

The influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn

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DECLARATION

I the undersigned, Petro Nel, 12777927, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

P. Nel
Signature

5/10/15
Date

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*“Death and life are in the power of the tongue, and those
who love it will eat its fruit.”*

Prov. 18:21

*“Not many of you should become teachers, my brothers; for you know
that we who teach will be judged with greater strictness.”*

James 3:1

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ABSTRACT

THE INFLUENCE OF TEACHERS' EXPECTATIONS AND TEACHING BEHAVIOUR ON LEARNERS' LEARNING EXPERIENCES AND MOTIVATION TO LEARN

Key phrases contained in this paper: self-fulfilling prophecy (SFP); Pygmalion Effect; teachers' expectations; teachers' teaching behaviour; learner motivation; influence

This dissertation examines the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn, also known as Self-Fulfilling Prophecy or the Pygmalion Effect. Extensive research concerning the influence of teachers' expectations and teaching behaviour (Self-Fulfilling Prophecy and Pygmalion Effect) was done in other countries such as Canada and Israel. The fact that research into this phenomenon in South Africa was limited, motivated me to explore the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn within the South African educational milieu.

The literature study focused on teachers' expectations, teaching behaviour and learner-teacher relationships. "*Pygmalion in the Classroom*" by Rosenthal and Jacobson (1968) was the platform from which this research was launched. The literature study focused on various researchers' research and findings concerning SFP and the effect of teachers' teaching behaviour. Most of the researchers came to a similar conclusion, namely that some learners experienced SFP during the teaching and learning process and that teachers' teaching behaviour correlates with their suspected expectancy of the learners' academic abilities. In other words, teachers react and teach according to the information they believe is true about the learners. SFP affects the low achievers more than high achievers. Another aspect that assists in the formation of positive SFP is a good learner-teacher relationship, and in this research important learner-teacher relationships were explored as a factor contributing to the learners' motivation to learn.

The literature study explored the different causes of negative SFP that limit learners' motivation during the teaching and the learning process. Researchers mention teachers' favouritism as one of the biggest causes of negative SFP. Learners who are already negatively inclined towards school can fall even more behind academically if teachers favour the more apt learners above the less apt learners.

Through the literature study the conclusion was reached that a constructive teacher-learner relationship and positive supportive teacher behaviour are vital for learners' motivation to learn.

This study further revealed that SFP can be investigated to address differences in classroom atmosphere, culture combinations in the South African context and teachers' attitude towards education. My research only touched on SFP, but more of the perspectives mentioned above can be explored for further studies in the field of SFP in the teaching and learning process.

The boundaries of this case study were set in the qualitative case study design with a specific focus on the constructivism-hermeneutical-interpretative paradigm. I conducted this research from a participant's perspective as a teacher currently teaching at an English high school in Middelburg, Mpumalanga.

The constructivist-hermeneutical-interpretivist paradigm suited this study because it allowed me to determine a fresh meaning, expand my knowledge and corroborate what is already known about the influence of teachers' expectations and teaching behaviour on learners' motivation to learn. Furthermore, the hermeneutical paradigm was used because I believed that this research could clarify the readers' perspective of the phenomenon being studied, while the interpretative paradigm placed the analyses in the context of the research aims.

The interpretative qualitative case study allowed me to gather critical and detailed data that assisted me in reaching the research aims through the semi-structured individual interviews with the learners. Four high schools with different educational backgrounds and learner attendance in Middelburg, Mpumalanga were selected to participate in this research. The schools were. Purposive and convenience sampling methods suited this research because they allowed me to choose learners for a specific purpose, and convenience sampling gave me the opportunity to make use of the learners who were readily available.

Eight learners from each school were randomly selected to participate in the semi-structured individual interviews, totalling thirty-two learners in all. The interviews were recorded with a voice recorder and then transcribed into a Word document for each of the learners interviewed. The transcripts were used to analyse the data through a coding process that forms and describes the different themes.

Five themes were identified through the coding process of the semi-structured individual interviews. These were identified as teacher expectations; teaching behaviour; learner and teacher relationships; enthused learning and heartbeat teaching.

The NWU's ethical requirements were met and they approved this research. The required consent forms were obtained from all the participants in this study, namely the DoE, circuit managers, school principals, parents and learners.

The analyses confirmed the following findings:

- Learners responded positively to and experienced constructive positive criticism by the teachers as motivational.
- Positive teacher expectations inspired and stimulated learners to believe in themselves and to react positively towards the SFP.
- Building trust and respect in the teaching and learning process is crucial for good effective teacher-learner relationships that influence the teaching and learning process and generate positive SFP, thus leading to learner motivation.
- Another level of positive SFP that stood out from the analysis was enthused learning. The study confirmed that the learners responded better to teachers who teach with confidence, passion and commitment.
- The most surprising result was that high school learners expected from teachers some type of reward for work well done, for example a star or motivational sticker in the exercise book, showing appreciation for good work done. This validates the notion that positive SFP is a tool to enhance learner motivation to learn through the teaching and learning process.
- All the findings of this research corroborate the characteristics of heartbeat teaching, namely passionate, enthusiastic, committed and competent teachers inspire learners to learn and form the heart of motivation to learn.
- The research highlighted the opposite of heartbeat teaching. I called it suicide teaching. Suicide teaching is characterised by negative, incompetent and critical distant teachers' teaching behaviour. Learners responded negatively towards the teaching and learning process and would put little effort into the learning process to improve their academic performance in that subject.
- Favouritism, passive teachers and unreasonably strict teaching were identified by all learners as unconstructive teaching behaviour. Through the semi-structured individual interviews it was found that teachers tend to favour the learners who are thought to be

high achievers, thus – according to the participants – the teachers do not recognise their favouritism towards the high achievers.

However it is necessary to clarify that the effect of positive SFP is not always immediately visible during the teaching and learning process, but that positive SFP has the potential to transform and influence the learners' future life. In contrast, the effect of negative SFP is immediately visible during the teaching and learning process and demotivates the learner to perform well in a specific subject.

In conclusion, the most essential part of constructive learner motivation is positive teacher expectations and heartbeat teaching

UITTREKSEL

DIE UITWERKING VAN ONDERWYSERS SE VERWAGTINGE EN ONDERRIGGEDRAG OP LEERDERS SE LEERONDERVINDINGS EN DIE MOTIVERING VAN DIE LEERPROSES

Self-fulfilling prophecy (SFP); Pygmalion Effect; teachers' expectations; teachers' teaching behaviour; learner motivation; influence

Hierdie proefskrif ondersoek die invloed van onderwysers se verwagtinge en onderriggedrag op leerders se motivering om te leer. Dit is ook bekend as *Self-Fulfilling Prophecy* of die *Pygmalion Effect*. Uitgebreide navorsing oor die invloed van verwagtinge van onderwysers en onderriggedrag (*Self-Fulfilling Prophecy* en *Pygmalion Effect*) is in lande soos Kanada en Israel gedoen, maar navorsing oor hierdie verskynsel in Suid-Afrika is beperk en dit het my gemotiveer om die tema verder te verken.

Die literatuurstudie se fokus was op die verwagtinge van onderwysers, die onderwysers se onderriggedrag en leerder-onderwyserverhoudinge. Rosenthal en Jacobson (1968) se "*Pygmalion in the Classroom*" was die motivering wat hierdie navorsing geïnspireerhet en vorm dus ook die agtergrond van die navorsing. Die literatuurstudie fokus op die navorsingsbevindinge ten opsigte van SFP deur verskeie navorsers en die effek wat die onderriggedrag van die onderwyser het op die leerder se motivering om te leer. Die meeste navorsers wat SFP ondersoek het, het tot soortgelyke gevolgtrekkings gekom, naamlik dat sommige leerders tydens die onderrig en die leerproses SFP ervaar en dat onderwysers se onderriggedrag 'n beduidende rol speel in die leerder se motivering om te leer. Die literatuurstudie het die feit uitgelig dat onderwysers geneig is om leerders te beoordeel, te bevoordeel en te onderrig op grond van 'n vooropgestelde idee van die leerder se akademiese prestasies. Daar is ook bevind dat die suksesvolle leerder minder deur SFP beïnvloed word as die leerder wat akademies minder suksesvol is.

Verder verken ek in die literatuurstudie die verskillende oorsake van negatiewe SFP en waarom beperkte motivering om te leer tydens die onderrig- en leerproses plaasvind. Al die navorsers wie se studies in die literatuurstudie genoem word, is van mening dat voortrekkery van spesifieke leerders deur die onderwysers een van die grootste oorsake van negatiewe SFP tydens die onderrigproses is. Leerders het instinktief 'n vooropgestelde negatiewe gesindheid teenoor skool, en indien 'n onderwyser sekere leerders voortrek en bevoordeel tydens die onderrigproses kan die negatiwiteit van die leerders net eskaleer en die onderrig-

en leerproses nog meer benadeel. Die navorsing het ook bevind dat onderwysers die sterker akademiese leerder meer bevoordeel as die swakker akademiese leerder, en dat onderwysers hulle persepsies oor leerders vorm op grond van wat hulle as die waarheid oor die leerder aanvaar. Dit beteken dat indien die onderwyser glo 'n leerder is 'n swak presteerder (al is die inligting gefabriseer soos in Rosenthal en Jacobson se Oak School-eksperiment in *Pygmalion in the Classroom*), hulle leerders daarvolgens onderrig en beoordeel volgens dit wat hulle glo die waarheid oor die leerder is.

Deur die literatuurstudie het ek tot die gevolgtrekking gekom dat die konstruktiewe onderwyser-leerderverhouding die sleutel tot suksesvolle onderrig en leer is. Hierdie aspek het die moontlikheid om positiewe SFP te vorm wat leerdermotivering bevorder.

Hierdie studie het verder getoon dat SFP 'n verreikende uitwerking kan hê in die konteks van Suid-Afrika se onderwyssisteem indien klaskameratmosfeer, kultuurkombinasies van leerders en gesindheid van onderwysers teenoor leerders van verskillende kulture aangespreek word. My navorsing raak egter net hier en daar aan raakpunte met betrekking tot SFP. Dit is duidelik dat 'n baie dieper studie nodig sal wees om die fenomeen in die onderrigsituasie verder te ondersoek.

Die grense van hierdie gevallestudie is vasgestel binne die kwalitatiewe gevallestudie-ontwerp, met spesifieke fokus op die konstruktivisme-hermeneutiese-interpretatiewe paradigma. Ek het hierdie navorsing gedoen uit die perspektief van 'n deelnemer as 'n onderwyser aan 'n Engelse hoërskool in Middelburg, Mpumalanga.

Die konstruktivistiese-hermeneutiese-interpretivistiese paradigma is geskik vir hierdie studie, omdat dit my toegelaat het om die leser 'n vars begrip van SFP te gee, sy kennis oor SFP uit te brei en dan ook te bevestig wat reeds bekend is oor SFP en die invloed wat 'n onderwyser se verwagtinge en onderriggedrag het op die leerders motivering om te leer. Verder is die hermeneutiese paradigma gebruik omdat hierdie navorsing die lesers se begrip van die verskynsel kan verbreed. Die interpretivistiese paradigma trek 'n verband tussen die ontleding van die data en die navorsingsdoelwitte van die studie.

Met behulp van die gedetailleerde data wat ingesamel is deur die interpretivistiese kwalitatiewe gevallestudiebenadering was dit moontlik om die navorsingsdoelwitte te bereik. Die data is versamel deur semi-gestruktureerde individuele onderhoude met agt leerders van vier verskillende hoërskole in Middelburg, Mpumalanga. Twee-en-dertig leerders het aan die interpretivistiese kwalitatiewe gevallestudie deelgeneem.

Vier hoërskole met verskillende opvoedkundige agtergronde en leerderbywoning in Middelburg, Mpumalanga is gekies om aan hierdie navorsing deel te neem. Die leerders wat aan die navorsing deelgeneem het, is op 'n basis van geredelike beskikbaarheid gekies (*convenience sampling methods*) gekies. Die metode het die studie bevoordeel omdat die leerders na skool aan die semi-gestruktureerde individuele onderhoude deelgeneem het en ek hulle buitemuurse aktiwiteite en vervoerreëlings in ag moes neem.

Die onderhoude is met 'n digitale opnemer opgeneem en in 'n Word-dokument getranskribeer. Deur middel van 'n koderingsproses van die transkripsies is die data geanaliseer en verskillende temas is geskep om die navorsingsdoel te bereik.

Vyf temas is geïdentifiseer deur die koderingsproses van die semi-gestruktureerde individuele onderhoude. Hierdie temas is geïdentifiseer as onderwyserverwagtinge; onderriggedrag; leerder- en onderwyserverhoudings; entoesiastiese leer en onderrighartklop.

Daar is aan al die NWU se etiese vereistes voldoen en goedkeuring van die etiese komitee is verkry. Die onderskeie toestemmingsvorme is deur al die deelnemers in hierdie studie, naamlik die DvBO, kringbestuurders, skoolhoofde, ouers en leerders geteken.

Die onderstaande resultate is deur die analitiese proses geïdentifiseer.

- Leerders reageer positief teenoor konstruktiewe kritiek en ervaar dit as motivering indien 'n onderwyser dit gedurende die onderrigproses gebruik.
- Positiewe verwagtinge van die onderwyser ten opsigte van die leerder se vermoë inspireer en motiveer leerders om in hulleself te glo en hulle reageer gewoonlik positief op die verwagting wat deur die onderwyser geskep word (SFP).
- Deur die ontledings is 'n gesonde en effektiewe onderwyser-leerderverhouding, geskoei op vertroue en respek, as bevorderlik vir die onderrig- en leerproses geïdentifiseer.
- 'n Ander faset van positiewe SFP wat deur hierdie navorsing uitgelig is, is passievolle onderrig. Die studie bevestig dat die leerders positief reageer en meer gemotiveer word om te leer indien die onderrigproses gekenmerk word deur onderwysers wat met vertroue, passie en toewyding onderrig.
- Die verrassendste resultaat was dat hoërskoolleerders 'n vorm van beloning vir goeie werk gelewer van die onderwysers verwag, wat gewoonlik 'n kenmerk van

laerskoolleerders is. Hulle verkies iets soos 'n sterretjie of motiverende plakkertjie by die werkstuk. Dit bevestig die idee dat positiewe SFP een van vele metodes is om die onderrig- en leerproses te verbeter.

- Al die uitkomst van die studie bevestig die beginsels van hartkloponderrig, naamlik inspirerende, passievolle, entoesiastiese, toegewyde en bevoegde onderwysers motiveer leerders om te leer.
- Die navorsing staaf dat die teenoorgestelde van hartkloponderrig, naamlik selfmoordonderrig, ook 'n realiteit is. Negatiewe, onbevoegde en gedistansieerde kritiserende onderwysers vernietig grotendeels motivering by die leerders en negatiewe SFP word gevorm. Leerders tree argeloos teenoor die vak en die onderwyser op en sal so min as moontlik doen om hulle prestasie te verbeter, en pleeg sodoende akademies selfmoord – vandaar die beskrywing selfmoordonderrig.
- Al die deelnemers aan die navorsing het enige vorm van voortrekkery, passiewe onderrig en onredelike streng onderrig as onkonstruktiewe onderrig en demotiverend geïdentifiseer. Ek het ook deur middel van ontleding van die data bevind dat onderwysers bevooroordeeld is ten opsigte van leerders se akademiese prestasies, en dat onderwysers onbewus is van hoe hulle vooropgestelde opinies van die leerders hulle onderriggedrag beïnvloed.

Met betrekking tot SFP het ek tot die gevolgtrekking gekom dat dit langer neem vir 'n leerder om op positiewe SFP te reageer, maar dat dit 'n langdurige uitwerking het op die motivering van die leerder om te leer. Die teenoorgestelde kan van negatiewe SFP gesê word. Demotivering van leerders is onmiddellik sigbaar en leerders kan dit moeilik vind om in die spesifieke vak akademies te presteer.

Opsommend is dit duidelik dat onderwysers se verwagtinge wat deur hartkloponderrig geskep word, noodsaaklik is om konstruktiewe gemotiveerde leer te bevorder.

LIST OF ACRONYMS AND ABBREVIATIONS

cp.	Compare
DoE	Department of Education
HOD	Head of Department
IQ	Intelligence coefficient
NWU	North-West University
SACE	South African Council for Educators
SFP	Self-Fulfilling Prophecy
UNISA	University of South Africa
TOGA	Test of General Ability

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CHAPTER 1:

ORIENTATION

1.1 NOMENCLATURE

The purpose of the following explanations is to clarify the specific terms that were used throughout the research.

- **Teacher**

Wilson (1973:16) defines the term teacher as follows: “a Teacher is a person or situation which helps another person to learn something more quickly and easily than he could by himself.” I can argue that this definition, although old, still rings true. This definition includes all teachers, parents, peers, role models and mediators, to name just a few. All of these are teachers par excellence. For the purpose of this study, the term teacher will be more specifically defined and in this dissertation it will relate only to persons who have a teacher’s qualification from a recognised institution in South Africa and who are registered with the South African Council for Educators (SACE).

- **Behaviour**

The Readers Digest Universal Dictionary (1987:150) explains the word behaviour as follows, “The actions or reactions of persons or things under specific circumstances”. In this study the spotlight was on the teaching behaviour and the influence thereof on the learners’ learning experiences and learners’ motivation to learn.

- **Influence**

The word influence in this study can be understood as a teacher’s power to change the way a learner perceives the learning process. The influence or power the teacher exercises can be physical, verbal and non-verbal.

- **Learning experience**

Learning experience can loosely be explained as the process of learning that takes place when a teacher, learner and subject content interact.

- Learner

Wherever the word learner is used in this study it refers to a learner who is currently in the FET phase of a secondary school (Grade 11). The age of the learner may vary between 15 and 18 years. A learner can also be a person who has repeated or who is repeating the grade.

- The Pygmalion Effect

The Pygmalion Effect as defined by Tauber (2007:274) is “when we expect certain behaviour of others we are likely to act in ways that make the expected behaviour more likely to occur”. This is also known as the Self-Fulfilling Prophecy (SFP). Whenever the Pygmalion Effect is referred to, the SFP is also included.

1.2 MOTIVATION FOR RESEARCH

1.2.1 Theoretical framework

The Pygmalion Effect as described by Rosenthal and Jacobson (1968) formed the theoretical framework in which this research took place. The Pygmalion Effect of Rosenthal and Jacobson (1968) proved that a teacher's expectations and behaviour have an effect on learners. Brodhy (1982) and Rosenthal and Jacobson (1968) discuss in detail how the Oak School experiment was conducted in 1968. The experiment was designed to specifically test the expectancy a teacher has of a specific class. Bruns *et al.* (2002) describe the Oak School experiment as follows: Rosenthal and Jacobson performed their research at an elementary school. They required teachers to administer to each learner the Test of General Ability (TOGA), which is designed to measure a learner's IQ. After the learners had completed the test, some were chosen at random to be labelled as academic high achievers and their names were then given to their teachers. At the end of the academic year, when the learners were re-tested, those learners thought by teachers to be academic high achievers showed a more significant increase in TOGA scores than learners not thought to be academic high achievers. Rosenthal and Jacobson (1968) concluded that teachers' expectations could influence learners' intellectual abilities (IQ)¹.

¹ Intellectual abilities (IQ) are not part of this study. They were part of the Rosenthal and Jacobson Pygmalion studies.

Rosenthal and Jacobson argued further that SFP was experienced by the teachers as well as the learners. A simple explanation of SFP is as follows: it is when a person reacts to the expectancy that is created by someone else. Rosenthal and Jacobson (1968) also came to the conclusion that teachers change their teaching styles and react differently towards the different groups. Teachers spend more time with the learners they believe to be low achievers and also subconsciously behave in a more encouraging manner towards these learners. These learners react positively: they feel more empowered, skilled and intelligent and therefore meet the teacher's expectations. What was experienced by these teachers turned into Rosenthal and Jacobson's Pygmalion Effect. Brophy (1982) also describes this phenomenon and discusses it as SFP. The figures below illustrate the Pygmalion Effect.

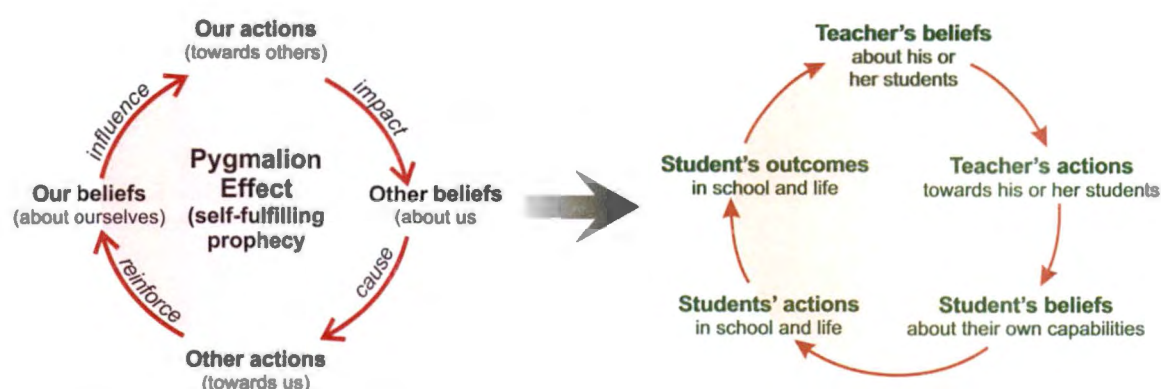


Figure 1:1 The Pygmalion Effect (Kashen, 2011).

1.2.2 Background of study and problem statement

1.2.2.1 *The Pygmalion Effect in an ordinary South African classroom*

This study was motivated by an unplanned experiment of SFP that took place at School A where I am a teacher. Due to staff changes, it was necessary to make changes to the timetable, where classes were moved from one teacher to another. I was allocated a class with which I was not familiar. I looked at their marks in my subject and discovered that they were low achievers. I approached this class with the preconceived idea that the learners' performance would be low, and my expectations of the learners were much lower than the classes I was already teaching from the beginning of the year. I struggled with:

- Discipline in the class.
- Teaching the subject content.

The learners experienced difficulty in adapting to my teaching style.

I changed my teaching methods in this specific class without realising it. I did not expect much of them and taught them in such a way too. I put much more effort into the teaching of the other classes and always tried to do something special in the classes that I was positive about.

It took me about two weeks to realise that the learners in the new class reacted towards the expectancies that I had of them. I changed my expectations, behaviour and the way I communicated to the learners to be more positive. My behaviour as well as the learners' behaviour changed, and the atmosphere in the class became more positive. Teaching and learning became an enjoyable experience and the learners' marks increased. The increasing of marks was not major, but it was enough to celebrate. It seems to me that SFP is something teachers do subconsciously and that learners also react in a subconscious way towards a teacher's teaching style, general behaviour and mannerisms. All these role players can either enhance or limit effective learning.

1.2.2.2 *The historical authenticity of the Pygmalion Effect*

What I experienced in my class was confirmed by the experiment that was also supported by Beez (1967). Pre-schoolers were used in the head start programme as the subjects of Beez's experiment. Each learner was taught a series of symbols by one teacher. Half the teachers had been led to expect good symbol learning from the so-called high-achieving learners, and the other half of the teachers had been led to expect poor symbol learning from the low-achieving learners. Seventy per cent of the high-achieving learners learned more than five symbols, whereas only 13% of the low-achieving learners learned more than five symbols. The person who conducted the experiment did not know what the teachers were told concerning the learners' achieving abilities. The teachers taught the different groups differently. The teachers who had a higher expectancy of the learners taught more symbols than the teachers who had lower expectations (Beez, 1967). This experiment supports the theory that the Pygmalion Effect does exist in the classroom. Teachers need to understand this phenomenon and must be equipped to use it effectively in the class to benefit the learning experience of a class, or that of the individual learner.

Researchers like Brophy (1982), Rosenthal and Jacobson (1968) and Carr-Back (2009) support the phenomenon which I experienced in my class. The effect of a teacher's subconscious behaviour on the teaching and learning process in the class is something of which to take note.

1.2.2.3 *Relevance of the Pygmalion Effect in education*

If non-verbal communication is important in the corporate world, why is it neglected and debatable in education circles? The Pygmalion Effect takes place in classrooms and boardrooms on a daily basis and needs to be investigated on a deeper level. Education in South Africa experiences multiple problems and needs all the help it can get. If the Pygmalion Effect and SFP can benefit South African education, no matter how insignificantly, then it is worth the effort to research it and make it part of the teaching and learning process.

The literature study focused on the different research studies that were carried out in the field of SFP in education and the relevance to the teachers and learners and the teaching and learning process. It is a summary of the in-depth discussion that takes place in Chapter 2.

1.2.3 *Review of literature*

1.2.3.1 *The purpose of a review of literature*

A literature study is a structure for establishing the significance of a study and serves as a standard for comparing the results of the study with other findings (Sherman & Webb, 1988; Creswell, 1994; Moloi, 1997). As a result, the researcher becomes part of the on-going discussions (Neuuman, 1994). I have been a teacher for the past twenty years in a departmental school and have observed first-hand how a teacher's behaviour influences a learner. SFP is alive and well in the modern classroom and it is important to investigate the influence of a teacher's behaviour and expectations on the learners' learning experiences and the effect that SFP has on the actual learning that takes place in class. I am part of this study and would like to compare previous research with my own experiences in class.

1.2.3.2 *The focus of the review of literature*

This study focused on how learners experience the teacher's expectations and behaviour towards them and how it motivates learners to learn and enhances the learning experience. Learners and teachers form perceptions of each other and this could influence the expectations they have of each other. The assumptions are that the teacher is the person who controls the learning process and learning outcomes. This influence can be helpful as well as destructive, depending on how the teacher labelled the learner or how the learner labelled the teacher. Biased expectancies could affect beliefs of learners, and teachers' perceptions of one another, and create self-fulfilling prophecies as a result. This forms the

basis of the Pygmalion Effect, which is also described as SFP (Rosenthal & Jacobson, 1968).

I experience the SFP phenomenon daily in my classroom as I teach. SFP is not a stagnant phenomenon. SFP can move back and forth depending on who controls the learning process and therefore determines the learning outcomes. I experience this constant movement of expectancy between myself and the learners continually, and it affects my teaching style and expectations of a specific lesson. This is what gives teaching life. No matter how well one has prepared a lesson, there is always something that will turn the apple cart upside down. Brophy (1982) supports this movement of SFP in class. Teachers and learners do influence each other, and this influence can have a constructive or destructive effect upon the learning process and the learning outcomes (Rosenthal & Jacobson, 1968).

Effective teaching and learning has so many layers and it is necessary to distinguish between attitude and the ability to understand the movement of SFP. Attitude is often mistaken as ability in the classroom. Two researchers, Jackson and Lunn (as quoted in Nash, 1976), conducted separate studies to investigate how the attitudes of the teachers influenced the abilities of the learner. These two researchers studied this phenomenon from different angles. Jackson (1968) researched the correlation between the learners' attitude towards school and their abilities. The conclusion was that there was no correlation between attitude and abilities. Lunn (1970), in contrast, determined that there was a definite relationship between academic performance and attitudes towards school and teachers. Two completely different viewing platforms of the same phenomenon serve to underline the fact that the teaching and learning process is forever changing, and that there will never be a definite answer to all the questions.

A number of studies focused on the differences in teacher behaviour and teacher expectations towards learners in the high-achieving group and learners in the low-achieving group. Burns *et al.* (2002) explained that no two teachers will have behaved in the same way or project the same expectancy during the teaching process. They argue that the expectations of teachers are determined by several factors like environment, race, gender and learners' past performance. In this study the different factors were briefly mentioned to lay a foundation for SFP, but were not the main focus. The focus was instead on how learners experience the teacher's expectations and behaviour towards them and how it motivates learners to learn and enhance their learning experiences.

The environment of my study was different from that of Burns *et al.* (2002), so the findings could therefore differ. With reference to the research by Burns *et al.* (2002), the teacher does have higher expectancies of learners who have performed well in the past and are from white middle-class families. This could be different from school to school, but in the school where I am a teacher, expectations are created on the basis of previous performance and attitude rather than race or socio-economic status.

1.2.3.3 *The influence of the teacher's teaching behaviour on the teaching-learning process*

The next layer to investigate is a teacher's teaching behaviour. Akhyak (2013) describes a teacher as a person who has great influence on the teaching-learning process, and says that the role of a teacher in the classroom can be difficult, and goes hand-in-hand with huge responsibilities. Teachers have to influence their learners and help the learner to recognise their own learning needs as well as the learning objectives. This statement is supported by a study that was done by Açıkgös (2005). According to Kumaravadivelu (as quoted by Açıkgös, 2005), it is the teacher who creates a purposeful, task-oriented and relaxed classroom atmosphere that motivates the learner the most. The teacher who has a sense of order, a sense of humour and a warm, supportive attitude is the teacher who creates an atmosphere where a learner feels safe and understood. If you take into account the amount of influence the teacher has on the learner's learning experience and the learning process, then it is important for teachers to be competent (Akhyak, 2013).

Skinner and Belmont (1993) made the following statements concerning teacher behaviour:

- Teacher behaviour influences learners' perceptions of their interactions with teachers.
- Teacher behaviour influences learner involvement.
- Learners' involvement influences teacher behaviour.

These three statements underpin a number of studies in the field of teacher behaviour and its influence on the learning process, and whether teachers as well as learners influence one another, either negatively or positively, depending on the perceptions that the teacher and learners have of one another. A teacher needs to accommodate the learner's needs and adapt teaching strategies and styles to be effective in class. Gilakjan (2012) suggests that teachers and learners must try to match their learning styles to make teaching more effective. If this is true, then the teachers must correspondingly change their behaviour in

class in such a way that it matches the learning style and the needs of the learners, and therefore motivates the learners to learn. The way a teacher behaves in class will have an influence on the learning process, the learning expectations of learners and their motivation to learn. This also fits into the purpose of this study.

Nash (1976) explains further that learners' expectancies of teachers have a considerable influence on the behaviour of the teacher and learners. He also stated further that the teachers who are disliked by the learners and who do not fulfil the expectations of the learners often experience disruptive, destructive lessons where no teaching or learning takes place. Nash furthermore argues that only a handful of high school learners will listen to a teacher who does not fulfil their expectations of what a good teacher should be.

Are these factors still relevant in the twenty-first century? In a study that was done by Burns *et al.* (2000), teacher expectations were investigated and it was found that there is a correlation between teacher expectations and learner performance, but those teacher expectations did not increase or decrease a learner's IQ. Davies *et al.* (2015), Kuklinsky and Weinstein (2003) and Friedrich *et al.* (2014) did similar studies as Burns and came more or less to the same conclusion that the teacher's expectation influences the learner's performance either positively or negatively, but not their IQ. However, Omrod (1999) insists that expectations do influence the ways in which teachers evaluate learners, behave towards learners and make decisions about learners. SFP creates a subjective reality in which the learners tend to perform according to the expectations of the teachers, and therefore it can be concluded that attitude has an influence on ability, and that these two factors are a direct product of SFP.

