UNIVERSITY OF CAPE COAST

INFLUENCE OF TEACHER EXPECTATION AND TEACHER-STUDENT RELATIONSHIPS ON THE ACADEMIC SELF-CONCEPT OF JUNIOR HIGH SCHOOL STUDENTS IN THE NKORANZA SOUTH MUNICIPALITY

ABBAN PRINCE

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BY

ABBAN PRINCE

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

SEPTEMBER 2024

DECLARATION

Candidate's Declaration

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

Candidate's Signature……..Date……..

Name…….……

Supervisor's Declaration

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

Supervisor's Signature……... Date……

Name…….

ABSTRACT

The study aimed to investigate how teacher expectations and teacher-student relationships influence academic self-concept of Junior High School students in the Nkoranza South Municipality. Descriptive research design was the design employed for this investigation. 30 science and maths teachers and 335 BS8 students made up the study's sample. Multistage sampling was the method of sampling that was employed to determine the study's sample size. The study was led by two hypotheses and four research questions. Data for the study were gathered using four modified instruments. The study was analysed using multiple regression with Pearson moment correlation coefficient and independent sample t-test. The study's findings showed that there was no meaningful relationship between students' academic self-concept and instructor expectations. Additionally, a positive correlation between academic self-concept and teacher-student relationships was found in the study. The study's conclusions point to a mutually beneficial relationship between the kind of relationships that form in the classroom and the expectations teachers have for their pupils. Teachers are urged to place a high priority on developing a rapport with their pupils that is both positive and encouraging in order to foster an atmosphere that is conducive to open communication, understanding, and trust. The Ghana Education Service should consider implementing ongoing professional development programs for teachers that emphasise the need of upholding high standards for students while also promoting positive and supportive relationships between teachers and students.

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I extend my heartfelt appreciation to Prof. Koawo Edjah, my supervisor, for providing invaluable professional guidance, patience, motivation, and sharing his immense knowledge throughout the course of this work.

DEDICATION

To my father Mr. Osei Bonsu Dominic and my wife Josephine Bonsu.

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CHAPTER ONE

INTRODUCTION

Student achievement has been found to be favourably correlated with instructor expectations and the type of teacher-student interactions. These factors have an impact on the students' academic performance and demotivation, but they also have an effect on how they view themselves academically. Due to junior high school's key growth phase, which focusses on social and cognitive skills, variables including teacher expectations, the teacher-student connection, and academic self-concept become increasingly important. The aim of this research is to investigate the relationship between junior high school students' academic self-concept and teacher expectations as well as the teacher-student interaction. This means that in order to enhance instructional strategies and foster environments that support students' human development, it is imperative to comprehend these relationships.

This chapter provided a background to the topic for the study. The chapter again provided a clear understanding of the problem at hand and justified the need to conduct the research. The specific objectives, questions, significance of the study, delimitation and limitation of the study was also discussed in this chapter.

Background to the Study

One essential instrument to empower and develop humanity is considered to be education (Akomolafe, Ogunmakin, & Fasooto, 2013b). According to Kizlik (2007), cited in Andabai (2013), education is a collaborative, dynamic, and lifelong process through which society consciously develops knowledge, skills, values, and other forms of behaviour for its

sustenance and survival and transmits them to succeeding generations. The school system is universally regarded to serve an important role in education. According to Andabai, (2013), teachers are therefore a crucial component of the learning process so their professional ability has a big impact on the standard of education in any nation. As a result of swift shifts in employment and technology, education now encompasses not just cognitive development but also emphasizes global competency and the cultivation of lifelong learning skills (Chang & Hall, 2022). According to the OECD's (Organisation for Economic Co-operation and Development) 21st-century skills framework, learners need to have strong non-cognitive skills, such as cooperation, social cognition, and self-regulation capacity, in order to effectively navigate learning challenges and foster resilience (Chernyshenko, Kankaraš, & Drasgow, 2018). According to Jennings and Greenberg (2009) offering psychosocial support is crucial for exemplifying positive social behaviour, enhancing social learning, and fostering the overall well-being of students.

Teachers have a significant impact on students' intellectual, social, and personal growth and they also often assess students' performance (Weinstein, 2009). Teachers' roles in ensuring that students adapt successfully in school are vital (Tran & Birman, 2019). The foundation for a student's learning abilities is their capacity to adapt to the school setting. Educators hold attitudes and expectations regarding their students, encompassing beliefs about their academic capabilities and the likelihood of achieving success (Trang & Hansen, 2021). In ensuring higher academic performance among students, the role of teachers particularly their expectations for students, their relationship with students and how students perceive academic work cannot be underestimated.

Moreover, positive engagements between teachers and students hold particular significance for racial/ethnic minority students, who constitute the majority of the student body (Gregory & Ripski, 2008). Research in teacher expectation started with the work of Robert Rosenthal's Pygmalion experiment (Rubie-Davies, 2010). Rosenthal's study found that instructors who had higher expectations of their pupils saw their students do better. It claimed that when we act in specific ways, our beliefs may come to pass. Teacher expectations lead to the success of students that coincide with those expectations. Teacher expectations are therefore a type of self-fulfilling prophecy.The mechanism for operating the teacher expectation effect consists of five sequences (Szumski & Karwowski, 2019). To begin, some cues create instructor expectations. Second, these stimuli cause expectations and thirdly these expectations are communicated to students. Fourth, students change, and last, they carry out behaviours that are compatible with these expectations, which leads to outcomes (Szumski & Karwowski, 2019). According to (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015c), teacher expectations run the risk of becoming self-fulfilling prophecies when interactions between teachers and students are built on these kinds of expectations.

The expectations teachers have for their pupils influence the way they engage with them, and this has a favourable influence on the way they perform in their academic work (Rubie-Davies, 2010). Teachers collect and use a variety of data on their students as they set expectations for their behaviour, attitude, and social growth (Rubie-Davies, 2014). Furthermore, McKown & Weinstein (2008) stated that since students generally take their teachers' lead, low expectations from teachers are likely to have an impact on pupils—especially

those from deprived homes. The expectations of teachers with negative prejudices affect the performance of students, while the expectations of positive prejudices have a positive impact on future students' careers (Boer, Bosker, & van der Werf, Margaretha PC, 2010). According to Rubie-Davies, Weinstein, Huang, Gregory, Cowan, & Cowan (2014), It is thought that a variety of teacher interactions, offering students different learning chances depending on whether teachers have high or low expectations, and communicating that students have varying talents all have an impact on how well students achieve.

According to Babad (2009), teachers who have predisposed expectations about their pupils seem to be more conservative in their beliefs and autocratic in their interactions than those who have fair expectations. These instructors are prone to passing judgment on learners on the basis of stereotypical information instead of on true results (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015b). Research shows that instructor expectations differ according to the gender of the students and that discriminatory expectations may be self-fulfilling and negatively affect students' performance (Gentrup & Rjosk, 2018). The study on stereotype threat by Gentrup & Rjosk (2018) reinforces the idea that the effects of teacher expectations may be gender-specific. Specifically, boys are often perceived as less proficient in linguistic areas like reading, while girls may be seen as less talented in mathematics (Heyder & Kessels, 2013). There is evidence from multiple research that a stereotype threat effect exists in mathematics for females (Flore & Wicherts, 2015) and reading for boys (Latsch & Hannover, 2014).

For a considerable time, academic self-concepts have been a major focus in psychology and education (Flowers, Raynor Jr, & White, 2013). According

to Flowers et al. (2013), this psychological construct describes a learner's confidence in their capacity to excel in a particular academic subject, such as mathematics, biology, physics, English language, and so on. Scholars often characterise academic self-concepts as students' subjective feelings and views of their intellectual or academic capacity, particularly in relation to other students (Haktanir et al., 2021; Schneider & Preckel, 2017). The way in which students adjust to the educational environment is greatly influenced by their evaluations of their own capabilities (Dramanu & Balarabe, 2013; Haktanir et al., 2021). Positive educational outcomes, such as ambitions for education, increased achievement, and exemplary behaviour, are greatly influenced by one's academic self-concept (Marsh & Martin, 2011). Academic success and academic self-perception have a statistically significant relationship (Akomolafe, Ogunmakin, & Fasooto, 2013a; Dramanu & Balarabe, 2013; Gaisie, 2020). This construct not only reflects an individual's current academic standing but also encapsulates their past achievements and future aspirations (Dunkel, Minor, & Babineau, 2010).

A person's opinion of their own capabilities in an academic setting, shaped by specific interactions and efforts, is referred to as their academic self-concept (Valentine, DuBois, & Cooper, 2004). Interactions with a variety of people, such as parents, teachers, and peers, have a major consequences on how a students see himself or herself academically (Rimor, Rosen, & Naser, 2010). According to Hassan, Jami, and Aqeel (2016), how a person sees himself academically is correlated with general self-esteem and college retention. Furthermore, academic performance (Akomolafe et al., 2013) and student

adjustment to the school environment (Haktanir et al., 2021) are significantly influenced by academic self-concept.

Research has indicated that students thrive in supportive classroom atmospheres and optimize their learning experiences when educators honour their perspectives and identities (Shindler, Jones, Williams, Taylor, & Cardenas, 2016). Effective classroom education is influenced not only by the objective of the teacher to demonstrate his teaching competence but also by ensuring the accomplishment of social goals targeted at promoting meaningful student relationships (Chang & Hall, 2022). Teachers and learners are influenced by each other and adapt to the reactions of one another.

Multiple studies indicate that the dynamics between teachers and students exert a substantial influence on academic opportunities and results (Mensah & Koomson, 2020). Micro-social communication, encompassing interactions between teachers and students, along with macro-social communication, influences relationships through a response mechanism (Wubbels et al., 2014). Teachers and students both influence one another, adjusting their behaviours based on reciprocal responses. According to (Hajovsky, Chesnut, Helbig, & Goranowski, 2023), the interpersonal dynamic between teachers and students stems from a classroom relationship structure jointly shaped by both parties. Establishing trustworthy, cordial, and empathetic connections enhances the transfer of knowledge and assimilation, thus improving learning outcomes for students.

A positive teacher-student relationship holds significance for teachers' motivation, self-efficacy, and job satisfaction, as indicated by research (Mottet, Beebe, Raffeld, & Paulsel, 2004). Conversely, challenges with students

emerged as the second most important factor contributing to teacher burnout. Numerous studies have connected positive school outcomes, like improved academic achievement, well-behaved students in the classroom, increased involvement in extracurricular activities, and a decrease in school avoidance, to effective relationships that teachers have with their learners (Roorda, Koomen, Spilt, & Oort, 2011).

Pianta, Steinberg, and Rollins (1995) distinguished three essential elements of the connection between students and teachers: closeness, conflict, and dependence. Children's early academic progress and social-emotional school adjustment are positively correlated with proximity, conflict, and dependency (Liew, Chen, & Hughes, 2010). Across all school levels, boys had less positive and disagreeable connections with teachers than females (Baker, 2006; Koles, O'Connor, & Collins, 2013). Research indicates that the dynamics between educators and pupils are less aggressive and more supportive when it comes to girls than boys (Clem, Rudasill, Hirvonen, Aunola, & Kiuru, 2021; Zee & Roorda, 2018).

The relationship between teachers and students, as well as the expectations set by the teachers, have a significant impact on how learners' see themselves academically. According to Milana, Holford, Hodge, Waller, and Webb (2017), ensuring great education should be viewed as the cornerstone for bettering students' lives and ensuring long-term growth. It is expected of teachers to use all available resources to meet the needs of every student by implementing a range of learning approaches. In ensuring effective teaching, teachers must also be aware of how students grow and learn in various contexts including those related to their socioeconomic, cultural and educational

backgrounds. According to the National Teaching Council of Ghana, based on the common core curriculum for Junior High Schools in Ghana, teachers are to employ a variety of instructional strategies that encourage students' participation and critical thinking, pay attention to all learners, set meaningful tasks that encourage learners' collaboration and purposive learning. All this can be accomplished if teacher expectations and teacher-student relationship which affect learners' academic self-concept are given the desired attention.

Statement of the Problem

What teachers expect students to do will most likely influence their behaviour (Johnston, Wildy, & Shand, 2019). Over the past century, educational research has continuously emphasised the importance of the connection between teacher expectations and student results. Research carried out in the last half-century, such as the well-known Pygmalion research by Rosenthal in 1968, confirms that the expectations of teachers have an immense effect on pupils' academic performance (Johnston et al., 2019). Teachers' expectations are measured by teachers' predictions of future student academic performances and teachers' ideas of students' current academic success. Various expectations can be effectively communicated and influence students' academic self-concepts, motivations, participation, and learning efforts (Doménech-Betoret, Abellán-Roselló, & Gómez-Artiga, 2017).

Jacoby-Senghor, Sinclair, and Shelton (2016) indicated that the underperformance of black students is as a result of biased expectations of teachers. Results show that expectation effects make pupils from lower socioeconomic backgrounds more inclined to comply with expectations set by their teachers (Carter, Mustafaa, & Leath, 2018). Factors such as ethnicity,

gender, prior achievement (Rubie-Davies & Peterson, 2016) and class size (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015a) influence teacher expectations.

Rubie-Davies et al. (2015) indicated that higher mathematical scores were obtained over one year for teachers who were taking through higher teacher expectation practices. Teacher expectations solely and significantly predicted the end-of-year academic performance of students in all three levels at kindergarten, first grade, and fourth grade (Rubie-Davies et al., 2015). A study by Rubie-Davies, Weinstein, Huang, Gregory, Cowan, and Cowan (2014) showed that teachers who overestimated their students' ability with their previous achievement had higher achievement by fourth grade.

According to Mizala, Martínez, and Martínez (2015), Teacher expectations were significantly influenced by gender, with boys being held to greater standards than girls. Compared to boys, girls have been given lower expectations in mathematics. According to (Dee, 2007), females have been given higher expectations in reading compared to males. According to research from 2008 to 2018, teachers' beliefs on gender can affect their expectations of pupils (Johnston et al., 2019). These results, meanwhile, do not hold true in all cultural circumstances. The significance of cultural factors in the development of teacher expectations and the reality that teachers acquire their ideas based on previous experiences with specific features have been repeatedly highlighted in research. For instance, in the study of French teachers' expectations for prospective pupils based on their gender were influenced by their own experiences with gender (Chalabaev, Sarrazin, Trouilloud, & Jussim, 2009).

A child needs to have a strong, trustworthy relationship with their career in order to have outstanding socioemotional development and emotional regulation (Feeney & Collins, 2019). Teachers are viewed as attachment figures in the educational setting and are important from preschool to adolescence (Verschueren & Koomen, 2012a). When students and teachers establish a solid relationship, they might create a mental "working model" that describes what makes a mutually beneficial social interaction. Because of these strong relationships, students feel safe and comfortable with their teachers, which gives them the courage to explore the classroom and surrounding area (Ang, Ong, & Li, 2020).

One of the most important aspects of the educational environment is the contact between teachers and students, which has an effect on students' outcomes over the short and long terms (Suldo, McMahan, Chappel, & Bateman, 2014). A study conducted by Leflot, van Lier, Onghena, and Colpin (2010) established a connection between teacher-student interaction and how learners perceives themselves positively in academic work. Cross-sectional investigations reveal that nurturing teacher-student relationships are correlated with a more favourable self-concept, particularly within the academic and overall self-concept domains (Baafi, 2020; Demaray, Malecki, Rueger, Brown, & Summers, 2009; Hardre & Reeve, 2003; Ramsay, Cowell, & Gersch, 2018). Moreover, Obsuth, Murray, Knoll, Ribeaud, and Eisner (2023) discovered that individuals who testified positive interaction with their instructors at the age of 10 demonstrated significantly less aggressive behaviour at the age of 17

In the contemporary educational landscape, teachers often face pressure to prioritize elevating students' academic achievements rather than fostering

strong relationships (Oz, 2019). This focus on academic outcomes can lead to a neglect of crucial aspects such as teachers' efforts to build meaningful connections with students and support their social and moral development (Watson & Ecken, 2003). Despite these challenges, research suggests that adolescents who perceive care and encouragement from their teachers demonstrate high motivation to learn (Ivancic & Levpuscek, 2016). Additionally, children show a preference for learning in an environment where teachers show care and provide both cognitive and emotional support (Daniels & Perry, 2003; Knoell, 2012).

