

ABSTRACT

This exploratory investigation addresses the teacher expectancy phenomenon in a sample of Grade 6 primary and preparatory students in Kingston and St. Andrew. The investigation examines those relationships which exist between Performance in Mental Ability, Mathematics and English, Teacher Expectations and other related variables, namely: Pupils' Perception of Teacher Expectations, Self-Concept of Ability, Academic Motivation, Anxiety and Socio-Economic Status. Measured Ability is controlled for each case. The dependent variable is measured using the Common Entrance (11+) Examination, the terminal examination for primary education in Jamaica.

The data are analysed in respect of the total sample (N = 202) and the primary (N = 114) and preparatory (N = 88) sub-samples. The major statistical treatments involved are:

- (a) Multiple Regression Analyses
- (b) Partial Correlation Coefficients
- (c) One-Way Analyses of Variance and Tukey's
post hoc Procedure

The results obtained are presented in answer to the research questions posed. It is noted that:

- (a) For Mathematics, English and Mental Ability, when the influences of measured ability are kept constant, Teacher Expectations and Academic Motivation feature as significant correlates ($p < .01$) of the criterion measures. In the regression analyses, these two variables add significantly to the variance explained by measured ability.
- (b) School type (Primary vs. Preparatory) differences which largely reflect socio-economic differences, emerge for several variables, notably the performance measures. Differing interrelationships of the variables for each sub-group are also noted.
- (c) There are no significant differences between the sexes on the majority of the variables examined. Girls, however, expressed greater anxiety than boys.

The implications of these results for education are discussed and recommendations based on these implications are offered.