

**TEACHERS' INSTRUCTIONAL PRACTICES AND STUDENTS' GOAL
ORIENTATION: A STUDY OF SECONDARY SCHOOL STUDENTS' ACHIEVEMENT
MOTIVATION IN NAGALAND**

**Thesis submitted to Jawaharlal Nehru University
in partial fulfillment of requirements
for the award of degree of**

DOCTOR OF PHILOSOPHY

VINIKA CHOPHY



**ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI- 110067**

**INDIA
2022**

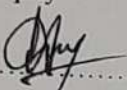


ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI-110067

DECLARATION

I, Vinika Choppy, declare that the thesis entitled **“Teachers’ instructional practices and students’ goal orientation: A study of secondary school students’ achievement motivation in Nagaland”** submitted for the award of the Doctor of Philosophy has not been previously submitted for any degree of this or any other university and is my original work.

Vinika Choppy

Signature: 

CERTIFICATE

We recommend that the thesis be placed before the examiner for the award of Ph.D Degree of this University.

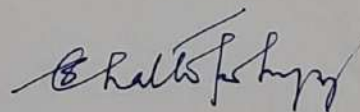


DR. ARVIND KUMAR MISHRA

SUPERVISOR



Assistant Professor
Zakir Husain Centre for
Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi-110067



PROF. SAUMEN CHATTOPADHYAY

CHAIRPERSON



Prof. Saumen Chattopadhyay
Chairperson
Zakir Husain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi-110067

ACKNOWLEDGEMENT

I want to thank almighty God for his consistent guidance, his unfailing love and amazing grace, and making it possible for me to complete my thesis. I want to thank my families for always standing strong with me and for their valuable advice and patience. It was the longest journey I ever experienced in my life with lot of struggles, quite lot of sunny and stormy days but the prayers and support of my families and my dear ones helped me come this far and achieve what I hoped and wished for. I am so grateful to Dr. Arnab for all your care and mental support, and for being my biggest strength and encouraging me in all aspects of life. I wouldn't have been able to reach this far without your constant help and support. I also want to thank my other friends and all those who stood by me and believed in me and won the hard battle; Priyanka, Devesh, Kuldeep, and others whose name I could not mention, this victory is ours.

I especially want to thank my supervisor, Dr. Arvind Kumar Mishra for his constant support, patience and his advice and for putting your faith in me because of which today, I am able to finish and submit my thesis. I am very grateful to him for his concern about my well-being, especially my mental health when things were rough and I was almost at the edge. I thank him for encouraging me to read and engage myself with people regarding academics and research related work which helped me in getting more insights. Thank you Sir for being the most kind and understanding guide. I wish and pray for the best and well-being of you and your family.

I want to thank all the faculties from ZHCES for every big and small help, guidance and support they gave. It was wonderful being a part of the great centre in JNU with amazing faculties. I thank each and everyone and greatly acknowledge all the love and support I received. May God bless you all in abundance.

ABSTRACT

This study aimed to examine different teacher factors, such as; their motivation and expectation on students, influencing their instructional practices and its further impact on students' achievement motivation. A conceptual model of these variables was developed and tested using regression analysis. Sample size was 45 teachers and 55 students for first study and 60 students with the age group of 14-15 years of a private secondary school for the second study. The result revealed that teachers focusing on performance goal structure and expectation level highly affects students' goal orientation but it was not so for mastery goal structure. It also did not fully confirm the moderating effects of teachers' expectation on their instructional practices and students' motivation. The findings of the present study do not fully support the findings and suggestions of past researchers. This study proposes that teachers being the centre point in teaching-learning process need to be aware that both personal and contextual factors can have an effect on students' perception of classroom teaching. It also suggests that teachers need to understand the different class dynamics that exists and try to develop the capacity of behavioral and cognitive development. In doing so they might be able to help students in the development of achievement motivation and learning, especially in regard to those who were considered incapable of completing a particular task or test.

TABLE OF CONTENTS

ACKNOWLEDGEMENT

ABSTRACT

LIST OF FIGURES.....ix

LIST OF TABLESix

CHAPTER 1: INTRODUCTION.....1

1.1 Statement of the problem.....1

1.2 Theoretical Framework.....13

1.2.1 Goal Orientation Theory.....17

1.2.2 Implicit Theory of Intelligence.....19

CHAPTER 2: LITERATURE REVIEW

2.1 Students' and Teachers motivation.....32

2.2 Conceptual Framework.....40

2.3 Teachers' Goal Orientation.....43

2.4 Conceptual Framework.....46

2.5 Teachers' goal orientation and their instructional practices46

2.6 Rationale of the study.....	61
2.7 Method.....	63
2.7.1 Design.....	63
2.7.2 Participants.....	65
2.7.3 Measures.....	65
2.7.4 Procedures.....	66

CHAPTER 3: STUDY 1

3.1 Overview.....	67
3.2 Method.....	68
3.2.1 Participants.....	68
3.2.2 Measures.....	68
3.2.3 Procedures.....	70
3.3 Results.....	70
3.3.1 Mean, SD and Correlations.....	70
3.3.2 Regression coefficients from regression equations.....	75

CHAPTER 4: DISCUSIONS AND FURTHER RESEARCH PROBLEM

4.1 Discussion.....	80
---------------------	----

4.2 Integrating the findings with the existing literature.....	81
4.3 Limitations and suggestions for future research.....	85
4.4 Problematizing the second study.....	88

CHAPTER 5: STUDY 2

5.1 Research problem.....	92
5.2 Hypothesis.....	94
5.3 Conceptual model.....	94
5.4 Method.....	98
5.4.1 Design.....	99
5.4.2 Participants.....	99
5.4.3 Measures.....	99
5.4.4 Procedure.....	100

CHAPTER 6: STUDY 2

6.1 Result.....	101
6.1.1 Moderation and inter-correlations.....	103
6.1.2 Preliminary Analysis.....	104
6.1.3 Moderation analysis.....	106

CHAPTER 7: DISCUSSIONS AND CONCLUSION

7.1 Discussion.....110

7.2 Design.....112

7.3 Integrating with the existing literature.....113

7.4 Design.....115

7.5 Contributions.....117

7.6 Conclusions.....119

CHAPTER 8: GENERAL DISCUSSIONS

8.1 Discussions.....121

8.2 Integrating with the existing literature.....125

8.3 Limitations and questions for future research129

8.4 Contributions.....133

8.5 Conclusion.....136

References.....137

APPENDICES.....155

Appendix 1: CONSENT FORM.....155

Appendix 2: Teachers’ goal orientation and their implicit beliefs questionnaire.....156

Appendix 3: Teachers’ goal orientation, their instructional practices and students’ motivation questionnaire.....159

Appendix 4: Teachers’ instructional practices and students’ motivation questionnaire..165

Appendix 5: CONSENT FORM FOR RESEARCH.....168

Appendix 6: Teachers’ expectation, their instructional practices and students’ achievement motivation.....168

LIST OF FIGURES AND TABLES

FIGURES

Figure 1 A conceptual framework: displaying teachers’ instructional practices affecting students’ motivation and learning (Chapter 1)

Figure 2 A conceptual framework showing teachers’ goal orientation effecting students’ motivation and engagement in the classroom (Chapter 1)

Figure 3 A linear relationship model demonstrating association between teachers and students’ motivation (Chapter 1)

Figure 4 A conceptual model showing the impact of teachers’ expectation on their instructional practices (Chapter 5)

Figure 5 Examining the moderating effects of teachers’ expectations on their instructional practices and students’ motivation (Chapter 5)

Figure 6 Research design demonstrating the influence of expectation level of the teachers on their teaching practices and its further impact on students' achievement motivation (Chapter 7)

Figure 7 Research design exhibiting the positive influence on students' achievement goal by different teachers' variables (Chapter 7)

Tables

Table 1 Mean, SD and Correlations among the variables using Pearson correlation method
(Chapter 3)

Table 2 Unstandardized regression coefficients from the regression equations (Chapter 3)

Table 3 Correlation of the variables using Pearson Correlation method (Chapter 3)

Table 4 Unstandardized regression coefficients of three variables (Chapter 6)

Table 5 Correlation coefficient from regression equation of all the variables (Chapter 6)

Table 6 Unstandardized regression coefficients from regression equations of all the variables
(Chapter 6)

Chapter 1

INTRODUCTION

1.1 Statement of the problem

In the classroom, children often exhibit different kind of achievement behavior that affects their task choices and beliefs about the causes of their academic performances (success and failure). It was found from the studies (Dweck & Nicholls; 1970s and 1980s) that students with equal ability respond differently in the same situation especially in the face of failure (Dweck & Elliot, 2005). In order to understand the achievement behavior of the students, many models and theories were developed, of which Dweck's theory on achievement motivation has been widely accepted and used as it was found to be the best articulated model (Leondari & Gialamas, 2002). Many studies have been conducted based on Dweck's theory as it provides an extensive understanding of the achievement behavior of the students and how they respond towards failures in the academic settings. Most of these studies reveals the impact of teachers, parents and peers on the achievement motivation of the students , for example; Ames & Archer, 1992; Alkharusi, 2010; Bieg et al., 2011; Dan et al., 2015 etc.

The notion of motivation is placed at the core of educational activity (Covington, 2000). As such, motivation has been a topic of research and discussions in the field of educational and psychological research for many years. In the words of Wang et al., (2010) *“One of the most critical influences on students' level of cognitive engagement in school work or their choice of cognitive strategies is their motivation to learn”*. Motivation involves different elements like dynamism and determination which implies strong inclination towards certain objectives with an aim to achieve success. In fact, people can be motivated either due to the personal desire to

achieve something; for e.g. when he/she values an activity, or due to the external force; for instance, to get a reward, fear of being punished etc. (Ryan & Deci, 2000). Since the inception, there has been a proliferation of varied terms and theories related to psychological construct of motivation. Among all the models, Dweck's theory is used by many researchers in order to understand the existing relationship in the academic settings among the students as well as teachers. Dweck's theory was developed to provide an understanding of the achievement behaviour of the students and how they cope with failures and setbacks in an achievement context (Taylor et al., 2015).

The Achievement goal theory developed by Dweck and her colleagues in the late 70s and early 80s is a great goal structure to elucidate motivation in different context such as classroom, and other social factors related to academic settings. Earlier, many researchers have given varied explanations of achievement behavior demonstrated by learners, which has been described as, the mastery and performance goal orientation. Here, mastery goal is presumed to center around one's abilities and improving oneself and performance goal focuses on displaying one's skills and abilities with an aim to achieve something, such as praise and recognition. Nonetheless, there have been series of studies conducted on students' achievement behaviour and most of these studies have shown that students attribute failure either due to lack of ability or lack of effort. Thus, many researchers have argued that attributions might be a strong mediating factor of different students' behavior when they face failure, which includes adaptive and maladaptive behaviour (Dweck & Leggett, 1988). However, attributions are made only after an individual has encountered certain situation such as failure. In order to address this question Dweck and her colleague developed a framework which was termed as the implicit theory of intelligence or mindset theory.

Dweck's theory suggests that students' achievement behaviour is determined by their mindset or the implicit belief that students hold about their abilities and this affects their intrinsic motivation. Research reveals that those who hold incremental theory often react and behave in a positive way, exerting efforts and persistence (mastery goal orientation). On the contrary, those who have pessimistic beliefs about oneself, (an entity theory) tend to demonstrate a helpless reaction and ultimately withdraw from the task; performance goal orientation (Taylor et al., 2015). Some researchers (eg. Blackwell et al., 2007) suggest that students having either high or low abilities demonstrate similar kind of behavior when they face complex tasks and this highly impact their academic performances, so much that the damage has greater effect in the later years. In short, negative experiences may have longer effects when they effect an individual's beliefs.

Hence, focusing on the individual's differences in regard to their intellectual ability can have a negative impact on their motivation. On the contrary, if more focus is put on the potential and the improvement of the intellectual capacity of the individuals it can provide a horde of motivational benefits. Ames & Archer (1988) cited that the extent to which classroom environment emphasizes mastery over performance goal could determine how students approach towards task and engage themselves in learning. In their opinion, it is the mastery goal orientation that might encourage students a way of thinking that is crucial for pursuing tasks that further their increments in learning. They further stated that in the achievement context focusing on goals oriented towards adaptive learning, such as, development of skills and putting an effort to improve oneself, may be essential to elicit adaptive patterns of motivation.

Gbollie & Keamu's (2017) study on the motivation and the strategies for learning used by junior and senior high school students in regard to their academic performances provide an evidence

that students are mostly driven by the extrinsic factors such as, desires to get some rewards and fear of being punished by teachers if they fail or don't perform well in the class. They argued that the intrinsic factor (like, the self-efficacy) of the students is not the only factor that effect their academic performances. According to Gbollie & Keamu, the extrinsic motivation also plays a significant role in effecting the learning outcome of the students. They also posited that the emphasis of the teachers on grades and the learning strategies used by students such as memorizing without understanding the concepts due to the inability of the teachers to break down the information from abstract to concrete could be another factor that highly affects the learning outcome of the students. From their study it is obvious that motivation play a vital role in leading the learners towards employing different learning strategies in the classroom.

Many researches have been conducted based on Dweck's theory that has focused only on students' motivation and the factors effecting their academic performances. However, research on goal orientations indicates that the mastery/ performance goal conceptualization is also suitable for teachers which led to studies on teachers' goal orientation and its effect on students' achievement motivation (e.g. Wigfield & Wentzel, 1998; Furrer & Skinner, 2003, Leroy, 2007 etc). Most of these researchers have explored the complex relationship between teachers and students and how the teachers in the classroom are driven by their own goal orientation and further have an impact on the goal orientations or the implicit beliefs/mindset of the students. The ongoing researches on the motivation of both teachers as well as learners in the academic context especially, classroom has helped many researchers in identifying and understanding the various factors that might have a great influence on the motivation of not only the students but the teachers as well.

Researchers like Wigfield & Wentzel (1998) contested that students' social motivation, like the kind of bond they have with their friends and classmates, those who teaches, and the teachers' instructional practices are very critical to students' academic performance and their general adjustment to school. In fact, various models on the achievement motivation unequivocally and correctly pointed out that that every humans need to feel associated with one another (Baumister and Leary, 1995; as cited in Furrer & Skinner, 2003). In the article by Ryan & Deci (2000), they have provided a brief taxonomy of motivation and reviews about the studies that has been conducted by many researchers. In their attempt to conceptualize motivation and differentiate between extrinsic and intrinsic motivation, they have underlined the fact that both are very significant to the psychological needs of the students that includes their feeling of relatedness or belongingness.

In a classroom context, the basic requirement of the students is not necessarily what is being taught but how it is being taught by the teachers and the environment created by the teachers as these highly determines students' learning and outcomes. In a classroom context, it is the teacher who plays the most significant role, as such they have great responsibilities, not just in terms of teaching but how they are able to relate them to students as they teach. In order to make one's teaching effective, the teacher needs to improve one's teaching strategies which can develop the will and motivation to learn among the students. This can be achieved through the conducive social environment created by the teachers such as, teacher support in terms of expressing one's opinions, learning new skills and concepts etc.

The study conducted by Furrer & Skinner (2003) provides evidence that students' engagement, especially their sense of relatedness can be a mediator between the motivation and academic achievement of the students. They opined that a sense of relatedness or belongingness play an

essential role in developing motivation among the children. Also, a feeling of belongingness of the learners towards their parents might have some influence on their achievement motivation as it shapes the relationships they build with their teachers at school. In short, the relationship between students and their parents can highly affect the relationship between students and teachers and this further have an impact on their academic performances.

School is a social environment that provides children a room for the development of beliefs, orientations and values that are consistent with their learning goals. Therefore, it is believed that the goal orientations of the teachers highly influences their teaching practices which further affect students' goal orientation (their achievement motivation) in the classroom. This notion of the existing relationship between teachers' goal orientations and their instructional practices is supported by the study conducted by Retelsdorf et al., (2010). From their study, it was found that teachers' goal orientation determines their instructional practices. In other words, mastery goal orientation predicted positive while work avoidance goal orientation predicted negative effect on teachers' adaptive patterns of instructional practices.

Researchers have merely provided preliminary corroboration to maintain this statement (for example; Butler & Shibaz, 2008, Retelsdorf et al., 2010), yet additional studies are required in order that one have better understanding about these relationships (Nitsche et al., 2013). In order to understand the effect of motivation of the teachers on their teaching practices and students, further study on goal orientation of the teachers is needed (Retelsdorf et al., 2010). The motivation of the teachers such as their goal orientation and implicit beliefs might have a direct influence on their teaching in the academic settings and for that reason it is very much vital to explore these relationships.

In the review of literature, Wigfield & Wentzel, (1998) provides evidence that interpersonal relationship characterizes contexts that can determine engagement with or alienation from classroom activities among the students. It may be added that characteristics such as supportive teachers that lead to students' engagement are found to be related to the aspects of academic motivation of the students; others (like Hong, Dweck, Chiu, Wan & Lin., 1999; Leroy et al., 2007) states that it is the implicit belief that creates meaning towards one's performance and therefore it is important for understanding motivation. Leroy et al., (2007) argued that not only the behaviors but also the beliefs that teachers hold in regard to their capabilities or talents is highly critical in influencing instructional practices of the teachers.

In a study conducted by Leroy et al., (2007), they exhibited positive relationship between teachers' implicit belief (regarding their students' abilities) and their instructional practices. When teachers see students' abilities as something fixed, they create an autonomy control that is less favourable to enhance students' achievement motivation, that is, their goal orientation. When the teachers see it as something that can be improved through effort, they assist the students in their academic work and help them progress, but this relationship was mediated by teachers' self-efficacy. This study explicates the fact that teachers' implicit beliefs do have an effect on their teaching practices. From their study it is evident that the environment that teachers create and their behavior towards the students in the classroom are determined by the type of mindset that the teachers have regarding the academic performances or the abilities that students have in the classroom.

Nadeem et al., (2011) investigated in their study diverse factors affecting female teachers' performance in rural and urban areas of Bahawalpur. It was found from their study that factors like overcrowded classrooms, too much of work for teachers at school, inadequate teaching

materials, too much distance between home and school, low socio-economic status of teachers etc. have a negative impact on teachers' performance at achievement settings. Also, it was found that those teachers who belong to urban areas perform better than those in rural areas. They pointed out that providing pre- and in-service training to teachers is critical if changes and improvement in the field of education is required. They have also emphasized on the importance of developing a cordial relation between teachers, educators and other staffs of the schools as these highly effects the performance of the teachers.

In a study conducted by Nitsche et al., (2013) a positive relationship was found between teachers' goal orientation and their instructional practices. It was also found that the instructional practices of the teachers mediate the effect of their goal orientations on the motivation and learning behaviour of the students. Nonetheless, further exploration is required as it is still not clear what type of classroom goal structure, that is, mastery or performance goal that teacher creates have an influence on the achievement motivation of the students. According to Davis (1993) in the classroom situation, the teachers' attitude, supportive nature and encouragement, and what they teach is significant to students' motivation (Mensah, E., & Atta, G., 2015). Hence, the current study examines the association between teachers' instructional practices (how students' perceive classroom environment created by teachers) and students' achievement motivation. Although, research has been done on the influence of teachers' implicit beliefs on their instructional practices in relation to motivation, the relationship between these two remains unexplored. Here, implicit beliefs or mindset refers to the implicit beliefs in regard to the malleability of the students' abilities. Therefore, further research needs to be conducted in order to have a broad understanding of these relationships (see Leroy et al., 2007; Nitsche et al., 2013).

Studies on students' goal orientations and motivation has displayed that the adolescence' motivation to learn can be enhanced by the extent to which classroom environment and experiences are connected with students' needs (Mensah, E., & Atta, G., 2015). The mismatch between the changes in the needs of the adolescence and the environment they are put into results in the disengagement of the students from school, and how students negotiate with these changes has major implications for their academic futures (Blackwell et al., 2007). Hence, researchers and educators need to direct towards making a classroom student friendly based on the knowledge of the adolescence and their classroom goal pursuits as the level of effort students put in class participation remains crucial in the achievement context (Mensah & Atta, 2015).

The research conducted on teachers' and students' motivation by Vibulphol (2016) established that although students had high motivation, yet it did not effect their level of learning. Moreover, some students in almost every class exhibited amotivation (lack of motivation to engage in classroom activities/tasks). In other words, autonomy-support determined high motivation and high performance while autonomy control was related to amotivation. It may be possible that their level of achievement is effected by the instructional strategies that teachers employ in the classroom. In a classroom situation, if the teacher shows support and encouragement towards the students it helps in enhancing their achievement motivation and thus, leads towards sustainable learning and academic achievement. Further research is therefore needed to augment and sustain students' motivation, and teachers' teaching strategies to encourage students' inherent interests and their engagement in learning.

Other researchers found that when teachers adopt supportive teaching practices, students orient towards mastery goal, but for autonomy control practices, students tend to orient towards performance goals (for reviews see Ryan & Patrick, 2001; Nenthien & Loima, 2016; Roeser et

al., 1996; Wang et al., 2018; Furrer et al., 2014). Also, a study conducted by some researchers like (Roeser et al., 1996) demonstrated that instructional practices of the teachers, particularly their autonomy control orient students towards performance goals. Their study demonstrated that in controlled environment students tend to develop self-doubts and orient towards performance goals. From these studies it can be assumed that when teachers demand certain behavior in the class, students perceive it as negative message and they orient towards performance goals. On the other hand, when they see teachers as understanding and supportive they tend to orient towards mastery goal orientation.

In addition, researchers like Kariuki & Mbugua, (2018); Rubie-Davies et. al., (2010); & Roskamp et al., (2018) provided evidence that teachers' instructional practices (includes supportive and control) and students' motivation are highly influenced by their expectation level on students. In other words, when teachers have high expectations they favour supportive teaching practices, while low expectation teachers emphasized more of controlling practices in the classroom context. However, the relationship among these variables has not been examined. As such, conducting a study on the connection between teachers' instructional practices and motivation of the students and how it gets moderated by the expectation of teachers is considered important (Wang et al., 2018).

Park et al., (2016) investigated the link between the implicit beliefs of the teachers and their self-report instructional practices where it was found that teachers' beliefs were directly related with their teaching practices. Conversely, the direct relations between the beliefs of the teachers and the motivation of the students (such as, an entity and incremental view) could not be confirmed. Their study revealed the existence of relationship between teacher-reported instructional practices and students' motivational framework development. However, this study relied only on

teachers' self-report of their instructional practices. Therefore, there is a need to explore the role that students' perceived classroom structure can play in determining their motivational framework i.e., entity vs incremental belief (Park et al., 2016). Thus, the present research made an attempt to examine the affect of the instructional practices of the teachers (students' perceived classroom goal structure) on the motivational framework development of the students (implicit belief).

Some studies (such as Sirin., 2005; Archer & Berger, 2016) revealed a strong relationship between socioeconomic status and academic achievement of the students at school. It also showed that an achievement goal varies according to the different socio-economic status of the students. In addition, students differed in their perception of schools due to difference in their socio-economic status. In other words, students from high SES tend to see school as a place of academic work and thus, more likely to adopt higher (academic) achievement goals as compared to the low SES.

This study is also corroborated by the study conducted by Timmermans et al., (2018) on the association between the socioeconomic status and students' achievement motivation. They argued on their study that the negative biasness of the teachers in terms of gender, ethnicity and socio-economic status (SES) is one of the main factors that effect students' achievement behavior and their academic performances. Therefore, researcher needs to look at the socio-economic aspects in relation to the area of interest of the students and also explore the complex relationships between SES and academic achievement of the students.

More recently, a qualitative study by Rissanen et al., (2018) examined the connection between implicit beliefs and the teaching practices of the Finnish teachers. From their study it was

revealed that the implicit beliefs of the teachers have an impact on their classroom teaching. It may be mentioned that students gain so much in a classroom situation where teachers are supportive and encouraging. However, given a limited study, the relationship between teachers' implicit beliefs and their instructional practices remains unclear. Besides, this study was conducted based on teachers' implicit beliefs affecting their own teaching. Therefore, there is a need to investigate these relationships based on how teachers perceive students' abilities (their implicit beliefs regarding students' intellectual abilities) and how this have an impact on their classroom teaching. Hence, the present research addresses this gap.

Although prior researchers conducted studies on teachers' instructional practices such as the autonomy support and control, yet they emphasized only on how this has an effect on the achievement behavior of the students. Some studies (for reviews see Patrick & Ryan, 2008; Shim et al., 2013; Nenthien & Loima, 2016; Raufelder & Lazarides, 2017 etc.) suggested that it is the autonomy support of the teachers that are vital in establishing the achievement goal of the students. However, most of the researchers have failed to investigate the factors which determine the instructional practices of the teachers such as, the implicit belief of the teachers (beliefs regarding students' abilities). Therefore, the current study tried to investigate these relationships. In Nitsche's (2013) study, they found a partially moderating effect of teachers' implicit beliefs between their goal orientation and instructional practices. Given the evidence of existing partial moderating effect of teachers' implicit beliefs, further study was required to see whether there is a direct link between teachers' implicit beliefs (in regard to their perception about students' intellectual abilities) and their goal orientation. Thus, this study made an attempt to explore the association between teachers' goal orientation and their implicit beliefs (regarding the ability of the students) as it was not examined by the previous researchers.

The study on achievement motivation is massive with many researchers emphasizing on the importance of students' motivation and how this affects their academic performances and learning. In an attempt to comprehend the cause and effects on the achievement motivation of the students through many researches, it was pointed by Butler in 2007 that the achievement goal theory is suitable for both students and teachers as the teachers play a central role at academic institutions. Consequently, many studies were conducted on teachers' goal orientation, self-efficacy, teachers' instructional practices and its impact on students' motivation etc. (see Patrick & Ryan, 2008; Klassen & Chiu, 2010; Shim, Cho & Cassady, 2013; Nitsche et., 2013; Raufelder, & Lazarides, 2017 etc.). However, understanding these relationships as a whole would be useful as this might give more insights on research concerning teachers and students' motivation and learning.

1.2 Theoretical Framework:

The theory on achievement motivation developed by Atkinson in the early 60s and McClelland in 61 implied the notion that the individuals' clash of feeling between making an effort to reach their aims and objectives and to avoid oneself from shame due to failure is a great determinant of one's accomplishments. The balance or imbalance between factors like pride at winning, and avoiding failures for experiencing shame was deemed to establish the course of one's action, strength, and to excel in one's academic performances. One could argue that the different way of responding to feelings like pride and shame can be assumed to be a response to why there is difference in behavior among the learners when it came to learning; while some are passionate, other individuals are merely unenthusiastic (Covington, 2000).

The concept of achievement motivation which was present with the initiation of James' (1890) proposition about the link between achievement strivings and self-evaluation took concrete shape

after a decade through McClelland, Atkinson, and colleagues' (Atkinson, 1957; McClelland, Atkinson, Clark, & Lowell, 1953; McClelland et al., 1949) work on need for achievement. It was since been referred as 'the achievement motivation literature' (Dweck & Elliot, 2005). According to Elliot "*Achievement motivation is the energizing and direction of competence-based affect, cognition, and behaviour*" (Elliot, 1999).

Past researchers have used diverse psychological constructs to explicate the achievement motivation of the students in the academic settings. However, the construct getting most attention is the achievement goal construct which was developed by Dweck, Ames, and Maehr & Nicholls in the mid to late 70s. They made an attempt to explain why children having equal ability respond differently in the face of failure. Elliot & Dweck argued that it is the individual's achievement goal that characterizes the intention behind their involvement in a situation, such as achievement related tasks. Achievement goals were envisaged to interact with confidence in one's ability to predict achievement-related affect, cognition, and behaviour (Elliot & Dweck, 2005). As such, it is assumed that specific goal that one adopts influence how individuals interpret and experience achievement settings (Curry et al., 2002).

Achievement goal constructs were developed particularly to explicate the achievement motivation and behaviour. It is a form of psychological construct that has been used in order to understand different type of behavior displayed by students in the learning context such as the classroom. Borrowing from the conception given by Anderman & Midgely (1997), one can say that achievement behaviour is defined in terms of effort, persistence, choice and performance. Several studies carried out by Dweck revealed that although children had the same talent and capacities to accomplish certain tasks, yet when they experienced failure on achievement tasks their response varies. It may be argued that goals can have diverse effects depending on the

characteristic motivational orientation of the individuals (Harackiewicz & Sansone, 1991; as cited in Elliot et al., 1998). Thus, many studies have been conducted based on Dweck's model to understand the achievement behaviour of the students (Dweck & Leggett, 1988; Dweck & Grant, 2003; Covington, 2000 etc.).

Deci and Ryan's (1985; Ryan & Deci, 2000a, 2000b) Self-determination theory suggests that motivation involves numerous factors and is not limited to only two existing concepts, such as; mastery and performance goal. That is why it is important to see this concept from broader perspectives and focus on different facets related to the achievement motivation of the students. As such, it has been categorized into three different aspects that include intrinsic motivation, extrinsic motivation and amotivation. Here, intrinsic motivation characterizes the motivation when an individual does something for his/her own self-satisfaction and not for external rewards. Extrinsic motivation represents doing something as a means to an end; and amotivation involves relative lack of motivation and can be thus compared to developing negative feelings, such as weakness or lacking eagerness (Wang, et al., 2010). As such, students who are intrinsically motivated try to complete the task for their own satisfaction and hence need no outside factors to act accordingly. Extrinsically motivated students engage themselves in learning activities either to attain the award or to avoid punishments (Hamid et al., 2010).