Building a strong relationship with pupils is a basic objective for instructors who want to help students meet their learning goals. A breakdown in the relationship between teachers and students can have a negative impact on teachers' psychological health (Butler, 2012a; Klassen, Perry, & Frenzel, 2012a). Characteristics of a successful teacher-student connection include mutual respect, trust, friendliness, and low conflict (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018b). Boys at all grade levels had less positive and conflicted connections with teachers than females, according to gender research (Baker, 2006; Koles et al., 2013).

A review of the literature indicates that teacher expectations and teacher-student relationships have an impact on academic achievement and academic self-concept. Looking at the study area of the reviewed literature, it indicates that most of the empirical studies were conducted in the western world for example (Pakarinen et al., 2018) Finland, (Tsigilis, Karamane, & Gregoriadis, 2023) Greece, (Chang & Hall, 2022) U.S.A, (Szumski & Karwowski, 2019) Poland, (Rubie-Davies et al., 2015b; Rubie-Davies, 2010b) New Zealand, and

(Tran & Birman, 2019) USA. The literature review suggests a predominant focus on how teacher expectations and teacher-student relationships impact students' academic performance. Additionally, the empirical review highlights that most of the research examining teacher expectations concerning gender primarily explore teachers' expectations for students based on the student's gender, with limited attention to how the gender of the teacher may influence their expectations for students (Gentrup & Rjosk, 2018; Mizala et al., 2015; Timmermans & Rubie-Davies, 2022). The review also indicated that there are differences in findings concerning gender due to cultural differences (Johnston et al., 2019).

Interaction between teachers and students forms a mutually developed dyadic structure shaped by the characteristics of both the student and the instructor (Henk, 2006). Consequently, exploring the child's viewpoint on their relationship with their teachers becomes essential for a more comprehensive understanding of their relationship with their teachers. Only a few studies in foreign literature have looked at this relationship through the eyes of students (Murray, Murray, & Waas, 2008; Spilt, Koomen, & Mantzicopoulos, 2010). According to the evaluated literature, no Ghanaian research appeared to investigate the teacher-student connection from the child's perspective.

Again, when it comes to the Ghanaian context, only a few empirical studies have been done on the academic self-concept (Dramanu & Balarabe, 2013; Gaisie, 2020; Laryea, Saani, & Dawson-Brew, 2014) and it all looked at how teacher expectation or teacher-student relationship influence academic performance. None of the empirical studies reviewed in Ghana took into examined how teacher expectations and teacher-student relationships influence

the academic self-concept of students. The reviewed literature also indicated that the research done on teacher expectation or teacher-student relationship in Ghana none of them was done in the Bono-east region, the study by Gaisie, (2020) was done in Tema and (Laryea, 2009) was done in Elmina.

Interactions with some school teachers in the Nkoranza South recounted how their personalized approach and high expectations transformed a previously disengaged student's academic journey. These students, who had been struggling with self-esteem and academic performance, began to thrive after the teacher invested time in understanding his personal challenges and consistently expressed her belief in his potential. The student's grades dramatically improved over the course of a year, and he also developed a more positive self-concept. This study emphasises the significant influence that connections and expectations from teachers can have on a student's academic self-concept and performance as a whole, highlighting the significance of conducting methodical research to comprehend these dynamics more widely across the municipality. Such research could inform targeted interventions and policies to enhance student outcomes in Nkoranza South.

There have been instances where students have been complaining about their poor performance due to how their teachers perceive them, more especially mathematics and science teachers. Students' performance in science and mathematics has been low for the past ten years with most of the students scoring below grade 5 in science and mathematics.

Looking at the reviewed studies, this study was conducted to fill the gap and add to the available literature by investigating the influence of teacher

expectation and teacher-student relationship on the academic self-concept of Junior High School students in the Nkoranza South Municipality.

Purpose of the Study

The study was to determine the influence of teacher expectation and teacher-student relationship on the academic self-concept of junior high school students.

Specifically, the study was to:

1. Investigate the relationship between teacher expectation and the academic self-concept of Junior High School students in the Nkoranza South Municipality.
2. Determine the relationship between teacher-student relationship and academic self-concept of Junior High School students in the Nkoranza South Municipality.
3. Determine the relationship between teacher expectation and teacher-student relationship in Junior High Schools in the Nkoranza South Municipality.
4. Determine which of the predictor variables best influence Junior High school students' academic self-concept in the Nkoranza south Municipality.

Research Questions

The following research questions were the main focus of the study.

1. What is the relationship between teacher expectation and academic self-concept among Junior High School students in the Nkoranza South municipality?

2. What is the relationship between teacher-student relationship and the academic self-concept of students among Junior High Schools in Nkoranza South municipality?
3. What is the relationship between teacher expectation and teacher-student relationship in Junior High Schools in the Nkoranza South Municipality?
4. Which of the predictor variables best influence Junior High school students' academic self-concept in the Nkoranza South Municipality?

Hypotheses

1. H_0: There will be no statistically significant gender difference in teacher expectations at the Junior High Schools in the Nkoranza South Municipality.

   H_1: There will be a statistically significant gender difference in teacher expectations at the Junior High Schools in the Nkoranza South Municipality.
2. H_0: There will be no statistically significant gender difference in teacher-student relationship at the Junior High Schools in the Nkoranza South Municipality.

   H_1: There will be a statistically significant gender difference in teacher-student relationship at Junior High Schools in the Nkoranza South Municipality.

Significance of the Study

This research holds significant value for the Ministry of Education and the Ghana Education Service, serving as a crucial resource for informing policy planning and curriculum development. Specifically, it will contribute to shaping

policies regarding teacher expectations, ensuring that these expectations receive appropriate attention in Junior High Schools to promote equitable treatment of students and enhance their academic self-concept and performance.

Additionally, the study will provide valuable insights for basic school head teachers and supervisors regarding the pivotal role of teacher expectations and teacher-student relationships in the school environment. This knowledge will empower them to effectively monitor and evaluate teachers, particularly in the implementation of high expectations within classrooms.

Furthermore, by improving teachers' comprehension of the positive and negative effects that teacher expectations and teacher-student relationships have on students' academic self-concept, the research will contribute to the professional development of teachers. Teachers will be able to make more informed decisions about their instructional approaches as a result of this enhanced awareness.

Also, the results of this study might be used as a starting point by those in charge of planning teacher professional development programs. These programs can make use of the study to improve instructors' understanding and proficiency in the areas of expectations, relationships between teachers and students, and the impact on students' perceptions of their academic selves.

Delimitation

The study focused on the influence of teacher expectations and the teacher-student relationship on the academic self-concept of Junior High Schools in the Nkoranza South Municipality. The study took into account only the academic self-concept of BS8 students in science and mathematics. Science and mathematics are core subjects in the Junior High school curriculum that

play a crucial role in students' overall academic development. Proficiency in these subjects is often seen as a strong indicator of academic success and cognitive ability. Given their importance, examining how teacher expectations and teacher-student relationships in these subjects influence students' academic self-concept is both relevant and significant.

Science and mathematics are frequently perceived by students as challenging subjects. This perception can significantly affect their academic self-concept. Positive teacher-student relationships and supportive teacher expectations can help mitigate anxiety and build confidence in these subjects. Therefore, understanding these dynamics specifically in the context of science and mathematics teachers can provide valuable insights into how teachers can better support students in overcoming perceived difficulties.

The study also involved only public junior high school students in BS8 and professional teachers teaching in public Junior High schools in the Nkoranza South Municipality. BS8 students were selected for this study because they have spent at least one year within the school, engaging with teachers across various subjects and grade levels. This extensive exposure provides them with valuable insights into the nuances of teacher-student relationships and the impact of teacher expectations on their academic self-concept. Their prolonged exposure to different teaching styles, feedback mechanisms, and assessment practices allows them to articulate and analyze the dynamics of teacher-student relationships more deeply.

Limitation

The study was restricted to only public school learners in BS8 and professional public Junior High School teachers in the Nkoranza South

Municipality. Due to this, generalizing the findings to private Junior High schools and public Junior High schools will not be true always.

Even with the use of anonymous surveys, social desirability bias might still occur. Instructors may be reluctant to provide procedures they feel take too much time or are ineffective, which might cause them to overestimate the effectiveness of their expectations. Positive comments about these elements may be amplified as a result, which could skew perceptions of their influence on students' academic self-concept.

The survey is composed of self-reported information from educators about their expectations for students and the relationships they have with their teachers. In addition, assessments of students' intellectual self-concept using questionnaires are subject to prejudice.

Definition of Terms

Teacher expectations: are inferred judgments of teachers about “whether”, “when” and "what" students can achieve academically at school based on their knowledge of students.

Teacher-student relationship: the perception of teachers about the relationship that exists between teachers and students in the school environment.

Student-teacher relationship: the perception of students about the relationship that exists between students and teachers in the school environment

Academic self-concept is a student's opinion of his or her academic capabilities.

Organization of the Study

The research work was made up of five chapters as follows;

The chapter one was made up of the background to the study, the problem statement, the objectives of the study, the research questions and hypothesis, the significance of the study, delimitation, limitation, and definition of terms. The chapter two was made up of the theoretical framework, conceptual review, empirical review and the conceptual framework of the study. The chapter three covered the research design, the study area, population, sampling procedure, data collection instruments, data collection procedures and the data processing and analysis. The results and discussions based on the data gathered were covered in Chapter 4. The chapter five involved the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter addressed the theoretical framework, conceptual review, empirical review, conceptual framework, and summary of the literature reviewed. The theoretical framework focused on the instrumental theory by Edward L. Thorndike (1905), the self-fulfilling prophesy theory (Merton, 1948b) and the attachment theory by John Bowlby (1969). The empirical review focused on related studies based on the research questions.

Theoretical Framework

The theoretical framework was based on the following theories;

i. Instrumental Conditioning Theory (Thorndike,1905)

ii. The Self-Fulfilling Prophesy Theory (Merton,1948)

iii. Attachment Theory (Bowlby,1969)

iv. Symbolic Interactionist Theory (Cooley 1912; Mead 1934)

Instrumental Theory (Thorndike,1905)

Thanks to his connectionism theory, famous psychologist Edward L. Thorndike gained significant traction in the United States in the early decades of the 20th century (Schunk, 2012). According to Thorndike's theory, the most fundamental sort of learning includes the formation of associations between sensory events (stimuli perception) and brain impulses (responses). He viewed learning as a series of stimulus-response (S-R) connections, and his theory described how these connections may be strengthened or weakened. Learning, according to Thorndike, is largely a trial-and-error process. According to Karadut (2012), Thorndike conducted well-known experiments in which he trained cats to escape from a 'puzzle box' to gain food.

Thorndike's theory revealed that connections are generated mechanically through repetition (Schunk, 2012). According to Shunk, Thorndike recognised that human learning is more complex because humans participate in activities such as connecting concepts, analysing, and reasoning. Despite this, the similarities in research findings between animal and human studies lead Thorndike to explain complicated learning using elementary learning. Thorndike's theory developed three principles: laws of readiness, exercise, and effect. Students' academic self-concept, teacher-student relationships, and instructor expectations are all influenced by these ideas.

When one is ready to act, acting is rewarding and inaction is punitive, according to the law of readiness (Ni & Lu, 2020). Readiness refers to a learner's state of preparedness or inclination to engage in a specific behaviour or learning task. According to Thorndike, the learner's readiness influences the effectiveness of learning. If a learner is motivated, attentive, and prepared, they are more likely to learn and perform a task successfully. By implication, students are to show physical and psychological readiness for effective learning to take place. A teacher who has high expectations for learners takes into account their physical ability to plan lessons to meet the capacities of the learners. Once teachers have high expectations for learners, they also factor into account the psychological state of learners which includes motivation, encouragement and considering the cognitive ability of students to ensure that the learners are psychologically ready for the lesson or activities to be done. When these factors are considered it makes the learner eager to learn or get involved in the lessons which helps to boost the academic ability of the learner.

When students are in readiness to perform an activity, they do it with joy and enthusiasm which prevents disappointment from the teacher and the student himself. In a situation where the teacher does not factor in the readiness of the child both physical and psychological, it contributes negatively to students' activeness or involvement in the lesson, in the sense that they see learning to be punishing instead of rewarding. Relationships between teachers and students are impacted when such circumstances arise.

Another idea proposed by Thorndike is the law of exercise, which states that practice and repetition strengthen the bonds that exist between a stimulus and a reaction. Stated differently, an association grows stronger the more often a stimulus and response are matched. The law of exercise involves the law of use and disuse. A teacher who holds his students to a high standard involves them in a sequence of activities that guarantee the students understand the subject matter and can complete the learning task. Engaging the learner to perform a series of meaningful and challenging exercises helps the learner build academic self-concept, in the sense that the learner can perform the task with ease. When a lot of class exercises and homeworks are given to the learner, it makes understanding easier for learners, which enhances their perception of their own academic worth.

In a situation where the teacher has low expectations for the student, he does not encourage the use of the law of use but rather encourages disuse. In a classroom where the law of disuse is applied, the teacher does not involve the learners in a series of exercises and this weakens the learners' understanding of the lesson or subject. In this situation, learners are not able to overcome the

difficulties they encounter in the lesson which negatively affects their academic self-concept.

The basis of Thorndike's theory is the law of effect principle (Shunk, 2012). The law of effect is one of Thorndike's core ideas. This means that while responses with bad outcomes are less likely to be repeated, responses with positive outcomes are more likely to be repeated. This law emphasises the importance of reinforcement in behaviour modification. When a scenario and a response are both modifiable and result in a good conclusion, the strength of the connection between the two is increased. Positive expectations for students lead teachers to engage in activities that students find enjoyable. The teacher ensures that his lesson is concise, clear, and specific and communicates more effectively. The teacher links the lesson to real-life events or situations that the students see to be beneficial to their lives. The teacher mostly attributes the students' effort and ability so that the student gains confidence which contributes magnificently to his academic self-concept. The student values learning when the teacher acknowledges their efforts and gives them incentives, and this fosters a good rapport between the two parties.

The Self-Fulfilling Prophecy Theory (Merton, 1948)

According to Merton (1948), a self-fulfilling prophecy refers to a false situational definition that motivates new behaviour, ultimately causing the initially incorrect conception to materialize. Gentrup, Lorenz, Kristen, and Kogan (2020) suggest that misguided expectations may become a reality, as people influence others' behaviour to meet or reinforce the initial false expectations. This phenomenon has the potential to cause serious social concerns such as stereotyping, inequality in society and prejudice. For instance,

a facilitator might mistakenly believe in the lesser capabilities of a minority student due to racial or ethnic stereotypes, subsequently treating them disappointingly based on this incorrect assumption. The teacher's actions, like treating the students less kindly, calling on them less frequently, spending less time with them, and assigning easier material, contribute to the manifestation of the initial false expectation.

Thomas and Thomas (1928), as cited in Salganik and Watts (2008), proposed a concept that greatly influenced Merton's idea of the self-fulfilling prophecy. According to them, if individuals perceive situations as real, those situations have real implications. Merton's self-fulfilling prophecy emphasized that people react to situations not only based on their objective characteristics but also on the meaning they attribute to them. Individuals' subsequent actions and the implications of their behaviour are shaped, in essence, by the value that they assign to a given event (Merton, 1948a). Merton argued that people's responses often derive more from how they perceive and interpret their circumstances than from the circumstances themselves. The mentality of an individual is, therefore, a result of the opinions and conclusions drawn from a situation, influencing how they approach things (Madon, Willard, Guyll, & Scherr, 2011b). Thomas and Thomas (1928) as cited in Shinde, Stone, and Willems (2013) defined a self-fulfilling prophecy as a situation perceived as real, which, in the end, comes to pass because of people's conviction in the possibility of that circumstance happening.

Merton's study of the self-fulfilling prophecy led to an abundance of definitions and research on the subject. A self-fulfilling prophesy, According to Madon, Willard, Guyll, and Scherr (2011a) is a forecast which brings about the

projected occurrence, reinforcing the prediction's correctness. According to Willard et al. (2008), self-fulfilling prophecies happen once misconceptions concerning individuals reflect reality as a result of social interactions. In essence, self-fulfilling prophecies involve inaccurate perceptions leading to unintended consequences that align with the original assumptions of those involved

According to Sharma and Sharma (2015), a self-fulfilling prophecy has three key qualities. That is to say, for a self-fulfilling prophecy to occur, a person must initially harbour an untrue opinion of another person. Second, the individual who has the erroneous belief must act in a way that is compatible with it toward the other person. Last but not least, the individual who has an erroneous belief about them must, in response to the care they receive, reaffirm their original false view. Individuals have the power to socially build reality through this series of events (Sharma & Sharma, 2015). One particular kind of dynamic process is a self-fulfilling prophesy, and he went on to argue that it is not valid that people's views are influenced by previous beliefs, or that opinions, even wrong ones, have real-world consequences.

