

INFLUENCE OF TEACHER BEHAVIOR ON TERTIARY  
STUDENTS' LEARNING AND MOTIVATION:  
A PHENOMENOLOGICAL STUDY

DONICIA D'CRUZ

ASIA e UNIVERSITY  
2015

INFLUENCE OF TEACHER BEHAVIOR ON TERTIARY  
STUDENTS' LEARNING AND MOTIVATION:  
A PHENOMENOLOGICAL  
STUDY

DONICIA D'CRUZ

A Thesis Submitted to Asia e University in  
Fulfilment of the Requirements for the  
Degree of Doctor of Philosophy

August 2015

AEU Library



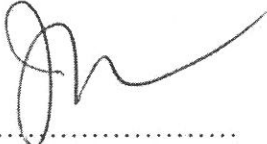
\* 00006139 \*

## ABSTRACT

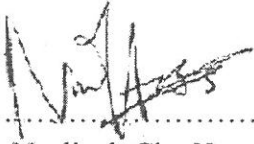
There is a dearth of studies on students' perceptions and particularly tertiary students' perspectives of positive teacher behaviors which influence learning in the classrooms. This qualitative phenomenological study involved 35 tertiary student participants enrolled across six faculties within an institution of higher learning in Malaysia. Data for this phenomenological study was collected through the conducting of focus group discussions with students, individual student interviews, and student journal recordings. Open coding was employed in data analysis of emerging themes and categories. The objective of this qualitative study was to research in-depth tertiary students' perceptions of teachers' verbal and nonverbal behaviors and teachers' pedagogical versatility and style which have influence on students' learning in the classroom. The primary conceptual framework of this study was predicated on Rosenthal's teacher expectation effect. The study found that students were influenced by teachers who held high expectations of students, who treated students well, who demonstrated professional behaviors in the classroom, who used caring behaviors, and who motivated students to succeed in their studies. On the converse, the study found, students were demotivated by teachers who demonstrated racism, showed favoritism, demonstrated negative disposition, showed dysfunctional communication skills, and ineffective teaching techniques. The findings of this study are significant in showcasing the benefits of students' perceptions being employed as an academic compass in guiding teachers to deliver positive and effective teaching behaviors. The insights gleaned from students' perceptions would contribute toward transformational classroom experiences, producing graduates who will positively benefit Malaysia. This study will serve as a guide and will benefit teachers, educational institutions, and teacher training colleges, to provide quality teaching in academe which translates to, the delivery of quality education for students.

## APPROVAL PAGE

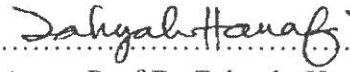
I certify that I have supervised/read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfillment of the requirements for the degree of Doctor of Philosophy.



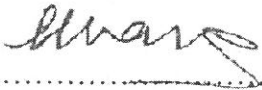
.....  
Prof Dr John Arul Phillips  
Supervisor



.....  
Dr Norlizah Che Hassan  
External Examiner 1



.....  
Assoc Prof Dr Zahyah Hanafi  
External Examiner 2

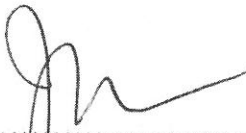


.....  
Prof Dr Chang Lee Hoon  
Internal Examiner




.....  
Prof Dr Siow Heng Loke  
Chairman, Examination Committee

This thesis was submitted to Asia e University and is accepted as fulfillment of the requirements for the degree of Doctor of Philosophy.



.....  
Prof Dr John Arul Phillips  
Dean, School of Education & Cognitive Science



.....  
Prof Dr Siow Heng Loke  
Dean, School of Graduate Studies

### Declaration

I hereby declare that the thesis is submitted in fulfillment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

Name: Donicia D'Cruz

Signature of Candidate: 

Date: August 18<sup>th</sup> 2015



## Acknowledgements

My heartfelt gratitude and thanks to Almighty God who inspired me to complete this thesis.

My appreciation and thanks to my supervisor Prof Dr John for his guidance, support, and encouragement; and to Prof Dr Chang for her valuable suggestions, advice, and encouragement; to Prof. Dr Siow for his encouragement and support; and a note of thanks as well to Dr. Norlizah and Assoc Prof Dr Zahyah for their feedback and suggestions.

Finally, my thanks to my family and Shanta for all their encouragement and prayers.

