

The Influence of Subject Teachers' Expectations on Junior High School Students' Learning Motivation: Taking English as an Example

Nan He*

School of English Education, Guangdong University of Foreign Studies, Guangzhou, China

*Corresponding author: 20220902738@gdufs.edu.cn

Abstract. The relationship between teachers' expectations and students' learning motivation is one of the important topics in the field of educational psychology nowadays, and it is also one of the issues that the pedagogical community is concerned about. However, in today's society, there are still some research gaps in the influence of teachers' expectations on students' learning motivation and the internal relationship between them. Therefore, this study takes junior high school students in a middle school in Meizhou, Guangdong Province as the research object, collects the scale data of specific English teachers' expectations and students' learning motivation perceived by students, and carries out correlation analysis and regression analysis between the two according to the data. According to the correlation analysis of this study, there is no significant correlation between teachers' expectations and the undermotivation dimension of learning motivation, but there is a significant correlation with the three dimensions of over-motivation, learning interest, and learning objectives. It shows that positive teachers' expectations have a significant positive impact on all dimensions of students' learning motivation. Therefore, the study puts forward the following three suggestions. Firstly, teachers need to give reasonable expectations to students. Secondly, teachers should learn how to guide students' learning motivation effectively. Last, the study also discusses about teachers' expectations and learning motivation have a main and extremely important influence on students' learning performance.

Keywords: Teacher' s expectations; learning motivation; learning interest; learning objectives; English language education.

1. Introduction

In recent years, as China's attention to national education is getting higher and higher, China's connection with the world is getting closer and closer, too. Based on the country's need for talents who have the ability to go abroad and towards the world by using foreign language to communicate, the level of English language education and the quality of English language education required by the society are also rising, especially the basic English education at the junior high school stage is significantly important in the whole growth process of adolescents. This stage is the golden period for the development of adolescents, and it is an important period for laying a good foundation for adolescents to learn English, as well as improving their knowledge level, quality and literacy construction, innovative thinking, and other English abilities in all aspects. However, today's classroom education mostly presents a situation of "Cramming Teaching". Under examination-oriented education, the school English teachers often pay more attention and higher expectations to the students with excellent academic performance, to the class have good grades, and the so-called "poor students" are not getting enough attention. This group of students who have lost the motivation to learn English not only have unsatisfactory learning outcomes but also find it hard to display their personalized performance in learning.

Some scholars have proposed that teachers' expectations refers to teachers' creating fair predictions and results of students' academic performance and behavior based on teachers' comprehensive understanding of students' information. Positive teacher expectation can promote the progress of the junior high school student' s academic performance [1]. And students' learning motivation plays a

fundamental role in the whole learning process, which is the internal support and strength of students' continuous learning. With sufficient learning motivation, students can ignite their enthusiasm and motivation for learning, and build a bridge between perception and absorbing teachers' expectation and outputting excellent academic performance. The well-known Ausubel theory of learning motivation says that learning achievement motivation is composed of three internal drives——cognitive drive, ego-enhancement drive, and affiliated drive. The affiliated drive among them refers to the need for students to study hard and achieve good results to win the approval or praise of parents or teachers, and to obtain higher expectation from teachers for themselves [2]. Other studies have also shown that students who have difficulties in learning lack motivation to learn, and they are less interested in learning than the general population, which leads them to poor academic performance [3]. This also emphasizes the importance and necessity of learning motivation to support students' active learning. In terms of the role of teacher expectation on students' learning motivation, some scholars also mentioned that teacher expectation are considered to affect students' academic learning through a mechanism called "Self-fulfilling Prophecy", through which students will gradually grow into what their teachers expect and believe. Students who are influenced by teachers' positive expectations and overestimated by teachers may make greater efforts and have greater motivation to engage in learning, while students who are influenced by teachers' negative expectation and underestimated by teachers may be passive in learning activities, unwilling to put too many efforts into learning and feel confused or even uncertain about their learning motivation [4]. Therefore, in education and teaching, teachers, how to fairly and objectively have targeted and appropriate expectation and encouragement for each student, how to stimulate students' enthusiasm for learning, so that they can have a stable and strong motivation to study, and how to drive them to carry out directly and motivated learning activities and growth is a task and obligation that needs to be constantly adjusted and improved for a long time.