According to Merton (1948), The opposite of a self-fulfilling prophecy, a "suicidal prophecy" occurs when the initial belief motivates defiant actions. Despite its potential significance, this dynamic process has received limited attention, often constrained by space considerations. A belief must have the following outcomes to meet the criteria of a self-fulfilling prophecy: (1) Outcomes that match the starting premise (Hedström & Bearman, 2009). (2) Process participants, may be unaware of how their perspectives contributed to

the development of that reality; when their ideas are reinforced, they are thought to be true from the start, as implied by Merton's story.

According to Hedström, Bearman, and Bearman (2009), a self-fulfilling prophecy is a series of events that start with a belief from an actor and end with that actor misinterpreting the sequence as one in which the actor's view merely reflects reality. Given the ubiquity of inductively generated prophecies, this mistake is understandable.

The initiation of the self-fulfilling prophecy process hinges on teachers forming expectations for children, marking a crucial initial phase. These initial expectations can be derived from information collected before direct interaction with the students, surface-level characteristics, or a minimal amount of achievement-related information obtained during initial encounters. These forecasts, known as initial expectations, represent teachers' anticipations based on information gathered before an extended observation of the performance of the student. According to research, a variety of criteria, including physical appearance, race, gender, and socioeconomic class, might elicit first assumptions. Early performance, race, sex, and diagnostic label are all factors to consider (Rubie-Davies, 2014).

There are usually differences in the ways that teachers handle pupils with high and low expectations in a number of areas. High achievers frequently get more attention, more opportunity to interact with difficult content, more emotional support, and more constructive criticism (Rubie-Davies, 2014; Rubie-Davies et al., 2015b, 2015a). Teachers may try to limit contact with lows that are instigated by students or occur in public. Teachers give a less emotionally supportive environment and less reward for performance and effort

to dissuade lows from initiating contact. The feedback given to pupils with low expectations is not based on their performance.

Differential development, exemplified by feedback, can lead to variations in skill development (Li & Rubie-Davies, 2018). For instance, feedback provides information on correct and incorrect responses, offering positive reinforcement for achievement and negative reinforcement for failure. However, when teachers respond harshly to low achievement, they hinder the provision of informative feedback, limiting opportunities for lows to differentiate between high and poor performance (Rubie-Davies, 2014). Consequently, lows receive fewer chances to participate, are called on less frequently, and have their responses interrupted, resulting in less experience and practice in building intellectual talents. This, in turn, impacts their academic self-concept. When teachers have negative expectations for learners, it makes learners believe that they are incapable of performing a learning task.

John Bowlby (1969) Attachment Theory

John Bowlby developed attachment theory to explain why babies suffer so much when they are taken away from their parents (John, Robins, & Pervin, 2010). According to Bowlby's observations, when an infant is removed from its carers, they will use a variety of actions to avoid being alone or to go back close to the absent parent. These behaviours include weeping, holding on and seeking. In contrast to popular belief at the time, which saw these emotional outbursts as signs of immature reliance, Bowlby observed that such reactions were common even among otherwise well-functioning youngsters who experienced separation from their primary carers. Furthermore, he emphasised that these expressions

were not exclusive to humans but were seen in a variety of mammalian species, implying an evolutionary function.

Bowlby proposed an ethological theory, claiming that attachment behaviours such as searching and crying are adaptive reactions to detachment from an important attachment individual, someone who has a history of offering assistance, safety, and care to the children. According to John et al. (2010), Bowlby noted that children who were able to successfully attract and maintain closeness to an attachment figure had a higher chance of living to reproductive age.

The attachment system, according to Bowlby, revolves around three key questions: Is the attachment individual within reach, approachable, and paying close attention? If the youngster sees the answer to be "yes," feelings of affection, comfort, and confidence arise, encouraging the child to explore his or her surroundings, interact with others, and be sociable. Conversely, if the answer is perceived as "no," the child is likely to experience anxiety. Bowlby contended that attachment and internal working models continue evolving beyond the age of three. The inner working model adapts and changes over time due to new experiences in the world (Riley, 2010b). Bowlby asserted that attachment endures from the cradle to the grave.

While attachment theory was initially designed to elucidate how children (care-seekers) utilize caregivers as a "safe base" for exploration can also be used to understand how teachers and students interact. From infancy until the teenage years, teachers are seen as "ad hoc attachment figures" in the developmental process (Verschueren & Koomen, 2012a). Teachers remain significant figures in the lives of older children and adolescents, despite the

perception that the role of the teacher as an attachment figure is more crucial for younger children than for older children (Riley, 2010). Students who form solid connections with their instructors see them as a safe haven in which they navigate their learning environment. These partnerships have an impact on students' experiences because they help them create an internal working model of a kind and accommodating relationship. As a result, these pupils are more capable of handling difficulties, acting appropriately, and developing their socioemotional abilities (Hamre & Pianta, 2001).

When educators strike a balance between granting students adequate autonomy for exploration and offering developmentally appropriate scaffolding it contributes robustly to the learners' cognitive, emotional, and social competencies. This, in turn, shapes the academic self-concept of students (Verschueren & Koomen, 2012b). A conflict-free, loving, and encouraging relationship with instructors serves as a "safe haven" and stress reliever. This makes it possible for students to focus on their assignments and guarantees that they interact with teachers in order to clear up any confusion they may have about the course. This gives opportunities for learners to have academic self-concept to engage in academic activities with less fear and intimidation. Reframing the teacher-student connection in terms of adult attachment theory changes how it can be seen. Although all attachment relationships are considered close in nature, Kesner (2000) cautions that the opposite is not necessarily true. Bowlby (1984) pointed out that "perhaps there is no other non-family adult more significant in a child's life than his or her teacher" (Kesner, 2000), acknowledging that children can develop relationships with people outside of their parents. The teacher builds a great emotional connection with

certain children, who regard them as an important "other" in their lives—an acknowledgement shared by others closely associated with each child. The concept of reciprocal attachment, also known as alloattachment, is unique to the educational setting. A teacher cannot build and maintain a professional identity without students, just as a leader cannot lead without followers. The teacher also necessitates a certain level of dependency from students.

In order to maintain their professional identity as educators, teachers must collaborate with at least one student (Riley, 2010a). Without the teacher's vision of at least one pupil and the relationship she has with the student, the professional identity the teacher carries would not be possible. The unequal distribution of power between the roles and the different legal duties and responsibilities in the teacher-student relationship complicate the dyad. This suggests that there is something unique about the teacher-student dynamic.

This dyad is further complicated by the fact that, in contrast to the students, the instructor does not rely on a relationship with them to uphold a professional identity. As a result, the student is forced to take on the position of caregiver, which some students might not be prepared or willing to take on. This turns the teacher into a caretaker for the pupils. Without or with a teacher present, a pupil can exist and learn. A large portion of instructors' efforts is focused on making themselves obsolete by developing engaged, resourceful, autonomous pupils who can succeed on their own. However, this involves an inherent detachment from the pupil, which the instructor may find challenging to accept.

Consequently, the teacher-student interaction serves as the cornerstone for the teacher's professional identity, the students' learning identities, and their

collaborative working relationship. Examining this relationship through the lens of adult attachment reveals that students have a great deal of influence, even if that effect may come from unconscious processes. For instance, a conflict between the teacher and a challenging student who is popular among peers could potentially lead to the student's removal from the class. The degree of separation anxiety from the attachment object, the class, may rise if the instructor unintentionally interprets this as a threat to their relationship with the group as a whole. To counteract the apparent distance, anxiety induces attachment behaviour such as wrath and separation protests. This makes sense because it implies that both caretakers and those receiving care take part in the educational process. The teacher, who is older, wiser, and responsible for the legal and moral well-being of every student under her supervision, fulfils the role of carer in addition to the care seeker.

Symbolic Interaction Theory

Symbolic interaction studies the significance of symbols and interpersonal relationships in shaping people's understanding of the world, self-formation, and meaning-building. According to symbolic interaction theory, humans interpret and attribute meaning to the symbols they encounter in their social interactions. Symbols can be things, gestures, phrases, or even concepts (Carter & Fuller, 2016). Symbols' meanings are generated and negotiated through social interactions. Symbolic interaction theory emphasises the importance of social interaction in the formation of the self (Carter & Fuller, 2015). The self is not a fixed entity but rather evolves through people's interpretations of how others perceive them. Individuals develop an

understanding of themselves, their roles, and their place in society through social interactions and feedback from others.

A theoretical approach in sociology called symbolic interactionism explores how people's regular interactions with one another shape and preserve society (Carter & Fuller, 2016). Central to the philosophy of symbolic interactionism is the idea that people employ language and meaningful symbols to communicate with one another. Symbolic interactionists concentrate on the interpretation of subjective viewpoints, in contrast to methods that mainly investigate how broad social institutions define and affect individuals. They explore how individuals, through their unique lenses, make sense of their reality, emphasizing the significance of subjective meaning over objective structures. In this perspective, the emphasis lies on how regular, meaningful interactions between individuals contribute to shaping the overall composition of society.

According to the fundamental notions of symbolic interaction, people respond in accordance with the meanings that objects have for them. 2. Interactions occur in a distinct social and cultural setting in which physical and social things (people) and circumstances must be defined using individual meanings. 3. Meanings change as a result of interactions with other people and with society. 4. Through interpretive processes, meanings are constantly produced and reconstructed during interactions with others (Carter & Fuller, 2016).

The influence of "sympathetic introspection" on modern symbolic interactionism can be traceable (Cooley, 2017). Cooley emphasised the importance of subje ctive mental processes in social interactions, describing

society as a web of personal ideals interrelated (Liu, 2000). According to Cooley, during the analysis of social interactions, individuals engaged in sympathetic introspection, employing empathy to understand situations from the perspectives of others. In Cooley's perspective, the individual and society are inseparable; there is no isolated individual without a connection to society, and no distinct "self" exists independently of others.

According to Cooley, the self is akin to a "looking-glass self." This concept encapsulates our perception of how we appear to others, our understanding of their judgments, and the consequent development of self-feelings such as pride and shame. It underscores the significant role that external expectations play in shaping self-perceptions and reflected judgments. Cooley (1909), as cited by Liu (2000), further underscored that the self evolves within the context of primary groups—small groups characterized by face-to-face interactions. These initial groups play a pivotal role in shaping individuals through reflective assessments, serving as the milieu where social expectations for behaviour, including academic self-concept, are acquired.

In the educational setting, students' academic self-concept is cultivated through continuous interactions with teachers and classmates. Feedback, praise, criticism, comparisons, and social comparisons are all symbolic interactions that influence students' impressions of their academic ability. For example, positive comments, acknowledgement, and appreciation for academic achievements might improve pupils' academic self-concept. Positive feedback from professors and peers validates their abilities and strengthens their confidence in their academic ability. Negative comments, criticism, or unfavourable social comparisons, on the other side, may harm students'

academic capability. If students are frequently subjected to messages that undermine their academic talents or are constantly compared unfavourably to their peers, their confidence will suffer, leading to a weaker academic self-concept.

The importance of social comparison processes in forming one's self-concept is highlighted by symbolic interaction theory, especially when it comes to scholastic success. Students compare their academic performance and abilities to those of their classmates. While underperforming peers might result in a negative academic self-concept, outperforming peers typically foster good academic self-concepts. This demonstrates how, in the framework of symbolic interaction theory, social comparisons are essential for the formation of self-concept. The symbolic interactions that students engage in inside educational contexts influence their academic self-concept. Feedback, praise, criticism, and social comparisons all influence students' ideas and evaluations of their academic ability. Understanding these dynamics allows instructors to provide constructive feedback, establish a supportive classroom climate, and enable pleasant interactions, all of which help students develop a healthy and positive academic self-concept.

Conceptual Review

Teacher expectation

The concept of expectations determining one's fate in life is as old as stories in Western civilisation (Johnston et al., 2019). In Ovid's Metamorphoses, Pygmalion's deep affection for the woman he sculpted was so intense that the gods granted life to his statue, transforming it into his wife (Johnston et al., 2019). Much like Pygmalion's aspirations materialized through his actions and

emotions, a similar dynamic exists in the realm of education, where teachers' expectations may shape the outcomes of their students. This recurring theme underscores a profound belief in the potency of expectations and the notion that individuals can undergo transformation based on how others perceive them.

Teacher expectations, according to Rubie-Davies (2014), are regarded as inferred assumptions about "if, when, and what" learners may achieve in school, based on teachers' impressions of their students. To measure teacher expectations, teachers' estimates of students' future academic performance or judgements about their existing academic potential have been used (Friedrich, Flunger, Nagengast, Jonkmann, & Trautwein, 2015a). While teacher expectations have a small overall impact (Jussim & Harber, 2005), their importance grows when educators determine their interactions with learners around these expectations, transforming them into powerful self-fulfilling prophecies (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015).

Studies on education have shown that students' views can shift depending on how their teachers see them. Between 2008 and 2018, Much effort has been put into expanding the corpus of research that shows how teachers' expectations affect students' academic performance. Since the 1960s, educational research has consistently revealed that holding high expectations for student performance correlates with greater academic success (Johnston et al., 2019).

Another argument holds that although teachers' expectations may not directly affect students' academic success, they accurately predict these results (Jussim & Harber, 2005). Despite some suspicion, even sceptics recognise the

influential role of teacher expectations, admitting their major impact on student performance (Johnston et al., 2019).

Academic self-concept

According to Joyce and Yates (2007), A person's system of acquired attitudes, ideas, and opinions about their own special existence come together to form their self-concept. It is intricate, well-organized, and dynamic. The self-concept of each individual is important because it determines his or her beliefs, attitudes, and reactions to personal and social life. Individuals have various self-perceptions, which influence their actions, attitudes, and reactions. Self-concept is crucial in forming this picture (Weiten, Dunn, & Hammer, 2014).

Arens, Jansen, Preckel, Schmidt, and Brunner (2021) described self-concept (SC) as a person's perception of oneself; it was thought to be complex and hierarchical. In the sense that it encompasses several domain-specific characteristics that draw on various facets of an individual's life and experiences, SC is multidimensional. According to the hierarchy, domain-specific SC features are positioned on various generality levels. General SC is expected to be at the top of the hierarchy, with ASC and non-ASC following.

According to Shavelson, Hubner, and Stanton (1976a) as cited in Arens et al. (2021), The academic self-concept is diverse and hierarchical in structure. Put another way, students form unique self-concepts for a variety of classes or academic disciplines; these subject-specific academic self-concepts can then be combined to create a generalised academic self-concept (Brunner et al., 2010). Academic self-concept is a person's assessment of their overall and discipline-specific academic aptitude (Brunner et al., 2010). Since ASC is associated with desired outcomes like improved educational ambitions, higher performance,

and more positive learning behaviours, For many years, it has been a crucial concept in education research (Marsh & Craven, 2006a; Marsh, Gerlach, Trautwein, Lüdtke, & Brettschneider, 2007).

Academic self-concept generally relates to how each student feels and perceives their own intellectual or academic capacity, particularly in relation to their classmates (Schneider & Preckel, 2017). According to DeFreitas and Rinn (2013), academic self-concept encompasses assessments of a person's academic aptitude that are emotive and cognitive, as well as opinions of others about them. According to Bong and Skaalvik (2003), Academic self-concept is critical for maintaining a person's sense of self. It captures a person's academic identity in both retrospect and anticipation by serving as a symbolic depiction of one's past achievements and future objectives (Dunkel et al., 2010).

Teacher-student relationship

The idea of a relationship, which is characterised as a state of intimacy between individuals, particularly an emotional link, embodies the emotional component of teaching. Accordingly, the emotional bond shared by the student and instructor defines a teacher-student connection, and the strength of this bond determines the nature of the relationship as a whole (Newberry & Davis, 2008). The qualities of the encounter are shaped and influenced by the attributes of both the teacher and the learner (Sabol & Pianta, 2012).

High degrees of intimacy and low levels of conflict are characteristics as positive teacher-student interactions, according to research (Saft & Pianta, 2001). "Affection, warmth, and open communication" between the student and the teacher characterise these partnerships (Saft & Pianta, 2001). This justification relies on mother-child interaction studies as well as the broader

concepts of attachment theory (Korthagen, Attema-Noordewier, & Zwart, 2014). According to attachment theory, children must have an emotional bond with presumably one primary carer in order to feel secure (Little & Derr, 2020).

