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**College of Graduate Studies**  
**Teaching Methods Department**

*The Ninth Grade Students' Expectations Towards  
Their English Teachers In Nablus District*

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*Master Thesis*

Handwritten signature and initials, possibly "Suzanne Arafat" and "Ihsan Sari Sulaiman".

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# DEDICATION

*To the great soul of my father, there are no words that express the love, respect, and honor I cherish for him.*

*To the tender-hearted mother, when no one else was there you were, always knowing what to say or to do.*

*To my brothers and sisters,*

*To my wife*

*To my lovely family, nice sons*

*Sari and Saqr, and my lovely daughter Isra'*

*To my friends and relatives*

*To all my teachers*

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# ABSTRACT

## *The Ninth Grade Students' Expectations Towards Their English Teachers In Nablus District*

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### **This study aimed at:**

1. Exploring the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district.
2. Investigating the effect of the gender, location, and achievement level variables on the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district.

Four research questions and three hypotheses were constructed for the purposes of the study. The questions were as follows:

1. What is the degree of the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district?
2. Is there a significant difference in the ninth grade male and female students' expectations toward their English teachers in Nablus district due to gender variable?
3. Is there a significant difference in the ninth grade male and female students' expectations toward their English teachers in Nablus district due to location variable?
4. Is there a significant difference in the ninth grade male and female student's expectations toward their English teachers in Nablus district due to achievement level variable?

The sample of the study consisted of 445 ninth grade students: 241 were male students and 204 female students, in the scholastic year (1998-1999). They were all attending government schools in Nablus district.

The "Allen Students' Expectation Scale" was used. It was used to assess the students' attitudes and expectations toward their teachers. The 22-item scale was constructed to find out:

- a. Students' attitudes and expectation.
- b. Students' behavior.

T-test One Way (ANOVA) and the (LSD) post hoc tests were used to test the hypotheses. Results of the study revealed that there was a high degree of expectations, by the students, toward their English teachers in Nablus district. The percentage of responses was between 70.6%- 72.2%. There was a significant difference at ( $\alpha = 0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in favor of females. There was no significant difference in the 9<sup>th</sup> grade students' expectation variable. There was a significant difference in the students' expectations toward their teachers in the attitude domain and the total score of expectations due to achievement level variable. However, no significant difference was found in behavioral domain.

The findings of the study led to the conclusion that teachers had a great effect on their students' achievement. Teachers should take the students' feelings into consideration, and not judge them haphazardly. In the light of these findings, the researcher arrived at the following recommendations:

1. Attitudes and expectations affect learning and achievement. Therefore, teachers should take care of their slow learners and draw their attention during the lesson by making the class as pleasant as possible.

2. Teachers should create a relaxed atmosphere by avoiding criticism of students' performance in front of the class. Teachers should give students suitable opportunities to express themselves.
3. Teachers must be fair in their treatment of mistakes inside classroom.
4. Teachers usually orient their own behavior according to their students' behavior. For this reason, it is very dangerous if teachers build very bad expectations. The behavior exhibited towards the students informs them how they are expected to behave and perform.
5. Students' expectations must be taken into consideration in training teachers.
6. Experimental studies should be conducted in co-educational classes to find out the effect of sex variable on the teachers' expectations.

# *Chapter One*

## *Background of the Problem*

### *Introduction:*

The educational relationship between teachers and students is considered one of the most important issues at the school level. The study of this relationship was a core of many educational studies which tried to find out the effect of this relationship on the students' achievement and the reflection of this on the extent of the schools' role in the quality of the educational opportunities in educational and democratic environment ( Levine& Wang, 1983).

The natural environment of a child in early years is his/her home. But from the age of five, almost every child becomes aware of school as a part of his surrounding and then of a wider environment of the community he lives in. One of the chief aims of education is to make the child, by the time he leaves school, ready to play a significant part in the community and to lead a useful and satisfying life ( Stipek, 1993).

Johnson (1970), for example, found that parents who had set higher standards of excellence for their children were more likely to have children with high-achievement needs.

Drake (1993) found that the students often felt they were victims of teachers' discriminatory practices, although they admitted that sometimes teachers might not be aware of their biases. The students implied that the teachers' perceptions of the behavior of minority students were based more on stereotypes than on the students themselves. (Murray and Clark, 1990).

Boyer (1990) and Hillard (1992), claimed that if teachers believed that a student couldn't learn or improve, then that student would not make progress. This is especially significant in the case of minority students. Therefore, teachers need guard against giving up on a student because it appears that the student is not capable of understanding. Unconsciously, the teachers may be reflecting a bias in believing that "these kids" will never learn. Teachers, who have this fatalistic attitude about the amount of progress minority student can make, will not go that extra step to foster school success.

Teachers should understand that respecting the children's ethnic socioeconomic status, gender, or cultural background, help them demonstrate their abilities and make them excited about engaging in new learning experiences and interactions. However small the rest of the world might think their achievements are, children see these as major accomplishments. They don't focus their energies on what they do not have and cannot do; they naturally take great pride in showing off what they have and can do (Gay, 1993).

### ***Statement of problem:***

Students' expectations have a great effect on the students' outcome. Interaction between teacher and students is considered one of the important issues in the teaching-learning process. Students usually like their teachers who show interest in them. But unfortunately students' outcome does not justify this interest.

Most teachers and educators are generally dissatisfied with the student's level of achievement in English. They complain about weakness of their students' interactions and blame their students for their low achievement. This study will try to find out the effect of the attitudes and expectations of the ninth grade students towards their English teachers.

### **Purposes of study:**

The researcher will try to identify:

1. the 9<sup>th</sup> grade students' expectations toward their English teachers.
2. the effect of the gender, location and achievement level variables on the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district.

### ***Research Questions:***

The study will attempt to answer the following questions:

1. What is the degree of the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district?
2. Is there a significant difference in the ninth grade male and female students' expectations toward their English teachers in Nablus district due to gender variable?

3. Is there a significant difference in the ninth grade male and female students' expectations toward their English teachers in Nablus district due to location variable?
4. Is there a significant difference in the ninth grade male and female students' expectations toward their English teachers in Nablus district due to achievement level variable?

***Hypotheses of study:***

This study may confirm/disconfirm the following hypotheses:

1. There is no significant difference at ( $\alpha = 0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to gender variable.
2. There is no significant difference at ( $\alpha = 0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to location variable.
3. There is no significant difference at ( $\alpha = 0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to achievement level variable.

***Significance of study:***

This study has special significance for three reasons:

1. It is hoped that the findings of the study will give guidance to teachers in realizing the expectations they form about students affect their students' achievement.

2. Students will evaluate themselves according to their teachers' expectations and they will perceive the nature of ideas that teachers have (good, bad ). This realization will increase the students' drive for achievement and form positive attitudes towards learning if the expectations are positive and negative attitudes towards learning if the expectations are negative.
3. It is hoped that the results will help educationalists and teachers interested in studying the influence of teachers' expectations on academic achievement.

***Limitations of the study:***

This study is limited to:

- The total number of students in the ninth grade in Nablus district in the scholastic year 1998-1999.
- Total number of the governmental primary or secondary schools which have the ninth grade in Nablus district.
- Scholastic year 1998-1999.
- The study was limited to ninth grade male and female students.

***Definition of Terms:***

Behavior is "the actions and responsibilities". The students' behavior consists of actions and responsibilities (Allen, 1996).

**Behavior expectation:**

Behavior expectation is "an evaluative standard applied to behavior of the student. Behavior expectation will refer to the



students' opinions of what is deemed proper behavior or in the classroom (Allen, 1996).

**Student Attitude:**

A personal quality that is essential for successful classroom management, where by respect is mutual between the teacher and student. (Good & Brophy, 1987).

**Student expectation:**

The ability to successfully perform in a classroom setting, whereby the teacher appreciates the students' characteristics and abilities ( Allen, 1996).

