has a relationship without any manipulation of the variables involved." The objective of the study is to investigate whether teachers' expectation can influence the students learning behaviour.

Population

The study's population comprises of all Junior High School teachers and students in the Aowin Municipality. The accessible population comprise

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of all teachers and students from the five sampled circuits numbered 150 and 2,952 respectively. Table 1 displays the total population of the study.

Table 1: Number of circuits, schools and population of students and teachers in Aowin District

Circuits	No. of sch. in the circuits	No. of students	No. of teachers
Enchi	9	1001	46
Yakasi	8	629	40
Abochia	10	646	43
A Nkwanta	6	444	24
Acquay-Allah	6	316	21
Omanpe	10	1073	47
Sewum	7	730	33
Yewabra	5	358	21
Adjuom	4	318	16
Ebikwawkrom	7	313	21
Total	72	5,828	312

Source: Field Data, Ghana Education Service (2019)-Aowin Municipal

Table 2: The number of accessible circuits, schools and population of students and teachers.

Circuit	No. of Schools	No. of Students	No. of Teachers
Enchi	9	1001	46
Yakasi	8	629	40
Abochia	10	646	43
Yiwabra	5	358	21
Adjoum	4	318	16
Total	36	2952	166

Source: Field Data, (2019)

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Table 3: Distribution of sampled circuits, schools and population of students and teachers in Aowin Municipality

Circuits	No. of sampled schools	Popn. of student in sampled schools.	Popn. of teachers in sampled schools
Enchi	5	490	36
Yakasi	4	329	25
Abochia	5	320	30
Yiwabra	3	200	18
Adjoum	2	160	12
Total	19	1,499	121

Source: Field Data, (2019)

Sampling Procedures

Using the Krejcie and Morgan (1970) table of sample size, the sample that is used for the study is 225 comprising 205 students and 20 teachers from 19 Junior High Schools in the Aowin Municipality." A multi stage sampling method is adopted and used for conducting the study. According to Agresti and Finlay (2008), multistage sampling is the procedure where the larger population is divided into smaller units in several stages in order to make primary data collection more manageable and easy.

Stage 1: Purposive sampling method is employed at this stage in choosing the various circuits representing rural, semi-urban and urban areas. This was because there was only one circuit that could be described as urban in the municipality.

At the second stage, simply, random sampling is employed to select 19 schools out of the five chosen circuits. This was to give every school in the selected circuit fair representation to partake in the study.

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Stage three, proportionate stratified sampling procedure was used based on the differences in population of teachers and students among the selected schools. In doing this, the individual population of teacher in each circuit was divided by the total population and multiplied by sample size to get the sample to be selected from each sampled circuit." The formula is mathematically shown below;

s = $\frac{n}{N} * 20\ or\ 205$, where

s= "individual circuit sample"

n= "individual circuit population"

N= "total population of circuit."

Thus, using the formula, the table 3 shows the number of students and teachers be selected from various schools within the circuit.

Table 4: Distribution of sampled participants based on proportion

Circuits	No. of sampled schools	No. of students to sample	No. of teachers to sample
Enchi	5	67	6
Yakasi	4	45	4
Abochia	5	44	5
Yiwabra	3	27	3
Adjoum	2	22	2
Total	19	205	20

Source: Field Data, (2019)

Stage 4: Systematic sampling procedure was used at the final stage in selecting 205 pupils for the study. As stated by Black (2004), systematic

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sampling method which statistically involve selecting or adopting cases from a methodical sampling frame. The sampling begins by selecting a case randomly from the list and then each $\mathbf{k}^{th}$ case is selected or chosen in the frame, where **k** becomes the sampling interval.

However, the technique that was adopted and used on the other handis simple random which is used in sampling teachers at the final stage to arrive at the sample size of 20.

Data Collection Instrument

"According to Cohen, Manion and Morrison (2004), questionnaire is the mostly used and is a very essential instrument when gathering survey information, producing a structured, numerical data and can be administered even when the researcher is not present or around. Due to this, the instrument employed for the purpose of this study is an adapted Teacher Expectations questionnaire by Gallahar (2009) with reliability coefficient of 0.87. (Subsections: Equal Treatment of Students, Classroom Environment, Interaction with Students and Classroom Management). A 14-item questionnaire was adapted from Gallahar's original 22-item questionnaire. "The adapted questionnaire was reframed and modified for both teachers and students participants to suit the objectives of this study." Likert scale of four responses (Strongly Agree, Agree, Disagree, Strongly Disagree) was used for respondents to tick their response to the questionnaire.

Pre-test of the Instrument

A pre-test of the instrument was employed on 30 pupils and 10 teachers from the Seventh Day Adventist Junior High School in the Suaman-Dadieso District. The pre-test's aim is to test how valid and reliable the

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instruments are. The respondents were handed copies of the questionnaire to respond to and to verbally have discussions with the researcher find out of any ambiguity, incoherence or lack of understanding that they faced when solving the questionnaire. The errors revealed with the required corrections were effected after the pre-testing.

Validity of the Instrument

Validity is the deductions made from a research findings or results are exact, precise and accurate (Mugenda & Mugenda, 2003). The validity of the instrument tested out to check how correct and accurate the data collection instruments are. Wiersma (2016) emphasized that pre-testing of a study instruments support criterion and construct validation of the instruments. For improving the validity of the study, the questionnaire was handed to the researcher's supervisors for expert assessment. it was to ensure both facial and content related prove to the items and determine whether the items relates to the research questions and also cover the in depth detail of the research comprehensively . In ensuring content validity the interests of the study is indicated very effectively (Fraenkel & Wallen, 2002).

Reliability of the Instrument

Reliability in general terms is defined as the degree of consistency and dependability of a measure of a construct. Petters, Asuquo and Eyo (2015) also define reliability as the consistency which a measuring instrument produces certain outcomes when the item that is measured is not altered. Achieving the level of consistency of the instrument is done through so many initiatives. Reliability proves that by repeating the same procedures of the study, exactly the same results are expected to be obtained (Mugenda &

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Mugenda, 2003). A reliability test deployed using the Cronbach's alpha measure of internal consistency.

A reliability co-efficient of .70 upwards was considered sufficiently reliable. According to Cohen, Manion and Morrison (2007), reliability co-efficient of .70 is considered high and therefore adequate."