One of three attachment patterns—dependency, intimacy, or conflict—that students can exhibit serves as an internal working model for establishing new relationships (Spilt, Koomen, & Thijs, 2011). Insecure relationship patterns are defined by conflict or dependency, whereas secure relationship patterns are defined by proximity (Sabol & Pianta, 2012). Individuals with poor attachment patterns might look out for excessive interaction with teachers, which can lead to conflict or dependency. Students who avoid contact with teachers may be exhibiting indicators of insecure attachment. Instructors are less likely to feel affection for students who have insecure attachments, making meaningful connections with them difficult (O'Connor & McCartney, 2006). This is troubling since, according to attachment theory, for learners to feel safe and at ease in the classroom and for focused learning, there needs to be a solid rapport between the teacher and the students (White, Gibson, Wastell, & Walsh, 2023). In essence, robust teacher-student interactions are foundational for effective learning (Korthagen et al., 2014).

Reciprocal relationships exist between educators and learners (DiLalla, Marcus, & Wright-Phillips, 2004), and the qualities of these relationships are shaped by the attributes of both parties (Rudasill & Rimm-Kaufman, 2009). Additionally, teacher-student interactions change over time in terms of their nature (Newberry, 2010; O'Connor, Dearing, & Collins, 2011b; O'Connor, 2010) and teachers' personal interaction patterns might change during their careers (Wubbels & Brekelmans, 2005).

Empirical Review

The following was the sub-headings for the empirical review:

i. Teacher expectation and gender

ii. Teacher expectation and academic self-concept

iii. Teacher-student relationship and gender

iv. Teacher-student relationship and academic self-concept

v. Teacher expectation and teacher-student relationship

Teacher expectations and Gender

Teacher expectations are seen as implicit assessments of students' academic performance given by teachers in the classroom (Rubie-Davies, 2010b). Teacher expectations, according to Rubie-Davies, represent an educator's assessment of an individual's expected academic achievement in the classroom. Teacher expectations are frequently measured through estimates of students' future achievements or assessments of their current potential for learning achievement (Friedrich, Flunger, Nagengast, Jonkmann, & Trautwein, 2015b).

The learning environment in the classroom is created by teachers communicating their expectations, no matter how high or low, through both implicit and explicit communication (Rubbie-Davies et al., 2014). When learning tasks vary, there is a potential for sustained expectation effects or self-fulfilling prophecy effects. Children for whom teachers hold low expectations are likely to perform less favourably compared to their peers in high-expectation groups.

According to Babad (2009), teachers with biased expectations about their students tend to display a more dogmatic outlook and adopt an

authoritarian approach in their interactions compared to their less biased counterparts. Such educators are prone to evaluating students based on stereotypical information rather than objective assessments (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015). Empirical data shows that instructor expectations differ depending on student gender, and biassed predictions of students performance have been recognised as potential self-fulfilling prophecies that influence students' achievement (Szumski & Karwowski, 2019). The idea that teacher expectancy effects may be gender-specific stems from stereotype threat research (Gentrup & Rjosk, 2018).

In a study by Mizala et al. (2015) in Chile, utilising 208 pre-service elementary school teachers selected from a Chilean university, gender was found to have a statistically significant effect, with boys being assigned higher expectations than girls. This result confirmed the existence of a significant bias against female pupils.

Boys are generally perceived as being less skilled in language areas like reading, whereas girls are typically regarded as having less aptitude in mathematics (Heyder & Kessels, 2013). Numerous research studies have found stereotype threat effects on both girls and boys in mathematics (Flore & Wicherts, 2015) and reading (Latsch & Hannover, 2014). It is crucial to highlight, however, that research has not only shown the detrimental effects of stereotypes on stigmatised groups but also found favourable effects for non-stigmatized groups (Latsch & Hannover, 2014). This is in line with a study by Robinson, Lubienski, and Copur (2011) on 6,658 kindergarten students in the United States, where teachers assessed girls' arithmetic proficiency lower than that of boys. Robinson-Cimpian, Lubienski, Ganley, and Copur-Gencturk

(2014b) discovered in another US study that girls judged themselves to be less proficient in mathematics than boys. Additionally, their research showed that teachers only considered girls' maths achievement to be on par with boys' if they were perceived to study harder and behave better than boys.

Based on the results of the stereotype threat study, teachers may be more prone to underestimate males in reading and girls in maths because of lower expectations that align with prevailing gender preconceptions. Consequently, boys might receive more demanding and time-consuming arithmetic assignments in the classroom, while girls may encounter discouragement from enrolling in advanced math courses, despite demonstrating comparable proficiency on standardized tests. These teaching practices lead to disparate learning opportunities for boys and girls.

Page and Rosenthal (1990), as cited in Saha and Dworkin (2009), found that depending on the gender of their students and whether the course included a maths or vocabulary exercise, teachers would change the pace at which they taught and the range of subjects they covered. According to Page and Rosenthal, Asian students, particularly Asian boys, received instruction on more concepts and tackled more challenging topics in a lesson than their female counterparts.

According to earlier studies, female students may be more susceptible to the stereotypes that teachers hold about mathematics, particularly if those assumptions become internalised (Henschel, Jansen, & Schneider, 2023). However, Jussim and colleagues' (1996) study, that included approximately 2000 seventh-grade pupils in mathematics classes, provided a contrasting viewpoint. In comparison to boys, their research showed that instructor expectations for girls' talent had no effect on their scores. For both boys and

girls, the predictive effects of teacher expectations on eventual mathematics results ranged from .10 to .20. Furthermore, Hinnant, O'Brien, and Ghazarian (2009) discovered that teacher expectation of first grade teachers consistently linked with ethnic minority boys' third-grade reading results but not with the results for ethnic minority girls. This suggests that stereotype-compatible teacher expectations may have varied effects on boys and girls from different ethnic backgrounds. Both boys' and girls' anxiety about confirming gender stereotypes may be heightened by these stereotype-consistent teacher expectations, which could lower both their cognitive and inspirational abilities. Lower achievement levels could therefore be linked to both teacher expectations and pervasive gender prejudices.

Instructors' expectations of students' creativity and students' perceptions of their own creativity were found to be much stronger for female students than for male students (Karwowski, Gralewski, & Szumski, 2015). Generally speaking, it seems that student gender modulated TEEs. The subject and student ethnicity were among the variables that the gender moderator seemed to interact with.

According to research from 2008 to 2018 instructors' beliefs on gender can affect their expectations of pupils (Johnston et al., 2019). However, these findings are not universal across cultural contexts. Research has consistently underlined the significance of cultural factors in the formation of teacher expectations, as has the fact that teachers form their beliefs based on prior interactions with specific qualities. For instance, in the study of French teachers' expectations for prospective pupils based on their gender were influenced by their own experiences with gender (Chalabaev et al., 2009).

A study by Watson et al. (2016) in 12 elementary schools revealed no discernible differences in teachers' overall expectations for boys and girls in mathematics achievement. Additionally, there were no variations in teacher expectations when considering whether there was a match or mismatch in teacher gender. However, it was observed that male teachers tended to have lower expectations for mathematics achievement, irrespective of the gender of the students.

Teacher expectation and academic self-concept

Effective communication of expectations can significantly affect students' Academic Self-Concept (ASC), motivation, engagement, and effort invested in learning (Brophy & Good, 1970; Jussim & Eccles, 1992). The relationships between students' ASC and their study attempts (Jussim & Eccles, 1992) and learning engagement (Marsh, Trautwein, Lüdtke, Köller, & Baumert, 2005) suggest that ASC may have an influence on the performance of students' academic work. This relationship signifies that good instructor expectations may contribute to an increase in students' ASC, potentially leading to increased accomplishment rather than simply increased participation in studying.

As proven by many research, ASC expresses students' opinions of their own competencies, which are often restricted to specific disciplines such as language, math, or physical fitness. ASC's domain-specific character has a significant influence on academic accomplishment with some studies indicating a more stable effect in maths than in language or natural sciences (Arens et al., 2021). Meta-analyses have found a range of associations between ASC and school achievement, ranging from r=0.49 to r=0.69 (Möller,

Pohlmann, Köller, & Marsh, 2009), however, another study found a lesser influence (r=0.19 to r=0.27) (Huang, 2011).

Teacher expectations are important in forecasting students' future Academic Self-Concept (ASC) at both the individual and class levels (Trouilloud et al., 2006). (Rubie-Davies, 2006) proved that instructor expectations for the entire class impact ASC modifications. Surprisingly, the drop in ASC caused by low expectations outweighs the rise caused by high expectations.

Furthermore, evidence suggests that ASC might act as a partial mediator between future academic success for children and teacher expectations (Friedrich et al., 2015b; Kuklinski & Weinstein, 2001; Trouilloud, Sarrazin, Martinek, & Guillet, 2002). According to Trouilloud et al. (2002), there is a mediating role of the student's academic self-concept in the relationship between student accomplishment and instructor expectations. Similarly, Kuklinski and Weinstein (2001) studied whether students' self-expectations impact Teacher Expectations Effects (TEE), but only in grade five, not in grades one or three. As a result, the mediating impact was not consistently steady across grade levels.

According to Friedrich et al. (2015), there is a moderating effect of Academic Self-Concept (ASC) on the link between students' school grades and teacher expectations. However, no mediation effect was seen between these expectations and performance on standardised math achievement tests. In the latter scenario, the mediation effect was noticeably small, with marginal significance.

Teacher-student relationships and gender

Positive interactions between teachers and students are characterised by high degrees of intimacy and low degrees of conflict (Fosen, 2016; McCormick & O'Connor, 2015). These relationships are marked by the teacher-students warmth, affection, and open communication (Pianta, 2001). The connection between teachers and students is reciprocal, develops over time, and is impacted by both the instructor and the student (O'Connor, Dearing, & Collins, 2011a). Numerous pieces of evidence support that, students' general functioning depends on the affective quality of instructors' relationships with specific students (Timmermans, Boer, & van der Werf, Margaretha, 2016).

Chickering (1969) was a pioneer in conceptualising student-teacher relations. He felt that the teacher should be approachable, sincere, knowledgeable, and a skilled communicator during student-teacher exchanges. Furthermore, these encounters should take place throughout the school day, with students actively participating. Children are motivated academically when they have favourable formal and informal contact with their professors (Cokley et al., 2004).

Cox and Orehovec (2007) and Komarraju, Musulkin, and Bhattacharya (2010) examine a number of different types of interactions between teachers and students, such as (a) functional interactions, which take place outside of the classroom but are limited to school-related matters; (b) personal interactions, which go beyond school-related matters and investigate the personal lives of the teacher and the student, possibly resulting in a friendship; and (c) incidental interactions, which are short-lived and (d) All interactions can be categorised as either positive or negative.

Favourable student-teacher relationships, as demonstrated by research such as (Komarraju et al., 2010), have the potential to inspire students to surpass expectations, leverage their abilities, and potentially enhance their educational pursuits. Negative interactions between students and teachers, on the other hand, can be a sign of a lack of evaluation, admiration, approval, recognition, or satisfaction between the two, which could have negative effects on motivation, self-esteem, and academic success (Granger, Broda, Chow, McCormick, & Sutherland, 2021). Positive student-teacher relationships are characterised by teachers who are approachable, polite, and who set aside time for casual conversations outside of the classroom. Conversely, professors who exhibit indifference to their students on a personal and intellectual level are indicative of negative relationships (Komarraju et al., 2010). Therefore, a student's interaction with a teacher could have a favourable or negative effect on their whole experience.

Students' involvement in school has been connected to dyadic student-teacher connections (Roorda, Jak, Zee, Oort, & Koomen, 2017). A strong bond between an instructor and student is characterised by a high degree of affection and cooperation (Hamre & Pianta, 2001). Stronger ties between students and teachers increase the likelihood that they will ask for assistance when needed, abide by their demands, and act appropriately in the classroom. A firm relationship between teachers and students, for example, is connected to higher levels of social competence (Sabol & Pianta, 2012) and lower violence, disruptions, disengagement, and improved social behaviour (Rubie-Davies, 2007).

Combative relationship and a poor connection between students and teachers characterise conflicted teacher-student relationships (Hamre, Pianta, Mashburn, & Downer, 2012). Negative socioemotional consequences and behavioural problems like hostility, anxiety, and disruptions in the classroom have been connected to these kinds of interactions (Hamre et al., 2012). Dependent teacher-student interactions, on the other hand, are distinguished by a child's over reliance on their teachers, which frequently leads to possessive behaviour (Hamre et al., 2012; Sabol & Pianta, 2012). Overly reliant children may seek help from teachers to handle socio-emotional or academic issues.

Building a good rapport between educators and students is a key objective for assisting in the achievement of learning objectives. Teachers' psychological well-being may suffer when there is a negative teacher-student relationship (Butler, 2012b; Klassen, Perry, & Frenzel, 2012b). Mutual respect, trust, warmth, and little conflict characterise a positive teacher-student relationship (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018). This form of relationship is important for kids' growth because it promotes a sense of safety and attachment to teachers (Deci, Vallerand, Pelletier, & Ryan, 1991) as cited in (Rafsanjani, Pamungkas, & Rahmawati, 2019). When students feel recognised and encouraged by their teachers, it drives them to attain learning outcomes and improves overall motivation (Aldrup et al., 2018b; Kunter et al., 2013).

Differences in intimacy, conflict, and over-dependence between teacher and student were found in a study by Koles et al. (2013) that was done in Hungary with 172 students in 43 classrooms. Girls and teachers interacted more favourably than boys, according to their findings. Furthermore, higher degrees

of shyness were linked to increased conflict in teacher-child relationships in boys and decreased conflict in girls. Significant data indicates that teacher-student relationships with girls are less contentious and more supportive than those with boys (Clem et al., 2021). This is in line with research by Zee and Roorda (2018) from the Netherlands, which involved 269 students in third through sixth grade and 35 teachers. The results showed that female students and teachers interacted much more closely.

Perceptions of strong relationships differ between boys and girls, as indicated in Suldo et al. (2009) study involving about 400 middle school students. According to the study, girls felt that teachers showed care by intervening to help with emotional situations and demonstrating clear support. In contrast, boys reported that teacher support came through manageable workloads and opportunities to engage in enjoyable activities. Boys also noted receiving greater punishment from teachers compared to girls (Suldo et al., 2009). This observation is intriguing, particularly considering th sat teachers often report having more conflict with boys than with girls. Contrary to variations found in some studies, research with Brazilian high school science students, as conducted by Matos, Leite, Brown, and Cirino (2014), discovered no differences in how students perceive their teachers based on gender.

Roorda, Koomen, Spilt, and Oort (2011a) suggested that distinct aspects of the teacher-student dynamic may impact boys' and girls' self-perceptions. Colwell et al. (2012) looked at the relationship between preschoolers' self-concept and teacher-child interactions. In this situation, males who had cooperative relationships with their teachers felt better about themselves, and females who had cooperative relationships with their teachers felt worse about

themselves. It was an interesting finding that boys who were violent and spent more time with teachers thought less of themselves than girls who weren't. In a different study, McFarland, Murray, and Phillipson (2016) found that proximity to teachers had a less negative effect on boys' self-concept than interpersonal conflict did. Girls' self-concept was predicted by both proximity and conflict, with conflict having a larger effect than closeness.

African-American students typically favour personal interactions with instructors who share their ethnic background, believing that this will provide a greater sense of relatability (Cokley et al., 2004). Of all ethnic minority instructors, African American teachers make up only 18% of the public school system, a much smaller percentage than Caucasian teachers (Centre for American Progress, 2014). Because they don't look like their instructors, African-American students have avoided forming ties with them, which could be detrimental to their academic performance. Although further research is necessary to determine the direct impact on academic achievement, it is plausible that students' academic self-concept is defined by their limited positive experiences and interactions with classroom teachers. This is especially true for African-American students.

Academic self-concept and teacher-student relationship

Academic self-concept is defined by Martin, Goldwasser, and Harris (2017) as the subjective beliefs and emotions that students have about their academic, intellectual, or scholastic competencies, particularly when compared to their peers. Because of its correlations with beneficial outcomes such as increased educational aspirations, greater academic performance, and more favourable learning practices, this idea has remained essential in educational

research (Marsh, 2014; Marsh & Craven, 2006b). As cited by Martin et al. (2017), Dunkel et al. (2010) claim that academic self-concept helps to stabilise a person's sense of self by articulating not just their current status but also their past experiences and aspirations for the future. The term "academic self-concept" describes how someone views their own proficiency in a range of academic fields (Brunner, Keller, Hornung, Reichert, & Martin, 2009). The statement in (Arens et al., 2021) as cited in (Shavelson, Hubner, & Stanton, 1976b) as saying that students develop distinct self-concepts for every academic subject, which they can then combine to create a more comprehensive academic self-concept (Marsh, 1990).