Ryan & Deci's research on motivation has found that intrinsic motivation determines more interest and develops persistence and increase the level of performance among the students in comparison to the extrinsic one. This difference in performance among the students is found to exist even when they tend to be similar in terms of evaluating their own abilities and skills for given activities. They argued that the motivational tendency (intrinsic motivation) that is inherent in the individuals needs supportive conditions but unfortunately it is often interrupted by

different non-supportive environment. Hence, the SDT theory proposed by Deci & Ryan (1985) concerns the external conditions (which include teachers) that elicit and maintain, versus suppress and reduce the inherent tendency within the individuals. Furthermore, they pointed out that the problem of amotivation and alienation arises due to undermining the intrinsic motivation of the children, failure to provide support for competence and relatedness, and also due to failure of internalization. According to SDT, the variation in different motivations occur upto diverse degrees when the individuals internalize and integrate the values and the behaviour that is expected from them. Therefore, in their view internalization and integration are significant for the regulation of behaviour throughout one's life (Ryan & Deci, 2000).

It can be argued that it is implausible that relying only on intrinsic motivation can promote learning, as such, it would be imperative for the teachers and higher authorities to value various forms of external factors and its different impact and implications on achievement motivation of the students. Besides, teachers should know how to design their work that would motivate their students since it is motivation that determine students' interest and turn it into important learning activities (Zyngier & Saeed, 2012). It may be mentioned that teachers play a major role in motivating students and ensuring their participation in the class depending on how they devise and bring in teaching method in the classroom (Guvenc, 2015).

In an Integrative Review on "Goal Theory, Motivation and School Achievement", Covington (2000) mentions two broad different notion of achievement motivation which can be explained as one's inner urge that push him/her towards particular deeds, such as hunger and thirst (e.g. Woodworth, 1918), and motivation as goals that emerged as an alternative view presumed to persuade children towards an action (e.g. Dweck & Elliot, 1988). This implies that researchers in

this tradition believe that the types of goals students pursue provide some sense and rationale, and as these goals change, the strong and deep conduct of the individuals will alter too.

Thus, there is a need for psychologists to contribute rigorously towards developing new thoughts to look at motivation more as a goal based and less as something based on drives dismissing the belief system where learners are expected to practice learning without having proper understanding of a given task. It may be mentioned that motivation activates goal-oriented behaviour. It can either be intrinsic or extrinsic (Singh, K., 2011). Dan et al., (2015), mentions in their study that students' motivation is very critical towards the learning and achievement of school goals. It is goals that influence cognition, affect and behaviour towards instant tasks/activities and long term desires (Mansfield et al., 2012).

1.2.1 Goal Orientation Theory:

Achievement goal theory has appeared to be the most important theory in terms of direction in motivational research. This theory developed by Dweck and her colleagues in the late 70s and early 80s focuses on the perception and purposes that students pursue in the academic settings. Subsequently, these goal theorists identified two types of goals which they termed as mastery goals (goals to improve or develop one's ability) and performance goals (goals to demonstrate ability or to avoid one's incompetence). The host of research on goal orientation exhibited that mastery goals are considered positive (easy to adapt and improve) while performance goals are seen as negative, which mean, difficult to adapt and change one's mindset (Midgely, Kaplan, Middleton, & Maehr., 1998).

Among many models developed by goal theorists, Dweck's model has been found as the best articulated model (Leondari & Gialamas, 2002). In fact, the theory developed by Dweck

provides a suitable structure that allows researchers towards for wide-ranging study on motivation that add to the different patterns of achievement behavior among the students. This includes, being open to adapt, change and grow or have negative mindset and attitude (Meece et al., 2006; Kaplan & Maehr, 2007). In a study conducted by Leondari & Gialamas (2002), they have cited that the level at which students engage, their determination and their course of success can be explained based on the goal orientation of the students. Goal orientation is a type of achievement motivation which the learners construct to achieve their goals which includes mastery goal orientation and performance goal orientation.

Here, mastery goals are considered adaptive as it focuses on developing competence, where as performance goals are regarded as maladaptive as it focuses on demonstrating competence and withdrawal of effort after a setback (Ames, 1992a; Dweck, 1986; as cited in Kaplan & Maehr, 2007). Consequently, students who hold mastery goals use learning strategies and are often persistent; on the contrary, students holding performance goals are likely to get de-motivated as they attribute failure to lack of ability (Ames & Archer, 1988). In short, one can say that mastery goal has a positive impact while performance goal has a negative impact on students' academic performance. Ames (1992), pointed out that previous researchers on motivation has highlighted individuals behavior based on cognition, but current literatures has advanced an achievement goal framework which merge cognitive and affective (emotion) factors goal-directed behavior.

However, the series of studies conducted on students' achievement have shown that students attribute failure either due to lack of ability or lack of effort. As such, attributions have been regarded as a mediator between adaptive and maladaptive behaviour patterns. In fact, Dweck in her study has shown that attributions is a mediating factor between individuals' goal orientation and their academic performances and how they react to situations, such as; when they face

problems or any kind of difficulty etc. As such, manipulating people's attributions can create or alter these reactions.

It is evident that attributions are central to motivation. Nevertheless, it does not deal with the issue of why people are in a particular situation and what they hope to achieve. In other words, the motivational processes and individual differences in the motivational processes begin only when the individual has encountered an outcome, such as failure. In short, outcomes occur and attributions are made accordingly. It does not involve person's belief systems or goals as much as the attributional aspects. In order to address these issues Dweck and her colleague proposed a model in which an individual's implicit beliefs and goals create a motivational framework (Hong, et. al., 1999).

1.2.2 Implicit Theory of Intelligence:

Dweck & Leggett (1988) proposed that the goals which the individuals pursue create the framework within which they interpret and react to events. However, there was a question about why individuals pursue different goals in the same situation and this led to the conceptualization of individuals' implicit theories (also known as mindset theory). According to this model, an individual respond to a particular situation according to the implicit beliefs; such as entity view and an incremental view that they hold about their intelligence. Thus, it can be argued that the implicit beliefs of individuals lead the towards different goals and this explains why they display different behavioral patterns.

In the words of Dweck & Leggett (1988), a consistent predictor of children's goal orientation is their "theory of intelligence". Entity theory of intelligence is a fixed trait, a personal quality that cannot be changed. On a contrary, an incremental theory of intelligence conceives of intelligence

as malleable and cultivable, which indicates that individuals may become more intelligent through their efforts. This often determines the achievement behaviour of the individuals in the academic settings. Nonetheless, the mindset of the individuals is crucial as it controls the beliefs that they hold about their intellectual abilities. It is in fact, the mindset of the individuals that often predict their own thinking and assessment of their abilities whether it is fixed or malleable. This can be explained by the mindset theory developed by Dweck which gives more insight regarding the achievement motivation of the students and how this effects their learning outcomes.

The mindset theory was proposed by Dweck in 2006 in order to have a broad understanding of the achievement motivation and its relation to the academic achievement of the students. The implicit theory coined by Dweck & Leggett in 1988 developed with the advancement of studies on motivation and was later on termed as the mindset theory which included the fixed mindset (entity beliefs) and growth mindset (incremental beliefs). In her opinion it is the mindset of the individuals that have a direct impact on their learning outcome. According to Dweck, those individuals who have a fixed mindset often attribute their failure to the lack of ability and those who hold growth mindset often attribute their failure to the lack of effort (Dweck 2006).

Most of the researchers have conducted their studies based on this theory, and while some have used these two theories; such as, the implicit beliefs and the mindset theory interchangeably, some researchers have used it as either implicit beliefs or mindset theory in their study. However, in the present study, implicit beliefs will be used as it focuses more on the belief system of the teachers and how these beliefs which they develop have an impact on their classroom teaching at achievement settings.

The model presented by Dweck & Leggett in 1988 illustrated that the personality variables can influence the motivational processes of an individual which can be produced into a major patterns of cognitive, affect and behaviour. Additionally, in a study conducted by Kim et al., (2019), they found a strong association between teachers' personality, such as, openness, emotional stability, and agreeableness, and their teaching practices. It can be posited that an individual's personality can be effective in influencing one's behaviors while teaching in the classroom.

Contrary to Dweck's social-cognitive theory, the result from the study conducted by Dupeyrat & Marine (2005) confirmed that the implicit theory of intelligence do not always have an affect on goal orientation of the students. Their study did not support the predicted effect of students' implicit theories of intelligence on their goal orientation and cognitive engagement. Besides, the study conducted by Hong, et. al. (1999) revealed that the individuals defined ability differently. While the entity theorists defined ability as something fixed and attributed failure to lack of ability, the incremental theorists indicated as level of proficiency which could be improved by putting more effort. These finding present evidence that implicit theory situate a meaning system in which attributions arise.

It is clear from the previous researches on motivation that too much attention has been given to individuals' beliefs and goals in an attempt to learn why individuals engage or disengage from school activities and how these beliefs and goals relate to their achievement behaviour. Eccles & Wigfield (2002) contested in their review that although, it cannot be denied that this has led towards a great advancement in the field of motivation, yet past researchers have failed to take into account an effective role that school context and the environment play in determining students' academic achievements. The goal theorists has emphasized more on the intrinsic

motivation of the students and how this has an influence on the academic achievement but more attention need to be given to extrinsic motivation. As Ryan & Deci (2000) argues that researchers need to focus on both intrinsic and extrinsic motivation as both have a high impact on students' academic performances.

The recent studies have revealed that the classroom environment and school contexts influence students' motivation and achievement immensely. Nevertheless, it is not easy to understand the motivation of the students without having an understanding of the contexts and their experiences. Hence, the complex relations between achievement context and the students need further investigation (Eccles & Wigfield, 2002). It can be contended that students' learning is influenced by both internal (individual) factors as well as external (environmental) factors. The classroom context can be seen as the influential predictor of student' achievement behaviours and learning outcomes as they spend their time everyday at school (Ohtani et al., 2013).

Wang et al., (2010), argues that past researchers have adopted different theoretical stand in order to understand the achievement behaviour of the students at academic settings. However, with many theories being developed on achievement behaviour, research on motivation seems to be scattered and fallen in parts. It is true that these theories are related, for instance, Dweck's theory suggests that if an individual holds an entity view, he/she is likely to orient towards performance goals, it is thus considered maladaptive. On the other hand, if he holds an incremental view, he might orient towards mastery goal and is thus considered adaptive. In addition, the theory developed by Deci & Ryan (1985) shows that intrinsic and extrinsic motivation often leads to adaptive behaviour, where as amotivation determines maladaptive behaviour. However, as wang et al. argues, no theory has till now been able to explain motivational framework as a whole. Therefore, there is a need to use a combination of three theories on achievement motivation

developed by different goal theorists to understand the complex motivational profile of students and teachers.

According to self-determination theory, both intrinsic and extrinsic motivation needs to be given equal importance as they play a significant role in influencing each other. As this study focuses on both teachers and students' motivation, it is necessary to do this study based on self-determination theory as it includes the external factor, such as teachers. Also, from the lens of achievement goal theory, one can say that the students orient themselves to certain type of goals depending on the situation he or she is in. Likewise, teachers too are driven by their goal orientation such as mastery goal orientation and performance goal orientation. In addition, as demonstrated from the previous researches regarding the existence of the link between students' implicit beliefs and their goal orientation, it is possible that this connection might exist in teachers too when they teach in the classroom. There is also a possibility of teachers' expectation playing a great part in determining their behaviors when they teach and it can cause huge effect on the motivation of the students. Hence, the present study will use the combination of these theories in order to understand the complex relationships between teachers' motivation (includes goal orientation, their implicit beliefs), instructional practices and students' achievement motivation.

Chapter 2

Literature Review:

Dweck has dedicated over 30 years of her research on how individuals evaluate their performances and intellectual abilities that eventually affect their achievement motivation. From her research, it was found that individuals express different type of behaviour in the academic settings. On her attempt to define individuals' behaviour, Dweck identified two types of goals such as mastery goal (an adaptive behaviour) and performance goal (helpless and maladaptive behaviour). Subsequently, Dweck described that the pattern which has emerged from the extensive research on achievement behaviour illustrates that children's belief on intelligence push them towards these goals (Shaughnessy & Moore, 2012).

According to the implicit belief (such as, the entity view and the incremental view) that individuals hold about themselves they orient to either mastery goal or performance goal. According to Tollefson (2000), *"Once children develop the implicit theories about whether they can be successful in school or not their classroom behaviours reflect their personal, implicit theories about variables that produce success or failure in school."* Based on this theory many studies have been conducted on students' motivation, and teachers' instructional practices (see Wigfield & Wentzel, 1998; Hong et al., 1999, Mensah & Atta, 2015 etc.). Decades of research have shown a link between students' achievement motivation and academic performance (see Dweck & Leggett, 1988; Dweck & Grant, 2003; Hong et al., 1999). However, some research (eg. Wigfield & Wentzel, 1998; Wentzel, 1998) has demonstrated that teachers' interpersonal relationships can affect the motivation of the students which further affect the academic achievement of the students.

In the works of Wigfield & Wentzel (1998), the instructional practices of the teachers and their interpersonal relationships with the students have been underlined as potentially dominant factors that influence student motivation and performance. They also added that reaction of the teachers towards student's performance (success and failure) and feedback may be related to students' goal orientations, perceptions of efficacy and disbursement of their efforts. Besides, they have emphasized on the need for research in the area of motivation in order that the understanding between social and academic motivation may be maintained. Furthermore, there is a need to investigate the influence of different classroom and interpersonal contexts on the academic and social motivation of the students.

Wentzel (1998), also supports this notion of student-teacher relationship affecting the motivation and academic performance of the students. His study shows that interpersonal relationships provide students a sense of belongingness which in turn can be great motivators of their interest at school. He conducted a research on the relationship of adolescents with their supportive parents, teachers and peers and its influence on students' motivation. He also examined the role of motivation in explaining the relationship between social relationships (such as, parents and teachers) and academic achievement. From this study it was found that both teachers and parents' support predict positive motivational outcome in the academic setting.

Although the relations of students' perceived teachers and parental support to the motivation of the students were found to be different, mere speculation could be that the dissimilarity occurred due to some factors that caused the differences, yet parent and teacher support was found to have a direct effect on academic oriented and goal related factors. This study provides support for the notion that motivational processes might explicate the relationships between social experiences and academic achievement. However, more research is required to center on the area to have

more precision regarding the link between supportive relationships and other aspects of motivation. Ames (1992) argues that children experiences different treatment from the teachers within the same classroom and this affects children's motivated cognitions. She supports this notion by citing Brophy's (1981) analysis of how teacher praise and rewards are unevenly distributed in the classroom and how it can be construed in a different way by the students due to their previous experiences. Thus, children's perception and how they give meaning to different classroom experiences becomes crucial as it affects their motivated cognitions, affect and behaviour.

The positive and negative relationship between students and teachers and its impact on students' academic achievement were analyzed by Martin & Collie, (2018). Although negative associations were found between negative student-teacher relationships and student engagements in the class, yet the positive relationships between teachers and students were found be predominant with students' emotional and behavioural engagement. It was also demonstrated that the abilities of the students were not very significant in comparison to student-teacher relationships where strong associations were found between positive student-teacher relationship and student engagement. In other words, positive relationship between teachers and students and students' engagement play a critical role vis-à-vis the cognitive abilities.

Henderlong & Lepper (2002) on their review on praise and students' intrinsic motivation contends that while praise can enhance motivation, it can also undermine motivation. In their attempt to explain the contradictions in a literature, they outlined few conceptual variables stressing on the good and constructive, and destructive effects of praise, such as attributions related to one's performances. They pointed out that considering attributions children make about their causes of success and failures is important when one assess motivation as it mediates

the effect of praise on intrinsic motivation. As such, motivational processes may function in a different way depending on whether tasks are achieved successfully or when students are faced with failure.

A study based on Dweck's (1988) model was conducted by Leondari & Gialamas, (2002) which showed that both goal orientation and implicit belief of the students do not have a direct relationship with their academic achievement. It was found to be mediated by the perceived competence of the students. Besides, their study does not support the theory developed by Dweck about the existing direct relationship between individual's implicit theories and their goal orientation as their study revealed moderating effect of perceived competence on the two. Perceived competence includes beliefs that individuals have about their abilities, and seeing others as dominant that causes success or failures at school. In academic work it is presumed to be a good determinant of achievement behaviour and it is found to be strong predictor of the actual students' performance in a given task (Olusola, 2013; Yeung et al., 2014).

Similar research conducted by Ahmad et al. in 2010, provide an evidence that students' belief do not have a direct negative impact on their mastery goals and it was found to have a direct positive effect on their performance-approach and performance-avoidance goals. Additionally, association between students' epistemological beliefs and their achievement goals were found to be very strong as the beliefs that students hold tend to drive students towards different type of goals. In other words, their study indicate that those students who view knowledge as something definite and fixed, don't perceive learning as important and that is why they don't put an effort in understanding and increasing their insights. Hence, these students often try to avoid performing poorly or failure in comparison to their peers and this lead them towards being incompetent and inefficient in their academic performances.

Dweck & Grant (2003), in their study revealed that learning goals predicted higher intrinsic motivation and improvement in the course of time. But the relationship was found to be mediated by the inclination to feel connected in a profound way of engaging with existing learning tools. Their study has demonstrated that mastery goals have positive impact on the motivation as well as the response of the individuals when they experience failures. It can be contested that some students often tend to orient towards multiple goals, while some might pursue one goal and the influences of this goal/goals on their academic engagement and performances may vary in the classroom. Mattern supports this argument on her study by providing evidence regarding the pursuing of different goals or one goal by the students and its affect on their learning.

On the study conducted by Mattern in 2005, whether the influence of multiple goals or one goal of the students was more helpful on their achievement outcome was explored. It was found from her study that the performance of the students who endorsed one goal, that is, mastery goals or low performance approach goals were much better than those students who endorsed multiple goals. It was pointed out by Mattern that it is important for the researchers and educators, teachers etc. to recognize the type of goals that motivates the college students in the classroom. She further added that since mastery goals are related to interest and understanding of subject related task/work the educators need to emphasize and encourage students towards orienting towards such goals.

Heslin et al., (2005) in their study revealed that the implicit person theory has a direct effect on the performance evaluation on other individuals. Their study showed that the positive intervention and assessment of a manager have a positive influence on the employee at the work place. The implicit beliefs that the manager holds highly determines their appraisals about the abilities of the employees and this in turn effect the performances of the employees. In other

words, when an employee who holds entity beliefs receives an incremental intervention from the manager it develops a positive change in their approach and behavior and this facilitates the employees in their job. On the contrary, the entity belief of the managers predicts a negative response from the employees. Thus, it may be mentioned that positive appraisals and intervention is highly indispensable at work places, schools, colleges etc. as it develop a positive change among the individuals in terms of behavior and approaches towards their job or academic performances.

In the study conducted by Hardre et al., (2006), it was demonstrated that individual differences have a direct influence on the perception of the students based on the response, attitude and how teachers behave towards them in the classroom. It was also exhibited from their study that the classroom environment has a great impact on the students. In other words, students who oriented towards learning goals had high motivation, while those who tried to avoid looking incapable had lower motivation. Besides, female students were found to be more motivated in contrast to male students who were less motivated.

Most of the studies conducted on implicit beliefs based on Dweck's theory have established the effect of students' beliefs about their own intelligent on achievement and motivation. However, other researchers, such as Leroy et al., (2007) found that teachers' implicit belief influences their instructional practices which further affect the motivation of the students. As such, further insight into these factors is deemed important as it can be a base for devising educational tool that enhances the motivation of the students at school. It can be inferred from the studies on motivation that implicit theories determine one's perception of their own intelligence and others as well.

Hence, McCoach, & Cepero., (2009) cited that exploring implicit theories of intelligence across cultures and ages might help in understanding developmental and cultural differences about how individuals expect their intellectual capacities. It is evident from the study that the implicit theories of the teachers and educators guide their various instructions at school. Therefore, it is essential for the teachers to understand students' implicit theories as these beliefs determine their attitudes and behaviors towards the students in the classroom.

The studies conducted by Klassen et al., (2010) established that teachers' efficacy beliefs were directly related to their job satisfaction for both North American and Korean teachers. Also, the job stress of the North American teachers was found to be directly associated with their job satisfaction, where as for Korean teachers no association was found. Klassen et al., argued that these differences in result regarding the link between these variables could be due to cultural factors. They further mentioned that the cultural context does have an impact in shaping the motivational beliefs of the teachers and expressing in different academic settings. Thus, exploring different cultural dimensions in further study could help in explaining the motivational beliefs of the teachers and how this take shape over a period of time. Besides, investigating the association between collective and individual motivational beliefs in different achievement settings could augment the existing research in students and teachers' motivation.

The study conducted by Tastan et al., (2018) examined the effect of the efficacy of the teachers and motivation on the academic achievement of the students. From their study it was found that the motivation and self-efficacy of the teachers have a great influence on the academic achievement of the students in science education at high school and secondary levels. They also added that self-efficacy have an influence on the work or task related to academics at school for both teachers and students. Nevertheless, variations exist on the impact of self-efficacy on

students' academic achievement in terms of the social and cultural environment where the individuals live in. As such, further study is required to support and corroborate prior studies.

However, some studies provided evidence that it is the teaching experiences which influences their self-efficacy and this further affects their teaching practices.

For instance, Klassen & Chiu's study in 2010 focused on understanding the relationships among teachers' self-efficacy, years of experience in relation to job stress and their characteristics which included gender and teaching level. Their study showed that self-efficacy of the teachers changes according to the teaching experiences at schools where they teach. It was also found that while female teachers showed higher level of stress for both classroom and workload, it was not so for the male teachers. In continuation, they also found that the teaching experiences and job stress of the teachers have a direct impact on their self-efficacy which further effects their job satisfaction.

It can be argued that the teaching experiences of the teachers play a very central role in influencing the instructional practices of the teachers and in turn have an impact on the academic achievement of the students. From their study it is clear that the teachers' teaching experiences at schools is an important factor that often effect their self-efficacy and also the mindset (implicit beliefs regarding students' intellectual abilities) which might have a great impact on the classroom goal structure of the teachers and this in turn effects students' achievement behavior (Klassen & Chiu; 2010).

Devi et al., (2017) explains in their study how social learning theory, which later came to be known as social cognitive theory, by Bandura (1962) can be applied in the academic field in order that researchers may be able to comprehend the conceptual framework and how it can be employed in research work. As the theory focuses on the surroundings and social interactions of

the learners in the academic context, Devi et al., pointed out that individuals learn better in an environment which allows them to observe and interact. It is for the reason that the social environments have a direct impact on the attitude and behavior of the individuals, which may include friends, peers, families etc. They further added that the perception of students as well as teachers in regard to their self-efficacy highly influences their attitude and behavior. In other words, teachers and students having high self-efficacy develop positive outlook, thereby having positive approach towards achieving their goals.

2.1 Students' and Teachers motivation:

Leroy et al., (2007), mentions in their study that motivation is represented by its intrapersonal nature and it reflects inter-personal processes. They further supported the study conducted by Turner & Patrick (2004) by arguing that the quality of students' motivation depends partly on their relationship with the teachers and the classroom environment that teacher creates. From their perspective, an autonomy supportive teacher will try to recognize students' motivational needs and construct a favourable environment in order to meet students' needs that enhance intrinsic motivation. Autonomy support involves interpersonal behaviour of a person to meet the psychological needs of another. In the academic setting, it includes support from the teacher and providing help to enhance students' inner endorsement of the activities in the classroom.

From their study, it was reported that teachers' implicit belief influences their own teaching behaviour. If the teacher holds an academic ability (about their students) as a fixed trait, they favoured autonomy. On the other hand, if they believed that the academic abilities of the students can be improved by putting efforts they emphasized on autonomy supportive environment. However, the relationship between teachers' implicit belief and autonomy supportive

environment was mediated by teachers' self-efficacy. They pointed out that conducting additional research on the antecedents of teaching factors remain crucial.

In the classroom settings, the motivational atmosphere reveals in the instructional practices of the teachers whether they are promoting personal progress and task mastery or controlling environment. In this regard, one can say that the goal orientation of the teachers determines their instructional practices which further influence the motivation of the students. If a teacher holds mastery goal, he will support and encourage the students to perform better by providing informative feedback; on the contrary, if a teacher holds performance goal, he will show less importance on the level of motivation and potential that students have and would be more interested in short term rewards and praise of the students based on their intellect (Leroy et al., 2007).

In a review paper (2017) on errors and learning, Metcalfe argues that errors in the process of learning followed by counteractive response from the teachers have positive impact on the academic performances of the students. In this regard, feedback from the teachers is very crucial as it not only help students see where they committed errors, but also enable them to know and understand the correct answers. This enhances their learning and understanding skills and might determine better performances in the academic settings. Metcalfe, further argues that it is important for both students and teachers to see mistakes or errors in a positive way as it facilitates them in making teaching-learning more effective and productive outcomes.

Patrick and Ryan's (2008) study on how students perceive mastery goal structure in the classroom when the teachers teach in the classroom presents a broad understanding of identifying what type of classroom goal structure or instructional practices teachers bring in the

classroom. According to their study, when teachers make an effort to make students understand the subject matter, shows concern about how much they have learned and employ different means to help them, students perceive it as an emphasis on mastery goal structure. In short, the interactive skills of the teachers and their approaches to dealing with different problems related to the subjects such as mathematics are important factors that influence students' perceptions of their classroom environment which further influences their learning outcomes.

The findings from the study of Hamid et al., (2010) illustrates that the intrinsically motivated students perform much better in academics in comparison to those who are extrinsically motivated. This implies that students who are extrinsically motivated might perform well to get a reward, but it does not keep them motivated for long. Consequently, their performances do not change or remain constant. It may be posited that the intrinsic motivation positively influences the academic performance of the students and extrinsic motivation has a negative influence on the students' academic performances. However, they have stated that teachers and parents could be considered as the chief mediators who can play a significant role in developing students' motivation. In fact, the quality of the relationships between teachers and parents can predict children's achievement and augment their social-emotional adjustment (Kim et al., 2013).

Shim et al., (2013) found on their study that teachers who are oriented towards mastery goal are supportive towards the students and they create an environment that encourages development of competence and improvement in their learning. Contrary to that, teachers who hold performance goal orientation tries to show their superiority over other teachers often tend to encourage competition among the students. The findings from this study shows that the teaching practices of the teachers, such as their behavior towards the students in the classroom are determined by the type of achievement goals they orient to. Nonetheless, it is essential to understand the

different dynamics of the classroom context and how it influences the motivational framework development. As Reeve & Lee (2014) argued that the important area of research is to understand how motivational changes occur. They asserted that students' own classroom engagement have an influence on their motivation. Nonetheless, teachers' behaviour, the way they talk and the quality of their relationship with their students are significant influences on students' classroom motivation.

The study conducted by Guvenc, (2015) demonstrated positive relationship between teachers' motivational support and students' motivation orientation, and their active participation in the class. It was also found that those students who have negative perception on teacher support often experience disaffection. As such, further research on teaching-learning processes concerning active class participation of the students needs to be conducted. Also, an emphasis on support of the teachers in the class and their motivational orientation (which include motives, goals and values that teachers attribute to their teaching skills) is essential as it influences teachers' attitudes and behaviours towards their teaching activities (Bender et al., 2015).

The research conducted by Radovan & Makovec (2015) focused on different elements of achievement motivation and its association with the goal orientation of the post-graduate students at the University of Ljubljana. Their study reveals that the perception of the students of the learning environment highly effects their intrinsic motivation. If the students see the classroom context as teacher support, encouragement and sharing of ideas or opinions then they develop a positive mindset towards learning and a feeling of high self-efficacy. In their opinion, if the teachers promote team work and students engagement it will develop intrinsic motivation among the students and this will further enhance their academic performances and learning.

Similar research has been done on how students perceive the classroom environment created by the teachers and its influence on the motivation of the students by Raufelder & Lazarides in 2017. They examined the effect of different ways of conduct by the teachers in the classroom and its impact on the achievement motivation of the students. Like the previous researchers, (for e.g. Radovan & Makovec, 2015; Patrick & Ryan, 2008 etc.) they also pointed out that students' perception of the classroom context such as, teacher autonomy support, encouragement for developing competence and a feeling of belongingness contributes positively towards the development of intrinsic motivation of the students. Their study revealed the decline in the mastery goal orientation of the students during the transition period but found it to be constant in the later years.

Furthermore, it was found from Raufelder & Lazarides's study that the mastery goal orientation of the students determines not only their development change but also their cognitive and behavioral aspects. It can be argued that as teachers play a central role in the classroom they ought to create an environment that allows students to share their opinion and participate in class activities, provide emotional support and relatedness, positive feedback etc. Moreover, creating a suitable environment in the classroom like, giving constant encouragement and positive feedback to the students and group learning and activities may assist them towards developing positive attitude and may lead them towards achievement of their goals.

The study conducted by Ozen in 2017 explored the link between intrinsic and extrinsic motivation of the students and their academic achievement. This study accomplishes that motivation has positive impact on the achievement outcome of the students. Nevertheless, the effect of students' motivation on their learning outcomes differ in terms of culture as it was found that the Indians who migrated to Canada showed higher motivation and academic

achievement in comparison to the Canadian students. Ozen, in her study suggests that conducting further studies using qualitative method and looking at motivation as a moderating variable is highly significant.

On 2017, Jonsson & Beach conducted a study on Swedish upper-secondary school students where they examined the relationship between the implicit theories (both students and teachers) and the achievement goals of the students. Their study reported that mathematics teachers hold entity beliefs while social science teachers favoured incremental beliefs. Likewise, students hold entity beliefs for mathematics but developed incremental beliefs for other subjects such as social science. Their study also underscored that teachers with entity beliefs provide a classroom goal structure that demotivate the students in comparison to those holding incremental beliefs where students get highly motivated. Besides, students with incremental beliefs orient towards learning goals while it was not so for those with entity beliefs (Jonsson & Beach, 2017).

