
The Effect of Teacher's Behaviors on Learning Success: Teacher's Expectations of Student's Motivation to Practice Sport

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Abstract: The objective of this study is to examine relationships between teachers' expectations of student's motivation for the practice of pole vault sport, and analyze indices of teacher's behaviors to the teaching styles they adopt during a teaching cycle of this particular activity. The samples consist of 75 students (32 boys and 43 girls) attending three classes in high school and three teachers were aged between 26 and 33 years old. A qualitative method was advanced measuring teachers' expectations of each student's motivation. Then, we analyzed teacher and student interactions which were recorded continuously for seven one-hour sessions, using a digital video camera. Thereby, results indicate that understanding practice is a larger issue than understanding performance. Expectations and involvement on teaching are, probably, two strong competences intimately linked to well configure learning and practices to achieve learning success. It is argued that a well-developed style of teaching towards student's motivation provides regaled practices of sport exercises.

Keywords: Assessment, Motivation, Expectation, Interaction, Behavior, Teaching Styles

1. INTRODUCTION

The need of competence requires specific knowledge in certain domain to accomplish works and find solutions. Several studies have discovered the influence of the educator on the knowledge acquisition and know-how (Ready, 2011; McKown et al., 2008; Duru-Bellat & Mingat, 1994). The teacher expectations should be adjusted to curriculum differentiation in the age of based reform (Donna, 2012). On one hand, the attitudes it shows the nature of its interventions with learners and didactic preparation are responsible s for student success, particularly in the field of physical education and sport PES (Good & Brophy, 2000). On the other hand, the amount of behavioral effectiveness of teachers to their students varies. To say that the teacher does not give the same attention, does not guarantee the same cordiality, does not give the same content, and does not deliver the same feedback, for all the learners of his class (Weinstein & Middlestadt, 1979). It is relevant to note that at the level of the educator's expectations there is some evidence of differential treatment, which is not clearly identified in teacher expectations of student's performance. To explore additional knowledge to better improve their skills of student's classroom, it is relate if talking of a communications processing from the teacher.

It seems important from a systematic point of view to consider the two poles of didactic triangle the teacher and student evokes the interaction to ensure the construction of knowledge. However, teachers may develop expectations of characteristics other than the competence and performance of their students. In addition to performance in physical education, other elements such as physical appearance, ability to exert effort, self-commitment, and self-determined learning are among the most valued and preferred things to do a teacher (Biddle & Goudas, 1997).

Moreover, the expectations of the teacher are associated with the motivation of these learners are a parameter organizing the behaviors he produces in class. In addition, the qualities of the teacher, his character, his adaptability, his experience and his confidence in his indicators are therefore the benchmark of a certain rigidity of expectations. Therefore, the development of teacher expectations they may affect student behavior and results?

Based on the reflection-construction model of Jussim and Eccles (1992) relationship between perception and social reality, applied to the school domain, we therefore question the hypothesis that the teacher's expectations create the social and cultural reality, predict it without influencing it. In other words, the teacher bases the development of his or her expectations on indicators sufficiently relevant to translate the student's abilities and thus to predict his or her subsequent performance. Next, the behaviors exhibited by the educator should be faithfully observed and coded during PES lessons or workouts, such as the coaching behavioral assessment system tools (Smith et al., 1977).

One of the questions that arise is what are teachers' expectations of their PES students and particularly athletic activities by practicing pole vaulting in a school context? And what are students' perceptions of this particular practice?

2. METHODOLOGY

Our study has been methodologically prepared to understand in the natural context of teaching the links between the motivational expectations of the teacher and the style that supports autonomy and control. Based on the self-determination theory (Ryan & Deci, 2000), and specifically in the field of education (Reeve, 2002), where emergent style support autonomy and another of control (Mageau & Vallerand, 2003). And the motivational style in the field of PES (Pelletier & Vallerand, 1996).

2.1. Objectives of this study

The objective of this study is to consider whether the teacher's behaviors during a pole vault cycle are related to the motivational expectations of students and to analyze indexes of teacher's communication styles interaction of teaching.

For differential treatment of taught, the educator develops their expectations motivation levels of students for special practice of the pole vault. Hence, the hypothesis advanced :

Hypothesis: teachers retain the style of interactions as autonomy support for high expectations of sport motivation practices, the style of control to low expectations which supports, and promotes effective feedback style to moderate expectations as effective actions to communicate using words, gestures or signs.