A child's self-concept can be influenced by their relationship with instructors (McFarland et al., 2016). According to Harter (2008), children adopt the positive qualities of their relationships with kind and emotionally supportive instructors, leading to the development of positive self-perceptions. Children may develop negative self-images, thinking they are unlovable, inadequate, and worthless, when educators are indifferent, demoralising, dismissive, disagreeable, or careless (Harter, 2008).

Preschoolers' more positive self-perceptions were linked to stronger emotional relationships between teachers and students (Colwell & Lindsey, 2003). This theory was supported by Leflot et al. (2010) findings of a favourable association between students' positive teacher-student relationships and their academic self-concept. Positive interactions between teachers and students are linked to pupils having a more positive self-concept, especially in learning environments, according to a number of cross-sectional research (Colwell & Lindsey, 2003; Patrick, Mantzicopoulos, Samarapungavan, & French, 2008).

Student-professor interactions were found to be predictive of students' academic competency (Fin & Ishak, 2014). In Historically Black Colleges and Universities (HBCUs) as well as Predominantly White Colleges and Universities (PWCUs), Cokley (2000b) conducted a cross-sectional study to assess key factors influencing Afro-American students' academic self-concept. At PWCU, African Americans' academic self-concept was found to be most significantly predicted by GPA, whereas at HBCU, the strongest predictors were found to be associations between students and professors. Research on African-American students' academic self-concept by Komarraju et al. (2010) found that relationships with instructors who were respectful, approachable, and had ties outside of campus were important predictors.

Franklin, Debb, and Colson (2017) found that interactions between students and professors did not significantly affect African-American students' academic self-concept when enrolled in HBCUs, based on a sample of 142 students from southern universities designated as HBCUs. Additionally, Kim and Sax (2014) found that, in a primarily Caucasian sample, student-faculty relationships marked by faculty mentoring, opportunities to participate in research projects, and emotional and social support were positively associated with academic self-concept after controlling for departmental and institutional confounding effects.

Relationship between teacher expectation and teacher student-relationship

Teacher expectations had a significant main effect on conflict. Trang and Hansen (2021) who found that teacher-child conflict decreased when teachers had high expectations for their children. According to Garcia and Chun

(2016), emotional support enhances social-cognitive outcomes like self-efficacy in addition to academic accomplishment.

Additionally, the study found that the relationship between teacher expectations and the quality of the teacher-child connection was positively correlated within schools, indicating stronger within-school effects, when examining the impacts at the school level. The proportion of Hispanic and Asian students as well as the makeup of the poor all had moderate effects. According to the study's overall findings, it is usually advisable to have high expectations for every student (Rubie-Davies et al., 2015).

However, holding every child to high standards might not be the best course of action, particularly if those standards differ from their present aptitude. More conflict may arise when students find it difficult to live up to inflated expectations. According to Tan and Yates (2011), Asian students often experience high levels of stress due to unfulfilled expectations from both parents and teachers. This can lead to anxiety and broken relationships. According to the study's context, the significant interaction indicates that higher teacher expectations and a higher proportion of Asian students are associated with higher rates of teacher-child conflict. In schools with a higher percentage of Asian students and high teacher expectations, a greater teacher-child bond was also noted. These findings highlight a nuanced perspective on Asian students, portraying them as both intelligent and industrious, yet possibly subject to increased academic pressure and compliance due to stereotypical expectations (Chang & Demyan, 2007).

Another interesting finding points to the possibility of protective effects from teacher expectations at the high school level. In schools with a higher

percentage of poverty and strong teacher standards, there is less teacher-child conflict. High standards for teachers at the school level are a reflection of norms and organisational principles that affect the dynamics between teachers and students (Brault, Janosz, & Archambault, 2014). By exhibiting teachers' belief in students' abilities, trust in them, and support for their social and academic growth, these expectations help lessen conflict. For students with low socioeconomic status (SES), who could face disadvantages in terms of teacher expectations, this is especially crucial (Van den Bergh et al., 2010).

Conceptual Framework

Considering the objectives of the study, the theoretical framework and the related literature review. The conceptual framework that was used for this study is as follows; the study had two independent variables (teacher expectations and teacher-student relationship) and one dependent variable (academic self-concept of students). The study also involved how gender influenced teacher expectations and teacher-student relationships.

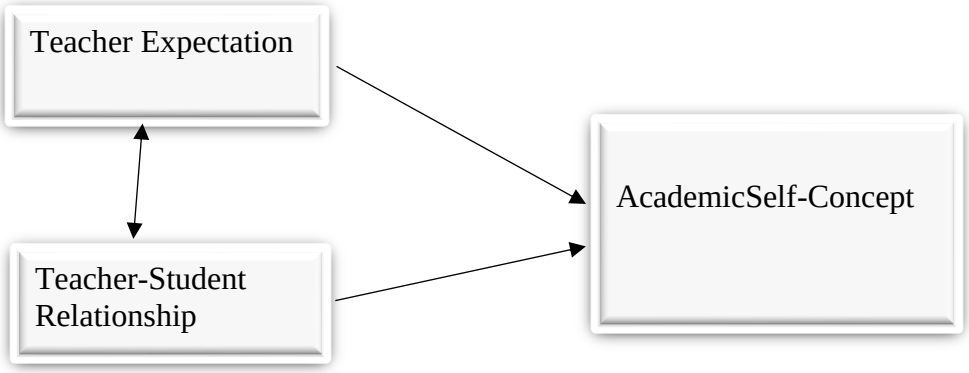

Figure 1. Conceptual framework

The study looked at the influence that teacher expectations and teacher-student relationships have on the academic self-concept of junior high school students. The study again looked at the relationship that exists between teacher

expectations and the academic self-concept of students. It also looked at the relationship between teacher-student relationship and the academic self-concept of students. It considered how student's perception of their relationship with their teachers influences the students' academic self-concept. It further looked at the relationship between teacher expectation and academic self-concept. The study tested two hypotheses which are how gender, that is whether the teacher is male or female influenced the teacher's expectations for students. It also looked at how gender influenced the teacher-student relationship.

Chapter Summary

The study was underpined by the instrumental conditioning theory, self-fulfilling prophesy theory, attachment theory and symbolic interaction theory. Teacher expectations are inferred assumptions about students' academic potential, influencing interactions and potentially becoming self-fulfilling prophecies (Rubie-Davies, 2014; Jussim & Harber, 2005). Despite some skepticism, research consistently shows that high teacher expectations correlate with greater academic success (Johnston et al., 2019). The academic results and self-perceptions of students can be greatly impacted by these expectations.

The teacher-student relationship is defined by the emotional bond and intimacy between them, with positive interactions characterized by warmth, affection, and open communication (White, 2013; Pianta, 2001). These relationships are influenced by attachment theory, where secure attachments foster a sense of safety and comfort in the classroom, promoting focused learning (Little & Derr, 2020). However, insecure attachment patterns, marked by conflict or dependency, can hinder meaningful connections between teachers

and students, impacting the learning environment (Spilt et al., 2011; O'Connor & McCartney, 2006).

Teacher expectations significantly shape classroom dynamics and student outcomes, with implicit assessments influencing students' academic trajectories. Gender biases in teacher expectations are evident, often resulting in higher expectations for boys compared to girls due to stereotypes about gender-specific academic abilities. These biases can discourage girls from pursuing advanced math courses, perpetuating inequities in educational opportunities. Moreover, teacher expectations can influence students' academic self-concept, with positive expectations leading to increased self-perceptions and potentially better academic outcomes.

The study involved two independent variables and one depedent variables. The independent variables were teacher expectation and teacher-student relationship and the dependent variables was academic self-concept.

CHAPTER THREE

RESEARCH METHODS

This section explained how the study was conducted. This chapter covers the research design, population, sample, and sampling process, research instrument, and the methods used for data collection, processing, and analysis.

Research Paradigm

This study aligns with a positivist research paradigm and employs a descriptive, non-experimental survey design. The quest for universal principles or patterns that govern events, as well as objectivity and quantifiability, are central to the positivist research paradigm (Park, Konge, & Artino Jr, 2020). According to positivism, techniques like surveys, experiments, and statistical analysis—akin to those employed in the natural sciences—can be applied to the study of society.

In positivist research, theories or observations are used as the basis for the formulation of hypotheses, which are then tested through the methodical collection of data. Finding causal correlations between variables and producing conclusions that are generalizable outside of the study's particular context are the objectives. Positivist researchers strive for replication and reliability, seeking to minimize bias and subjectivity in their investigations.

Research Design

The steps taken to gather, analyze, interpret and report data in research work, as well as the reasoning used to make interpretations at the end of the study, are known as research designs (Singleton & Strait, 2010). Through a descriptive survey, the researcher used a quantitative research approach. A descriptive survey entails processes for organizing and summarizing data that

aid researchers in communicating and describing key aspects of the data. Descriptive research, according to (Amedahe, 2002), comprises interpreting correlations between or among variables in addition to accurately describing people, things, processes, and behaviours. By posing such questions, compiling and analysing the responses, a descriptive survey aims to learn more about people's characteristics, perspectives, and experiences (Leedy & Ormrod, 2023). According to Blaxter and Hughes (1996), cited in Avoke (2005), survey research in education entails gathering data from a group of students, instructors, or other people connected to educational concerns. Ary, Jacobs, and Razavieh (1972) claim that using surveys enables researchers to swiftly and affordably collect data from a sizable sample of people.

The researcher did not control or manipulate any of the study's variables. Rather, the goal of the study was to ascertain the degree of teacher expectation and the interactions between teachers and students, as well as the frequency distributions, trends, and correlations between the variables, making descriptive survey design appropriate for the study. Additionally, descriptive survey was considered ideal for this study since it allowed for the understanding and explanation of the relationship and differences between the variables without the need for experimentation.

Study Area

Nkoranza is the capital of the Nkoranza South Municipality. It was formed in 2012 by the Legislative Instrument (LI) 2089 and covers approximately 1,100 km^2 of land. The Nkoranza South municipality is one of the eleven Bono-East administrative districts/municipalities. The municipality is bordered on the north by the Nkoranza North district, on the west by

Tachiman, and on the south and east by Offinso North and Ejura-Sekyere Dumase. There are approximately 126 communities in the municipality.

The municipality's population is estimated to be 114,642 people according to the 2021 population census. Males represent 49.8% (57,112) of the population, while females represent 50.2% (57,530). According to the 2021 population census in terms of age distribution, adults aged 15 to 64 account for around 59.4 per cent of the population, followed by children aged 1 to 14 who account for 36.0 per cent, and people aged 64 and over who account for only 4.5 per cent of the population (Ghana Statistical Service, 2021).

Despite a steady increase in urban population over the years, the Nkoranza south municipality is classified as rural because over 60% of its people live in rural settlements. Agriculture is critical to the Nkoranza South's overall economic growth and development. Its activities occupy around 75% (Km^2) of the municipality's land area.

According to the 2021 census, agriculture employs 40,181 people, with males accounting for 21,614 and females accounting for 18567. Service employs 17.7% of the workforce, followed by commerce (which employs 10%) and industry (which employs 5.7%). Farmers produce food crops, with a modest amount of animal husbandry products.

There are 324 schools in the Nkoranza South Municipality. There are 125 preschools, 122 elementary schools, 70 junior high schools, 4 senior high schools, 1 technical school, 1 special school, and 1 private university. There are 55 government-owned junior high schools and 15 privately-owned junior high schools.

Population

The study's target population was 8,215. 7461 public Junior High School students and 754 Junior High school teachers in the Nkoranza South Municipality made up the population for the study. The study's accessible population was 2589 BS8 public Junior High school students and 140 Public Junior High school science and mathematics teachers in the Nkoranza South Municipality.

BS8 students typically have spent at least one year within the school, engaging with teachers across various subjects and grade levels. This extensive exposure provides them with valuable insights into the nuances of teacher-student relationships and the impact of teacher expectations on academic self-concept over time.

Moreover, BS8 students have had ample opportunities to reflect on their interactions with teachers throughout their academic journey. Their prolonged exposure to different teaching styles, feedback mechanisms, and assessment practices allows them to articulate and analyze the dynamics of teacher-student relationships more deeply.

Science and mathematics are fundamental subjects in education, often perceived as challenging by students. Therefore, using science and mathematics teachers in investigating teacher-student dynamics in these subjects can yield valuable insights into how teacher expectations and relationships influence student academic self-concept, which, in turn, can impact their performance. Science and mathematics involve clear, measurable concepts and outcomes, facilitating the quantification of academic self-concept in these subjects.

Sample and Sampling Procedure

Thirty (30) science and maths teachers and three hundred and thirty-five (335) BS8 students made up the study's sample. Krejcie and Morgan (1970) table for sample size selection was used to choose the 335 pupils from the accessible population.

Multistage sampling techniques were used to select the sample size for the study. Proportionate sampling was first used to select fifteen schools from the 70 public Junior High schools from the ten circuits in the Nkoranza South Municipality (See Table 1). This was done using the formulae $\frac{number\ of\ schools\ in\ the\ circuit}{total\ number\ of\ schools\ in\ the\ municipality}\ x\ 15$

For example a circuit with 6 schools was calculated as $\frac{6}{70}\ x\ 15 = 1$

This means that one school was selected from the circuit based on the number of schools in that circuit. Example 2, a circuit with 8 schools was calculated as $\frac{8}{70}\ x\ 15 = 2$. This indicated that a circuit with 8 schools was represented by 2 schools.

Proportionate sampling was also used to select the number of students to be selected from the selected schools for the study. This was done using the formulae $\frac{total\ number\ of\ students\ in\ the\ class}{total\ number\ of\ BS8\ students\ in\ the\ selected\ schools}\ x\ sample$. For exaple a school with 20 students was calculated as follows ; $\frac{20}{626}\ x\ 335 = 11.$ 11 students were selected from a school with twenty BS8 students. A school with 40 students was calculated as $\frac{40}{626}\ x\ 335 = 21.$ 21 students were selected from aschool with 40 BS8 students.

After that, a stratified sampling technique was employed to determine the proportion of male and female BS8 students from the chosen schools who

served as the study's sample (See Table 2). In calculating for number of male and female students who was part of the study the following formulae was used;

$$\frac{total\ number\ of\ male\ or\ female}{total\ number\ of\ students\ in\ the\ class}\ x\ students\ selected\ from\ the\ school.$$

For example a school with 8 female students out of the 20 students in the class, the number of females that were selected from such class it as follows $\frac{9}{20}\ x\ 11 = 5$. Out of the 11 students selected from the class, 5 were females and 6 were males based on their proportion in the class.

Thirty (30) Junior High School science and mathematics teachers were purposively selected for the study. The purposive sampling technique was applied in response to Amadahe's (2002) claim that researchers select instances for inclusion in the sample based on their assessment of the cases' typicality or particularity as well as their knowledge of the relevant topic. Purposive sampling involves the deliberate selection of people by the researchers who they believe are pertinent to the research issue.

