Motivational aspects of teacher expectancy for the educationally handicapped

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MOTIVATIONAL ASPECTS OF TEACHER EXPECTANCY
FOR THE EDUCATIONALLY
HANDICAPPED

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A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATION OF MENTALLY HANDICAPPED)
AT CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin
This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

[Signature]

Advisor

Date [May, 1973]
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CHAPTER I

Introduction

In a world that is in a state of constant flux there is very little which appears to be viewed as stable. In the realm of education this is more than evident when we view the patterns of change which affect all facets of the educational structure. If we as educators wish to be relevant we must move with the times. Yet we should avoid the pitfall of advocating a new method of education without a careful and critical evaluation of the research, field experiments, and pilot programs already in operation. As educators we must work with the realities of the educational scene and provide the bridge which will assure a smooth transition from theory to practice and, "translate new knowledge into sound constructive action."  

Every educator has the duty to keep up to date with new developments in his field. Those involved in the education of the mentally handicapped have an added responsibility since they must strive to open up every avenue of learning possible to children who are already limited in various degrees in their ability to profit from any educational program. It is to this group of "special" educators that the writer wishes to direct the contents of this paper.

The problems which face special educators are as varied as the students which they teach. Their quest for more effective methods is unending. Blackman and Heintz state that, "Special Educators are constantly

faced with the task of developing educational methodologies which, when applied to the mentally handicapped will prove superior to methods already in use."

Statement of Purpose

The special education teacher will have little trouble finding prolific research on the development of new programs for the educationally handicapped, the evaluation of existing programs, and creative and innovative ideas for more efficient and productive means of education. It will be the purpose of this paper to examine two prominent areas of educational research and the relationship between them.

Motivation and teacher expectancy are, in the opinion of the writer, two dynamic forces in recent research in the education of the educationally handicapped. They can change the face of special education, and while many studies have been done in each area only those of significant value in drawing a relationship between the two will be reported here.

Definition of Terms

The term "motivation" can be approached from many different aspects. Young states that motivation is, "the process of arousing action, sustaining the activity in the progress and regulating the pattern of activity." For our purpose this is an adequate definition. However, the other dimensions ought to be considered in order to understand motivation in relation to education. Maslow insists that "Sound motivation is constant, never

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ending, and complex . . . a process preceding a definite response to be sustained," while Murphy adds, "We look for motivation at only the biological level and forget that thinking, understanding and mastering problems can be motivated activities with built-in factors." In a time steeped in behavioral modification and operant conditioning it would be well to keep in mind the internal aspects of motivation. In a purely academic sense the writer feels motivation can be defined as the desire and willingness to exert the effort necessary to assure success in school. The definition of motivation referred to in this paper will be a blending of the concepts contained in these various definitions.

The second term which can have various shades of meaning and thus needs clarification for our purpose here is "teacher expectancy." Haskett defines it as follows, "Teacher expectancy is defined as the probability and/or probable magnitude of a given behavior or level of performance held by the teacher for her pupils." This definition uses the teacher as the key factor for the determining of performance level. This is of the utmost importance in considering the motivational element operative in such expectancy.

"Educationally handicapped" in this paper will refer to those chil-

5 Gardner Murphy, "Motivation: the Key to Changing Educational Times," Theory into Practice, IX (Fall, 1970), 3.
4

dren who have a definite mental limitation whether it be mental retarda-
tion or a specific learning disability. We will not consider those indi-
viduals who have a social or emotional problem which can also affect their
ability to learn.
CHAPTER II

Review of Research

In the field of education, as in almost every other field, the application of knowledge for socially useful ends often is preceded by the theoretical development of research projects. "In physics the theory of relativity gave rise to the use of nuclear power. In chemistry the table of atomic numbers resulted in the search for and discovery of new and useful elements."¹ Success in these areas has led learning theorists to search for the basic laws governing learning and motivation before suggesting specific procedures which might enhance actual classroom performance. In reviewing research on motivation it is indeed evident that, "Psychologists have always been more concerned with the theoretical 'how' of behavior rather than the 'what' which might be of more interest to educators."²

Actual research in the area of motivation and its specific application to classroom behavior is quite scanty. However, in order to draw any meaningful correlation between related research in motivation and the educational process it is necessary to understand the historical perspective of such research.