Data Collection Procedure

"An introductory letter was obtained from the Department of Education and Psychology at the University of Cape Coast." "Assistants of three (3) people were selected and trained for the collection of the data. Data collection was done within one week."

The methods of collecting data from the selected participants included the administering of a well-structured questionnaire to be answered by the respondents on carefully set questions relevant to the purposes of the study. Oral interactions and observations between the researcher and the respondents from the selected schools was also applied which provided vital information for the purposes of the study.

Also, academic records and documents of previous studies performed by renowned researchers relating to the problem under investigation and relevant to the purpose of this study were also cited.

Ethical Considerations

A form of Ethical Clearance was requested and obtained from the Institutional Review Board in the University of Cape Coast to ask for permission from the selected schools where the study is conducted. The researcher ensured that data obtained from participants is kept confidential and anonymous. Ary, Jacobs and Winston (2013) revealed, "there are four stages

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involved in research ethics, namely: planning, data collection, processing and explanation of data and then the dissemination of results." During the stage of collecting data, due honesty is exercised when administering questionnaires to respondents. The students and teachers had the chance to solve the questionnaires privately, so that confidentiality is ensured. At the dissemination of results stage, mechanisms are adopted so that all participants enjoy privacy, their anonymity and confidentiality. This means that the names of the participants were not used or revealed throughout the research project (Maree, 2007). A letter was given to students and teachers for their consent to participate in the study. This letter was to pay them courtesy and to also ensure that their informed consent is sought before they participate in the study.

Informed consent

According to Baloch and Shah (2014), informed consent means one has agreed to participate in a research study after learning about the study, which includes the possible risks and benefits it poses to the individual. This means that the participating individuals should be made to know and understand the details of the research and what it entails and the benefits they stand to achieve from the research. The students were allowed enough time to assess and consider the risks and benefits involved in participating in this research and decide if they wanted to take part or not without any form of coercing them. The risks and benefits involved of the study are also communicated to the participants. The consent forms were signed by the school on the students' behalf. Because majority of those who participated in the study were students, the school management gave the researcher the

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required authority. The general nature of the study was communicated to the participants.

Anonymity

Anonymity implies that the researcher keeps the identity of person or area involved secrete but when it comes to research by extension it means not including information obtained about any participant or research site that will make it possible for the participant or research site to easily identified or known by others (Walford, 2005). In this recent study, numbers will be indicated on questionnaires instead of names of participants and schools.

The researcher when conducting this study ensured that participants were not made to face physical, psychological and emotional torture or harm. Participants were given adequate and enough information from which they were required to make informed decisions. The data that was collected was not revealed to any other individual without seeking the permission and consent of the participants who took part in the study. The researcher conducted an in depth analysis of the risks and benefits involved.

Confidentiality

Cohen et al. (2011) defines confidentiality as keeping information obtained from participants undisclosed and hidden from others so that participants are not easily identified or traced by others. The researcher employed coding abstracted data with special identifiers rather than using names and masking features of exact cases, institutions or settings that may allow it to be recognized easily even without names (WHO, 2013). Consideration was given to the manner in which the data were protected from unauthorized persons by the researcher. Soft copies were also given passwords to protect them.

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Data Processing and Analysis

Data that is collected from the study is coded, edited and inputted into the computer software (SPSS version 22). The analysis of the data is conducted quantitatively which focuses on the research questions and hypotheses of the study. The first stage of analysis (demographics and RQ1 & 2) focuses on descriptive statistics that includes computing the frequencies, percentages, means and standard deviations. Data collected is synthesized and modified in the form of a table to demonstrate where the relative proportions are applicable.

The next and second stage includes statistics that are Inferential. Inferential statistics in which the Pearson Product Moment Correlation (PPMC) and Analysis of Variance (ANOVA) is employed. A significant level of 0.05 is applied to test the identified relationships and differences. In using Pearson Product Moment Correlation (PPMC), the model is utilized to show the direction, magnitude of the effect and show what relationship exist between the variables Teachers Expectation (TE) and Students learning Behaviour (SLB).

Research hypotheses 1- 4 were tested using one-way ANOVA. The one-way analysis of variance (ANOVA) is used to find out if any significant differences exist between the means of three or more independent (unrelated) groups (locations). ANOVA was used to test general rather than specific differences among means.

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CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter provides the results of the facts collected from the field and discusses the findings from 217 questionnaires completed by teachers and students in rural, semi-urban and urban schools.

The results are submitted in sections according to demographics, research questions and hypotheses. The first section has to do with the demographics of this study. The next and second section covers the expectations of teachers. The third covers the learning behaviours of students and the fourth section deals with the relationship between teacher's expectation and students' learning behaviour. The fifth section deals with differences in teacher expectation in relation to their years of teaching experience. The sixth section covers differences in teacher expectation with regards to their location. Lastly, the differences in the students' behaviour in relation to their school location are also presented.

SECTION 1: Analysis of Demographic Information

This section covers the respondents' school location and years of teaching experience. Frequencies and percentages are used to analyse responses on the school location. Table 5 presents the analysis of the responses on the school location of the respondents.

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Table 5: School Location of Respondents

School Location	Teachers Freq (%)	Students Freq (%)
Rural	5 (26.3)	57 (28.8)
Semi-Urban	5 (26.3)	88 (44.4)
Urban	9 (47.4)	53 (26.8)
Total	19(100)	198(100)

Source: Field survey, (2019)

"Table 5 displays the school location of the teachers and students who participated in the study." "Respondents attended schools from rural, semi-rural and urban areas. It can be seen from the table that five (5) respondents representing 26.3% of the teachers were teaching in the rural areas with the same number teaching in the semi-urban areas." Nine (9) teachers representing 47.4% taught in the urban areas. On the other hand, 57(28.8%) of the students attended school in the rural areas, followed by semi-urban with 88(44.4%) and 53(26.8%) of the students attending school in the urban areas. These figures imply that most of the teachers were teaching in the urban schools with majority of the students attending schools in the semi-urban areas.

SECTION 2: Analysis of Years of Teaching Experience

"This part covers the respondents' years of teaching experience. Frequencies and percentages are used to analyze responses on the years of teaching experience." "Table 6 submits the analysis of the responses on the teachers' years of experience in teaching.