**Teacher Attitude:**

The concept of attitude is associated with the sum total of person's inclinations, prejudices, ideas, fears and convictions about any subject or object. (Nachmias & Nachmias, 1987).

**Teacher Expectation:**

Teachers' expectation are inferences that teachers make about future behavior or academic performance of their students based on what they know about these students (Good & Brophy, 1994).

**The Allen Student Expectation Scale:**

The researcher used a scale developed by Allen to obtain students' expectation of their teacher. The scale consists of 22 items (Allen, 1996)

***Summary:***

This chapter investigated the 9<sup>th</sup> grade students' expectations toward their English teachers and the effect of gender, location and achievement variables on their expectations toward their teachers.

The chapter also presented the statement of problem, purposes of study, research questions, significance of the study, definition of terms and limitations of the study.

# *Chapter Two*

## *Review of Relevant Literature*

### *Introduction:*

In this chapter review of relevant studies are discussed under the following headings:

#### *\*Social cognitive theories of motivation.*

With the growing emphasis on cognitive self-regulatory mechanisms, it is apparent that contemporary social cognitive theorists share this belief in the importance of studying the thinking process (Bandura, 1986).

The social cognitive approach to educational psychology involves determining the relationships among external factors and internal factors (Mayor, 1987). Specifically the social cognitive approach allows us to:

- a. Characterize adaptive and maladaptive patterns.
- b. Explain them in terms of specific underlying processes.
- c. Begin to provide a rigorous conceptual and empirical basis for intervention and practice (Dweck, 1986).

Adaptive motivational patterns are those that promote the establishment, maintenance and attainment of personally valued achievement goals (Dweck, 1986).

Maladaptive patterns are, then, associated with a failure to establish reasonable, valued goals, to maintain effective striving toward those goals, or ultimately, to attain valued goals that are potentially within one's reach.

Motivational processes have been shown to affect:

- a. how well children can deploy their existing skills and knowledge.
- b. how well they acquire new skills and knowledge.

c. how well they transfer these new skills and knowledge to novel situations.

This approach doesn't deny individual differences in present skills and knowledge, ability or aptitude. It does suggest, however, that the use and growth of that ability can be appreciably influenced by motivational factors (Dewck, 1986).

Motivation is jointly determined by the perceived likelihood of attaining a goal and the value (affect) associated with the goal attainment. Individuals who think well of themselves are believed to be more motivated to succeed.

Rohna (1979) conducted a study to investigate whether students perceived differential treatment by teachers of high and low achievers. A hundred and two children, from grades 1-3 and 4-6, rated 60 teachers' behaviors as descriptive of a hypothetical/ male high or low achievers. Information about the sex and the self-concept of attainment of the raters was also collected. Students perceived differential treatment across one quarter of the teachers' behaviors studied. Student-perceived teacher treatment of male high achievers reflected high expectations, academic demand, and special privileges. Male low achievers were viewed as receiving fewer chances but greater teacher's concern and vigilance.

Alexis & Mitman (1985) tried to find out the teachers' differential behavior toward higher and lower achieving students and its relationship with the selection of teachers' characteristics. Correlation showed that teachers were moderately consistent in their individual patterns of differential behavior.

Favored students (higher or lower achievers) received combination of both rewarding and demanding teacher's behavior.

Correlation of an index of teachers' overall differential behavior with the teachers questionnaire responses, although not statistically significant, suggested that teachers who showed more concern for lower achieving students tended to have more flexible and accurate perceptions of students. These same teachers were rated significantly lower on their quality of teaching, which suggests that these two sets of skills may be difficult to combine.

Weatherly (1996) conducted a study to investigate secondary students' perceptions of their teachers' expectations in inner-city Catholic and public schools. A typology of students' perceptions of teachers was developed from interviews obtained from 98 senior students from 10 schools representing three types of high school settings. Eighty of the students' teachers responded to an open-ended survey concerning their expectations for individual students. Data from student transcripts were used to identify low and middle- and high performing students. Findings indicated that students more frequently perceived teacher's expectation-backing behaviors than they perceived inferred messaging. Overall, student and teacher expectations rated congruent in type; however for type1 expectations, low-performing students in Catholic schools were more likely to describe teacher individualistic treatment. Teachers of low performers in both Catholic and public schools were more likely than their students to describe management and competent teacher behaviors than individualistic student treatment. In Catholic schools, teachers' behaviors were more evenly distributed across performance levels than in public schools. However, low-performing students are twice as likely to perceive teacher behavior management than high performing students. Implications for practice include the need for teachers to become aware

of the types of behaviors that communicate positive expectations to students, especially low-performing students.

Washington (1998) conducted a study to examine student perceptions of specific teacher behaviors which communicate high and low expectations for student success in the classroom. The focus was on what the student perceived after the specific teacher's behaviors were communicated. A qualitative methodology was used to collect and analyze data on student's perceptions of specific teacher's behaviors. A group of eight secondary students identified specific teacher behavior that communicated low teacher expectations for student success. Data collection methods included the recording of four focus group meetings, the taking of notes by a trained participant-observer, and the completion of a questionnaire by each participant. All these methods were designed to assess teacher's behaviors and teacher's expectations based on the teacher's attitude projected. Participants of the study were chosen from the students of one ninth grade school team at a large urban high school of approximately 1,500 students. The sample included both high and low achieving students, thus yielding a greater variety of student's perceptions of teacher behaviors.

Research results for high achieving students' perception differed from those of lower achieving student perceptions and there were differences between males and females.

The conclusions drawn were:

1. High and low achievers do perceive some aspects of teacher behavior differently.
2. Black and white students perceive slight differences in teacher behaviors that communicate an expectation for success.

3. Gender perceptions of teacher behaviors do not reveal identifiable differences.
4. Male and female students have similar perceptions of teacher behaviors that communicate expectations for high and low achievement.

Fisher (1997) conducted a study to identify associations between science and mathematics students' perceptions of their classroom teaching environments, the cultural backgrounds and gender of students, and their attitudinal and achievement outcomes. The subjects were 3,994 students from 182 secondary school science and mathematics classes in 35 coeducational schools in Western Australia and Tasmania. The students completed a survey including the questionnaire on teacher interaction and attitude to class scale, and questions related to cultural background. Statistical analyses have confirmed the reliability and validity of the questionnaire for secondary school science and mathematics students.

The students' attitude scores were higher in classrooms in which students perceived greater leadership, helping and friendly and understanding behaviors in their teachers. Females perceived their teachers in a more positive way than did males.

Au (1989) conducted a study to examine the teachers' role expectations as perceived by 180 students and 86 teachers in three secondary schools in Hong Kong. The researcher found that junior level students were affective-oriented toward the teacher role expectations whereas both upper-level students and teachers were cognitive-oriented and regarded well-prepared lessons as most important.

Navas (1991) studied the effects of teachers' and students' expectations on academic performance. The effects of these variables were compared with those of other variables such as students' sex, personal attractiveness, previous performance, and the continuous stay of teacher with the same group of students through several school years. Students were 150 5<sup>th</sup> grade Spanish students and 6 experienced teachers. The same questionnaire on expectations was administered to students and to teachers for evaluation of each student. Multiple-regression analysis showed that teachers' expectations were the best predictors of students' academic performance, also influencing students' expectations of their own success or failure.

Becker (1990) administered a pre-and post-course questionnaire to 79 female and 75 male introductory psychology students (aged 17-53 years) to examine students' expectations of themselves and of the instructor and how well those expectations were met. In general, men and women had similar expectations of themselves and of the instructor. The nature of these expectations changed during the semester (eg, concern about grade achieved was replaced by satisfaction with the interpersonal aspects of the course). Most students were unable to list six expectations of themselves or the instructor on the pre-course questionnaire; however, on the post-course questionnaire, students indicated that at least ten expectations had been met.