In general, four theoretical positions have evolved during the past fifty years. Each theory is associated with a particular frame of reference and specific methods of research. Hence, the application of these theories to the process of education differs according to the specific

²Ibid., 879.
purpose of the study. Some, of course, are much more easily extended to include classroom behavior than others.

The first theory developed which can be even remotely applied to the educational process has been labeled the "associative" theory.

Prominent researchers in this area included Thorndike and Skinner. As early as 1930, Thorndike had studied the conditioned responses of rats. His experiments dealt primarily with punishment and the avoidance of unpleasant stimuli and thus his concept of motivation to act took on a negative aspect of avoidance.³

Skinner worked with environmental reinforcers and added much to the understanding of controlled behavior due to reward.⁴

The associative theory quite simply states that there is a direct causative relationship between stimulus and response. In the educational setting, Keislar carried on four experiments which demonstrated the importance of stimulus control over problem solving behavior, a process directly related to the learning situation. He found a high positive relationship between direct stimulation and the problem solving process. He also found that, "the cues from one setting can be employed to elicit other problem solving behavior in a different set of circumstances."⁵

Another theory developing along side the associative theory was


that of drive, formalized by Hull in 1943, and evolving from the earlier studies of Skinner. Hull did not reject the associative view regarding the stimulus as a behavioral determinant. Rather, he supplemented that same position by adding another component, internal drive, to the contemporary determinants of action. 6

The most sophisticated extension of Hull's original work has been proposed by Spence. He emphasizes the drive properties of incentives and suggests that the "drive times habit" conception which evolved from his research can be applied to human learning. 7

The third theory can be termed the cognitive theory. The name most closely associated with this theory is that of Lewin. The experimental studies initiated by Lewin most relevant to problems of motivation in education relate to level of aspiration. Level of aspiration refers to the standard of performance which one can expect the subject to attain at a task which the subject can expect of himself. 8 His findings could be loosely applied to the concept of teacher expectancy, the subject of much later research.

This theoretical analysis of level of aspiration later guided Atkinson's conception of motivation in the field of educational research. Atkinson has concentrated primarily upon achievement related behavior.

His findings led him and his colleagues to suggest some modifications in the classroom which might facilitate learning and performance.9

The last group of theories to be treated here can be grouped as the Psychoanalytic Theories. These are often considered as the psychological theories of motivation. The basic tenets of psychoanalytic thought include the assumption that all behavior is determined. Instinctual drives provide the foundation of the theory. Most research relevant to psychoanalytic motivational theory has been concerned with ego functions. In addition, systematic studies have been undertaken to investigate individual differences in cognitive styles. A number of other research areas in part owe their inception to psychoanalytic thought, although present investigations have carried them far from their original position. "The scope of these theories is so great that one cannot adequately discuss the conception of motivation in this context since it is invariably relevant to a single concept and there are no crucial experiments which support the concept."10

Specific Research Areas: Motivation and Learning

Motivation gives both direction and intensity to behavior. Motivation to learn gives direction and intensity to human behavior in an educational context. Motivation to learn in school gives meaning and intensity to students' behavior in school situations. The purpose of this section of the paper will be to explore the concept of motivation and learning in such a way that people who are interested in and concerned about


education may find them useful. This is in itself a difficult task in the area of research since motivation is actually an abstract and inferred concept and we draw conclusions from observation and inference rather than scientifically recorded data. Frymier analyzes the problem thus:

In many ways, the problem of dealing with motivation is similar to the one we face in dealing with actual intelligence, in an educational setting. We always infer the nature and degree of intelligence from observations of students' behavior. We never can actually measure intelligence but only how he uses that which he has. We have to use the same process to understand that which gives direction and intensity to what young people do in school. Most educators account for the difference between predicted achievement and actual achievement by postulating the concept of motivation. However, because research and instrument development have proceeded unevenly and much more rapidly in the area of intelligence than in the area of motivation, our understanding of learning ability is much greater than our understanding of motivation to learn. Both are inferred constructs, however, but while ability summarizes observations about what the organism can do, motivation summarizes observations about what an organism will do or wants to do.11