2.2. Participants

The sample in this study consisted of 32 boys and 43 girls aged 15 to 18 from three classes in high school. And three teachers were aged between 26 and 33 years old.

2.3. Procedure

At the end of the first session of a one-hour teaching sequence, teachers' expectations of each student's motivation were measured. In a second time, teacher / student interactions were recorded continuously for seven one-hour sessions, using a digital video camera. The teacher was equipped with a tie-microphone with a transceiver admitting a recording of the contents of the communications, matched with the image. The experimenter introduced himself to the teacher as a researcher conducting a survey on student motivation in PES.

2.4. Measures

2.4.1. Teacher expectations corresponding to student motivation

At the end of the first session of the pole vault cycle, teachers completed a questionnaire measuring their expectations of effort for each of their students ("from your side, "Will this student be making efforts during the pole vault cycle? "), feedback ("from your side, through encouragement will this student be able to invest in the sport action during the pole vault cycle? "), and autonomy (from your side," will this student be able to work alone and autonomously during this pole vault cycle? "). Responses were scored on a seven-point scale, with: (1) "not at all in agreement" and (7) "completely in agreement" in order to develop a single variable named motivational expectations.

2.4.2. Level of self-determination of student motivation in pole vault

At the beginning of the pole vault cycle, students completed a motivational questionnaire of sport (EMS, Brière et al., 1995). Three subscales measured students' intrinsic motivation for the activity. Responses were on a seven-point scale ranging from (1) "Strongly disagree" to (7) "Strongly agree". In the interest of having a determining indicator of the level of self-determination of each student's motivation for pole vault activity, the index presented by Grolnick & Ryan (1987) was calculated using the following formula: $[(2 * (MIS + MIC + MIA) / 3) + MEID] - [((PARENT + MEIN) / 2) + (2 * A)]$. This index showed very acceptable psychometric characteristics and predictive validity (Vallerand, 1997), at school and in PES.

2.4.3. Determining interactions between teacher and student

The purpose of this research is to analyze the content of teachers' communication by studying the interactions delivered by the teacher and those intended for each student. The verbal and non-verbal interactions between teachers and students were determined using an observation grid adapted to that confirmed by (Martel et al., 1994), in PES. This grid differentiates six main categories of communication:

- *Organizational* communications, which are geared towards good preparation (e.g., " jumps in length and height at the proper workshop and with the most adequate pole length ");
- *Technical* communications, intended to improve the student's ability (e.g., " do with the pole a single body to improve the jump quality ");
- *Positive evaluative* communications, intended to confirm the interest of a behavior or the success of a certain motor task (e.g., "bravo", "well done");
- *Negative evaluative* communications, designed to show the teacher's disapproval of a student's performance (e.g., "bad jump", "height badly crossed ");
- *Positive emotional* communications designed to stimulate and encourage students to achieve the teacher's goals (e.g., "again more effort," "go, you can do it"),
- *Negative emotional* communications, which are offensive or sarcastic, usually as a result of inappropriate behavior or improper performance (e.g., "you are really weak").

2.4.4. The style of communication

The papers were coded a second time, using another observational grid geared to recognizing the communication style supporting autonomy, control and feedback from teachers. The analysis of Kappa coefficients by Cohen (1968) revealed a good inter-observer homogeneity of coding taken upper than (Kappa > 0.6), for the different communication parameters of the two grids. Our study was referred to Reeve work in the school setting (Reeve, 2002) and those of Mageau and Vallerand (2003) in sports context, about "support autonomy", "control" and "effective feedback".

2.5. Effective feedback in sport and physical education

Effective feedback should be expressed immediately after the demonstration of appropriate behavior, as well as the satisfactory performance of teaching procedures. It was effective actions to communicate using words, gestures or signs. Studies have shown that positive feedback helps improve behavior. Generally, positive feedback is three times more frequent than negative feedback. Positive feedback does not always have to be verbal;

- Positive feedback does not always have to be verbal;

She can express herself by holding a person in her arms, with a smile, a handshake, a nod and an exchange of looks.

- Start with positive feedback: I like you, Abdessalem. "You are smart, working and full of energy".
- Emphasize not only the results a person has achieved, but also the qualities they have demonstrated: "you have been creative, resourceful and diligent".
- Encourage the potential: "I believe in your potential and I want to help you to perfect your skills".