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Table 6: Years of Teaching Experience of Respondents

Years of Experience	Frequency	Percentage
1-5	3	15.8
6-10	9	47.4
11 and above	7	36.8
Total	19	100

Source: Field survey, (2019)

Table 6 displays and indicates that majority of the respondents (9) representing 47.4% has 6-10 years of teaching experience, followed by 7(36.8%) respondents with 11 and above years of teaching experience while only 3 (15.8%) respondents has 1-5 years of experience in teaching. This means that majority of the teachers have served for long and could have gathered substantial teaching experiences which can be beneficial to the students."

Research Question One

What expectations do teachers in the Aowin Municipality hold about their students?

This research question aims to find out the type of teachers expectations that teachers hold and set for their students in the Aowin Municipal Area. Data on this question is collected using the teacher's expectation questionnaire and analyse using means and standard deviations. In answering the research question, fourteen (14) items under the teacher's expectation questionnaire is used and scored using agreement and disagreement dimensions but determination of level is based on mean scores low (1.0-2.5) and high (2.6-4.0) against the average or total mean. In this sense, observed mean similar to determination range becomes the description

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of the level of teacher's expectation. Table 7 shows the analysis of the responses on what type of expectations do teachers hold about their students and their overall expectations.

Table 7: Expectations Teachers Hold about their Students

Statement	*Mean*	*SD*
I expect all students to bring relevant learning materials to the classroom.	3.16	.89
"I set high standards for learning and let students know they are all expected to meet them."	3.31	.58
"I expect all students to learn at their own highest level."	3.00	.75
"I expect most students in my school to perform at or above the National average level (50%) in academic achievement."	3.63	.68
"I believe most student in my school will perform below the national average level in academic achievement."	1.79	.85
"I put in effort to help improve the performance of pupils"	3.68	.75
"I spend different times with slow and fast learners."	3.37	.76
"I do not believe that all children have the ability to learn and to master academic work."	2.58	1.07
"At- risk students should be removed from regular classrooms and placed in homogeneous groups so that their needs can be better addressed."	3.05	.78
I monitor students' learning behaviour to make sure that they know their expectations and certain high expectations are communicated to all students and will lead to higher achievements.	3.58	.51
I do not demand the same effort from low and high achieving students when performing classroom activities.	3.00	1.00
I expect all students to cooperate with each other during group activities to enhance understanding.	3.68	.48
I expect all students to do and submit their class exercises and assignments regularly and on time.	4.00	.00
I mostly call on good students to answer questions in class in order to save time.	1.42	.61
Total	3.09	.19

Source: Field survey, (2019) *n* = 19

The findings from table 7 indicates that "I expect all students to do and submit their class exercises and assignments regularly and on time" has the

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highest mean (M = 4.00, SD = .00). This is followed by "I expect all students to cooperate with each other during group activities to enhance understanding" (M = 3.68, SD = .48) and then "I put in effort to help improve the performance of pupils" (M = 3.68, SD = .75). On the other hand, "I mostly call on good students to answer questions in class in order save time" had the lowest mean (M = 1.42, SD = .61). In sum, the results indicates a total average mean of (M=3.09, SD=19) which falls within the range of 2.6 – 4.00. "This means that teachers have expectations that are higher for their students and this also implies that teachers expect their students to submit their class exercises and assignments on time and cooperate with each other during group activities.

Research Question Two

What are the learning behaviours students in the Aowin Municipality exhibit?

"This research question is to identify the learning behaviours students in the Aowin Municipality exhibit." "Data on this question is collected using the students' behaviour questionnaire and analyse using means and standard deviations. In answering the research question, twelve (12) items under the students' questionnaire is used and scored using agreement and disagreement dimensions but determination of level is based on mean scores bad (1.0-2.5) and good (2.6-4.0) against the average or total mean." "In this sense, observed mean similar to determination range becomes the description of whether students have good or bad learning behaviours. Table 8 shows the analysis of the responses on the learning behaviours of students in the Aowin Municipality.

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Table 8: Learning Behaviours of Students

Statement	Mean	SD
I am confident in performing learning activities because my teacher guides me.	3.46	.67
My teacher does not involve me in learning activities when I do not bring my learning materials to class.	2.32	1.11
"I can perform above the national average level (50%) in academic achievement"	3.36	.79
I learn well because my teacher set goals for me.	3.30	.98
I feel comfortable and understand better when I interact with my peers during group activities.	3.21	.89
I cooperate with other student well during group activities.	3.30	.83
I am confident in class because my teacher appreciates every effort I make during class discussion.	3.25	.85
I do my class exercises and assignments regularly and submit them on time.	3.38	.87
My teacher appreciate students whose temperaments are more like his or hers.	2.76	.95
The time I spend in learning is dependent on my teacher's expectations for me	2.87	1.04
My teacher believes I cannot perform above the national average level in academics.	2.04	1.18
Total	3.08	.35

Source: Field survey, (2019) *n* = 198

The findings achieved from Table 8 indicates that "I am confident in performing learning activities because my teacher guides me" has the highest mean (M = 3.46, SD = .67). This is followed by "I do my class exercises and

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assignments regularly and submit them on time" (M = 3.38, SD = .87) and "I can perform above the national average level (50%) in academic achievement" (M = 3.36, SD = .79) rounds up the top three. On the other hand, "My teachers believe I cannot perform above the national average level in academics has the least mean (M = 2.04, SD = 1.18), followed by "My teacher does not involve me in learning activities when I do not bring my learning materials to class" (M = 2.32, SD = 1.11). The total mean (M=3.08, SD= .35) indicates that students has good learning behaviours. This means that the students like it and are able to bring out their best when teachers guide them in whatever they do. On the contrary, telling them they cannot perform above average demoralize them.

Research hypothesis one

"H0: Statistically there is no significant relationship between teachers' expectation and students' learning behaviour."

H1: Statistically there is a significant relationship between teachers' expectation and students' learning behaviour."

This hypothesis is tested to find the relationship between teachers' expectation and students' learning behaviour. The Pearson Product Moment Correlation (PPMC) analysis is applied in testing this hypothesis to establish the relationship. Table 9 below displays the relationship between expectation of teachers and the learning behaviour student display.