The assumption can be made that some learners struggle at school not because of their academic abilities, but because of teaching behaviour towards them. If teachers are aware of SFP, then it will be likely that teachers will change their teaching behaviour to support the learner. SFP is important for a teacher who wants to influence the learning experience positively in class. The teaching behaviour, the influence and the expectations of the teachers are all different characteristics that influence the learning experience. Kumaravadivelu (as quoted by Açıkgöş, 2005) names three generally accepted principles that are an integral part of a teacher, namely:

- Professionalism
- Academic ability
- Personality

All three characteristics are necessary for a teacher to be successful in teaching. Unfortunately, the influence of the teacher's personality is greatly neglected as a teaching tool that can enhance learning. The expectations and attitudes learners have of teachers have largely been ignored by research. This line of thought touches a nerve in education and it highlights again the multiple layers of the teaching and learning process (Nash, 1976:63). It is the intention of this research to investigate and prove that a teacher's teaching behaviour towards learners can make or break the learning experience for learners and why two teachers who teach the same subject for the same grade experience different results.

Teachers behave differently towards learners for whom they have high expectancies than towards learners for whom they have low expectancies. Teachers tend to praise the high-expectancy learners and are less likely to criticise them (Brophy, 1983). When teachers criticise learners who are high achievers, they do it to communicate challenges and high standards to them. The teacher also offers more regular feedback to learners who are high achievers. On the other hand, more teachers tend to spend less time giving feedback to learners who are low achievers. Learners believe that teachers degrade or cut low-achieving learners off from attempts to complete the work. If a teacher unknowingly behaves differently towards the learners in the class, as described by Mittman (1985), then learners tend to behave according to the expectations that were created by the teacher, and this will lead to SFP, where the saying "as a man thinks in his heart so is he" (§4.2.1.1; §5.5.3) will come true for many learners.

Carr-Back (2009) confirms the work of Brophy and Mittman and makes the statement that learners struggle at school because they do not get along with the teacher or a teacher does not get along with them. Learners will prefer a teacher whom they perceive as being more positive towards them and these learners perform better academically in those subjects.

All of the above can be seen in the teacher's behaviour in the classroom. Beez (1967) has shown that a teacher's expectations of a learner have an influence on the learner's learning performance. He studied the behaviour of sixty pre-schoolers from a summer head start programme. If the studies by Beez and Rosenthal (1968) are taken into account, then the assumption can be made that the action of the teacher is most probably linked to the SFP.

Good and Brophy (1984) effectively summarise teacher expectations as follows: At the beginning of the year a teacher forms an expectation of a learner according to their previous behaviour and performance. A teacher's teaching behaviour towards these learners correlates with the expectancy that was created at the beginning of the year. The way a

teacher behaves towards the learner tells the learner how they are expected to behave and perform. If the teacher treats the learner in the same manner consistently, and if the learner does not alter their behaviour, it is likely that the expectancy of the teacher will affect the learner's self-concept and thus SFP will take place. The learner's behaviour will confirm the teacher's expectancy. The teacher will accommodate high-performance learners and assist them to achieve even higher goals, while low achievers will be left to their own devices with little or no attention at all.

Cotton and Wikelund (1989) pose the question as to whether teacher expectations that are not based on general ideas but on the best information available at that specific time influence SFP in the class. Teachers need to learn to look beyond the words on paper that describe the learner in front of them. They must force themselves to see the individual human being and the potential that lies in that learner to overcome the perceptions that society has formed about them. Teachers are human, but if teachers were able to assist a learner who has an expectancy of low performance to achieve positively in only a single task, it is possible that this learner may begin to believe that they indeed have a positive realistic and achievable future. To achieve this outcome in the life of a learner is to achieve much.

1.2.3.4 *Conclusion of the review of literature*

A teacher has the power to break or make a learner through their words, their behaviour and expectations. It is true that not all learners are susceptible to this type of subtle extrinsic motivation, but it is worthwhile if a teacher can influence a learner to have faith and confidence in him or herself and motivate this learner to perform better than expected. Wilson (1973) suggested that schools are expected to perform miracles and the teachers must be super human beings to fulfil all the needs that society and culture force on them. Most young people demand that education should help them find their individual identity and help them to make their own goals and choose their own directions. Add to this the explosion of information, and the education/teaching cauldron is ready to boil over.

The background of the proposed study is stated above. Teachers need to understand and learn how to influence learners' learning experiences and motivation to learn positively and effectively. The teacher's expectations and teaching behaviour towards the learner during the teaching process will have an influence on the learner's learning performance and motivation to learn. As I was gathering the information for the literature review, I was amazed at how true SFP is in my own teaching career. I now perceive in my mind's eye how I might have passed over learners of whom I did not expect much and how much effort I had put into

learners of whom I had expected much. Guilt and shame filled me to think that I was part of the problem, and that through my behaviour; I had perhaps “stolen” opportunities from learners who could most probably still believe that they could not achieve anything worthwhile in life.

There will not be a “one size fits all” solution to this complex phenomenon in the classroom. The influence of human behaviour is too great a variable and this research can only be viewed as supportive to further investigation into this phenomenon within the South African context. It was clear from the literature study that a gap in an exciting body of scholarship in the South African education framework exists concerning learners’ experiences of teachers’ expectations and behaviour regarding their motivation to learn. Most of the research in this field of study was done in countries like America, Europe and England.

1.2.4 Gap in existing body of scholarship

In her research on the influence of teacher behaviour, Carr-Back (2009) stated that many studies have been done on the behaviour of teachers and how this influences both intrinsic and extrinsic learner motivation, and also the impact of this motivation on effective learning. Most of this research was done in schools in America, and although this research is applicable to all schools, one wonders whether South Africa is unique with its different cultures and whether it would be in the interest of education in South Africa to explore the effect that teachers’ behaviour and expectancy has on the learning success and motivation to learn of learners in a South African context.

Brophy (1982) discusses SFP in detail and argues that the learner’s performance has a greater effect on the teacher’s expectancy than the teacher’s expectancy on the learner. I do agree with Brophy to some extent, but I have noticed in my teaching experience that the teacher’s influences are more noticeable and that the teacher’s expectancy has an enormous effect on how the learners perceive the subject. There are strong, sometimes very emotional, arguments concerning SFP, but the fact is that SFP is a reality in the classroom and has an influence on effective teaching and learning as well as the marks of a learner.

Extensive research on SFP in South African schools is lacking and it would be worthwhile to research the effect of SFP on the learning experiences of learners in former Model C schools. For that reason the focus of this qualitative study was on high school learners and how these learners experience the teacher’s expectations and behaviour towards them and how it motivates them to learn and enhance their learning experiences. The influence of a

teacher's expectations and behaviour and the influence on learners learning experiences and motivation to learn were the specific focus of this study.

1.3 RESEARCH QUESTION

The following research question was constructed to guide the motivation for this study and was the driving force in this study.

1.3.1 Main research question

Indicate if teachers' expectations and teaching behaviour influence learners' learning experiences and motivation to learn?

1.3.2 Sub-research questions

Research question 1: How is the theoretical relationship between SFP, teacher expectations and teaching behaviour established?

Research question 2: How do Grade 11 learners relate and view teachers' expectations towards their motivation to learn?

Research question 3: What are the perceptions of Grade 11 learners concerning *teaching behaviour* and their motivation to learn?

Research question 4: Is there a correlation between teachers' expectations and teaching behaviour towards the learners' motivation to learn?

1.4 RESEARCH AIM

1.4.1 Main research aim

To establish the influences of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn.

1.4.2 Sub-research aims

Research aim 1: To establish the theoretical relationship between SFP and teacher expectations and teaching behaviour.

- Research aim 2:* To establish through an empirical study the viewpoint of Grade 11 learners concerning teachers' expectations and their motivation to learn.
- Research aim 3:* To determine through an empirical study the perceptions of Grade 11 learners concerning teachers' behaviour and their motivation to learn
- Research aim 4:* To ascertain if the correlation between teachers' expectations and teaching behaviour and the learners' motivation to learn has been reached.

This study focused mainly on the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn. It is difficult to isolate the different components of the teaching process, because teachers and learners are intricate beings who are forever changing and evolving and who try to manipulate the situation to get the outcomes that are perceived by them to be the best option. It was possible to get a general idea of how a teacher's expectations and behaviour influence learners' learning experiences and how they can motivate or demotivate learners to learn.

The research methodology was based on the constructivist-hermeneutical-interpretivist paradigm. The constructivist-hermeneutical-interpretivist paradigm allowed me to interact with the learners and interview them in their specific environment, namely at their own school, and talk about their teachers in a relaxed but structured way. It allowed me to gain the understanding that I needed to answer the research questions decisively and in a focused manner.

1.5 RESEARCH METHODOLOGY

1.5.1 The proposed literature study

De Vos *et al.* (2005) explain the literature study as something a researcher will do to become knowledgeable concerning the existing knowledge on their specific topic. The researcher considers literature that is directly and broadly related to the topic. I made use of the North-West University (NWU) library catalogue on literature that accommodates the search for primary and secondary sources relevant to this proposed study. I made use of the UNISA library as a day visitor to assist in the search for resources. I made extensive use of online databases such as Google Scholar, JSTOR, Ebscohost and Scopus.

Specific key words were used during the search for sources. The key words that were dominant in the search include:

Pygmalion Effect; Self-Fulfilling Prophecy; teacher behaviour; teacher morals; teaching styles; teacher manners; teacher competency; learner motivation; intrinsic motivation; extrinsic motivation; teacher expectations of the learning process.

1.5.2 Paradigm

Reeves (1996:12) describe the constructivist-hermeneutical-interpretivist paradigm as follows: "The constructivism implies that humans as individuals or as a group try to construct their own reality. The hermeneutical paradigm will be used to analyse the reality that was constructed and to expose the values that are part of the phenomenon. The interpretivist paradigm is followed to put the analyses in context and to present the interpretations of the different researchers in the specific field of interest and the qualitative part of the paradigm will focus on the humans as the primary research instrument."

The study accepted the hermeneutical paradigm, which was based on the idea of understanding where you as the researcher can interact with a specific environment to develop an understanding of the specific environment (Habermas, 1971). This paradigm includes interpretivist, hermeneutics and constructivism. It is necessary to realise that the Pygmalion Effect or SFP will differ from one school to the next and from one teacher to another, as well as from one group of learners to another. The above-mentioned served also as motivation for the use of the interpretivist paradigm in this study. It allowed me to interpret the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn.

Wellington (2000) explains that in the interpretivist paradigm, individuals create their own social reality, and that human performance can be clarified and explained only by observing humans in their natural situation. Henning (2005) supports Wellington's explanation of the interpretivist paradigm and describes the interpretivist paradigm as knowledge and imagery of people's intentions, beliefs, and the motivation of a person

1.5.3 Research design

The narrative analysis method was followed in this research and the guidelines as described by Rapley (2007) were followed during the analysis process. The constructivist-hermeneutic-

interpretivist paradigm formed the basis of this qualitative case study of teacher expectations and teaching behaviour and how they motivate the learner to learn.

This research was conducted with the aim of establishing if a teacher's expectations and behaviour have any influence on the learners' learning experience and motivation to learn. The research design was based on the following key elements:

- The hermeneutical approach that included interpretivist and constructivism.
- The research sites were selected from four high schools in Middelburg, Mpumalanga. Two English-medium schools and two Afrikaans-medium schools were included. The schools have a diverse community of learners.
- Eight Grade 11 learners from each school were part of the research population. Non-probability sampling (of which purposive and convenience-sampling strategies are part) was used to select participants from these sites.
- Data was generated from semi-structured individual interviews. Interviews were recorded with a voice recorder and transcribed by an independent unbiased typist.
- I analysed the data with the assistance of my supervisor. The coding and breaking down of the data into more manageable sets of themes were done by me and controlled by my supervisor.
- The results of the data analysis were presented in a narrative analysis format. The data analysis and the interpretation of my empirical study were incorporated with the data of the literature study in an effort to gain more comprehensibility concerning the research questions and research aims.

The research design that was applied in this research was a qualitative design. Qualitative research is the collection, analysis and interpretation of comprehensive narrative (no numerical) data in order to gain insight into a particular situation of interest (Gay, *et al.*, 2006). The nature of qualitative research can be seen as a world that has many "truths" (Gay *et al.*, 2006). Through this framework I attempted to understand and interpret these "many truths".

1.5.4 Qualitative case study

Four different sites were considered for this proposed study. For that reason a case study (school A, school B, school C and school D) was also included. As the purpose of this study was to cultivate an understanding of a situation inside four diverse schools, I did not make a comparative study between these four schools. In this proposed constructivism-hermeneutical-interpretative qualitative case study, the attention was on the method rather than the outcomes; on circumstances rather than a specific variable, on discovery rather than proof. It was on the intensive descriptions of a single unit or restricted system, such as an individual. Henning (2005) made it clear that the focus is on the phenomenon that has certain limitations. It has to answer the questions how, when, where and why. I was focused on how, when, where and why teachers' expectations and teaching behaviour influenced learners' learning experiences and their motivation to learn. That was why a qualitative case study was suitable for my study.

1.5.5 Sampling strategies

The non-probability sampling method was followed in this study, with purposive and convenience-sampling strategies constituting part of this. According to Leedy and Omrod (2010), non-probability sampling is used when the researcher is unable to guarantee that each element of the population will be represented in the sample. Latham (2007) describes the advantage of non-probability sampling as a convenient way for researchers to assemble a sample with little or no cost. Non-probability sampling, with a focus on purposive and convenience-sampling strategies, was therefore a good method to use when attempting to question individuals who were sensitive to the questions being asked and did not want to answer those questions honestly.

Giving thought to Palys (2010), purposive sampling involves a series of strategic choices of when, where and how to do the research. Purposive sampling is often part of qualitative research and allowed me to do this case study and answer the questions as to why and how some learners react towards teacher expectancies and teaching behaviour. Lathan (2007) named convenience sampling as a non-probability sampling method. This involves participants who are readily available and agree to participate in a study. Leedy and Omrod (2010: 212) also define convenience sampling as a sampling process that makes no pretence of identifying partakers in the research by choosing them beforehand. It involves people who are voluntarily available.

For the purpose of this study I used four high schools in Middelburg, Mpumalanga. All these schools were former Model C schools. Eight Grade 11 learners from each school participated in the study through semi-structured individual interviews. Thirty-two learners in total were interviewed. In the following paragraphs, I will shed light on the data collection strategy that was implemented in this study.

1.5.6 Data collection strategies

I tried to explore and attempted to understand how learners experience the teacher's expectations and teaching behaviour and how these motivate learners to learn and enhance the learning experiences. The data in this study was collected through semi-structured interviews.

1.5.6.1 *Semi-structured individual interviews*

Greef (2011) describes interviews as a method of data collection during qualitative research. Interviews can be defined as a direct exchange of knowledge with an individual or a group that is expected to have the knowledge that the researcher seeks. The difference between individual interviews and group interviews is the amount of data that the interviews provide. The quantity and quality of the information that is gathered depend on how wise and original the interviewer is to understand and manage the data that needs to be collected and the reactions of the interviewer. The researcher must have an inclusive and open mind set when they select individuals for the interview so that they can cover a range of perspectives (Greef, 2011). It is important for the interview to have a central focus point without being one-sided. Participants must be able to describe and reflect on their experiences. Greef (2011) explains this point clearly when he defines interviewing as the attempt to understand the world through the interviewer's point of view, to unfold the meaning of the people's experiences and to uncover their experiences prior to scientific explanations. The quality of the interview depends on the skill of the researcher as an interviewer.

A semi-structured interview can be defined as an interview that takes place when participants are chosen depending on a particular area of interest. Greef (2011) refers also to open-ended or guided interviews that can also be interpreted as a structured interview. This type of interview allows the researcher to explore a new field that needs to be researched. The focus of this qualitative case study was to explore how learners experienced the teacher's expectations and teaching behaviour towards them and how the teacher's expectations and teaching behaviour motivate learners to learn. Eight learners from four different schools in Middelburg were asked to participate on a voluntary basis with written consent from the

DoE², circuit managers, the four principals, learners' parents and the learners who were interviewed. The purpose of these semi-structured individual interviews was to establish how learners experience the teacher's expectations and behaviour towards them and how this motivated learners to learn.

1.5.7 Data analysis

The descriptive analysis route was followed in this research because the research of SFP was done from the constructivist-hermeneutic-interpretivist paradigm. Data analysis in this research was an on-going, emerging and non-linear process as described by Henning (2009). With the constructivist-hermeneutic-interpretivist paradigm, the researcher wanted to make sense and gain a deep understanding of a specific social phenomenon through the experience of the individuals who were part of this phenomenon. In this research the specific social phenomenon was SFP. Data collection, data reduction, data display, data verification and conclusion were interactive components that made up the analyses process (Punch, 1994).



Table 1.1 Interactive components of data analyses (Punch, 1994)

In the following paragraphs, an outline is given of how data collected through the semi-structured individual interviews (§ 5.6.1) was analysed.

² DoE – Department of Education.

1.5.7.1 *Semi-structured individual interviews*

According to Wellington (2000), the analysing process is complete when the researcher relates to and locates data from other researchers that will holistically position their findings in the research in line with the research question and aims.

Eight learners at the four identified schools took part in the semi-structured individual interviews. The interviews were recorded with a voice recorder and I made informal notes during the interviews with learners. The following process was followed to analyse the data:

- The text was transliterated in ample detail and screened to enable the researcher to become familiar with the content of the text.
- The connotation of words used by the learners was critically evaluated to understand the significance of the words and phrases used by the learners in their own vocabularies.
- I identified the different themes and coded the topics line by line for each interview transcription. The themes were put into a table to assist the coding process.
- I continued naming the categories by inserting extra transcribed interviews and comparing new data with the themes that were already known.
- During the coding process of the themes I looked for core similarities between the topics.
- I analysed the data often according to the constancy and variability of the initial findings.
- This procedure was repeated until the point of data saturation, when no additional data was required.
- During the process of analysis my supervisor and I communicated on a regular basis to verify whether the themes I had identified were correct.
- I summarised the different themes and illustrated each theme with extracts from the interviews.

The results of the data analysis were presented in a narrative format. The data analysis and the interpretation of my empirical study were integrated with the data of the literature study in an attempt to achieve more clarity concerning the research question.

It was impossible to guarantee reliability and validity of data if the data collection and data analysis were flawed. This was why the reliability and validity in a research study are the degree to which its design and the data allow the researcher to draw accurate conclusions about cause and effect and other relationships within the data (Leedy & Omrod, 2010).

1.6 RELIABILITY AND VALIDITY OF DATA

Validity as defined by Leedy and Omrod (2010) is the accuracy, meaningfulness and credibility of the research as a whole. Meaningful and defensible conclusions were drawn from the data. Validity consists of two types, namely internal validity and external validity.

Internal validity of this qualitative case study was the degree to which its design and the data allowed the researcher to draw accurate conclusions about relationships within the data gathered (Leedy & Omrod, 2010). According to Leedy and Omrod (2010), a researcher must collect data that is reliable and a researcher needs to take every possible precaution to eliminate other possible explanations for the results that were obtained during the research process. I made use of the following strategies to ensure the validity of this study:

- Face validity
- Audit trail
- Validity strategies
- Thick description and triangulation
- Content validity
- Member checking
- Structural corroboration and coherence
- Reflections

Researchers often use face validity as a general measuring instrument. The danger of face validity is that it is based on the perceptions and knowledge of the individual. During this research, I consistently checked if the research was focused on answering the research questions. Thick description of data enabled me to draw preliminary conclusions. Content validity also enabled me to establish if the data was relevant to this study. I questioned the process of data gathering and analyses continuously to ensure the validity of the data. This ensured the trustworthiness of the research itself. Member checking was also used to interpret data and verify the overall results. All these verification strategies confirmed and established the validity and reliability of the research process of this study.

1.7 RESEARCHER'S ROLE

I have been a teacher for the past 20 years. I currently teach Grade 11 and Grade 12 learners at School A in Middelburg, Mpumalanga. I noticed that my behaviour and what I say to the learners had an influence on them. I also noticed that the learners either had unrealistic expectancies or no expectancies at all concerning their academic performance, and their behaviour correlated with their personal expectancies. The learners tended to behave passively with no interest at all in the learning process or they were misbehaving.

A brief outline of the ethical considerations is provided in the following paragraph.

1.8 ETHICAL CONSIDERATIONS

Creswell (2001) stated that a researcher must foresee the different types of ethical issues that may arise during the data collection process. I therefore conducted a pilot study before I started the actual data collection process. This allowed me to make sure that all the participants understood what was expected of them.

According to Henning *et al.* (2004), a consent letter must be obtained from the different schools where the data collection will take place. Therefore the principals of the four participating schools were notified and official written permission was obtained from the principal (see Addendum A). All the participants (learners) in this study gave informed consent.

The focus of this research was on the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn. It was important that the learners who took part knew that what was said during the semi-structured interviews would be treated with respect and discretion. Thirty-two learners and their parents were notified in

writing of the proposed study. Consent from the parents (see Addendum G) as well as the learners (see addendum A) was obtained. Participation took place on a voluntary basis and participants were notified that they could withdraw their interviews without any notice before the submission of the final copy of this dissertation for grading.

Principals as well as the learners who participated in this study were informed that the information and the analysis of the data would be disclosed in a document that would be stored by the NWU for seven years.

1.9 CONTRIBUTION OF STUDY

People will always influence one another and in teaching this influence is far greater than in other spheres of society, because a teacher influences the way a learner perceives the world. Learners make sense of their environment through learning either in a classroom or at home. It can be argued that the influence of SFP is small, but if SFP could help one learner to achieve more than he otherwise might have then it is worth studying it. Teachers' behaviour towards a learner and teachers' expectancies can create an atmosphere where learning can take place more effectively. SFP will not have the same influence on everybody, but again if it can enhance aspects of the teaching and learning process then it can add value to teaching as a whole.

Beginner teachers need to understand the influence of SFP on the learner. This study wanted to identify and describe the different aspects of SFP and how the teacher can use SFP to create a positive expectancy and therefore positively influence the learning process. This research can become a tool that can be used in the teaching process throughout South Africa. This study also falls under the research entity SDL within the Curriculum, Teaching and Learning subject group.

A detailed literature study follows in the next chapter.

The last word belongs to GB Shaw, who brought the Pygmalion Effect to us in his play, *Pygmalion* (as quoted by Rosenthal & Jacobson, 1968:183):

...You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking, and so on), the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will: but I know I can be a lady to you, because you always treat me as a lady, and always will.

CHAPTER 2:
**THE THEORETICAL RELATIONSHIP BETWEEN TEACHERS’
EXPECTATIONS AND TEACHING BEHAVIOUR AND THE
LEARNERS’ MOTIVATION TO LEARN**

2.1 INTRODUCTION

In the previous chapter I explored the teaching behaviour and teacher expectations and how they motivate a learner to learn (§ 1.2.3).

The aim of this study and more specifically this chapter was firstly to establish the theoretical relationships between SFP and the teacher’s expectations and teaching behaviour.

The gap in the existing body of scholarship urged me to focus on how a teacher’s teaching behaviour influences the learning process in a South African context. Most of the research concerning teacher behaviour was done in America and other countries like Israel. The groundwork for these studies was laid by Rosenthal and Jacobson (1968) with the Oak School experiment that looked into the teacher expectations and how they influence teacher behaviour. It gave birth to the Pygmalion Effect. The Pygmalion Effect was discussed in greater detail in this chapter. The way in which teacher behaviour motivates the learner to learn was explored and investigated further through this particular literature study. The Pygmalion Effect and how teacher behaviour generates learner motivation during the teaching process formed the theoretical framework of this qualitative case study within the constructivist-hermeneutical-interpretivist paradigm.

Most of the studies that were conducted internationally and nationally concerning learner expectations and teacher behaviour were orientated through the quantitative paradigm. This specific dissertation followed the constructivist approach and was orientated through the qualitative paradigm (§ 3.3). The theoretical framework was the learners’ experiences of teacher expectations and behaviour and how these behaviours and expectations of the teacher motivate learners to learn. Teacher behaviour can have more influence than suggested on effective teaching and

learning. Teacher behaviour might play a vital role in learner motivation. Thus, the effect of teacher behaviour and the influence it has on learner motivation were explored in this study.

2.2 THEORETICAL FRAMEWORK: THE “PYGMALION EFFECT” AND SELF-FULFILLING PROPHECY

Education Science is an integrated process made up of layers of mutual concepts, comparable definitions and a common goal. Although the focus of this research is in the field of Curriculum Studies: Teaching and Learning, there are some parallels with Education Psychology. I decided to locate this study in the Curriculum Studies: Teaching and Learning field because of the practical benefits it would have for the teaching and learning process, particularly in my classes. All these disciplines in Education Science are there to benefit the learner through improving and understanding the teaching and the learning process.

2.2.1 Historical background

The focus of this study was not on the IQ of the learner as explored by Rosenthal and Jacobson's (1968) Pygmalion Effect, but to explain from the same Pygmalion platform the way in which the interaction and teachers' invigilating vocation can affect the learners' experiences through teacher expectations and behaviour (SFP). The Pygmalion Effect was the entry point of this research, not the exit point. Learners' experiences of teacher expectations and behaviour are a multifaceted phenomenon. There are more questions than answers. The assumption was made from the research material that teachers' behaviour and expectations did influence the learning process.

Thirty years of vigorous and concentrated research on teacher expectations and SFP has been conducted and provided significant results and insights into this specific educational phenomenon. Some of the researched insights and results became misplaced and distorted because of the huge variety of disciplines in which empirical studies have appeared. The controversies surrounding the research concerning teacher expectations and SFP suppressed the positive influence it may have on the way the learner experiences the teacher's behaviour and expectations (Jassin & Harber, 2005).

The latter part of the above remark is especially true with the Rosenthal and Jacobson (1968) "Pygmalion Effect". They were not the first to research the effect of SFP in the field of education. According to their studies the researchers Larrenbee and Kleinsasser (1968) also explored the pheomenon of SFP. They did an experiment where they made use of five teachers who administered the Wechlser Intelligence Scale for Children to twelve sixth graders of average intelligence. Each learner was tested by two different teachers. In this study one teacher was told that the learner was of above-average intelligence, while the other teacher was told that the same leamer was of below-average intelligence. The study outcome proved that where the teacher expected higher performance from the learner they performed accordingly, achieving higher results, while where the teacher expected low performance the results were under or below average. These two researchers concluded that SFP took place unintentionally.

2.2.1.1 *The SFP theory*

The theory behind the SFP is that if a person can create a positive expectancy within the person on whom the expectancy is focused, that person has the potential to achieve that expectancy. The moment the person starts to act and believe in the expectancy that was created, SFP takes place. It is safe to assume that the Pygmalion Effect and SFP are integrated due to the fact that the Pygmalion Effect, proposed by Rosenthal and Jacobson (1968), forms the theoretical framework of this research, and therefore it is necessary to discuss the Oak School experiment to explain the role it plays in this research. The Oak School experiment derives its name from the pseudonym that Rosenthal and Jacobson (1968) used to describe the site for their experiment to investigate SFP (§ 1.2.1). It will forever be known as the school that gave rise to the controversial Pygmalion Effect and the Self-Fulfilling Prophecy theory.

2.2.2 The Oak School experiment

"Pygmalion", a play written by Bernard Shaw in 1921, explores the theme of self-fulfilling prophecy. This same theme, namely *"Pygmalion"*, is later on portrayed in the 90s' movie *"Pretty Woman"*. The word *"Pygmalion"* (§2.1), loosely translated by Babad and Taylor (1992), mean fictitious expectations. Rosenthal and Jacobson (1968) took this concept of *"Pygmalion"* as used in Bernard Shaw's play to explain a learning phenomenon. They proved that this phenomenon is what is taking place in

the classroom between teacher and learner when teaching and learning interacts. The publication “*Pygmalion in the Classroom*” by Rosenthal and Jacobson in 1968 and their explanation of how the application of Pygmalion affects learning in education started a controversy and lively debates in the education profession (Babad & Taylor, 1992; Bruns *et al.*, 2000; Draper, 2014). The main focus of the Rosenthal and Jacobson study was on the behaviour by which teachers communicate their expectancies and how it influenced the IQ³ of the learners.

Rosenthal and Jacobson (1968) administered the Test of General Ability (TOGA) to all the learners at Oak School. However, they did not inform the teachers that it was an intelligence test. Instead they covered the test and labelled it as “*A test of Inflected Acquisition*” and explained that it was a test being developed at Harvard to identify learners likely to do well and to increase their intellect dramatically during the school year. In the Rosenthal and Jacobson (1968) experiment they informed the teachers which learners were likely to be high achievers and who would be low achievers. They created these differences between the two groups of learners in the mind of the teachers – namely a fictitious expectancy. A year later they administered the TOGA test again and then two years later they administered the test again and found that the learners who had been expected to perform well did indeed, while the low achievers showed little or no growth at all. The teachers’ false expectancies became true. Rosenthal and Jacobson (1968) concluded that teacher expectancy can influence the IQ of a learner (Bruns *et al.*, 2002; Jussin & Harber, 2005).

Rosenthal and Jacobson (1968) also speculated that teacher expectations and behaviour concerning a learner’s motivation influence the learning process. The way the teachers treated the learners and changes in teaching methods could have created SFP and thus could have accounted for the increase in IQ. They unlocked the door to the much debated phenomenon of SFP during the teaching and learning process and suggested as far back as 1968 that teachers could be taught how to use SFP during the teaching process to improve the learning experience of the learners. They acknowledged that SFP can be an unintentional, subtle and complex form of communication between teacher and learner and made it clear that teachers are not

³ The focus of this study was not on the teachers’ behaviour and the influence it has on the IQ of the learner but on how the teacher’s behaviour and expectations motivate the learner.

just casual passersby in the learner's life, but that teachers can create "Pygmalion" in the classroom intentionally.

There were several attempts to prove the Oak School experiment wrong but they could not explain away the positive results that were obtained in the Oak School experiment. Since the 1970s, the philosophy of the "Self-Fulfilling Prophecy" (SFP) and the "Pygmalion Effect" has become routine in educational literature. In general, these terms refer to similar phenomena. The research literature on teacher expectancy effects and how it motivates the learners is significant (Babad, 1993; Jussim, Madon & Chatman, 1994; Cotton, 1999; Spitz, 1999; Nugent, 2009; Chang, 2011). The idea is simple enough: if we prophesy that something will happen, we behave (usually unconsciously) in a manner that will make it happen. We will, in other words, do what we can to live up to our prophecy (Spitz, 1999; Chang, 2011), and therefore the researcher is of the opinion that SFP is taking place during the teaching and learning process on a daily basis.