Table 1. Number of Schools and Proportion Selected for the Study

Circuits	Number of schools	Number selected
Nkoranza west	6	1
Nkoranza central	6	1
Nkoranza East	8	2
Donkro Nkwanta West	8	2
Donkro Nkwanta East	8	2
Ayerede	6	1
Akuma	8	2
Nkwabeng	8	2
Bonsu	6	1
Makyinimabre	6	1
Total	70	15

Source: Field data, 2023

Table 2. Number of students selected for the study

Schools	Total number	Proportion selected	Boys	Girls
Bonsu R/C	20	11	6	5
Dotobaa M/A	40	21	15	6
Asonkwaa M/A	55	30	18	12
ST. Theresa	80	42	26	16
Effah Presby	36	19	11	8
Girls Model	30	16	0	16
Dumase Presby	28	15	8	7
Okatakyie M/A	37	20	12	8
Nkoranza Methodist	63	34	17	17
Nkoranza R/C	85	46	26	20
Nkoranza SDA	35	19	9	10
ST. Barnabas Basic	32	16	6	10
Akuma SDA	30	17	10	7
Aboutem M/A	25	13	9	7
Akropong M/A	30	17	5	8
Total	626	335	181	154

Source: Field data, 2023

Data Collection Instruments

Questionnaires were used to gather the necessary data on teacher expectations, teacher-student relationships and the academic self-concept of students. There were two sections on the questionnaires. The first component asked questions about the respondents' demographics and the second section gathered data on the teacher expectations, teacher-student relationship and academic self-concept. The study's data was collected using adapted versions of the following instruments.

i. Teacher Expectation Survey (Williams, 2012).

ii. Academic Self-Concept Scale (ASCS) (Reynolds, Ramirez, Magrina & Allen, 1980).

iii. Teacher-Student Relationship Inventory (TSRI) was developed ((Ang, 2005b).

iv. The student version of the Teacher-Student Relationship Inventory (S-TSRI) (Ang, Ong & Li 2020)

Teacher Expectation Survey (Williams, 2012)

For assessing Teacher Expectations the researcher adapted the Teacher Expectation Survey (TES) developed by (Williams, 2012). Gallahar (Gallahar, 2009) developed and validated the Teacher Expectations Survey, and Williams (2012) made revisions. The objective of the questionnaire was to learn how elementary school students felt about the classroom atmosphere, how their teachers treated them fairly, how they interacted with other students, and how the classroom was run (Gallahar, 2009). Williams made changes to the survey to gauge how elementary teachers felt about their pupils. There were twenty-two Likert-type statements in the poll. The result showed a Cronbach's alpha of 0.82. Pedersen (2018) also made use of the (Williams, 2012) TES, which had a reliability coefficient of .82 and reliability coefficients of .654, .618, .587, and .587 for the equitable treatment of students, the classroom environment, instructors' interactions with students, and classroom management, respectively.

The adapted Teacher Expectation Survey incorporated a 4-point Likert scale which ranges from 1 (strongly disagree) to 4 (strongly agree) with higher scores supporting a higher level of teacher expectations. For the purpose of the study some questions on the survey were modified to better understand by the

respondent and provide contextual meaning to the statements. These changes were made under the guidance of my supervisor and approved by the university of Cape Coast's Institutional Review Board. Four questions in this survey were modified to suit the Junior High School teachers in Ghana and the study area. This is because the Teacher Expectation Survey was originally made to measure elementary (primary) school teachers' expectation for their students in their class. Statement like "I expect same of all students regardless of their race" was changed to "I expect same from all students regardless of their ethnicity". I expect my students who are messy to perform poorly was modified to I believe that my students who do not appear neat will perform poor academically. "I prefer students who personality and temperament is more like mine" was changed to I prefer students who behaviour is more like mine. "I expect my students with families who have gone to college to to also go to college" was changed to "I expect students whose family member has a strong academic history in the to perform better academically". The highest score for the adapted instrument was 88 and the lowest score was 22 with higher scores indicating higher teacher expectations.

The Academic Self-Concept Scale (ASCS) (Reynolds, Ramirez, Magrina & Allen, 1980)

Students' academic self-concept was measured using an adaptation of Reynolds, Ramirez, Magrina, and Allen's (1980) Academic Self-Concept Scale (ASCS). The 40-item survey measures students' opinions of their own intellectual selves. It was developed with college students in mind, but it also works well with children and adolescents who are at least ten years old. For the purpose of the study and the contextual meaning of some words, some words in

the original instrument were modified to suit the surrent study. This was necessary because, the original instrument was made for college students and the current study was made for Junior High School students. For example, words like college was changed to school, course was changed to subjects, instructor was changed to teachers and major courses was changed to science and mathematics.

Respondents were asked to rate how much they agreed with a series of statements about their academic mentality on a 4-point Likert-type scale, with 1 denoting strongly disagree and 4 denoting strongly agreement. Both good and negative written statements are included. A better intellectual self-concept is correlated with higher ASCS scores (which range from 40 to 160). Test-retest reliability of .88 and internal consistency of .91 were reported by (Reynolds, 1988) and (Reynolds, Ramirez, Magriña, & Allen, 1980) respectively. The scale has also exhibited a strong internal consistency of .91 as reported in (Cokley, 2000a).

Teacher-Student Relationship Inventory (TSRI) (Ang, 2005b)

Both the teacher's and the student's perspectives were utilised in assessing the interaction between the two parties. By modifying the Teacher-Student Relationship Inventory (TSRI), developed by (Ang, 2005a), teachers' perceptions of the teacher-student connection were assessed. The 14 items in the TSRI evaluate three aspects of the interaction between the teacher and the student. The three dimensions are conflict (4 items = 4, 7, 8, and 11), instrumental aid (5 items = 2, 6, 9, 10, and 12), and satisfaction (5 items = 1, 3, 5, 13 and 14). Using a 5-Likert scale that ranged from 1 (nearly never true) to 5 (almost always true), teachers indicated their agreement with each of the

statements. This instrument has been employed in Singapore (Chong, Huan, Quek, Yeo, & Ang, 2010; Huan, Choon Lang Quek, Yeo, Ang, & Chong, 2012), Australia (Kavenagh et al, 2012), and the United States ((Suldo et al., 2014). The adapted version featured three things, conflict (4 items = 11, 12, 13, 14), instrumental help (5 items = 6, 7, 8, 9, and 10), and satisfaction (5 items = 1, 2, 3, 4 and 5). Instructors marked responses from 1 (strongly disagree) to 4 (strongly agree). Its maximum score is 56, and its lowest is 14. A higher level of teacher-student relationship is indicated by the greatest score, and a lower level is indicated by the lowest scores. The Teacher-Student Relationship Inventory, developed by Ang (2005), yielded satisfaction, instrumental help, and conflict scores of .95, .95, and .88 in the corresponding categories.

The student version of the Teacher-Student Relationship Inventory (S-TSRI) (Ang, Ong & Li 2020)

By modifying the Student version of the Teacher Student Relationship Inventory (S-TSRI), Ang et al. (2020) evaluated the students' perceptions of teacher-student relationships. The fourteen elements that comprise the S-TSRI are divided into three factors. The four Likert scale rates the three factors: conflict (4 items = 11, 12, 13, and 14), instrumental help (5 items = 6, 7, 8, 9, and 10), and satisfaction (5 items = 1, 2, 3, 4, and 5). The ratings range from 1 (strongly disagree) to 4 (strongly agree). The S-TSRI ranges in score from 14 at the lowest to 56 at the greatest. Higher levels of contentment, instrument assistance, and conflict are indicated by higher scores in these domains, in that order. For conflict, instrumental assistance, and contentment, the corresponding Cronbach alpha were 0.85, 0.90, and 0.86.

Pilot-Testing

The pilot test was done using two Junior High School in the Nkoranza North Municipality. The students and teachers were chosen because they have qualities in common with the students that were chosen for the study. A total of 34 students and 10 teachers were selected from two schools for the pilot testing. This number was selected based on (Connelly, 2008), who says ten (10) per cent of the total sample size is appropriate for pilot testing.

The pilot test included survey questions as well as additional questions that asked the respondents about the clarity of the questions. These responses provided the researcher with feedback regarding comprehension and clarity. As such, the respondents answered the survey questions and indicated any items that were difficult to understand for the researcher's further review. Based on the feedback of the pilot test participants, the researcher revised some items on the instrument.

Reliability

After the pilot test, the reliabilities of the instruments were computed using the Cronbach Alpha to determine whether each item was associated to the other and the internal consistency reliabilities of the variables. The Teacher Expectation Survey, Academic Self-Concept Scale, Teacher Teacher-Relationship Inventory, and Student Version of the Teacher-Student Relationship Inventory yielded reliability of 0.80, 0.90, 0.85, and 0.92 during the pilot testing exercise. Fraenkel and Wallen (2000) stated that reliability needs to be at least .70. As a result, every instrument used in the investigation is trustworthy.

Data Collection Procedure

Before any data was gathered ethical clearance was collected from the University of Cape Coast Institutional Review Board. The Department of Education and Psychology also provided a letter of introduction to the researcher that was given to the various schools and the education office. The municipal education office was formally consulted for approval and the head teachers of the selected schools for the study were consulted for approval.

The researcher met the teachers in their various schools with permission from the head teachers and explained to them the purpose of the study. The researcher again explained to the teachers their roles and their rights so far as the study was concerned. The researcher again met the students in their various schools and briefed them about the study, their roles and rights so far as the study was concerned.

The collection of the data began on 1st June and ended on 30th June, 2023 after ethical clearance had been obtained from the Institutional Review Board of the University of Cape Coast. Data was collected during school days, on each day one school was visited for the collection of data. In all 22 working days were used to collect the data. The time for the briefing of the teachers on how to respond to the data started from 7 am to 8 am to avoid interference from normal class hours.

The researcher began the data collection with the teachers. The teachers selected for the study were assembled in one classroom and they were taken through on how to answer the questionnaires and opportunity were given for clarifications of any question or misunderstanding. The teachers were allowed

to send the questionnaires home for answering and the researcher came for them personally the next day to avoid interference from normal class hours.

The questionnaire for the students was personally presented to the students on the day the researcher went to collect the answered questionnaires from the teachers. The researcher explained to the learners how to answer the questionnaire and allowed them to ask any question that bothered them about the questionnaire. The students were given one (1) hour to answer the questionnaires after that it was collected by the researcher on the same day. All the questionnaires that were given to the respondents were answered and returned indicating a 100 percent return rate.

Validity

According to Leedy and Ormrod (2023), the degree to which an instrument measures what it is intended to measure is its validity. It is crucial to recognize that although face validity and content validity are not evaluated through statistical methods, they are essential for establishing the reliability and relevance of the study's metrics. The instruments were handed to my supervisor prior to data collection to provide professional opinions on the suitability of each question and the comprehensiveness of the domain coverage. This was carried out to guarantee the instrument's face and content validity.

Ethical Issues

In order to avoid leaving any unfavourable impressions on the respondents, the researcher revealed his name to them. The researcher provided the participants with an in-depth understanding of the study, the researcher also gave them an explanation of the reasoning behind the study's undertaking. The researcher made sure the respondents gave their agreement voluntarily and

readily. Before the students were permitted to conduct the study, the consent of their parents and the students themselves was given careful consideration.

The respondents received the assurance that the information they submitted would be used exclusively for the purpose of the research and would not, under any circumstances, be made public. The questionnaires were coded to avoid identification of respondents. The study's researcher stated that participants had the option to answer some questions or not. The investigator made certain that any information pertaining to identifying was excluded from the completed report.

Data Processing and Analysis

Frequency counts and percentages were used to analyse the demographics of the study. Four research questions and two hypotheses were analysed in the study. Regarding research question one (1). Pearson Product Moment Correlation was used to examine the relationship between teacher expectation and the academic self-concept of Junior High school students in the Nkoranza South Municipality. The analysis helped to determine the strength and the direction of the relationship between the two variables.

Pearson Product Moment Correlation was conducted on research question two (2) to determine if there is a relationship between the teacher-student relationship and the academic self-concept of Junior High School students in the Nkoranza South Municipality.

Pearson Product Moment Correlation was conducted on research question three (3) to determine if there is a relationship between teacher expectation and teacher-student relationship in Junior High Schools in the Nkoranza South Municipality.

Multiple regression analysis was used to analysed research question 4 whind found out the variables that best predict academic self-concept of Junior High schools.

To test the research hypothesis one (1) of the study, an independent samples t-test was conducted to determine if there is a statistically significant difference in teacher expectations on the basis of gender in the Nkoranza South Municipality. This enabled the researcher to evaluate if gender has an impact on the level of teacher expectations in Junior High Schools in the Nkoranza Municipality.

An independent sample t-test was used to analyze the second hypothesis of the study to determine if there is a statistically significant difference in the teacher-student relationship on the basis of gender. This helped the researcher to investigate whether gender plays a role in the teacher-student relationship.

Chapter Summary

The research design employed in this study was a descriptive survey using a quantitative research approach. Data were collected through questionnaires adapted from established instruments such as the Teacher Expectation Survey, Academic Self-Concept Scale, Teacher-Student Relationship Inventory, and Student Version of the Teacher-Student Relationship Inventory. These instruments underwent pilot testing to ensure clarity and reliability, with Cronbach's alpha values indicating satisfactory internal consistency. The sample consisted of 30 science and mathematics teachers and 335 Junior High School students selected using multistage and purposive sampling techniques. Ethical considerations were addressed, with

informed consent obtained from participants and measures taken to protect their anonymity.

The study area, Nkoranza South Municipality, was described in terms of its demographics and educational landscape, providing context for the research. Data collection took place over 22 working days, with procedures carefully outlined to ensure ethical standards were upheld. Data analysis involved frequency counts, percentages, Pearson Product Moment Correlation, and independent samples t-tests to examine relationships between variables and potential gender differences. Overall, this comprehensive approach aimed to uncover insights into teacher expectations, teacher-student relationships, and academic self-concept among Junior High School students in the Nkoranza South Municipality, contributing to the understanding of educational dynamics in the region

CHAPTER FOUR

RESULTS AND DISCUSSION

The findings of the investigation are presented in this chapter. Finding out how teacher expectations and the teacher-student relationship affected junior high school students' academic self-concept in the Nkoarnza South Municipality was the aim of the study. A descriptive survey was used as the research design for the study. Four instruments were adapted to collect data for the study and they included the Academic Self-concept Scale, Teacher-Student Relationship Inventory, and Student Version of the Teacher-Student Relationship. The collected data were analysed using descriptive statistics such as means, standard deviations, frequencies, and percentages, as well as the Independent Sample T-test and Pearson Product-Moment Correlation.

This chapter's first section displays the respondents' demographic information. The research data was analysed in the second section based on the research questions and hypothesis.

Demographic Characteristics of Participants

This section describes the demographic characteristics of the respondents which includes the selected teachers and students in the Nkoranza South Municipality.

Table 3. Gender of students

Gender	Frequency	Percentage
Male	181	54
Female	154	46
Total	335	100.0

Source: Field Survey (2023)

With a sample size of 335 students, Table 3 displays the gender distribution of the student used for the study. 181 of the 335 students were males, making up 54% of the sample as a whole. The remaining 154 students, or 46% of the sample, were female.

Table 4. Gender of teachers

Gender	Frequency	Percentage
Male	22	73.3
Female	8	26. 7
Total	30	100

Source: Field Survey (2023)

Table 4 shows the gender distribution of teachers, with a total sample size of 30 teachers. Of the 30 teachers, 22 were male, accounting for 73.3% of the total sample. The remaining 8 students were female, accounting for 26.7% of the sample.

Table 5. Years of teaching at their present station

Years of teaching at the present place	Frequency	Percentage
3	4	13.3
4	4	13.3
5	14	46.7
7	4	13.3
10	4	13.3
Total	30	100

Source: Field data 2023

Table 5 shows the years teachers have been working at their current schools. There are thirty teachers in the sample. Of the 30 science and mathematics teachers, 14 teachers have spent 5 years in their current school

representing 46.7% of the total sample. 4 teachers had spent ten years in their current school representing 13.3%. 2 teachers have spent 7 years in their current school, and the rest of the teachers have spent 4 years and below in their current school.

Table 6. Ranks of teachers

Ranks of teachers	Frequency	Percentages
Assistant Director 2	10	33.3
Principal Supt	14	46.7
Snr Supt 1	2	6.7
Snr Supt 2	4	13.3
Total	30	100

Source: Field data 2023

Table 6 presents the ranks of teachers with a total sample size of 30 teachers. Out of the 30 teachers, 14 teachers are at the rank of principal supt representing 46.7%. 10 teachers are at the rank of Assistant Director 2 representing 33.3%. The rest of the teachers are at the rank of Snr Supt 1 and 2.

Presentation of Findings

Research Question One: Is there any relationship between teacher expectation and the academic self-concept of Junior High school students in the Nkoranza South Municipality?

The purpose of this question was to ascertain how students' academic self-concept and teacher expectations relate to one another. To address this research question, two instruments were adapted: the Academic Self-concept scale (Reynolds, Ramirez, Magrina & Allen, 1980) and the Teacher Expectations

Survey (Williams, 2012). The Pearson correlation coefficient was utilised for the analysis of the data. Table 7 shows the results of the research question one.

Table 7. Relationship between teacher expectation and academic self-concept of students.