One very important avenue along which the concept of motivation rode to eminence during the present century is the study of learning. Beginning with Thorndike's studies, which led him to propose the law of effect, there has been a close and continuous relationship between motivation and learning theory and it is very difficult to untangle one from the other in reviewing the research. Both deal with studies of pupil behavior in a learning situation and since there is a close correlation between the two, researchers often treat them as one concept. Cofer describes the problem thus:

The psychological study of learning and motivation has resulted in the development of learning theory, the problem of which is the nature of learning not motivation. However, because of the close relation between learning and motivation, learning theory has had to take account of motivation although often it is not handled as a separate concept in the study.12

Various learning and behavior theories have developed over the past decade. We shall deal here primarily with the motivational aspects of these theories since this is the major thrust of this paper.

One researcher who carefully studied the behavior theory of Hull and proposed to explain learning as a response to definite motivation was Guthrie. He stated, "learning occurs on the basis of a single contiguous occurrence of a stimulus and a response."13 Thus he saw motivation as the stimulus and learning as response. However Guthrie tended to equate stimulus with motivation "per se" and so used a minimum of motivational concepts in his definition of learning.

Despite the manifest differences between theories, some overall theoretical trends are visible in reviewing the research in the area of learning and motivation. There is a growing agreement that all behavior is complex and determined by many factors; no single concept, such as instinct, need, or association, can adequately explain diverse patterns of behavior, especially in the area of learning. As a result of the studies two questions have been raised and can be seen running through recent research:


(1) Can motives be learned?

(2) Does the level of motivation during learning influence the degree of learning?

If we can answer these questions we can then define the role of the educator or teacher in motivation—in preparing the environment for meaningful learning experiences.  

The Teacher and Motivation

It seems appropriate to return at this point to our initial consideration: the educator's concern with motivation. The teacher is a practitioner; he is engaged in daily interaction with students who must be taught and taught effectively. He is therefore, essentially a man of action rather than a man of research. This is, of course, oversimplification but the contrast between doer of deeds and developer of theory should be apparent. "The teacher must do now with whatever he has available. Since many of the phenomena he must deal with have not been adequately researched, he cannot require a backlog of empirical evidence to support his every action." 14 Hence to a degree he is an artist rather than a scientist. For this reason, the theory of instruction related to motivation may be a loose one, scientifically speaking. While like an artist the teacher may take inspiration for methods of approach from existing data he will use this data in a unique and creative way and need not have a great deal of highly documented research to back up his reasons for expecting success from a particular means of motivating his pupils. Cronbach


has commented most appropriately on this issue:

Value, emotions, and instantaneous judgment are required in teaching, and these succeed in proportion to the depth of the teacher's understanding. The gardener who has set his heart on planting roses must respect unsentimental facts about soil chemistry. Every dependable fact about human behavior must be respected by the teacher, even though the facts and measurements of the behavioral scientist by no means dictate exactly what to do. Teaching is indeed an art, but the best methods will be developed by those who take advantage of every possible source of knowledge.16

But even when the educator concedes that his teaching should be consistent with current thought, it is understandable that the scientific theory he is most apt to be most attracted to is one which appeals to his common sense and past experiences in education. "This may or may not be the theory most consistent with the empirical data which is best verified."17

In any event it is reasonable for the teacher to insist that current motivational theories account for the data of the researchers of the past. For while many teachers do not place too much emphasis on the actual research orientated projects related to motivation, "it does not follow that the empirically testable approach to motivation . . . must be discarded and that an apparently untestable nexus of postulates should take its place as a psychological guide to teacher behavior. This would be an injustice both to psychology and to education."18

In reviewing the research data directly related to the problem of

17 Ibid., p. 7.
motivation and the teacher it would seem to the writer that the area most
worthy of study is that segment of a wide variety of related research proj-
ects which deals with teacher expectancy and its effect on student motiva-
tion.

Teacher Expectancy and Motivation

Most teachers acknowledge the operation of motivation in the learn-
ing process. And while teachers acknowledge motivating students to be
one of their most important functions and frequently complain about the
lack of motivation in certain students or classes, the motive concept it-
self is generally invoked to explain or account for a pupil's behavior.