Table 1. Percentage distribution of different categories of communication

Communication Categories					
Organizational	Technical	Emotional		Evaluative	
		Negative	Positive	Negative	Positive
24.3	29.1	4.7	23.5	5.8	11.3

Table 2. Percentage distribution of different communication styles

Communication Styles		
Control	Effective Feedback	Autonomy Support
29	46	25

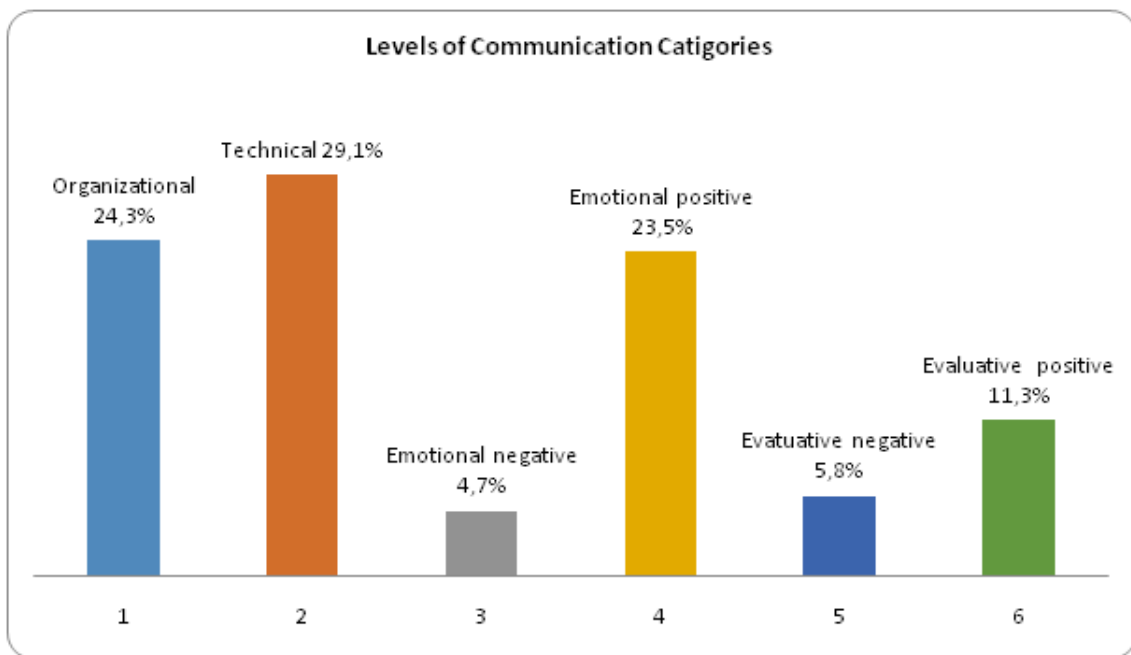


Figure1. Percentage distribution of different categories of communications

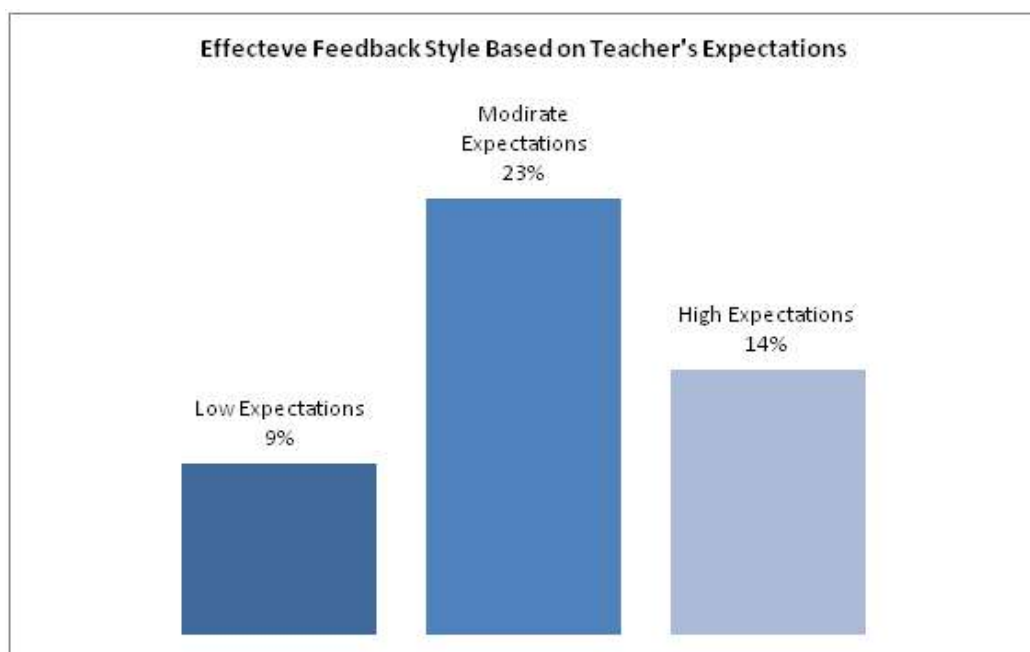


Figure 2. Percentage of teachers' feedback communication style adjusted to students' motivation.