Kennedy (1990) conducted a study to assess students' expectations of the grandparents' role. Fourteen percent of the students had a complete set of grandparents; 15% had at least one grand parent, and 2% had 8 or more. Students identified the degree of closeness with the closest grandmother and grandfather. Students' perceptions of grandparent and grandchild roles were generally positive, indicating affection and respect



for grandparents. Some areas had much similarity between the perception of the students and those in Robertson's study of students' attitudes. Analysis of variance (ANOVA), with gender, race and family form as independent variables, revealed differences on role attitudes among students from various backgrounds.

Ames (1992) & Dweck (1986) asserted that qualitative approach to student motivation is concerned with how students think about themselves in relation to learning activities and to the process of learning itself. The salience of specific goals in classroom structures can orient students toward qualitatively different patterns. Therefore, it is suggested that goal orientation experienced by students in the classroom is shaped by specific structures. These structures can be defined along normative dimensions, and can be described in relation to mastery and performance goals.

One approach that can be used as a tool for self-motivation is Alderman's (1990) "LINKS" model (see figure "1"). This model provides steps in assisting students increase their motivation for academic achievement. In addition, the model serves as an excellent guide in assisting teachers who display low self-efficacy and subsequently view low achieving students as unteachable. The links are listed below:

- link one (Proximal Goal):

This is the first link for success in setting goals for performance. The key here is for the goal to be attainable and proximal rather than long term (Bandura, 1986)

- link two (Learning Strategies):

In this link, the students identify the learning strategies that will help them accomplish their goals (Weinstein & Mayer, 1986).

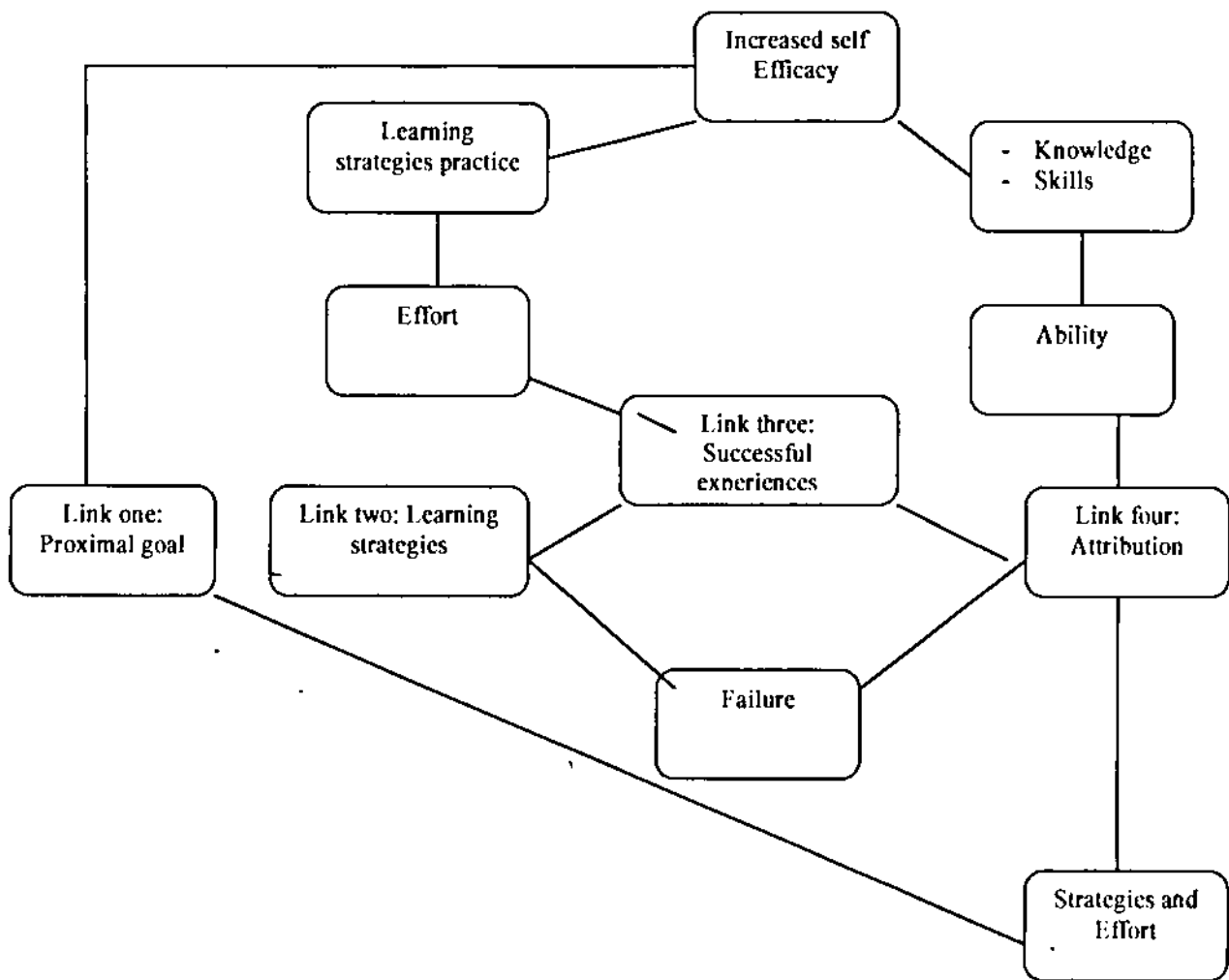
- link three (Successful Experiences):

The focus here is on a learning goal, which is “ how much progress I have made” not on “ how smart I am” a performance goal ( Dweck, 1986).

- link four (Attribution for Success):

Students are encouraged to attribute success to their personal effort or abilities. The teachers’ role in this link is modeled and gives feedback about why the student succeeded or failed at the task (Shunk, 1984).

After link four, the model then goes “full circle”. Students who have succeeded and attributed the success to their own effort or ability have concrete performance feedback that in turn will lead to increased self-efficacy.



**Figure 1 Motivational links to success  
(Alderman, 1990)**

Williams (1994) investigated gender-related differences in the efficacy-expectation performance discrepancies of high school students across 4 subject matter domains. Eighty eight female and 43 male juniors and seniors completed American College Testing assessments in English, mathematics, reading, and science. Prior to each domain specific test, students rated their perceived self-efficacy expectation for successful performance on that test. As anticipated, most students, reporting greater efficacy expectation, also tended to perform at high levels, particularly in mathematics. Unexpectedly, the majority of student efficacy performance discrepancy scores fell outside the congruent range in all content areas. Approximately equal numbers of male and female students inaccurately estimated their performance capabilities with most non-congruent students tending to fall into either the extreme overestimation or underestimation categories.

To judge the teachers' verbal and non-verbal behavior, Babad (1996) conducted a study on 109 students from grades 4<sup>th</sup> and 7<sup>th</sup> and 42 teachers differing in experience were exposed to brief videotaped samples of teacher behavior when talking about, and talking to, students for which they held high or low expectations. Judgments of teacher characteristics as well as those of the unseen students with whom the teacher was involved were collected. When teachers were involved with their high-expectancy student, raters judged the unseen students more positively than when teachers were involved with their low-expectancy students. This detection was facilitated differently by the teachers' verbal and nonverbal behavior. Rating of teacher characteristics showed similar expectancy effects but only for older raters. 542644

Ruzich's 1995 study focused on the ways in which students conceptualized college teachers as authority figures, and examined

differences between the ways in which male and female teachers were perceived. The sample examined consisted of 269 college freshmen enrolled at a private liberal arts college in either remedial freshmen composition (44 students) or in general freshman composition (173 students). A questionnaire was developed to survey students' attitudes towards instructors with whom they had minimal experience. Results suggested that there were few changes in gender-based expectations of teachers in the last 10 to 15 years. Ruzichs' study, however, does offer new insights into how students apply gender expectations. Although female instructors were likely to be judged as possessing stereotypical male traits, Ruzichs' study suggests that female instructors are more to be judged as "types" while male instructors are more likely to be judged as individuals.