2.2.3 Self-Fulfilling Prophecy

In the early 1970s there was a lot of debate over the existence of Self-Fulfilling Prophecy (SFP) in the classroom. It was, however, later accepted that SFP is likely to occur, which brought about a focal point shift to teacher expectancy associated with learner behaviour and academic performance rather than the increase of a learner's IQ (Elashoff & Snow, 1971; Babad & Taylor, 1992; Babad, 1993; Spitz, 1999; Marquette, 2007). SFP takes place on a daily basis in classrooms around the world without the teachers or learners being aware of it. This phenomenon has an influence on the teaching and learning process taking place in the classroom and therefore deserves to be researched.

Merton (1948) is documented as the first to coin the term "self-fulfilling prophecy" (Jussim, Madon & Chatman, 1994; Spitz, 1999; Fines, 2003). SFP occurs when an incorrect definition of a situation brings forth new behaviours which, in turn, make the originally incorrect belief a reality (Merton, 1948). The researcher is therefore of the opinion that SFP is a convincing theory, largely because of its potential implications and elegant simplicity. It is generally accepted that teacher expectancies do happen during the teaching and learning process. These expectancies that lead to SFP cannot just be taken as simple science. The simple reason for this not happening is that humans evolve continuously. The external and internal influences during the

teaching-learning process and teacher-learner interaction must not be underestimated nor be overestimated (Meyer, 2005, Rubie-Davies, 2006).

2.2.3.1 *SFP in the South African classroom*

As a teacher I have experienced this outcome in my classes daily and have often wondered whether we as teachers know how much power we have as educators. Thus the saying “The pen, or word in this case is mightier than the sword” places an enormous responsibility on teachers regarding the way we convey our words and actions when teaching.

To substantiate and prove the above statement, a well-seasoned English Home Language teacher at the school where I am teaching experienced this phenomenon in her Grade 9 classes. She does not accept mediocrity in her classes and by setting high expectations of her learners; she experienced a very high success rate with her learners. This needs to be commended, since in my opinion a Grade 9 class is the most difficult group of learners to teach. To achieve the successes she does, she must have without realising found the secret of SFP.

Something as simple as SFP can have a powerful impact in the educational sphere and the time has come to utilise this “secret weapon” during the teaching process. Twenty-first century learners sitting in classrooms today have the same dreams and fears as the learners from the Oak School experiment (§ 2.2). Comparing today to that time brings many challenges. The twenty-first century learner has a modern environment with the tools and equipment that bring about instant results. This poses a challenge to both learners and teachers to adopt a different approach to the teaching process. Teachers need to know how to use SFP effectively to prepare the learner to become an effective citizen in the global community. SFP is just one way among many to help a child in the classroom on this road to responsible adulthood. The purpose of SFP in the educational process is not to create false expectancies in learners. The purpose is rather to enhance the value of the learners’ effort positively, respectfully and honestly while becoming a better and more effectively equipped teacher.

2.2.3.2 *Research in the field of SFP*

Good and Brophy (1974) conducted extensive research in the field of SFP. These two researchers did three experiments to test the SFP theory and came to the conclusion that a teacher often has negative and rigid expectations of their learners rather than positive expectations. They concluded that if a teacher expects learners to do poorly then those learners will perform accordingly. With these experiments Good and Brophy (1974) postulated that a teacher develops attitudes towards their learners and holds expectations about learners. In addition, these two researchers divided the researchers of Self-Fulfilling Prophecy into two groups. The one group was the Rosenthal and Jacobson group that used fabricated expectancies and the other group was the researchers who used teachers' own expectancies that were real. Brophy (1974) came to the conclusion that teachers' expectancies do tend to have some SFP effects on the learners.

Jussin and Harber (2005) explored the SFP phenomenon even further. They discussed the accuracy and power of teacher expectations and how these factors motivate the learner. They named the accuracy of teacher expectations as one of the reasons why SFP was not as effective as it was made out to be in the Oak School experiment. Instead of increasing SFP the contrary is shown. The accuracy of teacher expectations is a limitation to SFP. If a teacher's expectations and predictions concerning learner performance are more accurate, then SFP decreases. However, teacher expectations do not always or automatically function as SFP, but they can and do often have such effects (Jussin & Harber, 2005). The existence of teachers' expectations for particular learners' performance affects and increases the probability that a particular learner's performance will move in the direction expected and not in the opposite direction (Brophy, 1982). Jussin and Harber (2005) concluded in their research that SFP does exist in the classroom but for a small, weak and short-lived period. They also established that SFP is often found in the low-achieving classes with great impact, but when SFP is dissolved and becomes watered down, it will still remain in the learner's life long after it has faded. There is also the probability that some learners may not regard high expectancies of teachers as suitable and may therefore reject them (Baksh & Wilfred, 1984).

This is one of the reasons why this study focused on the learners' experiences of teacher expectations and behaviour during the teaching process and how teacher

expectation motivated them to learn. It is noticeable that there is a lot of debating about the influence of SFP in the classroom (Baksh & Wilfred, 1984; Jussin & Harber, 2005) and it is necessary to explore the teacher's behaviour and expectations during the teaching and learning process to gain a better understanding of SFP. The teacher is a complex being and researchers can only try to understand them. Their teaching character, behaviour, class discipline and expectations are only windows that allow us a sneak preview into the mind of a teacher. The view through these windows can be an opportunity to understand the learner better.

The inspiration for this study was exactly this: to understand the learner's experience of teacher expectations and teaching behaviour better and to establish how teachers' expectations and teaching behaviour motivate the learner to learn more effectively.

2.2.4 The character of teaching behaviour

A teacher has many roles besides the role of transferring subject content to learners (Biggs, 1999; Squires, 1999). Teachers' role applications are quite vast, since they can be seen as surrogate parents the one moment and the next moment as totally different role players. However, all these roles are subjective to the teaching process (Biggs, 1999; Squires, 1999). The main focal point in a teacher's career is the learners, and to transfer subject content in such a way that the learners can achieve and understand the outcomes of the subject content in such a way that they will be empowered to make informed decisions. The process of teaching and the teaching behaviour are important components of the learning process (Good & Brophy, 1974; Gilakjani, 2012).

The learner's experience of teacher expectations and teachers' teaching behaviour can be linked to the character traits a teacher displays during the teaching and learning process. The question can be asked "What are the most important teaching characteristics of a good teacher?" The answer is not straightforward, but it is likely that good teachers' teaching behaviour is made up of a combination of hundreds of characteristics that allow them to teach effectively and constructively. There is no denying that all teachers have their own unique blend of teaching characteristics.

2.2.4.1 *Learners' viewpoint of the character of teaching behaviour*

Helpful, kind and happy, encouraging, patient, respectful and non-judgemental – these are but a few of the attributes in a list of teaching behaviour characteristics that a teacher must have according to the learners who were sampled in the research conducted by Good and Brophy (1974). These teaching characteristics paint the Utopian picture of the perfect teaching environment where all teachers and learners are in perfect harmony. The reality, however, is that this cannot be, since the learners who made this list are just as humanly fallible as the teachers they portray who must live up to all those attributes. Gilakjani (2012) and Cabrera *et al.* (2012) further confirmed that it is also important for a teacher to be familiar with the following three areas:

- Knowledge of the content specific to instruction
- Knowledge of teaching methods to be used
- Knowledge of the learners

Den Brok *et al.* (2006) underline what is said by Gilakjani (2012), Good and Brophy (1974) and Cabrera *et al.* (2012) by adding to the list, stating that the teacher's teaching behaviour characteristics of being helpful, friendly and supportive will set the atmosphere for a safe learning environment. This safe environment will assist with and be conducive to the learners achieving the required, expected educational outcomes. Teachers may not see themselves as role models, and may even reject the idea, but it is difficult for the learners not to be influenced by the living example set before them. Teachers' role may have an influence on their teaching behaviour and expectations that are created during the teaching process and therefore teachers play a vital role in a learner's school life because they are visible and in constant interaction with the learners. As a result, it is important for teachers to grasp the role that their teaching characteristics play on the teaching and learning process. A teacher's teaching character does not have to be based on their personality. Good teaching characteristics can be learned and practised. The question can be asked: "Are great teachers born or made?" This is a question that many teachers have asked themselves over the years as they question their own competence. No teacher is perfect. All teachers make mistakes. A teacher's objective should not be perfection, but improvement.

It is true that all these teaching behaviour characteristics should be part of a teacher's teaching behaviour and it is necessary to take note of them. However, this specific study was more focused on the teacher's teaching behaviour and expectations in general and the influence it has on the learner's learning experience and motivation to learn. In the subsequent paragraphs the focus will be on teacher expectations.

2.2.5 Teachers' expectations

Research has clearly established the link between teacher expectations and how much learners learn. Depending on beliefs and assumptions held with regard to their learners, teachers may behave differently towards them, even without realising it. Studies have indicated that teachers may be communicating their expectations through non-verbal means (Bamburg, 1994). When they feel that learners are capable, teachers are more likely to positively reinforce them non-verbally (Carmen & Ghinea, 2015).

A teacher must communicate positive and great expectations during the teaching and learning process. Learners need to read these expectations, verbal as well as non-verbal, correctly. It can be difficult for a teacher to communicate the expectations correctly when the interaction between teacher and learner is unpredictable. A teacher's expectations of teaching can be altered if such a teacher has a distorted view of the teaching process.

A teacher should furthermore also be enthusiastic about their subject and project an attitude of engagement with the topic. An educator who does not believe in what they are teaching and are not inspired by it themselves will have a hard time capturing anyone's attention. A positive attitude towards their subject is likely to have a great impact on learners, since they will have before them a model of enthusiasm to kindle their desire to learn. The combination of trust, high expectations and setting an example is key to getting the learners to respond well to the lesson.

2.2.5.1 *The influence of learners' academic performance on teachers' expectations*

Researchers like Brophy (1974), Good and Brophy (1974), Den Brok *et al.* (2006) Gilakjani (2012) and Cabrera *et al.* (2012) named the academic performance of the learner as one of the major factors that have an impact on a teacher's behaviour and

this influences teachers' expectations of learners' motivation to learn. If a learner's academic performance rated their intelligence level as either high or low, this fixed characteristic would automatically influence teachers' teaching behaviour. From the literature and also from my own experience as a teacher, teachers are more likely to adapt their educational strategy according to the expectation of the learner's intellect, thus affecting the teaching behaviour of the teacher towards the learner.

Teachers who underestimate their high achievers and communicate these low expectancies through their teaching behaviour have difficulty generating positive expectancies from their learners, leading to SFP. On the other hand, if teachers overestimate low achievers' performance and the higher expectancies are communicated through the appropriate teaching behaviour, positive expectancies are likely to be formed and this then leads to SFP (Madon *et al.*, 2005; Carmen & Ghinea, 2015). Teachers who generate positive expectancies during the teaching process have a powerful impact on the learners' motivation to learn, especially if learners are low achievers. Teachers' positive expectancies could narrow the difference between high and low-expectancy learners, especially if these learners receive positive expectancies year in and year out (Jussin & Harber, 2005).

Baksh and Martin (1984) conducted similar studies to Douglas, Babad and Taylor (1992). These researchers followed the same line of thought when conducting studies concerning teacher expectations and learner perceptions on learning. Baksh and Martin (1984) have done a vast study that included 8 000 high schools in one Canadian province. The study that was done by these two researchers hinted that learners react negatively in their learning towards an expectancy that they perceive to be too high for them. They asked the learners to complete an open-ended questionnaire based on the high expectancies that they perceived teachers were setting for them regarding the learning experiences. They found that learners who accepted the high expectancies thought that their teacher was fair and reasonable and it affected their learning positively. A small percentage of learners believed that to be successful in your learning, you had to study hard and do your schoolwork. Most of the learners who took part in this study perceived the high expectancies of the teachers to be too high and extreme (Baksh & Martin, 1984; Fines, 2003; Carmen & Ghinea, 2015).

The general thought of the learners who fell into the high-achieving group was that teachers expected too much of them academically and they tended to think that teachers set extremely high targets for examinations and the marking of the exam papers. They were concerned that too much was expected of them and felt constantly under pressure to perform. The learners also remarked that although they would perform at their best, they believed that the teacher still did not think it was good enough. Learners' perceptions of themselves can be much lower than the teacher's expectations are. This explains the reason why there are discrepancies between the learner and teacher expectations (Baksh & Martin, 1984; Rubie-Davies, 2006; Chang, 2011; Tomlinson & Javius, 2012).

Douglas (as quoted by Good & Brophy, 1974) conducted a similar study to that of Babad and Taylor (1992). He conducted his study in British schools and found that teacher expectations concerning learners' achievement had little or nothing to do with the learners' ability, but had an effect on the learning process and learning experiences. Robert Pianta (as quoted by Spiegel, 2012) studied teachers for years and commented that it was truly hard for teachers to control their expectations and that the academics tried over the years to change teachers' expectations by talking to them and trying to convince them to change their wrong beliefs concerning teaching. This was done by giving teachers information concerning learner expectations. However, Pianta had a different idea about how to change teachers' ideas concerning the expectations of teachers. He said that the key was to train the teacher in an entirely new set of teaching behaviours and that it was far more powerful to work from the outside in than the inside out if you wanted to change teacher expectations (Spiegel, 2012).

If you want to change the expectations of the teachers, just talking to them is simply not enough. Pianta's focus (as quoted by Spiegel, 2012) was on how to change teacher expectations concerning the learning process, while Kennedy (as quoted in Davis & Andrzejewski, 2005) also focused on how teachers use their expectations. Teachers use their expectations to evaluate the expected new ideas about teaching and learning. Teachings that are in correlation with teacher expectations are recognised and characterised as "What's new?" Teachings that challenge their expectations are dismissed as theoretical, unworkable or wrong. This influences teachers to behave in a negative manner towards the teaching and learning process, and in turn learners are not effectively motivated.

It is vital to keep in mind that teaching and learning is a multi-faceted discipline and that all the components that make up the process of teaching and learning are found in many different specialised academic fields. Teacher expectations and teachers' teaching behaviour are just two elements of the teaching and learning process and often overlap during the interaction between teacher and learner.

This phenomenon is clarified in the article that Babad and Taylor (1992) wrote in 1974 concerning teacher expectancies in which they investigated teacher expectancies beyond cultural boundaries. Babad and Taylor (1992) are of the opinion that the focus of SFP has moved and the spotlight is now on how the teacher changes their behaviour during the teaching process to accommodate their expectancies concerning the learners. It seems that teachers' behaviour could influence the way the learners experience the expectations that are generated during the teaching and learning process. This change in teachers' behaviour can influence the teaching and learning process positively or negatively. A closer look into teacher behaviour will follow next.

2.2.6 Teachers' teaching behaviour

The labelling of a learner according to academic performance creates an imbalance with the learning process, since perceived expectations create a type of teacher teaching behaviour that may affect the learner's true ability to achieve their full potential. Much of the research that investigates the process through which teachers change their teaching behaviour comments that teachers' teaching behaviour has a strongly influential effect on the teaching and learning methodology used in the classroom. Research on teacher behaviour showed that effective teachers change their teaching behaviour in such a way that (Flanders, 1961):

- They have an understanding of the learners' abilities and prior knowledge
- Effective teachers believe that all learners are capable of learning
- They adjust and change their teaching behaviour to address the particular needs in the class

Teachers' teaching behaviour sets a chain reaction in motion that affects the way a learner learns. Misconceptions that teachers have of learners destroy learners' self-concept and intrinsic motivation to learn (Jussin & Harber, 2005). Finn and Pannozzo

(as quoted by Gabrera,*etal.*, 2012) underline Jussin and Harber's thoughts and suggest that the behaviour of the learners depends on the way learners group themselves within the class, the amount of support received from the teacher and a sense of belonging and the self-concept of the learner. All these factors are initiated and maintained by the teacher behaviour throughout the teaching and learning process. Teachers must strive to motivate the learners to learn and give them the opportunity to realise their potential for succeeding in their school work (Jussin & Harber, 2005; Finn & Pannozzo (as quoted by Gabrera *et al* 2012)).

2.2.6.1 *Teachers' teaching behaviour from the learners' perspective*

To understand and gain more insight into how effectively learners can judge teachers' behaviour, an experiment was conducted by Babad and Taylor (1992) where they videotaped teachers (Giallo & Little, 2003). The studies used two different schools. Israeli pre and elementary school teachers were videotaped while they were teaching under normal classroom conditions. In conducting the study, Babad and Taylor (1992) focused firstly on the face and then later on the whole body of the teacher during the teaching process. They discovered that the preschool teachers were less dogmatic and negative towards their learners than the teachers in the elementary school. This experiment indicated that teachers' behaviour changed towards learners who were older and that the teachers' expectancies were higher for learners who were older.

Table 2.1 The characteristics of teachers' teaching behaviour (adapted from Gordon, 2003)

THE CHARACTERISTICS OF TEACHERS' TEACHING BEHAVIOUR	
Unaccepting teaching behaviour	Accepting teaching behaviour
Unaccepting teacher teaching behaviour is when a teacher ignores or reacts negatively towards the learners who do not behave in a manner that is acceptable to the teacher's standards.	Acceptable teacher teaching behaviour is when a teacher focuses on the friendly, diligent and hardworking learner.
The characteristics Gordon (2003) assigned to unaccepting teaching behaviour were critical, judgmental, bossy, uptight and overly strict.	The characteristics of accepting teaching behaviour were friendly, supportive, disciplined, organised, and confident.
Learners tend to avoid these teachers who demonstrate this type of teaching behaviour because they feel that nothing they do is ever good enough for the teacher and they are afraid of making mistakes.	Learners are more likely to ask the accepting teacher for help.
Gordon's studies showed that teachers who approach learners from the unacceptable behavioural perspective had learners reacting negatively towards any type of motivation. In reaction to this teaching behaviour, learners tend to freeze up, rebel, retaliate and behave disruptively, which irritates the teacher.	Learners tend to be more relaxed and would try harder to live up to the teacher's motivation and expectations.
These learners tend to take fewer risks and do not respond to questions during the teaching process (Gordon, 2003).	

Teacher behaviour that compliments the teaching and learning process can be the key to unlocking depths of learning that were never thought of. It is a debatable topic with a lot of different avenues that are equally important and need to be researched. If a teacher can learn how to positively alter their teaching behaviour to benefit the teaching and learning process then the possibility exists that the way the world views learning can be changed dramatically. Teacher behaviour has the potential to build healthy teacher-learner relationships and is a precondition for engaging learners in learning activities. Goh (1994), Evans (1995) and Fraser *et al.* (as quoted by Den Brok *et al.*, (2006)) followed the same line of thought and it appears that teacher behaviour as a motivational tool during teaching and learning is a core feature of the teaching and learning process.

The assumption in educational circles is that a teacher should be unbiased and that the teaching process must be free from manipulation through teacher behaviour. The research done by several researchers such as Wienstein *et al.*(1982), Babad and Taylor 1992, Babad 1994, Gordon 2003 and Jussin and Harber (2005) implied that it is nearly impossible for teachers to demonstrate positive teaching behaviour all the time to fulfil these criteria. This makes it difficult for teachers to control their teaching behaviour. Control of teachers' teaching behaviour is not the focus of this study; nevertheless it is worthwhile to mention it as part of an influence on the learner's motivation to learn.

With teachers' teaching behaviour and teachers' expectations having been explored and the connection to the teaching and learning process established, teacher behaviour and how it motivates the learners to learn are discussed in more detail next.

2.2.7 The influence of teaching behaviour on learners' motivation to learn

Den Brok *et al.* (2006) imply that teachers' teaching behaviour is related to learners' motivation to learn. The saying "actions speak louder than words" can apply to the way learners observe a teacher's behaviour. Cazan (2013) indicated five points as a yardstick by which learners measure the teacher's behaviour during the teaching process. These five points make it possible to measure the learner's motivation

during the learning process against the teacher's teaching behaviour. The five points noted are:

- Teacher's enthusiasm
- Humour
- Pace of instruction
- Amount of structure
- Allowance of learner independence

Rowe (as quoted by Good & Brophy, 1974) explores the influence of teacher behaviour further through a study that was done on teacher behaviour. He observed teachers while they were teaching and discovered that teachers had a tendency to wait longer for a response from the higher-achieving learners than from the lower-achieving learners. The conclusion of the study was that the lower-achieving learner needs to respond more quickly to stand a chance of being recognised by the teacher. This behaviour of teachers can lead to negative expectations that are formed by teachers as well as learners (Cazan, 2013). Researchers like Good and Brophy (1974), Ibtesam (2011) and Gabrera *et al.* (2012) confirmed through their research that the influence of teachers' behaviour on learner motivation is real and can have a significant impact on the teaching and learning process, and especially on the learning process.

When teachers were confronted with the data from the study that was done by Rowe (1974), they were not even aware that they had behaved this way and responded by saying that they did not even expect an answer from the low achievers. Good and Brophy (1974), on the other hand, did not find major differences in the contact between the teacher and high and low achievers. However, they found significant changes in the way teachers respond to low and high achievers. They found that teachers praise high-achieving learners much more than lower-achieving learners when they give the right answer to a question. Teachers tend to criticise low-achieving learners more than high-achieving learners and do not allow the lower-achieving learner thinking time before responding. If high-achieving learners answer incorrectly, the teachers tend to wait longer and guide the learner to the right answer, and also ask high-achieving learners more questions. These learners receive more

praise from the teachers than low-achieving learners. It was noticed that with the low-achieving learner the teacher moved on to the next learner more quickly and did not wait for a response (Good & Brophy 1974), and this can also demotivate a learner to learn, in my opinion.

2.2.7.1 *The reasons why teachers change their teaching behaviour*

Brophy (1982) and Babad and Taylor (1992) did another study and discovered that teachers generate frequent and positive expectancies through their teaching behaviour with learners whom they like, even though these learners may misbehave. The teacher does not perceive the learner's misbehaviour as intentional, nor does the teacher take the offence personally. This brings another challenge to the classroom, namely the teacher's favouritism, which can have a negative effect on the learners so that the rest of the learners will not be motivated during the teaching and learning process.

It appears that teachers' teaching behaviour towards learners and how it motivates the learner to learn are much more complex than was initially thought. From the research that was done by Rowe (1974) and Good and Brophy (1974), we can make some assumptions. It looks as if teachers motivate the high-achieving learners more than the low-achieving learners, and this might be the reason why some learners give up and do not even try to meet the expectancies that are generated by the teaching process. Teachers and learners agree that teachers do not support low-achieving learners and put less pressure on them to achieve results. On the other hand, the high-achieving learners receive more emotional support from their teachers (Babad & Taylor, 1992; Fan & Williams, 2010; Baker, Grant, & Morlock, 2008; O'Connor, Dearing, & Collins, 2011; Henry, Knigh & Thornberry, 2012).

The learning process in a classroom can be enhanced if the teacher encourages the learner to be self-motivated and independent, and if the teacher gives regular and positive feedback that motivates the learner to learn (O'Connor, Dearing & Collins, 2011; Henry, Knigh & Thornberry, 2012). There are various factors that can be used to motivate learners to learn, but it seems the most effective tool for motivation for learning remains the teacher's teaching behaviour. Some learners are naturally inclined to do well in their schoolwork, whereas others are in need of a lot of praise and motivation from the teacher (Isbetsam, 2011). The responsibility of motivation for learning therefore rests heavily on the teacher's shoulders.

Teachers also need to be constantly aware of the effect their teaching behaviour and words have on learners' motivation to learn. A teacher's every move is under the scrutiny of their audience – the learners. Teachers need to develop the ability to adjust their teaching behaviour consciously and purposefully to benefit the learning process. It is, however, easier said than done. Teachers, being human, are prone to failing numerous times while conducting their lesson, but it can be possible for a teacher to control their teaching behaviour flaws in these instances. With the proper training, experience and a passion for teaching, the possibilities are uncapped to generate a less biased teaching environment that will benefit all learners and the teaching and learning process (Babad& Taylor, 1992).

If teachers focus only on one motivational aspect, the possibility may exist that other motivational behaviours can flow from it and learners can experience a positive constructive learning interaction and learning process. Knowing what learners' perceptions are about a certain subject or learning outcome may help teachers to understand what type of teaching behaviour trait will motivate the learners to achieve the best outcomes for that specific subject (Den Brok *et al.*, 2006). Babad and Taylor (1992:121) investigated teachers' teaching behaviour further and used video tapes to focus on how teachers' teaching behaviour motivates the learners. They divided the video clips into three categories and targeted specific combinations of teacher behaviour, namely:

- Face and body (facial expressions and behaviour)
- Audio (how the teachers talk to the learners)
- Face, body and audio tapes

Independent observers were asked to observe the teachers' facial expressions and listen to their voice tone and observe their body language (behaviour). The observers were tasked to guess if the learners involved in the actions were high or low achievers. All the observers distinguished with ease which learners were high or low achievers, and which ones were liked by the teacher by merely observing the teacher behaviour with minimal information (Babad & Taylor, 1992:121). They concluded with the study that learners as young as ten can clearly distinguish when the teacher was interacting with low or high achievers. It is therefore my opinion that teachers probably have unique non-verbal styles when interacting with high or low achievers,

and a teacher's teaching behaviour can take the form of unspoken nuances of which the teacher is not even aware, and a learner can interpret these nuances as either positive or negative (§ 4.2.2.3).

Babad (1994) already established that teachers cannot conceal their likes and dislikes of specific learners or groups of learners, although some teachers believe that they can hide their pre-set favour from learners. However, research says something different, especially the data that was collected from learners (Babad & Taylor, 1992). Biased teachers try to compensate for low-achieving learners with controlled teaching behaviour, while at the same time they send non-verbal negative messages and try, with little effect, to motivate the learners to learn (Babad & Taylor, 1992). Learners are not as ignorant as teachers think, since the learners can read body language and facial expressions with great accuracy.

Harris and Rosenthal (1992) confirmed Babad and Taylor's (1992) research and stated that teachers cannot control the subtle changes in their teaching behaviour even if they try to, and learners can read teachers "like a book". The assumption can be made that limited learner motivation to learn takes place if a teacher behaves in a biased manner or if a teacher tries to camouflage their biased behaviour. Learners do not always see a teacher's teaching behaviour as positive, even if the teacher's intent is to motivate a learner to learn (Babad & Taylor, 1992). The misreading of a teacher's teaching behaviour can damage a learner's self-esteem and academic performance and therefore can also have a negative impact on learners' motivation to learn and the learning process.

2.2.7.2 *The four categories of teacher teaching behaviour*

Silberman (as quoted by Brophy & Good, 1974) listed four categories that classify teacher teaching behaviour:

- Attachment or favouritism
- Concern
- Indifference
- Rejection

From these listed teaching behaviour categories attachment or favouritism are found to be the most positive and rejection the least positive behavioural attitude a teacher can have towards a learner. High achievers fall in the attachment/favoured group and the low achievers in the rejection group. Low achievers are often mentioned by teachers to be the learners about whom they are concerned. Low achievers are the least motivated to learn through unintentional teaching behaviour, but Good and Brophy (1974) also suggest that the teacher interact more with the learners in the attachment group than those in the rejection group.

A significant finding of this study was that the learners in the indifference group do not approach the teacher and that teachers do not interact with them. Teachers seldom praise or criticise the learners in the indifference group. The conclusion of the study indicated that little to no communication takes place between the teacher and the learners in the indifference and rejection groups and therefore the teacher offers the learners no motivation to learn. The learners who fall in these groups are the ones who are in desperate need of a teacher to motivate them to learn, but are most often excluded from direct teacher motivation because they have a “don’t care attitude” – it makes no difference to them how the teacher behaves or if the teacher is there or not (Stipek, 2010; Spiegel, 2012).

Teacher expectations are closely linked to teachers’ teaching behaviour. Teachers’ expectations can coincide with teachers’ teaching behaviour. There may be a risk that teachers’ teaching behaviour and teachers’ expectations are perceived as one. The focus of the current study was therefore on teacher expectations and teaching behaviour and how they motivate the learner to learn effectively. In spite of the arguments among pedagogues concerning the effect of teachers’ teaching behaviour on learners’ motivation to learn, the reality is that a teacher has the power to build or break a learner through their teaching behaviour and words during the teaching and learning process. From the above information, I am of the opinion that there is a correlation between teachers’ teaching behaviour and learners’ motivation to learn. This is then also the aim of this study, and more specifically from a South African perspective.

2.2.8 The influence of teacher expectations on learners' motivation to learn

Teacher expectancy is not something that can be bottled and sold. Teachers and learners are human beings who are forever changing, growing and adapting to survive in the educational sector. This adaptive interaction that takes place during the teaching and learning process between teachers and learners will impact on teacher expectancies and learner motivation to learn on a daily basis.

In their study, Cambera *et al.* (2011:11) name the teacher's lack of knowledge or comprehension of the subject content as a factor that can have a negative effect on the learner's motivation to learn. Rodgers (as quoted by Cambera *et al.*, 2011) explains that if a teacher knows the curriculum well enough they can be in tune with learners' learning ability and will be able to generate a positive expectancy that can improve learning. In other words, the teachers who know their subject content will teach from a position of being able to think on their feet and adapt their expectancies and motivate learners effectively and will therefore have a positive influence on learning. These teachers may motivate the learners more effectively to learn than the teachers who do not know their subject content that well.

2.2.8.1 Teachers' communication and the influence on learners' motivation to learn

It is also widely accepted that teacher expectations motivate the learners to perform academically and teachers communicate their expectations through the feedback they give to the learner (Uguroglu & Walberg, 1979; Eccles & Wigfield, 1982; Sarrazin, Tessier, Pelletier, Trouilloud & Chanal, 2006; Ercole, 2009; Ercole&Kassahun, 2013; .Muska and Ashworth (as quoted by Chin'anga, 1999) underlined this statement and stated that whenever learners are excluded from the teaching and learning process they experience feelings of rejection, embarrassment and stigma and this can demotivate the learner to learn and the teacher expectancies will most probably not be fulfilled.

A teacher can communicate expectations through their teaching behaviour and words. Teachers who have mastered the skill of creating positive expectancies will spend more time responding to learners who experience learning difficulties and will therefore be more supportive and patient with a learner. These teachers will attempt

to create a confidence within the learner to resolve problems during the learning process and a motivation to learn. When a teacher responds with genuine enthusiasm, a positive teaching environment is set that supports positive learning expectancies and SFP is likely to take place (Good & Brophy, 1974; Adomßent & Hoffmann, 2013). It is important to understand that teaching and learning is an integrated process with multiple components that influence one another and therefore influences the people involved, such as the teachers and the learners (Adomßent & Hoffmann, 2013). It has already been established that teacher behaviour and expectations play an important role in learner motivation and, more specifically, a learner's motivation to learn.

To give balance to this study it is necessary to focus on negative teaching behaviour and expectancies and their influence on learners' motivation to learn. It is therefore important to discuss the influence of negative teacher expectation and behaviour on learners' motivation to learn in more detail.