## TABLE OF CONTENTS

|   |    |
|---|----|
| CHAPTER 1 – INTRODUCTION .....                                  | 1  |
| Problem Statement .....   | 3  |
| Purpose of Study .....  | 5  |
| Research Questions .....  | 6  |
| Conceptual Framework .....                                      | 7  |
| Teacher Expectancy Effect .....                                 | 7  |
| The Self-Fulfilling Prophecy in the Classroom .....             | 8  |
| Critique of the Self-Fulfilling Prophecy in the Classroom ..... | 13 |
| Definition of Terms .....                                       | 17 |
| Limitations and Delimitations .....                             | 19 |
| Significance of the Study .....                                 | 21 |
| Summary .....   | 23 |
| CHAPTER 2 – LITERATURE REVIEW .....                             | 25 |
| Introduction .....  | 25 |
| Qualities of Exemplary Teacher Behaviors .....                  | 26 |
| Use of Humor .....  | 27 |
| Caring Behaviors .....  | 29 |
| Good Teacher-Student Interpersonal Relations .....              | 31 |
| Effective Teaching and Professional Behaviors .....             | 33 |
| Personality and Leadership Behaviors .....                      | 39 |
| Motivation and Learning .....                                   | 43 |



|  |    |
|--|----|
| Intrinsic and Extrinsic Motivation .....                     | 45 |
| Motivational Barriers .....                                  | 49 |
| Methods to Motivate Students to Learn .....                  | 55 |
| Summary .....  | 62 |
| CHAPTER 3 – RESEARCH METHODOLOGY .....                       | 64 |
| Introduction .....   | 64 |
| Phenomenological Research .....                              | 64 |
| Sample .....   | 66 |
| Data Gathering Methods .....                                 | 68 |
| Focus Groups .....   | 69 |
| Individual Interviews .....                                  | 71 |
| Student Journals .....                                       | 73 |
| Procedure for Obtaining Permission .....                     | 73 |
| Evidence of Data Quality .....                               | 74 |
| Analysis of Data .....                                       | 74 |
| Summary .....  | 76 |
| CHAPTER 4 – RESULTS .....                                    | 78 |
| Introduction .....   | 78 |
| Findings .....   | 79 |
| Focus Group Analysis Protocol .....                          | 79 |
| Individual Analysis Protocol .....                           | 80 |
| Student Journal Analysis Protocol .....                      | 81 |
| Analysis of the Data in Relation to Research Questions ..... | 83 |

|   |     |
|---|-----|
| Research Question 1 .....   | 83  |
| Additional Findings from Student E-Journal Entries .....  | 89  |
| Additional Findings from Student E-Journal Entries .....  | 96  |
| Research Question 2 .....   | 133 |
| Additional Findings from Student E-Journal Entries .....  | 139 |
| Additional Findings from Student E-Journal Entries .....  | 150 |
| Additional Findings from Student E-Journal Entries .....  | 161 |
| Research Question 3 .....   | 175 |
| Additional Findings from Student E-Journal Entries .....  | 184 |
| Additional Findings from Student E-Journal Entries .....  | 197 |
| Additional Findings from Student E-Journal Entries .....  | 215 |
| Research Question 4.....  | 221 |
| Male vs. Female Perceptions of Teacher Behaviors .....  | 221 |
| Question 4 (a) – What do males/females like in teacher relationships? .....                         | 221 |
| Question 4 (b) – What do males/females dislike in teacher relationships? .....                      | 222 |
| Question 4 (c)– What are effective teacher behaviors from the perspective of<br>males/females?..... | 224 |
| Question 4 (d) – What are negative teacher behaviors from the perspective of<br>males/females?..... | 225 |
| Question 4 (e) – What do teachers do that is challenging and stimulating to<br>males/females?.....  | 226 |
| Question 4 (f) – What do males/females perceive as professional teacher<br>behaviors? .....         | 227 |