Devoe's (1991) study examined relationships between the amounts and types of teacher behavior directed toward individual students. Researchers observed six experienced elementary physical education teachers. Teachers interacted differently with students who displayed different characteristics. Results suggested teachers unconsciously had reacted to student characteristics rather than acting on consciously developed plans.

According to Perry (1979) "instructor reputation", defined as student's expectations of an instructors' teaching ability, was investigated to determine its influence on student ratings and achievement. Two teaching behaviors, instructor expressiveness and lecture content were combined with reputation in a 2-sup-3 factorial design to assess interaction effects. A hundred and ninety eight undergraduates read an introductory statement about an instructor reputation, viewed a video tape lecture, rated the instructor and took a test. Results indicate that

reputation interacted with expressiveness but not content , in which students rated the positive, high –expressiveness instructor more favorably than the negative, high-expressive instructor. Results suggest a complex relationship in which reputation interacts with some teaching behaviors and affects some student outcomes.

Good (1980) in his study of classroom interaction patterns between male and female students, perceived as either high or low achievers, were examined in the fall, winter and spring. Expectation and sex results were consistent with previous findings. Results suggest that teachers make major socialization efforts early in the year.

Cooper (1980) concluded that teachers viewed interactions with low expectation students as less controllable than those with high expectation. Students and teacher initiations were perceived controllable than child initiations. In addition, less perceived control over a student was associated with less feedback from the teacher.

Feldman (1980) suggested that both teacher's expectations and student's expectations could affect the individuals' own attitudes and behavior, as well as the behavior of those with whom they are interacting. The joint effects of teachers' expectations about students and student expectations about teachers on the performance and attitudes of both participants was examined. The subjects were 120 female undergraduates. Half of the subjects were designated as teachers and were led to expect either a high-or low ability student. The other half, acting as students were led to expect a teacher of high or low competence. Teachers and students were randomly paired in an experimental teaching session. Results showed that student performance was a function of the teachers' expectation. Teachers' attitudes and rated competence were

affected by their expectations regarding the student, and students' attitudes were affected by their expectations about the teacher. Results indicated that both teachers and students could concurrently hold expectations about their partners, and that such expectations affect their attitudes toward themselves, the partners, and the entire teaching situations.

Jones (1989) conducted a study based on observation of teacher-student interaction in high school science classes. He found that teachers of all levels of experience tended to interact more with male students than female students, and newly trained teachers lacked the skills needed to alter their gender-biased behaviors.

Johns (1997) conducted a study to examine student assessment of teachers at the secondary level and to add to the body of knowledge pertaining to the role of the student evaluation of teacher performance in the instructional improvement process. The study was designed to determine which teacher behaviors and student teacher relationship characteristics influenced summative assessments of teachers and if the influence was distorted by certain potentially biasing variables. Student assessments of teachers were compared to principal assessments of teachers to determine whether significant differences in ratings existed between these two evaluative sources.

The research questions focused on the composition of effective teachers and examined rating differences occurring between students and principals. The composition variables examined teachers' classroom control, communication skills, concern for students, fairness, feedback to students, organization skills, presentation skills, relevancy of materials used, respect for students, enthusiasm, and encouragement. Student assessments and principal assessment were analyzed to determine the set

of variables that were most closely related to the overall performance rating of the teacher for each rater group. Potentially biasing variables (i.e. teacher's age, grade received, teachers gender, respondent gender, teaching experience and teacher's affability) were analyzed to determine their influence on the performance ratings on both respondents' groups.

The findings indicated that principal raters and student raters viewed teacher performance in distinct ways. Principal ratings varied from students' ratings in their mean, variance, key components of effective teaching, and in individual teacher assessment. This study found the twelve independent variables to be highly interdependent with no single variable determining teacher's overall effectiveness. Principal raters were found to be more susceptible to potential bias than students. However, a weak positive biasing influence was found in students' overall ratings of teacher performance with the "grade received" by the student.

Brattesane, et al. (1981) claimed that the ways in which students' perceptions of teacher behavior in the elementary school classroom clarified the relationships among teacher expectations. Students' expectations, and their achievement were examined. The subjects in two data sets consisted of 234 grade 4-6 students from 16 classrooms in an urban, ethnically mixed school district, and 101 grade 3-5 students in seven additional classrooms from the school district. All students completed the Teacher Treatment Inventory (TTI), consisting of 44 items describing ways in which teachers worked with students. Additional data collected from all students included year and achievement scores and a self-concept of attainment measure. Teachers provided rankings of expected achievement, in reading, mathematics and school work for each of their students. According to students, low achievers got more negative



feedback and teacher direction, and more work and rule-oriented teacher behaviors, while high achievers get higher expectations, more opportunities to participate and more choice of tasks. Hierarchical regressions analyzed showed that year and achievement were less effectively predicted by prior achievement, but more effectively predicted by teacher's expectations in high than in low perceived differentiating classrooms.

Feldman (1979) conducted two experiments which examined the possibility that student expectations regarding a teacher's competence could be communicated to the teacher and bring about the expected behavior. In Exp1, 39 female undergraduates acting as students were administered a lesson by a teacher (confederate) who the students expected to be either effective or ineffective. Results showed significant differences in student attitudes, performance, and nonverbal behavior according to expectation. In Exp11, confederates, acting as students, emitted positive or negative nonverbal behavior toward 40 female undergraduates acting as their teachers. There were significant effects on teachers' attitudes and behavior. Moreover, ratings of the teacher by judges showed teachers were rated as being more adequate under conditions of positive student nonverbal behavior than negative nonverbal behavior.

Randya (1978) designed a study:

1. To discover the effect of teacher expectation on student performance in the cognitive and in the psychomotor skills.
2. To analyze students' attitudes toward teachers because of teacher expectations.

The study utilized two different instructional units. The quality milk production was used to teach cognitive skills with emphasis on class

instruction and paper and pencil tests. The small gasoline engine unit was used to teach certain psychomotor skills. Each instructional unit was taught in two comprehensive high schools. Students within each class were divided into three groups. Group one, positive expectancy, students received constructive comments on their assignments and appropriate teacher behavior during the experiment. Group two, constructive expectancy students, received constructive comments on the assignments and appropriate teacher behavior during the experiment. Group three, control group students, received no comments on their assignments and no expectancy interaction from teachers. After one month of instruction, students were tested. In each subject area, students' attitudes toward the teacher and subject were also measured before and after the experiment. The findings revealed that the teachers' expectations did change the students' attitudes toward the teacher and subject; however, written comments by the teacher on students' assignments had no significant effect on the level of student achievement.

Herrell (1971) conducted a study based on the assumption that teacher's presentation might vary as a function of student set. A guest lecturer was presented to each of two introductory psychology classes, one of which had been told that the lecturer was a "cold" person, and the other was a "warm" person. The lectures were taped and rated to determine whether the lecturer was influenced by these students' expectations. Results supported the hypothesis: the students expecting a cold teacher produced one, in as much as raters judged his lecture performance to be colder, more tense, and less competent at the end of the talk than at the beginning. Just the reverse was reported for the lecture performance to the students expecting a warm teacher.

Tamir (1985) furnished a clear evidence that students preferred to do various kinds of homework and stated that “just increasing the time demands for homework without considering the nature of that task will do little, if any thing, to improve learning and may even lead to negative results” ( 606).