3. RESULTS

The results show, 947 interactions between teachers and students and 1712 papers were collected on all 14 sessions observed. Each interaction that has occurred may include many communications. The average number of communications received per student in all associated sessions is ($M = 22.82$). **Tables 1** and **2** show the classification of the different types of communications collected, according to their content and style. The results show a predominance of emotional, technical and organizational communication, and the use of an overall dominant style "Effective Feedback".

Teachers delivered the same number of communications to their learners, regardless of their level of expectation (high vs. low). A correlation analysis was performed on the six categories of communications found to be significant: ($r = 0.47, p < 0.01$); communications with their continuum seems to differentiate according to the expectations of the teacher. Although, the correlations made on each of the communications highlight differences on two types of teacher behavior: technical communications and "negative emotional" communications ($r = 0.09, p > 1.4$), the correlation is significant between positive emotional, organizational and technical communication ($r = 0.46, 0.53$ and $0.38, p < 0.01$).

Figure 1 shows the average percentage of teacher content and style of communication, based on the level of expectations. It shows that teachers provided more positive emotional and technical information to students for whom they had high motivational expectations and delivered more "negative emotional" communications to "low expectations" after controlled the initial level of motivation of the students. The variance achieved on the communication style adopted by the teacher has proved very significant and is of the order of 76%, this is the effective feedback style. As can be seen in **Figure 3**, teachers still exploited support autonomy behaviors with "high expectations" and control behaviors with "low expectations" and effective feedback with "moderate expectations". In addition to results in **Figure 3** showing teacher expectations toward student's motivation, finding a high level of feedback (46%), other concurred results in **Figure 2** was highlighting moderate expectations for effective communication style.