|  |     |
|--|-----|
| Question 4 (g) – What do males/females perceive as unprofessional teacher behaviors? ..... | 229 |
| Question 4 (h) – How do teachers affect student learning according to males/females?.....  | 231 |
| Summary .....  | 231 |
| CHAPTER 5 – SUMMARY, CONCLUSIONS, RECOMMENDATIONS .....                                    | 233 |
| Researcher Biases .....  | 235 |
| Participants' Experiences.....   | 238 |
| Summary of Findings.....   | 239 |
| Influential Teacher Behaviors.....   | 241 |
| Effective Teacher Behaviors.....   | 246 |
| Negative Teacher Behaviors .....   | 252 |
| Professional Teacher Behaviors.....  | 259 |
| Teacher Expectation Effect.....  | 261 |
| Male vs. Female Perceptions of Teacher Behaviors which Influence Students' Learning.....   | 268 |
| Questions, Implications, and Recommendations for Future Study.....                         | 269 |
| Implications for Social Change.....  | 271 |
| Recommendations for Action .....   | 273 |
| Conclusion .....   | 274 |
| REFERENCES .....   | 276 |
| APPENDIX A: FOCUS GROUP QUESTIONS .....  | 303 |
| APPENDIX B: INTERVIEW QUESTIONS.....   | 304 |

|   |     |
|---|-----|
| APPENDIX C: JOURNAL QUESTIONS.....      | 305 |
| APPENDIX D: LETTER TO PARTICIPANTS..... | 306 |

## LIST OF TABLES

|   |     |
|---|-----|
| Table 1: Triangulation of data sources on categories on Influence of Teacher Behaviors on Tertiary Students' Learning and Motivation..... | 82  |
| Table 2: Categories on Influence of Teacher Behaviors on Tertiary Students' Learning Environment.....                                     | 133 |
| Table 3: Categories on Influence of Teacher Behaviors on Tertiary Students' Motivation to Learn.....                                      | 175 |
| Table 4: Categories on Influence of Teacher Behaviors which Inhibit Tertiary Students to Learn.....                                       | 220 |
| Table 5: Influence of Teacher Behaviors on Tertiary Students' Learning and Motivation .....   | 240 |

## CHAPTER 1: INTRODUCTION

Malaysia is the hub of education in the Southeast Asian region and has a large body of international students enrolled in the country's tertiary institutions. The country has established a diverse number of higher education service providers who offer a variety of programs which were created toward fulfilling the educational needs of the country's burgeoning international and local student population.

To meet Vision 2020, Malaysia needs active learners who have acquired the skills of problem-solving, independent thinking, and autonomous learning as well as the abilities to work co-operatively. Schools need to emphasize different kinds of teaching and learning strategies such as co-operative learning, group work and other learner-directed modes of operation. (Lee, 1999, p.96)

The fundamental objective of education under Vision 2020 is to produce graduates of the highest academic caliber which translates into propagating quality graduates of a superior academic class with industry skills. Objectively, this means graduates who are chiefly excellent in their ability to transform and propel the nation toward achieving excellence in the economic, political, and social realms. The fulfillment of the nation's education vision can only be accomplished through excellent and exemplary educators who assume the role of catalysts of influence in students' learning and motivation in academe. In line with Malaysia's 2020 vision which is to press beyond current developing nation status toward a developed nation status, the country needs to foster the growth of intellectual capital in specialized fields. Therefore, the nation is in need of well-qualified educators who are equipped academically and technologically in delivering smart learning in classrooms across the nation. According to Mohd. Sahandri Gani Hamzah, and Saifuddin Kumar Abdullah (2009), the long-term goal of the nation in the education arena is to produce graduates who are employable in all critical sectors of the economy, which means,

graduates who are able to contribute economically, politically, and socially toward the progress and advancement of the country. Quality teachers inspire students in the engagement of learning and will move them toward becoming lifelong learners (Mohd. Sahandri Gani Hamzah & Saifuddin Kumar Abdullah).

Ideal teachers are individuals who are academically well trained and holistically developed and this would be the best way forward for Malaysia as a nation in meeting the country's 2020 vision in producing a well-educated citizenry of the highest caliber who possess exemplary moral values, superior academic intelligence, equipped with emotional intelligence, as well as being physically fit. As a whole, quality teachers are of great importance in steering the nation toward achieving a developed nation status (Ministry of Higher Education Malaysia, 2010).

The teacher expectation effect (TEE) which was empirically explored by Rosenthal and Jacobson (1968) in the Oak School Experiment which is also popularly referred to as 'Pygmalion in the Classroom' may be of significance in understanding the influence of teacher expectations and their implications in the realm of students' learning and motivation. Students' perspectives are important in gathering a more insightful understanding of teachers' behaviors which influence students' learning and motivation as much research has been concentrated on teachers' perceptions of student behaviors. The perceptions of students will give the educators an enriched and an informed understanding of the fundamental factors peculiar in teacher behaviors which have a pivotal role to play in influencing students' learning and motivation. Students in educational institutions across the country will benefit from the nation's quest toward producing superior graduates under vision 2020. Therefore, teacher expectations and their influence in students' learning and motivation should be of paramount importance as substantive research has showcased the critical impact

that teachers' expectations have in the learning and motivation domains. The theory which supports the Teacher Expectancy Effect or commonly known by its abbreviated form (TEE) will be of importance in relation to the nation realizing its vision 2020 educational goals.