McDowell (1986) investigated high school student’s expectations of the teaching style of English and science, male, and female instructors. A sample of 164 high school students completed the Expectation of Teacher Affective Communication Questionnaire (ETACQ). The same three factors emerged in rating male English instructors: open, friendly, and dramatic. Female teachers were predominant and were labeled “attentive”, “friendly” and “dominant”. Science teachers were labeled “dramatic attentive and open”. Female high school students rated the friendly dimension significantly higher than did male students for both male and female instructors. They rated the open dimension higher for English and science teachers. Male high school students, however, rated the dramatic dimension higher for male, English, and science teachers. Overall, the results of this study revealed that female high school students had higher expectations of teachers from the different categories than male students do. Females expected teachers to be more attentive, show greater sensitivity, show a greater interest in them, and establish closer interpersonal relationships with students. A greater percentage of males, on the other hand, expected a more dramatic communication style, expected to be criticized negatively, and expected the instructor to be impersonal and distant.

Goldstein (1960) indicated that the amount of homework done by students affected their achievement and that the amount of homework

Chen and Stevenson (1989) conducted a study to estimate the ultimate differences in the time spent on homework and the students' attitudes toward homework in American, Chinese and Japanese schools. The study investigated the poor performance of the American students as compared to that of the Japanese and the Chinese students. The lower performance of the American students was due to the small amount of time the American students spent on learning activities including homework and their regulative attitudes toward homework. Also, it was found that the Chinese and Japanese students were assigned more homework and spent more time on homework than the American students. Moreover, it was reported that the Chinese students had the most positive attitudes toward homework.

Lee (1997) studied factors which were believed to influence students' expectations of higher education: parents' educational level, family, income level, gender role, attitudes, and school achievement, and how these factors affect the educational expectations of girls and boys. A major finding was that there was a significant difference between gender and expectations of higher education. Boys were more likely than girls to plan to go on to a university. Using multiple regression analysis, girls' educational expectations were significantly influenced by parents' educational level, family income level, gender role attitudes and school achievement and boys' educational expectations.

The major findings of the interviews showed that patterns of relationship were among the factors studied. Results of the interviews indicated that mothers' expectations and encouragement had a large

impact on girls' educational expectations, and fathers' expectations had a large impact on boy educational expectations. Both school achievement and family income level determined a parental education expectations, which in turn were the primary determinant of girls' expectations. However, for boys, parents' expectations of higher education were not likely to be influenced by their socioeconomic background and the level of school achievement.

Nasir (1999) investigated the attitudes and their relation with the students' academic achievement in Math in the tenth grade in Tulkarm district. The sample of his study consisted of 388 males and females. The researcher used the SPSS tests for the social sciences. The findings of the study showed that there was a significant correlation between the attitudes toward Math and academic achievement.

Hamzih (1977) conducted a study to identify the differences between students' attitudes and their aptitudes toward different subjects and the relation of these attitudes and aptitudes with their academic achievement. The subjects of the study were 602 male and female students. A questionnaire was distributed for the purpose. Results of the study showed a significant correlation between the students' attitudes and their academic achievement for both male and female students in English language, science and mathematics.

Khan (1984) examined the relationship between the 11<sup>th</sup> grade female students and their academic achievement. The researcher used the attitude scale toward science on a sample of 240 girls in Mecca. Result of the study was that there was correlation between the girls' attitudes toward science and their academic achievement.

Concerning the effect of gender, the achievement level and the interaction between them, on the students' attitudes toward biology, Al-razihi (1989) conducted a study on 341 students in the 12<sup>th</sup> grade of the governmental schools in Irbid. Special scale was used for the purpose. The researcher found a correlation between the students' attitudes toward Biology and their achievement level. A positive correlation was found between students' attitudes in favor of females and a positive significant difference between attitudes and achievement.

Al-Batarsah (1992) studied attitudes of the primary school students towards handicrafts. The sample of the study consisted of 540 females from the upper same stage in Zarqa in 1991-1992. The researcher used a questionnaire to measure their attitudes toward handicrafts. Results of the study showed positive significant attitudes toward training education. However, there was no significant difference in the attitude domain which may be attributed to location of the school. There was no significant difference in the attitudes toward handicrafts which may be attributed to the average of the students.

### ***Summary:***

This chapter covered the literature on the students' expectation. Much of the literature dealt with the limited variables that were used in this study as indicators on the effect of each on the students as well as on their expectations. These variables were students' gender, students' place of living, and students' level of achievement. This study investigates the ninth grade students' expectations toward their English teachers in both domains: the attitude and the behavioral.

**Table 3**

**Sample distribution according to the achievement level variable**

Achievement level	Frequency	Percent
Less than 50	84	18.9
50-59	97	21.8
60-69	81	18.2
70-79	71	16.0
80-89	76	17.1
90-100	36	8.1
Total	445	100%

**Instrumentation:**

The researcher used the Allen Student Expectation Scale (1996) as a survey instrument for the students. The scale consisted of 22 items. The scale was created for the purpose of measuring students' attitudes and expectations regarding their teachers.

The questionnaire items were presented to some referees at An-Najah National University, who recommended its administration without any changes.

The items of the questionnaire were distributed as follows:

- a. Students' attitudes and expectations are students' expectations toward their teachers in attitudes domain in Nablus district (1,6,7,8,11,12,14,16,17,18,20,22)
- b. Students' behaviors are students' expectations toward their teachers in behavior domain in Nablus district (2,3,4,5,9,10,13,15,19,21)

***Pilot Study:***

A pilot study was conducted during the second semester of 1998 at Ibn Al-Haytham Primary School in Nablus. The subjects were 35

students in the ninth grade and were randomly chosen. The researcher distributed the questionnaire randomly and read it in front of the students to see if there were any unclear questions or items.

The instructions of the questionnaire were easy to follow. All the questions were clear, and the students expressed their understanding of the questionnaire items by filling them out in Arabic.

### ***Validation Procedure of the Questionnaire:***

To ensure content validity, the researcher showed the questionnaire to experts from the College of Education at An-Najah National University. They were asked to judge the appropriateness of each item for the purposes of the study.

### **Reliability :**

To determine the reliability of the questionnaire the alpha formula was used, and the value was 0.87 . Such a value was suitable for the purpose of the present study.

### ***Data Analysis:***

In this study, the researcher used the descriptive method to achieve the main purposes of the study and to answer the research questions. The One Way Analysis of Variance (ANOVA) was used to test the hypotheses of the study at ( $\alpha=0.05$ ).

### ***Research Procedures:***

1. The researcher got a recommendation letter from the Dean of Research and Graduate Studies which facilitated his mission in schools ( see Appendix C).



2. The researcher took a permit from the Ministry of Education to administer the questionnaire to different schools in Nablus district.
3. The researcher took the statistical number of the students from the Ministry of Education. The number was 3,856. The researcher took 11% as a sample for this study.
4. The researcher visited the schools in question and met the headmasters and headmistresses of the schools and explained the purposes and the significance of the study.
5. The researcher distributed the questionnaire among the subjects of the sample: 445 male and female students in the ninth grade in Nablus district.
6. Students were asked to circle the appropriate letter in their opinion.
7. The researcher collected the questionnaires on the same day, but he couldn't collect the rest from the villages so he collected them later.
8. The English teachers provided the researcher with the achievement grade in English of every student who had answered the items. Teachers helped the researcher after they were sure of the grades written by the students on the questionnaires.
9. The researcher finally coded the questionnaires and the statistical analysis for the collected data from the questionnaires was performed at a computer center.
10. The questionnaire was constructed on the basis of Likert Scale, which consists of 5 levels:
  - a. Strongly agree
  - b. Agree
  - c. Undecided
  - d. Disagree
  - e. Strongly disagree

***Summary:***

This chapter attempted to specify the steps taken in carrying out the research. Three main tables showed the distribution of the sample concerning gender, place of living, and the achievement level variables. The instrumentation used was the Allen Students' Expectation Scale which is divided into two main themes. The chapter also included the pilot study, the validation of the questionnaire and the data analysis.

