



East African Journal of Arts and Social Sciences

ejass.eanso.org

Volume 6, Issue 1, 2023

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>

ENSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation

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Article DOI : <https://doi.org/10.37284/eajass.6.1.1312>

Date Published: **ABSTRACT**

14 July 2023

Keywords:

Teacher Expectation, Student Learning Behaviour, Relationship, Motivation, Classroom Expectations.

Teachers play an essential role in any education system and are an important factor that has a 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. This study seeks to offer ways to improve 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 table of sample size, a sample of 225 comprising 205 students and 20 teachers from 19 Junior High Schools in the Aowin Municipality was selected for the study. A multi-stage sampling method is adopted and used for conducting the study. An adapted Teacher Expectations questionnaire by Gallahar, with a reliability coefficient of 0.87 was used for the study. It was found that the relationship between teacher expectation (independent variable) and students' behaviour (dependent variable), though not statistically significant ($r(215) = -.204, p = .403$), 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.

APA CITATION

Appiah, S., Appiah-Kubi, E. & Boe-Doe, K. (2023). What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation. *East African Journal of Arts and Social Sciences*, 6(1), 431-445. <https://doi.org/10.37284/eajass.6.1.1312>

CHICAGO CITATION

Appiah, Salomey, Eric Appiah-Kubi and Kennedy Boe-Doe. 2023. "What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation". *East African Journal of Arts and Social Sciences* 6 (1), 431-445. <https://doi.org/10.37284/eajass.6.1.1312>.

HARVARD CITATION

Appiah, S., Appiah-Kubi, E. & Boe-Doe, K. (2023) "What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation". *East African Journal of Arts and Social Sciences*, 6(1), pp. 431-445. doi: 10.37284/eajass.6.1.1312.

IEEE CITATION

S., Appiah, E., Appiah-Kubi & K., Boe-Doe "What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation". *EAJASS*, vol. 6, no. 1, pp. 431-445, Jul. 2023.

MLA CITATION

Appiah, Salomey, Eric Appiah-Kubi & Kennedy Boe-Doe. "What Teachers Expect: The Relationship between Student Learning Behaviour and Teacher Expectation". *East African Journal of Arts and Social Sciences*, Vol. 6, no. 1, Jul. 2023, pp. 431-445, doi:10.37284/eajass.6.1.1312.

INTRODUCTION

Teachers' expectations are the ideas a teacher holds about students' behaviour that is likely to have an impact on the potential accomplishments of students (Tsiplakides & Keramida, 2010; Spiegel, 2012). These are essential because they ascertain the level and type of instruction teachers plan for their students. These expectations impact the way a teacher interrelates with his or her students and, subsequently, may serve as the basis for students to exhibit certain patterns of behaviour and performance that conform to teachers' expectations. The adverse influence of teachers over expectations on student learning and inspiration has been a major worry of educational researchers. Sag (2014) implied that teacher perceptions of student success levels could be a determining factor in that they may have a 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. Learning behaviours emphasise the crucial link between the ways in which students learn to acquire knowledge.

In the views of Rubie-davies (2017), teachers' expectations can help set many 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 a likelihood that their students can achieve their goals and improve academic objectives and achievements (Rubie-davies, 2009).

Many studies across the world have shown that students' academic performance is largely influenced by several numerous factors. These factors range 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 academic performance (Kwarteng-Nantwi, Adu-Akoh & Edjah, 2022, Mefor, 2014; Ndaku, 2013; Abudu & Fuseini, 2013; Chowa, Ansong & Osei-Akoto, 2012, etc.). The researchers' interactions with some teachers and head teachers in the selected schools reveal that students in Ghana, precisely the Aowin Municipality, exhibit poor learning behaviour in terms of their readiness for lessons, response to class exercises, group assignments and project work, punctuality, and regularity. The Municipal Director, 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 lessons and remediation activities and even sanctions where necessary. However, these measures do not seem to yield any positive remedy. In view of this, the researchers are of the belief that a more prudent and effective way of improving students' learning behaviour may be available; hence the relationship between teacher expectation and students learning should be affirmed so as to provide a realistic, practical, and tangible remedy.

Thus, 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 (Tsiplakides & Keramida, 2010; Spiegel, 2012; Rubie-davies, 2016). For instance, teacher expectations can, for example, be based on students' individual characteristics, say race, ethnicity, and family income level, or indicators of past performance (Workman, 2012). 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 give less positive feedback after correct answers (Workman, 2012).

A survey was conducted by Rubie-Davies, Flint, and McDonald (2012) on the beliefs shared by a teacher, the 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 exists between how teachers characterise 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. The results from the analysis showed that a significant relationship did not exist between teacher expectations and school context variables

like the classroom behaviour of the students. Though no relationship seems to exist, it is still recommended that such constructs as the efficacy of teachers, teacher expectations at the class level, and the orientation of a teacher's goal all recognise that teachers are individualistic and note that there is the need to explore differences in teachers when 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 in which the 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.

