

ABSTRACT

The purpose of this study was to discover the effects of certain expectation variables, as well as self-concept and achievement motivation, on performance in the Secondary School Certificate examination of selected Grade 11 Jamaican students. Only performance in English and Mathematics was considered, and the variables selected were those identified from the literature as the most promising ones for research purposes.

The data obtained from 116 subjects were treated by the following analytical procedures:

1. *Student's "t" statistic, through which significant differences were discovered between the male and female sub-groups on measures of Academic Self-Concept (Mathematics), Self-Esteem and Teachers' Expectations regarding students' performance in Mathematics*
2. *Pearson Product-Moment correlational analysis, which showed that the "Expectations" variables correlated significantly with each other, as well as with the measures of achievement*
3. *Orthogonal factor analysis, through which the following factors emerged by way of Varimax rotation:*
 - (a) *An Expectations/Achievement Factor — on which the criterion measures loaded significantly*
 - (b) *An Academic Self-Concept Factor*
 - (c) *A Personality/Perception Factor*

4. *Stepwise Multiple Regressions, which identified the best predictors of the criterion measure, SSC Mathematics Achievement, as Teachers' Expectations (Mathematics) and Need for Achievement: while Pupils' Perception of Teachers' Expectations (English) and Teachers' Expectations (English) emerged as the best predictors of SSC English Achievement. It was noted that the Teacher Expectations variables featured as the best predictors for both Mathematics and English Achievement.*

From these findings the following trends were identified:

1. *Male subjects tend to hold higher academic self-concepts in relation to Mathematics, than females, and are supported in this by their teachers' expectations.*
2. *Teachers' expectations and students' perception of these expectations affect students' achievement.*
3. *Students' academic self-concept is influenced by their perception of the expectations of significant others..*
4. *Aspects of pupils' personality are affected by teachers' expectation.*