# *Chapter Four*

## *Results of the Study*

### ***Introduction:***

The researcher in this chapter presents the research findings. These results are divided into two parts. The first is concerned with the 9<sup>th</sup> grade students' expectations toward their English teachers' in Nablus district. The second part includes the results related to the effect of gender, location, and achievement level variables on the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district.

### **Part one:**

#### ***Results related to the first question:***

What is the degree of the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district?

To answer this question, the researcher used means and percentages for each item domain, and total score. Tables 1, 2, and 3 show these results.

- (80%) and more very high degree of expectation.
- (70-79%) high degree of expectation.
- (60-69%) moderate degree of expectation.
- (50-59%) low degree of expectation.
- Less (50%) very low degree of expectation.

## A. Attitude domain:

**Table 1**

Means and percentages of the 9<sup>th</sup> grade students' expectations toward their teachers in attitudes domain in Nablus district

No	Items	Means *	Percent (%)	Degree of expectation
1	The teacher expects me to ask questions during class discussion.	3.80	76	High
6	The teacher expects me to pay attention in class.	3.91	78.2	High
7	The teacher gives individual help willingly.	3.75	75	High
8	The teacher demonstrates respect for me in front of the class.	3.76	75.2	High
11	The teacher makes me feel valued in his/her class.	3.44	68.8	Moderate
12	The teacher encourages me to have a positive attitude in his /her class.	3.16	63.2	Moderate
14	The teacher doesn't demonstrate an interest in my learning the subject matter.	3.74	74.8	High
16	The teacher doesn't understand my point of view.	3.50	70	High
17	The teacher doesn't provide individual help willingly.	3.61	72.2	High
18	The teacher doesn't present classwork in manner that is interesting to me.	3.64	72.8	High
20	The teacher doesn't make me feel valued in his/her class.	3.69	73.8	High
22	The teacher doesn't interact with me based on beliefs, but as an individual.	2.41	48.2	Very low
	Total	3.53	70.6	High

\* Maximum point of response: 5 points

The results of Table 1 indicated a high degree on items 1, 6, 7, 8, 14, 16, 17, 18 and 20. The range of responses on these items were between 70% - 78.2%, and the responses were moderate on items 11 and 12. The percentage of responses were respectively 68.8% and 63.2% , while the

degree of expectation for item 22 was very low . The percentage of response was 48.2%. For the total response of the students' expectation toward their English teachers for the attitude domain, the results indicated a high degree of expectations; the percentage of response was 70.6%.

### B. Behavior domain:

**Table 2**

Means and percentages of the 9<sup>th</sup> grade students' expectations toward their teachers in behavior domain in Nablus district

No	Items	Means *	Percent (%)	Degree of expectation
2	The teacher criticizes my performance in front of the class.	3.68	73.6	High
3	The teacher provides instructions that I am able to understand.	4.09	81.8	Very High
4	The teacher presents information, which includes my culture.	3.77	75.4	High
5	The teacher grades fairly.	3.94	78.8	High
9	The teacher presents classwork in a manner that is interesting to me.	3.58	71.6	High
10	The teacher creates a classroom environment that encourages me to want to learn.	3.52	70.4	High
13	The teacher frequently embarrasses me in front of the class.	3.58	71.6	High
15	The teacher becomes easily frustrated with me.	3.67	73.4	High
19	The teacher doesn't orient a classroom environment that encourages me to want to learn.	3.71	74.2	High
21	The teacher doesn't point out my weakness in front of the class.	3.62	72.4	High
	Total	3.61	72.2	High

\* Maximum point of response :3 points

The results of Table 2 indicated a very high degree of students' expectation on item 3 where the percentage of response was 81.8% and the degree of expectation was high on items 2,4, 5, 9, 10, 13, 15, 19, and 21 where the ranges of response were 70.4-78.8% .

For the total expectation of the behavior domain, the percentage of the response was 72.2%. Such percentage was high.

### C. Summary of the students' expectations:

**Table 3**  
Summary of the 9<sup>th</sup> grade students' expectations toward  
their teachers in Nablus district  
(n=445)

Domains of expectation	Means *	Percent (%)	Degree of expectation
Attitudes	3.53	70.6	High
Behavior domain	3.61	72.2	High
Total	3.57	71.4	High

The result of Table 3 indicated a degree of high expectations by the students towards their teachers, in Nablus district, in the two domains and total score, The percentage of responses was between 70.6-72.2%.

### Part Two:

#### Results related to the hypotheses of the study:

#### Hypothesis No 1:

There is no significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to gender variable.

For testing this hypothesis, the researcher used independent t-test and the results of Table 4 show that.

**Table 4**

Results of the 9<sup>th</sup> grade students' expectations toward their teachers in Nablus district according to gender variable

Domains of expectations	Male (n=241)		Female (n=204)		t. test	Sig*
	Means	SD	Means	SD		
Attitudes	3.65	0.63	3.38	0.63	4.52	0.0001*
Behavior	3.74	0.62	3.46	0.69	4.56	0.0001*
Total	3.70	0.56	3.42	0.62	4.95	0.0001*

- Significant at ( $\alpha=0.05$ ) critical T (1.96).

Table 4 indicated that the computed T-test values on all domains and total score were respectively 4.52, 4.56, 4.95. All of these values are more than critical T-test value 1.96. This means that there was a significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district between male and female students in favor of females.

### Hypothesis No 2:

There is no significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to location variable.

For the testing of this hypothesis, the researcher used independent T-test and the results of Table 5 show that.

**Table 5**

Results of the 9<sup>th</sup> grade students' expectations toward their teachers in Nablus district according to location variable

Domains of expectations	City (n=228)		Village (n=217)		t. test	Sig*
	Means	SD	Means	SD		
Attitudes	3.53	0.65	3.53	0.64	0.09	0.92
Behavior	3.36	0.71	3.60	0.62	0.41	0.67
Total	3.58	0.64	3.56	0.56	0.28	0.77

- Significant at ( $\alpha=0.05$ ) critical T (1.96).

The results of table 5 revealed that there was no significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to the location variable.

**Hypothesis No 3:**

There is no significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to achievement level variable.

For the testing of this hypothesis, One Way Analysis of Variance (ANOVA) was used and the results of Table 6 show means of expectation while Table 7 shows the results of ANOVA.



**Table 6**

Means of the 9<sup>th</sup> grade students' expectations toward their teachers in Nablus district according to achievement level variable

Domains of expectations	Less 50% (n=84)	50-59% (n=97)	60-69% (n=81)	70-79% (n=71)	80.89% (n=76)	90-100% (n=36)
Attitudes domain	3.37	3.39	3.55	3.66	3.62	3.77
Behavior domain	3.49	3.58	3.64	3.61	3.67	3.80
Total expectation	3.43	3.49	3.56	3.64	3.65	3.78

**Table 7**

Results of ANOVA for the 9<sup>th</sup> grade students' expectations toward their teachers in Nablus district according to achievement level variable

Domains	Source of variance	Sum of squares	Df	Mean squares	F value	Sig *
Attitudes	Between groups	8.12	5	1.62	3.99	0.001*
	Within groups	178.62	439	0.40		
	Total	186.75	444			
Behavior	Between groups	2.82	5	0.56	1.25	0.28
	Within groups	198.45	439	0.45		
	Total	201.28	444			
Total	Between groups	4.77	5	0.95	2.62	0.02*
	Within groups	159.89	439	0.36		
	Total	164.67	444			

\* Significant at ( $\alpha=0.05$ )

The results of Table 7 showed a significant difference at ( $\alpha=0.05$ ) in the students' expectations toward their English teachers in attitude domain and total score of expectations due to achievement level variable, while no significant difference was found in the behavior domain. To determine at which levels the difference was found, LSD post-hoc test was conducted.(See Tables 8 and 9).