Variable	Teacher Expectation	Students' Learning Behaviour

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Correlation (r)	Teacher Expectation	1.000	-.204
	Students' Learning Behaviour	-.204	1.000

Table 9: Correlation between Teachers' Expectation and Students' Learning Behaviour

Source: Field Survey, 2019 p =.403 df= 215 N= 217

Table 9 displays the findings from the analysis between teacher expectation and students' learning behaviour and it correlation with each other. The results indicates that the correlation that exist between teacher expectation and students' learning behaviour is weak and negative which is also not significant at a .05 alpha level r(215) = -.204, *p* = .403. According to Cohen (1988), a coefficient between 0.10-0.29 shows a small or weak correlation, a coefficient between 0.30-0.49 shows a medium relationship while a coefficient of 0.50-1.0 shows a large or strong correlation. The results depict a negative or an inverse relationship which means that as scores for teacher expectation increase that of students' learning behaviour decreases. The results thus imply that setting or having higher or too many expectations for students could affect students' learning behaviour adversely as a result of the pressure it might put on them. Since p> .05, the significance of the relationship that exist between teacher expectation and students' learning behaviour is none and therefore the null hypothesis is not rejected.

Research hypothesis two

H0: Difference in teacher expectation based on the number of years of teaching has no statistical significance.

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H1: Difference in teacher expectation based on the number of years of teaching has statistical significance.

This research hypothesis seeks to investigate into the mean differences in teacher expectation in terms of their periods or years of experience in teaching (1-5, 6-10, 11 and above). What made up the independent variable is the period or years of experience in teaching while the variable that is made dependent is teacher expectation. A one-way ANOVA test is conducted to analyse these mean differences. Tables 10 and 11 below shows the group statistics and the results from the one-way ANOVA test respectively

Table 10: Group statistics for Years of Teaching Experience

Years of Teaching Experience	N	Mean	Standard deviation
1-5	3	45.333	4.0414
6-10	9	43.000	1.7320
11 and above	7	42.714	3.3022
Total	19	43.263	2.76570

Source: Field survey, 2019

Table 11: One-way ANOVA results for Years of Teaching Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	15.589	2	7.794	1.021	.382
Within groups	122.095	16	7.631		
Total	137.684	18			

Source: Field survey, 2019

The results from the one-way ANOVA Table 10 above shows that with an alpha level of .05, statistically the difference among the means of

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years of experience on teacher expectation is not significant. From the Table 10, F (2, 16) = 1.021, p = .382. From the results, the years of teaching experience does not affect teacher expectation. This implies that it does not matter the years a teacher might have worked, it will not have any influence on their expectations for the students. Since $p > .05$, the null hypothesis is not declined.

Research hypothesis three

H0: There is no statistical relevance and importance on difference in teacher expectation based on teachers' location.

H1: There is a statistical relevance and importance on difference in teacher expectation based on teachers' location.

This research hypothesis seeks to explore into the mean differences in teacher expectation in relation of their school location (rural, semi-rural, and urban). The variable that is independent is the school location while the dependent variable is teacher expectation. A one-way ANOVA test is conducted to analyse these mean differences. Tables 12 and 13 below shows the group statistics and the results from the one-way ANOVA test respectively.

Table 12: Group statistics for School Location of Teachers

School Location	N	Mean	Standard deviation
Rural	5	45.000	3.391
Semi-Urban	5	42.000	3.391
Urban	9	43.000	1.658
Total	19	43.263	2.766

Source: Field survey, 2019

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Table 13: One-way ANOVA results for School Location of Teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	23.684	2	11.842	1.662	.221
Within groups	114.000	16	7.125		
Total	137.684	18			

Source: Field survey, 2019

"The findings from the one-way ANOVA Table 13 above, indicates that there is no statistically significant differences among the means of school location of teachers with respect to teachers' expectation." From the Table 12, F (2, 16) = 1.662, p = .221. From the results, the school location of teachers does not affect teacher expectation. This implies that it does not matter where a teacher teaches whether in the village or town, it will not have any influence on their expectations for the students. Since $p > .05$, the null hypothesis is not declined."

Research hypothesis four

H0: Difference in students' learning behaviour based on students' location has no statistical importance

H1: Difference in students' learning behaviour based on students' location has statistical importance.

This research hypothesis seeks to investigate into the mean differences in students' learning behaviour in terms of their school location (rural, semi-rural, and urban). The school location is made the variable that is independent while the variable that is dependent is student's learning behaviour. A one-way ANOVA test is performed to analyze these mean differences. Tables 14

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and 15 below shows the group statistics and the results from the one-way ANOVA test respectively.

Table 14 : Group statistics for School Location of Students

School Location	N	Mean	Standard deviation
Rural	57	37.7368	4.02903
Semi Urban	88	37.2614	3.29226
Urban	53	35.6415	4.41629
Total	198	36.9646	3.90285

Source: Field survey, 2019

Table 15: One-way ANOVA results for School Location of Students

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	134.523	2	67.261	4.576	.011
Within groups	2866.230	195	14.699		
Total	3000.753	197			

Source: Field survey, 2019

The findings obtained from the one-way ANOVA Table 14, above indicates that there exist a statistically significant difference among the means of school locations of students (rural, semi-urban and urban) and students' learning behaviour. From the Table 14, F (2, 195) = 4.576, p = .011. From

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the results, the school location of students affects the students' learning behaviour. Since $p < .05$, the null hypothesis is declined. Again, since a significant mean difference is found, Post Hoc analysis is conducted. Results from the LSD Post Hoc test is shown in Table 16 below

Table 16: Post Hoc multiple comparison of Students' School Location on Students' Learning Behaviour

School Location	School Location	MD	Std. Error	Sig.
Rural	Semi-Urban	.475	.65184	.467
	Urban	2.095*	.73158	.005
Semi-urban	Rural	-.475	.65184	.467
	Urban	1.619*	.66660	.016
Urban	Semi-urban	-2.095*	.73158	.005
	Urban	-1.619*	.66660	.016

Source: Field survey, 2019

The results from the comparisons of the Post-hoc using the LSD Post Hoc test indicates that the rural schools mean score of (M=37.74, SD=4.03) is vast and significantly different from the mean score of urban schools (M=35.64, SD=4.41). Similarly, the mean score for semi-urban schools (M=37.26, SD=3.29) is significantly different from the mean score of urban schools (M=35.64, SD=4.41). Conversely, the mean score of rural schools (M=37.74, SD=4.03) does not differ significantly from the mean score of semi-urban schools (M=37.26, SD=3.29). The statistically significant difference implies that the location of a student's school or the place an individual attends school can have influence on their learning behaviour.