Based on previous scholars' research on how teachers' expectations affect students' academic performance and learning motivation, there are still gaps in the existing research to explore the deeper impact of teacher expectatio on students' learning motivation.

Therefore, this study will take English as an example to explore the impact of teachers' expectations on students' learning motivation at the junior high school level deeply and analyze what teachers should do to maximize students' learning motivation.

2. Methods

2.1. Design

This study selects junior high school students to complete the questionnaire on the expectations perception of English teachers in their classes and student' s learning motivation, the data and results of the collected questionnaire are used to analyze the influence of English subject teachers' expectation on junior high school students' learning motivation in a quantitative research method.

The study consists of two scales. The variable of teacher expectations uses the Students ' Perceptions of Teachers' expectations Questionnaire developed by Zhang Guangwei in 2009 [5]. The scale has a total of 15 items, which are divided into three dimensions: teacher support, teaching interaction, and academic feedback. Among them, there are 5 questions in the teacher support dimension, 6 questions in the teaching interaction dimension, and 4 questions in the academic feedback dimension. The questionnaire was scored on a Likert 5-point scale, and the higher the score, the higher the level of teacher expectations that students perceived. The Cronbach's α coefficient for this questionnaire was 0.844. Another variable in the study is Learning Motivation. The Learning Motivation Scale for Middle School Students (MSMT), which was developed by Liu Yuexiong in 2006 [5] was used. The scale has a total of 20 items, including four dimensions: achievement goals, academic self-efficacy, academic success or failure attribution, and achievement motivation. The questionnaire is scored on a 5-point scale in the Likert style, and in each subscale, a score of more than 3 points indicates that

the student has a lack of correct understanding or a certain degree of distress in the corresponding learning desire or learning motivation. The Cronbach's α coefficient of each subscale was in the range of 0.6~0.8, indicating good homogeneity reliability.

The study adopted the method of stratified sampling, 30 students from each grade of the first, second, and third grades of a middle school in Guangdong Province (the ratio of boys and girls in the respondents was 1:1), 90 students in total, were randomly selected as the survey sample.

2.2. Research Process

In this study, the questionnaire design is carried out first.

Next, the study conducted a pre-survey. In the pre-survey stage, the number of 30 students in the first, second, and third grades of junior high school in Meizhou Guangdong Province were randomly selected in advance for the distribution of questionnaires. The study expected to distribute 30 questionnaires and collect 30 questionnaires back, and it was estimated that it would take two days to complete the distribution and collection of questionnaires. After collecting the questionnaires, the data were collated and analyzed, and the questionnaire was adjusted.

Then, the study conducted a formal survey, in which 90 questionnaires were distributed to the target testees, 90 questionnaires were collected, and it was estimated that it would take four days to complete the distribution and collection of questionnaires, and the data were collated and analyzed after collection.

2.3. Analysis Method

In this study, SPSS software was used as a tool for data analysis, and the method of correlation analysis was used to analyze the correlation between the two variable factors of teacher expectations and learning motivation. Then, the method of regression analysis was used to verify whether teachers' expectations have a significant impact on the learning motivation of junior high school students. At the same time, the study uses descriptive statistics to analyze the sample frequency of the respondents' grades and genders. The reliability of the Students' Perceptions of Teachers' expectations Scale and the Learning Motivation Scale (MSMT) for junior high school students were tested, and the Cronbach coefficient above 0.6 was considered to be good.

3. Results

3.1. Reliability Test of Scale

After regression analysis of the data, this study conducted a reliability test on the two scales used. Among them, the reliability test results of the teacher expectations scale are shown in Table 1, and Cronbach's coefficient is 0.909. The reliability test results of the junior high school students' learning motivation scale are shown in Table 2, its Cronbach's coefficient is 0.909. Through the test, the two scales of this study have good reliability and strong persuasiveness.