### A. Attitudes Domain:

**Table 8**

Results of LSD post-hoc test of the 9<sup>th</sup> grade students' expectations toward their teachers of attitudes domain in Nablus district according to achievement level variable

Achievement level	Less 50% (n=84)	50-59% (n=97)	60-69% (n=81)	70-79% (n=71)	80-89% (n=76)	90-100% (n=36)
Less 50%		-0.026	-0.18	-0.29*	-0.25*	-0.4*
50-59%			-0.15	-0.26*	-0.23*	-0.37*
60-69%				-0.11	-0.07	0.22
70-79%					0.3	0.11
80-89%						-0.14
90-100%						

\* Significant at ( $\alpha=0.05$ )

The results of Table 8 indicated the following results:

- There was no significant difference at ( $\alpha=0.05$ ) in the students' expectations towards their teachers on attitudes domain in Nablus district between:
  - Less than 50% and 50-59%, 60-69%. 542644
  - 50-59% and 60-69%.
  - 60-69% and 70-79%, 80-89%, 90-100%.
  - 70-79% and 80-89%, 90-100%.

- 80-89% and 90-100%.

There was a significant difference at ( $\alpha=0.05$ ) in the students' expectations toward their teachers on attitude domain in Nablus district between:

- Less than 50% and 70-79%, 80-89%, 90-100% in favor of 70-79%, 80-89%, 90-100%.
- 50-59% and 70-79%, 80-89%, 90-100% in favor of 70-79%, 80-89%, 90-100%.

### B. Total score of expectations:

**Table 9**

Results of LSD post-hoc test of the 9<sup>th</sup> grade students' expectations toward their teachers of behavior domain in Nablus district according to achievement level variable

Achievement level	Less 50% (n=84)	50-59% (n=97)	60-69% (n=81)	70-79% (n=71)	80-89% (n=76)	90-100% (n=36)
Less than 50%		-0.06	-0.16	-0.20*	-0.21*	-0.35*
50-59%			-0.10	-0.14	-0.15	-0.29*
60-69%				-0.04	-0.05	-0.19
70-79%					-0.01	-0.14
80-89%						-0.13
90-100%						

\* Significant at ( $\alpha=0.05$ )

The results of Table 9 indicated the following results:

- There was no significant difference at ( $\alpha=0.05$ ) in the students' expectations towards their teachers on behavior domain in Nablus district between:

- Less than 50% and 50-59%, 60-69%.
- 50-59% and 60-69%, 70-79%, 80-89%.
- 60-69% and 70-79%, 80-89%, 90-100%.
- 70-79% and 80-89%, 90-100%.
- 80-89% and 90-100%.

There was a significant difference at ( $\alpha=0.05$ ) in the students' behavior domain in Nablus district between:

- Less than 50% and 70-79%, 80-89%, 90-100% in favor of 70-79%, 80-89%, 90-100%.
- 50-59% and 90-100% in favor of 90-100%.

***Summary:***

The results were divided into two parts. The first was concerned with the ninth grade students' expectations toward their teachers in Nablus district; the second part included the results related to the effect of gender, location and expectations. Hypotheses were analyzed, T. test (ANOVA) and the (LSD) post hoc tests were applied. Tables showed the results for each hypothesis.

# *Chapter Five*

## *Discussion, Conclusions and Recommendations*

### *Introduction:*

In this chapter the researcher discusses results of the study, conclusions to be drawn and recommendations to be suggested.

The aims of this study were to find out the 9<sup>th</sup> grade students' expectation toward their English teachers in Nablus district from one hand and the effect of gender, location and achievement level variables on the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district.

### **Results related to the first question:**

- What is the degree of the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district?

This question was dealt with two main domains: the attitude domain, and the behavioral domain.

As for the first domain (the attitude domain), the results of Table 1 indicated a high degree of expectation, on items 1, 6, 7, 8, 14, 16, 18, 22 (see Table 1). The range of these items was between 70%-78,2% and the responses were moderate on items 11 & 12 where the percentage of responses was respectively 68.8%- 63.2% while the degree of expectation for item 22 was very low. The percentage of response was 48.2%.

The total response of the students' expectation toward their English teachers for the attitude domain was high. The results indicated a high degree of expectation, for the percentage of response was 70.6%.

On the moderate items 11, 12 in Table 1, students did not feel interested in the English classes to some extent, and the teacher did not encourage his /her students to build or have positive attitudes toward the English class. Teachers are not blamed in this domain because the teacher had material planned in advance and he/ she had to finish the subject in a limited time. So he/ she is used to fill the class (lesson) by asking and answering the questions of the material so some students feel bored from this way and hate the English language or form a negative attitude even toward its teacher.

The result of the total responses of the students' expectations on the attitude domain supported that of Fisher (1997) who also found that the students' attitude scores were higher in classrooms in which students perceived greater leadership, helping, friendly and understanding behaviors of their teachers. Also Feldman (1980) indicated that both teachers and students could concurrently hold expectations about their partners, and that such expectations would affect their attitudes about themselves, the partner and the entire teaching situation.

The results of Table 2 indicated a very high degree of expectation on item 3: "The teacher provides instructions that I am able to understand", whereas the degree of expectation was high on the rest of the items. The ranges of responses were 70.4 –78.8. The total expectation of the behavioral domain was 72.2%. Such percentage was high.

This result supported Washington's (1998) study. He found that male and female students had similar perceptions of teacher behavior that communicate expectations for low and high achievement. Gender perceptions of teacher behaviors didn't reveal identifiable differences and high and low achievers did perceive some aspects of teacher behavior differently.

### **1. Discussion of the first hypothesis:**

The result of the first hypothesis was that there was a significant difference at ( $\alpha=0.05$ ) in the ninth grade students' expectations toward their English teachers in Nablus district between male and female students' in favor of females. This result is similar to Fisher (1997) and McDowell's 1986 findings. They found that female students, who had perceived their teachers in a more positive way than males, expected teachers to be more attentive. They showed greater sensitivity, a greater interest in them and established closer interpersonal relationships with students. A greater percentage of males, who expected a more dramatic communication style, expected to be criticized negatively, and expected the instructor to be impersonal and distant.

The researcher believes that the female's progress in the achievement of the English language was more than the male students. Female students at the secondary stage at Nablus schools scored higher than males and their attitudes toward English was better than males. This proves that female students had positive attitudes toward learning and their teachers affected their achievement level positively.

## **2. Discussion of the second hypothesis:**

Results indicated that there was no difference in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to location variable.

The researcher maintains there was no difference in average and the achievement level in both the city and the village difference although there was a difference in the style of life.

This result contradicts Salman's (1997) who found that there were only few differences between the students of the city and the students of the village.

Tamir (1985) also reported that students of the village schools devoted more time to their science homework than their peers in the city schools, which might be due to the fact that students of the village schools were more interested in academic activities than the students of the city schools who were actually interested in non-academic activities. This was really due to the nature of the city life.

The researcher statistically found there was no significant difference in the students' expectations toward their teachers, and on this basis, there were no differences in the ultimate results between the students of the villages and the students of the city.

## **3. Discussion of the third hypothesis:**

The attitude domain according to achievement level.

There is no significant difference at ( $\alpha=0.05$ ) in the 9<sup>th</sup> grade students' expectations toward their English teachers in Nablus district due to achievement level variable.



For the testing of this hypothesis, One Way Analysis of Variance (ANOVA) was used and the results of Table 5 show means of expectations while Table 6 shows the results of ANOVA.

The results in these tables revealed a significant positive correlation between students' achievement level in their attitudes domain and total score of expectation toward their teachers in Nablus district, where all significant differences were between high and low level of achievement in favor of high level.

This result supported Goldstein's (1960) study in which it was found that the students' achievement was affected by students' motivation and attitudes.

The result also supported that of Chen and Stevenson (1989), who also found that Japanese and Chinese students got higher grades in languages than the American students did because they had more positive attitudes toward their homework.

Such results are also consistent with the results of the study conducted by Nasir (1999) who found out that there was a significant correlation between students' achievement and attitudes in Math.