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Discussion

This section interprets and compares the findings of this current study in relation to the literature and results obtained previously. Every single result is evaluated and their effect relating to current theoretical positions as well as their practical applications is also examined. The findings are discussed in accordance with the research questions and hypotheses. First, the findings on teacher expectation are discussed. Findings obtained on students' learning behaviours is also analyzed followed by the analysis of the results or findings on the relationship existing between teacher expectation and students' learning behaviours. Findings obtained on the years of teaching experience differences in relation to teacher's expectations are also discussed. Again, findings on differences in teachers' expectations in terms of school location are discussed too. Finally, discussion of the findings on differences in students' learning behaviour in terms of school location is also done. These findings are amplified and discussed below.

Teacher Expectation about their Students

The findings the study achieved find that most teachers expected their students to do and submit their class exercises and assignments regularly and on time. Again teachers expect their students to cooperate with each other during group activities to enhance understanding. Also, teachers put in effort to help improve the performance of their pupils. On the contrary, few teachers mostly call on good students to answer questions in class just to save time. On the whole, teachers do have and set high expectations for their students. These findings are consistent with the findings Ali (2010) who also finds that teachers expect their students to complete various activities given to them

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including exercises and assignments. The findings again affirms that of Rubie-Davies (2010) who also finds that students are to engage in and co-operate in group activities to enhance understanding as well as completing home works and have good teacher relations. Lastly, the results are in support with the outcomes of Gershenson et al (2016) and Hornstra et al (2010) who were also concerned with high expectations for their students to perform better. These expectations are not very far-fetched as it may be normal for every teacher to have some kind of things they wish to see in their students. The idea of teachers to expect student to participate in group activities is very much supported by Bandura's (1997) social cognitive theory and Vroom's expectancy theory. Bandura stated that "people learn by observing and emulating others". By implication, as students participate in groups, they observe and learn from other students. Vroom's expectancy theory support this finding in the sense that some teachers believe that setting high expectations would motivate the students to work hard to achieve the goals set by the teacher. However, it must be emphasized that teachers should be cautious of how high or low the expectations they set for their students. Ford's motivation system theory states the need for regulating goal directed activities and personal goals in order to motivate and bring the best performance out from the students. This can be one reason why teachers in Aowin municipality set high expectations for their students. Teachers need to set targets that can challenge the students to give their best.

On the contrary, teachers did not like asking brilliant or best students questions to judge the general understanding of the class. Some teachers however do put questions to brilliant or the best students in class just to save

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time. This is because some teachers may intentionally during class lessons ask high performing students questions for their understanding to judge the general understanding of the class which might not be the best option. This is because some students may feel left out and then self-fulfilling prophecy set it in. In order to counter this and ensure that every student understands whatever is taught in class, teachers expect that students engaged in group activities and learning to learn from those who understood what was taught in class. It is through the submission of assignments and exercises that teachers will know whether what was taught was understood. Assignments and exercise scores are used as the yardstick and feedback by teachers and therefore not very surprising that it has the highest mean in teacher expectations.

Students' Learning Behaviour

This study finds that students are very much confident in performing every learning activity because the teacher will guide them. Again, students did their class exercises and assignments regularly and submitted them on time, cooperated with other students during group activities as well as performed above national average in achievement in their academics. Another side of the students' behaviour is that they do not like it when their teacher believes they cannot perform above national average as well as not involving them in learning activities. However, on the whole, students have good learning behaviours. This study's results are in agreement with the results of Hang and Teng (2005) who also found that students liked to study in groups and in teams.

On the contrary, the findings of this research is inconsistent with the findings of Beatty (2017), Cheng et al (2011) and Carbone et al (2000) who

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found that students did not like to study in groups but rather on their own. It can be observed that the findings from the study somehow match with teachers expectations that they have for their students. It can therefore be said that students put up search learning behaviours because that is what is expected of them from their teachers. Again, students are more confident in learning with guidance from teachers because as Bandura's social cognitive learning depicts, teachers serve as models for the students to learn from. "Students believe they can perform above national average probably because they might have developed positive views about themselves and therefore assume the conviction that no matter how the situation, they stand the chance to achieve their aims in education with teacher supports. Having this conviction help to raise the self-efficacy levels of student from which they can judge their abilities, strength and vulnerability to function (Bandura, 1997). Again it was through the submission of assignments and class exercises that they will get feedback to determine whether they will perform above national average. The results achieved from this study seem to support the assumptions of Bandura's theory.

Students might not like it when their teachers believe they cannot perform above national average and also not involve them in learning activities. One reason for this can be that probably the students might have had high self-efficacy levels and therefore with guidance from the teachers they can live up to expectations. Self-fulfilling prophecy can set in if teachers keep telling the students they cannot reach their standard according to Rosenthal and Jacobson's Pygmalion effect. According to this theory by Rosenthal and Jacobson, students are more likely to become what their teachers tell them or

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expect them to be. This can account for why teachers set expectations that are high for the students and the students in turn have good learning behaviours.

Relationship between Teachers' Expectation and Students' Learning Behaviour

The study finds a not significant relationship between teacher expectations and students' learning behaviour r(215) = -.204, p = .403. The findings of this study is in agreement with the findings" of Rubie-Davies et al (2012) whose study also revealed no significant relationship between teacher expectations and learning behaviour of students. On the other hand, the findings this study achieved are inconsistent with the findings of Archambault et al (2012), Rubie-Davies (2010) and Hornstra et al (2010) who also detected a significant relationship between teacher expectations and students' learning behaviours. The result for this study go contrary to what Rosenthal and Jacobson say that it is more likely for students to exhibit good learning behaviours and thus improve their performance if the expectations their teachers set or have for them is higher. From the previous results of teachers having higher expectations for the students, it is expected it will reflect in the relationship it has with the students learning behaviour. However, it is not the case as revealed in this study. The not significant result for this current study indicates that there is the likelihood that this relationship is by chance but not as a result of the manipulation of the variables. This insignificant relationship of this recent and current study may be resulted from the vast difference in the teacher and student variables.