2.2.9 The influence of negative teaching behaviour and teacher expectations on the teacher-learner relationship

Teachers have a disadvantage even before the teaching process starts, because most learners have a negative attitude towards school and thus indirectly towards learning. The learners dislike teachers who do not explain the work, give little help, do not know their subject and give boring lessons; therefore it is no surprise that negative teacher-learner relationships are a common phenomenon in schools (Sarrazin *et al.*, 2006; Ercole, 2009; Gabrera *et al.*, 2012).

It is a challenge for teachers to bridge this negative gap even before the start of the teaching process. To motivate the learner during the teaching process through behaviour is even harder. Add to this complex relationship the learners who have a previous history of academic and social failure, and the risk of low academic achievement, high rates of behaviour problems and social isolation increases rapidly (Gabrera *et al.*, 2012). It is then understandable that the influence of a teacher's teaching behaviour and expectations is negative during the teaching and learning process.

Learners who struggle to cope at school can add more strain on the effectiveness of learner motivation to learn and the influence of a teacher's behaviour and

expectations. Learners who struggle at school find it difficult to adapt to change in the school and tend to drop out of school prematurely (Gabrera *et al.*, 2012:5). This trend emphasises the importance of an early positive teacher-learner relationship.

“Research indicates that caring and supportive relationships between teachers and adolescents can act as buffers for learners who are at risk socially and academically” (Gabrera *et al.*, 2012:5).

This suggests that good teacher-learner relationships are important to the teaching and learning process and the motivation to learn, even though it is difficult for the teacher, for various reasons, to maintain a positive relationship that is motivational towards the learner at all times.

2.2.9.1 *The unconstructive learner-teacher relationship*

Negative teacher teaching behaviour and expectations are often present because teachers and learners dislike one another for no apparent reason. These learners do not have to misbehave frequently to be disliked by the teacher. When a learner and teacher dislike one another they tend to avoid each other as much as possible and learners will not respond positively to encouragement and positive expectations. These learners will be angry and disrespectful when they are disciplined and the teacher will not be able to motivate these learners. Valuable opportunities to motivate and create expectations are lost due to personality conflicts. It can be argued that teacher behaviour (negative or positive) is the starting point that sets the learning process in motion. Therefore the teaching behaviour is a very important aspect to take into consideration in the teaching and learning process, especially in motivating learners to learn.

Brophy *et al.* (1982) and Adomßent and Hoffmann (2013) state that if a teacher has a negative relationship with a learner, the teacher will most likely avoid these learners as far as possible in public and will be critical towards them. Teachers tend to refuse any new ideas and requests from these learners and are irritated with them. Some of these attitudes are communicated through non-verbal actions and expressions. Cabrera (2002) lists six reasons that can be causes for negative learner motivation to learn, namely:

- Teachers' lack of organisational skills in the classroom

- Poor teacher-learner relationships
- Teachers' high stress levels
- Lack of differentiation in the curriculum
- Teachers who have a fragmented professional viewpoint
- Teachers' lack of educational knowledge

These causes have a negative impact on the learners and restrict teachers' teaching behaviour as a motivational tool during the teaching and learning process. Teachers need to be aware that they can communicate negative expectations through their behaviour (Sarrazin *et al.*, 2006; Gabrera *et al.*, 2012), and that this has an effect on the motivation of the learner to learn and the learning process (§ 4.3).

2.2.9.2 *The effect of an unenthusiastic teacher attitude*

Teachers who have a negative attitude towards teaching and the learners will blame the learners for poor results. The teacher will say something like, "You know he bunks classes and never does his homework." This is an indication that teachers react to stereotypes and not individual learners, and teachers who stereotype learners will most probably criticise learners openly and treat learners according to assumptions rather than observed behaviour. Stereotyping a learner is the beginning of negative expectancy and learners often react negatively to the teacher. By breaking down a learner through stereotyping a teacher stops the positive flow of the relationship between teacher and learner and this will negatively affect the learners' motivation to learn. It is nearly impossible to create positive expectancies in such a relationship and some teachers do not understand that teaching is more than an occupation (Good & Brophy, 1974).

Finn and Pannozzo (as quoted by Cabrera *et al.* 2012) found that the learner's behaviour may be affected by the other learners in the class, and learners who are not on the same academic level as the rest of the class will experience difficulty to learn if a teacher does not motivate learners individually to learn. This can be one of many reasons for negative teaching behaviour and lack of learner motivation to learn. If learners are bored in class they will respond negatively to the expectancies a teacher wants to create and SFP will not take place. These learners will not enjoy the teaching and learning process and the teacher will find it difficult to motivate the

learners. Teachers need to adapt their teaching behaviour and expectations in such a way that it stimulates the learner and generates a process that will motivate the learner to learn (Rubie - Davies *et al.*, 2007; Ercole, 2009; Cambera *et al.*, 2011; Gabrera *et al.*, 2012; Ercole & Kassahun, 2013).

Learners are likely to copy a teacher's teaching behaviour and if teachers behave negatively towards school and society, some learners copy the teacher's teaching behaviour (Cambera *et al.*, 2011). Learners will most likely be late for class and behave disrespectfully and critically toward their peers and teachers if the teacher is often late for class. Teachers who have a negative attitude towards school behave very differently and these teachers see teaching and learning as an unpleasant but necessary effort (Good & Brophy, 1974; Sarrazin *et al.*, 2006). This type of teacher will resort to motivating learners with extrinsic motivation and will give assignments as part of punishment. The consequences are that learners will become negative towards schoolwork, results will go down and teachers' negative expectations will be confirmed. It is clear that negative teaching behaviour has a snowball effect on the learners' motivation to learn. If learners demonstrate a lack of effort because of the above reasons, the teachers become stressed and negative towards the teaching-learning process. The reason for this can be that teachers measure their success by how well the learners perform.

Teachers seldom see themselves as the catalyst that starts the negative snowball effect in the process of motivating the learner to learn (§ 2.6; § 2.7; § 2.8). If learners underperform it is possible that the teacher made little or no effort to support the learners or create a positive motivation and expectancy. The consequence is that both the learner and teacher experience the teaching and learning process negatively and this negative cycle tends to repeat itself. If a teacher fails to intentionally break this destructive cycle of negative teacher behaviour and negative learner motivation, the teaching-learning process will deteriorate further (Cambera *et al.*, 2011). For effective teaching and learning to take place it is important that teachers understand the effect that their behaviour and expectations has on learners motivation to learn.

2.2.9.3 Conclusion

It is necessary to emphasise that both the teacher and the learner have a responsibility towards the teaching and learning process. However, the teacher is the professional adult and is ultimately responsible for creating a positive teaching-

learning environment. Cambera *et al.* (2011) explore this idea and name the following reasons that can influence learners negatively even though the teacher's behaviour is positive:

- Peer pressure
- Low self-esteem
- Parental upbringing

Once a teacher and learner are caught up in the downward spiral of negative expectations they tend to stay there. A teacher's teaching behaviour causes a learner to fall even more behind than he might have otherwise, and this reinforces the idea that a constructive, positive teacher-learner relationship is vital in the teaching and learning process (Good & Brophy, 1974; Ryan & Patrick, 2001; Churchill *et al.*, 2011; Huges & Chen, 2011; Liberante, 2012).

Geving (as quoted by Cambera *et al.*, 2011) followed the same approach as Brophy, Good (1974) and Cambera (2011) concerning teacher-learner relationships. She stressed the fact that the teacher-learner relationship can determine a learner's motivation to learn and came to the same conclusions as Brophy and Good (1974) and Cambera (2011), namely:

- Positive, supportive teacher behaviour has a positive influence on learners to learn.
- Teachers are not willing to admit that their behaviour influences the learner's motivation to learn negatively.
- Learners who struggle academically often behave aggressively and negatively towards the teacher and no motivation to learn can take place.

It is clear from earlier discussion (§ 2. 6) that these factors have a significant influence on the motivation of the learner during the teaching and learning process (§ 2.6; § 2.7 and § 2.8). It can either influence the learner positively or negatively with regard to their motivation to learn, depending on the teacher's behaviour and expectations.

2.2.10 The influence of teacher expectations and teaching behaviour on learners' academic achievements

Some of the teachers' teaching behaviours have direct effects on the learning that takes place during the teaching process (§ 2.3). These teacher behaviours can widen the gap between relatively low and high-achieving learners' academic achievements. For example, learners who are given more opportunities to learn and more clues and who are called on more frequently should learn more than learners who are given fewer such opportunities (Stipek, 2010).

Palardy (1969) and Good and Brophy (1974) conducted studies similar to that of Stipek (2010) and focused their studies on the effect of teacher expectation on learners' academic performance. Palardy (1969) researched teachers' expectations concerning the differences between boys' and girls' ability to learn to read. He found that the ten teachers whose expectations were that boys can learn to read just as easily as girls had a class average of 96,7%, and the twelve teachers whose expectations were that boys cannot learn to read as successfully as girls had a class average of 89,2%. Palardy (1969) illustrates through his experiment that teachers' expectations can have an influence on the learners' academic performance. It can be argued that the average between the two groups of learners is too low to validate such a statement. Palardy's experiment is significant in the context of SFP and the Pygmalion Effect. This demonstrates the teacher expectations and the effect they have on the learners' academic performance. The next paragraph takes a closer look at the correlation between learners' academic performance and teachers' expectations.

As was seen in the previous paragraph, teachers can estimate the learners' academic performance. A teacher's expectations concerning the learners' academic performance can be observed in the way the teacher behaves towards the learners. The effect of teachers' expectations on learners' academic performance is more noticeable than the influence that learners' academic performance has on teachers' expectations (Miller & Turnbull, 1986; Boehlert, 2005; Campbell, 2007; McKown & Weinstein, 2008, Tsiplakides & Keramida, 2010). The IQ of the learner is beyond a teacher's influence, but a teacher can influence the attitude of a learner towards a subject with the expectations that are created during a lesson and therefore influence the achievement of the goals set in that specific subject. Though the increase in

marks may not be significant, the way a teacher behaves towards a learner can make the difference in the way the learner responds towards the teaching and learning process (Jussim & Kent, 2005).

Differences in learners' academic achievement are a direct result of the differences in the teacher's expectations through the way the teacher teaches. These expectations can be seen as part of SFP. Teachers with high expectations tend to teach more than teachers with lower expectations and the end result is that teachers end up with what they expected and not with what they might have achieved if they had had different expectations (Beez, 1968; Good & Brophy 1974; Kuklinski & Weinstein, 2000).

Jussim & Kent, 2005) indicated that teacher expectations of a learner's ability can be affected by factors that have nothing to do with the learners' abilities. These influences include:

- Gender
- Reading abilities
- Social status
- Race

It is clear that teachers are influenced externally and react in accordance with the way they teach a specific group of learners. A learner's achievement is not only linked to the learner's natural ability to learn, but also to the teacher's expectations and teaching behaviour. This brings us full circle back to the Pygmalion Effect of Rosenthal and Jacobsen (§ 1.2). It has been established through research that a teacher's behaviour and expectations have a significant effect on the learner's academic performance, but not on the learner's IQ. It will therefore be safe to say that it is not a matter of aptitude but attitude that ensures academic success. The responsibility lies with both the teacher and learners to ensure academic success during the teaching and learning process.

2.2.11 Teaching behaviour and teacher expectations concerning learner motivation to learn in South African schools

During the past three decades researchers have relied a great deal upon presage-outcome studies of teachers' teaching behaviour as a way to predict learner

achievement (Kyriakides *et al.*, 2002). This kind of research has led to the recognition of a range of teaching behaviours that later proved to relate positively to learner achievement and motivation. Although the results of this research (§ 4.2.2.1; § 4.2.2.2; § 5.3) produced some agreement on behaviours that are considered desirable in teachers, no information on the relationship between desirable teaching behaviour and learner performance was provided (Creemers *et al.*, 2002). Van der Westhuizen *et al.* (2005) attempted to fill this gap in the research by naming three major groups of factors that have an influence on learners' motivation to learn, namely teaching-related factors, learner- and/or learning-related factors, and out-of-school factors. The factors that were identified by Van der Westhuizen *et al.* (2005) demonstrate the important role that learning motivation, achievement motivation, learning styles, learning strategies, abilities and talents, attention, self-efficacy, understanding, aspirations and peer relations play during the teaching and learning process.

Some of the other empirical studies that were done in South Africa confirm that school performance, learner achievement and classroom instruction are all interrelated (Wilburn, 2013). Taylor (2008) presented a speech to the "What's wrong with South African Schools?" conference in 2008. He compared South African schools to schools in other countries. The focus was on mathematics and reading at primary level, and mathematics and science at secondary level. South Africa was outperformed by four surrounding countries, namely Mozambique, Kenya, Uganda and Tanzania. Taylor (2008) commented that South African teachers accept mediocrity and have low expectations in the classroom. South African schools can be characterised as expensive, high-input and low-quality systems (Taylor *et al.*, 2008). Kyriakides *et al.* (2002), Creemers *et al.* (2002), Van der Westhuizen *et al.* (2005) and Taylor (2008) expose only the tip of the iceberg concerning the deeply rooted problems in South African schools.

It seems that in South Africa little research concerning teaching behaviour and expectations and how they motivate the learners to learn has been done. It also appears that most of the research done in South Africa on teaching behaviour and learner motivation focused on the learners' race, culture and colour. That is, however, not the focus of this study. Hermeneutically in this study the learner is a child (without exclusions) between the ages of fourteen and sixteen with the aspiration to be a successful and well-adapted adult who can contribute positively to society. It would be

arrogant for any pedagogue to assume that there is a perfect solution to the problems in education, worldwide and especially in South Africa. Teaching is a life-changing vocation that needs teachers who are diligent and passionate about teaching and learning.

2.2.12 Conclusion

It appeared that teachers' expectations of their learners were worthy of investigation. Yet this area of study continues to be sparsely researched. Indeed, following a profusion of teacher expectation studies during the 1970s and 1980s, research in this important area declined during the 1990s, leading Brophy (1998) to comment that by the late 1990s there were only a handful of researchers still actively studying the SFP phenomenon (Babad, 1996, 1998; Weinstein & McKown, 1998, 2002; Weinstein, 2002). Babad (1996, 1998), McKown (1998) and Weinstein (2002) have all turned the focus of their research away from teachers' expectations to the behaviour of the individual teacher and how these expectations and implications relate to the learners (Rubie-Davies, 2010).

Babad, Inbar and Rosenthal (1982) examined the effects of teaching behaviour and teachers' expectations on learners' motivation to learn, and they identified teachers with what they called high and low bias. High-bias teachers were those who were readily influenced by (false) information about learner achievement (Dweck *et al.*, 2004). As a consequence of the (false) information they received about some learners, the teachers interacted with the learners in ways that confirmed their expectations. Low-bias teachers, on the other hand, were not so readily influenced by the information they were given and continued to behave and teach the same way (Rubie-Davies, 2010).

It is important to realise that positive expectations and perfect teaching behaviour cannot solve all the problems during the teaching and learning process and Good and Brophy (1974) suggested that the teacher and learners have a role to play in the creation of SFP. Constant positive expectations allow a teacher to examine their own teaching behaviour and to try to improve all the time to accommodate the learners and enhance the learning process (Good & Brophy, 1974). In the case of negative expectations it is the teachers who suffer the most. Negative teacher expectations and teaching behaviour can result in negative teaching behaviour from the learners

such as a lack of interest, bunking of classes, back-chatting, disrespectful and disruptive behaviour, which frustrates the teacher.

Sadovnik *et al.* (2013) refer to the film *Stand and Deliver*, which describes the work of the teacher Jamie Escalante at Garfield High School. In the movie, Jamie Escalante, a maths teacher, demonstrates what a teacher can achieve with positive teacher expectations and teaching behaviour that are projected toward the learners. During an interview shortly before his death, Mr Escalante named a few things that contributed to his success as a teacher. According to him, it is important for teachers to correct their mistakes every year, sometimes you will win and other times you will lose but you never quit trying. I agree with Mr Escalante that teachers' teaching behaviour and the motivation of learners to learn are not something that is stagnant. It is a growth process for the teacher as well as for the learners. Teachers need to remember why they became teachers and need to constantly challenge their own teaching behaviour to ensure that effective teaching and learning take place.

The current research is important in advancing knowledge about teachers' teaching behaviour and their expectations relating to learners' motivation to learn. It seems that expectations may indeed be a more powerful contributor to SFP during the teaching process. However, Babad (1998), Weinstein (2002) and Rubie-Davies *et al.* (2007) have shown that a future direction for teacher expectation and teaching behaviour research is to explore what it is about particular teaching behaviour that can lead to differences in learner motivation to learn during the teaching and learning process.

Utilising these findings in the different studies that were done in North America, Australia, Israel and the Netherlands gave me the opportunity to do an empirical qualitative study from the constructivist-hermeneutical-interpretivist paradigm within the South African context. In Chapter 3 a more detailed discussion regarding the methodology of this study follows, with the focus on the paradigm, sampling and analysis strategies that were used during the research process.

CHAPTER 3:

RESEARCH METHODOLOGY AND METHODS

3.1 INTRODUCTION

The focus of Chapter 2 was on teachers' expectations, teaching behaviour and the influence it had on the learners' motivation to learn. A discussion and analyses positioned this specific research in the scientific literature. The focal point of Chapter 2 was to answer the research question 1 and to achieve research aims 1 (§ 1.4) through the literature study. A review of the literature study indicated that many researchers worldwide studied the influence of the Pygmalion Effect and Self-Fulfilling Prophecy during the teaching and learning process (Rosenthal & Jacobson, 1968; Good & Brophy, 1974; Brophy, 1974; Baksh & Wilfred, 1984; Madon & Chatman, 1992; Babad & Taylor, 1992; Spitz, 1994; Burns *et al.*, 2002; Jussin & Harber, 2005; Den Brok *et al.*, 2006; Gilakjani, 2012; Cabrera *et al.*, 2012; Carmen & Ghinea, 2015). The focus of my research was to understand the influence of teachers' expectations and teaching behaviour on learners' learning experiences and their motivation to learn.

The research approach that was followed in this study will be discussed in the following paragraphs.

3.2 RESEARCH APPROACH

According to Merriam (1998) interpretive qualitative cases studies provide a rich description of data that is used to develop conceptual categories to support theoretical assumptions. The advantages of a qualitative case study are that I can work in a bounded system (Merriam 1998; Miles & Haberman, 1994). The bounded context of my research is how learners experience their teachers' expectations and teaching behaviour during the teaching and learning process and how it motivates them to learn. There are several advantages to the bounded system of the interpretive qualitative case study for this specific research, namely:

- The boundaries form the focus of my research.
- Data was manageable because I could control the number of participants who took part in the research.

- The interpretive qualitative case study allowed me to interpret, explore and examine through the eyes of the learner the nuances of the interaction between the learner and the teacher that takes place during the teaching process.
- The interpretive qualitative case study research approach gave me the opportunity to create theories and draw conclusions from the analysed data that can also be applied to other teaching and learning situations.

Merriam (1998) explains that scientific research can only try to uncover the “truth”. The purpose and the focus of this research were not to formulate new theories or to make new discoveries in Education Science, and specifically in the field of teaching and learning. It was purely an investigation into the influence of teachers’ expectations and teaching behaviour on the learners’ motivation to learn. It was an attempt to explain this phenomenon in the context of the specific location. The interpretive qualitative case study was the most suitable approach to study this phenomenon and to help me to understand what takes place during the teaching process in my own classes.

The interpretive qualitative case study approach creates an opportunity where I collected data through semi-structured individual interviews. It was an opportunity to have informal face to face “conversations” with the learners and the learners could express their opinions without the threat of being intimidated later with the information that they had disclosed about a teacher. This gave me the opportunity to observe the body language and facial expressions of the learners and I had the opportunity to direct the “conversation” through specific predetermined and focused questions. To refrain from the classroom atmosphere the school hall of the respective schools was the most convenient place to conduct the semi-structured individual interviews and it created a relaxed interview environment. This location contributed to relaxing the learners, which made them responsive towards semi-structured individual interviews. It helped me to gather critical and detailed data (Chapter 4) that assisted me in achieving the research aims 2 and 3. My own reflective thinking and experience as a teacher made it possible to comprehend how teachers’ expectations and teaching behaviour motivate the learners throughout the teaching and learning process. The interpretive qualitative case study was the most suitable and enabled me to analyse and interpret the data as well as theorise about the influence of teachers’ expectations and teaching behaviour on learners’ motivation to learn.

The disadvantages or flaws that I encountered during this interpretive qualitative case study were as follows:

- Case studies are prone to some flaws or limitations, researchers are the main instrument of data collection and the analysis process (Merriam, 1998). The fact that I was the primary instrument of data collection and analysis made this research vulnerable to some bias from my side. I took all the necessary precautions to limit my own instincts and opinions. I asked the participants not to name the teachers about whom they spoke, but rather to think of a subject when answering the questions. It did help and most of the data that were collected through the semi-structured individual interviews were not connected to a teacher's name.
- Case studies can oversimplify or exaggerate a situation and a reader can come to incorrect conclusions (Merriam, 1998). Case studies can create an impression that the research represents a whole population, instead of a part of a population. I attempted not to bring any reader under the wrong impression throughout this research and I want to state clearly that the influence of teachers' expectations and teaching behaviour can have a major impact on the learners' motivation to learn (§ 2.8). Only four schools and thirty-two learners took part in this study (§ 1.5.4).

Merriam (1998) stated that if the research reaches the same conclusion through the analysis process, it can be assumed that the data, the analyses and the conclusion were correct. However, Merriam (1998) concluded that no researchers, data and analyses are fool proof and that mistake can be made continuously. Therefore it was nearly impossible to claim that, with reference to this specific study, the qualitative research was infallible.

3.3 RESEARCH DESIGN

The case study is the most suitable type of research design for this research due to the fact that only a small group of learners in four different high schools participated in this research (§ 3.3). The margins of this case study were set in the qualitative design, with a specific focus on the constructivism-hermeneutical-interpretive approach. In the following paragraphs I will explain my own understanding of the term research design.

Qualitative research was viewed as inadequate and not recognised as a research design by many educational academics. However, qualitative research has been established and recognised as a scientifically viable methodology by researchers like Alexander (2006), Flitner (2006), Nieuwenhuis (2007) and Evans (2005). Although qualitative research design struggles to gain a foothold in the research community, it was the most suitable research design for this particular study.

Qualitative researchers almost always develop their own design as they go along, using one or more of the available strategies as a guideline. The qualitative paradigm requires the design of the research to be something other than a set of worked-out procedures and is concerned with understanding rather than rationalisation, with traditional observation rather than controlled quantities, with the subjective investigation of reality from the viewpoint of an insider. It is the viewpoint of Fouché and Schurink (2011) that the researcher using the qualitative research design cannot detach themselves from the research subjects, especially if they are personally involved in the specific discipline being researched. I see myself as an insider who is personally involved because I am a teacher at present teaching at an English high school in Middelburg, Mpumalanga. Field and Morse (1985) elaborate on the opinions of Fouché and Schurink (2011) by stating that researchers who use the qualitative research design focus on the experiences from the participant's perspective. The researcher's participation in the study adds to the uniqueness of the data collection process (Streubert & Carpenter, 1999). Holloway and Wheeler (2002) made it clear that objectivity is impossible because qualitative methodology is not a complete and precise science because human beings do not always act logically or predictably.

The qualitative design suited this study the best in my opinion due to the human factor. Humans, in this case the teachers and learners, adapt and change their teaching behaviour and perceptions to accommodate their circumstances and emotions from one moment to the next. It can be argued that these differences were so miniscule they were not likely to influence the data; they had been taken into consideration.

Merriam (1998) explains that the qualitative case study is regarded as being detailed, descriptive and heuristic. This was the pattern that I followed in my research. I attempted to describe the learners' experiences of the teachers' expectations and teaching behaviour in rich detail (thick description). It was heuristic because I believed that this research could clarify the readers' perception of the phenomenon being studied. It allows the reader to determine a fresh meaning, broadens the readers' knowledge and confirms what is already known with regard to the influence of teachers' expectations and teaching behaviour on learners' motivation to learn.

Fouché and Schurink (2011:309) clarify interpretivism as follows: "Interpretivism needs different methodology that will enable the social researcher to reach an interpretative understanding of the subjective meaning of social action". The theory is thus that reality should be understood through the meaning that research participants give to their realm of experience and this meaning can only be discovered through language." I attempted, through

this research, to gain a better understanding of how the learner experiences the teacher's expectations and teaching behaviour during the teaching process and how they motivate the learner to learn. The constructivist-hermeneutical-interpretivist paradigm gave me the opportunity to focus, as an insider, on the way the learner experiences teacher expectations and teaching behaviour during the teaching process and how this motivates the learner to learn. It also gave me the chance to understand how the learners experience, how they feel and how they see the teacher's expectations and teaching behaviour in real-life teaching situations.

It may be difficult to understand how learners experience teacher expectations and teaching behaviour and how these experiences motivate the learners to learn if you approach them with worked-out procedures like in a quantitative research design. The aim of this study was not on the circumstances, personalities and emotions of the learners, but it cannot be altogether excluded, since this was part of complex human nature. The main focus of this research was on how the learner experiences teacher expectations and teaching behaviour during the teaching process and how this motivates the learner to learn. It is not the purpose of this study to refute more experienced researchers' opinions concerning learner experiences and motivation in the context of teacher behaviour or expectations.

The purpose was to understand, through subjective investigation from the viewpoint of an insider, the learners' perspectives of teachers' teaching behaviour and expectations. The learners' reality of the way they experience the teacher's teaching behaviour and expectations was identified through the constructivist-hermeneutical-interpretivist paradigm. Table 3.1 summarises the research design that was followed to understand how learners experience the teachers' expectations and teaching behaviour towards them and how this motivates learners to learn and enhance their learning experience.

Table 3.1: A summary of the research design

THE INFLUENCE OF TEACHERS' EXPECTATIONS AND TEACHING BEHAVIOUR ON LEARNERS' EXPERIENCES AND MOTIVATION TO LEARN
Qualitative research design
<u>Case study</u> Four high schools in Middelburg, Mpumalanga participated in the research.
<u>Research paradigm</u> The constructivist-hermeneutical-interpretivist paradigm allowed me to investigate the learners' world in the context of their school life and enabled me to gain a better understanding of their experiences of teacher expectations and teaching behaviour.
<u>Semi-structured individual interviews</u> Eight learners from each school participated in the semi-structured individual interviews. Thirty-two learners were interviewed in total.
<u>Data collection</u> Learners were interviewed individually in the school hall of the respective schools. The semi-structured individual interviews were recorded with a voice recorder and transcribed by an impartial typist.
<u>Data interpretation and narrative analyses</u> Data was reduced by coding important statements that relate to the research question. Codes were compared within and across the different participants. Similarities, patterns and discrepancies in the codes were identified. From this the different themes were identified, and finally conclusions were drawn from the relationships between the different themes. The data analyses were presented in a narrative form.
<u>Results and conclusion</u> The results of the analyses were presented in the narrative form. Conclusions and recommendation were made after the analysis of the data.
<u>The focal point of the study</u> The focus of this research was to explore how teachers' expectations and teaching behaviour influence the learners' learning experience and their motivation to learn (§ 2.3, Chapter 1),

3.4 PARADIGM

De Vos and Strydom (2011) define a paradigm as a model containing a set of legitimate concepts and a design for collecting and interpreting data. This research has been done through the constructivist-hermeneutical-interpretivist paradigm. The hermeneutical paradigm involves the researcher interacting with a specific environment to develop an understanding of the specific environment (Habermas, 1971). The due process of this study was a consentient activity performed daily in the teaching environment of which I am a participant during the education process as a teacher. This formed the basis of the hermeneutical paradigm that I followed in this research.

Wellington (2000) explains that in the interpretivist paradigm individuals create their own social reality and that human performance can only be clarified and explained by observing humans in their natural situation. Henning (2005) supports Wellington's explanation of the interpretive paradigm and describes the interpretive paradigm as knowledge and imagery of people's intentions, beliefs and motivation. The interpretivist paradigm in this study allowed me to interpret and understand teachers' expectations and teaching behaviour towards the learner and how they motivate learners during the teaching and learning process to learn.

The constructivist-hermeneutical-interpretivist paradigm suits this study of learners' experiences of teacher behaviour and expectations well because it allowed me to investigate the research question from different perspectives. The constructivist paradigm implied that the participants in this study could construct their own reality and the hermeneutical paradigm was used to analyse the truth that was created and to depict the significances of this phenomenon. The interpretive paradigm put the analysis in context to present the explanations of the research aim, and the qualitative research design was focused on the individual as the key research instrument (Reeves, 1996).

A brief discussion of the qualitative case study follows below, relating to how teachers' expectations and teaching behaviour motivate the learners to learn.

3.5 QUALITATIVE CASE STUDIES

Qualitative research is the collection, analysis and interpretation of comprehensive narrative (no numerical) data in order to gain insight into a particular situation of interest (Gray, 2009). The nature of qualitative research can be seen as a world that has many "truths" (Gray, 2009). Through this framework I attempted to understand and interpret these many truths

concerning teachers' expectations and teaching behaviour and their influence on the learners' motivation to learn in the learning process.

Henning (2004:40) defined a case study as follows: "Case studies are defined not only by their bounded characteristics regarding the unit of analysis of the topic, but also by their methodology." Henning (2004), Maree (2011) and De Vos *et al.* (2013) clarify case studies further by giving the following questions as guidelines to test if the answers lead to a bounded system:

- What are the boundaries you would set to define the "case" that you are investigating?
- Which people would be the focus?
- What would the unit of analysis be?
- What would the phenomenon be that you would study?
- What would be the time involved in the study?
- Which activities and events would be included?
- What research method would be used?

Most of these questions could be answered in this study and this has given the necessary boundaries to this qualitative case study in the context of the constructivist-hermeneutical-interpretivist paradigm.

There are limitations to qualitative case studies. The sensitivity and integrity of the researcher influenced the data during the collection process. I therefore did not do a comparative study between the four schools used. In this proposed constructivist-hermeneutical-interpretive qualitative case study, the attention was on the method rather than the outcomes; on discovery rather than proof (Merriam, 1998). This research was the intensive descriptions of a single unit, the learner. Henning (2005) made it clear that the focus is on the phenomenon. The focus is on answering the questions how, when, where and why. In this study, I focused on how, when, where and why teaching behaviour and teacher expectations motivate the learner to learn. That was why a qualitative case study suited my study.

Furthermore, within a qualitative case study the researcher must interact on a regular basis with the subjects who are being studied (Leedy & Omrod, 2010). This was a benefit to this study because I am currently a teacher and therefore interact on a daily basis with Grade 10, 11 and 12 learners. The advantages and disadvantages of a case study were discussed in

detail in paragraph 3.3. The narrative analysis method was followed in this research and the guidelines as described by Rapley (2007) were also followed during the analysis process. The constructivist-hermeneutic-interpretivist paradigm formed the basis of this study of teacher behaviour and how it motivates the learner to learn. I tried to explore and attempted to understand how learners experience the teacher's expectations and teaching behaviour towards them and how this motivates learners to learn and enhance their learning experience.