Rubie-Davies (2010) conducted a study to determine relationships between the expectations of teachers and their perceived attributes of students. 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's expectation has or related to the academic accomplishment of students with dyslexia. 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 outcome demonstrated that teachers' implicit attitudes and expectations were a valuable predictor of students' achievement and behaviour. It was recommended

that interventions be put in place to match teacher expectations with students' attitudes and behaviour in a way that will enhance performance. Teachers should not expect very high or too low performance from their students.

The above literature seems 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 run, others stated that the expectations of teachers did not bear influence the 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 the 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.

Thus, the researchers of this study seek to suggest other possible ways for improving students learning behaviour in the Aowin Municipality by considering the relationship between teachers' expectations and students' learning behaviour in the Ghanaian context.

THEORETICAL FRAMEWORK

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 about what is true about the world or oneself drive a person's behaviour to a considerable extent. The proportional importance that peoples 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 circumstances. Indeed, given virtually comparable

settings, the same person may choose to act differently. The expectation theory of motivation states that:

- When choosing between behavioural alternatives, people choose the one with the most motivational forces.
- The force of motivation needed for behaviour, action, or task is because of the function of three different perceptions, which are expectancy, instrumentality, and valence. These three senses combine to form a 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 number 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 expectations of the teacher. Expectancy and, consequently, motivation is 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 a person will receive a 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 setting any goals 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 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 higher importance on grades than on enforcing discipline. Others, too, would prioritise 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 counselling sessions to assist them in making the best decisions and adopting suitable values and behaviour.

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 direct, energise, and regulate the goal-directed activity, which includes or are personal objectives, processes of emotional arousal, and personal agency beliefs. Therefore, motivation is an interactive construct that represents the direction an individual is going, the emotional energy and affective experience that supports or hinders movement in that direction, and what expectancies 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 possibility that an individual will not achieve his or her aims because of a 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:

$$\text{Achievement} = (\text{Motivation} \times \text{Skill}) \times \text{Responsive Environment}$$

Biological Structure

The formula proposes that the motivation, skill, and biological capabilities of an individual interacting with a responsive environment result 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:

- To initiate and maintain the learning activity until the goal directing the experience is attained, the person must have the *motivation* needed.
- 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.
- The individual's *biological formation* and functioning must be able to aid the operation of the motivation and skill components.
- 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 a result of a well-motivated, skilful, and biologically able or capable individual interacting within an which is the responsive environment.

Teacher-Students Interactions

Hamre and Pianta (2006) posit that a stronger relationship between a teacher and a student provides 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 relationships with them to motivate and encourage them to learn whatever they teach them and realise their academic goals. Various research findings have proved that healthy teacher-student interaction or relationship is significant to students' motivation and academic success. Hamre, Pianta and Allen (2012) posit that in order to achieve positive teaching and 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 the contemporary teaching and learning process. This is described as an interpersonal 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 a school setting. According to Claridge and Lewis (2005), the connections teachers possess with their learners are principal to the achievements of teaching and learning. Good relationship increases students' outcome in learning and makes it very desirable for the teacher. Hamre and Pianta (2001) and Wigfield and Eccles (2002) argued that an important factor that contributes to the healthy academic progress of all students in schools results

from a strong relationship between both teachers and students.

The researcher's observation reveals that the positive relationship that exists between teachers and students within the school environment amounts to one of the most contributing factors in the successful teaching and learning process because it affects students' readiness and acceptance to study hard to improve their knowledge in their course area and the achievement of their academic goals and objectives.

According to Rabo (2022), in forming a sense of welfare, the teachers' bonds formed with students during the learning processes students can be motivated by their teachers. It is therefore, the principal to develop a positive student-teacher interaction inside the classroom and with regard to its 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.

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 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.

The following research questions and hypothesis were answered and tested respectively:

- What expectations do teachers hold about their students?
- What are the learning behaviours students exhibit?

H₀: There is no statistically significant relationship between teachers' expectations and students' learning behaviour.

RESEARCH METHODS

The correlational research design was used to investigate what relationship exists between teachers' expectations and junior high school students learning behaviour in the Aowin Municipality, Western Region. The study's population comprises all Junior High School teachers and students in the Aowin Municipality. The accessible population comprised all teachers and students from the five sampled circuits, numbered 150 and 2,952, respectively. 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 was used for conducting the study.

An adapted Teacher Expectations questionnaire by Gallahar (2009) with a 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 student participants to measure expectations teachers hold about their students. Likert scale of four responses (Strongly Agree, Agree, Disagree, Strongly Disagree) was used for respondents to tick their response to the questionnaire.

In answering the first research question, fourteen (14) items under the teacher's expectation questionnaire are used and scored using agreement and disagreement dimensions, but the 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, the observed mean, similar to the determination range, becomes the description of the level of the teacher's expectation. In measuring the learning behaviours of students, twelve (12) items

under the students' questionnaire were used and were scored using agreement and disagreement dimensions, but the determination of level is based on mean scores of 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.