However, this relationship cannot be neglected. The inverse relationship means that expectations that are high from teachers have the

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likelihood to adversely affect students' learning behaviours. Students look up to teachers as models and also as motivators in the school and the classroom at large according the social learning theory by Bandura. The expectations teachers have for their student go a long way to either motivate or demoralize students. Teachers that normally set high achievement and performance expectations for their students may be doing them more harm than good. This means that teachers must produce a favorable atmosphere or environment for their students to achieve the best. This confirms Ford's motivation system theory of performance "that achievement is a result of motivation, skill and responsive environment." The kind of environment teachers create for their students can determine the learning behaviours students portray. Other studies might have had significant relationships probably because they had an evenly distributed sample sizes compared to that of this study.

Differences in Teachers Expectations and Years of Teaching Experience of Teachers

"The findings obtained for this study indicates that there is statistically no significant difference exist in teacher expectations with regards to their years and period of teaching experience F (2, 16) = 1.021, p = .382. This finding affirms that of Timmermans and Rubie-Davies (2018) and Lane et al (2004) who also found no significant differences in teacher expectations in relation to their teaching experiences over the years. Contrary to these findings, Henry, et al (2011) and Seidel, et al (2011) found significant differences in teacher expectations relating to their teaching experiences over the years. The implication for this finding in this current study is that, no matter the number of years one has taught, it does not change the expectations

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they have for their students. It may be a general perception that as teachers grow in their service, they will gain much experience and vary the kind of expectations they have for their students. Whether a teacher is a novice or may have taught for 10 years and above, they will all expect their students to submit assignments and exercises on time, learn in groups and expect their students to perform highly in class.

However, another option can be that as teachers gain experience, they can vary their expectations based on the level and the entry behaviour of their students. That is not the case in this study. This can be as a result of the subject based teachings in the junior high schools. Teachers may have focused on the subject they teach and not the students. Unlike a class based teaching where a teacher is given one class to take. "In that case teachers will focus on the characteristics and behaviours of the students as a whole and therefore use it as a baseline to set expectations for the students." It will be somehow surprising how a teacher can teach for like 10years and above and still hold the same set of expectations they have for students when they were novice teachers. However, this lack of differences can be attributed to other methodological variables that vary in other studies. It is therefore suggested that teachers use their experience from their long years of teaching to help set out the best of expectations for their students.

Differences in Teachers Expectations with Respect to Schools' Location

The whole findings obtained from the study indicates that there exist no statistical significance difference in teacher expectations with respect to the location of the schools they teach $F(2, 16) = 1.662$, $p = .221$. These findings is contrary to results obtained by the study of Rodriguez et al (2019),

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Timmermans and Rubie-Davies (2018), Yiu and Adams (2013) and Abroampa (2010) who found significant differences in teacher expectations in terms of where they were teaching. The implication of this finding for the study is that it does not matter where a teacher teach, they may have the same expectations for their students. Teachers who teach in urban schools, semi-urban schools and rural schools all have similar or same expectations for the students. This finding is somehow very surprising and inconsistent with the general Ghanaian perception. It is a general perception that more is expected of students in urban schools than those in the rural areas. For example, students in urban schools are expected to have high performance and expected to do better than students in schools in rural areas. Moreover, this is not the case with teachers in the Aowin Municipality as they did not differ in their expectations for their students whether in urban, semi-urban or rural school. This unexpected result can be credited to the fact that teachers have been rotated and transferred among schools in the rural and urban areas. At any particular point in time, a teacher can be transferred from schools in rural areas to urban schools or semi-urban schools. Such a teacher may carry the same expectations he has for the students in the rural areas to the students in the urban areas. As a result, there will not be any differences in teacher expectations for the students found in the rural and urban settings.

Differences in Students' Learning Behaviours with Respect to Schools' Location

It is found in this study that a significant difference exist in students' behaviour with respect to where they attend school $F(2, 195) = 4.576$, $p = .011$. This result is in consistency with the findings of Lamb (2012), Baker

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and Gowda (2010) and Hope and Bierman (2009). These studies all reported that there are significant differences in students' behaviour relating to where they attend school. These findings imply that students in the urban schools have learning behaviours that are different from that of the students in the semi-urban and rural schools. This is a finding that is not out of the blue. It is much expected that students in the urban schools put up the best learning behaviours and performance than those in the rural schools. This expectation can be attributed to the fact that given the kind of infrastructure in the urban schools, the students there have no option than to perform to the zenith. These expectations are much more evident in the end results of the BECE. For instance an urban school with ICT center and library will be writing the same BECE with the rural school without even a single computer. Again, a student in a very remote area without access to electricity and television and a student living in an urban city with electricity and so have access to television may write an essay in the same BECE on the question 'write about a favourite television program you have watched' which clearly puts the student in the rural and remote area at a great disadvantage. The infrastructure in the urban schools facilitate some learning behaviours like learning in groups and teams as well as going to the library to do assignments and to add up to their knowledge base. The students themselves may take pride in attending a prestigious school and that is where the differences in learning behaviour may have begun. In our part of the world, sometimes teachers in the rural schools do not get the materials to teach. Therefore there will definitely be differences in the learning behaviours of students. It is therefore imperative that efforts are made to reduce this bias in the education system by creating equal learning

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situations for all students. This finding is in line with Ford's (1992) motivation system theory that one important and critical element needed for achievement is a responsive or conducive environment.

Summary of the Key Findings

On the whole, teachers expectations that they possess for their students are very high (M=3.09, SD=19) which falls within the range of 2.6 – 4.00. However, the most dominant teacher expectation is "I expect all students to do and submit their class exercises and assignments regularly and on time" followed by "I expect all students to cooperate with each other during group activities to enhance understanding" and "I put in effort to help improve the performance of pupils".

Students also have good learning behaviours in all (M=3.08, SD= .35). The most dominant students' learning behaviours included "I am confident in performing learning activities because my teacher guides me" This is followed by "I do my class exercises and assignments regularly and submit them on time" and then "I can perform above the national average level (50%) in academic achievement".

Regarding relationships, there is no significant correlation that lies between teacher expectations and students' learning behaviours r(215) = -.204, p = .403. Thus the high expectations teachers have for their students may not have any influence on the kind of learning behaviours students display.

There is no significant differences that lies between teacher expectations in relation to the years of teaching experience F (2, 16) = 1.021, p = .382. This means that it does not matter the number of years a teacher may have taught or years of experiences, teachers have no differences in their

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expectations. In other words years of experience have no influence on teachers' expectations.