There are interesting indications about cues from a child's behav-
ior that determine the basis for a teacher's judgment about his motiv-
ation. A teacher's subsequent behavior may be influenced by his perception
of what causes a child's academic behavior.19

The focus of research conducted by Johnson was to discover how the
behaviors of the students affect the teacher's perceptions of the locus
of motivation, and vice-versa. For example he studied the place of moti-
vation already present in the student through past achievement with the
attempt to motivate on the part of the teacher as well as the effect of
further motivation on the efforts of the students. His study involved
the teaching of mathematics to two different students who expressed dif-
ferent levels of internal motivation as evidenced by their seat work pages.
The results of their seat work were purposely mislabeled so that the

19Walter Waetjen, "The Teacher and Motivation," Theory into Prac-
tice, IX (February, 1970), 10.
teacher's reaction to the highly motivated student was transferred to the less motivated student. It was found in all four trial situations that the teacher related more positively with the highly motivated student as indicated by work sheets, and thus transferred the motivational input to the less motivated student thereby increasing his motivational level causing an increase in his motivation to produce due to the reinforcement of the teacher. It was interesting to note that at the completion of the study the teachers perceived themselves to be involved in the good performance of the initially poorly motivated student but did not see themselves as being involved at all in the poor performance of the student who could have been expected to have more success due to his own internal motivational drive.20

These results regarding perception of the place of motivation in the learning process are of particular interest because they suggest the manner in which these perceptions may be related to the problem of student motivation and teacher expectancy. As an outcome of his study Johnson stated:

Motivation is a two way street, the child already motivated activated the desire to motivate on the part of the teacher who in turn expects the child to increase in both motivational level and academic achievement; this expectation on the part of the teacher spurs the student on to greater academic production, the satisfaction from which increases his own internal motivation.21

It is not surprising therefore, that teachers should acknowledge

21 Ibid., 17.
that motivating students is an important problem. But the experiment cited indicates that students' motivation may be as much a discernment problem involving the teacher as a psychological problem involving the learner. Thus we return to the point with which we began. It is a rare teacher who has an adequate conception of motivation as such. Until he does, it is not likely that he will be able to do anything about motivation as it affects the learning of students in his classroom.

Of all the research projects dealing with teacher expectation the one of classic import is related in Rosenthal and Jacobson's book *Pygmalion in the Classroom*. Since this research conducted by Rosenthal is the basis of most other less documented research endeavors the writer has chosen to limit the further reporting of research in this area to a brief analysis of this research and then proceed immediately to the concept of motivation and the educationally handicapped.

Rosenthal did much work with the "self fulfilling prophecy" i.e., "One prophesies an event and the expectation of it then changes the prophet's behavior in such a way as to make the predicted event more likely." The self fulfilling prophecy would in itself be a topic for a research paper. It will suffice here to explain Rosenthal's use of this concept. He extends the self fulfilling prophecy to not only one's expectations for oneself but also the expectations of others. He states: "One person's expectation for another's behavior could come to serve as

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a self-fulfilling prophecy.\textsuperscript{24} His study at Oak School was an attempt to show the close relationship between teacher expectation and the academic performance of the pupils. The study could be summarized thus:

At the beginning of the school year, following school wide pre-testing, each of the eighteen teachers of grades one through six was given the names of those children in her classroom who, in the academic year ahead showed the most potential for dramatic intellectual growth. About 20 percent of the children were alleged to be potential spurters as a result of the test given to predict their intellectual potential. Actually they were chosen by means of random number from each class. The difference between the "special children" and the ordinary children, then, was only in the mind of the teacher. All the children were retested with the same I.Q. test after one semester, after one year, and after two years. The results of the test showed that the "special children" gained as many as an average of 47 I.Q. points. Children's gains in I.Q. were directly correlated with the teachers' perception of their classroom behavior, that too improved over the two year period. No evidence was cited to indicate that the teacher gave any conscious encouragement to the children who had been described as being "special" and yet her very expectation of achievement had a positive effect on the actual academic performance of the children.\textsuperscript{25}