Table 1. Reliability statistics of teachers' expectations scale

Cronbach's Alpha	Cronbach' s Alpha Based on Standardized Items	Number of terms
.909	.915	15

Table 2. Reliability statistics of junior high school students' learning motivation scale

Cronbach's Alpha	Cronbach' s Alpha Based on Standardized Items	Number of terms
.912	.908	21

3.2. Correlation Analysis Results for Each Variable

The correlation coefficients between teachers' expectations and the variables of each dimension of learning motivation are calculated respectively. The results are shown in Table 3.

It can be seen from Table 3 that there is no significant correlation between teacher expectations and the weak motivation dimension, while teacher expectations have a significant correlation with the other three dimensions of learning motivation. Among them, there is a more significant correlation between teachers' expectations and students' motivation and interest in learning. This also shows that when students' motivation level is high, teachers' expectations may also increase accordingly. This may reflect teachers' higher expectations of proactive students, or it may be because these students are more likely to achieve the goals set by teachers.

There is a slight positive correlation between learning interest and teachers' expectations, with a correlation coefficient of 0.226. This means that there is a certain degree of correlation between students' interest in learning and teachers' expectations. Although this correlation is relatively weak, it can also indicate that teachers' positive expectations may enable students who are interested in learning to perform better in the classroom.

The correlation between learning objectives and teachers' expectations is similar to that of learning interest, and it is also a slight positive correlation, with a correlation coefficient of 0.221. This shows that there is a certain degree of connection between the learning goals set by students and the expectations of teachers, indicating that teachers' positive expectations can enable students to set clear learning goals and work hard for them, and ultimately achieve good results.

Table 3. The result of correlation analysis

Variable	Undermotivation	Over-motivation	Learning interest	Learning objective	Teacher' s expectations
1.Undermotivation	--				
2.Over-motivation	0.420**	--			
3.Learning interest	0.656**	0.512**	--		
4.Learning objective	0.653**	0.521**	0.751**	--	
5.Teacher's expectations	-0.061	0.356**	0.226*	0.221*	--

** At the 0.01 level (two-tailed), the correlation is significant.

* At the 0.05 level (two-tailed), the correlation is significant.

c Column N=96

3.3. Results of Regression Analysis between Teachers' Expectations and Students' Learning Motivation

3.3.1. Teachers' Expectations have a Significant Positive Impact on Over-motivation

In the model, the Table 4 indicates that there is no obvious collinearity problem. The R² of the model was 0.126, and the adjusted R² was 0.117. This indicates that the model can explain about 12.6% of the over-motivation changes, and the adjusted R² is 0.117, indicating that the model's fitting degree is relatively low. The value of F statistic is 13.607, and the corresponding P value is less than 0.001. This indicates that the model is significant as a whole, because the P value is far less than the significance level. The DW value is 1.665, close to 2, indicating that there is no autocorrelation problem in the model, because usually the DW value indicates no autocorrelation near 2. The non-standardized coefficient of teacher expectations is 0.363, indicating that for every additional unit of teacher expectations, the score of over-motivation will increase by an average of 0.363 units. The standardized coefficient (Beta) is 0.356, indicating that in the relationship between teachers' expectations and motivation, the change of each variable unit is equivalent to the change of its standard deviation. The "t" value was 3.689, and the corresponding P value was less than 0.001. This shows that teachers' expectations has a statistically significant positive impact on over-motivation.

Table 4. Regression analysis of teachers' expectations on over-motivation

Model	Non-normalized coefficients		Standardized coefficient	t	P
	B	Standard error	Beta		
(Constant)	2.216	0.341		6.507	<0.001
Teachers' expectations	0.363	0.098	0.356	3.689	<0.001
R ²			0.126		
After adjustment R ²			0.117		
F			13.607, P<0.001		
DW value			1.665		

* p<0.05 ** p<0.01

a Prognosis variate: (Constant), Teachers' motivation

b Dependent variable: over-motivation

3.3.2. Teachers' Expectations have a Significant Positive Impact on Learning Interest

According to Table 5 the model shows that the corresponding the P value is 0.027. This indicates that the model is significant as a whole, because the P value is less than the significance level. The DW value is 1.804, close to 2, indicating that there is no autocorrelation problem in the model, because usually the DW value indicates no autocorrelation near 2. Tolerance is 1, VIF is 1. These values indicate that there is no obvious collinearity problem in the model.