Excellent graduates are the product of an excellent education system under which teachers and their expectations for their students assume a key role in realizing and achieving the country's vision 2020 in the educational sphere.

The current education system therefore must be reviewed and modified to begin the process of changing the mindset of the people and to instill the fundamental values required to create an innovative society. All relevant core knowledge and skills should be imparted step-by-step at each stage of the education flow pathway right through from pre-school to tertiary level built up in a logical manner. The new curricula should be such that it will help to produce a mind that is creative, innovative, collaborative and entrepreneurial at the tertiary level. Such an end result warrants a seamless passage of innovation training from age zero to age 59++ via pre-school, primary and secondary education, culminating finally at the tertiary level, a process applicable to both Arts and Science domains. (Ministry of Higher Education Malaysia, 2010, p.23)

### **Problem Statement**

The main focus of this study was to address the dearth in research literature in relation to the affect and effect which teacher expectations may have upon students' learning and motivation.

The Carr-Back (2009) study was the impetus in beginning the researcher's study. Carr-Back investigated influences of teacher behaviors on American high school students from the perspective of these students and employed the phenomenology method. The teacher expectancy effect or TEE which is also referred to as the self-fulfilling prophecy described by Rosenthal (1968) was the main conceptual model for this study.



The study found positive teacher behaviors in the form of helpful behaviors, welcoming behaviors, and positive teacher expectations influenced students' academic success and negative teacher behaviors in the form of teacher apathy, disorganization negatively impacted students' academic success.

The researcher had the privilege of encountering and experiencing a small number of phenomenal teachers and professors from her primary school years to her tertiary university days who collectively inspired her life in significant ways: overall, they all demonstrated care and concern, patience and understanding, love and kindness, respect and perseverance, encouragement and nurturance, and instilled in her confidence and strength by genuinely believing in the researcher's academic abilities.

The researcher had served 19 years as a lecturer in tertiary education in Malaysia. As educators, the researcher believes that one should demonstrate these fundamental virtues through the engagement of shaping, influencing, and inspiring students so that they can make that great leap forward toward achieving excellence and making a difference in their lives, making a difference in their communities and most importantly in the nation.

The researcher had contacted Carr-Back at the onset of the researcher's PhD study and was given permission by Carr-Back to carry out her study adapted by the researcher for the Malaysian context. As a result, the researcher's study was predicated on Carr-Back's (2009) research and the focus of this study was the influence of teacher behaviors on tertiary students' learning in Malaysia. The phenomenological method was identified as the best method to extrapolate data in the researcher's investigation. Data was gathered through group and individual student interviews, focus group discussions, and analysis of e-journal recordings.

In general, a smaller number of studies have explored students' perspectives on positive teacher behaviors, teacher expectations, and student learning and motivation (Carr-Back, 2009; Feddersen, 2007); many research studies have generally employed quantitative methods in the form of surveys. Fewer studies have utilized qualitative investigations employing phenomenology. Many more studies have focused on teachers' perceptions (Carr, 2012; Noble, 2010; Rich & Shiram, 2005; Weinberg, 2010) in academe in the investigation of students' learning and motivation.

Teachers' non-verbal and verbal communication from their body language which cover rapport, eye contact, attitudes, voice, gesture, posture, words, may all contribute toward communicating types of teacher expectations which may affect students' learning and motivation resulting in either positive or negative consequences.

### **Purpose of Study**

The purpose of this study was to employ the Phenomenological approach to carry out my investigation as this study was predicated on enquiring about the lived experiences of students in their everyday reality, that is, their experiences in the classroom. The objective was to gain insight and a robust understanding of the factors which influence learning and motivation from the perspective of tertiary students. Phenomenology is focused on uncovering the lived experiences of the subjects investigated (Cresswell, 2007, Denscombe, 2010; Moustakas, 1994; Johnson & Christensen, 2004). The lived experiences of students will be beneficial in adding to and enriching the current body of knowledge and aiding understanding of the factors which influence learning and motivation in the classroom. The data extrapolated from students' lived experiences will assist and enlighten teachers in establishing an academic culture that is responsive to the heterogeneous classroom

and diverse needs of the learner so that institutions of higher learning can produce students of the highest academic caliber.