On the basis of this and other experiments on interpersonal self-fulfilling prophecies, we can only speculate as to how teachers brought about intellectual competence simply by expecting it. Teachers may have treated their children in a more pleasant, friendly and encouraging fashion when they expected greater intellectual gains of them. Such behavior has been shown to improve intellectual performance, probably by its favorable effect on pupil motivation.\textsuperscript{26}

It is evident that further research is needed to narrow the range of possible mechanisms whereby a teacher's expectations become translated into pupil's actual intellectual growth. However, we now turn our atten-

\textsuperscript{24} Ibid., 174. \quad \textsuperscript{25} Ibid., 176-178. \quad \textsuperscript{26} Ibid., 179.
tion to the areas of research dealing with motivation, teacher expectancy and those "special children labeled educationally handicapped.

Teacher Expectation, Motivation and the Educationally Handicapped

The inscription above the doors of the National Archives states, "What is past is prologue." Nowhere is this more true than in the area of special education, and in order to understand and predict the future one must research the past. Martin states, "It is likely that the next decade's major themes in the education of handicapped children are already underway and in some instances have had a considerable past." 27

For the past twenty years in the field of special education the study of motivation has dealt for the most part with the theoretical concept of incentive motivation. Here again we have the foundation for the educational research but very little actual research in an educational perspective. Various research projects have studied the effect of reward on the educationally handicapped. The results of this research have been a whole new trend in behavior modification and reinforcement therapy as those engaged in special education will attest. However, this is not the type of motivation with which this paper is concerned. The writer is interested in the research dealing with the teacher as the motivational force in special education and more specifically the role of teacher expectancy as a positive motivational factor.

Various studies have been attempted in this area, many of which

have been based on the original study done by Rosenthal. Fleming and
Attonen applied the "self-fulfilling prophecy" to children of different
ability levels and while their results were not as startling as Rosen-
thal's they did find that the children who were expected to produce
seemingly internalized this expectation and did in fact produce.

The sampling for this study was at second grade level from 22
different schools, two of which were special schools for children with
definite learning problems. Some 859 students participated in the study.
As a result of their study Fleming and Attonen, state, "It can be con-
cluded that pupil growth appears to be dependent upon teachers' attitudes;
the present study provided no evidence to suggest that slow learners are
more susceptible to the teacher-expectancy effect than are children with-
in a normal range." In the opinion of the writer it should be noted
that very often the teachers of slow learners have a naturally low expec-
tation because of labeling of the students in their classes, thus, they
remove a vital means of motivating their students to learn. The same is
true when dealing with the mentally retarded child. "The academic ca-
reers of most retarded children are typically a succession of failure
experiences so that the child expects failure when presented with a new
task, and so in fact does the teacher."  

For a retarded child motivation to work is often derived from the

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28 Elyse Fleming and Ralph Attonen, "Teacher Expectancy Effect Exam-
ined at Different Ability Levels," Journal of Special Education, V, No. 1
(1969), 127.

29 Donald MacMillan, "The Problem of Motivation in the Education of
the Mentally Retarded," Exceptional Children, XXXVII, No. 8 (April, 1971),
579.
social response of adults in his environment. This motivational aspect of behavior must be carefully considered by the teacher of the retarded. Zigler set up many research situations in which he has attempted to define the motivational value of adult approval for the retarded. He has consistently found a high positive correlation between both institutionalized and non-institutionalized children. As a result of his studies he argues that, "The reward hierarchy of a retarded child differs from that of a normal child, that is, being correct is not high on the reward hierarchy of most retarded children but adult approval ranks second to nothing else." 30

When educators speak of 'unmotivated' children they are usually referring to children who are unwilling to work for the rewards the school offers. This means the school must offer rewards for which the child is willing to put forth the necessary effort. Adelman defines this motivational phenomenon, "as the degree to which a youngster views a specific classroom activity or task as meaningful, interesting or sufficiently rewarding for the appropriate amount of effort he must expend." 31 This is highly significant in the opinion of the writer in view of the high correlation between teacher approval and a child's academic effort.