Four high schools in Middelburg, Mpumalanga were identified as the target schools. The principals of the four different schools made learners in a specific class available. The motivation for this decision was to give the learners a choice as to whether they wanted to participate or not. Some were involved in extracurricular activities and some learners had transport problems. All the learners in the class were invited to participate in the research. The group that was made available by the principals received invitations and consent forms to be completed by themselves and their parents. The teachers assisted when I addressed the learners concerning this research. The teachers assisted me too with handing out and collecting the consent forms.

Non-probability, purposive convenient sampling methods were followed to choose the participants. The semi-structured individual interviews took place in the afternoons after school hours. The first eight learners (8), of the pre-selected group who showed up for the individual interviews were picked to participate in the research. Thirty-two learners (32) in total participated in the study. The data in this study was collected through semi-structured individual interviews with the learners. In the following paragraphs, I will shed light on the different data collection strategies that were implemented in this study.

3.6 DATA COLLECTION STRATEGIES

The researcher is the main instrument of data collection and analysis and needs to rely on their own intuition and abilities during the research process (Merriam, 1998). Merriam explains further that data in a case study is collected over time and is heuristically and carefully detailed. A case study tries to understand a phenomenon as it happens in its typical setting. The purpose of this study was to cultivate an understanding of the perspectives of learners from four diverse schools concerning the influence of teachers' expectations and teaching behaviour on learners' motivation to learn.

To understand this phenomenon, four different sites were used for this study. These sites were the most suitable for this study because the learners represent the major culture groups

in Middelburg, namely black; white; Coloured and Indian. Schools in the rural areas were not targeted for this study due to fact that the learners are not available after school because of transport arrangements. Eight learners from each school participated in the semi-structured individual interviews. Thirty-two learners in total took part in the research. The semi-structured individual interviews were recorded with a voice recorder and transcribed into a Word document. The voice recording process contributed towards the tone and fluency of the interview. The voice recorder ensured that no data was lost during the interview process. I made informal notes during the interviews that assisted in the coding process of the data. The transcripts were used to analyse the data through a coding process that forms the different themes.

3.6.1 Semi-structured individual interviews

According to Strydom (2012:351), the purpose of semi-structured interviews is to gain a detailed picture of the interviewee's ideas about a particular topic. Strydom (2012) explains further that the researcher is able to follow up on the answers the interviewee gives to the questions that were asked during the interview. Semi-structured can be defined as referring to an interview that takes place when participants are chosen on the basis of a particular area of interest. Interviews are not finite containers of information and meaning is created during the interviewing process. Meaning comes from the way in which the interviewee has organised their own reality. Henning (2004) explains further that if an interviewer allows the interview to develop naturally through normal discourse, more useable data can be obtained. A researcher must not see the interview as a controlled standardised data collection instrument that has to stay with the topic. The idea is that the recording of the data should include aspects of potential meaning that can add depth to the data and the analysis process.

The interviews in this research had a structured feel to them because a set of questions and a predetermined sequence were applied during the interviewing process. The questions for the semi-structured interviews (see Addendum C) were derived from the literature study (Chapter 2). The questions used were semi-structured since this allowed me more freedom to conduct the interview in an open, informal and conversational manner. No learner was intimidated or humiliated in any way during the interviewing process or through the questions that were asked. Participants were continuously made aware of the fact that the conversations were recorded and that they could withdraw from the interview at any time during or after the interviewing without any consequences. The interviews took place after school at the different schools and the interviews were conducted in the school hall of the

respective schools. It was the most convenient venue and the interruptions and noise levels were limited and it was close to administrative offices for security. The interviews each lasted $\pm$ 60 minutes, depending on how much discursive conversation took place during the interview.

All the literature mentioned in Chapter 2 formed the theoretical framework of this study. The theoretical framework was set in the discipline of teaching and learning, with the focus on the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn. The research and analysis methodology positioned the research in a controlled literature environment. Chapter 2 was focused on answering the research questions 1 (§ 1.3) and to achieve research aims 1 (§ 1.4) through the literature study.

An appraisal of the literature study showed that many researchers studied the influence of the Pygmalion Effect and Self-Fulfilling Prophecy during the teaching and learning process (Good & Brophy, 1974; Babad & Taylor, 1992; Burns *et al.*, 2002; Jussin & Harber, 2005; Den Brok *et al.* 2006; Cabrera *et al.*, 2012; Carmen & Ghinea, 2015). The focal point of this research was to understand the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn. I tried through the semi-structured individual interviews to gain a deeper insight into this phenomenon and discuss in the paragraphs that follow how the semi-structured interviews were developed and structured.

3.6.1.1 *Development of semi-structured individual interviews*

Certain steps concerning the individual interviews were followed before the semi-structured individual interviews commenced. This was done to develop the measuring mechanisms that were used in this research. The focus of the development of the measuring mechanisms was to identify the goals for the semi-structured individual interviews. The formulating of the semi-structured interview questions followed, with the focus on the research aim 2 and 3 and the research question 2 and 3 (Litosseliti, 2003, Krueger & Casey, 2000²³, Anderson & Arsenault, 2000).

The questions for the interviews were constructed with the literature study as the background linking it to the whole theoretical framework of this study. The collated data from the interviewee questions link to the theoretical framework as part. The outcomes of the interpretation of the learners' responses to the semi-structured individual interviews underwrite also the theoretical framework of this study (§ 4.2.1.2 & 5.4) and through their answers I tried to determine the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn.

The questions in the semi-structured individual interviews were as follows:

- What would you like to tell the teacher you dislike the most in one minute about their way of teaching?
- Describe how the teacher teaches the subject you like the most.
- How do you think a teacher can change their teaching to make it easier for you to learn and understand a challenging subject better?
- Explain how you feel when a teacher writes a negative comment on your assignment on which you feel you have spent so much time?
- Why do you like some teachers more than others?
- In your opinion, do you want to study harder for an exam if the teacher of that subject takes time to get to know you personally?
- A teacher believes you can do better and encourages you to do better. How would you react towards this belief?
- Explain how the teacher of whom you are afraid teaches.
- What must a teacher do to motivate you to study harder in that specific subject?

3.6.1.2 *Conducting and implementing semi-structured interviews*

The previous paragraphs discussed the purpose of the semi-structured interview, how the semi-structured individual interviews were compiled, as well as the questions that were used to conduct the semi-structured individual interviews. Strydom (2011), Hollway and Jefferson (2013), Creswell (2014) and Berg and Lune (2014) made it clear that semi-structured individual interviews allow the interviewer to ask extra questions that clarify a statement better. This is an opportunity for the researcher to collect data that is rich in detail (Lincoln, Lynham & Guba, 2011; Greef, 2012). No assistance was given to the interviewees during the interviews however some of the interviewees struggle to differentiate between the two concepts, teacher behaviour and teaching behaviour (§ 5.4). I clarified it through examples from a real teaching situation.

The parents/guardians as well as the learners give their written consent before the interviews were conducted. I informed the parents and learners in the consent letter that the interviews

would be recorded with a voice recorder and that the interviews would be transcribed by an independent typist. The purpose of the research was explained to learners before the consent forms were handed out to the learners.

Four high schools in Middelburg, Mpumalanga were the research sites. These schools represented the diverse population demographics that are part of the Middelburg Municipality. The principals of the four different schools made learners in a specific class available to participate in the research. The motivation for this decision was to give the learners a choice as to whether they wanted to participate or not, as some were involved in extracurricular activities and some learners had transport problems. All the learners in the class were invited to participate in the research. The group that was made available by the principals received invitations and consent forms to be completed by themselves and their parents. The teachers assisted me when I addressed the learners concerning the research and also with the handing out and collection of the consent forms.

Eight learners from each school formed part of the research. The availability of learners after school hours determined which learners were used. In two schools the learners' transport arrangements were a problem, and in the other two schools the learners' extracurricular activities interfered. Interviews were conducted in the school hall of the different schools. It was the most convenient space, with the least interruption. It was close to the administrative offices and added to the security of the interview space. The factotum unlocked the facility (hall) and locked it again afterwards. The doors were open to ensure that learners felt comfortable and safe, creating the opportunity to pull out of the interview at any time. I explained to the learners that they could withdraw from the interview process at any stage of the process without any consequences. I also explained to the participants that all information that I collected during the interviews would be confidential. The personal space of the interviewer and interviewee was taken into account through the arrangement of the chairs and the table. The voice recorder was placed on the table between me and the participants. I placed my notebook on the table to make the voice recorder less obvious and a distraction to the learners.

Interviews were conducted after school hours, between 13:30 and 16:00. Learners were interviewed individually and interviews took more or less 60 minutes to complete. I tried to make the learners feel as comfortable as possible through the introduction process and during the interview and assured them continuously that they were free to withdraw from the interview process without any consequences.

3.7 SAMPLING STRATEGIES

Henning (2004) and Strydom and Delport (2013) describe sampling as a journey that is planned with the interviewee who agrees to the interview. As preparation the researcher must consider the main research question and how it relates to the analysis procedures. The researcher needs to select interviewees who can contribute confidently and positively through their responses to a better understanding of the research subject. Maree and Pietersen (2011) and Leedy and Omrod (2010) suggested that non-probability sampling can be dangerous and insufficient if the researcher wants to draw important conclusions about the population. There are two types of non-probability sampling that suit this specific research, namely convenience and purposive sampling. The advantage of non-probability sampling is that it is a convenient way for researchers to assemble a sample with little or no cost (Latham, 2007; Hollway & Jefferson, 2013; Creswell, 2014; Berg & Lune, 2014).

Purposive and convenience sampling methods suit this research because it allowed me to choose learners for a specific purpose, and convenience sampling allowed me to make use of the learners who were readily available to participate in the research (Leedy & Omrod, 2010). The motivation for these two sampling methods was as follows:

- The aim of this study was not to gain new insight into the learners' world, but to confirm what was already said by other researchers like Brophy (1982) and Babad (1982) concerning the influence of teaching behaviour and teacher expectations on the learners' motivation to learn, but within a South African environment.
- The DoE Mpumalanga had given me permission to conduct the interviews after school time. Non-probability sampling gave me the freedom to work within these restrictions.
- The principals of the four high schools in Middelburg Municipality, Mpumalanga, designated dedicated teachers to assist and learners to participate in the research (purposive sampling). The teachers responded positively when approached with my request to interview their learners. The teachers assisted me when I talked to the learners about my research and the teachers helped me with the handing out and collecting of the consent forms.
- Interviews were done after school hours, from 13:30 to 16:00. The availability of learners after school hours determined which learners were used (convenience sampling). In two schools learners experienced difficulties due to transport arrangements and in the other two schools the learners did extracurricular activities

that caused a problem. These two obstacles reduced the available number of learners considerably.

- Learners were chosen randomly on a first-come basis. This meant that only the first eight learners were interviewed. There were more than eight learners who showed up for the interviews at all four schools. I invited all of them to participate in the research. However, some were there for moral support to their friends, some were not prepared to wait and some just wanted to see what was going on and then disappeared. I took the names of the first eight learners' who chose to participate and called them into the hall one by one. I did interviews with more than eight learners because they were prepared to wait for me. I used the extra data to verify the data that I obtained from the first eight learners. The learners were thanked for their cooperation and participation.
- Learners were interviewed individually. Interviews took more or less 60 minutes to complete.

The principals of the respective schools made the school hall available as an interviewing venue. It was a suitable venue to conduct the interviews because:

- It was close to the administrative offices for security reasons.
- Interruptions from outside could be controlled.
- The factotum could unlock and lock the hall.

The doors of the hall were open during the interviewing process to ensure that learners felt comfortable and safe. The open doors created an open, safe and non-threatening atmosphere. I took the personal space of the learner into account and made sure that a table was placed at an angle between us. The voice recorder was placed on the table between us and I put my notepad next to it to reduce the distraction factor that the voice recorder may cause. The idea of the interviews was for learners to talk to me in a comfortable, relaxed and open manner. It was important for the learners to respond as honestly and openly as possible to make certain that the data that was collected was "thick" with detail. The learners were informed before and during the interviews of their right to stop the interview for whatever reason they may see fit without any consequences to them, their parents or the school. The learners were informed beforehand that the interview would be recorded and that the recordings would be transcribed by an impartial typist. They were also made aware

of the fact that whatever they said would be treated confidentially. I tried to make the learners feel as relaxed as possible through an informal introduction process.

3.8 TRANSCRIBING OF DATA ANALYSIS

A positive and co-operative attitude was present at all the schools when I approached them concerning the research. The learners were extremely positive and willing to participate. Unfortunately a lot of learners did experience problems with transport and others had other compulsory school activities to attend. Not more than ten (10) learners showed up for the interviews. The first eight (8) were chosen. The extra learners were invited to participate also, but most of them came along to support their friends.

The descriptive analysis course was followed in this research because the research of SFP was done from the constructivist-hermeneutic-interpretivist paradigm. Data analysis in this research was a continuous, optimistic and non-linear method as described by Henning (2009). With the constructivist-hermeneutic-interpretivist paradigm, I was able to make sense and gain a deep understanding of the influence of teachers' expectations and teaching behaviour on learners' motivation to learn. Data collection, data reduction, data display, data verification and conclusion were interactive components that made up the analyses procedures (§ 1.5.7)

The transcribing of recordings of data needs to take place as soon as possible after the recording of the semi-structured individual interviews (Padget, 1998; Hollway & Jefferson, 2013; Creswell, 2014; Berg & Lune, 2014) to help to avoid gaps in the questions that were asked during the data collection process. All the semi-structured individual interviews were recorded with a voice recorder. The transcribing of the recordings was done by an independent typist directly after the semi-structured individual interviews had been conducted. I analysed the data with the assistance of my supervisor. The coding of the semi-structured individual interviews was done by me and controlled by my supervisor.

A variety of investigative approaches were used that involved interpreting the data and categorising, organising and reducing it to more manageable parts and then investigating ways to reconstruct it (Schwandt, 2007). The interaction between the data and the action is part of the analysis. The analysis process in this research is based on Rapley's (as quoted by Schurink *et al.*, 2011) guidelines. The analysis process for the semi-structured individual interviews was as follows:

- The text was transcribed in sufficient detail and screened to enable the researcher to become familiar with the content of the text.
- The words used by the learners were critically evaluated to understand the meaning of the words and phrases used by the learners in their own vocabularies.
- I identified the different themes and coded the topics line by line for each interview transcription. The themes were tabulated to assist the coding process.
- I continued naming the categories by adding additional transcribed interviews and comparing new data with the themes that had already been identified.
- During the coding process of the themes I looked for underlying similarities between the topics.
- The coding process was verified by Dr David Black to validate the inter-rated reliability which is important for this specific qualitative study.
- I analysed the data frequently according to the regularity and variability of the preliminary findings.
- This process was repeated until the point of data saturation when additional data was no longer required.
- During the process of analysis my supervisor and I communicated on a regular basis to verify whether the themes that I had identified were correct.
- I summarised the different themes and illustrated each theme with extracts from the semi-structured individual interviews, as well as with diagrams, discussions and interpretations of the data.

The results of the data analysis were concluded in a narrative format. The data analysis and the interpretation of my empirical study were integrated with the literature in an attempt to have more clarity concerning the research question. It is impossible to guarantee reliability and validity of data if the data collection and data analysis were flawed. This is why the reliability and validity in a research study are the degree to which its design and the data allow the researcher to draw accurate conclusions about cause and effect and other relationships within the data (Leedy & Omrod, 2010).

3.9 RELIABILITY AND VALIDITY OF DATA

According to Leedy and Omrod (2010) a researcher is responsible for collecting data that is reliable, and a researcher needs to take every precaution possible to eliminate other potential explanations for the results that were obtained during the research process. Validity, as defined by Leedy and Omrod (2010), is the accuracy, meaningfulness and credibility of the research as a whole. Table 3.2 summarises the strategies that were used in this qualitative study. The purpose of the strategies was to ensure the validity and reliability of the data.

The coding process was verified by Dr David Black to validate the inter-rated reliability which is important for this specific qualitative study.

Table 3.2: Reliability and validity: strategies and their application in qualitative research

VALIDITY		
Strategies	Criteria for authentication	Application to this study
It is to be meticulous throughout the research process through the process of questions, checking and theorising (Kvale, 2002).	Direct involvement in the specific study field.	The researcher is a teacher at a high school in Middelburg, Mpumalanga. I teach 120 learners every day and am actively involved in teacher training as a head of department.
Internal validity of the research study is the extent to which its design and the data allow the researcher to draw truthful conclusions about cause and effect and other connections within the data (Leedy & Omrod, 2010).	A detailed overview of the questions asked was obtained to verify the data.	The research was done by one researcher. The views of other teachers and mentors were taken into consideration. The analysis was used to understand the phenomenon better.
External validity involves comparing the research with other research in the relevant field of study.	A detailed description of the phenomenon in a real-life scenario. Learners who are at present in a school were used for semi-structured individual interviews.	Semi-structured individual interviews were used. Thirty-two (32) learners were interviewed individually.
To establish the contribution of this research to the specific field of interest, namely teaching and learning.	Recognised qualitative research strategies were used. There was regular discussion with my supervisor. Detailed overview of the relevant literature in the literature study to verify the data that was collected.	The data was compared to verify the validity. The literature study was the basis for the formulating questions for the semi-structured individual interviews. The methodology for this study suited the qualitative nature of this study.

VALIDITY		
Strategies	Criteria for authentication	Application to this study
Reliability is the consistency or repeatability of the questions that were asked during the data collection (Shuttleworth, 2009).	Paraphrasing and repeating of questions confirmed the correctness of questions.	Voluntary participation of the participants and the positive and non-threatening approach of researcher benefitted the honesty of the research.
The same questions were asked to different learners from different schools.	A detailed description of interviewees within their specific milieu was used in the study.	Additional data was obtained through paraphrasing of the answers by the learners to obtain additional data.
		Non-probability sampling was used, specifically purposive and convenience sampling, which are two forms of non-probability sampling (Leedy & Omrod, 2010).
	Reliability was obtained through the process of coding and re-coding of data. All documentation and decisions that were made during the data collection process were used to verify reliability.	Some direct responses of the semi-structured individual interviews were used to clarify and explain the analysis process.

The ethical standards and criteria are discussed in the following section.

3.10 ETHICAL STANDARDS AND CRITERIA

A researcher needs to be aware of all the ethical requirements that are prescribed by the ethics committee of the specific institution through which the research will be conducted. Creswell (2001) stated that a researcher must foresee the different types of ethical issues that may arise during the data collection process. The following points need to be considered when ethical standards and criteria are discussed:

- Participants must take part on a voluntary basis.
- Openness and honesty of researchers concerning the goal of the research are fundamental.
- Participants have the right to withdraw from the research process at any time during the interview or discussion process.
- The researcher needs to respect the autonomy of the participants.
- Respect for the basic rights of the participants and the community must be maintained.
- The dignity of all the participants in the research process needs to be protected.
- Participants need to get feedback concerning the outcomes of the research.
- Confidentiality regarding all the data that was collected must be ensured.
- The research process may not harm or violate the privacy of participants.
- The researcher must have respect for the participant's time and the questions that are asked must relate to the research question.
- Participants can feel vulnerable and exposed during the discussion and interviewing process and the researcher needs to be sensitive towards the participants during the discussions and interviewing process and try to put participants at ease at all times during the interviews and discussions.
- Individual values and cultural customs need to be taken into consideration during the research process.

A permission letter was obtained from the research department of the DoE Mpumalanga before the research could take place. The four high schools that participated fall into three different circuits. Therefore informed consent from the three circuit managers involved as well as from the four principals of the participating schools was obtained. The rights of the learners who participated in the semi-structured individual interviews were protected through the written consent of their parents or legal guardians. I made use of a standard consent form that was available from the NWU⁴.

The following ethical measures were applied in this qualitative study:

- Participant presented as an individual:

Participants were treated as individuals and their individuality and the confidentiality of their responses were respected. They reserved the right to withdraw or abstain from answering some questions during the interviewing process. The participant's right to privacy was respected.

- Human rights and respect:

The basic rights of the individual were respected at all times.

- The ethical criteria for objectivity, rights and fairness:

The dignity of the individual was protected during the interview and discussion process.

- Efficiency of researcher:

The researcher conducted the research herself and was professional and qualified. The researcher also took full responsibility for the research process and the professional standards as prescribed by the NWU were followed at all times.

- Integrity en sensitivity:

The researcher was open and honest concerning her own limits, values, needs, and beliefs. The researcher kept a balance between the scientific interests and the general norms and values and the rights of the individual.

⁴ NWU - North-West University (<http://www.nwu.ac.za>)

- Confidentiality:

Confidentiality was protected at all times and under all circumstances. No information was given to a third party. The researcher guaranteed participants' anonymity.

- Demarcation of the different roles:

The different roles of the researcher and participants were clearly defined.

- Communication:

Clear and appropriate language was used during the research process. Emotional and cultural values were respected and all participants were informed in writing concerning the goal of the specific research. The research methodology and the instruments thereof were made known to the participants. The findings will be made available to the participants.

The researcher is the most important research tool (Smith, 1983). A brief discussion concerning the role of the researcher follows in the next paragraphs.

3.11 RESEARCHER'S ROLE

According to Smith (1983), it is important for researchers to understand the total construct of the world they are researching. The values and beliefs of the research subjects as well as the researcher become part of the research. The researcher must be adjustable; they must take into account their own position in the setting and situation. There should be interaction between the participants and the researcher to ensure that the data is reliable, dependable and detailed. Furthermore, it is only possible to obtain an understanding of the phenomenon if the data is interpreted and analysed. Absolute objectivity is impossible in qualitative research (Smith, 1983). Despite Smith's statement, my aim was to be as objective and honest as possible during the data collection and analysis process.

I did the following during the research process:

- It was required of me as part of my duties as HOD to evaluate teachers' teaching. I noticed that learners perform better and pay more attention in some teachers' classes than in others. The question arose as to why this was the case. What is the one teacher doing different from the other teachers?

- I communicated this phenomenon to other HOD's in other schools at the cluster meetings. It seems that they had noticed this also. The only answer was that one teacher was a better teacher than the other. I was not satisfied with this response and decided to make an in-depth study of why some teachers are "better" than other teachers. This led to the literature study (Chapter 2), which gave me a deeper understanding of this phenomenon.
- I conducted semi-structured individual interviews with thirty-two learners (32) in four (4) different high schools in Middelburg, Mpumalanga.
- The semi-structured individual interviews were recorded, the recordings were transcribed into a Word document, and the data went through a coding process that allowed me to categorise data into different themes.
- Through the themes the data was interpreted and analysed.

I acted in accordance with the requirements of the North-West University's ethical standards. See § 3.6.1.1 and § 3.6.1.2 for the detailed discussion concerning the data collection procedures.

3.12 CONCLUSION

The research methodology, research design and the research methods that were used in this study were discussed and explained in Chapter 3. The purpose and relevance of this qualitative study was highlighted. The transcribing process as well as the development of the analysis process of this qualitative study was interpreted and represented. A description of the reliability and validity of the data was discussed and the ethical standards and the personal interest and role of the researcher were captured. A presentation of the results that were obtained through the data analysis will be discussed in the next chapter.

CHAPTER 4:

DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The research methodology and methods of data collection were discussed in detail in Chapter 3. The qualitative research design comprises semi-structured individual interviews at four different high schools in Middelburg, Mpumalanga. Thirty-two (32) learners from the four different schools participated in the interview process (§ 3.3). I will strive to answer the research aims 2 and 3 as discussed in 1.4.1 by interpreting, correlating, indicating relationships and drawing conclusions with respect to the qualitative data that was collected through the semi-structured individual interviews.

4.2 QUALITATIVE RESEARCH DATA DISCUSSION

After due consideration and thorough scrutiny of the data that was collected through the empirical method I could form a “metaphorical picture” of how learners experience teacher expectations and behaviour during the teaching and learning process. The analysis of the qualitative data description follows below.

The data that was collected during the semi-structured individual interviews was from the focus of the analysis of the research questions 3 and 4 as mentioned in (§1.3.2). The purpose of the analysis was to generate an understanding of and to form an informed opinion on the influence of teachers’ expectations and teaching behaviour on learners’ experiences and motivation to learn by interpreting, correlating and associating the data. The results with regard to the target group’s opinions, experiences, perceptions, knowledge and beliefs that were gathered during the semi-structured individual interviews are explained in the paragraphs and diagrams that follow.

Due to the fact that I was able to interview the learners directly after school and on the school premises, the learners were more at ease and comfortable in disclosing their honest feelings and emotions concerning the influence of teachers’ expectations and teaching behaviour on their learning experiences and motivation to learn. The data analysis of the semi-structured individual interviews is discussed in the sub-paragraphs that follow. I present the analysis in four themes. The themes were generated after thorough classification of the data through a coding process. The purpose of the four themes is to answer the research questions as stipulated in 1.1.3. The themes are discussed one by one. A diagram relating to the specific

theme discussion illustrates and indicates the correlations, interpretations and relationships of the data. This is followed by an account of the verbatim transcription of the participants in order to add more clarification to the discussions and diagrams of the different themes.

The verbatim transcription is part of my own personal subjective and selective report of the participants' opinions, beliefs, perceptions, knowledge and experience of the learners' experience of teacher expectations and behaviour during the teaching and learning process. Where applicable my personal verbatim contribution on the reported interviews is shown in italics. The extracts from the semi-structured individual interviews are indicated as School A, School B, School C, School D.

4.2.1 Semi-structured individual interviews: documented opinions and outcomes concerning the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn

The Grade 11 learners of the four schools substantiate the five identified themes and provide insight into the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn. The first theme that will be addressed is teacher expectations.

4.2.1.1 Teacher expectations

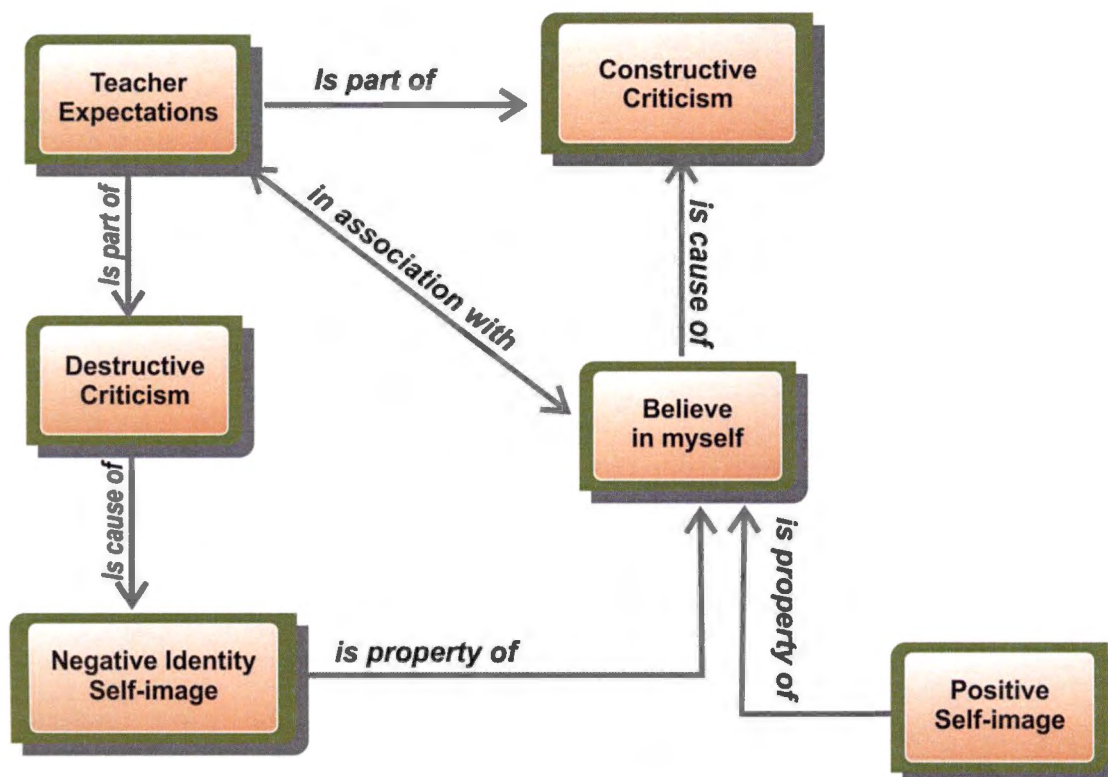


Diagram 4.1 Teacher expectations: the influence on learners' motivation to learn

Diagram 4.1 illustrates the opinions of the participants in relation to teacher expectations → constructive criticism → destructive criticism → teacher's belief (I believe in myself) → negative self-image → positive self-image. This theme forms part of the central theme with regard to the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn. The complete recordings of the semi-structured interviews are available on a compact disc. It has been handed in with this dissertation.

Teacher expectations play a vital role in the learners' self-concept and belief in themselves (§ 2.3.4) and this may lead to positive SFP and learners' academic performance can improve. This will not happen because the teacher improves the learners' ability to learn, but because through positive expectation and constructive criticism a teacher can enhance the learners' belief in themselves and the potential exists for the learners to improve their academic results. The data from the semi-structured individual interviews underlines the notion that teacher's expectations can be constructive and have the potential to generate a possibility for SFP to take place. It is noteworthy that most of the participants reacted positively towards

constructive criticism and open communication from the teacher. The subjoined extracts from the semi-structured individual interviews stress the notion that learners react to positive expectations, thus fulfilling the “law” of SFP.

It encourages me more if a teacher actually believes in me. It gives me more power just to there and to try again and again (SCHOOL A: p 5:208)

Dit gaan my positief laat voel, dit gaan maak dat ek wil beter voel (SCHOOL B: p 1:22)

So ek sal ekstra werk doen in die vak as die onderwyser my aanmoedig (SCHOOL B: p 5:186)

Dit het laas jaar met my in Engels gebeur. Ek het nie goed gedoen nie, maar die juffrou het vir my gesê sy kan sien ek kan beter doen en toe het ek harder geleer en meer opgelet en toe is my punte beter aan die einde van die jaar (SCHOOL B: p 1:25-26)

I would like whatever way she encourages me to do better. I will give her that respect of ok I am going to do better in your subject because you believe in me (SCHOOL C: p 8:513-514)

Simple things, just by telling me that or writing good work in my book or by telling me that you did very well in this test. That just gives me motivation to do even better for the next assignment or the next test (SCHOOL C: p 7:469-470)

Therefore it is safe to assume that learners who believe in themselves have the potential to achieve better academic results when a teacher creates positive expectations (SFP). Positive teacher expectation is more real than a teacher realises (§ 2.3). Positive teacher expectations can have an immediate effect on the learners, but most often it is something that has an impact later in the learner’s adult life. The fact that the learners in the semi-structured individual interviews responded positively to positive teacher expectations substantiates Jussin and Harber’s (2005) (§ 2.2) viewpoint that learners react intentionally and unintentionally towards the expectations a teacher creates during the teaching, hence leading to positive SFP. The teaching and learning process is therefore more productive and the learner benefits more from positive teacher expectations. The following extracts serve as confirmation that SFP is an effective but invisible teaching tool therefore corresponds with the theoretical framework of this study.