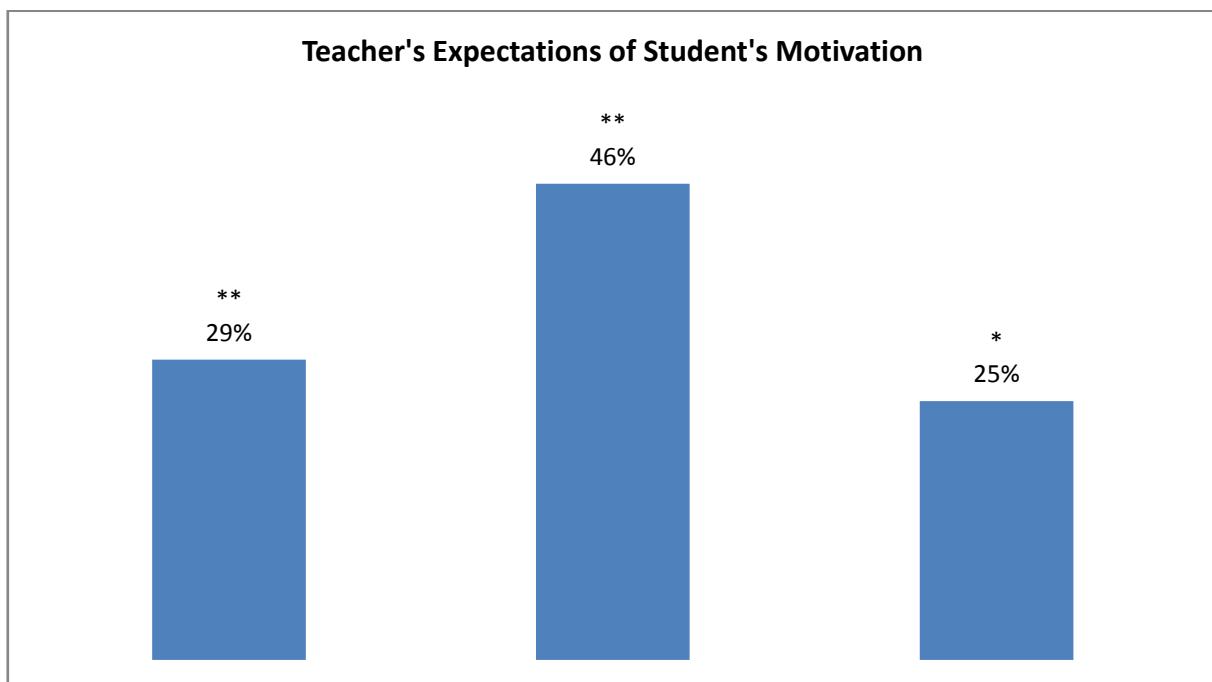


Figure 3. Average percentages of teacher's communication style adjusted to student motivation (** $p < 0.01$), (* $p < 0.05$).

4. DISCUSSION

This study focused on the relationship between teachers' expectations of each student's motivation of pole vaulting, and the behaviors they adopt during a teaching cycle of this sport. As a result, we examined the relationship

between teacher expectations based on student motivation and the communication style maintaining control, feedback, and autonomy support for students, while referring to the theory of self-determination (Reeve, 2002, Ryan & Deci, 2000).

The majority results show first, that the teachers in this study triggered as many interactions with high expectations as with other expectations by promoting the 46% effective feedback style. While in a sporting context the behaviors of coach's aim for victory and improvement of individual or collective performance. In other words, the choice of the communication style and the differences can be based on the content (Trouilloud & Sarrazin, 2003) and the style of the interaction (Babad, 1998) for an educational or sports context and on the effect of teachers' expectations and perceptions on student achievement (Williams, 2012) and how teachers' attributions, expectations and stereotypes influence the learning opportunities given (Riley, 2012). Positive reinforces can also influence behavior. However, teachers are required to present good choice of reinforces because productivity of these can vary by student. As a student's behavior improves, the educator should delicately mitigate external rewards and promote intrinsic rewards. In addition, observation has shown that student learning driven by the influence of intrinsic motivation is most effective when the consequences are honorable and immediate rather than unacceptable and delayed.

Our hypothesis was verified with some of previous work (De Boer, 2018; Glock., & Krolak-Schwerdt, 2013; Martinek, 1991, Sarrazin et al., 2005), diversifications in communication have been found to be consistent. The teachers gave more technical information of the type "plant your pole in the race" to the learners whom they appreciated laborious and autonomous, and more negative emotional communications of the type "you miss the precision to planting the pole" to low expectations. One can distinguish that the differential treatment increases differences in motivation, investment and performance between learners. Indeed, a previous study (Horn, 1985) has shown that information were useful for improving performance (technical information) has positive effects on students' perception of competence, motivation and success.

Consistent with our hypothesis and the study of Pelletier and Vallerand (1996), the results show that teachers promoting control style make use of pressure to ensure the realization of task of trainees distributed in low expectations of motivation. Conversely, they have further autonomy support by providing choices, supporting evidence to activities and problems, and stimulating autonomy. These precepts bear witness to the idea that motivational expectations would be a planner of the motivational style of an educator. Cognitive assessment theory (Biddle et al., 2001, Ryan & Deci, 2000) suggests that support for autonomy and positive feedback on performance may increase students' perceptions of competence and self-motivation, while compelling behaviors and negative comments can create the opposite effect. Then, according to Glock, et al., (2013), there is impact of stereotypical expectations on student teachers' judgments. In line with some previous studies (Rubie-Davies & Rosenthal, 2016; Rubie-Davies, 2015; Saracho, 2006) showing that expectations would be higher for those supposed as more competent than for those perceived as less able and affect performance (Sorhagen, 2013; Speybroeck et al., 2012)

Through this study, in addition that the expectations of teachers according to the motivation and style of communication behaviors are all useful is significant. It is also interesting to know how to develop its tools with other technique before, during and after the cycle of the pole vault sport.

5. CONCLUSION

As a conclusion, this study provided some support for the link between teacher expectations of students' motivation and appropriate behaviors shared with students through contextual communication styles with individualized content. More specifically, his expectations of effective feedback, autonomy support and control appear positively associated with the technical and emotional information he communicates and with a style that supports autonomy and positive feedback; and negatively to negative feedback reviews and a controlling style. It is achievable that educators deliver other behaviors to communicate their expectations, especially non-verbal behaviors soliciting positive feedback. So, encourage the teacher to engage in a climate with adequate treatment of student motivation and it sensitizes types of favorable styles that could improve learning.

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