Haskett's study also showed a high degree of correlation between teacher expectation and the mentally handicapped child's academic achieve-


This particular study was undertaken for the purpose of investigating the relationship between the expectancies of the special class teacher relative to achievement in the tool subjects. She states as a result of her research, "Teacher expectancy and pupils' rate of achievement were found by means of canonical correlation to be positively and significantly related." 32

Results of this study suggest that teacher expectancy and pupil performance are closely related variables. The pupil whom the teacher expects to achieve will do so, and the pupil of whom little is expected generally produces little.

Not all studies however show such positive results. Claiborn was unsuccessful in replicating Rosenthal's study and found no significant results when working with marginally retarded children. After comparing his results with the results of the previous studies, specifically Rosenthal's and Haskett's, he posits the following explanation for his lack of results when both Rosenthal and Haskett reported such positive findings:

In considering the concept of teacher expectation it appears that a more realistic measure could be obtained by asking the teacher to estimate the future progress of each child in her class. Under Rosenthal's conditions, there are expectations for the teacher along with the inherent implications that a lack of success by the designated 'spurters' can be attributed to poor teaching techniques, and thus when the names of the children are supplied for the teacher she gives more attention to trying to make them achieve as expected. 33


The idea that children perform in terms of what the teachers expect of them has wide range implications for education. As a means of augmenting the limited information available Schwarz and Cook undertook a study to determine if teachers' expectations for their students were related to the actual academic progress of the children. The project was conducted over a three semester period using classes for the educable retarded. I.Q.'s ranged from 48 to 84 with a mean of 68. In an attempt to determine the expectancy of the teachers they were asked to range individual pupils in their class with respect to their academic and social behavior. The results of this study also showed, "no significant relationship between expectancy and achievement."\textsuperscript{34} The authors felt in this case results might be due to the teacher's inability to assess the students in their class. This is of great concern for teachers since it highlights the important role they may play in the success or lack of success of their students.

While the studies reported here show some differences in outcome, "Rosenthal's original study has been replicated several times and all reported results lend support to Rosenthal and Jacobson's original study and apparently the expectancy construct is here to stay."\textsuperscript{35}

Rosenthal himself answers those who question the validity of his findings. He states:

\footnotesize
\begin{itemize}
\item[\textsuperscript{34}]Robert Schwarz and John Cook, "Teacher Expectancy as it Relates to the Academic Achievement of EMR Students," \textit{The Journal of Educational Research}, CXV (May-June, 1972), 392-396.
\item[\textsuperscript{35}]Joav Gozali, "The Expectancy Phenomena: Implication for Educating the Mentally Retarded," \textit{Focus on Exceptional Children}, I, No. 4 (September, 1969), 3.
\end{itemize}
There is a significant difference between the ways in which we and others construe the construct of expectancy. The question of expectancy for us deals with the extent to which one person's expectancy of another's behavior might serve as a determinant of that other's behavior. The difference lies in the way in which this expectancy is arrived at.36

Rosenthal's comments seem to answer the question of difference in results since in his study he told the teachers what to expect, as did Haskett, while other studies allowed the teachers to form their own expectancy.

It would seem to the writer that teacher attitude is of utmost importance when dealing with the mentally retarded. A person responding to a retarded individual is likely to be responding not only in terms of the actual differences between the retarded student and the so-called normal pupil but also in terms of his set attitudes and beliefs as to what the retarded child should be like and what he can be expected to do. Little wonder then that the teacher in the special classroom develops a stereotyped approach to her pupils. The diversity of students makes it difficult to teach; the inadequacy of curricula tends to foster failure. Indeed the survival of the teacher in the special class seems to be predicated on some form of subjective misperception. One is reminded of Kirk's warning. "It has been stated that we are suffering from a hardening of the categories."37

Even many experienced teachers are preoccupied by, "What's wrong


with him, rather than what works with him." Such attitudes can feed and even magnify the child's learning problem.

The important question which arises from the study of the research reported in this paper is, how can a teacher's expectations become translated into behavior that will result in maximum pupil growth? This answer is as unique as the individuals with which we work. Each child has a unique internal motivational system. We must strive to put this system into operation and help each child to develop to the fullest his individual capacity. One way to accomplish this is through a realistic yet idealistic assessment of the pupil's abilities and expectations of himself and then the development of a classroom environment which will challenge him to the outer limits of his capabilities. This is the basic task of all engaged in education, whatever the level.