Yes. Like to give us motivation and tell us we do well. Or if we do bad, they should just tell us to keep doing what we are doing and try harder (SCHOOL C: p 5:350-351)

Ek wil sulke goed van onderwysers hoor want dit motiveer my altyd as hulle dink ek kan beter doen. Ek sal ook ekstra tyd aan die vak spandeer (SCHOOL B: p 7:244-245).

I'd have much more faith in the subject. I think I'll work harder after that (SCHOOL A: p 1:50)

Encouraging me and telling me what type of marks I can get that is very influential because it will make me work hard study hard, because I can see that this teacher can see that I've got potential (SCHOOL D p 2: 196-200)

I react very positively, because then I know my teacher believes in me, so when you have someone who believes in you, you will believe in yourself (SCHOOL D: p 4:387-389)

On the other hand there are negative teacher expectations, with the potential to restrict the teaching and learning process, thus generating negative SFP. My research confirms statements by Good and Brophy (1974) and Cambrera *et al.* (2007) that strict, inflexible, negative teachers who do not expect much of their learners during the teaching and learning process will often get the same response back from the learners. Negative teacher expectations tend to have an immediate effect on the learners' motivation to learn and their academic performance. In other words, learners tend to copy the teachers' negative expectations while the teaching and learning process is in progress. The learners' reactions can be seen in the learners' negative feelings towards the subject and the teacher. Disappointment, discouragement, defeat and hopelessness are some of the emotions the interviewed learners experienced when a teacher interjects negative expectations into the teaching and learning process. This can be seen in the following quotations:

Soos ons een Meneer vat 'n PVC pyp en dan as ons nie luister nie dan slaan hy ons met die pyp en kyk as 'n onderwyser my afbreek dan hou ek nie van die onderwyser nie (SCHOOL B: p 5:178-179).

Ek voel dis nie nodig vir haar om dit te doen nie, want sy weet nie hoeveel moeite ek ingesit het om die taak te doen nie, sy kan eerder iets skryf om te motiveer soos "probeer volgende keer harder" (SCHOOL B: p 8:263-265.)

I feel like crying. I would like the teacher to tell me where my fault lies instead of pointing out the negative stuff. If she helps me to improve it will be better than pointing out the negative stuff" (SCHOOL A: p 2:98)

It will make me feel so unloved, disappointed, I will think that the teacher doesn't like me, because if at least they explain what has gone wrong (SCHOOL D: p 6:514)

Consequently it can be concluded that learners, like all living beings, prefer and react better to positive expectations and constructive criticism. It seems that an instinctive action and reaction take place between the expectations of a teacher and the learner, with an impact on

the teaching and learning process. Therefore learners will try to improve their work and tend to believe that they have the ability to improve themselves if positive SFP is present. In the case of negative SFP the opposite is true. Learners will probably not care if the work is correct or not. In short, learners will live up to the teachers' expectations (Spitz, 1999).

The next theme focuses on unconstructive teaching characteristics and constructive teaching characteristics in teaching behaviour.

4.2.1.2 Teaching behaviour

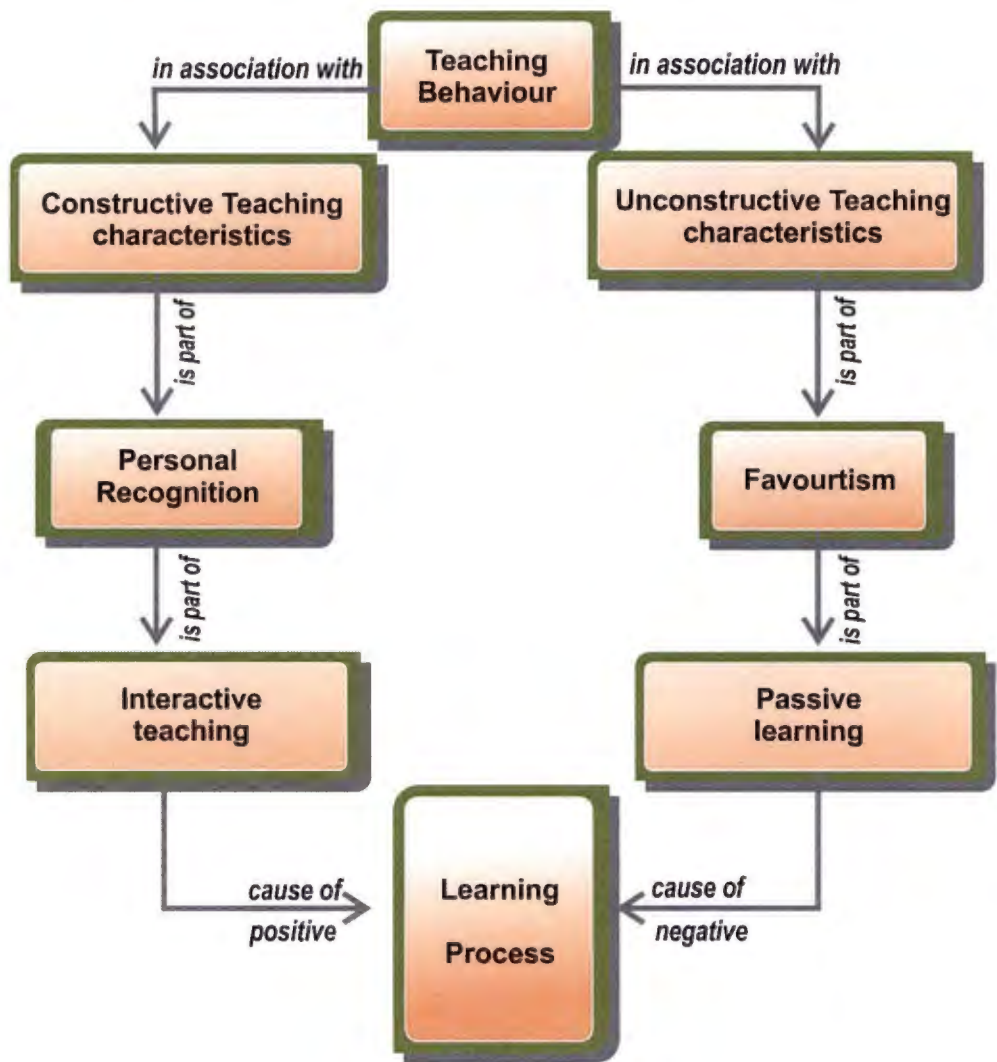


Diagram 4.2 Teaching behaviour: The influence on learners' motivation to learn

Diagram 4.2 illustrates the different results with regard to teaching behaviour: the influence on learners' motivation to learn. The diagram illustrates the opinions of the participants in relation to teaching behaviour → unconstructive teaching behaviour → favouritism → passive teaching → negative learning process: constructive teaching characteristics → personal recognition (teacher knows my name) → interactive teaching → positive learning process. This theme forms part of the central theme with regard to the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn. The complete recordings of the semi-structured interviews are available on a compact disc. It will be handed in with this dissertation.

Learners who participated in this research found it difficult to distinguish between teacher behaviour and teaching behaviour. They perceived this to be one teacher characteristic and could not distinguish that teacher behaviour and teaching behaviour were two separate entities in the teaching and learning process. The following quote clearly illustrates how the learners misinterpreted these two entities (§ 3.6.1.1)

The comments they say is not nice. Like "why are we late" and "if you do not know this what are you doing here" and I am like ma'am I want to learn. And she does not spend enough time on explaining the work; she talks a lot about the work but doesn't explain it (SCHOOL A: p 2:111).

Good and Brophy (1974) distinguished in their research that teaching behaviour and teacher behaviour are both part of the learning process, and therefore it was no surprise that the participants in this research found it difficult to distinguish between these two terms. Once these misleading terms had been defined, they found it easier to answer the questions relating to teaching behaviour.

I am aware of the fact that teaching behaviour is a complex phenomenon that consists of many levels of intricate relationships, and my intent with this study was not to simplify teaching behaviour. However, within the boundaries of this specific study constructive and unconstructive teaching behaviour were identified as the two salient features that influence motivation to learn. Personal recognition and interactive teaching were the two attributes of teaching behaviour that made up constructive teaching. Personal recognition is important to all human beings, and it is no different in the teacher-learner relationship, as can be seen in the following quotation:

She asks like how was your day. That makes me feel good and I feel open even though I don't like the subject.

Ek sal goed voel dat die onderwyser moeite gedoen het om met my persoonlik te praat soos net om my self moed op te bou sodat ek positief kan wees oor die werk want as mens mos negatief is dan voel mens nie lus om iets te doen nie (SCHOOL B: p 5:172-174).

Dit laat my voel of hulle belangstel in my en dan gaan ek ook belangstel in wat hulle leer vir my (SCHOOL B: p 3: 95).

Recognition from the teacher gives learners a sense of belonging and the confidence to ask questions in class:

She explains very well and if you do not understand it is easy for me to go up to her and say that I do not understand this work and she won't hesitate to help. She is very approaching (SCHOOL A: p 5:189–191).

I tend to do my homework in that specific subject if the teacher takes time to get to know me personally (SCHOOL C: p 4:316).

If a teacher takes the time to get to know the learner's name and acknowledge the learner's individuality then the possibility of motivation to learn is generated. A word of caution to teachers: there must always be a balance between knowing a learner as an individual and the professional distance between a teacher and learner. The following extracts motivate how a learner responds towards a teacher-learner relationship.

Ek sal sê sy moet respek teenoor die kinders wys maar sy moet die klas kan beheer want daar is van die onderwysers wat soveel moeite kan insit om nice te wees met die kinders dat hulle nie die klas kan beheer en sê: "Kom dat ons met die les begin nie" hulle try cool wees dan raak hulle net agter met die werk. Hulle moet nie jou maatjie probeer wees nie. (SCHOOL B: p 2:38-42).

Sy moet streng optree en wys dat sy is die baas in die klas. Sy moet nog steeds die kinders respekteer want dan sal hulle haar respekteer... hanteer my goed dan hanteer ek jou goed (SCHOOL B: p 4:126-127).

During the semi-structured individual interviews the learners identified interactive teaching as a contributing factor towards their motivation to learn. An illustration of the interactive teaching and learning action is that it is like a strongly flowing river that is constantly fed with living fresh water, the way a teacher feeds the fresh subject content into the teaching and learning process in a constant interactive process that "feeds" the learner in an interactive way. This creates ways for positive SFP to take place. The following extracts motivate this viewpoint and highlight how important the teaching and learning action is. Researchers like

Flanders (1961) confirm what I found in my research and name three points that illustrate what effective interactive teachers do differently from other teachers, namely:

- Teachers change their teaching behaviour in such a way that they understand the learners' abilities and prior knowledge: *She likes stand up, she explains, she tries her best like to make us understand the work, and then if you ask questions, she will tell you like from her point of view, her own opinion and all that (SCHOOL C: p 8: 480).*
- Effective teachers believe that their learners are capable of learning: *Ek is nie mal oor rek nie maar die onderwyser wat ons het is ongelooflik goed en sy maak goed lekker om te leer en weet wat daar aangaan. Mens kan haar nie vasvra nie sy vra ons altyd vas en dit maak dat ek wil goed doen in die vak en dat ek wil hard werk (SCHOOL B: p 3:74).*
- Teachers adjust and change their teaching behaviour to address the particular needs in the class: *Yes she is, she is very active also with extra classes, morning classes (SCHOOL B: p 2:115–117). She gives us work and go over the work, and then if she gives us corrections and she makes sure we do not spend a day without doing anything (SCHOOL D: p 6:505-506).*

Research by Den Brok *et al.* (2006) and Cazan (2013) (§ 2.6) substantiates these findings concerning interactive teaching and mutual respect. Like in the research by Den Brok and Cazan, the interviewed learners expected teachers to pace the subject content and divide the content into smaller, more manageable sections:

“Life Science, it has a lot of big words, so she break down the words and then she makes us understand the words first then she teaches the words (SCHOOL B: p 7:422-424).”

It became clear from the above-mentioned extracts and findings of different researchers that learners prefer teaching behaviour where a teacher is interactive during the teaching process. A sense of belonging is generated in the learners through interactive teaching and the acknowledgment of their individuality. In other words, this sense of belonging can make the learners more responsive to positive SFP and give them ownership over their own learning, therefore benefitting and enhancing the teaching and learning process.

However, another picture emerged through the data that I collected during the semi-structured individual interviews, i.e. unconstructive teaching where teaching behaviour is interspersed with learner favouritism and passive overly strict teaching. The research done by several researchers (Jussin & Harber, 2005; Gordon, 2003; Babad & Taylor, 1992; and Babad, 1994) (§ 2.2.5) implied that it is nearly impossible for teachers to be in charge of the learning process all the time. Nevertheless, unconstructive teaching behaviour like teacher

favouritism and passive teaching behaviour are mentioned by many participants in this study. Teacher favouritism, according to my understanding and what the researchers Brophy (1982), Babad and Taylor (1992) and Cabrera *et al.* (2012) believed, is similar to my understanding of teacher favouritism, namely when teachers give special attention to a learner or a group of learners. Through the semi-structured individual interviews I discovered that teachers tend to favour the learners who fall in the high-achievers category, and amazingly these teachers were not aware of their favouritism towards the high-achieving learners.

I do not even think they know. I think they just think that this child is smart and there is favouritism (SCHOOL A: p 1:38).

Because sometimes teachers like focus on the people who understand and we are like ok you understand fine then they expect the rest of the class to understand (SCHOOL C: p 8:487).

As was discussed in 2.2.6, Babad and Taylor (1992) and Cabrera *et al.* (2012) substantiate that the teacher's-pet relationships or teacher favouritism has the potential to damage learner motivation to learn and thus academic performance. The learners who participated in the semi-structured individual interviews had strong feelings concerning teacher favouritism and this extract not only confirms the viewpoint of Babad and Taylor (1992) and Cabrera *et al.* (2012), but gave learners an opportunity to voice their frustrations concerning teachers' favouritism:

I would tell the teacher to stop picking favourites. Because that gives an unfair advantage to the other students in the class. How does the teacher talk to the rest of the class? Sometimes she gives us attitude. She doesn't speak to us the way she speaks to the other learners (SCHOOL D: p 5: 136-137; 419-420).

Another component of unconstructive teaching is passive teaching. Teachers ignore learners' needs to learn and only fulfil the minimum requirements during the teaching process. This confirms Cabrera's (2012) research as discussed in § 2.2.4 with respect to this passive and unrealistically strict teaching behaviour. Cabrera (2012) lists contributing factors that influence learners negatively during the teaching process and one type of teaching behaviour is over-strict teaching behaviour. The learners in this study confirm Cabrera's (2012) research through statements like these:

I would probably tell the teacher to stop coming late for class, like not to get angry when half of the class makes her angry and she gets angry and then she sits down, and doesn't want to teach us anymore (SCHOOL C: p 8: 475-478).

He is irrationally strict. Even if you look to the wrong side they'll shout at you (SCHOOL A: p 8:278).

What is it you find difficult in this subject? In my vak is dit die onderwyser. Hy is amper nooit in die klas nie en hy verduidelik nie, hy gee net die werk (SCHOOL B: p 1:7-8)

The conjecture can be made that inadequate learning, little learner motivation and negative SFP are the outcomes of unconstructive teaching behaviour. My research and the data that was collected through semi-structured individual interviews confirm the research of Babad and Taylor (1992), Cabrera *et al.* (2012) and many other researchers concerning constructive and unconstructive teaching behaviour and its influence on how learners experience the learning experiences and their motivation to learn. The analysis of the data reinforces the theoretical framework and confirms that negative teacher behaviour weakens the influence teachers' expectations and behaviour can have on the motivation of learners' to learn.

The analysis of the data reinforces the theoretical framework and confirms that negative teacher behaviour weakens the influence teachers' expectations and behaviour can have on the motivation of learners' to learn.

The third theme, creating learner and teacher relationships, are built respectively on trust, friendship, respect and communication.

4.2.1.3 *Creating meaningful learner-teacher relationships for academic performance*

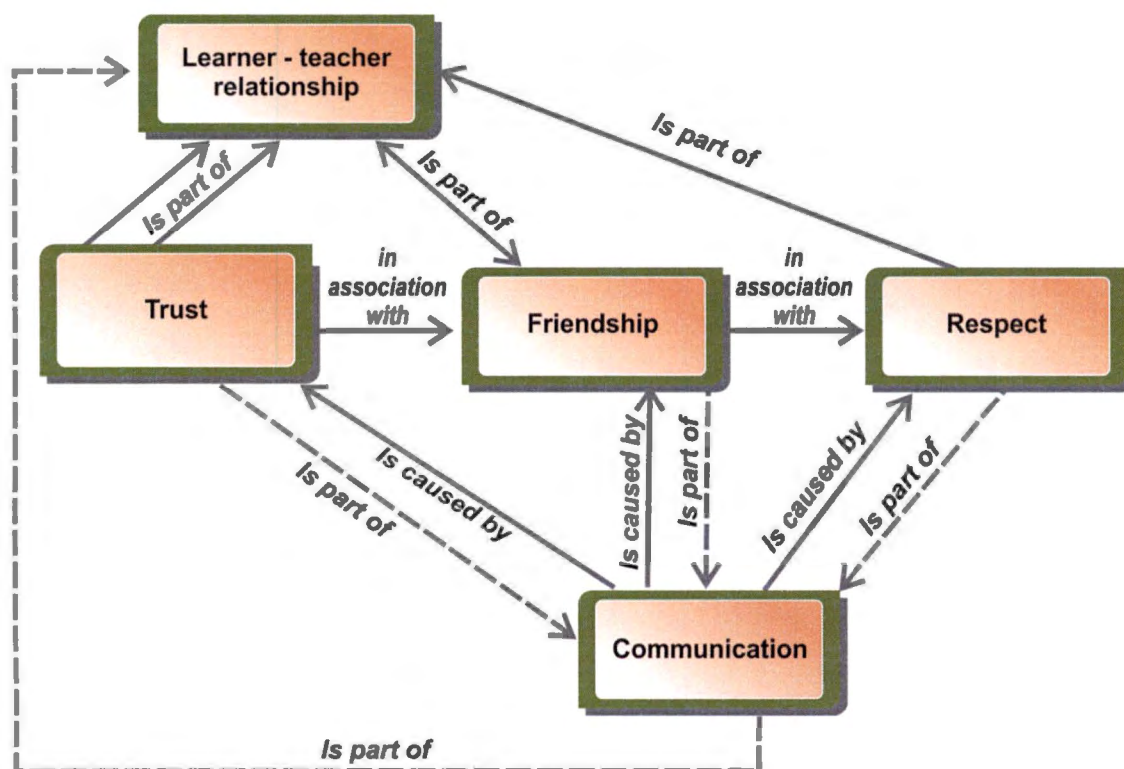


Diagram 4.3 Learner and teacher relationships

Diagram 4.3 illustrates the different results with respect to learner and teacher relationships. The diagram illustrates the opinions of the participants. Learner and teacher relationships → trust → friendship → respect → communication. Included in this dissertation is a compact disc containing all the voice recordings of the semi-structured interviews that were conducted with the participants.

The following serves as evidence of the validity, interaction and correlation in the fourth theme, namely the learner and teacher relationship. Research indicates that caring and supportive relationships between teachers and adolescents can act as buffers for learners who are at risk socially and academically (Gabrera *et al.*, 2012). This statement by Gabrera embraces the motivation and importance of the unwritten code that teachers must offer learners a safety net where mistakes and failures can be corrected without the fear of condemnation and rejection from the teacher. This is possible through a relationship between the learner and teacher. This relationship develops through the teaching and learning

process where teachers create positive expectations that have the possibility of leading to SFP.

Evans (1998) and Goh (1994) confirm what was voiced so many times by the learners who participated in this research. They want friendly, professional and approachable teachers who teach with passion and really care for them.

I would like them to smile, but I'm not forcing them to smile. It will be nice to see a sincere smile. But then the teachers' facial expression. It says a lot about them (SCHOOL C: p 1:124–126).

Because we can talk to them about personal issues or issues with the subject without feeling scared and they do not judge they try to help (SCHOOL A:p 2:101-102).

Learners do not want to be close friends with the teachers – they need a role model who can inspire them to become responsible adults in life.

Ek het nie 'n gunsteling onderwyser nie, want ek dink 'n onderwyser is daar om jou te leer en nie om jou maatjies te maak nie (SCHOOL B: p 5:192-193).

Learners expect teachers to build the bridge of this relationship to them because the teacher is the authoritative person in this relationship. See also 4.2.2.2 concerning the teacher-learner relationship.

Sy is oop met jou, sy praat lekker saam en sy is nie misluk nie. Sy sal op 'n mooi manier vir jou vra om still te bly of om jou werk te doen (SCHOOL B: p 7:226).

Want hulle is vriendelik. Hulle is nie kwaai onderwysers nie, hulle praat met jou oor enigiets (SCHOOL B: p 8:266-267).

Trust, a professional friendship and respect between the teacher and the learners have the potential to influence the learning dynamics in the class and generate positive expectations and SFP.

I like when teachers like get down to your perspective. You know, it's not the 50s anymore when they grow up. It is now the twenty-first century. I love when they get down into like our zone (SCHOOL C:p 1:33-35).

There are boundaries in the learner-teacher relationship that must be respected by both sides. “Never touch a learner in love or anger” (School Policy, 1982:8p) sums up the boundaries of the learner-teacher relationship.

She is kind, she is well explained, you can even understand and communicate with her, while she explaining the subject (SCHOOL C: p 8:660).

This statement of one of the participants explains that communication is important during the teaching and also the learning process. Teachers who have a pleasant way of communicating during teaching will keep the learners captivated and discipline problems will be minimised.

Like Mrs X. That's like a good example. She come in the class we all respected her but we can sit down and laugh with her and everyone was so scared of her (SCHOOL C: p 1:66-68).

If a teacher teaches out of a relationship perspective then the possibility of positive expectations is created that can lead to SFP, as the following statement from a participant explains:

We should be able to communicate with each other. We should be able to make examples. We should participate in class. And other teachers will first hear your side of what you want in the classroom and then she will work (SCHOOL C: p 1:41; 83).

Trust and respect from the learners are natural outcomes of a friendly professional teacher and this teacher can experience a fulfilling teaching career with fond memories. Trust and respect form the foundation of good teaching and serve as a key ingredient for motivation to learn. Developing trust and respect in the teaching and learning relationship is essential to building strong teacher-learner relationships that will influence the teaching and learning experience positively. Building strong relationships with learners will have a positive influence on learners' learning success. However, it is my opinion that a strong teacher-learner relationship will not occur overnight since it is a work in progress. Teachers need to develop caring relationships with their learners in order to develop an in-depth understanding of learners' learning needs and how to motivate learners to learn. Teachers' expectations and teaching behaviour are key in learners' academic progress and performance. Learners' perception of the classroom environment is reliant on creating a caring classroom environment in which educators know, respect and connect with the learners. I am of the opinion that there is no doubt that academic achievement and motivation to learn are most likely to occur in a friendly classroom atmosphere guided by a compassionate and enthusiastic teacher who "connects" with learners and who encourages learners to learn. This is a major challenge for both teachers and students and therefore also a major challenge for the learning process.

My research corroborated the research that was done by Den Brok *et al.* (2006), Gilakjan (2012), Good and Brophy (1974) and Cabrera *et al.* (2012) that positive teaching behaviour that strives to build a relationship and develop a friendly open classroom atmosphere with the learner during the teaching process will create an opportunity for SFP to take place through the relationship-building process.

But I will be motivated if a teacher you know. I will tend to take more interest if they are like nice and watch you and if they have a relationship with you (SCHOOL C: p 1:82-84).

Unfortunately there are always two sides to a proverbial coin. In this study, unfriendly, cold, impolite and unapproachable teachers are a distraction to the learners. Learners can be afraid of this type of teacher and of the subject. I believe that one of the many challenges in the mathematical and science fields in education is due to fear of the subject and often of the teacher. Many learners experience these teachers as negative and rude, thus influencing the learning experience and learners' motivation to learn. The learner and teacher relationship as well as SFP is restricted and it can be one of the causes why learner performance is low in the mathematical and science fields. The low-achieving learner can experience overwhelming stress and can be so nervous and fearful of the teacher that it is impossible for learning to take place. Learners often act out, or they lose hope and experience failure in their whole academic career.

I just feel like discourage Mam, I feel like I shouldn't like put effort in to doing that like that specific teachers work, because even if I do then negative comments come (SCHOOL D: p 8:492-494).

On occasion, teachers experience that learners treat them with disrespect (normal teenager behaviour for some). It has the potential to hamper the learner-teacher relationship. However, the teacher is a responsible adult who must treat everybody with respect, no matter what their age. The teacher sets the tone during the teaching and learning process and needs to address the disrespectful behaviour of a learner immediately. The South African Schools Act makes provision for disciplinary procedures and teachers must familiarise themselves with their specific school policies to deal with such incidents.

It became clear through my research that the learner-teacher relationship is multifaceted and complex. In the teaching and learning process a teacher fulfils the role of the secondary caretaker. The teachers may be the only adult interaction that a learner experiences on that day and the impact that teachers have on their learners is not valued enough by the teachers.

The fourth theme, namely enthused learning: teacher attributes and skills, embraces also the main research aim, namely the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn.

4.2.1.4 *Enthused learning: teacher attributes and skills*

Diagram 4.4 illustrates the different results with respect to enthused learning: teacher attributes and skills.

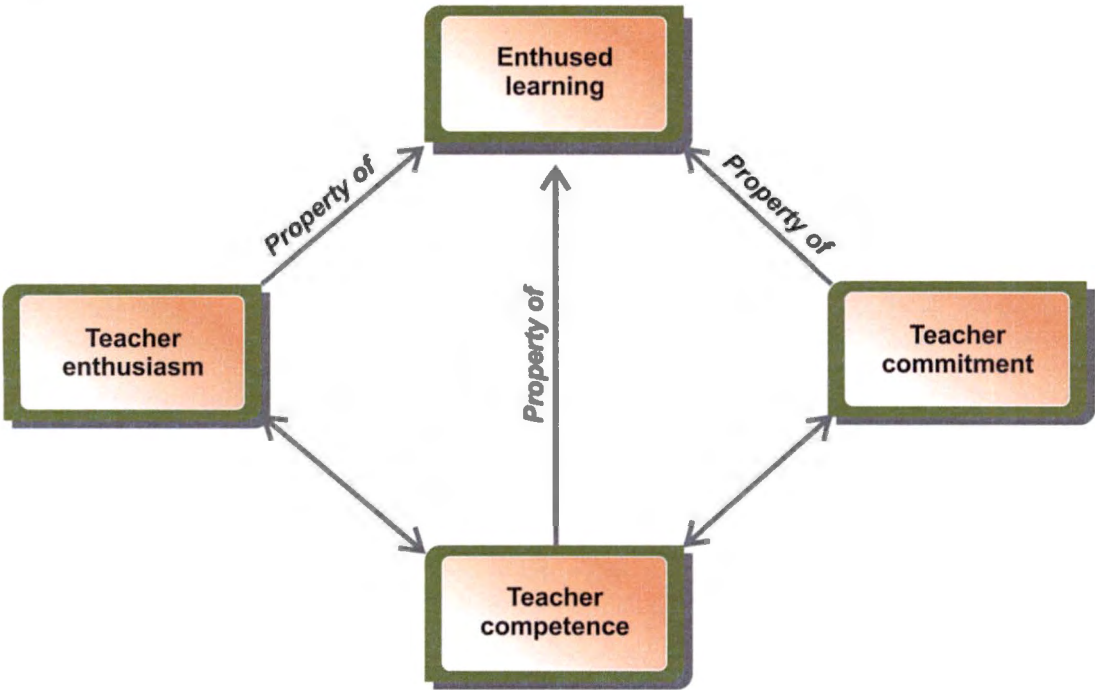


Diagram 4.4 Enthused learning: teacher attributes and skills

The diagram illustrates the opinions of the participants in relation to enthused learning (teaching attributes and skills) → teacher enthusiasm → teacher competence → teacher commitment. This theme forms part of the central theme with regard to the influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn. The complete recordings of the semi-structured interviews are available on a compact disc. It will be handed in with this dissertation.

The following extracts serve as evidence of the validity, interaction and correlation in the third theme, namely enthused learning: teacher skills that enhance the learning process.

This theme will be further explored through the different sub-themes, namely teacher enthusiasm; teacher competence and teacher commitment. The learners' description of a teacher looked more or less like this: friendly, helpful, considerate, kind, understanding, supportive, compassionate and a role model. These assumptions were made with reference to the interviews that were conducted with the learners.

Research question 2 and 3 and research aim 2 and 3 (§ 1.1.3 & 1.1.4) are addressed in this theme. A closer look concerning learners' perceptions of teaching and how it motivates them is enclosed in this enthused learning. As was discussed in § 2.2.3, Den Brok *et al.* (2006), Gilakjani (2012) and Cabrera *et al.* (2012) confirmed what the learners said in my research with regard to teacher enthusiasm, teacher competence and teacher commitment. Teacher commitment and competence are an integrated part of this enthused learning, comprising the following: comprehension and knowledge of contents, teaching methods and acquaintance with the learners' abilities. The following extracts highlight the learners' perception of committed, competent and enthusiastic teachers:

Because some teachers are fair to children and some explain the work and then some treat us unfairly because like I said of other kids being naughty in class they do not like the whole class (SCHOOL A: p 6:226).

Some teachers go to the extremes too; there are some teachers that will try to learn everybody's names so that everybody feels as one and not just the popular kids' names (SCHOOL A: p 7:251-253).

Because they are passionate about what they are doing, not just about the subject but also about the learners (SCHOOL C: p 8:274).

Keep teaching me with enthusiasm she should like what she doing when she teaches me, that motivates me a lot. Keep giving me work, and work and work and explain a bit instead of letting go (SCHOOL D: p 1:103).

Learning how to ride a bicycle can explain the learners' necessity for a teacher. The learner has the skills to ride the "bicycle" but still needs an adult to run alongside them to cheer them on and catch them in case they hit a bump in the road. Teachers who are enthusiastic about teaching and their subject inspire learners to put that extra time into their academic work and motivate the learner to learn.

Ek is nie mal oor rek nie maar die onderwyser wat ons het is ongelooflik goed en sy maak goed lekker om te leer en sy weet wat daar aangaan. Mens kan haar nie vasvra nie, sy vra ons altyd vas en dit maak dat ek wil goed doen in die vak en dat ek wil hard werk (SCHOOL B: p 3:85).