		Teacher Expectation	Academic Self-Concept
Teacher expectation	Pearson Correlation	1	-.056
	Sig (2-tailed)		.309
	N	335	335

Source: Field Data (2023)

In Table 7, the Pearson correlation coefficient between "Teacher Expectation" and "Academic Self-Concept" was found to be r = -.056, which was not statistically significant at the 0.05 alpha level (p = 0.309). This suggests that variations in teacher expectation are not significantly associated with changes in students' academic self-concept.

Research Question Two: What is the relationship between student-teacher relationships and academic self-concept of Junior High school students in Nkoranza South Municipality?

This question aimed to determine the relationship between teacher-student relationship and the academic self-concept of students. The Pearson correlation coefficient was used for the analysis of the data. The findings of this research question of the study are presented in Table 9.

Table 8. Relationship between teacher-student relationship and Academic Self-Concept of Students

		Student-Teacher Relationship	Academic Self-Concept of students
Student-Teacher Relationship	Pearson Correlation	1	.454**
	Sig. (2 tailed)		.000
	N	335	335

Source: Field Data (2023)

The Pearson correlation coefficient between "Student-Teacher Relationship" and "Academic Self-Concept of Students" was found to be a strong and highly statistically significant positive correlation, with r = .454 (p = 0.000, two-tailed). This result indicates a robust and meaningful relationship between these two teacher-student relationship and academic self-concept of junior high school students in the Nkoranza South Municipality.

Research question 3. What is the relationship between teacher expectation and teacher-student relationship?

This question aimed to determine the relationship between teacher expectations and teacher-student relationships. The data was analysed using the Pearson correlation coefficient. The findings of this research question of the study are presented in Table 10.

Table 9. Relationship between teacher expectation and teacher-student relationship

		Teacher Expectation	Teacher-Student Relationship
Teacher Expectation	Pearson Correlation	1	.401**
	Sig. (2 tailed)		.000
	N	335	335

Source: Field Data (2023)

Table 9 indicates that the Pearson correlation coefficient between "Teacher Expectation for Students" and "Teacher-Students Relationship" was found to be approximately r = 0.401. This correlation was statistically significant at the 0.05 alpha level (p = 0.000), indicating a moderate positive relationship between these two variables. The positive correlation suggests that as teacher expectations for students increase, the quality or strength of the teacher-student relationship also tends to increase. In other words, when teachers have higher expectations for their students' academic performance, they are more likely to foster positive relationships with their students.

Research question 4. Which of the predictor variables best influence student's academic self-concept in Junior High schools in the Nkoranza South Municipality.

This question aimed to determine which of the predictor variables that is teacher expectation and teacher-student relationship best predict academic self-concept of Junior High school students in the Nkoranza South Municipality. In analysing the data, multiple regression was used.

Table 10. Model Summary

Model	R	R square	Adjusted R Squared	Std. Error of the Estimate
1	456[a]	.208	.203	8.96125

a. Predictors: (constant), teacher expectation, teacher-student relationship

Table 11. ANOVA[a]

Model	Sum of Squares	Df	Mean square	F	Sig
Regression	6994.902	2	3497.451	43.553	.000[b]
Residual	26660.937	332	80.304		
Total	33655.839	334			

b. Dependent Variable: academic self-concept of students

c. Predictors: (Constant), teacher expectation, student teacher-relationship

Table 12. Coefficent[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std error	Beta	T	Sig
Constant	77.452	6.238		12.416	.000
Teacher-student relationship	.936	.101	.462	9.263	.000
Teacher Expecation	.046	.063	.036		.456

Dependent Variable: Academic Self-concept

The regression model included two predictors: student-teacher relationship and teacher expectations for students. The dependent variable was the academic self-concept of students.

Teacher-student Relationship: The unstandardized coefficient (B) for student-teacher relationship is .936, indicating that for each unit increase in the student-teacher relationship score, the academic self-concept score increases by .936 units, holding all other variables constant. This predictor is statistically significant (t=9.263, p<.001 t=9.263, p<.001), with a standardized coefficient (Beta) of .462, suggesting a moderate positive impact on academic self-concept.

Teacher Expectations for Students: The unstandardized coefficient (B) for teacher expectations for students is .046, indicating that for each unit increase in the teacher expectations score, the academic self-concept score increases by .046 units, holding all other variables constant. However, this predictor is not statistically significant (t=.732, p=.465 t=.732, p=.465), with a standardized coefficient (Beta) of .036, indicating a very weak and statistically non significant influence on academic self-concept.

Hypothesis one: There will be no statistically significant difference in teacher expectation on the basis of gender in Junior High Schools in the Nkoranza South Municipality.

The aim of the hypothesis was to ascertain whether there are statistically significant differences between the expectations of male and female teachers for their students. The data was analysed using the independent sample t-test. Table 13 displays the results of the hypothesis.

Table 13. Descriptive statistics of teacher expectation

	Gender of teachers	N	Mean (M)	Standard deviation (SD)
Teacher expectation	Male	22	72.6364	2.33550
	Female	8	72.2500	3.20156

Source: Field Data 2023

Table 14. Results of the independent sample t-test of male and female teacher expectation

Gender	N	Df	t value	Sig
Male	22	28	.258	.800
Female	8			

Source: Field Data 2023

Table 14 presents the results of the independent sample t-test analysis comparing teacher expectations of male and female teachers in the Nkoranza South Municipality. The results in the table show no statistically significant difference t (30) = .258, sig = .800, p > .05. The t-test is significant at 0.05 level of significance. The null hypothesis which stated that "There was no statistically significant difference in teacher expectation on the basis of gender in Junior High Schools in the Nkoranza South Municipality" was failed to be rejected. Thus, it may be inferred that there is no statistically significant distinction in the expectations of male and female teachers. It is evident from the mean that teacher expectations of male teachers (M = 72.6364, SD = 2.3355) and female teachers (M = 72.2500, SD = 3.20156) do not show a significant difference.

Hypothesis 2. There will be no statistically significant difference in the teacher-student relationship on the basis of gender in Junior High Schools in the Nkoranza South Municipality.

Teacher-student relationship were assessed, and data were collected separately for male and female students. An independent samples t-test was employed to compare the means of teacher-student relationship between the two gender groups. The results are presented in Table 15.

Table 15. Mean and Standard Deviation of teacher-student relationship

Teacher-Student relationship	Number (N)	Mean	Standard deviation
Male	174	41.908	4.96376
Female	161	41.714	3.95407

Source: Field data 2023

Table 16. Results of the independent sample t-test of male and female teacher-student relationship

Gender	N	Df	t value	Sig
Male	174	333	1.747	.721
Female	161			

Source: Field Data 2023

An independent samples t-test was conducted to compare the teacher-student relationship scores of male (M = 41.908 SD = 4.96376) and female (M = 41.714, SD =3.95407) students. The results indicated that there was no statistically significant difference in teacher-student relationship scores between male and female (t (335) = 1.747, p = .721). The t-value of 1.747 suggested that the difference in means between the two groups is not statistically significant at the conventional alpha level of .05. The degrees of freedom (df) for this test were 333.

Discussion of Findings

The primary discoveries derived from this investigation are elaborated upon in this segment. The discourse pertains to the pertinent body of literature that was examined during the course of this research. In addition to examining the relationship between teacher expectation and academic self-concept of

students, the relationship between teacher student relationship and academic self-concept of students and the relationship between teacher student relationship and teacher expectation. mathematics learning outcomes of students and the teachers' perceptions of the value of feedback, this study determined the differences in teacher expectation and teacher student relationship based on gender.

Relationship between teacher expectation and academic self-concept of students.

The findings of the research showed that junior high school pupils in the Nkoranza South Municipality did not have a statistically significant association between teacher expectations and academic self-concept. The findings of the research question is not in agreement with earlier research by (Friedrich et al., 2015b) that showed how teacher expectations affect students' academic results, including how they view themselves academically. The findings of the research showed that junior high school students in the Nkoranza South Municipality did not have a statistically significant association between teacher expectations and academic self-concept. The study by Friedrich et al made use of fifth grade students and mathematics teachers while the present study made use of BS8 students and mathematics and science teachers. Additionally, the findings of the study is not in agreement with a study by (Trouilloud, Sarrazin, Bressoux, & Bois, 2006) that demonstrated how instructor expectations influence students' future academic self-concept. The differences in findings can be due to use of physical education teachers compared to the use of science and mathematics teachers. The respondents of the study of Trouilloud et al. (2006) were mostly white students compared to the current study where all the respondents were

blacks and environmental and cultural differences too might also cause the differences in the findings.

The non significant correlation may suggest that academic self-concept is influenced by a more complex interplay of factors beyond teacher expectations alone. Previous research has often highlighted the potential impact of teacher expectations on student outcomes, but this study suggests that academic self-concept might be more resilient or influenced by a broader range of variables. These variables could include intrinsic student motivation, the quality of peer relationships, familial support, and personal attributes such as resilience and self-efficacy.

The finding that teacher expectations do not significantly correlate with academic self-concept might also imply that students' perceptions of their academic abilities are more self-determined and less susceptible to external perceptions. This can be seen as a positive indication that students have a strong sense of self-concept that is not easily swayed by external judgments. However, it also suggests that interventions aimed solely at altering teacher expectations may not be sufficient to enhance students' academic self-concept. Instead, a more holistic approach that includes fostering intrinsic motivation and providing supportive environments both at school and at home might be necessary.

Furthermore, while this study did not find a direct relationship, it is possible that teacher expectations could have an indirect effect on academic self-concept. For example, teacher expectations might influence classroom dynamics, the nature of feedback given to students, and the opportunities for student engagement and achievement, which over time could affect students'

academic self-concept. This highlights the need for further research to explore these potential indirect pathways and to understand the mechanisms through which teacher expectations might influence student outcomes.

Relationship between teacher-student relationship and academic self-concept of students.

The strong positive correlation between student-teacher relationships and students' academic self-concept is indicated by the extremely significant positive correlation. Put another way, when the rapport between students and their teachers gets better, children tend to think better of themselves and their academic prowess. Students can grow more confident in their academic talents in an environment that is trusting, supportive, and well-communicated between them and their teachers. The research question's finding is in agreement with a study by Komarrju et al. (2010), which discovered that students were more academically confident and motivated when they believed and perceived their teachers to be available, passionate, encouraging, and respectful. The finding of this question is also in agreement with a study by McFarland et al. (2016), which discovered that a child's academic self-concept is influenced by the interaction between learners and their teachers.

The research question's finding is also in line with a study conducted by Leflot et al. (2010), which found a positive association between students' interactions with professors and their academic self-concept. Franklin et al. (2017) study also discovered that interactions between students and professors were predictive of students' academic self-concept.

This implies that students' academic self-concept is positively correlated with better student-teacher relationships. There are numerous significant

ramifications of these findings for educational philosophy and practice. First off, the strong positive link suggests that students' academic self-concept is greatly influenced by the type of relationship they have with their teachers. Students who have a good and encouraging relationship with their teachers are more likely to feel competent and secure in their academic ability. This is consistent with the body of research that highlights the value of encouraging teacher-student interactions in creating a supportive learning environment and raising students' motivation and self-esteem.

The moderate strength of the correlation (r=.454) suggests that while student-teacher relationships are an important factor in academic self-concept, they are likely one of several influences. Other factors such as intrinsic motivation, peer relationships, family support, and individual characteristics also play significant roles. Therefore, educational strategies aimed at improving academic self-concept should adopt a multifaceted approach, addressing not only the quality of student-teacher interactions but also other supportive factors in students' lives.

Moreover, the significant findings underscore the potential benefits of professional development for teachers that focus on building strong, positive relationships with their students. Teachers who are better equipped to connect with their students can foster an atmosphere of trust and encouragement, which is conducive to positive academic outcomes.

The significance of school policies that support small class sizes and teacher-student mentorship programmes is further highlighted by the strong correlation found between teacher-student interactions and academic self-concept. More individualised attention and stronger relationships can be

fostered by smaller class sizes, and students' academic self-concept can be further enhanced by mentorship programmes that offer additional support and assistance.

In addition, these findings have implications for parental and community involvement in education. Encouraging active participation from parents and community members in school activities can create a more cohesive support system for students. Collaborative efforts between teachers, parents, and the community can reinforce positive messages and support structures that bolster students' academic self-concept.

Predictor variable of teacher expectation and teacher-student relationship on academic self-concept of junior high school students.

The teacher-student relationship emerged as a significant predictor of academic self-concept. The unstandardized coefficient (B) for this predictor is .936, indicating that for each unit increase in the student-teacher relationship score, the academic self-concept score increases by .936 units, holding other variables constant. The statistical significance ($t = 9.263$, $p < .001$) underscores the robustness of this finding. The standardized coefficient (Beta) of .462 further indicates a moderate positive impact, suggesting that the quality of student-teacher relationships is a critical factor in shaping students' academic self-concept.

This outcome is consistent with previous research that highlights the value of strong and encouraging connections between students and teachers (Aldrup et al., 2018a; Brinkworth, McIntyre, Juraschek, & Gehlbach, 2018). Students are more likely to grow in confidence in their academic talents when they believe that their teachers are sympathetic, understanding, and

encouraging. Students' motivation, engagement, and eventually their academic achievement can all be improved by these partnerships. Consequently, educators who want to help students develop a positive academic self-concept should place a high priority on developing excellent student-teacher connections.

In contrast, teacher expectations for students did not significantly predict academic self-concept in this study. The unstandardized coefficient (B) for teacher expectations is .046, indicating a minimal increase in academic self-concept for each unit increase in the teacher expectations score. This predictor was not statistically significant ($t = .732$, $p = .465$), and the standardized coefficient (Beta) of .036 suggests a very weak influence.

The non significant impact from teacher expectations may be attributed to several factors. While high expectations are generally associated with positive student outcomes, their effect might be mediated by how these expectations are communicated and perceived by students. If high expectations are not accompanied by adequate support and positive student-teacher relationships, they may not effectively boost students' academic self-concept. This finding suggests that merely setting high expectations is insufficient; the manner in which teachers interact with students and the relational context is crucial.

Differences in teacher expectation based on gender

The findings of this analysis suggest that there was no statistically significant difference in teacher expectations between male and female teachers. The similar mean scores for both groups indicated that, on average, male and female teachers have comparable expectations for their students. These results

imply that, in this sample, gender does not appear to be a significant factor influencing teacher expectations.

The study's results go contrary to those of Watson et al. (2016), who discovered that male teachers had lower expectations for both boys and girls in their mathematics classes than female professors did. It also contradicts a study by Watson & Penelope et al. (2019), which found that male teachers had lower reading standards for boys than for girls. The differences in findings may be due to the subjectcs used in the study while this study focused on mathematics and science, the study of Watson and Penelope (2019) focused on reading. The study's conclusions also conflict with a study by Robinson-Cimpian, Lubienski, Ganley, and Copur-Gencturk (2014), which found that gender influences variations in teacher expectations. For example, their research showed that teachers had different expectations for females and males in mathematics. The study's findings also conflict with research by Karwowski et al. (2015), which found that there was a significantly larger correlation between female students and teachers' expectations of them. The study of Karwowki, Gralewski, and Szumski (2015) involved Polish language teacher and mathathematics teachers while the current study involved mathematics and science teachers which might bring the differences in the findings of the study.

Differences in teacher-student relationship based on gender

The results of this research indicate that there is no statistically significant difference between male and female teachers in the sample under investigation in terms of the quality of the teacher-student interaction. This makes the null hypothesis which indicated “There will be no statistically significant difference in the teacher-student relationship based on gender in

Junior High Schools in the Nkoranza South Municipality" failed to be rejected. Comparable relationship scores were shown by male and female teachers, showing similar degrees of connection, rapport, and support with their students.

The study's findings contradict the findings of a study done in Hungary by Koles O'Connor and Collins (2013), who used 172 students in 43 classrooms and found that there were differences in the degrees of closeness, conflict, and over-dependence in the relationships between teachers and students. Research indicates that the dynamics between educators and pupils are less confrontational and more nurturing when it comes to female students as opposed to male students (Clem et al., 2021). This is in line with a study by Zee and Roorda (2018) using 35 teachers and 269 third through sixth-grade children, the study revealed a significantly more close relationship between girls and boys. The level of students used in the study of Zee and Roorda (2018) differs from the level of students used in the current study which might cause the disagreement in their findings.