Also, no significant difference exist between teacher expectations in relation to the location of their schools F (2, 16) = 1.662, p = .221. It implies that the location or the place a teacher teaches (urban, semi-urban or rural) does not have any bearing on the teachers' expectations they have for their students.

Lastly, a significant difference lies between students' learning behaviour in relation to the location of their school F (2, 195) = 4.576, p = .011. This implies that the learning behaviour of a student can depend on the location of the school he or she attends.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

"This chapter deals with the summary of the study, conclusions and recommendations of the study."

Overview

Purpose of the Study

The study seeks to examine the relationship between teachers' expectation and junior high school students' learning behaviour in the Aowin municipality, Western Region-Ghana.

Methodology

The correlational research design approach is applied for the study. Using a multi-stage sampling technique, 217 teachers and students participants

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responded to a structured questionnaire. Statistical procedures adopted in the data analysis are mainly means and standard deviations, Pearson correlation and one way analysis of variance (ANOVA).

Research Questions

1. What expectations do teachers in the Aowin Municipality hold about their students?
2. What are the learning behaviours students in the Aowin Municipality exhibit?

Research Hypotheses

At 0.05 level of confidence, the following hypotheses are tested.

1. H0: Statistically there is no significant relationship between teachers' expectation and students' learning behaviour.

H1: Statistically there is a significant relationship between teachers' expectation and students' learning behaviour.

2. H0: Difference in teacher expectation based on the number of years of teaching has no statistical significance.

H1: Difference in teacher expectation based on the number of years of teaching has statistical significance

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3. H0: There is no statistical relevance and importance on difference in teacher expectation based on teachers' location.

H1: There is a statistical relevance and importance on difference in teacher expectation based on teachers' location.

4. H0: Difference in students' learning behaviour based on students' location has no statistical importance.

H1: Difference in students' learning behaviour based on students' location has statistical importance.

Key findings of the study

1. Teachers do have expectations that are high for their students. The most dominant teacher expectation is "I expect all students to do and submit their class exercises and assignments regularly and on time" followed by "I expect all students to cooperate with each other during group activities to enhance understanding" and then "I put in effort to help improve the performance of pupils".
2. Students also have good learning behaviours. The most dominant students' learning behaviour is "I am confident in performing learning activities because my teacher guides me" This is followed by "I do my class exercises and assignments regularly and submit them on time" and then "I can perform above the national average level (50%) in academic achievement".
3. There is no significant correlation between teacher expectations and students' learning behaviours $r(215) = -.204$, $p = .403$.

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4. There are no significant differences in teacher expectations based on years of teaching experience F(2, 16) = 1.021, p = .382.

5. Also, there is no significant difference in teacher expectations based on the location of their schools F(2, 16) = 1.662, p = .221.

6. Lastly, there is a significant difference in students' learning behaviour in terms of the location of their school F(2, 195) = 4.576, p = .011.

Conclusions

"This research investigates the relationship that exist between teachers' expectation and junior high school students' learning behaviour in the Aowin municipality, Western Region." Though in all teachers have high expectations, it can be seen from the study that some expectations are dominantly expressed by the teachers. It can therefore be concluded that some things are very important to teachers than others. It can be deduced that teachers will like student to complete assignments and exercises, engage in group learning and activities as well as helping their students improve in their academic performance. This means that though teachers may want many things from the students, some may be more essential to them. Teachers seem to give high expectations to the things that will help the students and the teachers themselves.

Again, teachers' expectations are seen to have reflected in the students' learning behaviours. Students have good learning behaviours. Students' dominant learning behaviours include completing assignments and exercises, studying in groups and hoping to perform above national average. It can be concluded that students try to meet up to their teachers' expectations. Students

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put up learning behaviours that will help improve achievement and performance academically.

Basing on the findings on the relationship between teacher expectation and students' behaviour, though not significant, it can be concluded that what teachers expect of their students may have some form of influence on the learning behaviours of students. However this influence may be attributed to other factors. This implies that factors such as socio-economic background and other factors can be attributed for the relationship existing between teacher expectations and learning behaviours. "This no significant relationship is in a way an unexpected finding because it is a general perception that the expectations teachers have will significantly have an impact on the learning behaviours of students."

"Basing on the findings of no significant difference in teacher expectation in terms of years of teaching experience, it can be concluded that teachers' expectations may not be influenced by how long the teacher may have taught." This means that the years of teaching experience may not matter when teachers set expectations for their students. Teachers who have taught for a year and teachers who have been teaching for ten years and over had the same set of expectations for their students. This may not be a normal situation as it is very much expected that as teachers gain more experience, it will have an influence on the expectations they have for the students. This may be a deviation from the normal perception. It is therefore important that teachers apply the experiences they have had from the years of teaching in shaping the kind of expectations they will like the students to observe.

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Similarly, it can be concluded based on differences in teacher expectation in terms of school location that where teachers are teaching may have nothing to do with the teachers expectations they set hold for their students. In Ghana for example, urban schools are usually expected to perform better than students in the rural schools therefore teachers are likely to set higher expectations for students in schools in the urban areas than those in the schools located in the rural area. One reason can be the belief that the students have been given a responsive environment with enough infrastructure to learn and perform. However, such is not the case in this study as surprisingly, teachers do not differ in their expectations for students in the rural, semi-urban and urban schools. Whichever be the case, the most important thing is for the students to meet to the teachers' expectations.

This study has raised some concerns about some aspect of students' learning behaviour that are mostly given a blind sight. It can be concluded that students in the rural schools see themselves to be inferior to the students in the urban and semi-urban schools. The problem is that when it happens like that, self-fulfilling prophecy is likely to set in and then students in the rural areas will always believe they cannot compete in the urban schools. The differences observed in this study indicates that students should be conscientised that no matter where they may be schooling, they can do well because at the end of it all, they will all sit for same Basic Education Certificate Examination (BECE).

Recommendations

In view of the findings resulting from the study, the recommendations that are made are the following:

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1. Though teachers have some form of expectations for their students, the Ministry of Education and heads of schools should ensure that teachers set flexible and achievable goals for their students. Teachers should be encouraged to continue to ensure that assignments and exercises are completed. To meet this expectation, parents and guardians also must play a major part or role in ensuring that their children do not gallivant around but rather do their assignments. Teachers should set expectations not too high or too low but expectations that challenge the students to do their best.