The non-standardized coefficient of teachers' expectations is 0.293, indicating that for every additional unit of teachers' expectations, the score of learning interest will increase by an average of 0.293 units. The standardized coefficient (Beta) is 0.226, indicating that in the relationship between teacher expectations and learning interest, the change of each variable unit is equivalent to the change

of its standard deviation. The “t” value was 2.247, and the corresponding the P value was 0.027. This shows that teachers' expectations have a statistically significant impact on interest in learning.

To sum up, according to the results of regression analysis, the positive teachers' expectations has a significant positive impact on learning interest.

Table 5. Regression analysis of teachers ' expectations on learning interest

Model	Non-normalized		Standardized coefficient	t	P
	<u>coefficients</u>				
	B	Standard error	Beta		
(Constant)	1.569	0.451		3.478	0.001
Teachers' expectations	0.293	0.13	0.226	2.247	0.027
R ²			0.051		
After adjustment R ²			0.041		
F			5.048, P=0.027		
DW value			1.804		

* p<0.05 ** p<0.01

a Prognosis variate: (Constant), Teachers' motivation

b Dependent variable: Learning interest

3.3.3. Teachers' Expectations have Significant Positive Impact on Learning Objective

The model R² is 0.049, and the adjusted R² is 0.039. This indicates that the model can explain about 4.9 % of the change in learning objectives, but considering that the adjusted R² is more robust, which is 0.039, the fitting degree of the model is relatively low. The value of the F statistic is 4.808, and the corresponding P value is 0.031. This shows that the model as a whole is significant. The DW value is 1.784, close to 2, indicating that there is no autocorrelation problem in the model. Tolerance is 1, VIF is 1. These values indicate that there is no obvious collinearity problem in the model.

For teacher expectations, the non-standardized coefficient is 0.261, indicating that for each additional unit of teacher expectations, the score of learning objectives will increase by 0.261 units on average. The standardized coefficient (Beta) is 0.221, indicating that in the relationship between teacher expectations and learning objectives, the change of each variable unit is equivalent to the change of its standard deviation.

The t value was 2.193, and the corresponding P value was 0.031. This shows that teachers' expectations have a statistically significant impact on learning goals.

In general, according to the results of regression analysis in Table 6, teachers' expectations has a significant positive impact on learning objectives.

Table 6. Regression analysis of teachers' expectations on learning objectives

Model	Non-normalized		Standardized coefficient	t	P
	<u>coefficients</u>				
	B	Standard error	Beta		
(Constant)	2.113	0.412		5.126	<0.001
Teachers' expectations	0.261	0.119	0.221	2.193	0.031
R ²			0.049		
After adjustment R ²			0.039		
F			4.808, P=0.031		
DW value			1.784		

* p<0.05 ** p<0.01

a Prognosis variate: (Constant), Teachers' motivation

b Dependent variable: Learning objectives

4. Discussion

Through the recovery and analysis of sample data, it is concluded that teachers' expectation has a great influence on the three dimensions of students' academic motivation, learning interest, and learning goal.

4.1. The Importance of Giving Students Reasonable Teacher Expectations

Based on what is mentioned in the introduction, whether teachers can give students correct, reasonable, and realistic expectations is the key to stimulating students' learning motivation. Teachers' reasonable expectations can not only affect students' motivation to learn but also promote social education equity. At present, China pays more and more attention to and invests more and more in basic education, and the decentralized educational resources are also increasing. On the whole, the gap between educational resources and educational levels in various regions is narrowing year by year. The government has given much help to students in poor areas, provided them with rich educational resources and teachers, and greatly improved the quality of education [7]. So this requires teachers, for students with different learning habits and learning levels, can not one size fits all and give them the same expectations, but should respect the individualization of students, the diversification of interest goals, and give different and positive teacher expectations according to the different characteristics of students, to have a positive impact and be more in line with the individualization and diversification of education. If the expectations and expectations conveyed by teachers to students do not conform to the real learning situation of students themselves, such as extremely high expectations for students with their favorite and excellent grades, and extremely low expectations for students with unsatisfactory grades, and even do not attach importance to such students in behavior. Students who are encouraged by teachers' high expectations will be more interested in learning, and have stronger motivation and clearer goals, and such students will also get more attention and help from teachers. Teachers are more willing to give such students additional homework guidance or provide additional learning materials for their learning. For students who perceive that teachers' expectations are negative and are often ignored by teachers on the grounds of limited time and energy, they find it more difficult to learn, lack motivation, and have vague goals. This situation will greatly widen the gap between students' learning levels, hinder the growth and development of students,