They always encourage us like, they always tell us that if you can get till this point, you can end up here and imagine if you can move here into a higher point, you can get somewhere (SCHOOL D: p 5:468-469).

Yes mam I would to prove her that I can do better, because I can see she is more concerned in what I am doing so I think I would study harder and make her proud of me being in her class (SCHOOL D: p 8:693).

Learners expect teachers to repeat the context of the subject. They need to be challenged and, believe it or not, they would like homework, even if some of them do not do it. Learners tend to be more productive if teachers mark their work on a regular basis. The same type of research was done by Palardy (1969) (§ 2.2.5) as far back as 1969, and Palardy's assumptions were similar to those I made in this research. The semi-structured individual interviews confirmed Palardy's (1969) and Good and Brophy's (1974) research that learners are motivated and inspired to learn through constructive, productive and structured teaching (§ 4.2.3):

Also when they repeat things because then that helps me to remember that you have to do this over and over again (SCHOOL C: p 3:270).

The teacher what she does is, she explains something more than once. She gives us plenty of work (SCHOOL D: p 4: 573).

Ya, well if you teach well it's like you mark the work, you check if the work is done, you do correction, not all teachers do that (SCHOOL D: p 6:365).

The teacher what she does is, she explains something more than once. She walks around she checks the books. She checks if the notes are up to date (SCHOOL D: p 7:574; 579).

If the extracts above are taken into consideration and understood in the context of the research, then I took the liberty and made the assumption that enthused learning is possible if the teacher can talk with confidence about their subject and that learners do not expect a teacher to know everything: Google fulfils that purpose! Learners want teachers to impart to them the confidence that the content that is taught will be sufficient to write an exam and that they have the opportunity to succeed in that exam.

By giving us challenges so that the people who get great marks will maybe get rewarded for the achievements they have gotten (SCHOOL A: p 6:234-235).

I am therefore of the opinion that enthused learning is possible if the teacher can talk with confidence about their subject, is committed to the subject and the learners and is enthusiastic about teaching and their subject. Learners want to work. They may protest and complain and some learners may ignore the challenge completely. It is the opinion of the researcher that learners will respond positively to enthusiasm, competence and commitment in the teaching and learning process. Learners would like teachers to reward them for good work. A little star on an assignment can go a long way. Grade 1 learners need affirmation, and so do Grade 11 and 12 learners. The effect can be small, but any teacher who views teaching as a calling and not just a job will celebrate small victories. This type of teaching behaviour inspires enthused learning that leads to positive SFP and can have an influence on a learner for a lifetime.

The last theme for this research is heartbeat teaching.

4.2.1.5 *Heartbeat teaching*

Diagram 4.5 illustrates the different results with respect to heartbeat teaching. The diagram illustrates the opinions of the participants. Teachers’ expectations → teacher behaviour → teacher commitment → learner motivation → heartbeat teaching. Included in this dissertation is a compact disc containing all the voice recordings of the semi-structured interviews that were conducted with the participants.

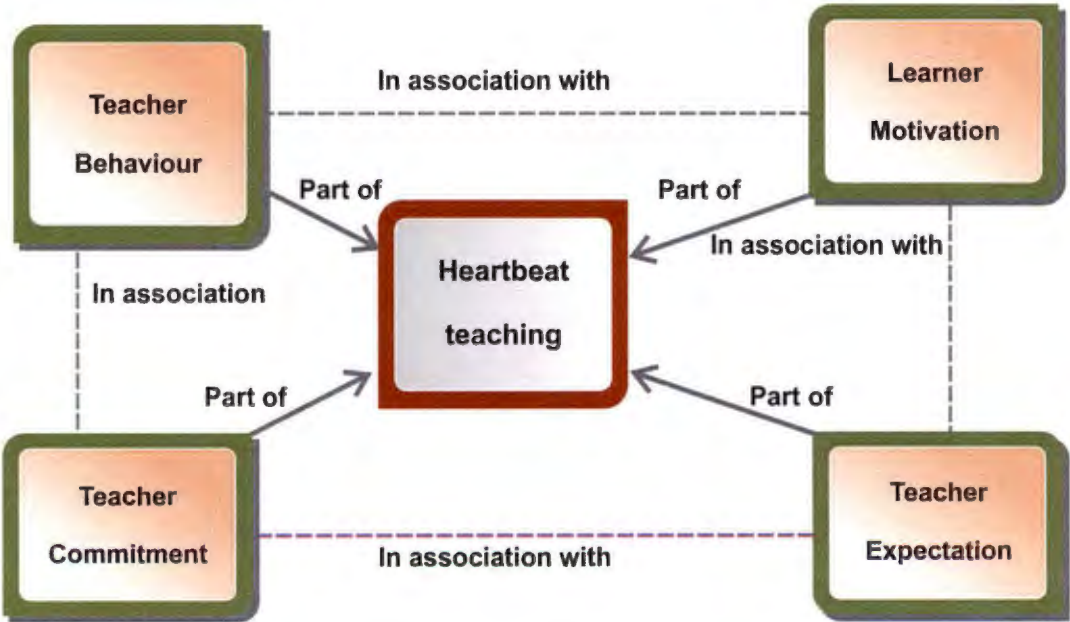


Diagram 4.5 Heartbeat teaching

The following extracts serve as evidence of the validity, interaction and correlation in the fifth theme, namely heartbeat teaching. This last theme comprises and includes all the previous themes discussed in this dissertation. Heartbeat teaching is the end result of teacher expectations, teaching behaviour, teacher commitment and learner motivation. Thus sums up the theoretical framework of which this dissertation is forth coming and form my own theoretical framework namely heartbeat teaching.

An analogy between the human heart and the different components of heartbeat teaching is drawn in the paragraphs that follow. Teacher expectations are the “life-giving blood” that gives the teaching and learning process the power it has over the teachers and the learners.

I would be very happy, because if they believe in me, I believe in myself too. So then I would be able to do my work and then work harder. It is motivation (SCHOOL C: p 3:276-277).

Brophy (1982), Rosenthal and Jacobson(1968), Omrod (1999) and Bruns *et al.* (2000) researched teacher expectations extensively and came to the conclusion that an action that generates an expectation has great power in the teaching and learning process – either negative or positive. As one participant indicated:

Dit maak my net meer negatief want as die onderwyser nie van die vak hou nie hoe kan hulle verwag dat ek van die vak moet hou en dat ek moet goed doen (SCHOOL B: p 4:124-125).

I'd be encouraged. I'd be motivated to study harder because she's telling me I can do better (SCHOOL A: p 4:172-173).

Jussin and Harber (2005) stated that the expected outcome of teacher expectations can lead to positive SFP and the academic improvement of low achievers (§ 2.2.4).

Ek doen goed in daardie vak want ek voel as die onderwyser opgewonde is oor die vak en dan sal ek ook wees (SCHOOL B: p 6:207).

Rosenthal and Jacobson (1968) (§ 1.1.4) established through their research concerning the Pygmalion Effect and SFP that teachers and learners do influence each other during the teaching and learning process and therefore I can conclude that teachers' expectations are the life-giving blood of heartbeat teaching.

The next element of heartbeat teaching is a teachers' teaching behaviour or teaching deportment. A suitable analogy would be between teaching behaviour and all the veins (learner and teacher relationships; §4.2.2.3) that enclose the heart. Teachers communicate

their expectations through their teaching behaviour and learners come to understand what is in their teacher's mind about their abilities:

Sy moet vir my sê hoeveel sy dink ek kan kry en dan as ek nou nie goed gedoen het nie kan sy my motiveer deur iets te skryf en my boeke te merk (SCHOOL B: p 8: 498).

The muscles of the heart illustrate teacher commitment (enthused learning; § 4.2.2.4) in heartbeat teaching analogy. Teachers' commitment is the muscles teachers must use to pump positive expectations through teaching behaviour into the teaching and the learning process. Although teacher commitment is not part of this specific research, it is necessary to make it part of heartbeat teaching because it influences the way a teacher perceives the learners and vice versa (Mitman, 1985; Burns *et al.*, 2002). The last part of this analogy of heartbeat teaching is the different chambers of the heart. On the one side is the carbon dioxide-rich blood, in other words the learners who do not experience motivation to learn through teacher expectations (negative SFP; § 4.2.2.2), teaching behaviour and teacher commitment. Gabrera *et al.* (2012) stated that teachers deprived learners of effective motivation through their teaching behaviour and negative expectations (§ 2.2.8).

Not to just tell me to do it and to not always be angry at us when we make a mistake, so swear at us or anything like that, just to tell us know you are doing this wrong and you have to fix it, I've taught you already. But the thing is she doesn't teach us, at first when we make a mistake, she gets angry (SCHOOL C: p 3:235-239).

The other side of this heart in heartbeat teaching is the oxygen-rich blood. This is where the learners experience positive expectations (positive SFP; § 4.2.2.2) from the teachers. It is learning and teaching environment where teachers are committed and their teaching behaviour motivates the learner to learn, thus generating positive SFP. Gabrera *et al.* (2012) mention that caring and supportive teachers can act as a buffer for learners who are at risk of failing in their schoolwork. This is also two of the participants' opinion:

My Rek onderwyser doen dit nie, sy sal juis by die kinders gaan staan wat nie die antwoorde weet nie dat sy hulle kan help (SCHOOL B: p 3:104).

She is kind, she is well explained, you can even understand and communicate with her, while she explaining the same subject (SCHOOL D: p 8:660–661).

It is obvious that positive teacher' expectations keep the teaching and learning process alive and through this positive belief in themselves is generated, which leads to positive SFP.

Heartbeat teaching (§ 4.2.2.5) is the vital centre that drives the teaching and learning process, especially to create a positive and effective learning experience for the learner. It seems through the data that was collected in the semi-structured interviews that teachers are not so aware that learners are sensitive to the expectations that they create in the teaching process. It is therefore safe to say that the heartbeat of teaching is often lost in the interaction between teacher and learner. An overview of this chapter will follow in Figure 4.1.

4.2.2 Summary

With reference to Figure 4.1 the main and the sub-aims (§ 1.1.4) are illustrative of the influence of teachers' expectations and teaching behaviour on learners' learning experience and motivation to learn. Positive teacher expectations, positive teaching behaviour, positive learning and positive learner motivation are all components of heartbeat teaching that describe SFP. The Pygmalion Effect of Rosenthal and Jacobson (1968) that inspired and formed the framework for this research contains all the elements of heartbeat teaching that lead to positive SFP.

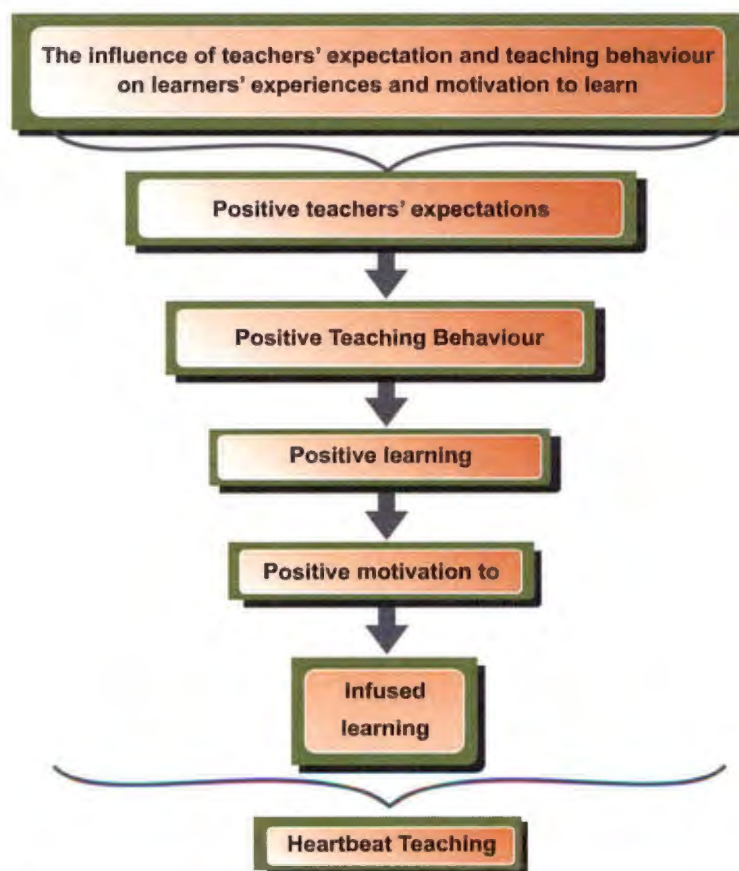


Figure 4.1 A summary of the influence of teachers' expectations and teaching behaviour on learners' learning experience and motivation to learn

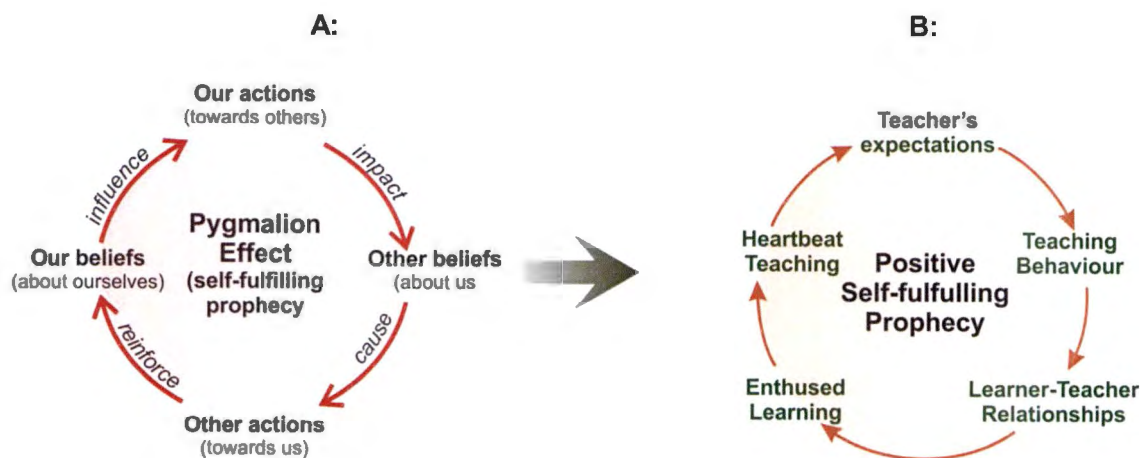


Figure 4.2 A The Pygmalion Effect and SFP (Rosenthal & Jacobson 1968)

Figure 4.2 B The adapted and more personalised Pygmalion Effect and SFP

From the This study theoretical framework was founded on the research that was done by Rosenthal and Jacobson (1968) regarding the Pygmalion Effect but for this dissertation Rosenthal and Jacobson's conceptual framework was adapted and reworked to form a new conceptual framework – heartbeat teaching. The Pygmalion Effect and SFP are a phenomenon that is experienced daily in classrooms all over the world unbeknownst to the teachers and the learners. I became aware of the effect of SFP through observation and my own experiences in my own teaching career. As I applied the principles of SFP I could see a change in the learners' attitude towards me and the subject and making learning and teaching a pleasurable process. It was obvious to me that SFP is a tool that teachers can use to enhance the teaching and learning process. In conclusion, SFP is part of heartbeat teaching and it fulfils the requirements of effective teaching and learning. It deserves to be researched further within a South African context in the field of teaching and learning.

Chapter 5 contains a discussion of the significance and implementation of the teachers' expectations and teaching behaviour with respect to learners' motivation to learn.

CHAPTER 5:

SIGNIFICANCE AND IMPLEMENTATION OF THE RESEARCH RESULTS

5.1 INTRODUCTION

The purpose of this chapter is to answer research question 4 (§ 1.1.3), to present a report concerning the findings of the analysis (Chapter 4), and to substantiate the importance of research in the field of Curriculum Studies: Teaching and Learning, with specific reference to the findings relating to the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn. The information that was obtained from the literature study (Chapter 2) and the data that was acquired through the semi-structured individual interviews (Chapter 3) were used to write this report. The analysed data from the semi-structured individual interviews was also used to create four themes that underline the dynamics of this phenomenon (Chapter 4 and 5) and will be used to add depth and a richer understanding to this report and the outcomes of the literature study.

Finally, I present my understanding of the influence of teachers' expectations and teaching behaviour on learners' motivation to learn.

5.2 DEFINITIONS AND DESCRIPTION

5.2.1 Expectations

According to the Readers Digest Universal Dictionary (1987:540), expectations are "something expected or hoped for". The word expectation in the framework of this dissertation carries the meaning of SFP (Self-Fulfilling Prophecy). If I rephrase the explanation of SFP by Rosenthal and Jacobson (1968) and Brophy (1982), it will read as follows: when a person is influenced by the expectation that is created by someone else (§ 1.2.1). Teachers have the ability to influence and motivate a learner positively or negatively. SFP is therefore created when learners believe and react to these influences and motivations of the teachers. In the following paragraph a more detailed discussion will follow concerning teachers' influence and motivation.

5.2.2 Influence and motivation

Influence is “a power indirectly or tangibly affecting a person or a course of events” (Readers Digest Universal Dictionary, 1987:790). Evans (1998), Goh (1994) and Den Brok *et al.* (2006) (§ 2.2.5) all mentioned in their research with regard to teaching behaviour the influence of teachers on the learners during the teaching and learning process. If the definition of influence and the opinion of researchers are merged into one concept, then it is possible to form a clearer picture of how tangible a teacher’s influence is during the teaching and learning process.

Motivation is “[t]he mental process, function, or instinct that produces and sustains incentive or drive in human and animal behaviour” (Readers Digest Universal Dictionary, 1987:1008).

Both these definitions are interwoven in the fabric of this dissertation. The teachers influence the learners’ motivation through their teaching behaviour and the expectations that they generate – this is the axis on which the whole research pivots and the core of research question 2 (§ 1.1.3). A discussion concerning the conclusions of the qualitative data that was obtained through the empirical research follows, combined with clarifying clarification of the background of the research aims and the literature study.

5.3 SUMMARY AND A DISCUSSION OF THE MOST IMPORTANT POINTS

I am a high school teacher with 20 years’ teaching experience and have been a head of department for the past five years, and I have noticed that some learners’ academic performance and behaviour improve with some teachers and deteriorate with other teachers. This phenomenon intrigued me and I often had no explanations for parents who were concerned about their child’s poor academic results or disruptive behaviour with a specific teacher. This phenomenon became the focus of my research, namely the influence of teachers’ expectations and teaching behaviour and how these motivate the learners to learn. The Pygmalion Effect (Rosenthal & Jacobson, 1968) and Self-Fulfilling Prophecy (Good & Brophy, 1974) form the theoretical background for this research. The following paragraphs are a summary that will guide the reader through the first four chapters, emphasising the key outcomes of this research.

I constructed the reasons and the motivations of this research in Chapter 1 through the following research questions (§ 1.3):

Research question 1: How is the theoretical relationship between SFP, teacher expectations and teaching behaviour established?

Research question 2: How do Grade 11 learners relate and view *teachers' expectations* towards their motivation to learn?

Research question 3: What are the perceptions of Grade 11 learners concerning *teaching behaviour* and their motivation to learn?

Research question 4: Is there a correlation between teachers' expectations and teaching behaviour towards the learners' motivation to learn?

I attempted to answer these four research questions through the following research aims

Research aim 1: To establish the theoretical relationship between SFP and teacher expectations and teaching behaviour.

Research aim 2: To establish through an empirical study the viewpoint of Grade 11 learners concerning teachers' expectations and their motivation to learn.

Research aim 3: To determine through an empirical study the perceptions of Grade 11 learners concerning teachers' behaviour and their motivation to learn

Research aim 4: To ascertain if the correlation between teachers' expectations and teaching behaviour and the learners' motivation to learn has been reached.

The research materials relating to the research question were taken into consideration in the literature study (Chapter 2).

In the literature study (Chapter 2) I explored what other researchers said about the influence of a teacher's expectations (Pygmalion Effect and SFP) and teaching behaviour on learners' motivation to learn. It was obvious that SFP had been researched in detail in countries like North America and Canada. Researchers like Merton (1948), Brophy (1982), Babad (1993) as well as Jussin and Harber (2005) researched SFP extensively, but in exploring SFP it became clear that the eagerness to investigate SFP reduced it to an

incidental phenomenon in education. However, in the South African education framework there are still gaps regarding the research concerning the effect of teachers' expectations and teaching behaviour on learners' motivation to learn (Pygmalion Effect and SFP), with specific reference to the changes that have taken place in schools in the past twenty years.

SFP can loosely be defined as the reaction of a person or group to an expectation that is generated from an external force. The moment the person starts to react and believe in the expectation that was created, SFP takes place. The theoretical framework of this study was the Pygmalion Effect and SFP proposed by Rosenthal and Jacobson (1968) in the Oak School experiment (§ 2.2.1). The much-debated phenomenon of SFP was rediscovered and pedagogues started to speculate if SFP had any effect on the learning process. It is commonly acknowledged that teachers' expectations do occur during the teaching and learning process, and this was confirmed by the research of Babad (1993), Cotton (1999), Jussin, Madon and Chatman (1994) and Spitz (1999) (§ 2.2.2).

Good and Brophy(1974) conducted several experiments to study the phenomenon of SFP and came to the conclusion that teachers often have negative and rigid expectations rather than positive expectations of their learners. They concluded that if a teacher expected learners to do poorly academically, then those learners would perform accordingly. These two researchers separated the researchers of SFP into two groups. The one group was the Rosenthal and Jacobson group that used fictional expectations and in the other group the researchers who used teachers' personal expectations that were valid. Brophy (1974) established that teachers' expectancies do tend to have some SFP effects on the learners and the learning process. Teachers may be communicating their expectations through non-verbal means and teachers tend to create positive SFP if they perceive learners to be high achievers (Bamburg, 1994; Carmen & Ghinea, 2015) (§ 2.2.4). It was established through the literature study that the academic performance of the learner has a significant impact on a teacher's teaching behaviour and the generating of positive SFP through positive expectations.

However, positive teachers' teaching behaviour that compliments the teaching and learning process can enhance the learning process. Teachers' teaching behaviour can build a healthy teacher-learner relationship and this is a prerequisite for engaging learners in learning activities. This was confirmed by research by Fraser *et al.* (as quoted by Den Brok *et al.*, 2006), Evans (1998) and Goh (1994) (§ 2.2.5). It is my opinion that teachers change their teaching behaviour during the teaching process and that these subtle changes influence the teaching and learning methodology in the classroom. Lower-achieving

learners need to respond more quickly to stand a chance of being recognised by the teacher. This implies that teachers are more inclined to wait longer for a reply from higher-achieving learners (§ 2.2.5). Good and Brophy (1974) noticed through their observations of teachers' teaching behaviour that teachers are more critical and impatient towards the low-achieving learners. They tend to allow the high-achieving learners the time and opportunity to acquire the expected outcome (§ 2.2.5).

The literature study underlined the importance of recognising that teaching and learning are an interactive process that has an influence on the learners, the teachers and the teaching-learning process (Adomßent & Hoffmann, 2013) (§ 2.2.7). To add balance to the literature study it was important to focus on negative teacher expectations. Teachers need to adapt their teaching behaviour and expectations to stimulate the learner and generate a process that will motivate the learner to learn. Unfortunately this is not the case in many classrooms (§ 2.2.8). The learners dislike the teachers before the onset of the lesson and teachers who give little help or do not know their subject are even more disliked by the learners. It is therefore nearly impossible for these teachers to generate positive SFP. The end result of these teaching behaviour patterns is negative learner-teacher relationships where little motivation to learn takes place. Teaching behaviour and teacher expectations are such a vital feature to take into consideration in the teaching and learning process that it cannot be ignored or underestimated (§ 2.2.10).

In Chapter 3 I explained and motivated the methodology and methods that I used in this research. I focused on the research design, paradigm and data collection strategies, sampling strategies and data analyses, with specific reference to the constructivist-hermeneutic-interpretivist paradigm and the qualitative case study as a research design (§ 3.3.3). The boundaries and direction for this research were created through an interpretive qualitative case study concerning the learners' experience of the teachers' expectations and teaching behaviour during the teaching and the learning process.

I attempted to shed some light on the action that takes place between the learner and teacher in the teaching and learning process, and on how teaching behaviour and teacher expectations motivate the learner to learn. I made use of the hermeneutic circle as the accepted methodology, from the interpretivist perspective, to explain the action of SFP in the South African classroom. The intention of interpretivist research is to offer perspective on a circumstance and to analyse the circumstance being studied and offer insight into the way in which a particular group of people makes sense of their circumstances. One of the strengths of a qualitative research approach is the wealth, depth of exploration and

descriptions it yields. The interpretivist perspective (hermeneutic circle) can appear to repeat the same thoughts.

In this study the circumstance being studied was the influence of teachers' behaviour and teaching behaviour on learners' motivation to learn. Nevertheless it was important for researchers to start out with the theory that gave them the right to use the reality that is expressed through language and shared meanings. Interpretive studies normally try to understand phenomena through the significance that people give to them (§ 3.3.3). It was necessary for me to understand the different segments that make up teachers' expectations, teaching behaviour and learners' motivation to learn so that I could make sense of why some learners perform better with some teachers than with others. I became the main instrument of data collection and data analysis because I am a teacher myself and am in the midst of this phenomenon. Criticism from some of the academic scholars can be that I am not objective enough because I am too close to the phenomenon being studied. However, the freedom of the interpretivist paradigm allowed me to be in the midst of the research.

The constructivist-hermeneutical-interpretivist paradigm allows the learners to construct their own reality and this was used to analyse, to understand, to explore and to interpret the truth that was created by the learners.

There are different types of data collection strategies that I could have used. However, I felt that semi-structured individual interviews were the most suitable for the following reasons: I could ask additional questions during the interviews to add more depth to the data, and personal contact with the participants could support the reliability and validity of the data as I observed the non-verbal language of the participants during the interview. The interviews were conducted after school hours in the hall of the respective participating schools. It was important to put learners in a non-threatening open space, where their loyalty to or fear of a teacher could not influence them sub-consciously and subsequently influence the data.

The sampling methods that I followed involved non-probability sampling, i.e. convenience and purposive sampling. The data collection procedure was semi-structured individual interviews with eight (8) learners from four (4) different schools in Middelburg, Mpumalanga.

The semi-structured individual interviews were recorded and transcribed by an independent typist and saved in a Word document. All ethical requirements were met and no learner or teacher was intimidated, humiliated or disgraced during the interviewing process or with the type of questions that were asked. All role players gave their written consent, and I made

them constantly aware of their rights as participants. The validity and reliability of the data were verified against the semi-structured individual interview questions and the answers of the participants. Dr David Black verified the coding process and therefore validates the inter-rated reliability for this qualitative study. A more comprehensive discussion of the main features of this qualitative research can be found in Chapter 3 of this dissertation. It includes measuring instruments, sampling methods, validity and reliability.

Chapter 4 included a presentation and analysis of the data that was collected during the semi-structured individual interviews at the four (4) high schools in Middelburg, Mpumalanga. Thirty-two learners (32) participated in the study. The interviews were transcribed and analysed by the researcher. The five themes that were identified through the analysis and verified in the literature study were as follows:

- Teachers' expectations (§ 4.2.1.1)
- Teaching behaviour (§ 4.2.1.2)
- Learner and teacher relationships (§ 4.2.1.3)
- Enthused learning (§ 4.2.1.4)
- Heartbeat teaching (§ 4.2.1.5)

The following diagram illustrates the integration of and relationship between heartbeat teaching and the four themes, i.e. teacher expectations, teaching behaviour, positive teacher-learner relationships and enthused learning. The discussions that follow will be structured according to Diagram 5.1.

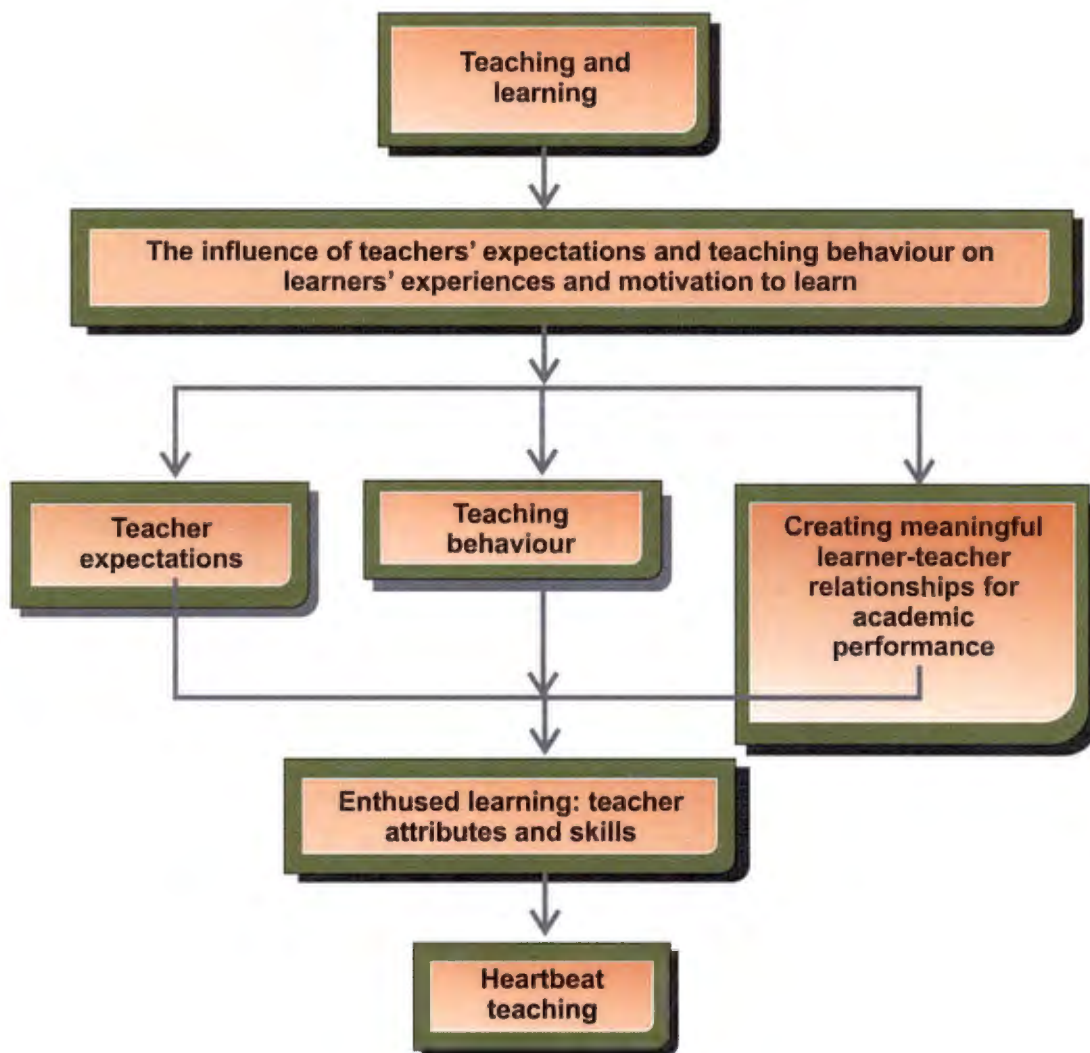


Diagram 5.1: The influence of teachers' expectations and teaching behaviour on learners' experiences and motivation to learn

The main aim of this study was to explore how the influence of teachers' expectations and teaching behaviour motivates a learner to learn within the boundaries of teaching and learning (Education Science). The five themes that were identified through the analysis process (Chapter 4) encompass the four research aims and the four research questions (§ 1.4). The purpose (aim 4) of chapter 5 was to establish a link between the learners' motivation to learn and teachers' expectations and teaching behaviour.