Though study reveals the existing link between teachers and students' implicit beliefs and the achievement goals of the students, yet the association between teachers' implicit beliefs and their achievement goals has not been examined. There is therefore, need to investigate these relationships. Teachers' motivation highly effects students' motivation and that is the reason why some students were found to have either high motivation but low achievement outcomes or get demotivated and disengage themselves from academic activities thus affecting their learning outcomes. This notion is supported by Vibulphol's (2016) study on students' motivation and teachers' motivational strategies. It was found that even though, initially students were interested and pay attention to lessons in the classroom, their motivation seems to lessen over a period of time. In short, it can be said that students' motivation is based on situation. From this finding,

one can view teachers as great external factor that effect students' motivation as teachers' motivational strategies displayed effect on students' internal and external motivation.

It can be added that Vibulphol's study on 2016 established that although the students had high motivation, yet it did not effect their level of learning. Moreover, some students in almost every class exhibited amotivation (lack of motivation to engage in classroom activities/tasks). In other words, autonomy-support determined high motivation and high performance while autonomy control was related to amotivation. It may be possible that their level of achievement is affected by the instructional strategies that teachers employ in the classroom. Teachers' supportive behavior having a positive impact on students' academic achievement is also supported by the study conducted by Ryan & Patrick (2001). From their study it was found that constant encouragement and support from the teachers highly effects the achievement motivation and learning outcome of the students.

Berger et. al., (2018) points out that when teachers teach in the class, the way they manage their classroom highly impact the cognitive and behavioral engagement of the students. On their study, they explored the relationship between teachers' self-efficacy beliefs and classroom management practices where they found positive connection between these two variables and also its association with teaching experiences but it was not found to have any positive relationship with the teaching practices of the teachers. Teachers' self-efficacy beliefs were positively related to their autonomy support teaching practices and this further affect students' cognitive engagement in the classroom context but no link was found between control and chaos (where teachers do not give clear indications of their expectations on students). Teaching experiences were not strongly associated with classroom management and therefore, the quality of their teaching could not be measured. From their study it is evident that the classroom

management of the teachers and their beliefs they have on the students when they teach directly impacts their academic performances.

The study conducted by Naz et al., (2011) on students' achievement motivation and self-concept displayed the existence of link among self-concept, achievement motivation and academic achievement of the students. In addition, it underlines the differences that exist in terms of gender. In other words, while the female students revealed to have more positive self-concept in regard to mathematics and English it was not so for the male students. Also, female students were found to be highly motivated than male students due to which male students have low academic achievement than females. Thus, they argued that teachers need to encourage and acknowledge the students regarding their performances in the classroom. They also need to decrease the differences in approach and behavior in the academic performances in terms of gender as it affects their achievement behavior.

Another study conducted by Roth & Eyal (2011) elucidates that the teachers' perception of the leadership style of the school principals strongly predicts the motivation of the teachers and this ultimately develop a feeling of disappointment and incompetence. They also added that in a controlled environment and behavior and attitude of the principals or the leaders of the schools, the teachers often demonstrate low motivation and this highly affects the quality of teaching. But those teachers who were provided with autonomous-supportive environment were found to be more positive and highly motivated. Roth & Eyal contested that the leadership quality of the school contribute a lot towards the achievement motivation of the teachers and as such, effort should be made to create an autonomous-supportive environment at schools for teachers as this have an influence on their teaching practices and direct impact on students' motivation and learning. Therefore, one can argue that both teachers and students feel highly motivated in a

supportive environment and gets demotivated when they are in a controlled type of school settings.

A study conducted by Roeser et al., (1996) highlights similar kind of cause and effect in regard to supportive and controlled classroom teaching. From their study it was found that the classroom environment created by teachers has a great impact on the achievement motivation of the students. In other words, when students perceive classroom environment as supportive and welcoming students orient towards mastery goal but when they see it as teachers are controlling, making comparisons, or giving preferences only to some students in the classroom then the students tend to orient towards performance goals. Therefore, one can argue that teachers' instructional practices (in regard to classroom environment) highly effects students' motivation both positively (high motivation) and negatively (amotivation) depending on the type of classroom environment and their behavioral engagement with students which further effect learning outcomes of the students. As pointed out by some past researchers (like Kunter, M., Baumert, J., Voss, T., Klusmann, U., Richter, D., & Hachfeld, A., 2013), that the qualities of teachers are considered the important determinants of students' academic achievement based on their performances on given set of tests or exams. They further contested that this kind of assumptions only explains that the cognitive skills obtained during teacher education and their selection into teaching profession remains critical.

2.2 Conceptual Framework:

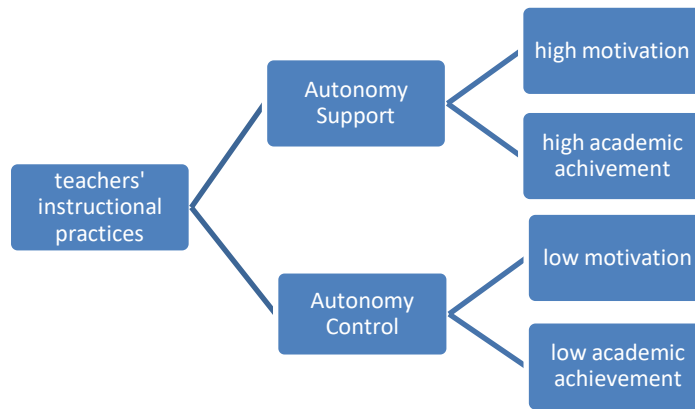


Fig.1 A conceptual model showing teachers’ instructional practices effecting students’ motivation and learning.

Vibulphol (2016), argues that teachers’ instructional practices such as autonomy-support and autonomy-control highly effect the motivation and learning of the students. This argument is supported by the study conducted by Wong et al., (2018) where it was found that the instrumental support of the teachers have a positive impact on the academic achievement of the students, particularly in maths. However, feedbacks from the teachers were found to have a negative impact on the students. In other words, teachers’ feedback may add to the instrumental support such as, helping and guiding the students in understanding mathematical concepts and solving the problems, it nevertheless hampers students’ learning. The negative feedback having an effect on students’ learning outcomes is also supported by the studies conducted by different researchers (see Elliot & Thrash, 2004; Rendall et al., 2009; Deemer, 2004). When students receive negative feedbacks they get discouraged and develop fear of failure and this have a negative impact on their academic performances.

The study conducted by Nenthien and Loima (2016) demonstrated that students were mostly oriented towards mastery goal as there was an interest factor among them on mathematics and therefore they felt it important to learn. In other words, the extrinsic motivation was not very effective in their academic performances or outcomes. However, they highlighted on the importance of teacher support instructional practices by encouraging and guiding the students through challenging tasks, expressing their views and in that way providing them the psychological needs in the classroom. This study also underlined the fact that the interpersonal relationship between teachers and students often act as a great motivating aspect in determining the learning outcome of the students.

The study conducted by Wang et al., (2017) on how the motivational variables of the teachers such as their goal orientations and classroom goal structures have an influence on teachers' emotions found that the goal orientation of the teachers have an impact on their teaching behaviours and emotions. However, the effect on the emotion of the teachers may not always be due to their goal orientations, but it may be caused by their teaching strategies especially, when they fail to reach their objectives they might express this disappointments through anger towards the students. Thus, in this way the emotion of the teachers play a very critical role when they teach in the classroom and this may further have an impact on the students' motivation.

The research conducted by Yilmaz et. al (2017) explored different variables such as conference papers, publications etc. that have an influence on the motivation of the students. From their study, it was observed that the most crucial role in the field of education that influences students' motivation are played by teachers and their teaching strategies which is in line with previous researches. It was also found that the attitude and behavior of the teachers in the classroom have a great influence on the achievement motivation of the students. The negative behaviour towards

the students by the teachers which includes humiliation, punishment, criticism etc. is detrimental to students' motivation in the classroom settings. Therefore, teachers should make an effort to create a favourable environment for the students by encouraging and giving positive reinforcement in order that they may be highly motivated (Yilmaz, Sahin, & Turgut, 2017).

In the famous work of Wexler, (1999) the author contests that there is a need for educators to develop the capacity to learn alternative models of cognitive development from students who were considered incapable of completing a particular task or test. Besides, it is very important to recognize that the motivation of the students is too fundamental in any achievement settings as it highly impacts the academic engagements and classroom participation of the students. Also, the importance of rethinking intelligence and the assumptions is highlighted about teaching and learning as perceived by the educational and social psychologists.

From the numerous researches on the achievement motivation of the students it is apparent that students adopt different types of goals which are often related to their cognitive engagement and self-regulatory strategies when they are engaged in their academic works. Also, studies have revealed that these goal orientations are determined by the personal factors of the individuals. However, Anderman, E.M., & Patrick, H. (2012), argues that students' motivation is not only influenced by their personal characteristics and beliefs but also by the social contexts, the environment where they learn and the motivational strategies of the teachers in the classroom.

2.3 Teachers' Goal Orientation:

As goals have major affect on motivation and achievement of the individuals, it may be anticipated that goals may have influence on the motivation and engagement for particular careers as well, including teaching. As such, viewing teacher motivation from goal perspective

has possible advantage to uncover purposes that underline cognitions, behaviours, and affect, both of the individual and the individual in the teaching or classroom context (Mansfield et al., 2012). Butler (2007) has correctly pointed out that the goal orientation theory rightly explains the motivation of the teachers and explain its consequences and this was found on the impression academic context comprises both students and teachers (Nitsche et. al.; 2013). In fact, the motivational model provides teachers with a framework for creating solutions to common motivational problems (Furrer et al., 2014). Mascret et al., (2017) also argues that teachers' achievement goals are equally as important field of study as students' achievement goals. However, not much study has been conducted on teachers' achievement goals and how they personally endorse achievement goals in the classroom.

At present context, teacher motivation is an important field of research (Mansfield et al., (2012). Research on the teacher goal orientations indicates that the mastery/ performance goal conceptualization is also suitable for the teachers (Nitsche et al., 2013). Here, teachers' mastery goal orientation may refer to the aim of intensifying their own professional competences; performance/avoidance goal orientation refers to the aim of demonstrating own superior teaching competencies or to avoid inferior teaching competencies. Prior research (Nitsche et al., 2013) has provided evidence that this conceptualization is more suitable to describe the teachers' goal orientations and that different facet of teachers' mastery and performance goal orientations envisage approach towards help-seeking.

In a study conducted by Blackwell (2007) they used Dweck's model to test why students respond differently to challenges and setbacks. They also tried to understand the factors that help or hinder students' motivation and achievement as they negotiate the transition stage. This study revealed that emphasizing more on the incremental view elicits positive effects and learning

outcomes, thus maintaining the argument that the implicit beliefs of the students directly affect their achievement motivation. It also showed success in cutting short the decline in grades n level of achievement of the students. Nonetheless, this research has some limitations. They failed to explore the motivational changes in the classroom (Blackwell et al., 2007). They have given less attention to how the individuals psychologically construct their worlds, and how this has an effect on actual behaviour and achievement of the individuals (Dweck & London, 2004; Thompson, 2000 etc. as cited in Blackwell et al., 2007).

In a review of literature by Alkharusi (2010), he argues that the learning environment should be considered as an effective mediator between students' achievement goals and academic performance. Students in the same classroom often differ in how they perceive and construe the diverse instructional practices in the classroom due to difference in treatment and their varying prior experiences which they bring to the classroom. His review on achievement goals and classroom goal structure indicates that students' achievement goals need to be fostered in the learning environments which include the classroom. He further contests the ongoing research by pointing out that it is still not clear whether students' perception of goal structure and achievement goal orientation differs systematically among classes.

It may be mentioned that the type of classroom environment created by the teachers and their goal orientation highly effects the motivation of the students. If the classroom contexts are structured toward challenge it is likely to activate need for achievement which in turn leads to adoption of mastery goals; on the other hand, if classroom contexts are structured toward threat, it may trigger fear of failure which in turn leads to adoption of performance approach/avoidance goals.

2.4 Conceptual Framework:

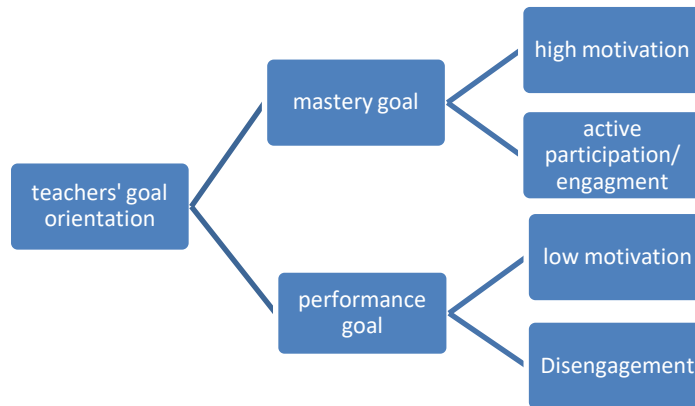


Fig. 2 A conceptual model showing teachers' goal orientation effecting students' motivation and engagement in the classroom.

2.5 Teachers' goal orientation and their instructional practices:

In order to explicate the relationship between goal orientation and instructional practices, conceptualizing teachers' instructional practices seems crucial. This can be explained through the concept of classroom goal structures as it gives a broad conceptualization of teachers' instructional practices which they bring in the classroom. Classroom goal structures may include activities like designing of tasks, how teachers practice assessment and use of rewards and distributing authority or accountability (Ames, 1992). Students who observed classroom as emphasising mastery goals used learning strategies which are more effective and proficient, and also preferred challenging tasks. They had more positive attitude towards the class, but students

perceiving classroom as salient on performance goals are likely to focus on their ability. They often attribute failure to lack of ability (Ames & Archer, 1988).

Here, perceived classroom goal structures may be referred to the perception of the students about the goal-related messages in the classroom and the environment in the class which further determines the pursuit of mastery and performance goals. For instance, it is believed that teachers generate mastery goal structure if they give emphasis to learning and mastery, such as, using meaningful and challenging tasks, recognizing student effort and improvement etc. Contrary to that, teachers create performance approach/avoidance goal structure if they strongly emphasize on grades and the accurate answers, privileging high achieving students with rewards and decline privileges to low achieving students.

Research on motivation have revealed that mastery goal structures lead to adaptive where as performance goal structures lead to maladaptive outcomes among the students in the academic settings. It is assumed that the relationship between classroom goal structure and students' goal orientation have strong affect on their adaptive and maladaptive learning patterns and is thus crucial at present context (see Meece et al., 2006). When students perceive the classroom as emphasizing mastery goal they tend to use effective learning strategies and feel good about themselves than when they perceive it as emphasizing on comparison of student abilities (Ames & Archer, 1988).

Conceptual model:

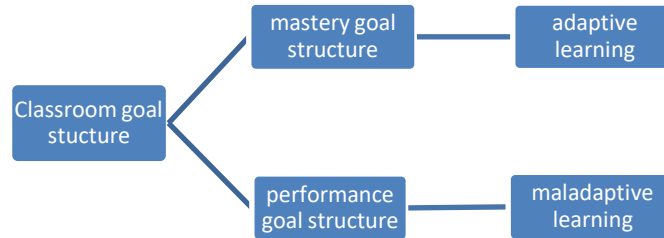


Fig.3 A conceptual model showing the effect of classroom goal structures on students' learning behaviour in the academic settings

Tapola & Niemivirta (2008) argues that the assumption of the goal structure of the classroom environment which drives students towards adopting of different goal orientations is determined by goal theorists' characterizing goal orientations as something adopted by the students in certain achievement situations. Nevertheless, it was confirmed from their study that students with diverse motivational profiles differed in both their experiences and preferences for the learning situation. It shows the existence of individual differences among the students influenced by their classroom experiences (e.g. students construe messages they receive in the classroom in a different way depending on how they perceive it). They further stated that students' perception and the way they interpret may depend on their individual beliefs and other dispositions. However, they did not explore how students with different motivational profiles react to instructional changes in classroom situations and the level of difficulties they may come across.

Similarly, Wang, et al., (2010), examined the three different theories on motivation in order to give holistic approach as one theory alone does not provide a wide picture. They found the different psychological characteristics and different values, efforts and enjoyment among the students towards their course of study. It might be possible that the students' beliefs and achievement goals could be shaped by the environment as they progress their course. However, they did not take this into consideration on their study. Therefore, they suggested for future research by using a longitudinal approach to study the change in motivational profiles of the students. Also, they have proposed for further investigation on different theoretical frameworks such as; achievement goals, implicit theories, self-determination theory (concurrently) to provide a more complete understanding of human motivation.

Anderman, E.M., & Patrick, H. (2012) found from their reviews that the students' perception of the classroom goal structure is connected to the quality of their engagement in the classroom. In other words, the mastery and performance goal structure that is perceived by the students are related to their emotional, cognitive and behavioral engagement in various ways. If students perceive that teachers or classroom emphasizes mastery goal structure than they tend to experience positive effect and motivational beliefs. When students perceive classroom as having a mastery goal structure they are more engaging in the classroom and they focus on effort, persist with tasks and use adaptive strategies like help-seeking, but when they perceive it as performance goal structure they develop maladaptive behaviors which include not asking for help when it is needed or required.

In a study conducted by Nitsche et al. (2013), the relationship between teachers' goal orientations, their instructional practices (as expressed in perceived students' classroom goal structures) and motivation of the students were explored. The study provided support for the

assumption that teacher's goal orientations affect the motivation and learning behaviour of the students, but the impact was found to be mediated by the teaching practices provided by the goal structures which the teachers emphasize in the classroom. Besides, they found a relationship between teachers' goal orientation and their instructional practices which was partially moderated by the implicit belief of the teachers. Therefore, developing additional field-oriented research to explicate the nature of relationship between goal orientations and implicit theories is significant (McCoach & Cepero., 2009).

It may be mentioned that there is a positive relationship between the teachers' goal orientations and students' motivation and the effect on students' intrinsic motivation is mediated by the instructional practices of the teachers. However, what kind of instructional practices (i.e., mastery or performance goal structure) realized by the teachers will have a strong impact on students' motivation is still not clear. In addition, their studies did not confirm a positive relationship between teachers' learning goal orientation and classroom mastery goal structure; also, a positive relationship was found between teachers' performance approach goals and classroom mastery goal structures, contrary to previous findings (e.g. Butler & Shibaz, 2008; Retelsdorf et al., 2010). Inorder to have clarity on the existing relationship between teachers' goal orientation and their instructional practices and also their implicit beliefs, more research needs to be conducted. Thus, it is hypothesized (H1) that teachers' instructional practices (mastery/performance goal structure) will have a direct positive association with students' motivation. Teachers' instructional practices (in regard to students' perception of classroom goal structure a direct effect) will have an impact on students' achievement motivation.

Furrer et al., 2014 contended that teachers do not pay attention to the psychological needs of the students when they have interactions or discussions with students which implies rejection and

coercion. For instance, teachers can convey disinterest by not having time for students, disregard their input etc. Also, coercive interactions may involve students feeling pushed or pressured due to deadlines, threats of punishment etc. Eventually, students having many experiences of feeling small or unimportant by teachers and this develop a sense of doubt regarding one's own capabilities. Furthermore, when they face challenges or difficult situations, disaffected students have nowhere to seek out for help and are prone to employ maladaptive coping strategies and to give up. These patterns are connected to lower academic achievement, dropout and other drawbacks of the students.

On 2014, Bervokits used both Goal setting theory and Achievement goal theory to examine the influence of motivation and the academic achievement of the students at school. It was found that the academic achievement of the students does not depend on their achievement goals, rather it can be shaped by the teachers providing of assigned learning goals (mastery goal) to ensure their academic success. One can say that teachers in the classroom should define success in terms of learning goals and not as performance goals as this may have negative impact on students' academic achievement. In fact, higher academic achievement can better be facilitated if teachers and educators endeavor to provide students with assigned learning rather than assigned performance goals.

The study conducted by Mensah & Atta (2015) suggested that more engaging lessons in the classrooms, teachers' positive approach, employing diverse instructions, and supportive teacher relationships proves effective towards driving middle level students to achieve their learning goals. They also mentioned that students' perceptions about teacher positive nature and support proved to be an important motivational factor in the middle level classroom. This can further influence the quality of students' effort and engagement in the classroom.

Danner et al., (2015) found in their study that parental supportive behaviours were related to students' academic motivation. They also reported that when students' perceived parental support for learning, they were more likely to adopt mastery goal orientations. Students tend to construe at-home parental support either as mastery or performance goal. As such, creating a mastery goal environment becomes desirable. They further added that teachers need to create a mastery oriented environment by encouraging students to learn and understand as this may enhance students' motivation and persistence.

In a study conducted by Park et al., (2016), they explored the relationship between teachers' instructional practices and students' motivational framework development in early elementary school. They examined whether the teachers' self-reported (such as mastery and performance oriented) instructional practices can predict students' motivational frameworks at the end of the school year. They found that the self-reported teacher instructional practices predicted children's motivational frameworks at the end of the school year. They also explored the relation between teachers' theories of intelligence and their reported instructional practices based on the assumption that teachers' own theories of intelligence influence their reactions to students' performance.

They found that teachers' implicit beliefs were directly related to their self-reported instructional practices. On the contrary, their beliefs were not directly related to students' motivational framework development. It can be argued that what matters to the motivational framework (implicit belief) of the children is not the belief of the teachers but rather how teachers put their belief into practice through teaching in the classroom, their behavior etc. Thus, there is a need to explore further the role of teachers' instructional practices (as expressed in terms of students'

perception of instructional practices of the teachers in the classroom) on students' motivational framework development (Park et al. (2016).

Although prior research has revealed that teachers' goal orientation is directly linked to their instructional practices, yet the connection between their goal orientation and implicit beliefs (regarding the malleability of students' ability) remains unexplored. Also, the association between teachers' instructional practices and students' motivational framework development, such as their entity and incremental beliefs remain unclear. Moreover, according to some researchers (for example, Zhang et al., 2017) the implicit beliefs functions differently for both students and teachers at different grade levels and that's why the level of impact on their teaching and learning varies based on their performances in the achievement settings.

The review paper by Zhang et al., (2017) outlines the connection between mindset and academic achievement among the teachers as well as the students in the academic context based on the studies conducted on mindsets in learning. On the basis of the findings from the existing literature they contended that as much as the mindset of the students and teachers are the cause, it is also the outcome of the academic achievement of the students, while for teachers mindsets were cause and a mediator as well. They have highlighted on the significance of looking at mindset as a cause, mediator and the outcome as it works differently for different schools and at various grade levels for both students and teachers. Thus, teachers need to have a critical approach when they teach in the classroom and be mindful of the individual differences that exist as their attitude and behavior have a great influence on the mindset of the students and this may affect their academic engagement and learning outcomes.

The review paper by Hoang (2018) highlights an important fact on how self-efficacy of the teachers is critical to the development of their beliefs and behavior in classroom teaching in regard to teaching English as foreign language (EFL) and how this influences the learning outcome of the students. From their review it is informed that the impact of self-efficacy beliefs among the teachers is higher at early stages of teaching in comparison to those who are experienced in teaching in the classroom. They also identified that the low self-efficacy of the teachers have a negative effect on the instructional practices of the teachers. Furthermore, they suggested that future researchers need to discover those factors that might have an influence on teachers' self-efficacy beliefs as it is highly significant in determining the teaching practices of the teachers.

Some researchers like Van Der Want et al., (2019) explored the effect of teacher-student relationship on the motivation of the teachers in terms of their work engagement and professional identity and also its association with their self-efficacy in the classroom settings. From their study it was found that the interpersonal relationship between teachers and students do have an impact on the self-efficacy of the teachers and their work engagements. They emphasized on the need to develop interpersonal identity standard in any professional and teacher education programmes as it has a direct impact on the self-efficacy of the teachers in the classroom situation. They further stressed on the importance of looking at the association that might exist between professional development activities and interpersonal identity of the teachers at school.

In the opinion of some researchers like Bieg et al, (2011), teachers' care implies the support from teachers to their students and making a classroom student friendly. As it has been mentioned by previous researchers that satisfaction of students' needs have an impact on their intrinsic motivation to learn, teachers' motivation can predict students' motivation. They examined

different aspects of teachers' motivation using self determination theory such as, teachers' intrinsic motivation for teaching and their related behaviors which include autonomy support and care and how it effects students' intrinsic motivation and self-determination. Their study revealed that students' perceived autonomy support and care of the teachers have a positive impact on students' intrinsic motivation. Their study also showed that the quality of the interpersonal relationship between teachers and students play a major role for intrinsic motivation. However, they did not find any positive correlations between teachers' intrinsic motivation to teach and students' perceived autonomy and their intrinsic motivation.

They argued that students' perception of both the teachers' care and autonomy support are significant factors for students' intrinsic motivation. They further stated that the perception of the students about the teachers' behavior is important as it has great impact on students' motivation. Their finding suggests that students' intrinsic motivation is affected more by teachers' behavior rather than their motivation to teach. However, what classroom factors affect students' motivation remains unexplored. Besides, the relationship between teachers' motivation to teach and students' motivation to learn needs further investigation as there is still some ambiguity in this area of research (Retesldorf et al., 2010; Bieg et al., 2011). Based on the theoretical framework and review of the existing literature, it is hypothesized (Hypothesis 2) that teachers' motivation will have a direct influence on their instructional practices. (a) Teachers' implicit beliefs (regarding students' abilities) will have a direct effect on their instructional practices. (b) teachers' implicit beliefs will be influenced by their goal orientation

From the previous research that has been conducted by Nitsche et al., (2013), it is hypothesized that teachers' goal orientation will have a positive relationship with their implicit beliefs. It is expected that if teachers are mastery oriented than they will develop an incremental view, and an

entity view if they are performance oriented. Here, teachers' implicit belief is in regard to the abilities of the students in the classroom. Teachers will see students' intellectual abilities as fixed if they are performance oriented, but if they are mastery oriented teachers' will see students' abilities as malleable. Also, based on the research conducted on the effects of teachers' goal orientations and their instructional practices on students' motivation and academic performance (see Nitsche et al., 2013), it is predicted that teachers' instructional practices will have an effect on students' motivation. Besides, it is expected that the perception of the students of the classroom goal structure will have a direct impact on their achievement motivation. The hypothesized relationships among these variables can be explained through a given model.

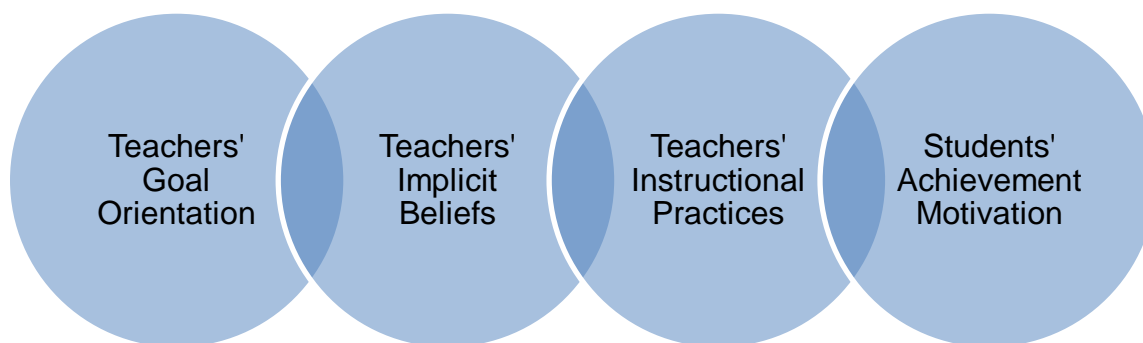


Fig.4. Linear relationships among these variables which includes teachers and students' achievement motivation

Anderman, E.M., & Patrick, H. (2012) found from their reviews that the students' perception of the classroom goal structure is connected to the quality of their engagement in the classroom. In

other words, the mastery and performance goal structure that is perceived by the students are related to their emotional, cognitive and behavioral engagement in various ways. If students perceive that teachers or classroom emphasizes mastery goal structure than they tend to experience positive effect and motivational beliefs. When students perceive classroom as having a mastery goal structure they are more engaging in the classroom and they focus on effort, persist with tasks and use adaptive strategies like help-seeking, but when they perceive it as performance goal structure they develop maladaptive behaviors which include not asking for help when it is needed or required.

Roskamp et al., (2018) argued that teachers' behavior changes towards the students based on their expectation they have on the students and this can have a negative impact on the students' motivation and academic achievement. For example, when high-expectation students are unsure of the answers or do not know what the correct answer is, the teachers often tend to give a hint or even rephrase the question so that students will be able to give correct response, on the contrary, low expectation students are not given the opportunity as the teachers immediately gives the answer and this will have a negative effects on the students.

Their study aimed at exploring the link between teachers' expectation and need-supportive teaching and how it influences the engagement and motivation of the students. They focused mainly on how the teaching practices of the teachers support the three needs in students, such as, the need for autonomy, competence and relatedness. From their study, it was established that when teachers have high expectations, they show interest on students' works and provide emotional support. However, the same treatment was not given to students on whom teachers have low expectations.

Similarly, some researchers such as Rubie-Davies et al. (2010) and Kariuki and Mbugua, (2018) found from their studies that teachers who have high expectations were found to be more encouraging and this have a strong positive effect on the motivation of the students and this helps them in their academic performances. Additionally, it was found that this expectation was highly influenced by the relationship between students and teachers. Also, some studies found that expectation of the teachers are highly influenced by factors like gender, teaching experiences etc. (for reviews see Wang et al., 2018; Berekashvili, 2012, Timmermans et al., 2015; Berger et al., 2018) and this further have an impact on the academic achievement of the students.

Other researchers like Jussim (1989) found in their study that the expectations of the teachers are determined by the academic performance of the students. Based on the achievement of the students the teachers develop certain perceptions about the abilities and hence develop biasness towards some students. In other words, teachers tend to develop high expectations for those students who perform well and low expectations for those who do not perform well in the class. Furthermore, Sirin, (2005); and Archer & Berger's (2016), studies revealed that teachers' expectation are often attributed by students' socio-economic status and this have a great impact on their academic achievement of the students. Besides, they found a strong relationship between socio-economic status and academic achievement of the students at school. It also showed that an achievement goal varies according to the different socio-economic status of the students.

In addition, students differed in their perception of schools due to difference in their socio-economic status. In other words, students from high socio-economic status tend to see school as a place of academic work and thus, more likely to adopt higher (academic) achievement goals as compared to the low socio-economic status (Sirin, 2005). Therefore, researcher needs to look at the socio-economic aspects in relation to the area of interest of the students and also explore the

complex relationships between socio-economic status and academic achievement of the students. Also, it is significant to investigate the impact that the socio-economic status of the students has on the expectation of the teachers. As such, it can be argued that the teaching practices of the teachers are influenced by their expectation level on the students and this further affect the academic performances of the students in the school settings.

Various researches on students motivation has indicated that teachers and parents are the main intermediaries who can play a significant role in developing the motivation of the students (Hamid et al., 2010). In line of researches that has been conducted by different researchers, one can say that teachers' support shapes the motivation of the students. When the students are treated with respect, their opinions are valued and encouraged by the teachers to work on problems which they find interesting and are important to them, students internalize the value of teaching and learning (Furrer et al., 2014).

It is clear from the literature review that many studies have been conducted on students' motivation and various factors associated with it such as, teachers' instructional practices and student-teacher relationship. Nevertheless, there is not much study conducted on how teachers' implicit beliefs and students' perceived classroom goal structure influence the motivational framework development (such as an entity and incremental view) and how these further affect the academic achievement of the students. Many researchers and goal theorists have recognized the effect of classroom goal structure on the students' perception of their goal orientation and how it further effect their task choices, attitudes, and beliefs about the causes of success and failure (e.g. Ames & Archer, 1988; Dweck & Leggett, 1988; Midgley et al., 1996; Dweck & Grant, 2003; Covington, 2000; Rendall et al., 2009 etc.). In contrast to numerous research conducted on students' motivation, there is very little research on teachers' motivation for

teaching (Retesldorf et al., 2010). Also, given the limitations of the existing literature, there is a need for further research that may be significant contributors to students as well as teachers' motivation.

The previous work which found that the features of teachers' instructional practices were dependent on teachers' goal orientation, relate to the perception that students have of classroom goal structures (Nitsche et al., 2013). Although prior works have shown that teacher goal orientations affect the instructional practices, yet the narrower sense of student motivation has not been investigated. Until now no study exist on teacher factors affecting student perceptions of classroom goal structures and their motivation (Park et al., 2016). Also, it is still not very clear whether there is a direct association between students' implicit beliefs and their achievement motivation as some studies did not exhibit a positive relationship between the two (e.g. Leondari & Gialamas, 2002; Dupeyrat, & Marine, 2005).

Based on the contributions made by the previous researchers on students and teachers' motivation, the aim of this study is to examine the teachers' instructional practices on students' motivation (Park et al., 2016). This research also tries to explore the relationship between teachers' goal orientation (mastery and performance goal) and their instructional practices. Additionally, how the relationship between teachers' goal orientation and students' motivation gets mediated by the instructional practices of the teacher in the classroom will be examined.

Previous research conducted on the academic achievement of the students has focussed mostly on students' motivation (e.g. Dweck & Leggett, 1988; Dweck & Grant, 2003; Hong et al., 1999). However, exploring the influence of teachers' motivation, namely; their goal orientation, as suggested by some researchers, would enrich our understanding of the relationship between

students' motivation and their academic achievement. It is the teachers' goal orientations that determine their instructional practices and this further effect students' motivation. It can be argued that teachers who pursue learning goals and attempts to develop professional competences often focus on mastery goals in the classroom. As such, they use mastery oriented instructional practices. On the contrary, teachers who endorse performance goals and try to demonstrate superior teaching emphasise on performance oriented instructional practices. Thus, the teachers' goal orientations and their teaching practices can highly determine the achievement behaviour of the students in the classroom (Wigfield & Wentzel, 1998).

2.6 Rationale of the study:

The rationale of the current study is that given a limited study and not much evidence to support the prior research, the current research explored the relationship between the instructional practices of the teachers and students' motivation. As mentioned earlier, there is a need to focus on both the teachers and students motivation which includes the achievement goal and their implicit beliefs/mindset of both the teachers and students. In doing so, the current research aimed to examine the link between teachers' goal orientation and their implicit beliefs/mindset. Although previous studies have examined the relationship between teachers' goal orientation and students' motivation, yet what type of classroom goal structures that teachers realize in the classroom will have a strong positive impact on students' motivation remains unexplored. Also, prior research has revealed that teachers' instructional practices have a direct relationship with children's motivational framework development (implicit belief). However, this research relied only on the teachers' self-report instructional practices. Therefore, there is a need to examine the role of students' perceived classroom goal structure on their motivational framework development (i.e., the entity and incremental belief).

Since the current study focuses on the relationship between teachers' instructional practices and students' motivation, that is, their goal orientation, it is also important to investigate the relationship between teachers' goal orientation and their implicit beliefs. The study conducted by Leroy et al., (2007) revealed that teachers' implicit beliefs influences their instructional practices and the study conducted by Nitsche et al., (2013) exhibited positive association between teachers' goal orientation and their instructional practices. In addition, the previous researchers (Jonsson, & Beach; 2017) have provided evidence of the association between students' implicit beliefs and their achievement goals but the link between teachers' implicit beliefs and their achievement goal remains unexplored. As such, it is significant to explore the link between teachers' goal orientation and their implicit beliefs as no research has been conducted on the link between teachers' goal orientation and their implicit beliefs. Also, there is a need to examine further the link between teachers' implicit beliefs and their instructional practices as there is not much evidence to support Leroy et al.'s study. Moreover, an extensive research in the literature has not examined these different students and teachers variables as in one study. Until now no study exists that has used the combination of three different motivation theories. Hence, this research will explore the relationship between teachers' motivation, their instructional practices and students' motivation through the lens of Self-Determination Theory, Achievement Goal Theory and Implicit theory.

Taking a cue from prior researchers, such as, Nitsche et al., (2013), Park et al., (2016), hypotheses were formulated and a study was designed. Based on these hypotheses the study aimed to look at the influence of teachers' goal orientation on their implicit beliefs (beliefs regarding students' intellectual abilities). Secondly, it was an attempt to see the direct effect of implicit beliefs on their instructional practices. Thirdly, this study tried to look at the relationship

between teachers' instructional practices and students' motivation. Lastly, an attempt was made to explore the relationship between teachers' instructional practices and students' implicit beliefs or mindset. The following studies will contextualize achievement goal theory, implicit theory and self-determination theory keeping in mind the actual learning context. Drawing from the existing literature, the present study was conducted to explore the association between the achievement motivation of the teachers and students.

The purpose of this research is to understand the complex relationship that exists between teachers' instructional practices and students' motivation in the academic settings. In an attempt to understand the link between these variables, the present study also tries to look at the connection between teachers' goal orientation and their implicit beliefs and how this have an impact on the teaching practices of the teachers. This study was conducted based on the hypotheses that were formulated and a research design was developed. As there is no clarity on the existing relationships between these two variables, through this study, an attempt is made to see whether the teachers' mastery goal orientation is a positive predictor of their incremental view and performance goal orientation as a strong predictor of their entity view about students' intellectual abilities. The hypotheses that were generated were tested and analyzed accordingly. From the study conducted by Nitsche et al., (2013), and Park et al., (2016) it is hypothesized that there is a direct relationship between teachers' implicit beliefs and their instructional practices. Additionally, a positive association is expected between teachers' instructional practices and students' motivation in the classroom context.

2.7 Method

2.7.1 Design

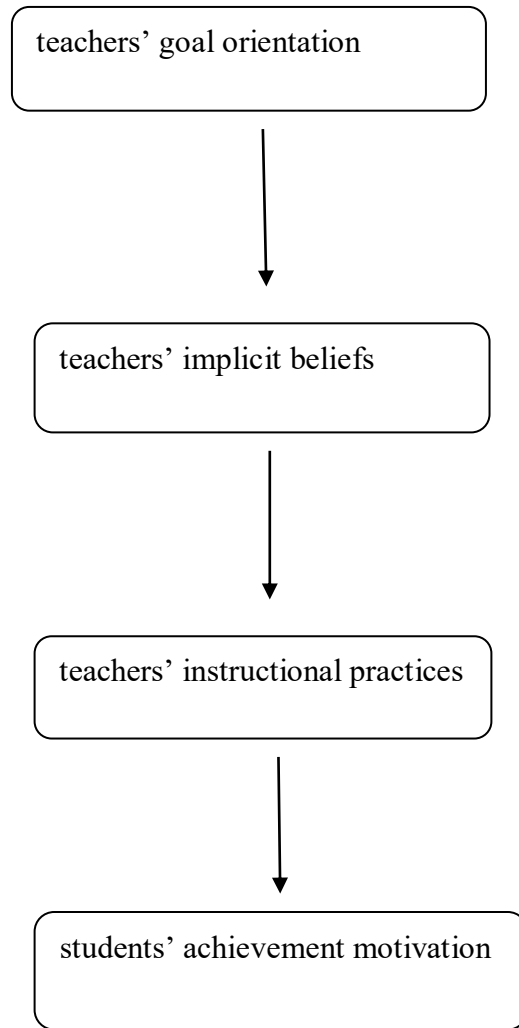


figure 5 : the given model explains the correlations that exists among these variables

As mentioned earlier, as much as it's important to conduct research on students' motivation and how it effects their academic achievement, it is also essential to look at how teachers' motivation and their motivational strategies effect students' achievement motivation in the academic

settings. Similar research has been done and it has highlighted an effective role teachers can play in motivating and engaging students in the classroom tasks. For instance, Guvenc, (2015) showed that teachers' motivation is positively related to students' motivation and class participation. Reeve & Lee (2014) argued that the engagement of the students in the classroom often influence their motivation. Nevertheless, it is the teachers' behaviour (for instance, the way they talk and the quality of their relationship with their students etc.) are highly significant in influencing students' motivation in the classroom. For the present study questionnaires were given to both the teachers and the students for measuring their motivational framework.

2.7.2 Participants:

The study was conducted on teachers teaching class 8,9 and 10 and the students of standard 9 from a private school in Nagaland. The age group of students for the study ranged from 14-15 years. The study included 55 students, out of which there were 31 females and 24 males and 45 teachers.

2.7.3 Measures:

Separate questionnaires measuring these variables were employed. Questionnaires adapted from Elliot et al., (2017), was employed to assess teachers' goal orientations, which included items like ("I try to promote the success of my students" or "I try to avoid having failing students"), and 8 items from Dweck et al., (1995) questionnaires were used for measuring teachers' implicit beliefs, ("My students' intelligence is something about them that they can't change very much" or "My students can always substantially change how intelligent they are"). A 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree) was used for this study.

To examine students' motivation (mastery and performance goal orientation) and teachers' instructional practices, questionnaires include "In our class, one of the main goals is to avoid looking like you can't do the work", "I like class work that I'll learn from even if I make a lot of mistakes", "An important reason why I do my class work is because I like to learn new things" adapted from Patterns of Adaptive Learning Scales (PALS, Midgley., 2006) were used. For measuring students' motivational frameworks, such as, their entity and incremental beliefs, questionnaires adapted from Gunderson et al., (2013) were used (Park et al., 2016).

2.7.4 Procedure

Separate questionnaires measuring both teachers and students' goal orientations, their implicit beliefs and classroom goal structure were used. The study was conducted at classroom as well as students level measuring the motivational orientation of teachers as well as students and how this effects their implicit beliefs in the actual classroom. This study included both the teachers and the students as it aims to explore the relationship between teachers' and students' motivation that includes their goal orientations, implicit beliefs, that is, entity and incremental beliefs, teachers' instructional practices.

Chapter 3

Study 1

3.1 Overview:

Research on motivation is an ongoing process with different goal theorists using diverse terms to conceptualize and understand the achievement behavior of the students and how it effects their academic achievement. The most widely used theory was developed by Dweck and Nicholls which is called the Achievement goal theory in the late 70s and early 80s. In addition, the implicit theory developed by Dweck and Leggett (1988) has received great attention and many researches have been done based on these two theories. However, some studies have used the Self Determination theory which was developed by Deci & Ryan in 1985 which makes a difference between the intrinsic and extrinsic motivation and many studies have been conducted based on this theory. Thus, in the process of conducting studies on students' achievement goal some researchers like Butler, (2007) pointed out that the theory on achievement goal is also applicable to understand teachers' goal orientation. As such, studies were conducted by many researchers on teachers' achievement goal, their instructional practices and how it influences students' motivation.

Many researches have been conducted on students' achievement motivation and it effects their learning outcome. While some researchers like Patrick & Ryan (2008), Radovan & Makovec (2015), Shim et al., (2013), Raufelder & Lazarides, (2017) conducted study on students' perception of the classroom environment. Some studies focused on teachers' goal orientation and its relationship with their teaching practices and its further impact on students' achievement

motivation (Wigfield & Wentzel, 1998; Furrer & Skinner, 2003; Retelsdorf et al., 2010; Nitsche et al., 2013 etc.).

It is clear from the existing literature that the classroom goal structure created by teachers gives positive or negative messages to the students and accordingly their motivational framework is developed. As such, they either develop entity belief which is maladaptive or incremental belief which is adaptive according to past researchers. However, it is not clear what are the factors that have an impact on teachers' instructional practices as some areas regarding teachers' achievement motivation remain unexplored. Therefore, the current study aims to understand how teachers' motivation is shaped and see its effect on their classroom teachings. Additionally, this study tries to understand how students' perceptions of classroom goal structure have an impact on their motivational framework development.

3.2 Method

3.2.1 Participants

In the present study, the sample size used was 45 teachers and 55 students of a private school in Nagaland. The teachers taken for this study includes teachers teaching standard 8, 9 and 10 and students of 9th standard. It was not limited only to a particular subject but it involved teachers teaching different subjects such as maths, science, English etc. This study was conducted by taking the sample size of students and teachers teaching different class and subjects.

3.2.2 Measures

Teachers' goal orientation, their implicit beliefs (regarding students' abilities), their instructional practices and students' motivation were measured using questionnaires. For all these measures, a 5-point scale which ranges from 1 (Strongly Disagree) to 5 (Strongly Agree) was used. Teachers

were asked to think about their students and their academic performances and what kind of instructional approaches they have towards teaching when they teach in the class. Students were asked to think about the classroom context and the teaching practices of the teachers.

Teachers' goal orientation: For measuring teachers' goal orientation, 8 items adapted from Elliot et al., (2017), were employed. Out of these, 4 questionnaires assessed teachers' mastery goal orientation which included questions like, "In my class, I try to promote the success of my students" or "I try to teach better than in previous years", and 4 items assessed teachers' performance goal orientation. The items included questions such as, "I try to teach better than other teachers", or "I try to avoid having failing students".

Teachers' implicit beliefs: For the assessment of teachers' implicit beliefs, 8 questionnaires from Dweck et al., (1995) were used out of which 4 items measured teachers' entity beliefs and 4 items assessed their incremental beliefs. Questionnaires included, "My students' intelligence is something about them that they can't change very much" or "My students can always substantially change how intelligent they are".

Teachers' instructional practices: To examine teachers' instructional practices, 10 questionnaires adapted from (PALS, Midgley., 2006) were employed. Out of these, 5 items measured teachers' mastery goal structure and 5 items measured performance goal structure. These items included, "In our class, it's important to understand the work, not just memorize it", & "In our class, one of the main goals is to avoid looking like you can't do the work", etc.

Students' goal orientation: For the assessment of students' motivation, 10 items were used which was adapted from (PALS, Midgley., 2006). These items included questions like, "I like

class work that I'll learn from even if I make a lot of mistakes” , “An important reason why I do my class work is because I like to learn new things”, or “In our class, it’s important not to do worse than other students”.

Students’ implicit beliefs: For the assessment of students’ motivation, 5 items adapted from (Park et al., 2016) were used. These items comprised of questions like, “How much would you like to do mazes that are very easy so you can get a lot right?”, “How much would you like to spell words that are very easy so you can get a lot right?” etc.

3.2.3 Procedures

The participants were assured that their identities will not be revealed and that it will remain completely confidential. The variables of the present study were not specific to any subject. It involved teachers and students teaching and learning different subjects. The students and teachers were provided with different set of questionnaires and the analysis was done accordingly.

3.3 Results

3.3.1 Mean, SD and Correlations

Based on the conceptual model that was developed, an empirical study was conducted to test the associations between teachers’ goal orientation and their implicit beliefs, and also their instructional practices. The correlation was tested for these variables using Pearson’s correlation method to see whether there is a positive relationship between these variables. In this study, the effects of teachers’ goal orientation on their implicit beliefs were analyzed. Also, the direct effect of teachers’ implicit beliefs on their instructional practices was tested. From the results of the

study, it was found that teachers' incremental beliefs were not positively significant to their mastery goal orientation and their entity beliefs were not determined by their performance goal orientation as predicted. The result obtained from this study showed a negative correlation (.59) between teachers' mastery goal orientation and their entity beliefs. Also, for their incremental beliefs it did not show a positive correlation (.41). Furthermore, a positive correlation (.18) was found between performance goal orientation and the incremental beliefs of the teachers but no positive correlation was found for their entity beliefs (.96). The given table presents results of the final explanatory model of the correlations of these variables.

Table 1

Mean, SD and correlations of the variables using Pearson correlation method

Variables	N	Mean	SD	Mastery Goal Orientation	Performance Goal Orientation	Entity Beliefs	Incremental Beliefs
Mastery Goal Orientation	45	17.66	1.80	-	-	.59	.41

Performance								
Goal	45	13.06	3.36					
Orientation								
Entity Beliefs	45	9.77	3.06					
Incremental	45	15.64	2.17					
Beliefs								

Table 1 displays the correlation coefficient for the given variables. The result obtained after testing the correlation coefficient of the given variables demonstrates that there is no positive relationship between teachers' mastery goal orientation and their incremental beliefs. In addition, it shows that no positive relationship exists between their mastery goal orientation and their entity beliefs. Also, it did not show the existence of positive relationship between performance goal orientation and their entity beliefs but it revealed positive link only for incremental beliefs. The mean and SD for the teachers' mastery goal orientation was (M=17.66; SD=1.80), for the

performance goal orientation it was ($M=13.06$; $SD=3.36$), for the entity beliefs and incremental beliefs the mean was 9.77 & 15.64 and the SD was 3.06 & 2.17.

The table given above exhibits the values of the variables that were assessed. As shown on the table, teachers' mastery goal orientation predicts neither their entity beliefs nor their incremental beliefs and performance goal orientation also revealed no direct effect on their entity beliefs. The result from this analysis reported that both teachers' mastery goal orientation and performance goal orientation do not predict their implicit beliefs as the level of significance for mastery goal orientation and their incremental belief was .41 and .59 for entity beliefs. It is also observed from the obtained result that the performance goal orientation of the teachers predicts (.18) only incremental beliefs but do not predict their implicit beliefs as the level of significance was .96 for entity beliefs. Thus, the correlation between teachers' goal orientation and their implicit beliefs were not fully confirmed.

In continuation, to test the second hypothesis the correlation between teachers' implicit beliefs and their instructional practices were analyzed. The result obtained from this study demonstrated that there is no direct correlation between teachers' implicit beliefs and their instructional practices. The mean and SD of the result from the analysis were, for incremental beliefs ($M=15.64$, $SD=2.17$), for entity Beliefs ($M=9.77$, $SD=3.06$), for mastery goal structure ($M=16.6$, $SD=2.18$), and for Performance goal structure ($M=19.53$, $SD=3.69$). The findings from this study provide evidence that the implicit beliefs of the teachers do not have a direct effect on their instructional practices.

The result obtained from this study shows that the implicit beliefs of the teachers do not determine their instructional practices although it demonstrated positive correlation (.17) for their

entity beliefs, yet the level of significance were .49 for teachers' mastery goal structure and their incremental beliefs. Besides, the level of significance was .55 for their performance goal structure and their incremental beliefs and .70 for their entity beliefs. It is evident from the result of the analysis that the implicit belief of the teachers is not the only factor that influences their teaching in the classroom. The hypothesized notion about the existence of positive correlation between teachers' implicit beliefs and their instructional practices was not confirmed from this study. Moreover, the effect of teachers' goal orientation on their implicit beliefs was not fully confirmed as hypothesized.

3.3.2 Regression coefficients from regression equations

The next analysis of the tested variables was for teachers' instructional practices and students' goal orientation. The study was conducted based on the theory and findings of the previous researchers to examine the direct effect of teachers' instructional practices on students' goal orientation. Here, instructional practices is explained and explored through classroom goal structure of the teachers. The correlation was tested for all the variables using Pearson's correlation method. Regression was run to calculate the coefficient of correlations between these variables and to see the effect of teachers' goal orientation on students' motivation.

Table 2

Mean, SD of all the variables and Unstandardized regression coefficients from the regression equations

Variables	N	M	SD	1	2	3
-----------	---	---	----	---	---	---

1.Mastery	55	16.50	2.17			
goal structure				-	-	.86
2.Performanc	55	19.78	3.60			
e goal				-	-	.01
structure						
3.Students'	55	35.30	4.90			
motivation				.86	.01	-

*p< .05

Table 2 presents the correlation coefficient of the variables measured. The analysis was done to examine the correlations between these two variables in the classroom situation. The correlation between teachers' instructional practices and the students' goal orientation was examined. The result obtained from this study revealed a positive correlation between teachers' performance goal structure and students' motivation. However, for mastery goal structure it revealed negative correlation as the level of significance was .86 as such the reliability of mastery goal structure was not fully confirmed. The table given above presents results of the final explanatory model of the correlation coefficient of these variables.

The result obtained from the analysis reported a negative correlation between teachers' mastery goal structure and students' motivation but for performance goal structure it revealed a positive effect on students' motivation. The correlation between the classroom goal structure and students' motivation was not fully confirmed as hypothesized. From the result of the analyzed

data it is clear that there is no direct effect of teachers' instructional practices on the achievement motivation of the students. It can be observed from the given equation that teachers' mastery goal is a negative predictor of the students' achievement motivation but their performance goal structure is a positive predictor of students' motivation. This indicates that teachers' performance goal structure have a greater impact on students' motivation. As such, the significance shown in table 2 provides initial support only for the effect of teachers' performance goal structure on students' motivation. From this analysis, it can be observed that the performance goal structure of the teachers is a strong predictor of students' motivation but it exhibited no direct effect for mastery goal structure on students' motivation which indicates that there is no direct effect of mastery goal structure on students' motivation (see table 2).

Finally, the relationship between teachers' instructional practices and students' implicit belief or mindset was examined. It was investigated based on how students perceive the teachers' classroom goal structure and its impact on the achievement motivation (the implicit beliefs/mindset) of the students. The correlation was tested for these two variables using Pearson's correlation method and regression was run separately for both male and female. In this study, the effects of teachers' instructional practices on the students' implicit beliefs were analyzed. The result obtained from this study showed a negative correlations (.72) between teachers' instructional practices and students' implicit beliefs for male and (.32) for female. The given table explicates results of the correlations of these variables.

Table 3

Correlation of the variables using Pearson correlation method

Variables	N	Female	Mean	SD	1	2
1. Teachers' instrctnl prctics	55	31	35.8	4.44	-	.32
2. Students' implicit beliefs	55	31	15.9	3.04	.32	-

Variables	N	Male	Mean	SD	1	2
1. Teachers' instrctnl prctics	55	24	37.3	4.54	-	.72
2. Students' implicit beliefs	55	24	16.0	3.06	.72	-

The result obtained from this study revealed negative correlations for male students. The above table displays the final result of the tested variables where the level of significance between

teachers' instructional practices and students' implicit beliefs for male was (.72) and for female was (.32). It showed that there is a positive relationship between teachers' instructional practices and students' implicit beliefs only for female students as the level of significance was (.32) but for male it demonstrated negative correlations as the value from the analysis was not significant. The mean and SD of the two variables were (M= 35.8; 15.9) and (SD= 4.44; 3.04) for female and for male the mean and SD were (M= 37.3; 16.0) and (SD= 4.54; 3.06). The given table presents the values of the variables that were evaluated. From the result that was obtained it is observed that there are no significant correlations between the instructional practices of the teachers and the implicit beliefs for both male and female students.

As shown on the table, the teachers' instructional practices do not predict the motivational framework development of the students as the level of significance for male students was (.72). It is observed from the results of the analysis that there is positive correlation between the two variables only for female students which indicates that the achievement motivation of the students is not always influenced by the instructional practices of the teachers. The formulated hypothesis that the teaching practices of the teachers in the classroom will have an impact on the students' implicit beliefs (mindset) was not confirmed. Besides, it does not fully support the prior research (Park et al., 2016) and their findings which showed the existence of the relationship between these variables in the academic context.

The result found from the present study do not support the suggestions and findings of the previous researchers as the tested hypotheses revealed negative effect of teachers' goal orientation on their instructional practices as well as their implicit beliefs. It also showed that teachers' instructional practices have no direct influence on the implicit beliefs of the students for male students. Additionally, no positive correlation was found between teachers' mastery

goal structure and students' motivation as hypothesized. However, teachers' performance goal structure was found as a positive predictor of the achievement motivation of the students. Thus, the formulated hypothesis that teachers' goal structure has a direct impact on students' achievement motivation (their goal orientation) was not fully confirmed. Moreover, the result from the analysis demonstrated that the instructional practices of the teachers do not predict the achievement motivation (the implicit beliefs) for male students.

Chapter 4

Discussion and further research problem

4.1 Discussion

The main aim of conducting this study was to have more clarity and understanding of the complex relationship that exists between teachers' instructional practices and students' motivation in the academic settings. In an attempt to comprehend these associations hypotheses were generated based on the existing literature and results were analyzed accordingly. The results obtained from this study revealed a negative correlation between teachers' goal orientation and their implicit beliefs which is in regard to students' intellectual abilities. This shows that the goal orientation of the teachers is not the only determining factor for teachers to evaluate students' abilities. There may be other factors contributing towards the belief that teachers hold about the intellectual abilities of the students. It can be argued that the teachers often make judgments about students' abilities based on their level of expectation they have on students (Wang et al., 2018). This is supported by the studies conducted by previous researchers like Timmermans, Boer, & Van Der Werf, (2018); Roskamp, Goudsblom, Eijden, Stroet, & Hornstra, (2018) etc.

The findings from the current study explicate the fact that there is no direct positive relationship between teachers' implicit beliefs and their goal orientation. Besides, it also demonstrated that the instructional practices of the teachers do not only and always determine the type of goals students orient to in the classroom. The direct effect of classroom goal structure on the goal orientation of the students is not fully confirmed as the result from the analysis predicted positive correlation for performance goal structure and negative correlation for mastery goal structure on the motivation of the students. From this study, it is clear that the performance goal structures do

not always have a negative impact on the achievement motivation of the students. Likewise, the mastery goal structures do not always have a positive influence on students' motivation.

Furthermore, the present study does not confirm the positive relationship between teachers' implicit beliefs and their instructional practices as hypothesized. Even though prior researchers (e.g. Leroy et al., 2007; Rissanen et al., 2018) have shown in their study that implicit beliefs of the teachers influences their own teaching, yet further research was necessary as there is not much evidence to support their study. However, contrary to the findings and suggestions of the previous researchers, the present study found a negative correlation between the two variables. It may be mentioned that more research need to be done in order to corroborate prior studies.

Lastly, the hypothesis that there is a direct association between teachers' instructional practices and motivational framework development of the students could not be validated. It is evident from the study that the instructional practices of the teachers do not always have a direct effect on the implicit beliefs (or the mindset) of the students. There could be other variables that might mediate or moderate these relationships such as self-efficacy, teaching experiences, expectation of the teachers etc. These factors may play a significant role in influencing the teaching practices of the teachers and this can further effect the achievement motivation of the students.

4.2 Integrating the findings with the existing literature

The purpose of the study was to extend the work of previous researchers (Nitsche et al., 2013; Park et al., 2016; Mensah & Atta., 2015; & Meece et al., 2006). Through this study an attempt was made to investigate the association between teachers' instructional practices (as perceived by students) and students' motivational framework. The findings from this study do not corroborate with the existing literature as it revealed no significant correlations between the two

variables. Though similar research has been conducted by Park et al., (2016) their study was based only on teachers' self-reported instructional practices and the response elicited might have been biased. Also, given a limited study further research was necessary to confirm the result of the findings of their study. However, contrary to the findings of the previous studies where it showed a positive link between the instructional practices of the teachers and students' implicit beliefs/mindset, the current study found positive correlations between the two variables only for female students. This could mean that there may be a direct effect of the teaching practices of the teachers on the students' implicit beliefs. Nevertheless, it might have a moderating effect of some other variables which might determine the relationship between instructional practices and students' motivational framework development in the classroom.

This study was also aimed at exploring the relationship between teachers and students' motivation. It also aimed at providing clarity about the existing relationships between these variables based on the study conducted by Nitsche et al., (2013) and Park et al., (2016). However, the hypothesis for the positive relationship between teachers' goal orientation and their implicit beliefs was not confirmed. Also, the correlation between teachers' implicit beliefs and the instructional practices was not fully confirmed. The findings from this study do not support the findings and suggestions of the previous researchers which indicate that teachers who are mastery oriented often evaluate students' abilities in terms of their academic performance. On the other hand, those teachers who are performance oriented believe in the abilities of the students based on their academic performance. The findings of the present study do not support the hypothesis as both teachers' mastery goal orientation and performance goal orientation was found as a negative predictor of their implicit beliefs (in regard to students' intellectual abilities).

In addition, in the present research, a model comprising of teachers' goal orientation and their implicit beliefs were proposed and tested in the context of secondary school students. The result obtained from the study does not provide a strong evidence for the given hypothesis as it exhibited negative relationship. It does not support the findings and suggestion of Nitsche et al., (2013) where mastery goal was found as a strong determinant of incremental view and a weak determinant of entity view. Also, in their study it was found that a strong performance goal determined a strong entity view, while it was not so for the incremental view.

The result from the direct effect model indicated that teachers' goal orientation was not a direct positive predictor of their implicit beliefs as both mastery goal and performance goal was found as a negative predictor of incremental belief and entity belief. It may be argued that Dweck's theory (Dweck & Leggett, 1988) suggested that an individual who hold an entity view tend to have a negative approach and as such, they orient towards performance goal and those who hold an incremental view have a more positive attitude and thus, they orient themselves to mastery goal. In addition, Dweck et al., (1995) also showed that those individuals who hold entity view orient more towards performance goals and those who hold incremental view often orient towards mastery goals. Nevertheless, the current study does not support this theory and argument as the findings from the present research revealed no positive relationship between the two variables. On the contrary, the current study supports the findings of some researchers, for e.g. Leondari & Gialamas, (2002); Dupeyrat, & Marine, (2005) demonstrated from their study that no relationship exists between students' goal orientation and their implicit beliefs and therefore, still remained unclear as it was not fully confirmed from their study.

Previous researchers like Reeve & Lee (2014), Guvenc (2015), Nitsche et al., (2013) etc. have done similar work on the achievement goal of the teachers and students, but due to lack of

evidences further research was necessary in order to understand these relationships. However, the current study do not support the findings and suggestions of the previous researchers as the result obtained from the study revealed no positive relationship for given variable as predicted. The hypothesized direct effect of teachers' instructional practices on students' motivation was not fully confirmed as suggested by prior researchers.

The formulated hypothesis that students' motivation is effected by teachers' instructional practices is not confirmed as no significance was found between mastery goal structure of the teachers and students' motivation for male students. The result from this study corroborates the findings of past researchers (Naz, & Dr. Awan, 2011) where it was found that female students were more highly motivated than male students and this could be due to difference in approach and behavior by the teachers when they teach in the class. However, performance goal structure was found as a direct positive predictor of students' motivation which indicates that teachers' performance goal structure has strong impact on the motivation of the students than the mastery goal structure. The research conducted by Ohtani et al., (2013) revealed mastery goal structure as a positive predictor for students' motivation and a negative predictor of the motivation of the students. Nevertheless, the present study does not support the findings of the previous researchers as the obtained result showed no direct effect of these variables. This shows that the instructional approaches and the behavior of the teachers (see Furrer et al., 2014, Mensah & Atta., 2015, Reeve & Lee, 2014) etc. highly effects the achievement behavior of the students. However, the classroom structure presented by teachers in the classroom is not the only factor that influences students' motivation.

4.3 Limitations and suggestions for future research

The current study aimed to contribute to the existing literature by conducting an empirical study on teachers and students' motivation in the academic context. Through this study an attempt was made to provide more clarity regarding the existing relationship between these variables. Nevertheless, this study is not without limitations. Firstly, given a small sample size regarding the teaching practices in the classroom, beliefs and the motivation of both the students and teachers, only the reason why students and teachers orient to certain type of goals and how this affects their classroom engagement can be speculated. Future researchers can take this into account as it is essential to recognize the existing link between these variables. It is also significant to look at the association between teachers goal orientation and their implicit beliefs as there is still not much clarity and therefore, more research need to be conducted.

The second limitation is that the current study did not separate the mastery and performance goal orientation of the students and may be the link between teachers' instructional practices and students' motivation was not confirmed fully. This study does not support the findings and suggestions of the previous researchers. Although one part of hypothesis was fully confirmed which clearly signifies the existence of strong association between classroom goal structure and students' motivation; On the other hand, classroom goal structure of the teachers shows a weak connection as the mastery goal structure was negatively predicted for students' motivation which illustrates the fact that the instructional practices of the teachers do not always determines the achievement motivation of the students.

Hence, further study would benefit and may contribute to the existing literature on the motivation of the teachers and students. There may be some other factors that determine the

instructional practices of the teachers which may further have an impact on the achievement motivation of the students such as self-efficacy. Nitsche et al., (2013) argues that, if teachers have low self-efficacy they have fear of exhibiting inferior teaching, and they often tend to practice a performance goal structure. In short, one can say that it's the self-efficacy of the teachers that determines their teaching in the achievement settings. Self-efficacy may be defined as one's own capabilities perceived by an individual to perform a certain task which is driven mainly by four processes such as; cognitive, motivational, affective and selection processes (Bandura, 1994).

Although the previous researchers (Nitsche et al., 2013) found a strong and positive link between these variables, yet more research need to be done on this area as there is not much clarity about these relationships. It can be argued that teachers' instructional practices are not always influenced by their goal orientation but it is the self-efficacy of the teachers that may have a strong impact on their teaching practices. As Bandura points out that those who have a high sense of efficacy often tend to envisage success scenarios that give positive guides and supports for performance. On the other hand, those who doubt their efficacy tend to picture failure scenarios and often dwell on things that may go wrong. Thus, self-efficacy could be a very strong factor in determining the instructional practices of the teachers in the academic settings. As such, further research is required if one need to understand the complex relationships among these variables by looking at self-efficacy as a moderating variable (Bandura, 1994).

The third limitation is that the present study focused on teachers and students variables in terms of their association with each other. However, it did not look at these associations in terms of gender though analysis was done separately for both male and female students. Besides, there is no studies conducted so far which focused on the relationship between these variables based on

gender. The studies focusing on teachers motivation and how this influence their teaching and further have an impact on students' motivation based on gender would enhance the understanding of the teachers and students' motivation and learning. Since it is not clear whether this relationship is determined by gender in the academic context, the future researchers need to take this into consideration for more clarity and in understanding these associations. As some researchers (see Naz & Dr. Awan, 2011; Berekashvili, 2012), argued that some form of gender biasness exists when teachers teach in the class and this have great impact on the achievement motivation and learning outcomes of the students. Therefore, addressing this issue and its effect on teachers' instructional practices and focusing on efficient educational approach in order to achieve gender equitable school atmosphere will be very beneficial for both students and teachers.

Fourth limitation is that the present study did not emphasize on a specific subject(s) of both teachers and students. Focusing on a particular subject could have exhibited different results and might have given new direction for future research. It is true that some studies have been conducted where the researchers have underlined the existence of the link between teachers and students' motivation (implicit beliefs) and the academic achievement of the students in regard to mathematics and social science (e.g. Jonsson & Beach, 2017). Even so, given a limited study and lack of evidence to support their study more research is required. Thus, future researchers can investigate the association between the achievement motivation of both the teachers and students and students' academic achievement with more attention provided to a particular subject.

Lastly, the limitation of the current study is that it only looked at the mastery and performance goal orientation and how this influences their implicit beliefs. Nonetheless, it cannot be denied that the teachers might pursue multiple goals just like the students in the classroom and this

might differ according to the grade level or the subjects such as maths, science etc. On the basis of the findings from the current study it can be argued that the goal orientations of the teachers do not have a direct influence on how teachers assess students' intellectual abilities. This could be because the teachers might hold multiple goals and this might be expressed differently towards different students in the classroom. However, this was not included in this study as it did not focus on the individual teacher and how they see their students when they teach in the class. Therefore, future researchers can take this into an account as this might enrich their study.

Studies on students holding multiple goals and how these effect their academic achievement have been conducted by previous researchers (for e.g. Mattern, 2005). Likewise, teachers might also pursue multiple goals when they teach in the class which may determine their instructional practices. However, the influence of multiple goals teachers hold and how these effects their instructional practices remains unexplored. Thus, future researchers can take this into consideration when they conduct studies on the teaching practices of the teachers as this much provide clarity and give more insight to the ongoing researches. In addition, most of the studies have used quantitative method. However, employing a qualitative method in the future study will be very useful and might provide better insights.

4.4 Problematizing the second study

Motivation is often understood as an internal state of mind that encourages, guides and determines the behavior of an individual. In the academic context many researchers have focused on students' motivation and how it effects their academic engagement and learning in the classroom. Most of the studies on motivation included students' goal orientation (like Ames & Archer, 1988; Dweck & Leggett, 1988; Ryan & Deci, 2000), perception of teachers' classroom

goal structure (e.g. Patrick & Ryan, 2008; Radovan & Makovec, 2015; Shim et al., 2013; Raufelder & Lazarides, 2017 etc.), students' perception of expectation of the teachers (see Roskamp et al., 2018; Timmermans et al., 2018), etc. and how these factors have an impact on the achievement motivation of the students.

Some recent studies (for reviews see Nitsche et al., 2013; Klassen & Chiu's study, 2010; Tastan et al., 2018; Van Der Want et al., 2019 etc.) found that the goal orientation of the teachers, their self-efficacy, student-teacher relationship, work experiences of the teachers etc. is highly significant in influencing their teaching and this further effects the motivation of the students. Based on the findings of the current study and review of the existing literature, it can be argued that though many studies have been conducted on how the expectation of the teachers influences their teaching and how this effects the learning outcome of the students, no study has been conducted on how the teacher expectations (as perceived by students) have an influence on the student-teacher relationship and how this further have an impact on the achievement motivation of the students.

Although existing literature has provided a plethora of research work on the achievement motivation of the students, yet little has been focused on teachers' motivation and how these influences the instructional practices of the teachers and in turn affect the learning outcome of the students. Most of the studies focused on the relationship between teachers' goal orientation and their instructional practices and how this further has an impact on the motivation of the students. Therefore, the present study investigated the association among four variables which included teachers' goal orientation, their implicit beliefs, classroom goal structure (instructional practices of the teachers) and students' achievement motivation in terms of their goal orientation and implicit beliefs which they hold.

The findings from the study by Hardre et al., (2006) presents the existence of classroom environment influencing students' perception of classroom goal structure and its effect on their motivation. However, further study is required to understand these relationships as suggested by Hardre et al., (2006) as there is not much evidence to support this study. Radovan, & Makovec (2015) argued that most of the researchers focused mainly on the instructional practices of the teachers and how it affects students' motivation. However, what is more important in the academic context is to explore how the students perceive the learning environment and what kind of impact it has on the students. Therefore, focusing on these associations in the future research will be more enriching.

Based on the results of the present study and the existing literature it is evident that further study is necessary in order to understand the relationship between teachers' instructional practices and the achievement motivation of the students. Some researchers like Rubie-Davies et al., (2010), Archer and Berger (2016), Timmermans et al., (2018) etc. argued that the expectation of the teachers highly determines their teaching behavior in the classroom. Nonetheless, there is not much evidence to support this argument as the associations between these variables have not been explored. Thus, it will also be enriching to see the expectation of the teachers on students in the classroom as a moderating factor between their instructional practices, which is in regard to their behavioral engagements, and students' motivation as no study so far has explored the relationship among these variables.

From the study that was conducted and the results obtained from the data that was analyzed one can argue that the teachers' instructional practices are not always influenced by their goal orientation and their implicit beliefs and these do not further have an impact on the achievement motivation of the students. As such, more study is required to see the role played by different

factors such as expectation of the teachers on students and its influence on their teaching practices. Hence, in continuation with the first study, the second study was conducted to understand these relationships. The second study made an attempt to answer questions like, (1) is there a direct relationship between teachers' instructional practices and their expectations on the students?, (2) does teachers' instructional practices (in regard to their behavioral engagement with the students) have a direct impact on the achievement motivation of the students?, (3) does the link between teachers' instructional practices and students' achievement motivation gets moderated by the expectation of the teachers?.

Chapter 5

Study 2

5.1 Research problem

The first study was conducted to understand the complex relationship between teachers' instructional practices and students' motivation based on the findings and suggestions of the previous researchers (Nitsche et. al., 2013 and Park et. al., 2016). But the results from the present study did not fully confirm the relationship between these variables as hypothesized. It can be argued that the teachers' teaching practices are not always guided by their goal orientation or their implicit beliefs and the type of goals which teachers bring in the classroom are not the only factors that have an impact on the achievement motivation of the students. When the teachers teach in the classroom many factors come into play that often have an impact on the attitude and behavior of the teachers towards the students. One such factor could be the expectation of the teachers on the academic achievement of the students. Here, it may be mentioned that the expectation of the teachers often determines the teaching practices of the teachers and this highly influences the achievement motivation of the students in the classroom.

The study conducted by Sirin, (2005) demonstrated a strong association between teachers' expectation and socio-economic status of the students and its link with the academic achievement of the students. Similarly, Archer & Berger, (2016), Timmermans, (2018) revealed that the academic achievement of the students is highly effected by the expectation of the teachers and this expectation is found to be influenced by the socio-economic status of the students. When the teachers have high expectations the students perform well but when the expectation is low they seem to get demotivated and this highly affects their academic performance. Besides, it was found from the study conducted by Rubie-Davies et. al. (2010) & Roskamp et al., (2018) that the expectations of the teachers have a great impact on the motivation and learning of the students.

A study was conducted to examine how teachers' expectations and judgments about students' performance have an impact on the academic achievement of the students based on their

ethnicity. Also, this study explored how expectations of the teachers are related to the social class of the students belonging to different ethnic groups. From their study, it was found that teachers' expectations are affected more by the ethnicity of the students rather than their socio-economic factors. Additionally, the set of beliefs which teachers have about certain ethnic groups highly influence the expectation level of the teachers. This highly impacts the teaching behavior of the teachers towards the students and these further have either positive or negative effect on the academic performances of the students. Even though many studies have been conducted on teachers' expectations, less focus has been given on how these expectations have an impact of students' academic achievement. Therefore, more research needs to be done to understand these relationships.

A study conducted by Rubie-Davies et. al. (2010) on the expectations which students, teachers and parents have for one another showed that the expectation of the teachers are mostly influenced by the kind of relationship they have with students and the performance of the students as well. In addition, some teachers were found to have high expectations for their students and such students' self-beliefs are assisted leading to their academic achievements. Furthermore, it was found on the study conducted by Kariuki and Mbugua, (2018) that the higher the expectations of the teacher more encouraged and motivated the students feel and this further have a strong impact on their academic performance. It could mean that praise and reward for correct answers or positive response from the teachers when they have high expectations highly motivate the students to perform better in the class (Kariuki & Mbugua, 2018). This indicates that the classroom teaching of the teachers is driven by the expectation of the teachers. Nevertheless, it is not clear whether high or low expectation of the teachers on students influences their teaching (which includes supportive and control).

5.2 Hypothesis:

It may be presumed that the expectation of the teachers play an effective role in the classroom settings as it have a direct impact on the achievement behavior of the students. Based on the previous studies one can argue that the high or low expectations of the teachers influences their instructional practices in terms of their relationship with students and their teaching behavior in the classroom.

Therefore, it is hypothesized

(H1) (a) that the teachers' instructional practice is influenced by their expectation level on the students.

(b) teachers' high expectation will determine their supportive instructional practices.

(c) low expectation will determine their control instructional practices.

Here, autonomy support is a situation where teachers exhibit behaviors that involve identifying and understanding students' needs, nurturing and contributing towards the development of their intrinsic motivation. Control refers to the type of behavior which teachers display while teaching where students are expected to think or behave in a particular way. This association can be explained through a given model.

5.3 Conceptual model:

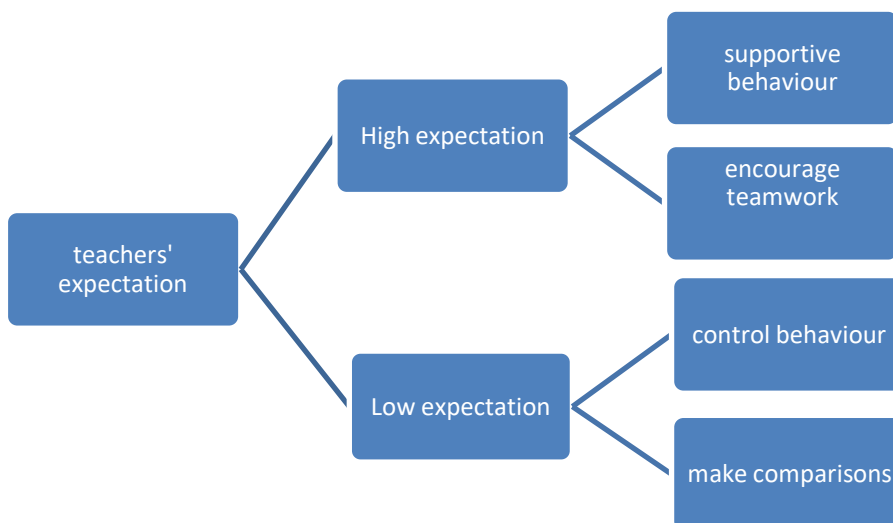


Fig. 6. A conceptual model displaying the influence of teachers' expectation on their instructional practices.

Some researchers like Bieg, Backes & Mittag, (2011) defines teachers' care in terms of their behavior that develops from the need of relatedness which determines the quality of interpersonal relationships among teachers and students. According to them, a positive relationship between teachers and students is possible in a warm and acceptable environment created by teachers since students feel respected in such classroom settings. In a classroom where teacher create supportive social climate, students feel accepted and experience personal guidance. Also, Jussim's, (1989) study provided evidence that teachers who have high expectation provide positive feedback and support to students and this have a high influence on their achievement behavior. Roeser et al.'s (1996) study provide an evidence that in a supportive teaching practices students often orient towards mastery goals but a classroom environment where controlling behavior is practiced students tend to orient towards performance goals.

Sebastian and Reinke (2019) mentions in their study that just like the students, teachers as a community play a major role when they consider themselves connected to the schools where they teach. In other words, when the students feel connected to the school or classroom they get encouraged and develop intrinsic motivation, likewise, the teachers makes their teaching effective using different teaching strategies to make learning meaningful for the students when they feel that they belong to the schools depending on the facilities and aid provided by the administrations or leaders of the schools. Therefore, a strong positive intervention and support of the school organizational factor, that is, the leaders or administration is necessary to make the teacher community strong and in turn they can make the classroom management and practices highly effective and this may result in the high achievement of the students.

The study conducted by Berekashvili in 2012 provides evidence about gender biasness that exist among the teachers when they teach in the classroom. They found that teachers differentiate students in terms of gender in many aspects such as behavior, skills, engagement in the classroom, performances, praise or punishment etc. This type of gender biasness highly impacts the learning skills and abilities of the students and this may further effect their academic

achievement. They thus contested that there is a need to address this issue on gender inequality through proper teacher training and also focus on more effective educational strategies in order to attain a gender equitable school environment.

It is evident from the previous researches (see Sirin, 2005; Archer & Berger, 2016; Timmermans et al., 2018; Roskamp et al., 2018; Kariuki & Mbugua, 2018 etc.) that was conducted that the expectation level of the teachers on the students highly effects the engagement and the motivational framework development of the students. However, it is still not clear how the expectation of the teachers effect the achievement motivation of the students. Wang et al., (2018) points out that there is lack of empirical evidence on the classroom behavioral factors and its association with the students' motivation. Additionally, Roskamp et al., 2018 argues that having more understanding and knowledge about the teaching strategies of the teachers and how it affects the achievement motivation of the students is very much crucial.

Hence, there is a need to explore the relationship among these variables as argued by Roskamp et al., (2018). As such, further research on examining the moderating effects of teachers' expectation between their behavioral engagement in the classroom (instructional practices) and students' achievement motivation is needed. Based on the existing literature it can be hypothesized (H2) (a) that the teachers' instructional practices (in regard to their behavioral engagement in the classroom with students) will have a direct strong association with the achievement motivation of the students.

(b) teachers' supportive instructional practices will have a direct relationship with students' mastery goal orientation.

(c) teachers' control instructional practices will have a strong association with performance goal.

It is also hypothesized (H3) (a) that the expectation of the teachers will moderate the relationship between their instructional practices and students' achievement motivation.

(b) there will be a moderation effect of teachers' supportive instructional practices and students' mastery goal orientation by teachers' high expectation.

(c) the relationship between teachers' control instructional practices and students' performance goal orientation will be moderated by teachers' low expectations.

Teachers' behaviors and attitudes are generated due to their expectations and this determines students' achievement behavior. It is also true that the positive expectations (high) and the warm

and supportive classroom environment that is created by teachers direct students towards achievement goal, but negative (low) expectations and student perceived teachers' behaviors and attitude as conveying negative messages experiences amotivation which often lead students towards failure in the achievement context. The existence of differential treatment towards students in the same classroom have positive and negative impacts given different experiences from same teachers. For instance, teachers paid more attention, gave positive feedback, helping with hints when questions were asked to those students on whom they have high expectations. Contrary to that, students on whom they have low expectations receive no such support, not allowed to give their opinion, were considered incompetent, and ignored. These kinds of varying behavior by teachers towards students based on their level of expectation have strong effect on their achievement behavior and learning outcomes (Toksoy, & Acar, 2019).

Furthermore, Johnston et al., (2019) mentioned in their study that teachers have different expectations on students and accordingly they responded to differential treatment by teachers towards them in the classroom context. Students in the classroom perceive difference in treatment from teachers as having low expectations when they feel ignored and calling out those students who are high achievers and giving them more value than those who are under achievers and this discourages them to a large extent and hence, demotivates them. They argued that different teachers have varied expectations and as such, the impact is different for all the students. As such, one can opine that students observe and make judgments about what kind of expectations teachers have on them based on the attitude and behavior of the teachers when they teach in the class.

On the review paper on teachers' expectation by Wang et al., (2018) they pointed out that the expectation of the teachers highly effects their evaluation about students' abilities based on their socio economic status (SES) and ethnicity (Agirdag et al., 2013) and this further influences their behavior towards the students and this ultimately have a great impact on the achievement behavior of the students. They also mentioned that the teaching experiences of the teachers (Riegle-Crumb & Humphries, 2012; Whitely, 2010 etc.), and the school where the teachers teach are essential factors that have a direct impact on the expectation of the teachers on students.

It is clear from the prior studies that teachers' expectation plays a vital role in determining their beliefs about the intellectual abilities of the students. However, the relationship between these

variables remain unclear as no study has been conducted so far to understand the perception of the students regarding the expectation of the teachers and how this influences the instructional practices of the teachers and its further impact on the academic performances of the students in the classroom. Therefore, an empirical study focusing on these relationships is considered important.

Most of the studies conducted by previous researchers focused mostly on the factors affecting teachers' expectation such as socio-economic status, ethnicity (Zhang et al., 2005; Shepherd, 2011; Paino & Renzull, 2013; Timmermans et al., 2015; Whitely, 2015, etc. as cited in Wang et al., 2018), gender (e.g. Holder & Kessels, 2017; Ready & Chu, 2015; Berekashvili, 2012, etc.), teaching experiences of the teachers (Klassen & Chiu, 2010; Berger et. al., 2018) and how it effects the academic achievement of the students. It cannot be denied that there are some factors that have a high influence on the expectation of the teachers which further effects the academic achievement of the students such as school factors, teaching experiences of the teachers etc. Also, some researchers have focused on classroom environment and its influence on students' achievement motivation (for e.g. Radovan & Makovec, 2015; Patrick & Ryan, 2008; Raufelder & Lazarides, 2017; Malik & Rizvi, 2018; Kariuki and Mbugua, 2018, etc.). However, most of the previous researchers have not taken into consideration whether the expectation of the teachers can influence their instructional practices in terms of the classroom environment (such as their behavioral engagement) and its further impact on the achievement motivation and learning of the students. Therefore, there is a need to explore these relationships in order to understand the dynamics of teaching and learning in the classroom as it still remains unexplored and incomplete.

5.4 Method

Based on the existing literature and formulated hypothesis, a study is designed in order to understand the moderating effects of teachers' expectation between their teaching practices and students' achievement motivation. For conducting the second study, the generated hypothesis were tested using questionnaires to measure the link between instructional practices of the teachers and their expectation and the moderating effect of teachers' expectation between their instructional practices and students' motivation, that is, their achievement goal orientation. The associations among these three variables were evaluated through questionnaires which were

administered to the students. As the study focuses on how students perceive the expectation of the teachers and its effect on their instructional practices the questionnaires were administered to the students only. The relationship among these variables can be explained through a given conceptual model.

5.4.1 Design

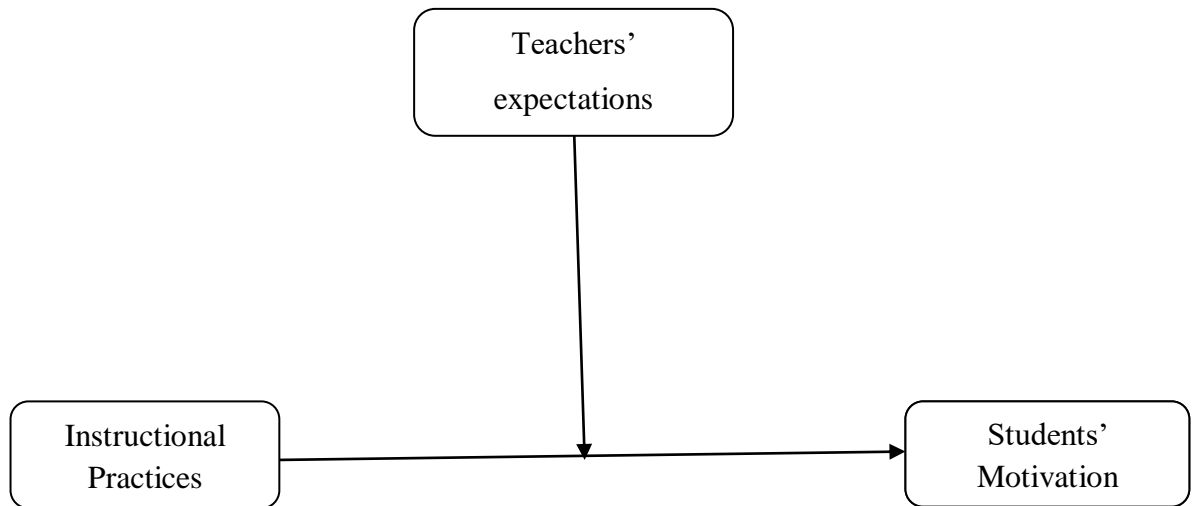


Fig. 7. Moderating effects of teachers' expectations between their instructional practices and students' motivation

5.4.2 Participants:

The study was conducted on the students of 9th standard from a private school in Nagaland. The age group of students for the study ranged from 14-15 years. The study included 60 students and it was not domain specific.

5.4.3 Measures:

Separate questionnaires measuring these variables were employed. These variables include teachers' expectation (as perceived by students), the instructional practices and students' motivation, that is, their goal orientation.

Teachers' expectation: To assess teachers' expectation questionnaires adapted from Tim Gallahar's Teacher Expectations Survey (Williams, A.R., 2012) such as, "I expect the same of all students in spite of how neat/messy they are", or "I expect less of students who are messy" were used.

Teachers' instructional practices: For measuring classroom environment as created by teachers when they teach, questionnaires adapted from Ryan & Patrick (2003) were employed. This includes questions like "our teachers really understand how we feel about things", "our teacher respects our opinion" etc., were used.

Students' motivation: To examine students' motivation (mastery and performance goal orientation) questionnaires adapted from for Learning Strategies Questionnaire (LSQ) were employed such as, "I will be able to do it because my teacher has shown how to do it", "I try hard because my teacher will praise me". A 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree) were used for this study.

5.4.4 Procedure

Separate questionnaires measuring all these variables were used. This study included only the students as it aimed to explore the relationship between teachers' expectation and instructional practices as perceived by the students and its effect on their achievement motivation. The concept and the purpose of the study were highlighted to the students before questionnaires are given to them. This study were carried out only after getting their consent and it was strictly instructed that discussing their opinions with each other were not allowed so that honest response is generated from each students. There were three different set of questionnaires which were administered to the students based on date and time allotted and permission from the authority of the school. They were assured that the identity of the school and the students will be confidential and this will be used only for the research work.

Chapter 6

Study 2

6.1 Result

6.1.1 Moderation and inter-correlations:

In the second study, relationships among three variables were analyzed and results were interpreted accordingly. These variables include teachers' expectations, teaching practices of the teachers and students' achievement motivation. Regression was run in order to examine the associations among these variables. Firstly, the effects of teachers' expectations on their instructional practices were analyzed. After that the direct effect of teachers' instructional practices on students' motivation was tested. Lastly, the direct effects of teachers' expectations on students' motivation was evaluated. From the results of the analysis, it was found that the expectation of the teachers was significant to their instructional practices (.015) as predicted. Also, the instructional practice of the teachers was highly significant to students' motivation (.004). Furthermore, a positive correlation (.02) was found between teachers' expectations and students' achievement motivation. The given table presents the results of final explanatory model of the correlations of these variables.

Table 4

Unstandardized regression coefficients from the regression equation of three variables

Variables	N	1	2	3
-----------	---	---	---	---

Teachers’ Expectations	60	-	.01	.02
Teachers’ Instr. Practices	60	.01	-	.004
Students’ Motivation	60	.02	.004	-

Table 4 presents the correlation coefficient of the three variables. The result obtained from the analysis of the given variables shows that there is a positive relationship between teachers’ expectations and their instructional practices. Also, a strong positive link was found between teachers’ instructional practices and students’ motivation. Furthermore, the result demonstrated that there is a positive relationship between teachers’ expectations and students’ achievement motivation. It may be added that the analysis of the calculated data can be explained through the values that were generated. For teachers’ expectations and their instructional practices the value of beta ($B=0.313$), $f=6.29$, and $t=2.50$. In addition, the value of beta was ($B=0.36$), $f=9.13$, and $t=3.02$ for teachers’ instructional practices and students’ motivation. Also, for the expectation of the teachers and students’ motivation, the value of beta was $B=0.30$, $f=5.73$ and $t=2.39$.

The given table exhibits the values of the variables that were assessed. As shown on the table, expectations of the teachers predict their instructional practices and also the achievement motivation of the students. Similarly, it revealed that the instructional practices of the teachers predict students’ motivation. The result from the analysis reported that both teachers’

expectations and their instructional practices predict the achievement motivation of the students as the level of significance was .02 and .004 (see table 4). It is also observed from the obtained results that the expectation of the teachers predict their instructional practices as the level of significance was .01. It is evident from the result of the analysis that teachers' expectations have an influence on their teaching (in regard to their behavioral engagement with the students) and this further have an impact on the students' achievement motivation. The hypothesized notion that teachers' expectation determines their teaching in the classroom and its strong impact on students' motivation was confirmed. It is clear from the result obtained that teachers' expectation has a moderation effect between their instructional practices and students' motivation. Thus, the relationships among these three variables were fully confirmed as hypothesized.

However, further analysis was required in order to understand these relationships properly. As such, the three variables were further divided into two parts each and analyzed in order to have more clarity about these relationships. Accordingly each part was measured and results were interpreted. This analysis was done to examine the associations between teachers' expectations, that is, high and low expectation, and their instructional practices, which includes supportive and control. It also explored the link between teachers' instructional practices and students' motivation, which is, their mastery goal orientation and performance goal orientation. The correlation and moderation was tested for all these variables to understand their inter-correlations. Regression was run to see the moderating effect of teachers' expectation between their instructional practices and students' motivation.

6.1.2 Preliminary Analysis

The analysis was done to explore the correlations among these variables in a classroom situation. The correlation between high and low expectations of the teachers and their instructional practices (support and control) and students motivation, that is, mastery and performance goal orientation was investigated. The result obtained from this analysis demonstrated a positive correlation between teachers' high expectations and their supportive instructional practices (.002) and for control instructional practices it was not very significant (.33). Also, for teachers' supportive instructional practices and students' mastery goal orientation it was highly significant (.003), but for performance goal orientation it was not very significant (.32). Furthermore, it was found that while low expectations of the teachers were almost significant (.17) to their supportive instructional practices, for control instructional practices was statistically not very significant (.35).

For high expectations and mastery goal orientation it was .30 and for performance goal orientation it was .32 and for low expectations it was highly significant for both mastery and performance goal orientation as their level of significance was .05 and .003. The value of high expectation for mastery and performance goal was not very significant (.304) and (.322) and for low expectations and mastery and performance goal orientation was highly significant at (.052) and (.003). This explains the fact that there is a direct effect of teachers' expectation on students' mastery and performance goals as the result from the analysis revealed positive correlations. However, the correlations of control instructional practices for both mastery and performance goal orientation was not statistically significant as values for these variables were .92 and .93, as such, the reliability of control instructional practices of the teachers in a classroom setting was not fully confirmed. It is evident from the analysis that there is a positive correlation between

teachers' high expectation and their supportive instructional practices and also between low expectations and their control instructional practices as hypothesized. The table given below explicates the explanatory model of the correlations of all these variables.

Table 5

correlation coefficient from regression equation of all the variables

variables	N	1	2	3	4	5	6
high exp.	60	-	-	.007	.33	.30	.32
Low exp.	60	-	-	.17	.35	.05	.003
supprtv	60	.007	.17	-	-	.003	.32
control	60	.33	.35	-	-	.92	.93
Mastery	60	.30	.05	.003	.92	-	-
perfmnc	60	.32	.003	.32	.93	-	-

Table 5 presents the correlation coefficient of all the variables that were assessed. The result obtained from the analysis reported a positive correlation between teachers' expectation and their instructional practices but not for students' motivation. As shown on the table, the relationship between high expectation of the teachers and their supportive instructional practices was confirmed. It is also found from the result that there is a positive correlation between teachers'

supportive instructional practices and students' mastery goal orientation as well as performance goal orientation. However, the correlation between teachers' control instructional practices and students' motivation was not significant (.92) and (.93) for both mastery goal orientation and performance goal orientation (see table 5). As such, a correlation between teachers' instructional practices and students' achievement motivation was not fully confirmed as hypothesized.

6.1.3 Moderation analysis

To test the moderation effect, regression was run on all the variables. The values for teachers' high and low expectations, their supportive and control instructional practices and students' mastery and performance goal orientation are mentioned on the table given below. The association between teachers' instructional practices and students' motivation partially confirmed the proposed hypothesis as the result obtained revealed significant correlation for supportive instructional practices but for control teaching practices it showed no positive correlation.

Table 6

Unstandardized regression coefficients from regression equations

Variables	N	R	f	t	variables
High expect.	60	.343	7.716	2.276	Supportive
		.127	0.950	-.975	Control

Low expect.	60	-.177	1.885	-1.373	Supportive
		.121	.865	.930	Control
Supportive	60	.376	9.521	3.086	Mastery
		-.130	.994	-.997	Performance
Control	60	.012	.009	.095	mastery
		-.011	.007	-.85	Performance
Mastery	60	.135	1.074	1.036	High expect.
		.252	3.933	-1.983	Low expect.
performance	60	.130	.998	-.999	High expect.
		.378	9.657	3.108	Low expect.

To test the moderation of teachers' instructional practices and students' motivation by the expectation of the teachers the scores of each of the broad teachers and students factors were calculated. The analysis revealed a highly significant moderator effect of teachers' high expectations and their supportive instructional practices ($R=.343$, $f=7.716$, $p<.01$). Teachers with high expectations provided stronger support for students' mastery goal orientation and slightly positive effect on performance goal orientation when they pursued supportive instructional practices but with low teachers' expectation it displayed weaker supportive instructional practices with increasing mastery goal orientation of the students and partially weak performance

goal orientation. Additionally, a significant positive main effect of teachers' expectation on their supportive instructional practices was observed ($R=.313$, $p<.01$). For teachers' high expectations and control instructional practices ($R=.127$, $f=.950$) and low expectations ($R=.121$, $f=.865$) for control instructional practices was found. This indicates that the associations among these variables are partially confirmed as the significance values provide support as hypothesized. Contrary to this, teachers' control instructional practices did not predict direct effects on neither mastery goal orientation nor performance goal orientation as the results from regression analysis was ($R=.012$, $f=.009$) and ($R=-.011$, $f=.007$).

The regression coefficient of teachers' expectations revealed that high expectation of the teachers are strong predictors of supportive teachers' instructional practices and low expectation of the teachers predicts control instructional practices up to some extent. The zero order significant correlation between teachers' supportive instructional practices and students' mastery goal orientation provides initial support for this effect ($R=.376$, $p<.01$). This shows that teachers' supportive classroom teaching can predict students' mastery goal. The result of the analysis of teachers' supportive teaching practices predicting students' motivation has been shown on table 6. Nonetheless, the significance values (.925, .932) of teachers' controlling teaching practices demonstrated no direct effects on students' motivation.

It can be said that teachers' controlling behavior in the classroom predicts neither students' mastery goal orientation nor performance goal orientation. On the contrary, the direct effect of teachers' high expectation on students' mastery goal orientation was (.304) which was not very significant but low expectation of teachers predicts students' performance goal orientation as the level of significance was (.003).

As predicted a moderator effect associated with teachers' expectations was observed for one hypothesis. As shown on table 5, teachers' high expectations predicts supportive teachers' instructional practices and this further predicts students' mastery and performance goal orientation. It also predicts students' mastery goal orientation. Similarly, low expectation of the teachers predicts their control instructional practices which further demonstrated negative correlations for both mastery and performance goal orientation. Moreover, it showed strong effect for students' performance goals.

From the results of the regression analysis it is clear that the values obtained provide support for moderation effect of teachers' high expectation between their supportive teaching practices and students' mastery goal orientation as hypothesized. It also provide support for direct effect of teachers' high expectations on students' mastery goal and low expectation as strong predictor of students' performance goal orientation. Nevertheless, there is no support for moderation effect of teachers' low expectations between the control teaching practices and performance goal orientation.

Chapter 7

Discussion and conclusion

7.1 Discussion

The purpose of the second study was to examine the moderating effect of teachers' expectation between their instructional practices (as perceived by students) and achievement motivation of the students in the academic settings. The main aim was to investigate whether teachers' behaviors in the classroom when they teach (instructional practices) have an influence on students' achievement motivation and how this relationship gets moderated by the expectation of the teachers. The hypothesis for the moderation effect of teachers' expectation between teachers' instructional practices and students' achievement motivation was confirmed only for high expectation. Additionally, strong association was found between teachers' low expectation and students' performance goal orientation and a positive link between teachers' high expectation and students' mastery goal orientation. This elucidates that teachers' high expectation often determines teachers' supportive behavior when they teach in the class and this lead to mastery goal orientation of the students.

On the contrary, the moderation effect of low expectation between teachers' control teaching practices and students' performance goal was not confirmed as hypothesized as it showed negative association between teachers' controlling behavior and students' goal orientation. This could mean that teachers' low expectation might determine teachers' controlling behavior (weak association) when they teach but it does not always lead students towards either mastery or performance goals. In short, students' gets demotivated and might have loss of interest in a

controlling kind of classroom environment where teachers often give preferences to those who perform well in the class.

The findings from this study demonstrate that the relationship between teachers' instructional practices and students' achievement motivation is not always moderated by the expectation of the teachers. Although it supports the findings of prior researchers like Rubie-Davies et al. (2010), Karuiki and Mbugua, (2018) etc. that higher the expectations of the teachers more motivated the students feel and this help them in their academic performances, yet the lower expectation of the teachers did not provide any support for students' motivation as hypothesized. It does not support the findings of past researchers where autonomy control was found to be strongly associated with students' performance goals (Roeser et al., 1996). However, it cannot be denied that the teaching practices of the teachers in the classroom is highly determined by the level of expectations they have on students as the findings explicate that teachers are very supportive when they have high expectations while they practice controlling kind of behavior when they have low expectations (hypothesis 1). Therefore, it can be argued that the expectation of the teachers have a great impact on their instructional practices.

The present study confirms positive association between teachers' supportive behavior and students' mastery goal orientation but for teachers' controlling behavior it did not confirm any link with performance goal orientation (hypothesis 2). This implies that teachers who display supportive behavior in the classroom are often encouraging and focus on the improvement of the students and this have a positive impact on the achievement goal of the students. On the other hand, in a controlling kind of classroom environment students often feel demotivated or loss of interest in academics and as a result they do not perform well in their academics. Furthermore, the moderating effect of teachers' supportive behavior and students' mastery goal orientation by

expectation of the teachers was not fully confirmed as hypothesized. The findings of the study suggest that teachers' expectation have a direct influence on their instructional practices but it does not always moderate the relationship between their teaching behavior and students' motivation (hypothesis 3). These relationships can be explained through a given research design.

7.2 Design

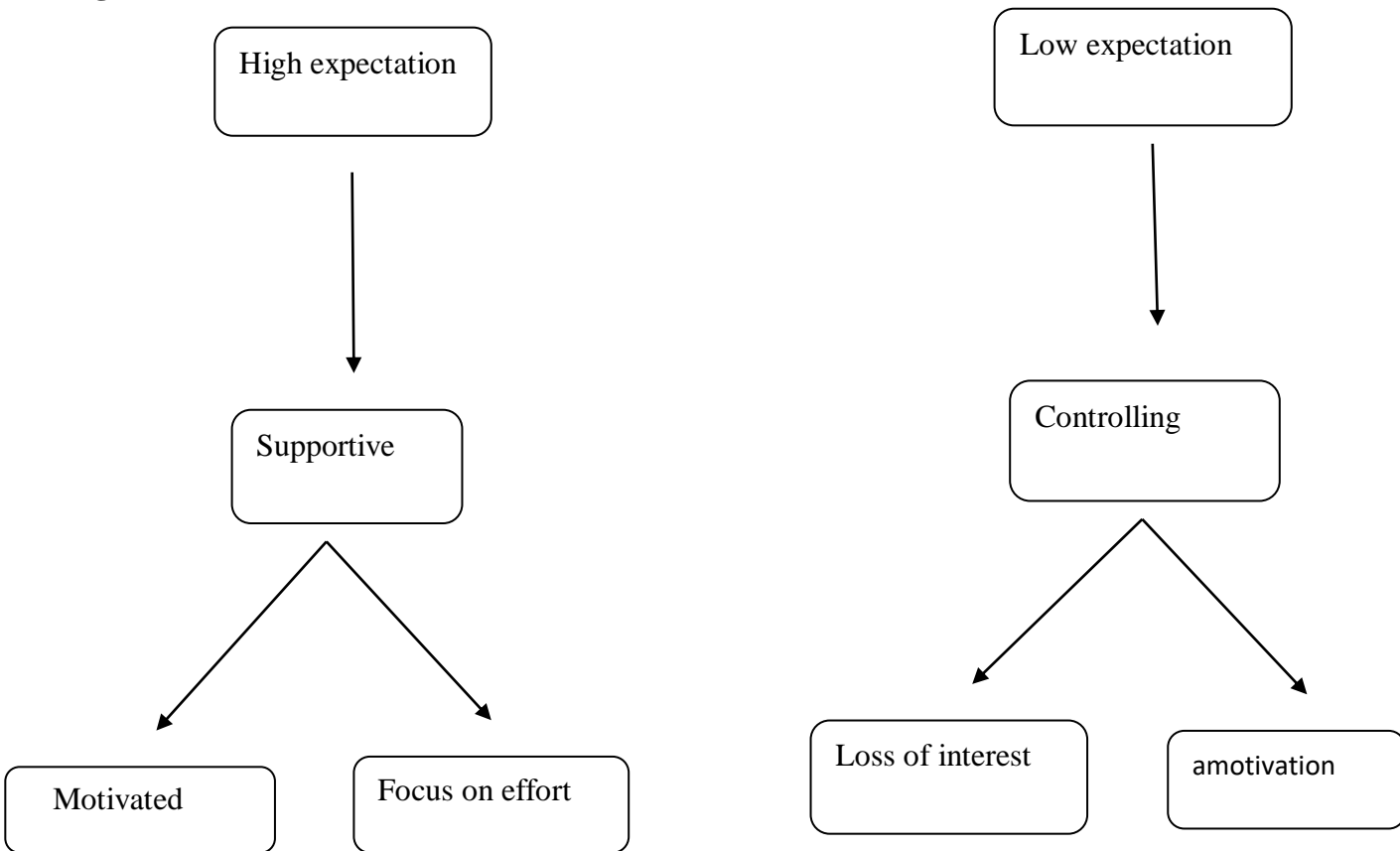


figure 8: These figures demonstrates the influence of expectation level of the teachers on their teaching practices that further have an impact on students' achievement motivation

7.3 Integrating with the existing literature:

The second study was designed to further an investigation on how teachers' behavior with the students is determined by their expectation level when they teach in the class and its effect on the achievement motivation of the students in the context of secondary class. Hypotheses were generated for these variables, and the results provided strong support for teachers' expectation and their instructional practices but it did not provide support for students' motivation as the result obtained exhibited no correlation between teachers' control instructional practices and performance goal. Both in preliminary analysis and moderation analysis it showed that teachers' expectation cannot be seen as a strong moderating variable between their instructional practices and students' achievement motivation. It is true that teachers' support to students in the classroom have great impact on the achievement motivation and learning of the students but this association is not always influenced by the expectation level of the teachers.

The findings from this study is consistent with high expectations emphasizing on supportive behavior of the teachers when they teach in the classroom (for eg. Roskamp et al., 2018; Rubie-Davies et al., 2010; and Kariuki & Mbugua, 2018; Wong et al., 2018) and low expectations emphasizing on controlling behavior of the teachers (for eg., Archer & Berger, 2016; Timmermans, 2018) which might lead towards amotivation of the students (see Vibulphol, 2016). It may be mentioned that this study lend empirical support to previous findings of these researchers in regard to teachers' expectations influencing their teaching in the classroom. However, it does not support the findings and suggestions of previous researchers like, Wang et al. (2018) that teachers' expectation have a direct effect on their teaching practices and this further have an impact on students' motivation as the findings revealed no moderating effect of teachers' expectations.

This study is also consistent with the findings of the previous researchers (Ryan & Patrick, 2001; Nenthien & Loima, 2016) where they found that teachers' behavioral aspect, especially their support, encouragement and unbiased conduct in the classroom could highly motivate the students. This kind of attitude and behavior of the teachers in the classroom develop a sense of belongingness among the students and they tend to orient towards mastery goal. Contrarily, the current study does not support the findings and suggestions of past researchers (Roeser et al., 1996; Wang et al., 2018; Furrer et al., 2014) where it was found that in controlled environment students tend to develop self-doubts and orient towards performance goals. This clearly indicates that teachers' behavioral engagements like helping those students who perform well in the class and ignoring others, making comparisons, developing fear through coercing and punishments etc. do not orient students to any type of goals but rather it demotivates them.

It can be added that the instructional practices, particularly their behavioral aspects should allow students to express their opinion and develop positive mindset in a teaching-learning process. The teachers need to constantly encourage the students and help them whenever they face difficulties so that it can help them in developing intellectual capacities and competence. In a classroom context, it is expected of teachers to play a very significant role in determining the achievement outcome of the students. As such, the type of classroom environment created by teachers contributes more in the academic settings. Therefore, it may be mentioned that as much as teachers' expectation affects students' motivation, their teaching practices (in regard to their behavioral engagement) highly determines the type of goals students might orient to, such as mastery goal orientation and performance goal orientation.

It is evident from this study that when students perceive classroom environment as pleasant, understanding and supportive they focus more on learning and improvement, contrary to the

classroom context where teachers show preferences to those students who get good grades and do not show interest on those students who do not perform well in the class, strict rules or to coerce students in the classroom often lead them towards amotivation. In short, when teachers have high expectations, they show interest on students' classroom activities and provide mental and emotional support but the same help and support was not given to those students on whom teachers have low expectations (Roskamp et al., 2018). Although supportive behavior and high expectation of the teachers were found to be positively related to students' motivation, yet low expectation was found to be strongly associated with students' performance goal orientation while it was not so for controlled teachers' instructional practices and students' motivation. This elucidates that teachers' expectation is not a strong moderating factor between their instructional practices and students' motivation. These relationships can be explained through a given model.

7.4 Design

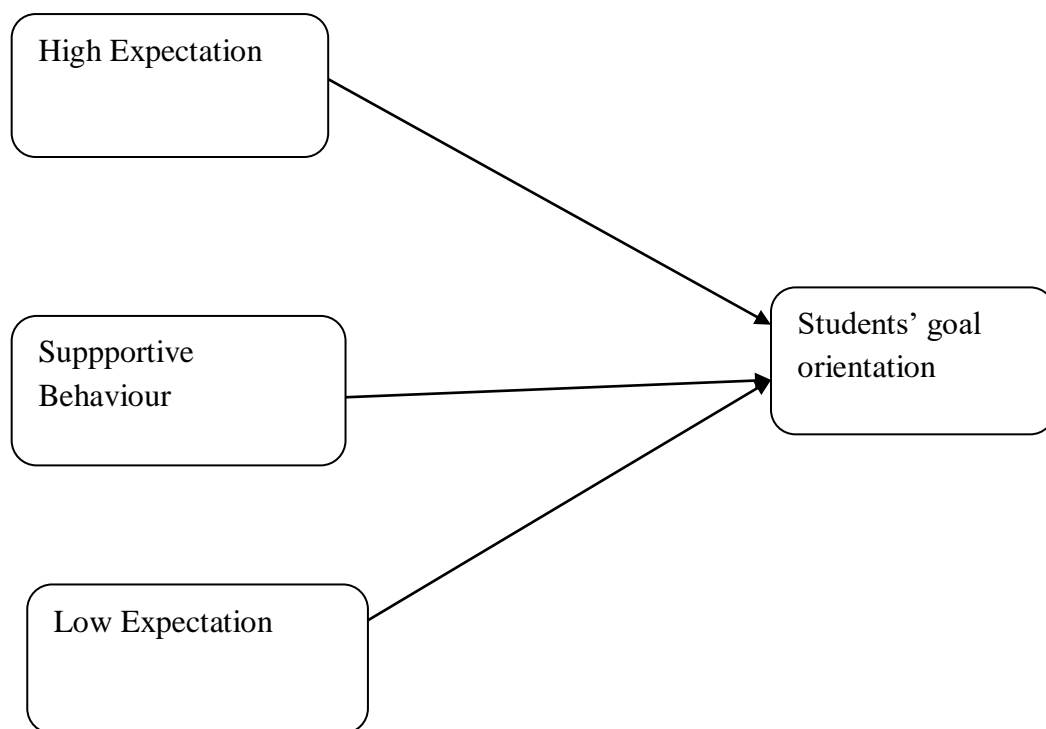


figure 9: It represents the positive influence on students' achievement goal by different teachers' variables

The present research provide empirical support to similar study conducted by Roth & Eyal (2011), where they demonstrated that autonomy support by principles or higher authority of the institution made the teachers highly motivated but in a controlling environment they felt demotivated. Likewise, in a classroom context the attitude and behavioral engagement of the teachers either motivate or demotivate the students. Hence, one can agree and say that the instructional practices of the teachers, especially their behavior and attitude towards the students play a crucial role in the classroom context as it is directly related to their academic achievement. As Kunter et al., (2013) argues that the teaching qualities and approachable personality of the teachers are presumed to be critical to students' academic performances and thus, one need to reflect on important aspects like proper teachers' training and scrutiny in the process of selection of teachers into teaching professions.

Schools can also contribute towards students' all-round development by providing classroom structures that focuses on knowing their students well and promote positive student-teacher relationship where students develop the feeling of belongingness and feel connected to schools. This can help not only in the development of cognitive engagement but also behavioral and emotional engagement of the students. Besides teaching, other factors like teachers' behavior, attitude, the kind of relationship they maintain with students, providing social, emotional and academic needs highly facilitates them in their achievement motivation and learning (Hammond et al., 2019). As much as learning is important, it is also imperative to cater to the mental health and emotional needs of the students in order to meet their holistic development. Apart from this,

formulating proper curriculum and evaluation by implementing sound resource policy that is based on the need of the students could be beneficial.

7.5 Contributions

The current study gives a more complete picture of the associations between teachers' expectations and their instructional practices and also with students' motivation. It is the first empirical study that has contributed to the existing literature in the area that focuses on how students perceive the expectation of the teachers and its impact on their teaching and further effects the goal orientation of the students. Though there have been many studies conducted by some researchers (see Roskamp et al., 2018; Rubie-Davies et al., 2010; Kariuki & Mbugua, 2018), on teachers' expectation and its impact on their teaching and students' motivation, yet the moderating effects of teachers' expectations between their teaching practices and students' motivation, which is, their mastery and performance goal orientation remained unexplored. Hence, this study provides clear evidence of teachers' expectations creating supportive or controlled environment depending on the developed mindset regarding the students and thus students self-evaluating their own academic performances which are often associated with their achievement goal.

This study has highlighted on the perception that students develop regarding classroom environment created by teachers, in regard to their attitude and behavior in the classroom and how it affects the achievement goal of the students in the academic settings. One might speculate from this study that teachers behave differently to different students in the same classroom and therefore, they develop perceptions regarding the expectations that teachers have on them in terms of their academic performances. This expectation is translated in the classroom through the

learning structures set up by teachers, acceptance of ideas or sharing of knowledge and opinion, unbiased nature and approachability and this have a great influence on the perception and interpretation of the students. Based on all these factors students either focus more on competence and improving one's performances or stop putting efforts and this might lead them towards amotivation. While regular support and encouragement from teachers lead students towards high motivation, making comparisons and giving preferences to some and not paying attention to other students might demotivate them (Roeser at al., 1996; Vibulphol, 2016; Ryan and Patrick, 2001).

The present study has added more insights to the ongoing research on teachers' factors, such as, their expectation level influencing their own teaching practices and given new directions to future researchers. It is obvious from the past researches that different factors influences teachers' expectations on students but there has been no empirical study so far focusing on teachers' expectations effecting their own teaching. As such, this study contributes more to the literature on how students perceive classroom teaching of teachers based on their expectation level and its effect on achievement outcome of students. Therefore, considering the impact of teachers' expectations on students' motivation in their training programmes and how it can be communicated effectively and in a positive way to students is considered essential (Roskampt et al., 2018).

This study has also contributed to the existing literature by stressing on paying more attention to need based supportive classroom environment for students, particularly in the context of secondary school students as the attitude and behavior of teachers have a great impact on students' academic achievements. The findings from the current study explicates that autonomy support leads to adaptive motivational outcomes and autonomy control determines maladaptive

motivational and learning outcomes. As such, it can be contested that the difference in teaching behaviours towards high and low expectation students can elicit either highly motivated or demotivated students. Also, the findings of this study underline the significance of taking teachers' expectations into account to achieve some understanding of how students' motivation can be encouraged through need-supportive teaching. Thus, the present study emphasizes more on autonomy support rather than autonomy control teaching behavior of the teachers so as to promote both intrinsic and extrinsic motivation.

7.6 Conclusion

In a classroom situation many factors play a vital role in the teaching-learning process. Nevertheless, as mentioned earlier in the literature review that in a classroom context what one need to focus more is not on what is being taught but how it is being taught. This study is the first empirical evidence that with high expectations teachers are more supportive than controlling and this further impacts the achievement goal of the students. Conversely, some researchers like Roeser et al., (1996), Vibulphol, (2016) etc. opined that the differential treatment of different students in the same class tend to demotivate the students and this have a strong influence on their motivational outcomes. The existence of this form of biasness, prejudice, making comparisons between students etc. could be due to different social and cultural aspects like socio-economic status, ethnicity (Zhang et al., 2005; Shepherd, 2011; Paino & Renzull, 2013; Timmermans et al., 2015; Whitely, Sirin, 2005), gender (e.g. Holder & Kessels, 2017; Ready & Chu, 2015; Berekashvili, 2012, etc.), teaching experiences of the teachers (Berger et. al., 2018) Therefore, developing an appropriate and high expectations for all the students without any form of differences or prejudice and providing equal support to them to achieve their goals is deemed important (Wang et al., 2018).

Besides, teachers need to be careful when they teach in the class, especially in regard to their attitude and behavior given a classroom context where students come from different socio-cultural background as this might have a long term effect. Efficient teachers should have high expectations and construct classroom atmosphere where students perceive it as positive messages from teachers like warm, understanding and supportive, as this could highly motivate them. Teachers' expectations are reflected on their teaching behaviors and this alters students' behaviors and attitude as well. To conclude, in the academic context motivating students is believed to be one of the important features in classroom teachings and hence, teachers need to understand the effect that their expectation can have on students' motivation and how students perceive it and this needs to be communicated in a positive way.

Chapter 8

General discussion

8.1 Discussions

The purpose of the current research was to examine the relationship between teachers' instructional practices (classroom goal structure) and students' motivation based on the findings and suggestions of previous researchers (Rissanen et al., 2018; Nitsche et al., 2013; Bieg et al., 2011; Park et al., 2016; Roskamp et al., 2018; Vibulphol, 2016). It aimed to explore different teacher factors affecting students' motivation when teachers teach in the classroom. It also aimed to understand the moderating effect of teachers' expectation on their instructional practices and students' motivation. In doing so, an attempt was made to understand different factors influencing teachers' instructional practices which further have an impact on the achievement motivation of the students. In an attempt to understand the associations between teachers' instructional practices and students' achievement motivation hypotheses were generated and two empirical studies were conducted. The first study focused on teachers' motivation influencing their teaching practices and its further impact on the achievement motivation of the students. The second study investigated the expectation of the teachers' influencing their own teaching practices (in regard to their behavioral engagements with students) and its effect on students' motivation, that is, their goal orientation. The current study did not fully lend empirical support to the previous findings.

Many research findings on the achievement motivation have been added to the existing literature but the findings of the present study corroborate to only few past researches. Prior researchers focused mostly on exploring the relationship between classroom goal structure (teachers' instructional practices) which includes classroom environment created by teachers, student-teacher relationship, autonomy support and control, teachers' attitude and behaviors, teachers' expectation and students' motivation, teaching experiences etc. (for reviews see Wigfield & Wentzel, 1998; Roeser et al., 1996; Ryan & Patrick, 2001; Hardre et al., 2006; Klassen & Chiu, 2010; Patrick and Ryan, 2008; Raufelder & Lazarides, 2017; Vibulphol, 2016; Berger et. al., 2018). However, some researchers like, Butler (2007); Mansfield et al., (2012), and Mascret et al., (2017) argued that just like students' motivation, teachers' motivation is also critical in understanding the association between teacher factors affecting students' motivation and learning.

Consequently, some studies were conducted on teachers' motivation and its impact on their teaching and also on students' motivation by researchers that revealed positive relationship between these variables (for e.g. Blackwell, 2007; Leroy et al., 2007; Rissanen et al., 2018; Nitsche et al., 2013; Park et al., 2016) etc. Others like Roskamp et al., (2018); Rubie-Davies et al., (2010); Timmermans, Boer, & Van Der Werf, (2018) demonstrated strong association between teachers' expectation and students' motivation. As mentioned earlier, many factors are seen as strong determinants of teachers' instructional practices which further have a strong impact on students' academic performances. As such, two separate studies based on the findings and suggestions of previous researchers focusing on different factors influencing teachers' instructional practices and students' achievement motivation were conducted. Nevertheless, the present study does not fully support the findings of past researchers as hypothesized.

From the first study it was found that teachers' goal orientation do not have direct influence on their implicit beliefs (in regard to students' abilities). It was also found that the implicit beliefs of the teachers do not always predict their teaching practices contrary to the findings of previous researchers (Turner & Patrick, 2004). In addition, performance goal structure was found to have a positive effect while mastery goal structure was found to have a negative effect on the achievement motivation of the students. As such, the formulated hypotheses that teachers' motivation influences their instructional practices and its impact on the achievement motivation of the students was not confirmed. The findings from the second study partially confirmed that teacher factors such as; their expectation have an influence on their instructional practices and further have an impact on students' goal orientation.

It is clear from the result of the analysis that teachers' performance goal structure have a direct positive effect on students' motivation but their motivational framework, that is, their, implicit beliefs are not direct predictors of their teaching practices. Thus, it can be posited that teachers' motivation are not direct determinants of their instructional practices. It can be presumed that other factors like self-efficacy of the teachers could be a strong determinant of their instructional practices in a classroom setting. Most of the studies have focused only on how students' self-efficacy effect their motivation, but some researchers (Hoang, 2018; Berger et al., 2018; Leroy et al., 2007) have found from their study that the self-efficacy of the teachers influence their motivation and teaching to a great extent. Thus, self-efficacy can be looked at as an independent variable as it develops before teachers and students come into contact with each other.

Furthermore, the findings from the second study indicates that students perceive teachers' expectation in different ways and this explains the fact that they observe teachers' behaviors in a class differently and this highly affects their goal orientation. It also demonstrated that teachers

who have high expectations (as perceived by students) often support and understand and care about their mental health and emotional needs but those teachers with low expectations tend to demand students to behave in a specific way and practice biasness and treat them differently in the same classroom. This implies that in a classroom context, apart from teaching, teachers need to focus on their relationship with students and thereby taking care of their needs (Furrer et al., 2014; Martin, & Collie, 2018). One can agree that the behavior and academic performances of the students, which includes class participation, reflects teaching behaviors and attitude of the teachers in a learning context.

Teachers' relationship with students and the perception of the students about teachers' behavior in the classroom are believed to be significant factors that determine students' motivation and engagement. When teachers focus on students' efforts and their abilities, it encourages competence and skill development among the students. Teacher-student relationship implies providing acceptance, respect and care for the students. It is the teacher who can nurture the needs of the children by providing them the freedom to express their opinion and realize their personal goals and interests. Autonomy supportive teachers give opportunities to the students in the classroom to share their view or their choices and what they want to do, encourage them by informing them of their improvements and guide them when they have problems. Students tend to exhibit positive outcome when his needs are in consonance with the classroom environment which teachers have created that concerns students' wellbeing (as it is related to intrinsic motivation).

It is an accepted fact that the notion of supportive teachers towards students is substantiation about their quality of instruction. Previous study on students' motivation has demonstrated autonomy supportive teachers having an impact on intrinsic motivation of the students which

highlights that teachers' care is a significant feature for students' motivation (Ryan et al., 1994; Reeve et al., 1999; Kaplan et al., 2007 etc. as cited in Bieg et al., 2011). Thus, it can be mentioned that when students see teachers' behaviors as warm and supportive they perceive teachers' expectations as high and they tend to orient towards mastery goal, but when they see it as biased and controlling, students perceive it as low expectations and it demotivates them.

8.2 Integrating with the existing literature:

The current research aimed to look at the multifaceted role that teachers play in the academic settings which is fundamental to students' motivation and learning. It is an attempt to understand the relationship between teachers' instructional practices and students' motivation by incorporating different teacher factors affecting their teaching behaviors. From the findings of the present study it can be assumed that teachers' play a vital role in influencing students' behavior and academic performances. Consistent with the findings of the previous researchers (Ryan & Patrick 2001; Olusola, 2013; Vibulphol, 2016) classroom environment promoting support and encouragement by teachers have a positive impact. In a controlling environment it demotivates the student which is contradictory to the findings of previous researchers (Roeser et al., 1996). Therefore, including high as well as under achievers in classroom activities without any form of biasness and giving equal support and care to all the students might orient students towards mastery goal orientation.

While teachers emphasizing on understanding have a positive influence on the students' academic achievement, emphasizing on investigating and autonomy control has a negative effect on the academic achievement of the students. However, including underachievers in the classroom activities and keeping them academically engaged might have a positive impact on the

academic achievement and learning of the students (Malik et al., 2018). Nonetheless, this relationship is not always determined by teachers' motivation and expectations they have on students. This clearly states that teachers have some expectation on students and accordingly they behave with students and they react to teachers' behaviors as they perceive it. This often determines student-teacher relationships and behavior of the students towards teachers. Therefore, focusing on how students and teachers see each others' needs (in terms of academics and emotional stability) when teachers teach in the class and its impact on students' motivation and learning is deemed essential. It is so in the sense that in a classroom situation, a relationship develops where there is reverence of needs of both teachers and students and build on reciprocal contribution.

It can be added that strong positive relationship between teachers and students enhances academic engagements of the students through class participation, developing interests in academics, and working towards their achievement goal. Additionally, teachers' personality such as, emotional stability and openness is critical to their teaching practices and this further have an impact on students' academic performance. Wood, (2019) opined that the ability to understand and engage with students in the classroom is regarded as very critical towards the achievement outcome of the students. Also, teacher support and the positive student-teacher relationships highly influence the academic engagement of the students.

A classroom where students perceive as warm and caring environment and experiences positive relationship with teachers can help the students in their academic performances and participation in the class. The behavior and attitude of the teachers towards the students gives a strong message to them and this have a great impact on their achievement behavior. Students actively engaging themselves in learning activities are highly determined by the kind of relationships they

have with their teachers. In a classroom, as much as teaching and learning is important, it is also essential that teachers create favourable environment through encouragement, positive engagement (behavioural and emotional engagement), fair conduct, flexibility, understanding, and supportive. It is true that the instructional practices of the teachers (in regard to their behavioral engagement) affect students' goal orientation and the current study supports findings of previous researchers. However, it cannot be denied that the expectation of the teachers have a great impact on students' motivation.

Teachers often create suitable atmosphere for students, provide support and give positive feedback and advice when their expectation is high in comparison to those who have low expectations. Jussim', (1989) study is evidence that teachers who have high expectation provide positive feedback and support to students and this have a high influence on their achievement behavior. They pointed out that providing scaffolding support is necessary to encourage self-regulation among the students in the classroom context. It is also important for teachers to acknowledge students about their performances in the learning context as this gives positive message to them and might motivate them (Naz et al., 2011).

Furthermore, promoting quality instructions that cultivate not only cognitive development but also the social and emotional development of the students greatly influence their academic performances. As such, Durlak et al., (2011) emphasized on endorsing efficient educators and employing quality teaching program with effective planning to establish accountability systems for SEL programs in relation to achievement outcome of the students. Besides, creating an environment that is favorable for students; which includes, giving constant care and support, positive feedback to the students and encouraging group activities may facilitate them towards developing positive mindset and may lead them towards their achievement goals (Raufelder &

Lazarides, 2017). Hattie and Timperely, (2009) contested that feedback can become effective when it is given through proper instructions in the classroom through support and helping students to engage and develop efficient ways to learn and understand what is being taught by teachers. In short, when feedback is merged with effective teaching it can be highly influential in augment learning. Thus, it can be said that the classroom environment created by teachers, which includes feedback that allow students to make self-assessment about their own performances, learning from their mistakes and improving themselves have a positive impact on their academic performances.

It may be added that in a classroom situation both teachers and students play significant roles, especially in the context of secondary class. When teachers teach in the classroom various factors influences their teaching practices and ultimately affects their relationship with students and their achievement behaviors. Factors like expectations, teaching experiences, goal orientation, and self-efficacy have been found by some researchers as strong predictors of teachers' instructional practices as mentioned earlier. But the most important factor in a classroom teaching could be the perception that students develops about the expectations and beliefs that teachers hold in regard to students' academic performances when teachers teach. Also, how these expectations of teachers are communicated to students in the class and perceived by them through classroom teaching is very critical to their motivational framework development. Therefore, what type of classroom structure is practiced and how it is managed by teachers when they teach is highly significant as this directly affects students' achievement and learning outcomes (Berger et. al., 2018).

8.3 Limitations and questions for future research

Although the present study has provided new finding to the literature, yet some limitations may be underlined. The first limitation is that given a small sample size only the reason why teachers exhibit different behaviors and attitude to the students in the same classroom could be speculated. One reason may be that teachers are influenced by many factors when they teach in the classroom such as, self-efficacy, their personality etc. From the findings of the present research, teachers' motivation is found to be less effective in determining their teaching practices (in regard to their behavioral engagement). Teachers' personality, such as, openness, and emotional stability is critical to teachers' instructional practices. Dweck & Leggett (1988) also argued that personality variables can influence the cognitive and behavioral engagement of the teachers. However, there is not much evidence to support the findings and suggestion of previous researchers. Therefore, future researchers can take other factors into account, like teachers' personality and its influence on their instructional practices and its impact on students' achievement behavior. (Kim et al., 2019)

The second limitation is that the relationship between teachers' implicit beliefs and their instructional practices could not be confirmed. It may be due to other teacher variable like self-efficacy that is more dominant which is translated through their teaching. The current study did not take this into consideration even though it is seen as a strong determinant of teachers' instructional practices. Although, some studies have been conducted on self-efficacy of teachers, yet how it affects their classroom teaching needs further investigation. It is believed that self-efficacy of the teachers is very critical to their professional identity and work in terms of teaching in the classroom (Van Der Want et al., 2019; Hoang, 2018). Besides, in some studies teachers of high self-efficacy were found to be more confident and they practice autonomy

support while those with low self-efficacy often implement controlling type of teaching practices (Berger et al., 2018; Leroy et al., 2007). Therefore, conducting an additional study on teachers' self-efficacy influencing their academic and behavioral engagements in the classroom is considered significant. Also, exploring the association between teachers' implicit beliefs and their instructional practices will be beneficial to the ongoing research on students and teachers' motivation as there is limited study in this area of research.

The third limitation is that most of the studies have taken students and teachers' motivation as an independent or dependent variable. Nevertheless, no studies have taken motivation as a moderating variable in the teaching-learning context. Many goal theorists and researchers have emphasized on the need to look at teachers' motivation affecting their teaching as well as students' motivation but they have focused mostly on how it is operationalized through classroom interaction and academic engagements and its impact on students' academic performances. However, conducting a study on how the relationship between teachers' instructional practices and students' achievement motivation is moderated by teachers' motivation will be highly beneficial. Future research on looking at motivation as a moderating variable in the academic context is highly significant (Ozen, 2017).

Fourth limitation is that the current study is a quantitative research which cannot be considered very reliable as it does not exactly measures what it is supposed to do so. As such, future researchers can do qualitative research and add more insights to the existing literature on teachers and students' motivation and the whole teaching-learning process and how it is operationalized. Although many researches have been done on teachers' expectations affecting their behavioral engagement in the class and its effect on students' motivation, yet it has been mostly relied on quantitative method. Therefore, more qualitative research is required to

understand why and how students respond differently towards teachers' varied expectations and behavioural pattern that directly affects students' academic performances (Johnston et al., 2019). Moreover, qualitative research (longitudinal studies) is needed to have in-depth knowledge of students' perception of teachers' expectation, how they respond to that and its further impact on their achievement outcomes (Roskamp et al., 2018).

While researchers like Anderson and Bourke (2000) agree that questionnaires are useful for research purposes, they also contested that lengthy questionnaires need to be avoided as it does not ensure sufficient time that is required to fill them. Another issue concerns with the questionnaires not being open ended as it does not allow the subjects to give their opinion and therefore it is imperative to collect their opinions and general views about certain aspects of teaching and learning even as researchers provide them with structured questionnaires as this could help the researchers in getting valuable information. Thus, conducting further studies using qualitative method on how teachers' motivation influences their own teaching and how it is perceived by students and further affects their achievement motivation and learning outcomes will be useful (Roskamp et al., 2018; Ozen, 2017).

Lastly, this study did not take factors like, gender into account. There is some research that showed the impact on student performances by teachers' differential treatment on the basis of gender which had a strong impact on their academic achievement. It would be enriching to examine the moderating effect of teachers' expectations between their instructional practices and students' motivation. In the context of secondary class there are different teachers teaching different subjects and thus, students might have different experiences in the same classroom. One can argue that it may be due to biased behavior of teachers which might have been influenced by their expectations on students in terms of gender. Therefore, it is considered

crucial to focus on gender biasness by the teachers in the classroom affecting students' academic achievement. Future researchers conducting a study on factors that affect teachers' expectations such as gender and its impact on instructional practices and students' motivation is considered essential (Naz & Dr. Awan, 2011; Berekashvili in 2012).

Additionally, this research revealed the moderating effect for high expectation but not so for low expectation. This could be due to difference in students' perception of teachers' expectation and their behavioral engagements and how it affects their motivation (their goal orientation). Even so, it is not clear whether such changes or effects occur as a result of alteration in student motivation or by directly affecting the way they perceive teachers' expectations and teaching behaviors, remains an important question for future research. In doing so, future researchers can conduct a study not on collective but on an individual basis. Researchers can also focus on a specific domain while conducting further studies.

Furthermore, the important areas to focus in a classroom could be the kind of feedback teacher gives to students (Hattie & Timperley, 2007), student-teacher relationships (Furrer, 2003; Furrer et al., 2014; Martin, & Collie, 2018), practicing more of supportive instructions (Ryan & Patrick, 2001; Nenthien & Loima, 2016), and focusing more on positive aspects of students' performance by encouraging them to put more effort and improve themselves can have a great impact on their achievement goal and this could determine their learning outcomes. Future research on teachers' implicit beliefs and its influence on their instructional practices is also believed to benefit from the study as there is not much studies conducted on this area. It will also be helpful for researchers and educators to understand how this association is developed and teachers' attitude and behaviors are altered accordingly. As some studies demonstrated that when teachers hold students' abilities as fixed, they practiced autonomy control and when they see it as malleable

they favored supportive teaching practices (Turner & Patrick, 2004). However, this relationship was found to be mediated by teachers' self-efficacy. Thus, conducting additional research on the beliefs that teachers hold about their students influencing teaching factors remains crucial.

Above all, exploring the relationship between teachers and students' implicit beliefs and how it gets mediated through instructional practices is important as most of the studies focused on students and teachers' goal orientation. The relationship between teachers' expectation and students' motivation and how it gets mediated by teachers' teaching practices is also another important area of research which needs further investigation. More empirical studies on teachers' expectation, teachers' expectation (as perceived by students) and achievement motivation and learning outcome of the students is also needed (Wang et al., 2018). Hence, to examine the factors that might have an impact on the teaching practices of the teachers and also how students perceive it and how it impacts them in the academic settings is challenging yet central in the teaching-learning context.

8.4 Contributions

The present research has contributed to the existing literature by adding more insights into the ongoing field of research for the wider understanding of the association between teachers and students' motivation. It has also contributed to the limited study on the existing relationship between instructional practices of the teachers and students' motivation. Furthermore, it has posed a challenge to the future researchers to investigate the link between teachers' goal orientation and their instructional practices by looking at self-efficacy as a moderating variable. Although on the study conducted by Van Der Want et al., (2019) they exhibited that self-efficacy of the teachers are often influenced by their interpersonal relationship with their students and this

highly affects their motivation and work engagements, yet some researchers like Tastan et al., (2018) demonstrated that self-efficacy of the teachers have a direct connection with the motivation and classroom teaching and learning of students and teachers as well.

The present study stresses on the importance of exploring further the implicit beliefs of the teachers (regarding the ability of the students) and how this have an impact on their teaching practices as there is not much study on this area. Besides, the current study has highlighted on the relationship between teachers' instructional practices and students' motivation as these are the two significant variables that strongly determines the academic achievement of the students. As such, further research on the instructional practices of the teachers and how it effects the achievement motivation of the students would enrich the researchers to a large extent.

Due to limited study, the current study has highlighted on the need to explore the implicit beliefs (mindset) of the students and teachers as well and how this drive them towards the achievement of certain goals. As Zhang et al., (2017) argues that mindset of both the teachers and students should be perceived as a cause, mediator and the outcome. Mindset as an outcome can be explained as the mindset developed by an individual who are often determined by his/her academic engagements and task or job performances at schools.

The current study has added to the literature by providing new directions for conducting future research on the impact of instructional practices of the teachers on students' motivation (their implicit beliefs) in terms of gender. The finding from this study explicates the differences that might exist regarding the relationship between the teachers' instructional practices (their classroom goal structure) and motivation of the students in terms of gender. Although studies have been conducted on the association between these variables (like Patrick, & Ryan, 2008;

Shim et al., 2013; Raufelder, & Lazarides, 2017; Zhang et al., 2017; Timmermans et al., 2018) etc., yet they have emphasized mostly on the factors influencing or mediating between these two variables. Therefore, future research is necessary to explore these relationships based on gender.

The present study pose a question regarding the existing relationship between teachers' goal orientation and their implicit beliefs as there is still not much clarity. Jonsson & Beach's study (2017) support the theory and argument given by Dweck & Leggett (1988) that there is a direct link between goal orientation and implicit beliefs of an individual. However, this is not supported by the current study as it revealed negative correlation between the two variables. This study provide evidence that the implicit beliefs (regarding students' intellectual abilities) of the teachers are not always driven by their goal orientation. This study also provides evidence that the implicit beliefs of the teachers have an influence on their teaching practices.

In the classroom teaching what is more important is not necessarily what the teachers teach but how they teach. In other words, teachers play a central role in the classroom context. Therefore, as much as it is important to understand students' motivation and how it affects their academic performances, it is equally important to understand teachers' motivation which includes their goal orientation, classroom goal structure and their implicit beliefs and how this might have an impact on students' motivation and learning. The findings from the current study explicate the fact that the attitude and behavior of the teachers are not the only determining factors for students' achievement motivation.

This study has added to the vast existing literature about the significance and effectiveness of teachers' expectation in understanding their teaching practices and students' goal orientation. It is the first research to employ three motivational theories, that is; Self-determination theory,

Goal orientation theory and implicit theory. Also, this study represents the first empirical demonstration of moderating effects of teachers' expectations between their instructional practices and students' motivation where high expectation is found as a strong moderating factor. It is therefore, argued that teachers need to maintain positive relationship with students and create a warm and supportive environment where students get encouraged and motivated to learn and perform well in the academic setting.

8.5 Conclusion

In the classroom context, especially at the secondary level, teaching often becomes a one way approach where teachers teach and students are passive listeners. In this kind of classroom situation teachers sometimes fail to focus on the achievement goal of the students which highly affects their academic performance. In other words, teachers often focus more on their teaching either to improve themselves (mastery goals) or to prove themselves better than others (performance goals) as argued by many goal theorists and researchers (e.g. Wigfield & Wentzel, 1998; Ames & Archer; 1988; Dweck & Leggett; 1988; Midgley et al., 1996). This greatly influences their teaching in the classroom and it further influence the achievement motivation of the students.

Prior research has shown in their study how teachers' attitude and behavior towards the students highly determines the achievement of the students. The students' perception about the classroom environment as represented by the teachers have a great impact on the achievement motivation of the students (see Tapola & Niemivirta, 2008; Meece et al., 2006; also see Pulkka & Niemivirta, 2013; Ames & Archer, 1988). etc. Thus, the teacher in the class should be aware of various classroom factors that might have an effect on how students perceive their classroom teaching

and behavior as this may have a strong influence on the achievement motivation of the students and academic performances.

As schooling is often based on a constricted view of the human capacity and a uniformed understanding of human diversity, intelligence of a person is defined in terms of one's performance on a particular test or exam and not as the unique and creative accomplishments one is capable of in a variety of venues and contexts. It is therefore, imperative for teachers and educators to understand that the motivational framework is very crucial in many aspects of student engagement in the achievement settings as it acts as a determining factor in the learning outcome of the students. Besides, there is a need for educators to understand the different class dynamics and try to develop the capacity to learn alternative models of cognitive development from students who were considered incapable of completing a particular task or test.

References:

- Ahmad, R.A., Ahmad, R., Jahromi, R.G., & Haghghi, A.S. (2010). "The relation of epistemological beliefs and mathematics achievement: The mediating role of achievement goals, mathematics self-efficacy, cognitive engagement". *Procedia Social and Behavioral Sciences*, Vol. 5, pp. 791-797.
- Alkharusi, H. (2010). "Literature review on achievement goals and classroom goal structure: Implications for future research". *Electronic Journal of Research in Educational Psychology*, Vol. 8(3), pp. 1363-1386, ISSN: 1696-2095
- Ames, C., & Archer, J. (1988). "Achievement goals in the classroom: students' learning strategies and motivation process". *Journal of Educational Psychology, American Psychological Association*, Vol. 80, No. 3, pp. 260-267.
- Ames, C. (1992). "Classrooms: Goals, structures, and student motivation". *Journal of Educational Psychology*, Vol. 84, No. 3, pp. 261-271.
- Anderman, E.M., & Patrick, H. (2012). "Achievement Goal Theory, Conceptualization of ability/Intelligence, and classroom climate". In S.L. Christenson, A. L. Reschly, & C. Wylie (Eds.) *The handbook of research on student engagement* (pp. 173-191). Springer Science.
- Archer, J., & Berger, N. (2016). "School socio-economic status and student socio-academic achievement goals in upper secondary contexts". *Soc Psychol Educ*, Vol. 19, pp. 175-194.
- Bandura, A. (1994). "Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman (Ed.), *Encyclopedia of mental health*. San Diego: Academic Press, 1998.

- Baron, R. M., & Kenny, D. A. (1986). "The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations". *Journal of Personality and Social Psychology*, American Psychological Association, Vol. 51, No. 6, pp-1173-1182.
- Bender, E., Schaper, N., Caspersen, M.E., Margaritis, M., & Hubwieser, P. (2015). "Identifying and formulating teachers' beliefs and motivational orientations for computer science teacher education". *Studies in Higher Education*, Routledge, Taylor & Francis Group. <http://dx.doi.org/10.1080/03075079.2015.1004233>.
- Berekashvili, N. (2012). "The role of gender-biased perceptions in teacher-student interaction". *Psychology of Language and Communication*, Vol. 16, No. 1, pp. 39-52, DOI: 10.2478/v10057-012-0004-x.
- Berger, J.L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). "Teaching experience, teachers' beliefs, and self-reported classroom management practices: A coherent network". *SAGE*, pp. 1-12, DOI: 10.1177/2158244017754119.
- Berkovits, M.D. (2014). "A study of motivational influences on academic achievement". *Social Psychological Education*, Vol. 17, pp. 327-342. DOI 10.1007/s11218-014-9257-7.
- Bieg, S., Backes, S., & Mittag, W. (2011). "The role of intrinsic motivation for teaching, teachers' care and autonomy support in students' self-determined motivation". *Journal of Educational Research Online*, Vol.3, No.1, pp. 122-140.
- Blackwell, L.S., Trzesniewski, K.L., & Dweck, C.S. (2007). "Implicit theories of Intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention". *Child Development*, Vol. 78, No. 1, pp. 246-263.

- Covington, M.V. (2000). "Goal, theory, motivation, and school achievement: An integrated review". *Annual Review of Psychology*, Vol. 51, pp. 171-200.
- Curry, F., Elliot, A., Sarrazin, P., Fonseca, D.D., & Rufo. (2002). "The trichotomous achievement goal model and intrinsic motivation: A sequential mediational analysis". *Journal of Experimental Social Psychology*, Vol. 38, pp. 473-481.
- Dan, M., Onu, V.C., Sam, O.A., & Igbo, J.N. (2015). "Parent-child relationship motivation to learn and students academic achievement in mathematics". *International Journal of Research in Applied, Natural and Social Sciences, Impact Journals*, Vol. 3, Issue 9, pp. 87-108.
- Danner, F.W., Toland, M.D., Tombari, A.K., & Shukla, S.Y. (2015). "Parental support for learning and high school students' academic motivation and persistence in mathematics". *Journal of Educational and Developmental Psychology*, Vol. 5, No. 1, pp. 44-56. ISSN 1927-0526.
- Deemer, S.A. (2004). "Using achievement goal theory to translate psychological principles into practice in the secondary classroom". *American Secondary Education*, Vol. 32, No. 3, pp. 4-15.
- Devi, B., Dr. Khandelwal, B., & Das, M. (2017). "Application of Bandura's social cognitive theory in the technology enhanced, blended learning environment". *International Journal of Applied Research*, 3 (1), pp. 721-724. ISSN Print: 2394-7500. ISSN Online: 2394-5869.
- Dr. Altaf, M. (2015). "Exploring classroom environment through perception- An overview of various inventories". *International Journal of Novel Research in Education and Learning*, Vol. 2, Issue 3, pp. 23-32. ISSN 2394-9686.

- Dupeyrat, C., & Marine, C. (2005). "Implicit theories of intelligence, goal orientation, cognitive engagement, and achievement: A test of Dweck's model with returning to school adults". *Contemporary Educational Psychology*, Vol. 30, pp. 43-59.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions". *Child Development*, Vol. 82, No. 1, pp. 405-432.
- Dweck, C.S., & Leggett, E.L. (1988). "A Social-Cognitive approach to motivation and personality". *Psychological Review, American Psychological Association*, Vol. 95, No. 2, pp. 256-273.
- Dweck, C.S., & Grant, H. (2003). "Clarifying achievement goal and their impact". *Journal of Personality and Social Psychology*, Vol. 85, No. 3, pp. 541-553
- Dweck, C.S., Chiu. C.Y., & Hong, Y.Y. (1995). "Implicit theories and their role in judgments in reactions: A world from two perspectives". *Psychological Inquiry*, Vol. 6, No. 4, 267-285.
- Eccles, J.S., & Wigfield, A. (2002). "Motivational beliefs, values, and goals". *Annual Review of Psychology*, Vol. 53, pp. 109-32
- Elliot, A.J., Harackiewicz, J.M., & Barron, K.E. (1998). "Rethinking achievement goals: When are they adaptive for college students and why?". *Educational Psychologist*, Vol. 33, No. 1, pp. 1-21.
- Elliot, A.J. (1999). "Approach and avoidance motivation and achievement goals". *Educational Psychologist*, Vol. 34 (3), pp. 169-189.
- Elliot, A.J., & Thrash, T.M. (2002). "Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals". *Journal of Personality and Social Psychology, American Psychological Association*, Vol. 82, No. 5, pp. 804-818.

- Elliot, A.J. (2005). A conceptual history of the achievement goal construct. In A.J. Elliot & C.S. Dweck (Eds.) *Handbook of competence and motivation*, (pp. 52-72) New York; The Guildford Press.
- Franklin, H., & Harrington, I. (2019). "A review into effective classroom management and strategies for student engagement: Teacher and student roles in Today's classrooms". *Journal of Education and Training Studies*, Vol. 7, No. 12, ISSN 2324-805X E-ISSN 2324-8068.
- Furrer, C., & Skinner, E. (2003). "Sense of relatedness as a factor in children's academic engagement and performance". *Journal of Educational Psychology, American Psychological Association*, Vol. 95, No. 1, pp. 148-162.
- Furrer, C.J., Skinner, E.A., & Pitzer, J.R. (2014). "The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience". *National Society for the Study of Education*, Vol. 113, Issue 1, pp. 101-123.
- Gbollie, C., & Keamu, H.P. (2017). "Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning". *Education Research International*, Article ID 1789084, pp. 1-11.
<https://doi.org/10.1155/2017/1789084>.
- Guvenc, H. (2015). "The relationship between teachers' motivational support and engagement versus disaffection". *Educational Sciences: Theory and Practice*, Vol. 15(3), pp. 647-657.
ISSN 1303-0485.
- Hamid, K., Khan, M.A., Ali, I., & Afzal, H. (2010). "A study of university students' motivation and its relationship with their academic performance". *International Journal of Business and Management*, Vol. 5, No. 4, pp. 80-88.

- Hammond, L.D., Flook, L., Harvey, C.C., Barron, B., & Osher, D. (2019). "Implications for educational practice of the science of learning and development". *Applied Developmental Science*, pp. 1-45. <https://doi.org/10.1080/10888691.2018.1537791>. ISSN: 1088-8691(Print) 1532-480X.
- Hardre, P.L., Chen, C.H., Huang, S.H., Chiang, C.H., Jen, F.L., Warden, L. (2006). "Factors affecting high school students' academic motivation in Taiwan. *Asia Pacific Journal of Education*, Routledge, Taylor & Francis, Vol. 26, No. 2, pp. 189-207.
- Hattie, J., & Timperley, H. (2007). "The power of feedback". *Review of Educational Research*, Vol. 77, No. 1, pp. 81-112. DOI: 10.3102/003465430298487.
- Henderlong, J., & Lepper, M.R. (2002). "The effects of praise on children's intrinsic motivation: A review and synthesis". *Psychological Bulletin*, American Psychological Association, Vol. 128, No. 5, pp. 774-795. DOI: 10.1037/0033-2909.128.5.774.
- Heslin, P.A., Latham, G.P., & Walle, D.V. (2005). "The effect of implicit person theory on performance appraisals". *Journal of Applied Psychology*, American Psychological Association, Vol. 90, No. 5, pp. 842-856. DOI: 10.1037/0021-9010.90.5.842.
- Hoang, T. (2018). "Teacher self-efficacy research in English as foreign language contexts: A systematic review". *The Journal of Asia TEFL*, Vol. 15, No. 4, pp. 976-990. <http://dx.doi.org/10.18823/asiatefl.2018.15.4.6.976>. e-ISSN 2466-1511
- Hong, Y.Y., Chiu, C.Y., Dweck, C.S., & Lin, D.M.S., & Wan, W. (1999). "Implicit theories, attributions, and coping: A meaning system approach". *Journal of Personality and Social Psychology*, Vol. 77, No. 3, pp. 588-599.

- Jonsson, A.C., & Beach, D. (2017). "The influence of subject disciplinary studies on students' implicit theories of intelligence and achievement goals in one Swedish upper-secondary school". *Education Inquiry, Routledge, Taylor & Francis Group*, Vol. 8, No. 1, pp. 50-67.
<http://dx.doi.org/10.1080/20004508.2016.1275182>.
- Johnston, O., Wildy, H., & Shand, J. (2019). "A decade of teacher expectations research 2008-2018: Historical foundations, new developments, and future pathways". *Australian Journal of Education*, Vol. 63(1), pp. 44-73.
- Jussim, L. (1989). "Teacher expectations: Self-fulfilling prophecies, perceptual biases, and accuracy". *Journal of Personality and Social Psychology, American Psychological Association*, Vol. 57, No. 3, pp. 469-480.
- Kaplan, A., & Maehr, M.L. (2007). "The contributions and prospects of goal orientation theory". *Educational Psychological Review*, Vol. 19, pp. 141-184. DOI: 10.1007/s10648-006-9012-5.
- Kariuki, M.G., & Mbugua, Z.K. (2018). "Influence of student motivation by teachers on academic performance in public secondary schools in Nyeri and Kirinyaga counties, Kenya". *Pedagogical Research*, ISSN: 2468-4929, pp. 1-6. <https://doi.org/10.20897/pr/3947>.
- Kim, M.E., Sheridan, S.M., Kwon, K., & Koziol, N. (2013). "Parent beliefs and children's social-behavioral functioning: The mediating role of parent-teacher relationships". *Journal of School Psychology*, Vol. 51, pp. 175-185.
- Kincheloe, J.L., Steinberg, S.R., & Villaverde, L.E. (1999). "Rethinking intelligence: Confronting psychological assumptions about teaching and learning". ISBN 0-415-92208-9 (alk. paper). ISBN 0-415-92209-7 (pbk. : alk.paper). *Routledge*, new York and London.

Klassen, R.M., Usher, E.L., & Bong, M. (2010). "Teachers' collective efficacy, job satisfaction, and job stress in cross-cultural context". *The Journal of Experimental education, Routledge, Taylor & Francis Group*, Vol. 78, pp. 464-486. ISSN: 0022-0973 print.

DOI: 10.1080/00220970903292975.

Klassen, R.M., & Chiu, M.M. (2010). "Effects of teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress". *Journal of Educational Psychology, American Psychological Association*, Vol. 102, No. 3, pp. 741-756.

Kunter, M., Baumert, J., Voss, T., Klusmann, U., Richter, D., & Hachfeld, A. (2013). "Professional competence of teachers: Effects on instructional quality and student development". *Journal of Educational Psychology, American Psychological Association*, Vol. 105, No. 3, pp. 805-820.
DOI: 10.1037/a0032583.

Leondari, A., & Gialamas, V. (2002). "Implicit theories, goal orientations, and perceived competence: Impact on students' achievement behaviour". *Psychology in the schools, Wiley Periodicals, Inc.*, Vol. 39, No. 3, pp. 279-291. DOI: 10.1002/pits.10035.

Leroy, N., Bressoux, P., Sarrazin, P., & Trouilloud, D. (2007). "Impact of teachers' implicit theories and perceived pressures on the establishment of an autonomy supportive climate". *European Journal of Psychology of Education*, Vol. XXII, NO. 4 pp. 529-545.

Malik, R.H., & Rizvi, A.A. (2018). "Effect of classroom learning environment on students' academic achievement in mathematics at secondary level". *Bulletin of Education and Research*, Vol. 40, No. 2, pp. 207-218.

- Mansfield, C., Wosnitza, M., & Beltman, S. (2012). "Goals for teaching: Towards a framework for examining motivation of graduating teachers". *Australian Journal of Educational & Developmental Psychology*, Vol. 12, pp. 21-34. ISSN 1446-5442.
- Martin, A.J., & Collie, R.J. (2018). "Teacher-student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter?". *Journal of Educational Psychology*, pp. 1-49. DOI: 10.1037/edu0000317.
- Mascret, N., Elliot, A.J., & Cury, F. (2017). "The 3x2 achievement goal questionnaire for teachers". *Educational Psychology*, Vol. 37, No. 3, pp. 346-361.
- Mattern, R.A. (2005). "College students' goal orientations and achievement". *International Journal of Teaching and Learning in Higher Education*, Vol. 17, No. 1, pp. 27-32.
ISSN 1812-9129.
- McCoach, D.B., & Cepero, M.C.G. (2009). "Educators' implicit theories of intelligence and beliefs about the identification of gifted students". *Univ. Psychol.*, Vol. 8, No. 2, pp. 295-310.
- Meece, J.L., Anderman, M.E., & Anderman, H.L. (2006). "Classroom goal structure, student motivation and academic achievement". *Annual Review of Psychology*, Vol. 57, pp. 487-503.
- Mensah, E., & Atta, G. (2015). "Middle level students' goal orientations and motivation". *Journal of Education and Training Studies*, Vol. 3, No. 2, pp. 20-33.
- Metcalfe, J. (2017). "Learning from errors". *Annual Review of Psychology*, 68, pp. 465-489. doi: 10.1146/annualrev-psych-010416-044022.

Midgely, C., Kaplan, A., Middleton, M., & Maehr, M.L. (1998). "The development and validation of scales assessing students' achievement goal orientations". *Contemporary Educational Psychology*, Vol. 23, No. EP980965, pp. 113-131.

Nadeem, M., Rana, M.S., Lone, A.H., Maqbool, S., Naz, k., & Dr. Ali, A. (2011). "Teacher's competencies and factors affecting the performance of female teachers in Bahawalpur (Southern Punjab) Pakistan". *International Journal of Business and Social Science*". Vol. 2, No. 19, pp. 217-222.

Naz, A., Noureen, G., & Dr. Awan, R.N. (2011). "A study of relationship between achievement motivation, self-concept and achievement in English and mathematics at secondary level". *International Educational Studies*, www.ccsenet.org/ies, Vol. 4, No. 3, pp. 72-79.

ISSN 1913-9020, E-ISSN 1913-9039.

Nenthien, S., & Loima, J. (2016). "Teachers' motivating methods to support Thai ninth grade students' levels of motivation and learning in mathematics classrooms". *Journal of Education and learning*, Vol. 5, No. 2, pp. 250-257. ISSN 1927-5250. E-ISSN 1927-5269.

Nitsche, S., Steuer, G., Fasching, M.S., Dresel, M., & Dickhauser, O. (2013). "Relations between teachers' goal orientations, their instructional practices and students' motivation". *Psychology*, Vol. 4, No.7, pp. 572-584.

Ohtani, K., Okada, R., Ito, T., & Nakaya, M. (2013). "A multilevel analysis of classroom goal structures' effects on intrinsic motivation and peer modeling: Teachers' promoting interaction as a classroom level mediator". *Psychology*, Vol. 4, NO. 8, pp. 629-637.

- Olusola, O. (2013). "Perceived competence, teacher autonomy-support and parent attachment as predictors of students' academic achievement". *European Journal of Business and Social Sciences*, Vol. 1, No. 12, pp. 133-140. ISSN: 2235-767X.
- Ozen, S.O. (2017). "The effect of motivation on student achievement". E. Karadag (eds.) The factors effecting student achievement (pp. 35-56). *Springer International Publishing AG*.
DOI 10.1007/978-3-319-56083-0_3.
- Park, D., Gunderson, E.A., Tsukayama, E., Levine, S.C., & Beilock, S.L. (2016). "Young children's motivational frameworks and math achievement: Relation to teacher-reported instructional practices, but not teacher theory of intelligence". *Journal of Educational Psychology, American Psychological Association*, Vol. 108, No. 3, pp. 300-313.
- Patrick, H., & Ryan, A.M. (2008). "What do students think about when evaluating their classroom's mastery goal structure? An examination of young adolescents' explanations". *The Journal of Experimental Education*, Vol. 77 (2), pp. 99-123.
- Radovan, M., & Makovec, D. (2015). "Relations between students' motivation, and perceptions of the learning environment". *Journal of C.E.P.S*, Vol. 5, No. 2, pp. 115-138.
- Reeve, J., & Lee, w. (2014). "Students' classroom engagement produces longitudinal changes in classroom motivation". *Journal of Educational Psychology, American Psychological Association*, Vol. 106, No. 2, pp. 527-540.
- Rendall, N.M.D., Wesson, C., Anderson, L., & Bould, E. (2009). "Students' goal achievement: Exploring individual and situational factors". *Electronic Journal of Research in Educational Psychology*, Vol. 7, No. 3, pp. 1031-1052.

- Retesldorf, J., Butler, R., & Streblow, L., & Schiefele, U. (2010). "Teachers' goal orientations for teaching: Associations with instructional practices, interest in teaching, and burnout". *Learning and Instruction*, Vol. 20, pp. 30-46.
- Raufelder, D., & Lazarides, R. (2017). "Longitudinal effects of student-perceived classroom support on motivation – A latent change model". *Frontiers in Psychology*, Vol. 8 (417), pp. 1-11.
Doi: 10.3389/fpsyg.2017.00417.
- Rissanen, I., Kuusisto, E., Hanhimaki, E., & Tirri, K. (2018). "The implications of teachers' implicit theories for moral education: A case study from Finland". *Journal of Moral Education*, Routledge, Taylor & Francis Group, Vol. 47, No.1, pp. 63-77.
<https://doi.org/10.1080/03057240.2017.1374244>.
- Roeser, R.W., Midgely, C., & Urdan, T.C. (1996). "Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belongings". *Journal of Educational Psychology*, American Psychological Association, Vol. 88, No. 3, pp. 408-422.
- Roskamp, C., Goudsblom, J., Eijden, E.V., Stroet, K., & Hornstra, L. (2018). "Teacher expectation effects on need-supportive teaching, student motivation, engagement: A self-determination perspective". *Educational Research Evaluation*, Vol. 24, Nos. 3-5, pp. 324-345.
- Roth, G., & Eyal, O. (2011). "Principals' leadership and teachers' motivation: Self-determination theory analysis". *Journal of Educational Administration*, Emerald Group Publishing Limited, Vol. 49, No. 3, pp. 256-275. DOI 10.1108/09578231111129055.

Rubie-Davies, C., Hattie, J., & Hamilton, R. (2006). "Expecting the best for students: Teacher expectations and academic outcomes". *British Journal of Educational Psychology*, 76, pp. 429-444. DOI: 10.1348/000709905X53589.

Rubie-Davies, C.M., Peterson, E., Irving, E., Widdowson, D., Dixon, R. (2010). "Expectations of achievement : Student, teacher and parent perceptions". *Research in Education*, No. 83, pp. 36-53, DOI: 10.7227/RIE.83.4.

Ryan, R.M., & Deci, E.L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being". *American Psychologist*, *American Psychological Association*, Vol. 55, No. 1, pp. 68-78.

Ryan, R.M., & Deci, E.L. (2000). "Intrinsic and extrinsic motivations: Classic definitions and new directions". *Contemporary Educational Psychology*, Vol. 25, pp. 54-67.

Doi: 10.1006/ceps.1999.1020

Ryan, A.M., & Patrick, H. (2001). "The classroom social environment and changes in adolescents' motivation and engagement during middle school". *American Educational Research Journal*, Vol. 38, No. 2, pp. 437-460.

Shaughnessy, M.F., & Moore, T.M.B. (2012). "Carol Dweck's views on achievement and intelligence: Implications for education". *Research Journal in Organizational Psychology & Educational Studies*, Vol. 1(3), pp. 174-184.

Sebastian, J., Herman, K.C., Reinke, W.M. (2019). "Do organizational conditions influence teacher implementation of effective classroom management practices: Findings from a randomized trial". *Journal of School Psychology*, 72, pp. 134-149.

- Shim, S.S., Cho, Y., & Cassady, J. (2013). "Goal structures: The role of teachers' achievement goals and theories of intelligence". *The Journal of Experimental Education*, Vol. 81(1), pp. 84–104. ISSN: 0022-0973 print/1940-0683 online
DOI: 10.1080/00220973.2011.635168
- Singh, K. (2011). "Study of achievement motivation in relation to academic achievement of students". *International Journal of Educational Planning & Administration*, Vol. 1, No. 2, pp. 161-171. ISSN 2249-3093.
- Sirin, S.R. (2005). "Socioeconomic status and academic achievement: A meta-analytic review of research". *Review of Educational Research*, Vol. 75, No. 3, pp. 417-453.
- Tapola, A., & Niemivirta, M. (2008). "The role of achievement goal orientations in students' perceptions of and preferences for classroom environment". *British Journal of Educational Psychology*, Vol. 78, pp. 291-312.
- Tastan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., & Pavlushin, A.A. (2018). "The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students". *EURASIA Journal of Mathematics, Science and Technology Education*, Vol. 14 (6), pp. 2353-2366. ISSN: 1305-8223 (online) 1305-8215 (print).
- Taylor, G., Koestner, R., Talbot, D., Guay, D., Dube, A.R. (2015). "The relations between implicit intelligence beliefs, autonomous academic motivation, and school persistence intentions: a mediation model". *Social Psychological Education*, Vol. 18, pp. 255-272. DOI 10.1007/s11218-014-9288-0.

- Timmermans, A.C., Boer, H., & Van Der Werf, M.P.C. (2018). "The effects of teacher expectation interventions on teachers' expectations and student achievement: A narrative review and meta-analysis". *Educational Research and Evaluation*, Vol. 24, Nos. 3-5, pp. 180-200.
- Toksoy, S., & Acar, F.E. (2019). "The influence of teacher expectancy improvement strategies on student attitude and achievement in English courses (An action research sample)". *Education Sciences*, Vol. 9(20), pp. 1-16. DOI:10.3390/edusci9010020.
- Tollefson, N. (2000). "Classroom applications of cognitive theories of motivation". *Educational Psychological Review*, Vol. 12, No. 1.
- Van Der Want, A.C., Brok, P.D., Beijaard, D., Brekelmans, M., Claessens, L.C.A., & Pennings, H.J.M. (2019). "The relation between teachers' interpersonal role identity and their self-efficacy, burnout and work engagement". *Professional Development in Education, Routledge, Taylor & Francis Group*, Vol. 45, No. 3, pp. 488-504. <https://doi.org/10.1080/19415257.2018.1511453>.
- Vibulphol, J. (2016). "Students' motivation and learning and teachers' motivational strategies in English classrooms in Thailand". *English Language Teaching*, Vol. 9, No. 4, pp. 64-75.
- Wang, J.C.K., Liu, C.W., & Chye, S. (2010). "Achievement goals, implicit theories and behavioural regulation among polytechnic engineering students". *The International Journal of Research and Review*, Vol. 5, Issue 2, pp. 1-17.
- Wang, H., Hall, N.C., Goetz, T., & Frenzel, C.A. (2017). "Teachers' goal orientations: Effects on classroom goal structures and emotions". *British Journal of Educational Psychology*, Vol. 87, pp. 90-107.

- Wang, S., Rubie-Davies, C., & Meissel, K. (2018). "A systematic review of the teacher expectation literature over the past 30 years". *Educational Research and Evaluation*, Vol. 24, Nos. 3-5, pp. 124-179.
- Wentzel, K.R. (1998). "Social relationships and motivation in middle school: The role of parents, teachers and peers". *Journal of Educational Psychology, American Psychological association*, Vol. 90, No. 2, pp. 202-209.
- Wigfield, A., & Wentzel, K.R. (1998). "Academic and social motivational influences on students' academic performance". *Educational Psychology Review*, Vol. 10, No. 2, pp. 155-175.
- Wong, T.K.Y., Tao, X., & Konishi., C. (2018). "Teacher support in learning: Instrumental and appraisal support in relation to math achievement". *Issues in Educational Research*, 28(1), pp. 202-219.
- Wood, R. (2019). "Students' motivation to engage with science learning activities through the lens of self-determination theory: Results from a single-case school-based study". *EURASIA Journal of Mathematics, Science and Technology Education*, 15(7), pp. 1-22. ISSN:1305-8223.
- Yeung, A.S., Craven, R.G., & Kaur, G. (2014). "Influences of mastery goal and perceived competence on educational outcomes". *Australian Journal of Educational & Developmental Psychology*, Vol. 14, pp. 117-130.
- Yilmaz, E., Sahin, M., & Turgut, M. (2017). "Variables affecting student motivation based on academic publications". *Journal of Education and Practice*, Vol. 8, No. 12, pp. 112-120.
- ISSN 2222-1735. ISSN 2222-288X.

Zhang, J., Kuusisto, E., & Tirri, K. (2017). "How teachers' and students' mindsets in learning have been studied: Research findings on mindset and academic achievement". *Psychology*, Vol. 8, No. 3, pp. 1363-1377. ISSN Online: 2152-7199, ISSN Print: 7152-7180.

Zyngier, D., & Saeed, S. (2012). "How motivation influences student engagement: A qualitative study". *Journal of Education and Learning*, Vol. 1, No. 2, pp. 252-267. ISSN 1927-5250.

Appendix 1: Consent form

CONSENT FORM FOR RESEARCH

Thank you for considering participation in this study.

Purpose of the study: The current study explores the relationship between teachers' instructional practices and students' motivation in the classroom. As such, it is important to focus on how teachers' approaches to teaching in the classroom have an impact on their implicit beliefs (regarding the malleability of students' abilities) since this influence their teaching. Thus, the first study focuses on what type of goal orientation teacher brings in the classroom and how it effects their implicit theory of intelligence.

Procedures of the study: A set of questions will be provided to you. The questions ask 1) your basic information which includes your name, school, age and gender. 2) The type of goals you bring in the classroom when you teach. 3) Your opinion on how you view students' abilities based on their performances in the classroom.

Confidentiality: I assure you that any information provided by you will be used only for the purpose of this research and it will remain confidential. Your participation will be highly appreciated.

Participation is your choice: You may choose to take part in the survey or you may choose not to. Skipping a question effectively ends your participation in this study. You may ask or discuss anything with me relating to the questions being asked. Give your own honest answers.

Participant's conformity: If you consent to participate in this study, please specify your name below and show your consent.

Name:

Gender:

Age:

Class:

Date:

Appendix 2: Teachers' goal orientation and their implicit beliefs questionnaire

Teachers' goal orientation

The following statements represent types of goals that you may or may not have when you teach your students. For each item, put a mark on the scale from 1 (Strongly disagree) to 5 (Strongly agree) to indicate your level of agreement with the statement. All of your responses will be kept anonymous and confidential. There is no right or wrong responses, so please be open and honest.

Please circle the number that best describes what you think

Strongly disagree	SD	1
Disagree	D	2
Neither		
Agree nor Disagree	N	3
Agree	A	4
Strongly agree	SA	5

Teachers' Goal Orientation

With my classes, I try

... to enable my students to succeed.

SD D N A SA
(1) (2) (3) (4) (5)

... to avoid being less effective than other teachers.

SD D N A SA

(1) (2) (3) (4) (5)

... to teach better than other teachers.

SD D N A SA

(1) (2) (3) (4) (5)

... to promote the success of my students.

SD D N A SA

(1) (2) (3) (4) (5)

... to avoid being worse than before in my teaching.

SD D N A SA

(1) (2) (3) (4) (5)

... to teach better than in previous years.

SD D N A SA

(1) (2) (3) (4) (5)

... to avoid teaching less effectively than other teachers.

SD D N A SA

(1) (2) (3) (4) (5)

... to be more effective than other teachers.

SD D N A SA

(1) (2) (3) (4) (5)

Teachers' implicit beliefs

My students have certain amount of intelligence and they really can't do much to change it	SD (1)	D (2)	N (3)	A (4)	SA (5)
My students' intelligence is something about them that they can't change very much.	SD (1)	D (2)	N (3)	A (4)	SA (5)
My students can learn new things, but they can't really change their basic intelligence.	SD (1)	D (2)	N (3)	A (4)	SA (5)
To be honest, my students can't really change how intelligent they are.	SD (1)	D (2)	N (3)	A (4)	SA (5)
No matter who my students are, they can significantly change their intelligence level.	SD (1)	D (2)	N (3)	A (4)	SA (5)
My students can always substantially change how intelligent they are.	SD (1)	D (2)	N (3)	A (4)	SA (5)
No matter how much intelligence my students have, they can always change it quite a bit.	SD (1)	D (2)	N (3)	A (4)	SA (5)
My students can change even their basic intelligence level considerably.	SD (1)	D (2)	N (3)	A (4)	SA (5)

Appendix 3: Teachers' goal orientation, their instructional practices and students' motivation questionnaire

Aim of the study: The aim of this study is to examine the relationship between Teachers' goal orientation and their instructional practices (as expressed in students' perception) and how it further effects students' goal orientation in the academic setting. The following questions focus on how students perceive the goals and the type of teaching that their teachers emphasize in the classroom and how these determines the goal orientation of the students.

Procedures of the study: A set of questions will be provided to you. The questions ask 1) your basic information which includes your name, school, age and gender. 2) Your opinion about the teaching practices of the teachers in the classroom 3) Your opinion on whether your teachers emphasizes only on getting good grades or encourages you to learn and understand the subjects well.

Confidentiality: I assure you that any information provided by you will be used only for the purpose of this research and it will remain confidential. Your participation will be highly appreciated.

Participation is your choice: You may choose to take part in the survey or you may choose not to. Skipping a question effectively ends your participation in this study. You may ask or discuss anything with me relating to the questions being asked. Give your own honest answers.

Participant's conformity: If you consent to participate in this study, please specify your name below and show your consent.

Name:

Gender:

Age:

Class:

Date:

Please circle the number that best describes what you think

Strongly disagree	SD	1
Disagree	D	2
Neither		
Agree nor Disagree	N	3
Agree	A	4
Strongly agree	SA	5

Questionnaires measuring Teachers' goal orientation

In our class:

My teacher thinks mistakes are okay
as long as we are learning. SD D N A SA
(1) (2) (3) (4) (5)

My teacher wants us to understand our work,
not just memorize it. SD D N A SA
(1) (2) (3) (4) (5)

My teacher really wants us to enjoy learning new things. SD D N A SA
(1) (2) (3) (4) (5)

My teacher recognizes us for trying hard.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher gives us time to really explore and understand new ideas.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher points out those students who get good grades as an example to all of us.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher tells us how we compare to other students.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher tells us that it is important that we don't look stupid in class.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher says that showing others that we are not bad at class work should be our goal.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
My teacher tells us it's important to answer questions in class, so it doesn't look like we can't do the work.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)

Questionnaires measuring Teachers' instructional practices (Students' perception of Classroom Goal Structures)

In our class, how much you improve is really important.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)

In our class, it's important to understand the work,
not just memorize it. SD D N A SA
(1) (2) (3) (4) (5)

In our class, learning new ideas and concepts
is very important. SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's OK to make mistakes
as long as you are learning. SD D N A SA
(1) (2) (3) (4) (5)

In our class, getting good grades is the main goal.
SD D N A SA
(1) (2) (3) (4) (5)

In our class, getting right answers is very important.
SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's important to get high scores on tests.
SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's important not to do worse than other students.
SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's very important not to look dumb.
SD D N A SA
(1) (2) (3) (4) (5)

In our class, one of the main goals is
to avoid looking like you can't do the work. SD D N A SA
(1) (2) (3) (4) (5)

Questionnaires measuring Students' Motivation (Mastery and Performance Goal Orientation)

I like class work that I'll learn from	SD	D	N	A	SA
even if I make a lot of mistakes.	(1)	(2)	(3)	(4)	(5)
An important reason why I do my class work	SD	D	N	A	SA
is because I like to learn new things.	(1)	(2)	(3)	(4)	(5)
An important reason why I do my work in class	SD	D	N	A	SA
is because I want to get better at it.	(1)	(2)	(3)	(4)	(5)
An important reason I do my class work is because I enjoy it.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
I would feel successful in class if I did better	SD	D	N	A	SA
than most of the other students.	(1)	(2)	(3)	(4)	(5)
I'd like to show my teacher that I'm smarter	SD	D	N	A	SA
than the other students in my class.	(1)	(2)	(3)	(4)	(5)
Doing better than other students in class is important to me.	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)

It's very important to me that I don't look stupid in my class. SD D N A SA

(1) (2) (3) (4) (5)

An important reason I do my class work is so that SD D N A SA

I don't embarrass myself. (1) (2) (3) (4) (5)

One reason I would not participate in class SD D N A SA

is to avoid looking stupid. (1) (2) (3) (4) (5)

In our class, learning new ideas and concepts
is very important. SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's ok to make mistakes
as long as you are learning. SD D N A SA
(1) (2) (3) (4) (5)

In our class, getting good grades is the main goal. SD D N A SA
(1) (2) (3) (4) (5)

In our class, getting right answers is very important. SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's important to get high scores on tests. SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's important not to do worse than other students. SD D N A SA
(1) (2) (3) (4) (5)

In our class, it's very important not to look dumb. SD D N A SA
(1) (2) (3) (4) (5)

In our class, one of the main goals is
to avoid looking like you can't do the work. SD D N A SA
(1) (2) (3) (4) (5)

Questionnaires measuring Students' Motivational Framework

Development

Please choose the number from 1-5 according to how much you agree with questions in a given situation



1	2	3	4	5
Not at all	A little	Mediu m	Kind of a lot	Really a lot

How much would you like to do mazes that are very easy so you can get a lot right?

Imagine a kid who thinks that people have a certain amount of math ability, and stay pretty much the same. How much do you agree with this kid?

How much would you like to do math problems that are very easy so you can get a lot right?

How much would you like to spell words that are very easy so you can get a lot right?

Imagine a kid who thinks that a person is a certain amount smart, and stays pretty much the same. How much do you agree with this kid?

Appendix 5: CONSENT FORM FOR RESEARCH

Thank you for considering participation in this study.

Purpose of the study: The current study aims to examine the relationship between teachers' expectation (as perceived by the students), their instructional practices (in terms of classroom environment created by the teachers) and how it further effects students' achievement motivation in the academic setting. The following questions focus on how students perceive the expectation of the teachers when teachers teach in the class.

Procedures of the study: A set of questions will be provided to you. The questions ask 1) your basic information which includes your name, school, age and gender. 2) how you see the expectation of the teachers in regard to your academic performances 3) Your opinion on how the teachers behave with the students in the classroom when they teach in the classroom 4) whether the teaching practices of the teachers have any effect on your motivation and learning.

Confidentiality: I assure you that any information provided by you will be used only for the purpose of this research and it will remain confidential. Your participation will be highly appreciated.

Participation is your choice: You may choose to take part in the survey or you may choose not to. Skipping a question effectively ends your participation in this study. You may ask or discuss anything with me relating to the questions being asked. Give your own honest answers.

Participant's conformity: If you consent to participate in this study, please give your basic information and show your consent.

Name (optional):

Gender:

Age:

Class:

Date:

The following statements represent how you observe the expectation of the teachers based on the way teachers behave with the students and how much they put effort in understanding and helping the students in achieving their goal. For each item, put a mark on the scale from 1 (Strongly disagree) to 5 (Strongly agree) to indicate your level of agreement with the statement. All of your responses will be kept anonymous and confidential. There is no right or wrong responses, so please be open and honest.

Please circle the number that best describes what you think

Strongly disagree	SD	1
Disagree	D	2
Neither		
Agree nor Disagree	N	3
Agree	A	4
Strongly agree	SA	5

who gives the wrong answer.

(1) (2) (3) (4) (5)

Questionnaires measuring Teachers' expectation as perceived by the students

My teacher expect the same of all students in spite of
how neat/messy we are.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher expect students to excel
because of one's family's education.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher prefer students whose personality and temperament
is more like them.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher expect the same of all students regardless
of their race or ethnicity.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher expect the same from boys and girls.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher expect less of students who are messy.

SD D N A SA
(1) (2) (3) (4) (5)

My teacher expect that boys and girls should not
work together in groups on projects

SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)

My teacher expect more of students who are smart in class.

SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)

Questionnaires measuring Students' Motivation (Mastery and Performance Goal Orientation)

I try hard because my teacher will praise me.

SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)

My goal is to fully understand what I have to do

	SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)	

I give up if I cannot do the task easily.

	SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)	

My goal is to avoid my teacher thinking I am a bad student.

	SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)	

I do my best so I can feel proud of myself.

	SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)	

I avoid trying hard because if I fail
I will feel bad about myself.

SD	D	N	A	SA
(1)	(2)	(3)	(4)	(5)

I will be able to do it because
my teacher has shown how to do it.

SD D N A SA
(1) (2) (3) (4) (5)

I will try new strategies to complete it successfully.

SD D N A SA
(1) (2) (3) (4) (5)