Therefore, to avoid this unfair education situation as much as possible, teachers should encourage students with different expectations according to different learning situations. For top students and students with learning difficulties, teachers should adopt a fair and equal attitude - for top students, teachers should give appropriate praise and encouragement. For students with learning difficulties, teachers should pay more attention to them, pay attention to students' learning state and psychological state, and guide, help, and encourage them in time. When students encounter English learning difficulties, students are encouraged to ask more questions, and some additional tasks can be appropriately arranged to help students with learning difficulties to lay a solid foundation so that students with learning difficulties can perceive the teacher's concern and expectations for him. Therefore, this study believes that giving reasonable expectations to different students to suit the remedy to the case can enable students to perceive the expectations and encouragement of teachers, strengthen their learning motivation and confidence, and clarify their learning objectives. Certainly, it is not easy to achieve this, and it requires the continuous efforts of the majority of English teachers to improve their teaching methods, and always pay attention to whether their output behavior is consistent with reasonable expectations [8] .

4.2. The Suggestion of Guide Students' Learning Motivation Effectively

Learning motivation is one of the important factors affecting students' learning effect. For students, they should put teacher expectations in perspective. Teacher expectations are not always conducive to student development, and if students are influenced by teachers' expectations that are too high or too low, it will in turn have a negative impact on students' motivation to learn. Students should establish a correct self-awareness concept, understand their actual learning situation, and should not be blinded by the teacher's unreasonable expectations, and do not have a correct understanding of their own learning level, nor should they care too much about the teacher's expectations. First of all, teachers need to help students clarify their learning goals, such as making them clear why they want to learn English and how learning English will help them achieve their larger goals of traveling around the world. Secondly, according to the dimensions of learning motivation mentioned in this study, stimulating students' interest in learning can effectively guide them to establish learning motivation, teachers should be familiar with the students in their own class, so as to understand their interests, and combine English learning content with students' interests to stimulate their enthusiasm for learning, and with learning interest. Focus on cultivating students' interest in learning, they will have a stronger and more solid motivation and motivation for learning [9] . It can indirectly enable students to according to their own learning ability, according to different study mission [10] . In addition, teachers can give students appropriate expectations and provide some appropriate learning challenges according to their learning situation, so as to effectively stimulate students' desire to learn, make them take the initiative to learn, and thus generate stronger learning motivation. Then, timely feedback and encouragement from teachers to students' learning outcomes is also one of the ways to effectively guide students to have a firmer motivation for learning, which is also one of the positive manifestations of teachers' expectations reflected in behavior.

4.3. The Influence of Teachers' Expectations and Learning Motivation on Students' Learning Performance

Reasonable teacher expectations and positive learning motivation can significantly affect students' academic performance. When English teachers have reasonable expectations for students, expectations will be transmitted to students through the attitudes, words and deeds and teaching behaviors shown by teachers to students. After students perceive the positive expectations of English teachers, they will stimulate their inner ambition and self-confidence. They will be more interested in learning English subjects and have greater confidence and determination in their ability to learn English well, so that they can achieve the teachers' expectations and not let the teacher be disappointed and spend more time and energy on learning English subjects. Finally, the results of this chain reaction are reflected in improving academic performance.

Positive learning motivation is one of the powerful forces to encourage students to study hard. When students have a strong interest in English and want to achieve certain goals or results, they will devote more efforts to the study of this subject in order to achieve higher results. Positive learning motivation can also ensure students to continuously explore new knowledge of English subjects. Even if they encounter challenges and difficulties in the learning process, students can overcome them with positive learning motivation, and their academic performance can be continuously guaranteed.