Means and standard deviations were used to analyse both teacher expectations and students' learning behaviour in the research questions. The Pearson Product Moment Correlation (PPMC) was used to test the hypothesis. 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 utilised to show the direction and magnitude of the effect and show what relationship exists between the variables teachers' expectation (TE) and students' learning behaviour (SLB).

RESULTS AND DISCUSSIONS

Expectations Teachers Hold about Their Students

Table 1 shows the analysis of the responses on what type of expectations teachers hold about their students and their overall expectations. Teacher expectation is treated as an independent variable.

Table 1: 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 students in my school will perform below the national average level in academic achievement.	1.79	.85
I put in the 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 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, (2021)

The findings from Table 1 indicate that “I expect all students to do and submit their class exercises and assignments regularly and on time” has the 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 the 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.

The findings the study achieved found 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 of Ali (2010), who also finds that teachers expect their students to complete various activities given to them, including exercises and assignments. The findings again affirm that of Rubie-Davies (2010), who also finds that students are to engage in and cooperate in group activities to enhance understanding as well as complete homework and have good teacher relations. Lastly, the results are in support of 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 that teachers expect students to participate in group activities is very much supported by Vroom’s expectancy theory. By implication, as students participate in groups, they observe and learn from other students. Vroom’s expectancy theory supports 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 emphasised 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 of 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 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 a self-fulfilling prophecy sets it in. In order to counter this and ensure that every student understands whatever is taught in class, teachers expect 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.

Learning Behaviours Exhibited by Students

Table 2 shows the analysis of the responses to the learning behaviours of students in the Aowin Municipality.

Table 2: 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 students well during group activities.	3.30	.83
I am confident in class because my teacher appreciates every effort I make during class discussions.	3.25	.85
I do my class exercises and assignments regularly and submit them on time.	3.38	.87
My teacher appreciates students whose temperaments are more like his or hers.	2.76	.95
The time I spend 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, (2021)

The findings achieved from *Table 2* indicate 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 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 have 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 demoralises them.

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 the national average in

achievement in their academics. Another side of the student's behaviour is that they do not like it when their teacher believes they cannot perform above the national average as well as not involve them in learning activities. However, on the whole, students have good learning behaviours. This study's results are in agreement with the results of Han and Teng (2005), who also found that students liked to study in groups and in teams.

On the contrary, the findings of this research are inconsistent with the findings of Beatty (2017), Cheng et al. (2011) and Carbone et al. (2000), who found that students did not like to study in groups but rather their own. It can be observed that the findings from the study somehow match 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.

Students might not like it when their teachers believe they cannot perform above the national average and also do 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.

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

This hypothesis was tested to find the relationship between teachers' expectations and students'

learning behaviour. The Pearson Product Moment Correlation (PPMC) analysis is applied in testing this hypothesis to establish the relationship. *Table 3* below displays the relationship between the expectation of teachers and the learning behaviour student display.

Table 3: Correlation between teachers' expectations and students' learning behaviour

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

p = .403, df = 215, N = 217

Source: Field Survey, 2021

Table 3 displays the findings from the analysis between teacher expectations and students' learning behaviour and their correlation with each other. Teacher expectation is the independent variable. The results indicate that the correlation that exists between teacher expectation and students' learning behaviour is weak and negative, which is also not statistically 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 and 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 because of the pressure it might put on them. Since $p > .05$, the significance of the relationship that exists between teacher expectation and students' learning behaviour is none, and therefore the null hypothesis is not rejected.

The study finds a not significant relationship between teacher expectations and students' learning behaviour $r(215) = -.204, p = .403$. The findings of this study are in agreement with the findings of Rubie-Davies et al. (2012), whose study also revealed no significant relationship between teacher

expectations and the learning behaviour of students. On the other hand, the findings this study achieved are inconsistent with the findings of Rubie-Davies (2010) and Hornstra et al. (2010), who also detected a significant relationship between teacher expectations and students' learning behaviours. 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 student's 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 a likelihood that this relationship is by chance but not as a result of the manipulation of the variables. This insignificant relationship between this recent and current study may result 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 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 to the social learning theory by Bandura. The expectations teachers have for their students go a long way to either motivate or demoralise 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 favourable 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 a 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 size compared to that of this study.

CONCLUSION

Though 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 would like students to complete assignments and exercises, engage in group learning and activities as well as help their students improve 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 have high expectations for the things that will help the students and the teachers themselves.

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

Based on the findings, the relationship between teacher expectation (independent variable) and students' behaviour (dependent variable), though not significant, 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 to 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.

Recommendations

It was recommended that teachers should 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.

It was also recommended that class teachers assist their students to put up the best 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 to achieve such a national average.

In view of the finding, it was recommended that though no significant relationship was 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.

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