Positive teacher expectations (§ 4.2.2.1) and constructive criticism can improve the learners' self-concept and belief in themselves during the teaching and the learning process. These two features can assist the teacher to produce positive SFP and have the

potential to contribute positively to learners' academic performance. Low or negative teacher expectations infuse negative SFP into the teaching and learning process, resulting in negative expectations and the loss of motivation to perform academically. The learners experience academic and personal failure, leading to lack of or no motivation at all in these conditions. This implies that teachers do differentiate between learners and therefore have stereotyped expectations of learners. Many of the learners interviewed voiced their frustration with teaching behaviour that is related to negative expectations.

It can be concluded that most teachers are unaware of the fact that their teaching behaviour either motivates or demotivates the learners' ability to learn. **Teaching behaviour** (§ 4.4.2.2) and **teacher behaviour** (§ 4.4.2.2) are two critical components of the teaching and learning process. Teaching behaviour can be categorised into constructive and unconstructive teaching behaviour, which both lead to SFP in their respective ways. This was confirmed by researchers like Baksh and Martin (1984), Babad (1994) and Cooper and Good (1993).

Baksh and Martin (1984) conducted an elaborate study in Canada and in their findings concluded that learners' and teachers' experience, teaching behaviour and teacher expectations differ from each other (§ 4.2.1). These different perspectives imply that the teaching and learning processes are not compatible with each other. More specifically, teachers are often not attentive to this change in their teaching behaviour and label learners unintentionally. Learners, on the other hand, confirm that they know through the teacher's teaching behaviour that the teacher stereotypes them, resulting in their being treated differently (§ 4.2.2.1).

Teachers need to be made aware that if they think learners are competent to be successful, they need to support this belief through their expectations and their teaching behaviour. The analysis of the data indicated that if teachers' positive belief (SFP) encourages learners, they will put more effort into that specific subject. On the downside, if the teaching behaviour is unconstructive (§ 4.4.2.2), it may restrict the forming of positive SFP, leading learners to be unmotivated during the teaching and learning process. The analysis of the semi-structured individual interviews confirmed that most of the participants were able to "read" the teachers' behaviour and teaching behaviour.

Teaching behaviour that is biased with favouritism was the biggest concern for the learners. This implies that learners will experience low motivation and negative SFP during the teaching and the learning process. It seems that it affected some learners more than

others, but all the participants agreed that they hated favouritism. The findings in the analysis of the data confirmed that teacher favouritism can have an effect on the theoretical relationship between SFP and teacher expectations and teaching behaviour (§ 1.3.2). Therefore favouritism can be a contributing factor why some teachers have poor academic results in their subjects and why some teachers experience severe discipline problems with some learners.

Learners prefer a teacher who is forthcoming, professional and compassionate. Learners would like teachers to reach out to them, initiating and maintaining this unique relationship, because teachers are the authoritative person in the teaching and the learning process. Trust and respect form the foundation of creating meaningful learner-teacher relationships for academic performance (§ 4.2.2.3). From a healthy, positive, professional learner-teacher relationship flows enthused learning. This type of teaching is infused with teacher favouritism, passive teaching and overly strict teaching behaviour, resulting in negative teacher-learner relationships.

Challenging, constructive, productive, structured and positive teaching behaviour are synonyms for the phrase enthused learning: teacher attributes and skills (§ 4.2.2.2). Learners want to be challenged with subject content during the teaching process. They prefer it when teachers repeat and break the content down into smaller pieces. The assumption can be made that enthused learning and teaching takes place when teaching behaviour meets the requirements of the learners' understanding of teaching and learning.

After the process of rereading and reworking the literature study (Chapter 2) and analysis (Chapter 4) I was able to form an educated concept, namely heartbeat teaching (§ 4.2.2.5), which encapsulates teacher expectations and teaching behaviour concerning the learners' motivation to learn. Heartbeat teaching personified effective teaching and learning and supports the research themes of this study, i.e. teacher expectations, teaching behaviour, learner and teacher relationships, enthused learning and heartbeat teaching (§ 1.4). The teachers are responsible for keeping the learning heart of every learner healthy through effective, creative and healthy teaching behaviour and positive expectations that lead to SFP.

Consequently, Good and Brophy (1974) and Cabrera *et al.* (2012:5) support the findings in my analyses and I concluded that if negative SFP occurs, learners will respond negatively towards the learning process and motivation is nearly impossible. Effective teaching and learning are restricted and both the teacher and learner can experience frustration during

the teaching and learning process. The conclusion from the analysis process confirms that Rosenthal and Jacobson's (1968) Pygmalion Effect and Brophy and Good's (1984) SFP are alive and well in the multi-cultural classrooms of South Africa, and that there is a link between SFP and learners' motivation to learn.

The limitations of the study of this research are addressed in the next section of this chapter.

5.4 LIMITATIONS OF THE STUDY

A discussion and clarification of the limitations of the study follow within the boundaries of this qualitative case study. This entails my understanding of the road that I followed in this research, the limitations of the study and the ways that I could have avoided or controlled these variations. Convenience and purposive sampling are both types of non-probability sampling methods (§ 3.3.7) and suited this research. The principals of the four high schools in Middelburg were extremely accommodating and supported the research. They gave me permission to conduct the interviews after school hours to meet the DoE requirements. However I experienced that the DoE requirements limited the type of learners who could have participated in the research. If learners had been allowed to participate in school hours, a more diverse group could have participated in the semi-structured interviews.

Only learners from schools in Middelburg, Mpumalanga participated in this research. This does not imply that the research focused on only one cultural group. The schools in Middelburg were different in every way and the learners represented most of the culture groups in South Africa.

However, the results of this research cannot be applied to other schools in South Africa or anywhere else. This was not the purpose of this qualitative research. The purpose of this research was to understand and clarify a phenomenon that I observed in my own teaching career therefore present a truth that was applicable to this study.

Another limitation of this research was the phrases teacher behaviour and teaching behaviour. While conducting the interviews it became clear that the learners experienced difficulty in distinguishing between these two phrases (§4.2.2.2 and §5.7.1). I had to rephrase the question, explain the phrases or ask leading questions to clarify the terms "teaching behaviour" and "teacher behaviour" to the participants. It was possible that some responses of the participants could have been misinterpreted due to the overlapping nature of these two phrases.

Learners were nervous at the beginning of the interviews and the fact that the interviews were recorded could have been a cause of the initial nervousness. The nervousness dissipated as I introduced myself and initiated the interviews with an informal conversation that flowed over into the structured interviews. Consequently, the recordings and transcribed documents can appear unstructured to the listener or reader. In spite of the limitations of the study I trust that the effective organising and scrutinising and the course of my study allowed me to formulate this dissertation in such a way that it will be acceptable for academic review. This dissertation has the potential to encourage further research on the phenomenon, i.e. the influence of teachers' expectations and teaching behaviour on learners' motivation to learn. The limitation of this research did not hamper the coding, analysis and interpretation process.

5.5 SYNTHESIS

It can be argued that learners experience teacher behaviour and teacher expectations differently, yet the influence of teachers' expectations and teaching behaviour on learners and how it augments the learning experience and motivates the learning process is real and cannot be ignored. The main research aim, namely the influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn (§ 1.1.4), was fully explored and investigated in the analysis. The following two features were prominent in the data:

- The negative influence of unconstructive, passive teaching and teacher favouritism
- The positive influence of constructive, professional, and pleasant teaching

No anomalies were discovered through the coding and analysis process of the data that was collected through the semi-structured interviews with the learners relating to the influence of teachers' expectations and teaching behaviour on their learning. On the contrary, the data confirms what was proposed by Rosenthal and Jacobson (1968), Brophy and Good (1984), Cabrera *et al.* (2012) and many other scientists, namely that positive interactive teachers through their teaching behaviour create expectations in the learners that lead to SFP. The Pygmalion Effect is still alive and well in the classroom of the twenty-first century, and learners still react to SFP.

Learners see their teacher as a person who needs to help them to reach their dreams. Learners would like to be motivated by their teachers and they want to learn. It is a reality

that education in South Africa is in a predicament. One cause of this dilemma is that teachers do not understand the important role they are playing in a learner's life because they choose to become a teacher as a last resort in their effort to find a position in the field that they have studied. This is a complex problem with no easy answer.

Creemers *et al.* (2002) and Van der Westhuizen *et al.* (2005) address teacher expectations and SFP indirectly and confirm what I found in my research, namely that learners' motivation to learn is influenced with regard to teaching and learning (§ 2.2.11). The fact of the matter is that South Africa needs qualified teachers, but they must be well-trained, passionate teachers who know how to teach and how to create positive expectations that influence the learning experience and motivation to learn. In other words, teachers who understand that heartbeat teaching can motivate the learners to learn so that effective teaching and learning can take place.

Diagram 5.2 visually summarises how heartbeat teaching ties in with the influence of teachers' expectations and teaching behaviour on learners' motivation to learn, thus promoting effective teaching and learning (own theoretical framework).

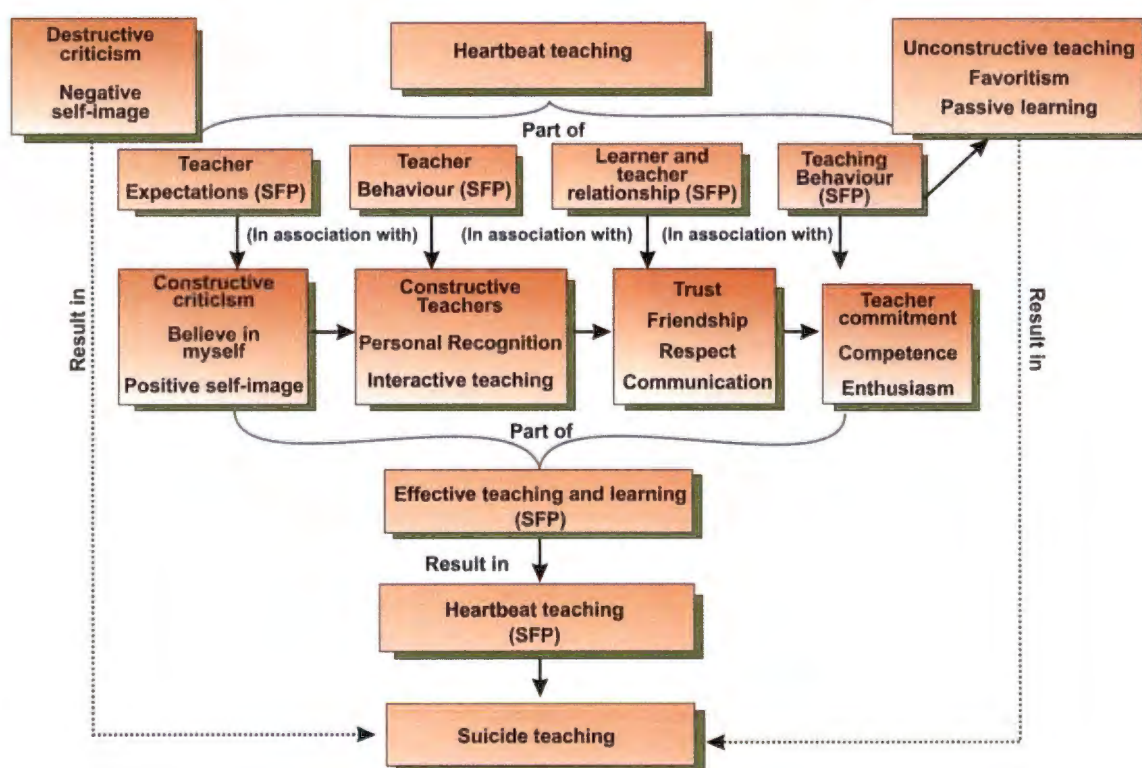


Diagram 5.2 Summary of the influence of teachers' expectations and teaching behaviour on learners' motivation to learn: heartbeat teaching

The teachers are keepers of the learners' learning heart by pumping positive expectations into the heart through effective, creative, healthy and positive teaching behaviour that leads to SFP and effective learning. Heartbeat teaching encompasses the sense of belonging that every learner craves during the teaching and learning process. Teachers who understand this concept that their expectations and teaching behaviour have the potential to form positive teacher and learner relationships that lead to enthused learning and positive SFP can live up to the heartbeat teaching idea.

However a human being is not a simple, predictable creature that fits into a fixed mould. This multifaceted tapestry that is interwoven through the complex teaching and learning process is not so simple if teachers do not see every learner as their own heartbeat and do not give the life-giving blood in the teaching and learning process. Learning and teaching are then turned into suicide teaching, with death and destruction in its wake. This action can be turned around if teachers see every learner as their own heartbeat and give of themselves the life-giving blood through the teaching and learning process. In this way, learning and teaching in the South African educational context can be turned into heartbeat teaching.

No researcher will be able to fully grasp the depths of the teaching and learning process. The best that we can do is to try to understand the glimpses that we get through research attempts like this.

5.6 EPILOGUE

The focus in Chapter 5 was twofold: (1) I discussed and reflected on the results of the data that was collected through the semi-structured individual interviews, and (2) discussed the relationship between the research aim, the data in the literature study and the results of the data that was obtained through the semi-structured interviews. This reflection and discussion led to a new phrase, "heartbeat teaching".

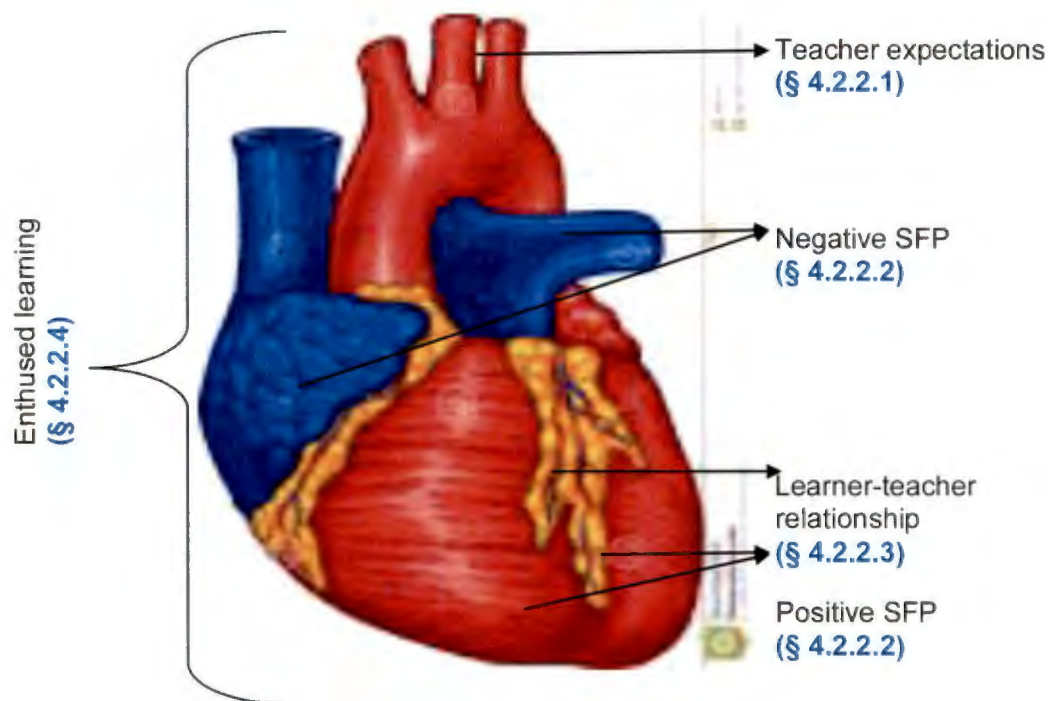


Figure 5.1 Heartbeat teaching (§ 4.2.2.5)

Furthermore I attempted to address SFP in the diverse South African classroom. My research was based on my own individual and unique experiences as a Grade 12 teacher. The interpretivist paradigm (§ 1.5.2) allowed me to follow the proverbial golden thread of the teacher-learner interaction and the outcomes thereof and recognise the realities and comprehension of the learners' own reality of teachers' expectations and teaching behaviour. I came to respect and appreciate these realities of the learners and realise why some teachers are more effective than others.

SFP is a small, invisible but powerful instrument that has the potential to change a life. It is not what you see in a learner, but how you treat the learner that will determine effective teaching and learning. Thus the appropriate way to conclude this dissertation is with the inspiration that set this research in motion, namely a quote from Bernard Shaw's play, *Pygmalion*.

"The difference between a lady and a flower girl is not how she behaves,
but how she's treated" (Shaw, 1913).

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ADDENDUM A:

ETHICS APPROVAL CERTIFICATE OF PROJECT



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**Institutional Research Ethics Regulatory
Committee**
Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by **Ethics Committee of the Faculty of Education Sciences**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: The influence of teachers' expectations and teaching behaviour on learners' learning experiences and motivation to learn			
Project Leader: Dr C du Toit-Brits			
Student: P Nel			
Ethics number:	N W U - 0 0 2 3 7 - 1 5 - A 2		
NWU - 0 0 2 3 7 - 1 5 - A 2 Project Number Year Status NWU - 0 0 2 3 7 - 1 5 - A 2 NWU - 0 0 2 3 7 - 1 5 - A 2 NWU - 0 0 2 3 7 - 1 5 - A 2			
Approval date: 2015-08-17	Expiry date: 2020-08-16	Category: N/A	

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC.
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-IRERC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project,
 - withdraw or postpone approval if
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU,
ou=Vaal Triangle Campus,
email=linda.duplessis@nwu.ac.za,
c=ZA
Date: 2015.08.17 16:25:48 +0200

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM B:
EXAMPLE OF CONSENT LETTER TO PARTICIPANTS



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Faculty of Education
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Faculty of Education
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North-West University
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Promoter
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E-mail: Charlene.dutoit@nwu.ac.za

ATTENTION: MR / MS

Regarding: Permission to participate in a research project at your school.

Dear Mr / Ms

I am currently enrolled as student for the M.Ed. degree in Teaching and Learning at the North-West University. My promoter is Dr Charlene du Toit, at the Faculty of Education.

The topic of my research is: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

The main objective of my research is to explore how learners' experience the teacher's expectations and behaviour towards them and how it motivates learners' to learn and enhance the learning experiences.

The following specific aims are set to achieve the main objective:

- To determine the influence of teacher behaviour on learner motivation to learn.
- To determine the influence teacher expectations has on learner motivation to learn.
- To determine how learner's experience teacher behaviour and expectations.

I am going to conduct an empirical study where I would like to involve Grade 11 learners. I shall conduct semi-structured individual interviews with eight (8) learners from each school. The individual interviews will be recorded with a voice recorder and I will also make informal notes during the individual interviews. The individual interviews will take $\pm$ 60 minutes per learner to complete. In total 8 learners will participate in this research from each school. I undertake not to disrupt the school programme and will conduct the interviews from 13h30 – 16h00. The interviews will also be held in the school hall.

I would like to assure you of the following ethical considerations:

- The participants will not feel threatened or intimidated, and will not be pressured to answer any specific question on a matter that they regard as confidential.
- The identity of the participants will be anonymous.
- Participation is voluntary and optional. Participants will be informed beforehand that they may withdraw from the research at any stage during the discussions. Precautionary measures will be taken to ensure that participants will not feel upset or uncomfortable and that their rights to privacy or dignity will not be infringed during the interviews.

Yours sincerely

Mrs. P. Nel

INFORMED CONCENT

Title of research: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

I, the undersigned _____ (**Full names and Surname**) have read the preceding premises in connection with the research and I declare that I understand it. I would like to participate voluntary and anonymous in this research project.

Signature: participant

Signed at _____ **(place) on the**
_____ **(date)**

ADDENDUM C:

SCHEDULE OF SEMI STRUCTURED INTERVIEWS

RESEARCH AIMS

Main research aim

To establish the influences of teachers' expectations and teaching behaviour on learners' motivation to learn.

Sub-research aims

- Research aim 1:* To establish the theoretical relationship between SFP and teacher expectations and teaching behaviour.
- Research aim 2:* To establish through an empirical study the viewpoint of Grade 11 learners concerning teachers' expectations and their motivation to learn.
- Research aim 3:* To determine through an empirical study the perceptions of Grade 11 learners concerning teachers' behaviour and their motivation to learn
- Research aim 4:* To ascertain if the correlation between teachers' expectations and teaching behaviour and the learners' motivation to learn has been reached.

RESEARCH QUESTIONS:

Main research question

Indicate if teachers' expectations and teaching behaviour influence learners' motivation to learn?

Sub-research questions

Research question 1: How is the theoretical relationship between SFP, teacher expectations and teaching behaviour established?

Research question 2: How do Grade 11 learners relate and view teachers' expectations towards their motivation to learn?

Research question 3: What are the perceptions of Grade 11 learners concerning *teaching behaviour* and their motivation to learn?

Research question 4: Is there a correlation between teachers' expectations and teaching behaviour towards the learners' motivation to learn?

QUESTIONS FOR SEMI – STRUCTURED INTERVIEWS:

1. What would you like to tell the teacher, you dislike most, in one minute about his/ her way of teaching?
2. Describe how the teacher teaches the subject you like the most?
3. How do you think can a teacher change his/her teaching to make it easier for you to learn and understand a challenging subject better?
4. Explain how you feel when a teacher wrote a negative comment on your assignment that you feel you have spent so much time on?
5. Why do you like some teachers more than others?
6. In your opinion do you want to study harder for an exam if the teacher of that subject takes time to get to know you personally?
7. A teacher believes you can do better and encourage you to do better. How would you react towards this belief?
8. Why does your fear of a teacher motivate you to do your homework?
9. What must a teacher do to motivate you to study harder in that specific subject?

ADDENDUM D:

CONSENT LETTER FROM DOE



Building No 5, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200
Tel: 013 766 5552/5115, Toll Free Line 0800 203 116

Libeko le Temfundvo Umyango wo Fumala

Departement van Onderwys

Ndzawulo ya Dyondzo

North-West University

Private Bag x6001

Potchefstroom

South Africa

RE: APPLICATION TO CONDUCT RESEARCH: MS. P. NEL

Your application to conduct research was received. The title of your study reads: "The influence of teachers' expectations and teaching behavior on learners learning experiences and motivation to learn." The aims and the objectives and the overall design of your study reveal that your study will benefit the department and in particular both the FET and the FET directorates. Your request is approved subject to you observing the provisions of the departmental-draft research policy which is attached. You are also requested to adhere to your University's research ethics as spelled out in your research ethics document.

In terms of the attached draft research policy data or any research activity can only be conducted after school hours as per appointment. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should submit to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departmental research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.mpu.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MRS MOC MHLABANE
HEAD OF DEPARTMENT

23, 4, 15
DATE



ADDENDUM E:
EXAMPLE OF CONSENT LETTER TO CIRCUIT MANAGERS



NORTH-WEST UNIVERSITY
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NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

**Private Bag X 6001
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Faculty Of Education
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Student

Mrs. P. Nel
Faculty of Education
Teaching and Learning
North-West University
Potchefstroom 2520
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Promoter

Dr C. du Toit
Faculty of Education
Teaching and Learning
North-West University
Private Bag X6001
Potchefstroom
2520
Cell: 0828281270
E-mail: Charlene.dutoit@nwu.ac.za

ATTENTION: THE CIRCUIT MANAGER

Regarding: Permission to do research at School A and School B.

Dear Circuit manager

I am currently enrolled as student for the M.Ed. degree in Teaching and Learning at the North-West University. My promoter is Dr Charlene du Toit, at the Faculty of Education.

The topic of my research is: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

The main objective of my research is to explore how learners' experience the teacher's expectations and behaviour towards them and how it motivates learners' to learn and enhance the learning experiences.

The following specific aims are set to achieve the main objective:

- To determine the influence of teacher behaviour on learner motivation to learn.
- To determine the influence teacher expectations has on learner motivation to learn.
- To determine how learner's experience teacher behaviour and expectations.

I would appreciate it if I could conduct an empirical study at SCHOOL A and SCHOOL B. I would like to involve Grade 11 learners. I shall conduct semi-structured individual interviews with eight learners. The individual interviews will be recorded with a voice recorder and I will also make informal notes during the individual interviews. The individual interviews will take ± 60 minutes per learner to complete. In total 8 learners will participate in this research from your school. I undertake not to disrupt the school programme and will conduct the interviews from 13h30 – 16h00.

I would like to assure you of the following ethical considerations:

- The participants will not feel threatened or intimidated, and will not be pressured to answer any specific question on a matter that they regard as confidential.
- The identity of the participants will be anonymous.
- Participation is voluntary and optional. Participants will be informed beforehand that they may withdraw from the research at any stage during the discussions. Precautionary measures will be taken to ensure that participants will not feel upset or uncomfortable and that their rights to privacy or dignity will not be infringed during the interviews.

Yours sincerely

Mrs. P. Nel

INFORMED CONCENT

Circuit Manager

Title of research: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

I, the undersigned _____ (Full names and Surname)

have read the preceding premises in connection with the research and I declare that I understand it. I hereby give my permission that the Grade 11 learners may take part in the research on a voluntary basis and the identity of the learners will be anonymous.

Signature of Circuit Manager

Signed at _____ (place) on the
_____ (date)

ADDENDUM F:
EXAMPLE OF CONSENT LETTER TO PRINCIPALS



NORTH-WEST UNIVERSITY
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Promoter

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Teaching and Learning
North-West University
Private Bag X6001
Potchefstroom
2520
Cell: 0828281270
E-mail: Charlene.dutoit@nwu.ac.za

ATTENTION: THE PRINCIPAL

Regarding: Permission to do research at your school

Dear Principal

I am currently enrolled as student for the M.Ed. degree in Teaching and Learning at the North-West University. My promoter is Dr Charlene du Toit, at the Faculty of Education.

The topic of my research is: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

The main objective of my research is to explore how learners' experience the teacher's expectations and behaviour towards them and how it motivates learners' to learn and enhance the learning experiences.

The following specific aims are set to achieve the main objective:

- To determine the influence of teacher behaviour on learner motivation to learn.
- To determine the influence teacher expectations has on learner motivation to learn.
- To determine how learner's experience teacher behaviour and expectations.

I would appreciate it if I could conduct an empirical study at your school. I would like to involve Grade 11 learners. I shall conduct semi-structured individual interviews with eight (8) learners. The individual interviews will be recorded with a voice recorder and I will also make informal notes during the individual interviews. The individual interviews will take $\pm$ 60 minutes per learner to complete. In total 8 learners will participate in this research from your school. I undertake not to disrupt the school programme and will conduct the interviews from 13h30 – 16h00.

I would like to assure you of the following ethical considerations:

- The participants will not feel threatened or intimidated, and will not be pressured to answer any specific question on a matter that they regard as confidential.
- The identity of the participants will be anonymous.
- Participation is voluntary and optional. Participants will be informed beforehand that they may withdraw from the research at any stage during the discussions. Precautionary measures will be taken to ensure that participants will not feel upset or uncomfortable and that their rights to privacy or dignity will not be infringed during the interviews.

Yours sincerely

Mrs. P. Nel

INFORMED CONCENT

SCHOOL PRINCIPAL

Title of research: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

I, the undersigned _____ (Full names and Surname) have read the preceding premises in connection with the research and I declare that I understand it.

I hereby give my permission that the Grade 11 learners may take part in the research on a voluntary basis and the identity of the learners will be anonymous.

Signature of Principal

Signed at _____ (place) on the
_____ (date)

ADDENDUM G:
EXAMPLE OF CONSENT LETTER TO PARENTS OF PARTICIPANTS



NORTH-WEST UNIVERSITY
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ATTENTION: MR / MS

Dear Mr / Ms

I am currently enrolled as student for the M.Ed. degree in Teaching and Learning at the North-West University. My promoter is Dr Charlene du Toit, at the Faculty of Education.

The topic of my research is: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

The main objective of my research is to explore how learners' experience the teacher's expectations and behaviour towards them and how it motivates learners' to learn and enhance the learning experiences.

The following specific aims are set to achieve the main objective:

- To determine the influence of teacher behaviour on learner motivation to learn.
- To determine the influence teacher expectations has on learner motivation to learn.
- To determine how learner's experience teacher behaviour and expectations.

I would appreciate it if I could conduct an empirical study at your child's school. I would like to involve Grade 11 learners. I shall conduct semi-structured individual interviews with eight (8) learners from each school. The individual interviews will be recorded with a voice recorder and I will also make informal notes during the individual interviews. The individual interviews will take $\pm$ 60 minutes per learner to complete. In total 8 learners will participate in this research from each school. I undertake not to disrupt the school programme and will conduct the interviews from 13h30 – 16h00. The interviews will also be held in the school hall.

I would like to assure you of the following ethical considerations:

- The participants will not feel threatened or intimidated, and will not be pressured to answer any specific question on a matter that they regard as confidential.
- The identity of the participants will be anonymous.
- Participation is voluntary and optional. Participants will be informed beforehand that they may withdraw from the research at any stage during the discussions. Precautionary measures will be taken to ensure that participants will not feel upset or uncomfortable and that their rights to privacy or dignity will not be infringed during the interviews.

Yours sincerely

Mrs. P. Nel

INFORMED CONCENT

Title of research: ***The influence of teacher's expectations and teaching behaviour on learner's learning experiences and motivation to learn.***

I, the undersigned _____ (Full names and Surname) have read the preceding premises in connection with the research and I declare that I understand it.

I hereby give my permission that _____ may take part in the research on a voluntary basis and the identity of the learner will be anonymous.

Signature: Parent/ Guardian

Signed at _____ **(place)** on the
_____ **(date)**

ADDENDUM H:
CERTIFICATE OF LANGUAGE CONSULTANT

LANGUAGE EDITOR DECLARATION

I hereby declare that I completed the text editing on this dissertation, entitled *The influence of teachers' expectations and teaching behaviour on the learners' motivation to learn*, submitted in fulfilment of the requirements for the degree Master of Arts in Teaching and Learning at the North-West University, Potchefstroom Campus, for Petronella Nel, 12777927.



Wilna Liebenberg

MA Applied Linguistics

SATI Accredited Editor and Translator