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CHAPTER III

Summary

Motivation is not a new idea to teachers. For a number of years they have suspected that there is a rather intimate relationship between a learner's level of motivation and his academic behavior. How intimate that relationship actually is and precisely what impact it has on learning itself is not as well known and has been the subject of research over the past 100 years. As the complexity of our educational program grows so does the question of how properly to motivate learning, therefore research has grown over the past twenty years as both the researchers and educators strive to find the answer to questions of motivation and learning.

Motivation has been studied from the earliest days of educational research. Much of this research however, does not apply to school oriented behavior. In reviewing the research it is noted that "evidence is accumulating that there is a human quality aroused by failure or hope and promise of achievement and partially satisfied and further stimulated by success. But only a small portion of that evidence relates to school achievement of children, making a strong plea for more school oriented research on learning." ¹

The earlier researchers did many studies on animal behavior and response to stimuli leading to the development of the four basic groupings

of learning theories presented previously in this paper: the associative; the drive; the cognitive; and finally the most encompassing of all the psychological theories of motivation. Each of these theories added much to our present knowledge of the intricate problem of human motivation.

The aspect of motivation with which we have been concerned deals with the relationship of the teacher to the pupil's motivation to learn. More specifically the writer has been concerned with the educationally handicapped and their motivational level as it is affected by teacher expectancy.

The influence of teacher expectation on pupil performance is currently the topic of considerable research and speculation. For the most part, references in the literature pertain to children in regular classes. However, if the phenomenon of expectancy does exist the status of children in special classes also needs special consideration since low academic expectancy may have a very negative effect on their ability to learn as well as their motivational level. "Teachers of special classes approach their teaching task equipped with considerable information on the disability of their pupils. It may be that this information generates expectations below the potential of their students." The consequence of which may further hamper the performance of the educationally handicapped.

The research reported in this paper shows a high positive co-relation between teacher expectancy both in the regular and special class. While there is not yet a great deal of research already completed, no educator can

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afford to ignore any amount of research which can make the educational process more pleasant and profitable.

"It is generally agreed that the goal of American education is to provide each individual with maximum opportunity for his optimal development."\(^3\) If we as teachers agree with this goal we must 'leave no stone unturned' in an attempt to better the education of our pupils.

The teacher is in fact, a very effective motivational device. As Gerhard states:

\[\text{The teacher is the key factor of motivation in a classroom since she alone can create a responsive environment. Her total pattern of influence, every thing she does from the moment she greets her pupils in the morning until she dismisses them in the late afternoon determines the responsiveness of the classroom environment. Her role as a person, as a diagnostician, as an instructor, as an observer, and as a participant in human interactions and transactions creates an environment which either is conductive to real learning or promotes only mechanistic training.}\(^4\)

Expectancy is an important psychological construct. To assume that expectancy can influence student academic achievement to some degree seems reasonable and research has supported this assumption. Research, however, cannot stop here nor can the educator in his quest for more meaningful and effective means of education.

**Implications for further research**

With regard to research, the writer would make a plea for more, better, and sharper definitions of our research task. Most of the ideas reported in this paper the writer believes and endorses intensely, but

\[\text{\(^3\) Ibid.}\]

would agree that they need more sufficient documentation in the school situation. A wider sampling of special classes is needed as well as the reduction of variables in the research situation.

As for the educator, the implication is clear. All those engaged in education, but most especially those in special education, must strive to be creative and vital teachers, filled with respect for the unique individual with whom they are working no matter what the supposed intellectual limitations may be. All teachers should strive to motivate their pupils by being reinforcing and understanding of all attempts on the part of the student to achieve. Research in psychology and education serves to spotlight the important role of motivation for the classroom teacher. Can we as educators fail to respond with both excitement and creativity to the call to motivate? Or are we not also compelled to join the vast ranks of educators who have preceded us in paving the way to meaningful and rewarding education for all our children.
BIBLIOGRAPHY

BOOKS


PERIODICALS


PERIODICALS


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