Therefore, reasonable teacher expectations and positive learning motivation can work together to improve students' academic performance [11], which also shows that teachers need to set reasonable expectations for students, stimulate students' learning motivation and help them improve their performance. At the same time, students need to strive to cultivate positive learning motivation and provide basic strength for the improvement of their learning results.

5. Conclusion

Through the research, this research finds that teachers' expectations have no significant effect on students' undermotivation in the dimension of learning motivation but has a significant effect on the three dimensions of over-motivation, learning interest and learning objectives. This shows that the more positive the teachers' expectations perceived by students are, the stronger the learning motivation that affects students, the stronger the interest in learning, and the clearer the learning goals. Therefore, teachers should reflect on whether they can have consistent expectations and teaching performance with students, and whether students can be given appropriate expectations through the understanding and analysis of their individual learning characteristics. In addition, teachers should always motivate students with a positive attitude, so that students have enough confidence and motivation to learn, and their learning performance can continue to improve, finally help them to obtain ideal learning results. Through this method, a virtuous cycle can be formed between teachers' expectations and students' learning motivation.

This paper is conducive to providing more detailed theoretical support and data reference for positive teachers' expectations to have a positive impact on students' learning motivation, and to a certain extent, it makes up for the research gap in this field. It is of great significance and value to conduct further research in the field of educational psychology in the future. In general, there are still some shortcomings in this study, such as the control of the number of investigators in the investigation stage, and the detailed degree of data analysis in each dimension. There are still many areas for improvement. In the field of education, there are still high expectations for teachers' teaching levels and teaching performance. Teachers still have a long way to go in improving their teaching quality, continually improving classroom settings, and how to better help students correctly. It is also believed that in future research, the potential mediating variables between teachers' expectations and students' learning motivation can be explored more deeply, to enrich the content and perspective of this research topic.

References

- [1] Cao Xihua. A Study on the Impact of Teachers' expectations on the Education of Junior High School Students. (Master's thesis, Capital University of Economics and Business). 2018
- [2] Wigfield, A.&Eccles, J. S. Expectancy-value Theory of Achievement Motivation. *Contemporary Education Psychology*. 2000, (1).
- [3] Xie Jingli, Huang Juan, He Chunfeng. The Relationship between Teachers' expectations and Academic Achievement Perceived by Students with Learning Difficulties: The Mediating Role of Academic Motivation. *Neijiang science and technology*. 2023, (03),139-141.
- [4] Faiza M. Jamil, Ross A.Larsen&Bridget K.Hamre. Exploring Longitudinal Changes in Teacher Expectancy Effects on Children's Mathematics Achievement.*Journal for Research in Mathematics Education*. 2018, Vol. 49, No. 1 pp. 57-90 (34 pages).
- [5] Zhang Guangwei. Research on the relationship between junior high school students' personality material, teachers' expectations and academic help-seeking behavior(Master's thesis, Sichuan Normal University).2010

- [6] Liu Yuexiong, Fang Ping. Development of a questionnaire on learning motivation among middle school students. *Journal of Capital Normal University(Social Sciences Edition)*.2006, (03),116.
- [7] Ren Yanan. A study on teachers' expectations perception, academic self-efficacy and learning engagement among junior high school students(Master's thesis, Jiangnan University).2022
- [8] Dong Yi. A Study on Mathematics Learning Motivation and Mathematics Teachers' expectationss of Junior High School Students(Master's thesis, Qinghai Normal University).2022
- [9] Zhang Guohui. Research on the relationship between junior high school students' perceived teachers' expectationss, academic self-concept, and learning engagement and educational implications(Master's thesis, Yanbian University).2023
- [10] Guo Shaorong, Yang Miaoyan. A Study on Gender Differences in Learning Motivation and Learning Strategies of Junior High School Students: Based on a Survey in Fujian Province. *Shanghai Research On Education*. 2017, (04),35-41. doi:10.16194. 04.009.
- [11] Zuo Bin, Tan Yali. The relationship between academic self-efficacy, learning motivation and academic performance of junior high school students. *Journal of Applied Psychology*. 2002, (04),24-27+46.