Specifically, this research investigation will examine the following dimensions: positive teacher behaviors which serve as an influence in students' learning; positive teacher behaviors which serve as an influence in students' motivation; teaching practices which are enriching and reinforcing toward students' learning; teaching practices which are enriching and reinforcing toward students' motivation.

### **Research Questions**

Three main research questions adapted from Carr-Back (2009) formed the crux of the researcher's study.

1. How do teacher behaviors such as nonverbal and verbal behaviors, expressions, attitudes, and teaching styles influence the learning environment from tertiary students' perspectives?
2. What teacher behaviors do tertiary students believe motivate them to learn?
3. What teacher behaviors do tertiary students believe inhibit their motivation to learn?
4. The researcher also utilized gender perception questions in this study adapted from Carr-Back (2009 which was a secondary part of this research.
  - a. What do males/females like in teacher relationships?
  - b. What do males/females dislike in teacher relationships?
  - c. What are effective teacher behaviors from the perspective of males/females?
  - d. What are negative teacher behaviors from the perspective of males/females?
  - e. What teachers do that is challenging and stimulating from the perspective of males/females?

- f. What do males/females perceive as professional teacher behaviors?
- g. What do males/females perceive as unprofessional teacher behaviors?
- h. How do teachers affect learning according to males/females?

### Conceptual Framework

The teacher expectancy effect or TEE which is also referred to as the self-fulfilling prophecy described by Rosenthal (1968) is the main theory that was focused on to support and inform this study.

### Teacher Expectation Effects

Ability grouping, in fact, rests on the assumption that a reasonably accurate measurement of innate ability can be made, and from a review of the literature, there stills appears to be considerable disagreement even among eminent psychologists on whether this assumption holds or not. The views of such psychologists, however, clearly influence the beliefs of teachers, and in a country like England which still has a selective system of education and in which the practice of ability grouping or streaming is widespread, it is maintained that many teachers believe that it is possible to obtain measures of the "potential ability" of their students. (Pidgeon, 1970, pp.118-119)

Teachers' beliefs and attitudes in relation to their educational philosophies and training are likely to impact on students' learning and academic performance. The orthodox practice of streaming students who have similar ability rests on the hypothesis that this is one way of gauging innate ability (Pidgeon, 1970). Teachers who believe their students are of a superior academic caliber tend to expect much from them in relation to achieving superior academic performance and similarly teachers who are pessimistic of their students' academic abilities tend to have low expectations of their students' academic performance. Teachers' perceptions of their students therefore would most likely influence students' academic performance and contribute toward the establishment and fulfillment of a self-fulfilling prophecy (Rosenthal & Jacobson, 1992). The student will most likely achieve a positive self-fulfilling prophecy in terms of good academic performance if the teacher has high

expectations for the student and the student will most likely achieve a negative self-fulfilling prophecy in terms of poor academic performance if the teacher has low expectations of the student (Rosenthal & Jacobson). According to Dash (2005), ability grouping may manifestly contribute toward deficits in the learning and achievement realms due to low teacher expectations and also avoidance in learning on the part of some vulnerable students. Primarily, the results of this study showcased the overriding importance of critical factors such as, the role of significant others like teachers and their expectations, parental engagement, and also students' perceptions of teacher treatment in affecting students' interest in learning (Dash). Educators play an important role in shaping and influencing their students' academic personalities and trajectories; therefore they need to assume robust responsibility in projecting the right messages to their students which will then result in positive outcomes for all students.

### **The Self-fulfilling Prophecy in the Classroom**

Researchers have been interested in the effects of the influence of teacher expectations since the late 1960's. Teacher expectations are generally classified as: "assessments of ability, predictions of progress, and natural discrepancies between teacher estimates and actual student performance" (Cooper, 1983, p.1). In a 1978 survey of teacher expectancies literature, it was discovered that 112 studies had probed this phenomenon and 40 percent of these 112 studies concluded in the affirmative as to the existence of teacher expectation effects (Cooper).

The teacher expectations (Good, 1981) model is guided by the following:

- Teachers form expectations for specific behavior and achievement from specific students.