The result also supported Mansfield's (1996) who also found that students with more wait-time, had greater gain in academic achievement; he also found that females received longer wait-time in both the experimental and control groups. High achieving students usually formed positive attitudes towards the teachers who usually taught them, even if the students of low level of achievement had positive attitude toward their teachers' attitudes. It will not be in the same level as the higher achieving students. Sometimes students felt they were obliged to learn English.

Washington (1998) found high and low achievers did perceive some aspects of teacher behavior differently. Alexis L. Mitman (1985) found correlation which showed that teachers were moderately consistent in their individual patterns of differential behavior.

Lender (1987) found differences in interaction patterns between high and low achievers. Teachers interacted most frequently with high achieving and interacted with low achieving expectancy students, but spent more time waiting for and interacting with low achieving expectancy students. This leads to an important point. That is, teachers' behaviors and their interactions affect the students' outcome and the achievement level.

## ***Conclusions:***

In this study, the researcher tried to find out the ninth grade students' expectations toward their English teachers in Nablus district and the effect of gender, location and achievement level variables on the ninth grade students' expectations toward their English teachers in Nablus district.

The results of the students' total responses supported those of Fisher (1997) and Feldman (1980) who stated that students perceived greater leadership, helping, friendly and understanding behaviors of their teachers.

The result of the first hypothesis also showed that gender perceptions of teacher behaviors didn't reveal identifiable differences. Male and Female students had similar perceptions of teacher behaviors that communicated expectations for high and low achievement, and females perceived their teachers in a more positive way than did males.

The result of the second hypothesis, concerning the location variable, contradicted Salman's (1997) and Tamir's (1985) who found that there were few differences between students of the village and students of the city.

The third research hypothesis maintained that there was no significant difference in the students' expectations toward their English teachers due to achievement level variable. The result of this domain is consistent with the results of Hirzallah (1999) who found differences between student achievement and attitudes.

In conclusion, students, who had high achievement level, had positive expectations whereas low achievers had negative expectations.

### ***Recommendations:***

Based on the findings of this study, on the correlation between teachers' behaviors and attitudes, and the teachers' effect on their students' attitudes and expectations, the researcher recommends the following:

1. Since attitudes and expectations affect learning and achievement, the researcher recommends that teachers take care of their slow learners and draw their attention during the lesson by making the class as pleasant as possible.
2. Teachers should create a relaxed atmosphere by avoiding criticism of students' performance in front of the class. Teachers should give students suitable opportunities to express themselves.
3. Teachers must be fair in their treatment of the mistakes inside classroom.
4. Teachers usually adjust their own behavior according to their students' behavior. So it is very dangerous if teachers build very bad expectations. The behavior exhibited towards the students informs them how they are expected to behave and perform.
5. Expectations must be taken into consideration when preparing teachers.

### **Suggestions for further research:**

The results of the present study lead the researcher to recommend the following:

1. Replicating the study, including parental attitudes and expectations by designing a questionnaire for the parents.
2. Replicating the study to find out the teachers' expectations to see if teachers and students' attitudes and expectations are similar or different.
3. Conducting a study on primary and secondary classes and comparing the results with the results of the present study.
4. Conducting a study on learners' expectations toward their parents in other districts in Palestine and comparing its results with those of the present study.
5. Conducting a study on the effects of parental encouragement on learners' attitudes and expectations and their achievement in English.
6. The researcher recommends conducting experimental studies, in co-educational settings, to find out the effect of the sex on the teachers' expectations.
7. Conducting a study on the relationship between economic status of the students and their achievement level in English.
8. Further studies should be conducted in other districts.

### ***Summary:***

In this chapter, the researcher attempted to answer the general question which was “What is the degree of the ninth grade students’ expectations toward their English teachers in Nablus district?” Results showed a high degree of expectations in both the attitude and the behavior domains. Three hypotheses were also discussed and results showed significant differences in the ninth grade students’ expectations toward their English teachers between male and female students in favor of females. No significant difference was found in the ninth grade students’ expectations toward their teachers due to place of living and the achievement level variables. In conclusion, students, who had high achievement, had positive expectations whereas low achievers had negative expectations. Several recommendations were drawn. Finally, conclusions led the researcher to suggest further research.

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## Appendix A

*An- Najah National University*  
*College of Graduate Studies*  
*Teaching Methods Department.*

**Dear Student:**

This study is about the ninth grade students' expectations toward their English teachers in Nablus district.

The researcher hopes that you will cooperate by completing the questionnaire, All what you write will be used only for scientific research purposes.

**Instructions:**

Each item in this questionnaire contains a certain idea. I would like you to express your feeling about this idea according to the following scale.

SD	D	U	A	SA
1	2	3	4	5

Example: if we take the item "the teacher criticizes my performance in front of the class", and you think that it is true, you ought to circle the correct number like as follows:

SD	D	U	A	SA
1	2	3	4	5

Note:

SD: Strongly disagree.

D: Disagree.

U: Undecided.

A: Agree.

SA: Strongly agree.

Best Regards

**Ihsan Sari Sulaiman Slaiman**

No	Items	SA	A	U	D	SD
1	The teacher expects me to ask me to questions during discussion.					
2	The teacher criticizes my performance in front of the class.					
3	The teacher provides instructions that able to understand.					
4	The teacher presents information with includes my culture.					
5	The teacher grades fairly.					
6	The teacher expects me to pay attention in class.					
7	The teacher gives individual help willingly.					
8	The teacher demonstrates respect for me in front of the class.					
9	The teacher presents class work in a manner that is interesting to me.					
10	The teacher creates a classroom environment that encourages me to want to learn.					
11	The teacher makes me feel valued in his/her class.					
12	The teacher encourages me to have appositve attitude in his / her class.					
13	The teacher frequently embarrasses me in front of the class.					



14	The teacher does demonstrate an interest in my learning the subject matter.					
15	The teacher becomes easily frustrated with me.					
16	The teacher does not understand my point of view.					
17	The teacher does not provide individual help willingly.					
18	The teacher does not present class work in a manner that is interesting to me.					
19	The teacher does not create classroom environment that encourages me to want to learn.					
20	The teacher does not make me feel valued in his / her class.					
21	The teacher does not point out my weaknesses in front of the class.					
22	The teacher does not interact with me based on beliefs, but as an individual.					

## Appendix (B)

بسم الله الرحمن الرحيم

كلية الدراسات العليا  
قسم اساليب التدريس

جامعة النجاح الوطنية  
كلية العلوم التربوية  
اخى الطالب ، اخي الطالبة  
تحية وبعد .....

هذه الدراسة ( في مجال تدريس اللغة الانجليزية) هدفها الرئيسي هو الكشف عن توقعات طلبة الصف التاسع في محافظة نابلس نحو معلمي اللغة الانجليزية في محافظة نابلس .  
ان الباحث يأمل منك ان تتعامل بصدق لتجيب على فقرات الاستبيان ، وتأكد ان ما سنكتبه سيكون سرّاً ولن يستخدم الا لغرض البحث العلمي .

ارشاد :-

كل فقرة من فقرات الاستبانة تحمل فكرة معينة ، يمكن ان تتفق مع رأيك ويمكن ان لا تتفق ، والمطلوب منك ان تعبر عن درجة موافقتك على الفكرة التي تحمها كل فقرة من فقرات الاستبانة وذلك وفقاً للمقياس التالي :

لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
١	٢	٣	٤	٥

مثال : لو أخذنا العبارة التالية ( يتقدم المعلم ادائي امام التلاميذ ) ركبت تشعر بان المعلم يتقدم ادائك امام التلاميذ فعلاً ، فيوجب عليك ان تضع دائرة حول الرقم (٥) كما في الجدول التالي :-

لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
١	٢	٣	٤	٥

الباحث

إحسان ساري سليمان سليمان