2. It is recommended also that class teachers assist their students to put up the best of student behaviour that can help them achieve their aim. One learning behaviour that was observed is that students do their assignments and exercises. Teachers should continue to keep their students engaged with homework/take-home assignments. This will help the teachers to know whether the students absorb and understand what is taught. Again, these assignments will keep the minds of the students fresh for the next lessons and also help the students to evaluate themselves on how they understand what is taught. Since students like to study in groups, it is recommended that the teachers create groups for the students and refer those who cannot understand the things in class to their colleagues who can help. Students have the belief that they can attain the national average. The onus lies on the teachers to shape and prepare them towards achieving such national average.

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3. Though no significant relationship is observed, it can be implied from the students' behaviour that they look up to the teachers expectations. This means that whatever expectations teachers set have an influence on the students. It is therefore recommended that the school authorities should regulate the kind of expectations teachers give the students. For instance the head teacher can have the general expectations for the school as well as specific classroom expectations by the individual class teachers. This can be read or pasted to keep reminding the students of what is expected of them.

4. Ghana Education service and Ministry of education should ensure that teachers use their years of experience to shape the behaviours of students." Though this study finds out that years of teaching experience do not matter in teacher expectations, it is recommended that novice teachers tap from the experienced teachers since they can have the ability to know the nitty-gritties of the students.

5. It is again recommended that policies are put in place to ensure that the bias in teacher expectations depending on where one was teaching is curtailed just as is observed in this study with no differences in teacher expectations. In the policy there should be fixed number of years to teach in an urban school and be rotated to a rural school. This will help spread the experience that teachers gain from the urban areas with the rural teachers.

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6. There is this perception of students in urban areas usually performing better than students in the rural and semi-urban areas. However, this performance gap needs to be bridged. It is thus recommended that the Government of Ghana allocate resources and infrastructure equally to both schools in urban and rural areas. In conclusion, all students whether in urban or rural school will write the same Examinations. School counselors and educators should motivate and encourage students, most especially students from the rural areas to have confidence that they can also perform like students in the urban schools.

Suggestions for Further Research

In view of the delimited scope of this study, the recommendations highlighted for future research focuses on the following areas:

1. Future research should focus on using a larger sample from a larger context.
2. Further research should try to explore the direct causal effect of teacher expectations on students' learning behaviour. This means that further research should find out whether teachers' expectations predict students' learning behaviour as well as exploring the factors that could play role.
3. Other studies can focus on the moderation and mediation effects of other variables.

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4. This study used a correlational study but further studies can use other research designs like longitudinal approach and other exploratory methods.

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APPENDICES

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APPENDIX A

UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATIONAL FOUNDATION
DEPARTEMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

"The questionnaire seeking your cooperation in an academic study. Your full input will help make informed decision about teachers' expectation and students' learning behaviour. It would therefore be appreciated if you could provide reposes to all items on the questionnaire and do it honestly. You are assured of complete confidentiality and anonymity of all information provided." "Therefore, you should not write your name or your school's name on any part of the instrument. Your participation in this study is completely voluntary."

Researchers details
Salomey Appiah
Contact: (0249340375)
Email: salomapp86@gmail.com

SECTION A

Demographic data

1. School location : Rural [ ] semi urban [ ]
2. Years of teaching experience
   - 1- 5 years [ ]
   - 6-10 years [ ]
   - 11 years and above [ ]

SECTION B

EXPECTATIONS OF TEACHERS' IN THE AOWIN MUNICIPALITY ABOUT STUDENTS LEARNING.

On the statement below, please indicate with a tick (√) for one of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to indicate your level of acceptance of the statements.

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SN	STATEMENT	SA	A	SD	D
1.	I expect all students to bring relevant learning materials to the classroom.				
2.	I set high standards for learning and let students know they are all expected to meet them.				
3	I expect all students to learn at their own highest level.”				
4	I expect most students in my school to perform at or above the National average level (50%) in academic achievement.				
5	I believe most student in my school will perform below the national average level in academic achievement.				
6	I put in effort to help improve the performance of pupils better.				
7	I spend different times with slow and fast learners.				
8	I do not believe that all children have the ability to learn and to master academic work.				
9	At- risk students should be removed from regular classrooms and placed in homogeneous groups so that their needs can be better addressed.”				
10	I monitor students’ learning behaviour to make sure that they know their expectations and that certain high expectations are communicated to all students and will lead to higher achievements.				
11	I do not demand the same effort from low and high achieving students when performing classroom activities.				
12	I expect all students to cooperate with each other during group activities to enhance understanding.				
13	I expect all students to do and submit their class exercises and assignments regularly and on time.				
14	I mostly call on good students to answer questions in class in order save time.				

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QUESTIONNAIRE ON STUDENTS LEARNING BEHAVIOUR

Demographic data

1. School location : Rural [ ] semi urban [ ]

   On the statement below, please indicate with a tick (√) for one of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to indicate your level of acceptance of the statements.

SN	STATEMENT	SD	D	A	SA
1.	My teacher encourages me to put up my best in class.				
2.	I am confident in performing learning activities because my teacher guides me.				
3	My teacher does not involve me in learning activities when I do not bring my learning materials to class.				
4	I can perform above the national average level (50%) in academic achievement''				
5	I learn well because my teacher set goals for me.				
6	I feel comfortable and understand better when I interact with my peers during group activities.				
7	I cooperate with other student well during group activities.				
8	I am confident in class because my teacher appreciates every effort I make during class discussion.				
9	I do my class exercises and assignments regularly and submit them on time.				
10	My teacher appreciate students whose temperaments are more like his or hers.				
11	My teacher rarely call on me to answer questions in class.				
12	My learning style is dependent on my teacher's expectations for me.				
13	My teachers believes I can not perform above the national average level in academics.				

Note: TE= Teacher Expectations (16- items, CA= 93); LBS= Learning Behaviour Scale (13-items, CA= 88)

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APPENDIX B

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD
UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v4/20-61
Your Ref: .....
Date: 1st October, 2020

Chairman, CES-ERB
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Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Gloney Appiah ..., Reg. No. EF/PPE/18/0001 is an M.Phil. / ~~Ph.D.~~ student in the Department of Education and Psychology ..... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Relationship between teachers' expectations and Junior High School students' learning behaviour in the Aowin Municipality, Western Region

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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