- The different types of expectations on the part of the teacher results in differential behaviors exhibited toward the student.
- The differential treatment rendered toward the student informs the student as to the type of behavior and achievement required of him/her from the teacher and consequentially impacts his/her concept of self, aspiration, and inspiration.
- Students who fully accept this biased treatment unquestioningly will fulfill the teachers' expectations for them in the behavior and achievement domains. Students in whom teachers have high expectations will perform at that high level of achievement; on the converse, students in whom teachers have low expectations will perform at a lower level.
- Over a period of time the students' behavior and achievement will metamorphose by fulfilling the original expectations of the teacher.

(Good)

From the onset, research investigations of interpersonal expectancy effects conducted through experimental studies had involved human subjects. For example, participant-experimenters in one experiment were instructed to rate photographs of people; one group of experimenters was induced into believing and expecting positive ratings of success and the other group was induced into believing and expecting negative ratings of success. The group that was induced into expecting the positive or high ratings of success obtained higher ratings than the group induced into expecting negative or lower ratings of success (Rosenthal, 1994; Rosenthal, 1992). Another set of experiments were conducted with animal subjects where one group of experimenters were persuaded to believe and expect "good maze" or (Skinner box) performance from their superior or intelligent rats whereas another group of experimenters were persuaded to believe and expect "poor maze" or (Skinner box)



performance from their inferior or unintelligent rats. In both these experimental trials, the experimenters' expectations for their animal subjects were fulfilled, that is, when they expected good results from their animal subjects, the animals delivered good performance, and conversely when they expected poor results from their animal subjects, the animals delivered poor performance (Rosenthal, 1994; Rosenthal, 1992). Based on the results of these experiments, Rosenthal and Jacobson decided to further explore this phenomenon by conducting a study that involved children. This investigation was conducted at a public elementary institution that became known as the "Oak School Experiment". The purpose of the experiment was to test the hypothesis that within a given classroom, teachers who expected their students to spurt or bloom intellectually would actually contribute to their students' intellectual "spurting" or "blooming" because of the teachers' beliefs. A purportedly nonverbal test of intelligence labeled as "The Harvard Test of Inflected Acquisition" was administered to the children and the test was deliberately misrepresented as an instrument that would be able to predict intellectual "blooming". There were students from six grade levels and a total of 18 classrooms out of which three classrooms each representing the six grade levels. At each grade level, the three classrooms comprised of children with varying abilities, namely, students representing the high-academic ability category, medium-academic ability category, and poor-academic ability category. An experimental group was formed out of approximately 20% of the students who were selected at random to be part of this group. The teachers were informed that the test scores obtained from the "Harvard Test of Inflected Acquisition" of this specific group of children evidenced that they would likely excel academically over the next 8 months whilst attending school. In reality, there was an absence of substantive academic differences between the experimental group and the

control group of children as there were only the embedded steadfast beliefs of the teachers. The students were retested with the "Harvard Test of Inflected Acquisition" after a period of 8 months and the students from the experimental group whom the teachers believed were superior academically fulfilled their teachers' beliefs by obtaining good grades compared to the students from the control group, thus fulfilling and providing significant evidence in support of the "Pygmalion" hypothesis (Rosenthal, 1994). The test administered was in fact a standardized nonverbal test of intelligence which was Flanagan's (1960) "Tests of General Ability" (TOGA). The test was employed as it was an uncommon test that was unknown with the teachers as it was not generally employed to examine intelligence; this was a typically homogeneous test that was suitable for students of all grades at the elementary stage of schooling particularly in a socio---economically disadvantaged institution like Oak School with a prominent and populous bilingual population (Rosenthal, 1992).

According to Rosenthal (1994; 1992), there are four factors which he believed were specifically linked to the mediation of teacher-expectancy effects: The first factor referred to the "climate or affect" where teachers respond to "special" or intelligent students by creating a warmer "socioemotional" atmosphere by demonstrating behaviorally positive nonverbal and verbal behaviors in their interaction with their bright students. The second factor involves "input or effort" where teachers introduce more knowledge and more difficult content to their bright group of students. Teachers who perceive students to be bright are likely to create for them greater avenues to imbibe new or difficult material compared to students who are perceived by teachers to be academically slow. The third factor refers to the "output" where students labeled as "special" or intelligent are afforded positive treatment by their teachers in the classroom through the provision and opening up of