Final Conceptual Framework

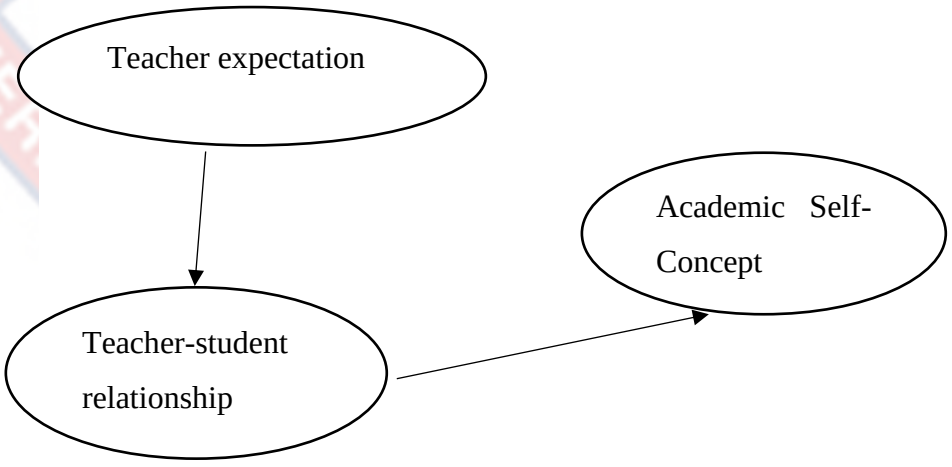

Figure 2. Final conceptual framework based on the findings

A correlation between students' academic self-concept and teacher-student relationship was observed in Figure 2, which supports the study's findings. That is as teachers- student relationship for students' increase, the academic self-concept of students also increases. It was again seen that teacher expectation also correlates with teacher-student relationships. That is, the expectations that a teacher has for a student determine the kind of relationship a teacher has with a student. Lastly, it was discovered that the teacher-student relationship predicts the academic self-concept of students. That is how students perceive their relationship with their teachers influences how they see themselves as academically capable.

Chapter Summary

The research explored the relationship between teacher expectations, teacher-student relationships, and students' academic self-concept using Pearson correlation coefficients and multiple regression analysis. The findings indicated that while teacher expectations were not significantly correlated with academic self-concept, a strong positive correlation existed between teacher-student relationships and academic self-concept.

Further analysis revealed that teacher-student relationships significantly predicted students' academic self-concept, emphasizing the importance of supportive and positive interactions between teachers and students. Conversely, teacher expectations alone did not significantly impact academic self-concept, suggesting that the relational context in which expectations are communicated plays a crucial role. Moreover, the study found no statistically significant differences in teacher expectations and teacher-student relationships based on

the gender of the teachers, indicating that both male and female teachers held similar expectations and fostered comparable relationships with their students.

These results highlight the complexity of factors influencing students' academic self-concept and underscore the importance of fostering strong, positive student-teacher relationships. While teacher expectations are essential, their impact is likely mediated by the quality of interactions and support provided. Furthermore, the lack of gender-based differences in teacher expectations and relationships points to a uniform approach by teachers in the municipality, regardless of gender.

CHAPTER FIVE

SUMM ARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

Generally, the purpose of the study was to investigate the influence of teacher expectation and teacher-student relationship on the academic self-concept of Junior High School students in Nkoranza South Municipality. Specifically, the study sought to investigate the relationship that exist between teacher expectations and the academic self-concept, teacher-student relationship and academic self-concept of Junior students, student-teacher relationship and academic self-concept of Junior High School students, teacher expectation and teacher-student relationship in Junior High School in Nkoranza South Municipality. The study also determined whether gender of teachers significantly affected teacher expectations and teacher-student relationships.

The study used descriptive research design. The study's accessible population was all professional teachers teaching mathematics and science in public Junior High schools and BS8 students in public schools in Nkoranza South Municipality. The sample for the study was 30 teachers and 335 BS8 learners in Nkoranza South Municipality. Multistage sampling was a sampling technique used for the study. The instruments used for data collection for the study were the Teacher Expectation Survey, Academic Self-Concept Scale, Teacher-Student Relationship Inventory and Student version of Teacher-Student Relationship Inventory. Descriptive statistics, the Independent Sample T-test, multiple regression and Pearson Product Moment Correlation were used to examine the collected data.

Summary of Main Findings

The study's main findings were as follows:

1. There was no statistically significant relationship observed in the study between students' academic self-concept and teacher expectations, suggesting that differences in teachers' expectations had no effect on how students saw their own academic potential. This implies that a wider variety of elements than only teacher expectations may have an impact on students' academic self-concept.
2. There was a significant and statistically significant positive association between students' academic self-concept and the relationship between teachers and their pupils. In other words, students' perceptions of their relationships with their teachers have an impact on their perceptions of their own academic aptitude.
3. There is a strong association between teacher expectations and the interaction between teachers and students. This implies that teachers' relationships with their pupils are influenced by the expectations they have for them. Teachers' relationships with their students are strengthened when they hold themselves to a high standard.
4. The regression model showed that the teacher-student relationship significantly predicts academic self-concept, with each unit increase in this relationship resulting in a .936 unit increase in academic self-concept ($p < .001$). In contrast, teacher expectations for students did not significantly influence academic self-concept, as indicated by the minimal unstandardized coefficient (.046) and lack of statistical significance ($p = .465$).

5. Nkoranza South Municipality junior high school teacher expectations did not change statistically significantly based on their gender. It suggests that there were no appreciable differences in the expectations that male and female educators held for their students.
6. There was no gender-based statistically significant variation in the teacher-student relationship. This suggests that educators—male and female—view their interactions with pupils equally.

Conclusions

The following conclusions were reached from the study based on its findings:

The study's findings underscored the complexity of factors influencing students' evaluations of their academic abilities by showing that instructor expectations did not statistically significantly affect students' academic self-concepts. This finding suggests that while teacher expectations are an important aspect of the educational environment, they are not a decisive factor in determining students' academic self-concept. Other elements, such as personal motivation, peer influence, and family support, may play more critical roles. Students' perceptions of their own academic worth rise in line with the strength of the student-teacher relationship. Students' impressions of their academic talents are shaped by interactions between teachers and students that are constructive and encouraging based on the student's viewpoint.

The findings of the study suggest a symbiotic connection between the expectations educators hold for their students and the nature of the relationships that develop in the classroom. Educators who harbour higher expectations for their students might naturally engage in more positive and supportive

interactions, fostering an environment where students feel valued and encouraged.

Teachers are not differentiating their expectations based on whether a student is male or female. This is a positive observation, as it suggests that, at least in this context, teachers are striving to maintain fairness and equity in their expectations, irrespective of gender. This result suggests that gender has no effect on the dynamics of teacher-student relationships in the context of the study.

Recommendations

The following recommendations are made:

1. The Education Ministry of Ghana and the Ghana Education Service needs to broaden their focus beyond teacher expectations to enhance students' academic self-concept. Specifically, they should develop and implement comprehensive programs that include promoting positive student-teacher relationships, fostering a supportive and inclusive school environment, and engaging parents and communities in the educational process. Additionally, professional development for teachers should emphasize strategies to support students' overall well-being and self-esteem, not just academic performance
2. Teachers are encouraged to prioritize the cultivation of positive and supportive relationships with students, creating an environment where trust, understanding, and open communication flourish.
3. The Ghana Education Service should consider implementing continous professional development programs for teachers that emphasize the significance of having expectations for students while concurrently

nurturing positive and supportive teacher-student relationships. These programs could provide practical strategies for educators to cultivate a constructive classroom atmosphere that fosters mutual respect, effective communication, and a sense of belonging.

4. The Ghana Educati on Service and teachers need to prioritize fostering strong, positive relationships between students and teachers, as these significantly enhance students' academic self-concept. Professional development programs should be implemented to equip teachers with skills to build these relationships effectively. Additionally, while maintaining high expectations is important, more emphasis should be placed on creating supportive and engaging classroom environments to positively impact students' self-perception and academic success.
5. The Ghana Education Service could consider incorporating awareness programs and workshops for teachers that highlight the importance of maintaining unbiased expectations regardless of gender. These initiatives can reinforce the principle of equity in education and promote a culture of fairness.
6. Teachers and the Ghana Education Service should further promote gender-neutral approaches in fostering positive and supportive teacher-student relationships. Professional development programs for teachers that emphasize the importance of unbiased and equitable interactions, irrespective of gender, could be beneficial.

Suggestions for Future Research

Studies in the future should make use of mixed methods in finding out the influence of teacher expectations on the academic self-concept of Junior High School students.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Questionnaire on Teacher Expectation

Dear Teacher: The purpose of this questionnaire is to gather data on junior high school students' academic self-concept in the Nkoranza South Municipality by examining the influence of teacher expectations and teacher-student relationships on academic self-Concept of Junior High School students. Your submission of any information will be kept private and used exclusively for research.

The purpose of the following questionnaire is to get your honest feedback on teacher expectation for learners in your school.

Thank you

SECTION A

Demographic Data

The statements below are about you. Please circle the letter that best represents you in the statements provided.Sex

a. Male

b. Female

1. Age……..
2. Highest academic qualification

a. Postgraduate degree

b. Bachelor's degree

c. Diploma

d. SSCE/WASSCE/O or A level

3. Total number of years in teaching……..

4. Total number of years of in your present school……..

5. Present rank in the Ghana Education Service.

a. Deputy Director

b. Assistant Director 1

c. Assistant Director 2

d. Principal superintendent

e. Senior superintendent 1

f. Superintendent 1

g. Senior superintendent 2

h. Superintendent 2

i. Any other……

SECTION B

Expectation teachers have for their students

The following are statements regarding the expectations you hold for your students.

Please select (√) the most appropriate response to the following statements (Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 ,Strongly Agree (SA) = 4

NUMBER	STATEMENT	SA	A	D	SD
1	Girls and boys are given the same amount of exercises.				
2	I like students who behave like me.				
3	I make class more engaging, which helps my students perform well.				
4	Regardless of whether a family member has a strong academic history at the school, I want the same level of performance from my students.				
5	I believe that my students who are not neat will perform poor academically.				
6	Because I do not make fun of them, my students do well in class.				
7	Students are not allowed to participate in class activities if they do not have their learning equipment, such as arithmetic				

	sets, crayons, testbooks or notebooks.				
8	I am constantly monitoring some students to get into trouble.				
9	I motivate my students to put up their best in academic work.				
10	I want the same level of academic achievement from every student, regardless of how they look physically.				
11.	I want every student, regardless of ethnicity, to achieve at the same level academically.				
12	If a student forgets to bring study materials, such as a workbook, math set, exercise book, test book, crayon, and other items, I do not help them.				
13	Students perform well because it is what I expect of them.				

14	Group project work involving boys and girls is discouraged.				
15	I expect both boys' and girls' academic performance to be on the same level.				
16	I treat students better if they consistently submit their work on time.				
17	I expect students who misbehave in class to perform poorly academically.				
18	I feel that learning needs to be enjoyable.				
19	I let my students participate in decision-making in the classroom, which helps them do well academically.				
20	Male and female students are given equal opportunity to answer questions.				
21	I want my students to achieve academic success due to their family's educational background.				

22	I am organised in class, which helps my students do well.				

SECTION C

Teacher-Student Relationship Inventory

The following are statements about your opinion about your relationship with students in your school.

Please select (√) the most appropriate response to the following statements (Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 ,Strongly Agree (SA) = 4).

NUMBER	STATEMENT	SA	A	D	SD
1	Having these students in my class is enjoyable for me.				
2	I am happy with the relationships that I have developed with these students.				
3	I consider the interaction with my students to be positive.				
4	I like these students.				
5	If some of the students are absent I miss them.				
6	The students open up to me about personal matters.				

7	The students are likely to come to me for assistance if they are having issues at home.				
8	The students depend on me for advice.				
9	These students will probably come to me if they need assistance.				
10	My students come to me for a listening ear.				
11	If some of these students are not in my class I would be happy teaching the class.				
12	These students frustrate me more in my class.				
13	I am eager for the school year to end so I can take transfer and stop teaching the students.				
14	If some of the students are absent I feel relieved.				

APPENDIX B

Dear students: The purpose of this questionnaire is to gather data on the ways in which student academic self-concept is influenced by teacher expectations and the teacher-student relationship. Your submission of any information will be kept private and used exclusively for research.

The following questionnaire aims to genuinely gather your views about the relationship between teachers and students.

Thank you

SECTION A

Demographic Data

The following are statements about you. Please circle the letter that best describe your response to each statement.

1. Sex
   a. Female
   b. Male
2. Age
   a. Below 12 years
   b. 12-16 years
   c. Above 16

SECTION B

Students Version of the Teacher- Students Relationship

The following are statements about your relationship with teachers in your school.

Please select (√) the most appropriate response to the following statements (Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 ,Strongly Agree (SA) = 4).

NUMBER	STATEMENT	SA	A	D	SD
1	I enjoy attending class.				
2	My relationships with my teachers are good.				
3	These teachers will be missed if they retire or leave the school.				
4	I am satisfied with the relationship between me and my teachers.				
5	I like these teachers.				
6	I will ask my teachers for assistance if I have problem at home.				
7	I tell my teachers about my personal life.				

8	I will contact my teachers if I need assistance.				
9	The people I will turn to when I need someone to listen to me are my teachers.				
10	I depend on my teachers for advice.				
11	Some of my teachers frustrate me more.				
12	I cannot wait to leave the school because I do not want to be taught by these teachers again				
13	I feel relieved if some of the teachers absent themselves from school.				
14	If some of the teachers are not teaching me I will enjoy my class very well.				

APPENDIX C

Academic Self-Concept of Students

The following are statements about your academic self-concept in school.

Please select (√) the most appropriate response to the following statements (Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 ,Strongly Agree (SA) = 4).

Number	STATEMENT	SA	A	D	SD
1	It is an enjoyable experience to be a student.				
2	I can achieve high grades if I work hard enough.				
3	My time and effort in school are rewarding.				
4	Despite my best efforts, I do not perform well academically.				
5	I get bad grades in examinations a lot.				
6	Overall, I believe I am a student who can succeed academically.				

7	I perform well in maths and science considering how much time I spend studying.				
8	My parents are not happy with my academic performance.				
9	Some people think I am clever.				
10	Maths and science are easy subjects for me.				
11	There are times during which I want to quit school.				
12	Majority of my classmates do better than me.				
13	My maths and science teachers think I am a really good student.				
14	Sometimes I think school is too difficult for me.				
15	Overall, I am happy with my academic performance in maths and science.				
16	I usually feel confident when taking science and math tests.				

17	I believe I am able to assist others with their science and maths homework.				
18	I think the expectations of my maths and science teachers are high.				
19	It is difficult for me to stay on top of my academic work.				
20	I am satisfied with the math and science assignments I submit.				
21	Sometimes I feel like a failure.				
22	I think I do not put enough effort into my exam preparation.				
23	I find majority of the examinations to be easy.				
24	I do not think I will perform well in science and maths.				
25	For me, it pays to study hard.				
26	I find it challenging to finish school.				

27	I am able to study as schedulled.				
28	I am certain about my academic objectives.				
29	I want to improve significantly as a student from where I am today.				
30	I often lose hope in school.				
31	Completing my homework in maths and science is enjoyable for me.				
32	I think I am an exceptionally good student.				
33	In math and science classes, I normally get the grades I deserve.				
34	My study habits are not up to my expectation.				
35	When the term ends, I usually feel like i have achieved my academic objectives.				
36	I am regarded as a good student by others.				

37	Compared to the average junior high school student, I believe I am better.				
38	I believe that my clasmates are more prepared than I am in science and maths.				
39	I do not think I possess the capabilities needed for science and maths.				
40	My study habits are not good.				

APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
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UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DEP/72.D/Vol. 1

Your Ref:

1st August, 2022

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir/Madam,

INTRODUCTION

I, Professor Mark Owusu Amponsah is the Head of Department of Education and Psychology, University of Cape Coast.

I wish to humbly indicate that, Prince Abban with registration number EF/TPE/20/0019 is an MPhil student studying Educational Psychology in the Department of Education and Psychology, University of Cape Coast.

I humbly request that you provide him with the necessary assistance. I hope this letter will be considered favourably.

Thank you.

Yours faithfully

Professor Mark Owusu Amponsah
HEAD

APPENDIX E

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

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IORG #: IORG0011497

17TH MAY 2023

Mr Prince Abban
Department of Education and Psychology
University of Cape Coast

Dear Mr Abban,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/155)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **Influence of Teacher Expectation and Teacher-Student Relationship on the Academic Self-Concept of Junior High School Students in the Nkoranza South Municipality.** This approval is valid from **17th May 2023** to **16th May 2024**. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh
Ag. Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST