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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

PLEASING THE TEACHER: AN EXPLORATION OF THE CONSTRUCT AND ITS
BEHAVIORAL AND MOTIVATIONAL PATTERNS

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

Doctor of Philosophy

Instructional Psychology and Technology

By

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Norman, Oklahoma

1997

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**PLEASING THE TEACHER: AN EXPLORATION OF THE CONSTRUCT AND
ITS BEHAVIORAL AND MOTIVATIONAL PATTERNS**

**A Dissertation
APPROVED FOR
THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

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Abstract

The current study examined motivational patterns related to high school students' reasons for pleasing the teacher, their behavior toward pleasing teachers, and motivation in classes where they like and dislike the teacher. One hundred and twenty-five high school students participated in the study, and completed two versions of *The Survey on High School Student Motivation*. The findings indicate that students displayed motivational benefits from teachers they like over teachers they dislike. The behaviors they use for teachers they like suggest positive student teacher interaction, and more student self-regulation on assignments. In classes where they liked the teacher students reported the following reasons for pleasing the teacher: a) to be accepted by the teacher, b) to receive a future recommendation, c) to know I did a good job, d) to stay out of trouble, e) to receive special treatment, and f) out of respect for the teacher. The students were also more learning goal oriented, put forth more effort, persisted longer on difficult assignments, were more confident in their ability to do school work and to satisfy the teacher, and received higher grades in classes where they like the teacher. The educational and theoretical implication for these findings are discussed.

CHAPTER I

Introduction and Literature Review

The phrase “pleasing the teacher” carries a slight negative connotation to many people. On hearing the words, one probably envisions the elementary school student who places an apple on the teacher’s desk and says, “I brought this for you, teacher.” Or, maybe one pictures a student who constantly volunteers to erase the chalkboard, grade papers, or do other duties to help the teacher. What would motivate a student to bring the teacher a gift or do such non-academic tasks for the teacher? Is it because the student desires to be liked by the teacher? Some of my colleagues have suggested that students who behave in this fashion have the wrong ideas about schooling and the grading process. Regardless of why a student brings the teacher an apple or volunteers to grade papers, most teachers and parents would likely consider teacher pleasing to be an undesirable way to get a good grade in a class. Similarly, pleasing the teacher would not be considered a good reason for doing schoolwork. Yet, many motivation theorists acknowledge that students can be motivated in school by social motives such as pleasing the teacher (Maehr, 1983, 1984; Dweck & Elliot, 1983). Unfortunately, we know little about pleasing the teacher and other social motives as they relate to student motivation and achievement. Recent reviews of motivation research (Blumenfeld, 1992; Urdan & Maehr, 1995; Wentzel, 1989) have suggested that little is known about social motives because of a continued focus on learning goals (the desire to increase competence by acquiring new knowledge or skills, or by coming to understand something new) and performance goals

(the desire to gain positive judgment or avoid negative judgment of competence). These same authors argue that we need to expand current motivation theories so that we might better understand how social motives influence student engagement and achievement.

The current study examines the social motive of “pleasing the teacher.” The concept of pleasing others is not new, and this review attempts to illustrate how past and present theories have viewed and examined the motive to please, and shows why the concept has been ignored by many achievement motivation theorists. A discussion of pleasing the teacher and questions that need to be addressed to better understand pleasing and its relationships to other motivation constructs follow the review.

Early Conceptions of Pleasing

One of the earliest references to “pleasing” others can be found in the writings of H. Murry (1938). Murry saw pleasing behavior as a way of fulfilling the need for affiliation or n-Aff. He defined n-Aff as the desire to draw near and enjoyably co-operate or reciprocate with an ally....: an ally who resembles the subject or who likes the subject: to *please* and win affection of a cathected other [to please and win affection of one who aroused the need]; or to adhere and remain loyal to a friend. Atkinson, Heyns, and Veroff (1954) later redefined n-Aff as “concern over establishing or maintaining a positive affective relationship with another person (in addition to concern over restoring broken relationships).”

Researchers saw the early concept of “pleasing” as a way of establishing, maintaining, and restoring social relationships with others. Because of its dominant social focus, n-Aff was not believed to play a big role in achievement behavior. Researchers chose to focus on the need for achievement or n-Ach instead (McClelland, Atkinson, Clark, & Lowell, 1953). They defined n-Ach as the desire to accomplish something difficult; to master, manipulate or organize physical objects, human beings, or ideas; to do something as rapidly and as independently as possible; to overcome obstacles and attain a high standard; to excel oneself; to rival and surpass others; or to increase self-regard by the successful exercise of talent.

In one line of research, Atkinson and his colleagues explored the relationship among n-Ach, failure avoidance, task preference, and performance (Atkinson, & Litwin, 1966; and Atkinson & Smith, 1966). The research identified three patterns believed to be important characteristics of n-Ach: a) subjects high in n-Ach prefer tasks with intermediate difficulty, b) subjects high in n-Ach perform faster and more efficiently than peers with high test anxiety (failure avoidance), and c) subjects persist less on very difficult tasks when they can choose (or move to) a number of less difficult tasks. However, Atkinson and O’Conner (1966) were unable to confirm these findings. Of the three predicted patterns only “a” was supported, meaning that subjects high in n-Ach preferred moderately difficult tasks.

In their attempts to determine why the study did not function as predicted, the authors re-analyzed the data and included n-Aff scores. They found that students high in

n-Aff (not subjects high in n-Ach) preferred moderately difficult tasks, performed better, and persisted more when the experimenter was in the room observing the subjects' performance. Looking back on past protocols, they determined that the data collection protocol differed in this study than in earlier studies. In this particular case, a female researcher conducted the experiment for a group of all male college students. Atkinson and O'Connor reasoned that the affiliative motive was aroused because the men wanted to please the experimenter or receive social approval by performing well.

Another early study examined the relationships among teaching methods, n-Ach, n-Aff, and academic performance. McKeachie (1961) hypothesized that "The academic achievement of students with a strong affiliation motive will be relatively higher in classes high in affiliation cues than in classes with few affiliation cues, while the achievement of students with a weak affiliation motive will be relatively lower in classes high in affiliative cues than in classes with few affiliative cues" (p. 121). Six hundred and nine students enrolled in either freshmen French, mathematics, or psychology classes participated in the study, along with 31 instructors. Researchers assessed students' n-Aff, their perceptions of the classroom characteristics (teacher friendliness and warmth, and emphasis on achievement), student satisfaction with the course, and course grades. Results yielded a significant interaction between perceived warmth and affiliation in determining grades for all students in psychology, and males in both mathematics and psychology. High n-Aff students received more As and Bs than low n-Aff students in classes where the instructor

was perceived as friendly. Conversely, high n-Aff students received fewer As and Bs than low n-Aff students in classes where the instructor was perceived as non-friendly.

The work described above illustrates the effect that authority figures can have on the performance of students who want to please, or who seek social approval. Although these studies were conducted with college students, they do provide us with some information about the nature of n-Aff and students' perception of their teachers or authority figures. In the next section, I will turn to more current theories of motivation.

Modern Goal Theories

Dual Goals

The discussion above briefly illustrates how early motivation research examined achievement motivation by assessing a particular goal held by subjects (n-Aff). It also illustrates early conceptions of the goals of social approval, and pleasing or satisfying others. The studies reviewed (McKeachie, 1961; and Atkinson & O'Conner, 1966) show how students' perceptions of the teacher's behavior, expectations of approval, and n-Aff may possibly influence performance. For the most part, modern theories of motivation have maintained that pleasing behavior is also motivated by the desire for social approval. A number of theorists have even attempted to expand our understanding of social approval or pleasing the teacher by studying it as a social goal (Maehr, 1983, 1984; Wentzel, 1989; Ford, 1992, Urdan & Maehr, 1995). Unfortunately, as with n-Aff, few

empirical studies have been conducted focusing on social goals and achievement because of a common belief that extrinsic motivation (“... to please the teacher, to gain a token, or to get out of school early...”) inhibits student motivation (Nicholls, J. G., 1983, p. 212). This belief about extrinsic motivation has led many motivation researchers away from social motives for some time.

Instead, the goals defined by Goal-Orientation Theory (Dweck & Elliot, 1983; Dweck, 1986) have received considerably more attention by researchers. Dweck & Elliot rationalized from past research (Atkinson, 1964; 1969; Beck, 1978; Melton, 1955; Weiner, 1972; Dollard & Miller, 1950; Kagan, 1972; Veroff, 1969; Crandall, Katkovsky, & Preston, 1962; Heckhausen, 1981; Maehr & Nicholls, 1980) that achievement motivation is concerned with either increases in competence or judgments about competence, and that four goals reflect these concerns: a) learning goals - the desire to increase competence by acquiring new knowledge or skills, or by coming to understand something new; b) performance goals - the desire to gain positive judgment or avoid negative judgment of competence; c) social approval goals - the desire to attain social approval or avoid social disapproval; and d) extrinsic reward goals. Dweck and Elliot do concede that social approval or extrinsic rewards can function as achievement goals, but only if the approval reflects competence. Under this restriction, social approval essentially becomes a performance goal. Because of this limitation, many motivation researchers have opted to limit their work to studying learning and performance goals; thus, leading many in the field to view Goal-Orientation Theory as only a dual-goal theory. Seeing the

association between performance goals and social approval. a few researchers included social approval items in their measures of performance goals (Meece, Blumenfeld, & Hoyle, 1988; and Nicholls, Patashnick, & Nolen, 1985).

Meece et al. (1988) describe their performance goal measure as an ego/social goal where the child is focused on trying to impress others and please the teacher. Pleasing the teacher, conceptualized by Meece and her colleagues, pertains to the student feeling successful when the teacher thinks that he/she has done a good job. Nicholls and his colleagues, on the other hand, view pleasing the teacher as feeling successful when the teacher likes the student's work. In both cases, pleasing the teacher becomes trapped within a social comparison, performance goal perspective.

Multiple Goals

For over a decade, Maehr and other motivation researchers have advocated that students are motivated by multiple goals other than learning and performance goals, and that many of these goals deal with social issues (Maehr, 1983, 1984; Miller, Greene, Montalvo, Ravindran, & Nichols, 1996; Wentzel, 1989, 1991; Urdan & Maehr, 1995). Maehr first argued for the inclusion of social goals or social solidarity goals with his model of "Personal Investment" (Maehr, 1983, 1984). This model suggests that there are four goal categories toward which students strive: a) task goals, b) ego goals, c) extrinsic rewards, and d) social solidarity. Task goals refer to the desire to learn or improve one's competence or skill, or to perform a task because the experience provides some intrinsic

reward. Ego goals refer to the desire to be the best, or to avoid looking the worst. (These two goals are similar to the learning and performance goals defined earlier).

Extrinsic rewards refer to the desire to receive any reward that does not provide evaluative information about performance -- such as tokens or money for participation or work completion. If the extrinsic reward is being sought for information about performance, the individual is trying to achieve some other outcome. Under the Personal Investment framework, grades can function as either an extrinsic reward or as feedback about performance, depending on the student's focus.

Maehr's final goal category of social solidarity refers to the desire to be seen as a good student. "The goal is affiliation and, perhaps, support and approval of others" (Maehr & Braskamp, 1986, p.54). A student who strives toward social solidarity works hard to demonstrate being a good student, a hard worker, and having good intentions. It is difficult to evaluate this category, because Maehr only cites one cross-cultural study as evidence for including social solidarity as a separate category (Salili, Maehr, & Gilmore, 1976 cited in Maehr, 1983).

In his desire to construct a comprehensive model of motivation, Maehr recognized that students often strive to achieve more than one goal with their activity. Yet, despite his work on Personal Investment Theory, the majority of researchers in the motivation community have chosen not to study the relationships of social solidarity and student motivation. Nevertheless, other theorist have also seen the limitations of only studying

two achievement goals, and have developed theories that recognize the need to understand the social aspects of students motivation.

The Living Systems Framework (LSF) defines personal goals as representing the consequences to be achieved or avoided (Ford, 1992). Within the theory are six goal categories with 24 sub-categories. The author developed this large taxonomy in response to the past fifty years of research that has either “failed to address goal content issues.... or focuses on one or two ‘basic’ human motives...” (Ford, 1992, p. 83). The LSF taxonomy includes a sub-category that is consistent with past theories that have included social approval. LSF places social approval in the category of resource acquisition where the focus is on obtaining approval, support, assistance, advice, or validation from others or on avoiding social disapproval or rejection. This definition adds to our understanding of pleasing the teacher in that students may find that maintaining a positive relationship with the teacher can lead the teacher to be more willing to provide assistance and to give the student a better grade. Like Personal Investment Theory, the Living Systems Framework is a theoretical framework that the author proposes as a guide for motivation research. Unfortunately, neither model describes research on the motivational patterns associated with pleasing behavior.

The Living Systems Framework also describes a category of goals called social responsibility where the individual is concerned with conforming to social expectations, and meeting social obligations. Wentzel’s (1989, 1991) work characterizes social responsibility goals as concerns with earning approval, being dependable and responsible,

getting things done on time, and helping others. Her work has demonstrated that being socially responsible can have a positive effect on achievement, particularly when students are concerned with being dependable and getting things done on time.

Working from these findings, Miller, et al. (1996), developed a study to examine the role of pleasing others and social responsibility in student engagement. They reasoned that concerns with being dependable and doing work on time would show up in either pleasing others (doing schoolwork so the teacher or their family would be happy) or being socially responsible (doing schoolwork because it is an institutional or family expectation). To explore this, they developed two sets of items to measure pleasing others (teacher and family) and being socially responsible. Factor analysis produced an unexpected two-factor solution. Five items related to responsibility in school and pleasing the teacher loaded together, and three items related to meeting family expectations and pleasing the family loaded together. From these results Miller and his colleagues developed two subscales labeled “pleasing the teacher” and “pleasing the family”. In later analyses, they found that pleasing the teacher had significant positive relationships with performance goals and cognitive engagement (self-regulation, deep processing, and shallow processing). They further reported that pleasing the teacher was a significant predictor of student self-regulation along with learning goals, perceived ability, and future consequences. The work by Miller et al. (1996) and Wentzel (1989) demonstrates how pleasing the teacher is a combination of social approval and meeting social expectation.

Following the work by Miller et al. (1996), Montalvo (1995; Montalvo & Roedel, 1995) conducted a series of focus groups and interviews with high school students to determine if there was more to the concept of pleasing the teacher than we currently knew. The combined results of the two studies present an interesting picture of high school students' views about pleasing the teacher. In the first study (Montalvo & Roedel, 1995), 26 students participated in one of six focus groups. The reasons for conducting the focus groups were to clarify student responses to three questions: a) Why do students attempt to please the teacher? b) How do high school students attempt to please the teacher? and c) How do these behaviors change when students like or dislike the teacher? Their findings indicated that many students do try to please their teachers, and that high school students will use a variety of methods in attempting to please teachers. The students reported that while some students do not try to please teachers they dislike, others do. They also indicated that peers might do the same things for teachers they like and dislike, but that the difference would be in the amount of effort and quality of work they put forth.

The second study (Montalvo, 1995) included 22 more high school students. One-on-one interviews were conducted with each student. It was hoped that additional information might be found with one-on-one interviews by eliminating peer influences that might have occurred in the focus groups. As with the focus groups, students were asked questions about why and how students attempt to please the teacher, and about what teachers do that lead students to want to please them. One additional pattern was

identified from the interview data. During the interviews, some students indicated that they might attempt to please the teacher even if they do not like him/her, because they want to “prove the teacher wrong.” These students indicated negative feelings toward those teachers because the teachers had at one time made them feel incompetent in class. These students were somehow driven to work harder because of that negative experience.

This follow-up study supported the results from the earlier focus group results, and added more information about pleasing the teacher. Data analysis yielded 15 reasons why students might want to please the teacher, and 23 different behaviors that students could use in attempting to please their teachers. Tables 1 and 2 show the reasons for wanting to please the teacher and behaviors reported by students used to please the teacher.

Table 1.

Reasons why students might attempt to please their teachers.

1. To stay on the teacher's good side	9. To keep the teacher from picking on me
2. To get a letter of recommendation for a job	10. So the teacher will be proud of me
3. To get a letter of recommendation for college	11. To make sure I get a good grade
4. To get a letter of recommendation for a club at school	12. So the teacher will think I am a good student
5. If the teacher is happy, I know I did a good job	13. To stay out of trouble
6. Out of respect for the teacher	14. To get special treatment
7. I'm supposed to	15. To stay friends with a teacher
8. To stay in extra curricular activities	

Table 2.

Academic and Non-academic behaviors used by students to please their teachers.

Academic Behaviors		Non Academic Behaviors
1. Turn work in on time		Get along with the teacher
2. Turn in completed work		Don't act up in class
3. Follow instructions		Help the teacher in class
4. Do extra credit work		Help the teacher outside of class
5. Go the extra mile on an assignment		Compliment the teacher
6. Always do homework		Let the teacher know how hard you work
7. Pay attention in class		Bring things for the teacher
8. Be on time to class		Talk with the teacher outside of class
9. Always ask questions during class		Do things with the teacher outside of class
10. Always answer the teacher's questions		Ask the teacher for personal advice
11. Make sure that my work is done right before I turn it in		Develop a friendly relationship with the teacher
12.		Have a positive attitude in class

Self-Efficacy and Pleasing the Teacher

Research has shown that self-efficacy beliefs play an important part in determining an individual's performance in achievement situations. (Bandura, 1986, 1993; Pajares, 1996; Schunk, 1991). Bandura defines self-efficacy as "Peoples' judgements of their capabilities to organize and execute courses of action required to attain designated types of performances." (Bandura, 1986, p. 391). Much is known about the role that self-efficacy plays in student motivation. For instance, we know that self-efficacy impacts a student's preference for, and subsequent choice of, certain types of activities, and their willingness to engage in a particular activity. Self-efficacy also influences the amount of effort a student will put forth on a task, and the degree of persistence the student will maintain when the task becomes difficult. Students with a high sense of self-efficacy for a task are more likely to become engaged in the task, put forth higher effort, and persist longer when the task becomes difficult. In contrast, students who doubt their ability to perform a task are more likely to avoid it, or will engage in the task with minimal effort and persistence. In the latter case, the individual is likely to become frustrated and give up when the task becomes difficult.

Motivation researchers in education often focus on students' global self-efficacy for an academic subject, self-efficacy for performing well in history class, or task specific self-efficacy, self-efficacy for solving a particular type of math problem (Pajares, 1996). I would like to propose that students' self-efficacy beliefs also include judgments about their ability to please or satisfy their teachers. Self-efficacy for pleasing the teacher, like global

self-efficacy and task specific self-efficacy, could influence students' effort and persistence on academic tasks and also influence the type of social interaction the student has with the teacher.

A student who feels highly capable of pleasing the teacher academically might try harder to please or satisfy the teacher with his/her school performance and social behavior. Conversely, a student who doubts his/her ability to please or satisfy the teacher might put forth minimal effort and persistence for that teacher, and likely have little social interaction with the teacher. Furthermore, a student might doubt his/her ability to please the teacher academically, but might feel highly capable of pleasing the teacher socially, and may attempt to please the teacher with more socially or non-academic behavior.

Studying relationships that self-efficacy for pleasing the teacher has with effort, persistence, achievement, and other motivation constructs could help us better understand student motivation. For this reason, and those describe above, I chose to include a measure of self-efficacy for pleasing the teacher in the current study along with a more general measure of perceived ability related to a given academic subject.

Summary

Together the research and theories briefly reviewed here help to define pleasing the teacher. They suggest that pleasing the teacher is more than simply the desire to establish and maintain a positive relationship, receive social approval, or avoid social disapproval. It also seems to be more than wanting to be thought of as a good, well-intentioned,

socially responsible student as more recent work suggests (Atkinson & McClelland, 1948; Ford, 1992; Maehr, 1983; McKeachie 1961; Miller et al., 1996; Nicholls, 1983; Wentzel, 1991). Pleasing the teacher is a complex construct that may be a combination of all the work described above. Furthermore, it is apparent that students engage in both academic and non-academic behaviors for a variety of reasons. Those behaviors can serve a number of pleasing goals including protecting oneself from being picked-on, developing a friendship, and receiving a better grade. The research also suggests that students' reasons for pleasing the teacher, and subsequent behavior and effort in class may change dependent upon whether the student likes or dislikes a teacher.

One might argue that pleasing the teacher serves more than one purpose. At one level, students could attempt to please their teachers for social, possibly non-academic reasons such as establishing or maintaining a positive relationship with their teachers, as well as to prevent relationships from deteriorating. At another level, pleasing the teacher can work in the service of more academic related goals. For instance, pleasing the teacher might serve learning oriented students by providing them with validating feedback about their own skill development. Likewise, pleasing the teacher might serve the performance-oriented students by feeding their desire to appear competent. It might also help a student maintain his/her "good student status", or ensure the receiving of some desired reward such as staying in sports, staying out of trouble, or getting a better grade. Considered in this fashion, pleasing the teacher becomes a primary information source for a student. Given the nature of school and grades, it seems likely that students could focus much of

their attention on pleasing or satisfying their teachers to achieve other goals. Furthermore, it may be that pleasing a teacher may be directly related to students' perceived self-efficacy to please a particular teacher. As with academic tasks, some students may feel extremely capable of pleasing or satisfying their teachers with their work or behaviors, while others may feel less than capable. Furthermore, the same students could have high self-efficacy for pleasing one teacher, and low self-efficacy for pleasing another.

Lastly, if students' behavior and effort change dependent on whether they like or dislike the teacher, it is possible that we might see shifts in the goals that students pursue, as well as shifts in their perceived ability, persistence, and subsequently shifts in their academic performance. Past research on goal orientation suggests learning goals are a strong predictor of both effort and persistence (Dweck, 1986; Dweck & Legget, 1988; Miller et al. 1996). Likewise others suggest that perceived ability is a strong predictor of effort and achievement (Bandura, 1986; 1993; Miller et al. 1996). Could it be that a shift also occurs in the way these variables influence effort, persistence, and achievement, and might we see other variables emerge as significant predictors of these variables?

Current Study

Further research is needed to better understand how pleasing the teacher relates to other factors that influence students' motivation and academic achievement (semester grades), and how liking or disliking the teacher affects these relationships. The purpose of the current study is to identify behavioral and motivational patterns associated with

pleasing the teacher and student performance in classes where they like and dislike the teacher. I will explore the relationships among those reasons for pleasing the teacher identified in previous studies (Montalvo, 1995; Montalvo & Roedel, 1995) and their relationships with effort, persistence, and achievement. In addition, I will examine the effects that liking and disliking a teacher has on these relationships and the relationships among traditional motivation variables such as goal orientation and perceived ability.

Specifically, the study will focus on the following questions:

1. Do high and low achieving students:
 - a) differ in their reasons for wanting to please the teacher?
 - b) differ with regard to behaviors used to please the teacher?
2. Are there differences in the patterns of responding in the areas below when students report liking and disliking their teacher?
 - a) students' reasons for wanting to please the teacher
 - b) students' pleasing behavior
 - c) students' self-efficacy for being able to please the teacher
 - d) the amount of effort and persistence students put forth in class
 - e) student performance in class
 - f) the level of student motivation (goal orientation, and perceived ability)
3. What are the relationships between the reasons for attempting to please the teacher and self-efficacy, effort, persistence, student goals and semester grades in classes where students like and dislike the teacher?

4. What are the motivational characteristics (learning goals, performance goals, future consequences, pleasing the family, perceived ability, and self-efficacy for pleasing the teacher) of students who persist, and put forth the greatest effort for teachers they dislike?

CHAPTER II

Methods

Design

The present study was designed to examine the behavioral and motivational patterns of high school students related to pleasing the teacher. A single sample design was used to identify behavioral and motivational patterns related to pleasing the teacher when students like and dislike a teacher. The study was also designed to describe behavioral and motivation patterns of those students who try to please the teacher even when they dislike that teacher.

More specifically, the study examines: a) whether high and low achieving students differ in the behaviors they use to please the teacher, and the reasons they have for pleasing the teacher; b) the relationships that liking and disliking the teacher have to students' reasons for pleasing the teacher, student pleasing behaviors, effort and persistence, self-efficacy for pleasing the teacher, class performance, and motivation; c) the relationships between the reasons for attempting to please the teacher and self-efficacy for pleasing the teacher, effort, persistence, and goal-orientation; and d) the motivational characteristics (learning goals, performance goals, future consequences, pleasing the family, perceived ability, and self-efficacy for pleasing the teacher) of students who persist, and put forth the greatest effort for teachers they dislike.

Participants and Study Protocol

One hundred and seventy two students from a high school in the mid-south participated in the study. The high school services a large military population. Of these 172 students, 47 were dropped from the study. Of those dropped, 36 did not complete both surveys or did not follow instruction, 3 used fake names, and 8 participants were identified as multivariate outliers during data screening (Mahalanobis Distance > 73.40, $p < .001$). The remaining 125 consisted of 39 tenth graders, 58 eleventh graders, and 28 twelfth graders. Fifty-five were males and 70 were females. The ethnic makeup for the sample consisted of 61 Caucasian, 27 African American, 12 Hispanic, 8 Native American, 8 Asian American, and 6 students who indicated that they were from backgrounds not listed on the survey. The mean GPA for the sample was 3.2 on a 5-point scale.

Data were collected three weeks prior to the end of the fall semester to allow students plenty of time to become acclimated to their classroom environments. Prior to data collection, students were provided with parental consent forms. Those who returned signed consent forms were allowed to participate in the study. At data collection, students received informed consent forms explaining the purpose and confidentiality of the study. Those students who wished to participate were asked to complete two versions of *The Survey on High School Student Motivation* (described below). The instructions on one version asked participants to think of a teacher they currently had and liked a lot who teaches an academic subject, and complete the instrument as it relates to that teacher and the class he/she teaches. The instructions for the other survey asked participants to think

of a teacher they disliked a lot who teaches an academic subject, and complete the survey as it relates to that teacher and the class he/she teaches. To maintain teacher anonymity, participants were asked for only the titles of the classes taught by each teacher so that semester grades could be matched to students' surveys. To control for any effects that might be induced by order of presentation, the instruments were counterbalanced so that half of the subjects completed the 'liking the teacher survey' first, followed by the 'disliking the teacher survey.' The other half completed the 'disliking the teacher survey' first, followed by the 'liking the teacher survey.' About two months after the surveys were administered, semester grades were gathered from classes that students reported on the surveys.

The two versions of *The Survey on High School Student Motivation* were developed to explore the construct pleasing the teacher in classes where students like and dislike the teacher. The instruments contain the same set of items, and differ only in the instructions, which direct them to complete the surveys as they relate to the teacher they like and the teacher they dislike. Two sets of pleasing the teacher items were developed from results reported by the Montalvo studies (Montalvo, 1995; and Montalvo & Roedel, 1995). The first set of items was developed to examine the fifteen reasons for pleasing the teacher. The second set of items, a behavior checklist with 23 items, was designed to examine the behaviors students use to please their teachers. The reasons for pleasing the teacher items each began with "I try to please my teacher..." A five point Likert-type format anchored with "Strongly Agree" and "Strongly Disagree" was used to maintain

consistency with previously developed motivation subscales (described below). For the motivated behaviors checklist, participants were simply asked to place an "X" in the box next to the behaviors they do to please the teacher. In addition to the above pleasing the teacher items, a single item was included to measure student self-efficacy for pleasing the teacher – "Indicate how confident you are in your ability to please this teacher."

The instrument also included five goal subscales (learning, performance, pleasing the family, and future consequences related to college admissions and school recognition), and measures of perceived ability, effort, persistence, and prior interest (in academic subject). A five-point Likert-type response format was used for the goal, perceived ability, and persistence items. The Likert scales were anchored with "strongly disagree" and "strongly agree." Single items were used to measure student effort and prior interest. The learning, performance, and pleasing the family goal items, as well as the perceived ability, persistence, and effort items were taken from *The Attitude Toward Mathematics Survey* (Greene & Miller, 1996), and modified for use with all subject areas. The future consequence items were taken from a survey used by Miller, Greene, Henderson, William, Brickman, and Krows (1995) to examine two dimensions of future consequences for college, and receiving school recognition.

In all, 43 items were used in the first section of the survey assessing reasons for pleasing the teacher, self-efficacy for pleasing the teacher, goal-orientation, perceived ability, effort, persistence, and prior interest. Twenty-three items were used on the behavior checklist. All of the items used in the study can be found below. Also, as a

number of the subscales were revised to work with any subject area, a pilot study was conducted to: a) determine the revised subscale reliabilities, b) determine how the reasons for pleasing items functioned, and c) determine if the behavior checklist would provide enough descriptive information as yes/no type items. The pilot indicated adequate reliability for the goal variables, perceived ability, and persistence subscales. All but two of the reasons for pleasing the teacher items produced relatively normal distributions, but given the small sample size this could be expected. The behavioral checklist functioned fine in the liking and disliking condition, but was unable to discriminate between high and low achievers. Again, this could be expected with a small sample. The results of the pilot study can be found in Appendix A. Achievement was measured using students' semester grades for the classes they identified on the two surveys. Their teachers reported grades from "F" to "A+." Working with the reported information, the students' grades were coded with "F" = 1, "D" = 2, "C" = 3, "C+" = 4, "B" = 5, "B+" = 6, "A" = 7, and "A+" = 8.

Table 3.

Items used in section one of *The Survey on High School Student Motivation*

Reasons for Pleasing the Teacher

1. I try to please the teacher to stay out of trouble.
2. I try to please the teacher to stay on his/her good side.
3. I try to please the teacher because he/she might give me a letter of recommendation for a club at school.
4. I try to please the teacher so I can stay in extra-curricular activities (sports, chorus, band, drama, or any other).
5. I try to please the teacher because I want him/her to think I'm a good student.
6. I try to please the teacher because if he/she is happy I know I did a good job.
7. I try to please the teacher so we can be friends.
8. I try to please the teacher because I want to get a better grade.
9. I try to please the teacher because he/she might give me a letter of recommendation for a job.
10. I try to please the teacher to get special treatment.
11. I try to please the teacher because I want him/her to be proud of me.
12. I try to please the teacher to keep him/her from picking on me.
13. I try to please the teacher because that is what I'm supposed to do in school.
14. I try to please the teacher because he/she might give me a letter of recommendation for college.
15. I try to please the teacher out of respect for him/her.

Self-efficacy for Pleasing the Teacher

1. Indicate how confident you are in your ability to please this teacher.

Behaviors list on behavior checklist

1. Turn work in on time
2. Turn in work that is completed
3. Follow instructions
4. Do extra credit work
5. Go the extra mile on an assignment
6. Do my homework
7. Pay attention in class
8. Come to class on time
9. Show a positive attitude
10. Ask questions during class
11. Answer the teacher's questions
12. Make sure that my work is correct before I turn it in
13. Get along with the teacher
14. Don't act up in class
15. Help the teacher in class
16. Help the teacher out of class
17. Compliment the teacher
18. Let the teacher know how hard I work
19. Bring things for the teacher
20. Talk to the teacher outside of class
21. Do things with the teacher outside of class

22. Ask the teacher for personal advice
23. Develop a friendly relationship with the teacher

Effort

1. How would you rate your effort for this teacher as compared to your typical amount of effort for other teachers?

Persistence

1. When I run into a difficult part of a homework assignment I give up and go on to the next problem. (reversed scored)
2. If I have difficulty with part of an assignment, I keep working until I understand it.
3. If I have trouble understanding an assignment, I go over it again until I understand it.
4. If I have trouble with part of an assignment, I don't do it. (reversed scored)

Prior Interest

1. How would you rate your interest in the subject taught by this teacher before the school year started.

Learning Goal

1. I do the work assigned in this class because I like to understand the material I study.
2. I do the work assigned in this class because I like to understand complicated ideas.
3. I do the work assigned in this class because I like learning interesting things.
4. I do the work in this class because I like to solve challenging problems.

Performance Goal

1. I do the work assigned in this class because I don't want other students to think I'm not smart.
2. I do the work assigned in this class because I don't want to be the only one who cannot do the work well.
3. I do the work assigned in this class because I want to look smart to my friends.
4. I do the work assigned in this class because I would be embarrassed if I could not do the work.

Pleasing the Family

1. I do the work assigned in this class because I don't want to make my family unhappy.
2. I do the work assigned in this class because I want my family to think I am a good student.
3. I do the work assigned in this class because that is what my family expects me to do.

Future Consequences - College

1. I do the work in this class because good grades are important for college admissions or scholarships.
2. I do the work assigned in this class because doing well is necessary for admissions to college.
3. I do the work assigned in this class because getting into college is important to me.

Future Consequences - School

1. I do the work in this class because if I do well, I get praise or rewards from people at school.
2. I do the work assigned in this class because I get some reward or recognition from others at school for doing well.
3. I do the work assigned in this class because I receive recognition or honors at school for earning good grades.

Perceived Ability

1. I think I am doing better than other students in this class.
 2. Compared to others in this class, I think I am good at the subject being taught.
 3. I have a good understanding of the concepts taught in this class.
 4. I am certain I understand the material presented in this class.
-

CHAPTER III

RESULTS AND DISCUSSION

The current study was concerned with pleasing the teacher and how liking and disliking the teacher influences student motivation and achievement. The project explored four major questions. First, do high and low achieving students differ in their reasons for wanting to please the teacher and in the behaviors they use to please the teacher? Second, when students report liking or disliking the teacher, what are the differences in the response patterns in their reasons for pleasing the teacher, their pleasing behavior, self-efficacy for pleasing the teacher, the amount of effort and persistence they put forth, and their motivation and performance? Third, what are the relationships between the reasons for attempting to please the teacher and self-efficacy, effort, persistence, student goals and grades in classes where students like and dislike the teacher? And fourth, what are the motivational characteristics (learning goals, performance goals, future consequences, pleasing the family, perceived ability, and self-efficacy for pleasing the teacher) of students who persist, and put forth the greatest effort for teachers they dislike?

To explore these questions, this chapter was divided into four major sections. Section one covers analyses exploring pleasing the teacher. It includes factor analyses with the fifteen reasons for pleasing the teacher items, descriptive statistics for reasons for pleasing subscales and self-efficacy for pleasing the teacher, tests of differences between the liking and disliking perspectives, and analyses of behaviors used to please the teacher.

Section one also includes test results that examine the behavioral differences between high and low achieving students. Section two covers analyses with motivation variables. It includes confirmatory factor analyses results performed with the goal items (learning, performance, pleasing the family, future consequences - college and school recognition). Section two also includes descriptive statistics and reliability evidence for all five goal subscales, perceived ability, prior interest, effort, persistence, and grades. Section three includes regression analyses used to identify which combination of variables (pleasing the teacher and motivation variables) best predict effort, persistence, and achievement. The last section covers analyses designed to better understand the characteristics of students who indicated high levels of effort and persistence even though they dislike the teacher.

Section 1: Pleasing the Teacher

Exploratory factor analyses were conducted on both sets (liking and disliking) of reasons for pleasing the teacher in an attempt to reduce the number of reasons into a small set of factors that could be used in later analyses. Maximum likelihood factor analyses with varimax rotation were performed on each set of items for liking and disliking the teacher. Two factors with Eigenvalues greater than one emerged. An examination of both procedures revealed that on factor one the four items with the highest factor loadings seemed to measure aspects of social acceptance by the teacher (staying on the teachers good side, wanting the teacher to be proud, staying friends with the teacher, and being thought of as a good student). Likewise with factor two, the three items with the highest

loadings all pertained to receiving a future letter of recommendation from the teacher (for college, a job, or a club at school). Each set of items was combined to measure two separate subscales, one measuring social acceptance by the teacher, and the other measuring future recommendations. Cronbach alpha reliability coefficients for the four subscales ranged from .77 to .84. The remaining items seem to measure reasons for pleasing the teacher that were disassociated from each other; therefore, these items were used as separate variables in subsequent analyses. Table 4 lists the factor loadings for each item and subscale reliability coefficients. Table 5 lists the final subscale means and standard deviations.

Table 4.

Factor Loadings, Subscale Reliabilities for Reasons for Pleasing the Teacher

Item	Dislike Fact 1	Dislike Fact 2	Like Fact 1	Like Fact 2	Dis α	Like α
Social Acceptance by the Teacher						
...to stay on his/her good side.	.76	.11	.75	.23	.84	.81
...because I want him/her to think I am a good student.	.71	.17	.72	.40		
...so we can be friends.	.68	.14	.67	.04		
...because I want him/her to be proud of me.	.66	.25	.65	.34		
...because if he/she is happy I know I did a good job.	.52	.34	.51	.43		
...to stay out of trouble.	.44	.26	.58	.27		
...out of respect for him/her.	.38	.30	.42	.34		
...because that is what I'm supposed to do in school.	.36	.22	.51	.22		
...to get special treatment.	.36	.03	.49	.01		
...to keep the teacher from picking on me.	.25	.17	.35	.28		
Future Recommendations						
...because he/she might give me a letter of recommendation for a job.	.09	.77	.05	.76	.81	.77
...because he/she might give me a letter of recommendation for college.	.09	.72	.21	.79		
...because he/she might give me a letter of recommendation for a club at school.	.27	.65	.21	.70		
...so I can stay in extra-curricular activities.	.19	.47	.29	.37		
...because I want a better grade.	.16	.34	.53	.22		

Table 5.
Means and Standard Deviations for Reasons for Pleasing the Teacher

	Disliking		Liking		
	Means	SD	Means	SD	
1. Social acceptance by the teacher	2.67	1.30	3.56	.88	*
2. Future recommendation	2.77	1.08	3.35	1.00	*
3. Knowing I did a good job	2.92	1.17	3.56	1.10	*
4. Staying out of trouble	3.15	1.25	3.59	1.12	*
5. Respect for the teacher	3.44	1.22	4.24	.90	*
6. Suppose to	2.69	1.31	2.81	1.34	
7. Special treatment	1.72	.84	2.01	1.00	*
8. Keep from being picked on	2.37	1.29	2.17	1.03	
9. Stay in extra-curricular activities	2.93	1.36	3.10	1.38	
10. Receiving a better grade	3.25	1.30	3.51	1.25	
Self-efficacy for pleasing the teacher	2.86	1.11	4.28	.74	*

* t-test difference with $p < .005$

Tests of Differences Between the Liking and Disliking Perspectives

Dependent t-tests were used to compare the difference in student means for the reasons for pleasing variables and self-efficacy for pleasing the teachers in classes where students liked and disliked the teacher. To avoid potential problems with increased error rate for multiple t-tests (11) the significance level was set at .004 (Bonferroni adjustment $.05/11 = .004$). Significant differences were found in six of the ten reasons to please variables and for self-efficacy for pleasing the teacher with liked teachers receiving the higher scores, (Knowing I did a good job, $t(124) = -5.981$, $p < .001$; Future recommendation, $t(124) = -6.83$, $p < .001$; Respect for the teacher, $t(124) = -8.25$, $p < .001$).

.001; Social acceptance by the teacher, $t(124) = -10.514$, $p < .001$; Special treatment, $t(124) = -2.89$, $p = .004$; Staying out of trouble, $t(124) = -3.72$, $p < .001$; and Self-efficacy for pleasing the teacher, $t(124) = -13.21$, $p < .001$). In each case, students responses were on average higher for teachers they liked, suggesting a higher level of wanting to please teachers they like.

Inter-correlations

Pearson product moment correlations were computed for the reasons for pleasing the teacher and self-efficacy for pleasing the teacher. A potential problem of inflated error rate exists with multiple correlations as with multiple t-tests. To avoid this problem the significance level was set to .001, resulting in an alpha of .055 for the set of 66 correlations. The results for the liking and disliking data are shown in Tables 6 and 7. The two matrices have some similar positive relationships. The first includes the correlations among social acceptance, future recommendation, knowing I did a good job, staying out of trouble, respect for the teacher, meeting social expectations, and special treatment. The second, involves the relationships between future recommendation with staying in extra curricular activities and receiving a better grade. Other similar correlations included knowing I did a good job and respect for the teacher, staying out of trouble with staying in extra curricular activities, respect of the teacher with meeting social expectations, and meeting social expectations with receiving a better grade.

A close examination of the two tables also shows a marked number of dissimilar relationships. The number of significant relationships between variables more than doubles from 17 in the liking data to 36 in the disliking data. Some noteworthy differences are the relationships between the reasons for pleasing the teacher and self-efficacy for pleasing. In the liking data, only social acceptance was found to have a significant positive relationship with self-efficacy for pleasing, while none of the reasons produced a significant relationship with self-efficacy to please the teacher in the disliking data. Also, pleasing the teacher to stay out of trouble is significantly related to every other reason for pleasing the teacher in the disliking group, but only related to wanting to be accepted by the teacher, future recommendation, and staying in extra curricular activities in the liking data. It is possible that students consider staying out of trouble as a strategy for achieving other goals that they are concerned about. Staying out of trouble for teachers they dislike helps them achieve all of the pleasing the teacher goals, because students may believe that a key to success is trying to figure out how to please the teacher; whereas when they like the teacher, their concern with pleasing the teacher is more focused on social acceptance, obtaining future recommendations, or staying eligible for extra curricular activities. Interestingly, when students dislike the teacher, social acceptance and future recommendation are also related to almost every other reason for pleasing the teacher with the exception of special treatment and future recommendation.

Table 6.

Subscale Correlations of Reasons for Pleasing the Teacher and Self-efficacy for pleasing the Teacher - Disliking Data

Subscale	1	2	3	4	5	6	7	8	9	10
1. Social acceptance by the teacher										
2. Future recommendation	.44**									
3. Knowing I did a good job	.60**	.48**								
4. Staying out of trouble	.59**	.36**	.43**							
5. Respect for the teacher	.50**	.40**	.43**	.31**						
6. Meeting social expectations	.47**	.29**	.27	.32**	.34**					
7. Special treatment	.41**	.11	.32**	.32**	.16	.23**				
8. Keep from being picked on	.34**	.31**	.17	.28**	.29**	.34**	.18			
9. Stay in extra-curricular activities	.36**	.39**	.26	.35**	.16	.17	.08	.42**		
10. Receiving a better grade	.46**	.29**	.31**	.36**	.33**	.56**	.29**	.37**	.27**	
11. Self-efficacy for pleasing	.13	.19	.19	.18	.14	-.02	.04	-.06	.01	-0.3

Table 7.

Subscale Correlations of Reasons for Pleasing the Teacher and Self-efficacy for pleasing the Teacher - Liking Data

Subscale	1	2	3	4	5	6	7	8	9	10
1. Social acceptance by the teacher										
2. Future recommendation	.35**									
3. Knowing I did a good job	.58**	.45**								
4. Staying out of trouble	.47**	.29**	.25							
5. Respect for the teacher	.42**	.33**	.28**	.26						
6. Meeting social expectations	.35**	.21	.19	.16	.35**					
7. Special treatment	.34**	.11	.19	.10	.00	.15				
8. Keep from being picked on	.23	.17	.10	.08	.09	.25	.34**			
9. Stay in extra-curricular activities	.25	.44**	.18	.41**	.17	.16	-.03	.23		
10. Receiving a better grade	.16	.30**	.11	.15	.16	.41**	.21	.25	.24	
11. Self-efficacy for pleasing	.30**	.18	.25	.10	.10	.04	.13	.04	.23	.15

** $p < .001$

Behaviors to Please the Teacher

To examine the behavior items for both the liking and disliking data, frequencies and percentages were calculated for the number of students who said they would do the behavior to please their teacher. McNemar's test of paired proportions was used to determine if there was a significant change in the number of students who indicated that they would perform the behaviors for teachers they like as compared to teachers they dislike. As with conducting multiple t-test and correlations, there is a potential problem with inflated type I error in conducting multiple chi-square tests. Again, a Bonferroni adjustment was used to avoid this problem. The significance level for each test was set to .002; thereby controlling alpha for the collection of tests at .05 (Bonferroni adjustment $.05/23 = .002$). Significant differences were found for sixteen of the twenty-three behaviors. Table 8 lists the sixteen behaviors, the frequency and percentage of students who indicated that they would perform the behaviors for teachers they like and dislike, and the Chi-square and p values for proportion differences. A close look at table 8 reveals that in some instances the large chi-square values may be misleading. In five of the seventeen significant tests reported in Table 8, less than 50% of the students said they would do the behavior to please either teacher. This suggests that while some students may perform these behaviors to please their teacher, a larger majority of the students prefer to do other things to please the teacher.

Table 8.

Frequency and percentage of students indicating they would do the behavior to please the teacher. and Chi-square for difference in proportions between disliking and liking surveys.

Item	Dislike N=125		Like N=125		χ^2	<i>p</i>
	Freq.	%	Freq.	%		
1. Turn work in on time	97	77.60	111	88.80	6.03	
2. Turn in completed work	86	68.80	110	88.00	16.53	*
3. Follow instruction	101	80.80	122	97.60		.000 *
4. Do extra credit	42	33.60	55	44.00	3.69	
5. Go the extra mile on assignments	27	21.60	45	36.00	8.02	
6. Do my homework	111	88.80	121	96.80		.013
7. Pay attention in class	81	64.80	114	91.20	26.25	*
8. Come to class on time	116	92.80	121	96.80		.063
9. Show a positive attitude	92	73.60	114	91.20		.000 *
10. Ask question in class	58	46.40	94	75.20	25.52	*
11. Answer teacher's questions	67	53.60	100	80.00	23.81	*
12. Make sure homework is correct before I turn it in	54	43.20	78	62.40	13.22	*
13. Get along with the teacher	71	56.80	117	93.60	44.02	*
14. Don't act up in class	83	66.40	103	82.40	12.89	*
15. Help the teacher in class	13	10.40	55	44.00	36.54	*
16. Help the teacher outside class	3	2.40	30	24.00	23.31	*
17. Compliment the teacher	12	9.60	44	35.20	26.69	*
18. Let the teacher know how hard I work	20	16.00	42	33.60	13.78	*
19. Brings things for the teacher	1	0.08	8	6.40		.016
20. Talk with the teacher outside of class	19	15.20	67	53.60	40.90	*
21. Do things with the teacher outside of class	0	0.00	7	5.60		.016
22. Ask the teacher for personal advise	6	4.80	27	21.60		.000 *
23. Develop a friendly relationship with the teacher	23	18.40	82	65.60	55.14	*

* $p < .002$, NOTE: *p* column indicates exact binomial probability

Semester grades and pleasing behavior

One of the questions directly addressed by the current study is whether or not high and low achieving students differ with regard to the behaviors they use to please a teacher.

To examine this question, chi-square tests for differences in proportions for two groups

were computed. Students were grouped according to their semester grades reported by the teachers they liked and the teachers they disliked. Students who received a "C" or below were included in Group 1 (disliking = 63, liking = 32), while students who received "A's" or "B's" were included in Group 2 (disliking = 62, liking = 93). Two sets of chi-square tests were conducted, one for the liking data and one for the disliking data. Again, to hold alpha at .05 for the collection of tests, the significance level for each test was set at .002 (Bonferroni adjustment $.05/23 = .002$). The analyses for both the liking and disliking data yielded no significant differences between the groups for any of the behaviors. However, in the disliking data, two behaviors -- "Turn in work on time" and "Do my homework" -- approached significant χ^2 values of 8.73 ($df = 1, p = .003$) and 7.86 ($df = 1, p = .005$), respectively, suggesting that these two behaviors may distinguish high and low achieving students in classes where the student dislikes the teacher. We might expect this since these two behaviors are most likely to influence a student's grade.

Discussion

As expected, students who like their teacher reported stronger agreement on the reasons for wanting to please the teacher and are more likely to report doing more pleasing behaviors. Students also perceive themselves as more capable of pleasing teachers they like than teachers they dislike. The large number of significant inter-correlations among the reasons for pleasing the teacher when they dislike the teacher may indicate that students are trying to please disliked teachers for many reasons. This shotgun approach may be linked to their uncertainty of how to please teachers they dislike.

In contrast, when students like their teacher, we see a smaller number of significant relationships among the reasons for pleasing the teacher. This suggests that students may focus their pleasing efforts in classes where they like the teacher, and that these efforts involve wanting social acceptance, future recommendations, doing a good job, and staying out of trouble.

With regard to student pleasing behavior, two patterns were identified. First, more than half of the students indicated that they would try to get along with the teacher, answer the teacher's questions, turn in completed work, follow instructions, pay attention in class, show a positive attitude, and not act up to please the teacher. These behaviors were consistent across the liking and disliking perspectives, and suggest that most high school students may perceive them as minimum requirements for pleasing a teacher regardless of whether they like the teacher. Interestingly, between 16 and 36 percent of students said they would do the same behaviors for teachers they liked, but not for teachers they disliked.

The second behavior pattern shows that along with the above mentioned behaviors, over half of the students also indicated that they would ask questions in class, make sure their homework is correct before turning it in, talk with the teacher outside of class, and try to develop a friendly relationship with the teacher in classes where they like the teacher. An important difference exists between the minimum pleasing behaviors discussed and the ones mentioned here. The minimum pleasing behaviors suggest that students may only do what a teacher asks of them and no more. These additional pleasing

behaviors found with teachers they like suggest that students are taking an active role in the student-teacher relationship by asking questions, developing friendly relationships with their teachers, and making sure their work is done correctly.

Section 2: Motivation Variables

Confirmatory factor analyses were conducted to test the factor validity for the five goal subscales on *The Survey on High Student Motivation*. Seventeen items were used to measure five goal factors (F1 - Learning goal, F2 - Performance goals, F3 - Pleasing the family, F4 - Future consequence for college admissions, and F5 - Future consequences for school recognition). Results from the pilot study and work by Miller, Greene,

Henderson, Williams, Brickman, and Krows (1995) were used to establish initial model specifications. The top section of Table 9 shows the pilot study subscale inter-correlations for the liking and disliking versions of the instrument. The bottom section of Table 9 shows the inter-correlations related to college admission and school recognition reported by Miller et al. (1995). Pairs of variables with significant Pearson product moment correlation were allowed to covary in the initial model specification. Readers may want to note that values have not been entered for the relationship between future consequences for college and school recognition. This information was not reported by Miller and his colleagues (1995), therefore the covariance for these two subscales was set to zero for initial model tests.

Table 9.
Subscale Inter-correlations used for Model Specification

Subscales	Liking / Disliking			
	1	2	3	4
1. Learning				
2. Performance	.36* / .18			
3. Pleasing the Family	.27* / .37*	.20 / .26*		
4. Admission to College	.24*	.20*	.21*	
5. School Recognition	.24*	.41*	.52*	unknown

Top portion: disliking and liking from Pilot study results (N = 55, * $p < .05$).

Bottom portion: from Miller et al. (1995) (N = 153, * $p < .01$).

Models for both the liking and disliking instruments shared the following specification: a) five factors with seventeen items. b) 3 items for college admissions. c) 3 items for pleasing the family, d) 3 items for school recognition. e) 4 items for learning goals. f) 4 items for performance goals. and g) college admissions and school recognition. as well as, pleasing the family and performance goal were not allowed to covary. The two models differed only in that on the disliking survey learning and performance goals were allowed to covary, while on the liking survey they were not.

The two confirmatory factor analyses were conducted using the maximum likelihood method in EQS/EM (Bentler, 1996). The purpose of the confirmatory factor analyses was to provide validity evidence for the proposed factors. Since two data sets were being analyzed, the possibility existed that two different model fits would be produced. The following procedures for the analyses were used:

1. Analyze both data sets, and examine their goodness of fit summaries.

2. If both tests produced a Chi-square degrees of freedom ratio (χ^2/df) less than 2.0. and a comparative fit index (CFI) greater than .90, then the models were acceptable.
3. If one or both of the models did not meet the above criteria, the multivariate Lagrange multiplier test (ML) results would be examined to identify modifications that could be made to improve both models.
4. If no common modifications were apparent, then both ML tests would be examined for logical modifications that could be made to both models to produce adequate model fits.

Under normal circumstances, model verification procedures would start by examining the residuals and chi-square tests prior to looking at the goodness of fit indexes. However, since the study calls for identifying two models with the same items, I felt that it was more appropriate to examine the goodness of fit indices and Lagrange test first. For further evidence of adequate model fit, the residual and chi-square test are reported after the chi-square/degrees of freedom ratio, and the comparative fit index.

Confirmatory Factor Analyses Results

The results of the initial test showed a good model fit for the liking data ($\chi^2/df = 1.88$, CFI = .905), but not for the disliking data ($\chi^2/df = 2.04$, CFI = .882). Examination

of the ML test results revealed that model fit for the disliking data could be improved by allowing F2 and F5 to covary. This modification was made to both the liking and disliking data, but the fit statistics for the disliking data again failed to meet criterion ($\chi^2/df = 1.95$, CFI = .892). No other common modifications were identified for both data sets.

However, the ML test for the disliking results indicated a better fit would be produced if school recognition item 3 was allowed to load on factor 2 -- pleasing the family instead of on factor 3 -- school recognition. This suggested a possible dual loading for the item, so it was eliminated from both models and the tests rerun. This last modification yielded adequate model fits for both the liking ($\chi^2/df = 1.624$, CFI = .939) and disliking ($\chi^2/df = 1.84$, CFI = .911) models. Analysis of the residual revealed that the three largest positive standardized residuals were .254 or less for the liking model, .222 or less for the disliking model. The average absolute residuals for the liking and disliking models were .062 and .064 respectively. The independence chi-square tests used to determine whether or not all variables are uncorrelated were significant (liking $\chi^2(120) = 1103.07$, $p < .001$; disliking $\chi^2(120) = 1024.83$, $p < .001$). The chi-square test for the final models compared to the independence models were also significant (liking $\chi^2(96) = 155.93$, $N = 125$, $p < .001$; disliking $\chi^2(95) = 175.34$, $N = 125$, $p < .001$). As a final test for model verification, z -scores for the unstandardized regression coefficients were examined, and all values were greater than 1.96 ($p < .05$). Together, all tests indicated adequate model fits for both the liking and disliking data. Tables 10 and 11 show the final parameters for both models.

Table 10.
Standardized Factor Loadings and Residuals for Goals on the Disliking Survey

Item	Factor Loadings					Residuals
	F1	F2	F3	F4	F5	
I like to understand the material I study.	.642					.766
I like to understand complicated ideas.	.834					.550
I like learning interesting things.	.775					.632
I like to solve challenging problems.	.860					.510
I don't want other students to think I'm not smart.		.693				.720
I don't want to be the only one who cannot do the work well.		.706				.707
I want to look smart to my friends.		.573				.819
I would be embarrassed if I could not do the work.		.753				.657
I don't want to make my family unhappy.			.717			.697
I want my family to think I am a good student.			.759			.650
That is what my family expects me to do.			.704			.709
Good grades are important for college admissions or scholarships.				.897		.441
Doing well is necessary for admissions to college.				.879		.475
Getting into college is important to me.				.827		.562
If I do well I get praise or rewards from people at school.					.752	.658
I get some reward or recognition from others at school for doing well.					.774	.650

Table 11.
Factor Loadings and Error Variance for Goals on the Liking Survey

Item	Factor Loadings					Residuals
	F1	F2	F3	F4	F5	
I like to understand the material I study.	.792					.610
I like to understand complicated ideas.	.767					.641
I like learning interesting things.	.819					.573
I like to solve challenging problems.	.780					.625
I don't want other students to think I'm not smart.		.763				.646
I don't want to be the only one who cannot do the work well.		.665				.746
I want to look smart to my friends.		.783				.621
I would be embarrassed if I could not do the work.		.644				.764
I don't want to make my family unhappy.			.743			.669
I want my family to think I am a good student.			.745			.666
That is what my family expects me to do.			.813			.581
Good grades are important for college admissions or scholarships.				.864		.502
Doing well is necessary for admissions to college.				.918		.396
Getting into college is important to me.				.803		.595
If I do well I get praise or rewards from people at school.					.842	.538
I get some reward or recognition from others at school for doing well.					.851	.524

Subscale Reliabilities and Descriptive Statistics

Internal consistency reliability coefficients were computed for the five goal variables, perceived ability, and persistence. Cronbach α ranged from .71 to .90 for the disliking variables, and .72 to .89 for the liking variables. The subscale means, standard deviations, and reliability coefficients are listed in Table 12, while subscale inter-correlations are reported in Tables 13 and 14. Self-efficacy for pleasing the teacher is also included in the tables to examine its relationship with the other traditional motivation variables. To control for inflated error due to the testing of multiple correlations (55), significance level was set to .001, holding alpha at .055 for the set of tests.

With a few exceptions, both sets of data yielded similar relationships, many of which are consistent with past research. As could be expected, learning goals and performance goals were not correlated with each other (Dweck, 1986). Also consistent with past research (Miller et al., 1995; Miller et al., 1994) in both sets of data, learning goals were positively related to future consequences - college ($r = .36$ and $.45$), future consequences - school ($r = .32$ and $.34$), perceived ability ($r = .50$ and $.49$), effort ($r = .36$ and $.34$), and persistence ($r = .69$ and $.56$). Furthermore, performance goals were positively related to pleasing the family ($r = .28$ and $.33$) and future consequences - school ($r = .31$ and $.46$) in the liking and disliking data. These few correlations provide validity evidence for these subscales.

One concern of the current study was the differences in relationships among variables in classes where students like and dislike the teacher. Close examination of

tables 13 and 14 show that in the liking data none of the variables had significant relationships with achievement. while in the disliking data achievement was significantly related to future consequences for college ($r = .29$), perceived ability ($r = .28$), effort ($r = .28$), and self-efficacy for pleasing the teacher ($r = .28$). Also with the liking data, effort was significantly related to learning goals and persistence ($r = .34$ and $.29$), while in the disliking data, effort was significantly related to learning goals ($r = .36$), future consequences for college admissions ($r = .28$), perceived ability ($r = .36$), persistence ($r = .42$), achievement ($r = .28$), and self-efficacy to please the teacher ($r = .30$). Furthermore, in the liking data, self-efficacy for pleasing the teacher was significantly related to learning goals ($r = .28$), future consequences for school ($r = .28$), perceived ability ($r = .39$), and persistence ($r = .35$), and in the disliking data it was related to perceived ability ($r = .44$), effort ($r = .30$), persistence ($r = .36$), and achievement ($r = .28$). One way to look at these results is that in the liking perspective, when students are feeling more competent about being able to please the teacher they are also more confident about reaching other goals. In the disliking perspective, students are more confident that their persistence and effort will lead to higher grades.

Table 12.
Means and Standard Deviations for Motivation Variables, Effort, Persistence and Achievement.

Subscale	Disliking			Liking			t-value	η^2
	Means	SD	Cronbach α	Means	SD	Cronbach α		
Learning	3.25	.99	.85	3.86	.84	.86	-7.24*	.29
Performance	2.63	.94	.71	2.68	.97	.72	-0.70	
Please the Family	3.41	1.03	.77	3.57	1.01	.81	-2.87*	.06
Future-College	4.36	.83	.90	4.54	.66	.89	-3.78*	.10
Future-School	2.12	.88	.73	2.44	.97	.83	-3.37*	.08
Perceived Ability	3.07	1.05	.86	3.92	.71	.84	-8.03*	.34
Persistence	3.19	1.00	.82	3.83	.81	.77	-7.14*	.29
Effort	3.24	1.22		4.15	.80		-6.38*	.24
Prior Interest	3.17	1.85		3.67	.99		-3.85*	.10
Semester Grades	4.27	2.04		5.64	2.12		-9.74*	.43

(* $p < .005$ for multiple t-tests)

Table 13.

Subscale Correlations of Motivation Variables, Effort, Persistence, Prior-interest, and Achievement - Disliking Data

Subscale	1	2	3	4	5	6	7	8	9	10
1. Learning goal										
2. Performance goal	.21									
3. Pleasing the Family	.07	.28*								
4. Future Con. - College	.36*	.25	.44*							
5. Future Con. - School	.32*	.31*	.27	.12						
6. Perceived Ability	.50*	.14	.14	.28*	.27					
7. Effort	.36*	.23	.24	.28*	.15	.36*				
8. Persistence	.69*	.18	.03	.38*	.19	.40*	.42*			
9. Prior-Interest	.37*	.07	.15	.16	.03	.20	.13	.28*		
10. Semester Grades	.17	.07	.13	.29*	.07	.28*	.28*	.21	-.05	
11. SE to Please	.25	-.04	.04	.17	.18	.44*	.30*	.36*	.04	.28*

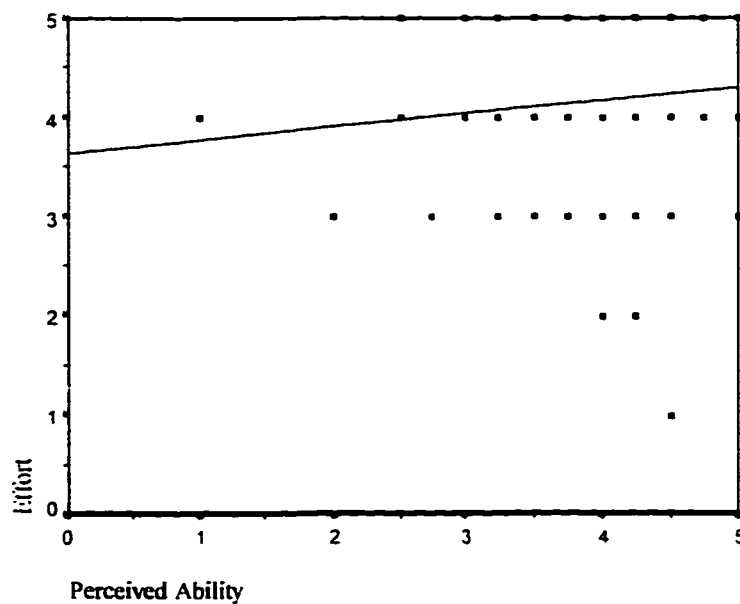
Table 14.

Subscale Correlations of Motivation Variables, Effort, Persistence, Prior-interest, and Achievement - Liking Data

Subscale	1	2	3	4	5	6	7	8	9	10
1. Learning goal										
2. Performance goal	.17									
3. Pleasing the Family	.09	.33*								
4. Future Con. - College	.45*	-.01	.28*							
5. Future Con. - School	.34*	.46*	.38*	.13						
6. Perceived Ability	.49*	.00	.09	.35*	.22					
7. Effort	.34*	.13	.10	.27	.16	.11				
8. Persistence	.56*	.00	.10	.45*	.02	.45*	.29*			
9. Prior-Interest	.52*	.19	.06	.25	.23	.34*	.24	.33*		
10. Semester Grades	.06	-.01	.11	.15	.00	.21	-.03	.08	.02	
11. SE to Please	.28*	.12	.18	.21	.28*	.39*	.19	.35*	.14	.08

Past research has suggested a link between perceived ability and effort (Bandura, 1986, 1993; Miller et al. 1996; Schunk, 1991). At first glance, the current findings suggest that this may only be the case in classes where students dislike the teacher. The results show that perceived ability and effort are strongly related when students dislike the teacher, but not when they like the teacher. However, the scatter plot below shows that perceived ability and effort scores are clustered toward the high end on both variables. This indicates that nearly all of the students are very confident, and put forth high amounts of effort for teachers they like, and that the attenuated range on both variables resulted in a low correlation. This would seem to be consistent with self-efficacy research. Students with high perceived ability should put forth more effort. In this case, almost everyone is highly confident.

Figure 1. Scatter plot for perceived ability and effort - Liking data



Tests of Differences Between the Liking and Disliking Perspectives

Paired t-tests were used to test mean differences between the liking and disliking conditions for the five goals, perceived ability, effort, persistence, prior interest, and achievement. To control for alpha at the .05 level for the collection of tests (10), a Bonferroni adjustment was used to set the significance level at .005. Table 11 lists the t values for each test. In all, only performance goals did not produce significant mean differences. However, the differences in pleasing the family, future consequences for college, and future consequences for school recognition may not be practically important. Values for η^2 were calculated for the nine significant t-tests to determine the strength of

association between variables in the two perspectives. The results indicate that no more than 10 percent of the variance of the scores on the disliking variables were accounted for by scores on the liking survey for the pleasing the family variable and the two future consequence variables. This suggests that the difference found in pleasing the family and the two future consequence variables were not large enough to be practically important.

Pleasing the teacher and motivation variables correlations

Pearson product moment correlations were used to examine the relationships between the reasons for pleasing the teacher and the motivation variables (learning goals, performance goals, pleasing the family, future consequences for college and school, perceived ability, prior interest, effort, persistence, and self-efficacy for pleasing the teacher) and achievement. Because of the larger number of correlations, only effect sizes greater than 10 percent were considered practically important. Table 15 and 16 show how few, if any, of the reasons for pleasing the teacher had significant relationships with learning goals, perceived ability, prior interest, effort, persistence, or achievement. In liking conditions, learning goals had significant positive relationships with both future recommendation ($r = .32$) and respect for the teacher ($r = .31$). In the disliking conditions, performance goals had significant positive relationships with eight of the reasons for pleasing the teacher. (social acceptance, $r = .53$, future recommendation, $r = .45$, knowing I did a good job, $r = .44$, respect for the teacher, $r = .33$, meeting social

expectations, $r = .33$, special treatment, $r = .50$, staying in extra curricular activities, $r = .48$, receiving a better grade, $r = .48$). In the liking condition, performance goals were significantly related to five of the ten reasons in the liking condition (social acceptance, $r = .50$, future recommendation, $r = .32$, special treatment, $r = .35$, and keep from being picked-on, $r = .36$). Future consequences for college was related to future recommendations ($r = .35$), and respect for the teacher ($r = .31$) in the disliking perspective and related to future recommendations ($r = .52$), and knowing you did a good job ($r = .34$) in the liking perspective. Future consequences for school had significant positive correlation with future recommendations ($r = .38$) in the disliking perspective, and with social acceptance ($r = .44$), future recommendations ($r = .30$), knowing I did a good job ($r = .36$), and special treatment ($r = .36$) in the liking perspective.

Discussion

Confirmatory factor analyses helped to identify items that make up the five goal categories (learning goals, performance goals, pleasing the family, future consequences for college, and future consequences for school recognition). The correlational findings indicate effort was related more strongly to learning goals, future consequences for college, perceived ability, persistence, self-efficacy for pleasing the teacher, and achievement when students dislike the teacher. Tests of differences initially indicated that all variables except performance goals were significantly different between the liking and

disliking perspectives. However, when pleasing the family, future consequences for college, future consequences for school, and prior interests are dropped because they account for so little variance across the perspectives, we find that learning goals, perceived ability, persistence, effort, and achievement stand out. From an educational standpoint, this is a good sign. When students like their teacher, they seem to have higher learning goals, are more confident in their ability to do school work and please the teacher, persist and put forth more effort, and make better grades. Finally, previous research (Meece, Blumefield, & Hoyle, 1988; Nicholls, Patashnick, & Nolen, 1985) has noted an association between pleasing the teacher and performance goal orientation. The findings here support that association, particularly when students dislike the teacher, in which case performance goals are related to almost all of the reasons for pleasing the teacher. The results show a link between wanting to please the teacher and pleasing the family through wanting to be accepted by the teacher and staying out of trouble.

Table 15.

Subscale Correlation Pleasing the Teacher with Motivation Variables - Disliking Data (* $p < .001$)

Subscale	LG	PG	PF	FC	FS	PA	PI	EFF	PR	ACH
1. Social acceptance	.20	.53*	.45*	.29	.21	.17	-.07	.26	.27	.05
2. Future recommendation	.29	.45*	.39*	.35*	.38*	.27	.04	.15	.16	.09
3. Knowing I did a good job	.18	.44*	.40*	.25	.20	.18	.06	.20	.16	-.06
4. Staying out of trouble	.13	.30	.37*	.27	.24	.13	.05	.22	.28	.07
5. Respect for the teacher	.23	.33*	.34*	.31*	.10	.07	.26	.27	.19	.04
6. Meeting social expectations	.21	.33*	.26	.09	.15	.07	.06	.21	-.05	.00
7. Special treatment	.00	.50*	.13	-.02	.28	.00	.10	-.08	.05	-.09
8. Keep from being picked on	.09	.29	.31*	.13	.16	.09	-.03	.11	.05	.04
9. Stay in extra-curricular activities	.03	.48*	.26	.17	.14	.12	-.04	.00	.06	.02
10. Receiving a better grade	.06	.48*	.25	.14	.09	-.01	.07	.11	.17	.06

Table 16.

Subscale Correlation Pleasing the Teacher with Motivation Variables - Liking Data (* $p < .001$)

Subscale	LG	PG	PF	FC	FS	PA	PI	EFF	PR	ACH
1. Social acceptance	.17	.50*	.33*	.16	.44*	.08	.16	.16	.16	-.07
2. Future recommendation	.32*	.32*	.30	.52*	.30	.09	.17	.24	.17	.04
3. Knowing I did a good job	.24	.29	.23	.34*	.36*	.00	.26	.29	.26	-.03
4. Staying out of trouble	.13	.27	.37*	.19	.21	-.01	.18	.13	.18	-.08
5. Respect for the teacher	.31*	.21	.21	.29	.21	.09	.20	.12	.20	.09
6. Meeting social expectations	.01	.27	.35*	.17	.07	-.00	.14	.00	.14	.04
7. Special treatment	.03	.35*	.04	-.08	.36*	.11	.10	-.06	.10	.03
8. Keep from being picked on	-.03	.36*	.25	-.04	.22	-.04	.04	.04	.04	.09
9. Stay in extra-curricular activities	.11	.17	.35*	.21	.20	.07	.07	.21	.07	-.04
10. Receiving a better grade	.08	.33*	.23	.16	.03	.10	.10	.02	.10	.00

LG - learning goal, PG - performance goal, PF - pleasing family, FC - future consequence for college, FS - future consequence for school, PA - perceived ability, PI - prior interest, EFF - Effort, PR - persistence, ACH - achievement

Section 3: Regression Analyses

A series of multiple regressions were used to further examine pleasing the teacher and its relationship with other motivation variables, effort, persistence, prior interest, and achievement. The purpose behind the regression analyses was to identify the most parsimonious set of predictors that accounted for the variance in achievement, effort, and persistence. To accomplish this, all-possible subset regression analyses (Thompson, 1995) were conducted with both the liking and disliking data. The following procedure was used for each dependent variable:

1. Each dependent variable was regressed on the ten reasons for pleasing the teacher, then the motivation variables using all possible subset regressions (achievement was also regressed on effort and persistence). The results allow for the examination of the best “n” variable models (one variable, two variable, three variable, etc.) until all variables are included in the analyses.
2. Each best “n” variable model was then tested using standard multiple regression. In order to achieve the most parsimonious model, the final equations for each set of regressions had to be significant with a $p < .05$, and each variable in the equation needed to also be significant at $p < .05$.

3. The final analyses predicting semester grades would test the reasons for pleasing, self-efficacy for pleasing the teacher, all motivation variables, effort, and persistence. The final analyses for effort and persistence would test the reasons for pleasing, self-efficacy to please the teacher, and all the motivation variables.

The results are reported in Tables 17 and 18. The analyses for the liking and disliking data produced different sets of predictors for effort, persistence, and achievement.

Table 17.
Regression Weights for Variables Predicting Effort, Persistence, and Grades - Disliking data

	Const.	B	SE B	β
Effort on Reasons ($R^2 = .11$)	2.64			
Social Acceptance - Teacher		.43	.11	.36
Special Treatment		-.33	.13	-.23
Effort on Motivation ($R^2 = .23$)	.50			
Self-efficacy to please		.23	.09	.21
Pleasing the family		.25	.09	.21
Learning goals		.36	.10	.29
Persistence on Reasons ($R^2 = .11$)	2.66			
Social Acceptance - Teacher		.35	.09	.35
Special Treatment		-.24	.11	-.20
Persistence on Motivation ($R^2 = .54$)	.016			
Self-efficacy to please		.17	.05	.19
Future consequences - College		.16	.08	.13
Learning goals		.60	.06	.59
Grades on Reasons ($R^2 =$)				
No Variables entered				
Grades on Motivation ($R^2 = .14$)	.28			
Self-efficacy to please		.44	.15	.24
Future consequences - College		.62	.20	.25
Grades on All ($R^2 = .20$)	.39			
Effort		.31	.14	.19
Future consequences - College		.62	.21	.25
Self-efficacy to please		.41	.15	.22
Knowing I did a good job		-.36	.14	-.20

Table 18
Regression Weights for Variables Predicting Effort, Persistence, and Achievement - Liking data

	Const.	B	SE B	β
Effort on Reasons ($R^2 = .08$)	3.38			
Knowing I did a good job		.21	.06	.29
Effort on Motivation ($R^2 = .22$)	2.86			
Learning goals		.33	.08	.34
Persistence on Reasons ($R^2 = .12$)	2.93			
Respect for teacher		.27	.07	.30
Special Treatment		-.14	.06	-.17
Persistence on Motivation ($R^2 = .45$)	.18			
Self-efficacy to please		.26	.07	.24
Future consequence - College		.26	.09	.21
Future consequence - School		-.19	.06	-.23
Learning goals		.46	.07	.48
Grades on Reasons ($R^2 =$)				
No Variables entered				
Grades on Motivation ($R^2 = .04$)	3.17			
Perceived ability		.63	.26	.21
Grades on All ($R^2 = .04$)	3.17			
Perceived ability		.63	.26	.21

Regression using Disliking Perspective Data

Effort

The final regression equation for effort, using only the reasons for pleasing, included social acceptance and special treatment ($r\text{-square} = .11$, $F(2, 122) = 8.03$). By itself social acceptance by the teacher accounted for 7 percent of the variance. An $r\text{-square}$ change of 4 percent resulted when special treatment was added to the equation. The final equation for effort using the motivation variables included self-efficacy to please the teacher, pleasing the family, and learning goals ($r\text{-square} = .23$, $F(3, 121) = 11.87$). Learning goals accounted for 13 percent of the variance by itself. Together learning goals and pleasing the family accounted for 18 percent of the variance and an $r\text{-square}$ change of five percent. When self-efficacy for pleasing the teacher is entered into the equation, $r\text{-square}$ improves another 4 percent.

Persistence

The final equation predicting persistence with the reasons for pleasing the teacher also included social acceptance by the teacher and special treatment. As with persistence, $r\text{-square}$ for the was .11 ($F(2, 122) = 7.52$), with social acceptance accounting for 7 percent by itself, and an $r\text{-square}$ change of 4 percent when special treatment is added into the equation. The final equation regressing persistence on the motivation variables included self-efficacy for pleasing the teacher, future consequences for college, and learning goals ($r\text{-square} = .54$, $F(3, 121) = 47.28$). Learning goals alone accounted for the

greatest amount of variance in persistence score (48 percent). When self-efficacy for pleasing the teacher was added to the model, r-square improved another 4 percent, with future consequences for college adding another 2 percent when entered into the equation.

Semester Grades

None of the reasons for pleasing the teacher were significant predictors of achievement. The final equation predicting grades using the motivation variables included self-efficacy for pleasing the teacher and future consequences for college ($r\text{-square} = .14$, $F(2, 122) = 10.30$). Future consequences for college accounting for 8 percent by itself, and self-efficacy for pleasing the teacher adding another 6 percent when entered into the equation. The final equation predicting grades using the reasons for pleasing, the motivation variables, effort, and persistence included effort, future consequences for college, self-efficacy for pleasing the teacher, and knowing I did a good job ($r\text{-square} = .20$, $F(4, 120) = 7.85$). Future consequences for college accounted for 8 percent of the variance in achievement by itself. R-square improved by 6 percent when self-efficacy for pleasing the teacher was added, another 3 percent when knowing I did a good job was added, and another 3 percent when effort was added.

Regression using Liking Perspective Data

Effort

The final regression equation for effort using the reasons for pleasing teacher only included "Knowing I did a good job." It accounted for 8 percent of the variance in effort

($F(1, 123) = 11.67$). The final equation for effort using the motivation variables only included learning goal. It accounted for 22 percent of the variance in effort ($F(1, 123) = 16.79$).

Persistence

The final regression equation for persistence using the reasons for pleasing the teacher included respect for the teacher and special treatment ($R\text{-square} = .12$, $F(2, 122) = 8.89$). Respect for the teacher alone accounting for 9 percent of the variance, with special treatment adding another 3 percent. The final equation for persistence using the motivation variables included self-efficacy for pleasing the teacher, future consequences for college, future consequences for school recognition, and learning goals ($R\text{-square} = .45$, $F(3, 121) = 28.68$). Learning goals itself accounted for the greatest amount of variance in persistence scores ($r\text{-square} = .33$). When future consequences for college was added to the equation, the $r\text{-square}$ improved another 4 percent. Interestingly, future consequences for college was not included in the three variable model, and replaced with self-efficacy for pleasing the teacher, and future consequences for school recognition. The two increased $r\text{-square}$ by 5 percent over the two variable model.

Semester Grades

As found in the disliking results, none of the reasons for pleasing the teacher were significant predictors of grades. Perceived ability was the only significant predictor of grades when it was regressed on the motivation variables, and when regressed on the

reasons for pleasing, motivation variables, effort and persistence ($R\text{-square} = .04$, ($F(1, 123) = 5.82$).

Discussion

Past research has shown that only learning goals and perceived ability were important predictors of effort, and persistence, and achievement (Miller et al, 1996). Here we find that perceived ability barely predicts semester grades in the liking perspective, while learning goals still maintains its predictive importance for effort and persistence, but not grades. Social acceptance, special treatment, pleasing the family, and future consequence for college emerge as important predictors when students dislike the teacher. Yet, knowing I did a good job, respect for the teacher, special treatment, self-efficacy for pleasing the teacher, and both types of future consequences emerge as important predictors when students like the teacher. Future research may need to examine the nature of the special treatment students expect from teachers they like and dislike. We may find that students even perceive special treatment differently based on whether they like or dislike the teacher.

Section 4: Motivation and Disliking the Teacher

The final question investigated by the current study examined the motivational characteristics of students who reported the greatest amount of effort and persistence for teachers they disliked. Only those students who reported high effort and persistence (+ 1 standard deviation above the mean on both) were selected for this portion of the study. Five students met the criteria. Descriptive statistics for these students were computed on each of the motivation variables (learning, performance, pleasing the family, and future consequences - college and school recognition, perceived ability, prior interest, self-efficacy for pleasing the teacher, and achievement). Table 19 lists means and standard deviations for the five students. The table shows relatively high average scores on learning goals, future consequences for college, perceived ability, and prior interest in the academic subject. One student received a "C" from the teacher they disliked, two received a "B", and two received a "B+".

It is difficult to determine the importance of these values without comparing them with the rest of the participants. The large difference in group sizes jeopardizes the reliability of a normal t-test, so t-tests using unequal variances were used to compare these five students' average scores with those of the rest of the participants. Significant differences were found on three of the eight variables (Learning goals, $t = -6.16$, $df = 5.72$, $p = .001$, mean diff. = -1.35, Std Error = .438; Perceived ability, $t = -2.17$, $df = 5.23$, $p = .005$, mean diff. = -1.22, Std Error = .438; Prior interest, $t = -5.55$, $df = 5.65$, $p = .002$,

mean diff. = -1.48. Std Error = .267). The results suggest that compared to students with lower reported effort and persistence, these five students on average were more learning goal oriented, had higher perceived ability, and started the year more interested in the subject than their peers. No difference was found in achievement.

Table 19
Means and Standard Deviations for Students with High Effort and Persistence
for Teachers they Dislike

Subscale	Means	SD	Min	Max
Learning	4.55	.44	4.00	5.00
Performance	3.33	.74	2.33	4.33
Please the Family	3.86	.73	3.00	5.00
Future-College	5.00	.00	5.00	5.00
Future-School	2.80	1.44	1.50	5.00
Perceived Ability	4.25	.56	3.50	5.00
Prior Interest	4.60	.54	1.00	5.00
Self-efficacy for pleasing	3.40	1.67	1.00	5.00
Semester Grades	5.00	1.22	3.00	6.00

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The current study explored the construct pleasing the teacher and factors believed to influence high school students' motivation. The study set out to identify patterns related to students' reasons for pleasing the teacher, their pleasing behavior, and their motivation for teachers they like and dislike. Findings of the current study have a number of implications for theory and practice that can help us better understand the nature of pleasing the teacher and high school student motivation. The chapter begins with a discussion of how the current study and past research can help us better understand pleasing the teacher. This is followed by a discussion of how the current study helps us understand pleasing behavior. The third section discusses how the current study help us better understand liking and disliking the teacher and student motivation. The chapter will end with some conclusions about pleasing the teacher and future research.

How does this study and past research help us better understand pleasing the teacher? First, we can think of pleasing the teacher as a goal much like the need for affiliation, in this case wanting social acceptance from the teacher (staying on the teacher's good side, being a good student, friendship, and wanting the teacher to be proud of them). According to past research (Atkinson & O'Conner, 1966) we might expect students who desire social acceptance by the teacher to put forth more effort and persistence, and have higher grades. The current study supports this notion, especially in classes were students

like the teacher. In these classes, students reported higher levels of social acceptance, as well as higher levels of effort, persistence, and achievement .

We do know from work by Miller et al. (1996) that the goal to please the teacher (social acceptance and social responsibility combined) plays an important role in predicting student self-regulation. What we don't know is how the specific goal to please the teacher (as define by Miller et al, 1996) relates to each of the reasons for pleasing the teacher or how it is affected by liking and disliking the teacher. Future research needs to try to identify which reasons for pleasing the teacher are most related to the goal to please the teacher and measures of self-regulation and cognitive engagement, so that we might better understand the roles they play under liking and disliking conditions.

The second way to look at pleasing the teacher is to think of it as a strategy for accomplishing other goals. For instance, “wanting to stay out of trouble” could serve as a strategy to accomplish other goals like getting a future recommendation from the teacher, receiving a better grade, and social acceptance. Along these same lines, the current findings also suggest that pleasing the teacher may serve as a strategy to reinforce students' performance goal orientation. In both the liking and disliking perspectives, this seems to be accomplished through wanting: a) social acceptance by the teacher, b) future recommendations, c) special treatment, or d) better grades. Past research has also recognized the association between pleasing the teacher and performance goals (Meece et.al., 1988; Nicholls et al., 1985). The current findings support and provide more detail about the association. The results suggest that performance goal-oriented students may

benefit from pleasing the teacher by: a) gaining an improved sense of being as good or at least no worse than other students, b) fulfilling their need for affiliation (social acceptance by the teacher), c) receiving special treatment, and d) gaining some valued extrinsic rewards (future recommendations and better grades).

What do the findings tell us about pleasing behavior? The results show that high and low achieving students do about the same things to please their teachers regardless of whether they like the teacher. If we look across the liking and disliking perspectives we find that students have a common set of tactics that they use to try to please all their teachers regardless of whether they like or dislike the teacher (get along with the teacher, answer the teacher's questions, turn in completed work, follow instructions, pay attention in class, show a positive attitude, and not act up in class). The differences are found in the behaviors that students use to please teachers they like. It seems that when students like the teacher they interact more positively with the teacher. Students not only do the minimum required behaviors, but they also ask questions, make sure their homework is correct, and try to become friends with the teacher. These findings support past research by Miller and his colleagues (1996) suggesting that students are more self-regulated. Furthermore, the findings also suggest that students attempt to actively satisfy their need for affiliation in classes where they like the teacher.

How do the findings help us better understand liking and disliking the teacher and student motivation? These may be the most significant findings of the current study. When students like the teacher they seem to have a more positive motivational outlook.

As expected from past research (Montalvo, 1995; Montalvo and Roedel, 1995), students reported higher effort in classes where they like the teacher. Along with higher effort, they seem more learning goal oriented, and more confident in their ability to do school work and please the teacher. They also seem to persist more and receive higher grades in classes where they like the teacher. These findings partially support current theories of achievement motivation, (Dweck & Elliot, 1983; Bandura, 1986, 1993) which argue that students with high learning goals and/or perceived ability will put forth more effort and persist longer when faced with difficulty. I say this partially supports current theory because we only find this phenomenon in classes where students like the teacher. Although the current study was not designed to examine the dominant goal orientation of classes where students like and dislike the teacher, findings from the Montalvo studies (Montalvo, 1995; and Montalvo & Roedel, 1995) imply that liked teachers may have a more learning oriented relationship with students. Naturally, it is difficult to make this assumption without further research. Follow-up research may want to explore the dominant goals in classes where students like and dislike the teacher.

The findings also bring out an important point about the nature of perceived ability in student motivation. Past research found that perceived ability played an important part in students' effort, persistence, and achievement (Bandura, 1986, 1993; Miller et al., 1996). The current study shows that perceived ability helps explain semester grades and persistence only in the liking perspective; whereas, in the disliking perspective self-efficacy for pleasing the teacher becomes an important predictor of effort, persistence, and

semester grades. The measure of perceived ability used in the current study focused on academic ability in the subject the teacher taught, while self-efficacy for pleasing the teacher focused on students' ability to satisfy the teacher. I suspect that what may be taking place is that students are shifting their focus in the two different classes. When students like the teacher, they may be less concerned with trying to satisfy the teacher, and can focus on learning from the teacher. Whereas, when students dislike the teacher, they focus on what they need to do to make sure this teacher is satisfied, and in turn, grades become a result of pleasing the teacher.

Conclusion

The combined results help us better understand the social importance of pleasing the teacher and the importance of affiliation or social acceptance. Many of my colleagues believe that pleasing the teacher has a negative ring to it, and that we would not want to promote it in school. I would agree with the latter, but the current findings suggests that pleasing the teacher may not be all that bad, especially in classes where students like the teacher. In classes where students dislike the teacher they seem to do a minimum amount of teacher pleasing in terms of their behavior, but may be overly concerned about satisfying the teacher. When students like the teacher, they may not get bogged down by constantly worrying about satisfying the teacher, and can focus on learning. Furthermore, in classes where students like the teacher they also have the added benefit of feeling accepted by the teacher, satisfying that affiliation need. Looked at holistically, students

may benefit from having teachers they like. Not only are they able to focus on learning, but the environment may be more conducive to learning, at least for the individual student.

One of the problems with the current study is that it does not tell us anything about liking or disliking the teacher in a contained classroom. Future research needs to somehow look at classrooms of students, and group students according to whether or not they like or dislike the teacher. We might find that there are whole classrooms that are benefiting from a liked teacher or whole classrooms that are being hindered by a disliked teacher. We might also find that no matter what a teacher does in a class, some students will like the teacher and some will not.

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Appendix A

Pilot Study

A pilot study was conducted to: a) determine the revised subscale reliabilities, b) determine how the reasons for pleasing items functioned, and c) determine if the behavior checklist would provide enough descriptive information as yes/no type items. Sixty-two high school students in grades 10 - 12 from a high school in the mid-south participated in the pilot project. However, because of incomplete data only 55 were used in data analyses. Prior to data collection, subjects were provided with parental consent forms. Those who returned signed consent forms were allowed to participate in the study. At data collection, subjects received informed consent forms explaining the purpose and confidentiality of the study. Students who wished to participate completed two instruments. The instructions on one instrument asked students to think of a teacher they like a lot who teaches them an academic subject, and complete the instrument as it relates to that teacher and the class he/she teaches. The instructions for the other instrument asked the students to think of a teacher they dislike a lot who teaches an academic subject, and complete the survey as it relates to that teacher and the class he/she teaches. Students were instructed to not give either teachers' names. Instead, they were asked to give the titles of the classes taught by each teacher so that grades could be matched to the student.

One concern with this design was that completing the first instrument could stimulate sentiments or attitudes that would influence students' responses on the second

instrument. This might produce exaggerated differences in responses to the instruments if all the subjects received the same survey first followed by the other. To control for any effects that might be induced by order of presentation, the instruments were counterbalanced so that half of the subjects completed the 'liking the teacher survey' first, followed by the 'disliking the teacher survey.' The other half completed the 'disliking the teacher survey' first, followed by the 'liking the teacher survey.'

Instrument

Portions of *The Attitude Toward Mathematics Survey* (Greene and Miller, 1996) were modified for the current study. The 1994 version was designed for high school math students. Since the current study crosses all academic subjects, the items were modified to apply to any subject area. Students were asked to complete two instruments for the study, so the number of items used to measure motivation factors were reduced. The motivation subscale include subscales to measure three goal categories from *The Attitude Toward Mathematics Survey* and three future goal categories from work by Miller, Greene, Henderson, William, Brickman, and Krows (1995). The five goal categories included items measuring learning goals, performance goals, pleasing the family, college admissions, and school recognition). The future consequence items were chosen because the items from *The Attitude Toward Mathematics Survey* produced an unreliable subscale. Admissions to college and receiving school recognition were selected because of their significant positive relationships with student effort and persistence.

In addition, the instruments included two sets of items to examine the construct pleasing the teacher. The first set of items, 15 reasons for pleasing the teacher, were developed to assess why students attempt to please the teacher. The second set of items, a behavior checklist with 23 items, was designed to examine the behaviors students use to please their teachers. Both set of items were developed from the results reported in the Montalvo studies (Montalvo, 1995; and Montalvo & Roedel, 1995). The reasons for pleasing the teacher items each began with “I try to please my teacher...” A five point Likert-type format anchored with “Strongly Agree” and “Strongly Disagree” was chosen to maintain consistency with the modified motivation subscales. The motivated behavior measure is a checklist of the 23 behaviors also identified by the Montalvo studies (Montalvo, 1995; and Montalvo and Roedel, 1995). Students were simply asked to place an “X” in the box next to the behaviors they do to please the teacher. Forty-three item made up the first section of the survey assessing motivation variables and reasons for pleasing the teacher, while the behavior checklist included 23 behaviors.

Pilot Results

Cronbach alpha reliability coefficients were computed for the learning, performance, future consequences, and pleasing the family goals, as well as the perceived ability and persistence subscales. The subscale reliability results are reported in Table 1, and the subscale means and standard deviations are reported in Table 2, for those variables listed above along with effort, self-efficacy for pleasing the teacher, and student prior interest. Of the motivation measures, only the future consequence subscales produced

undesirable reliability coefficients ($\alpha < .65$). Closer examination of the items revealed that two of the subscale items were measuring a reward or praise goal, and two items were measuring the goals related to college or a job. Miller, Greene, Henderson, William, Brickman, and Krows (1995) conducted a study with high school students that examined the dimensionality of future consequences. They found that the goals of going to college and receiving school recognition were most positively related to student effort and persistence. (In the primary study, the items for these two subscales will replace the future consequence items used on this pilot.)

Item means and standard deviations were computed for the reasons for pleasing the teacher items, and can be found in Table 3. Cronbach alpha for the liking and disliking subscales were .83 and .86 respectively. Histograms were also generated to examine the distribution of responses for each item used to assess reasons for pleasing the teacher. Students' responses were compared for each pair of items. Of the fifteen pairs of responses, two produced severely skewed distributions (item 30: Skewness = 1.54, Standard Error = .322, Z-score = 4.658, $p < .05$; and Item 34: Skewness = .79, Standard error = .322, $p < .05$). On item 30 (to get special treatment), 49 students chose disagree or strongly disagree for the teachers they disliked, and 46 students chose disagree or strongly disagree for teachers they liked. On item 34 (to keep the teacher from picking on me), 38 students chose disagree or strongly disagree for teachers they disliked, and 43 students chose disagree or strongly disagree for teachers they liked. On item 40 (out of respect...), 33 students chose agree or strongly agree for teachers they disliked, while 50

students chose agree or strongly agree for teacher they liked. In most instances, these items would either be deleted, or revised to produce normally distributed responses; however, only 55 students participated in the pilot study. It is anticipated that a larger sample will provide more normally distributed data.

Students' responses to the behavioral checklist were also examined to determine if they would provide enough descriptive information to help distinguish high and low achieving students, and to see how the instrument functioned related to teachers they dislike and teaches they like. Table 4 lists the frequencies for the items on each checklist. All of the items were checked by at least one student, indicating that each of the behaviors may be done to please the teacher.

Table 1.

Subscale Internal Consistency Reliabilities

	Disliking Survey	Liking Survey
Learning Goals	.88	.84
Performance Goals	.87	.80
Future Consequences	.59	.47
Pleasing the Family	.87	.70
Perceived Ability	.83	.74
Persistence	.72	.73

Table 2.

Subscale means and standard deviations

	Disliking Survey		Liking Survey	
	Means	SD	Means	SD
Learning Goals	2.95	1.01	3.76	.85
Performance Goals	2.36	.98	2.54	1.00
Future Consequences	3.31	.72	3.86	.68
Pleasing the Family	3.36	1.12	3.31	1.02
Perceived Ability	2.94	.97	3.99	.62
Persistence	2.96	.90	3.76	.78
Self-efficacy for Pleasing the Teacher	2.64	1.11	4.41	.69
Effort	2.98	.95	4.24	.64
Prior Interest	2.84	1.18	3.67	1.07

Table 3.

Reasons for Pleasing the Teacher means and standard deviations

Item stem: I try to please my teacher...

Item	Disliking	Survey	Liking	Survey
	Means	SD	Means	SD
6. To stay out of trouble.	3.09	1.14	2.96	1.39
12. To stay on his/her good side.	2.71	1.23	3.24	1.30
13. Because her/she might give me a letter of recommendation for a club at school.	2.53	1.21	3.20	1.15
15. So I can stay in extra-curricular activities.	2.87	1.36	2.89	1.41
16. Because I want him/her to think I am a good student.	3.09	1.13	3.76	1.05
18. Because if he/she is happy I know I did a good job.	2.67	1.22	3.53	1.03
21. So we can be friends.	1.91	1.14	2.91	1.17
23. Because I want to get a better grade.	2.78	1.24	3.16	1.36
25. Because her/she might give me a letter of recommendation for a job.	2.38	1.22	3.20	1.39
30. To get special treatment.	1.53	.79	1.69	0.98
32. Because I want him/her to be proud of me.	2.15	1.10	3.44	1.12
34. To keep the teacher from picking on me.	2.11	1.27	1.93	1.10
37. Because that is what my family expects me to do.	2.25	1.28	2.42	1.13
39. Because her/she might give me a letter of recommendation for college.	2.82	1.48	3.47	1.39
40. Out of respect for him/her.	3.38	1.31	4.25	0.75

Table 4.

Frequency and percentage of students indicating they would do the behavior to please the teacher, and Z score for difference in proportions between disliking and liking surveys.

Item	Dislike	N=52	Like	N=55	Z
	Freq.	%	Freq.	%	
1. Turn work in on time	39	75.0	53	96.4	3.18*
2. Turn in completed work	36	69.2	50	90.9	2.89*
3. Follow instruction	43	82.7	54	98.2	2.75*
4. Do extra credit	14	26.9	20	36.4	1.04
5. Go the extra mile on assignments	7	13.5	20	36.4	2.72*
6. Do my homework	43	82.7	52	94.5	1.94*
7. Pay attention in class	39	75.0	52	94.5	2.83*
8. Come to class on time	48	92.3	53	96.4	.91
9. Show a positive attitude	34	65.4	53	90.9	4.10*
10. Ask question in class	19	36.5	39	70.9	3.56*
11. Answer teacher's questions	25	48.1	48	87.3	4.35*
12. Make sure homework is correct before I turn it in	19	36.5	39	70.9	3.56*
13. Get along with the teacher	28	53.8	52	94.5	4.84*
14. Don't act up in class	36	69.2	46	83.6	1.76*
15. Help the teacher in class	10	19.2	21	38.2	2.15*
16. Help the teacher outside class	4	7.7	10	20.0	1.60
17. Compliment the teacher	5	9.6	16	29.1	2.53*
18. Let the teacher know how hard I work	9	17.3	16	29.1	1.43
19. Bring things for the teacher	1	1.9	4	7.3	1.31
20. Talk with the teacher outside of class	6	11.5	24	43.6	3.69*
21. Do things with the teacher outside of class	2	3.8	6	10.9	1.38
22. Ask the teacher for personal advise	3	5.8	13	23.6	2.59*
23. Develop a friendly relationship with the teacher	11	21.2	38	69.1	4.97*

p-value for difference in proportions < .05

Figure 1

Semester Grades for Classes in which Students Disliked the Teacher

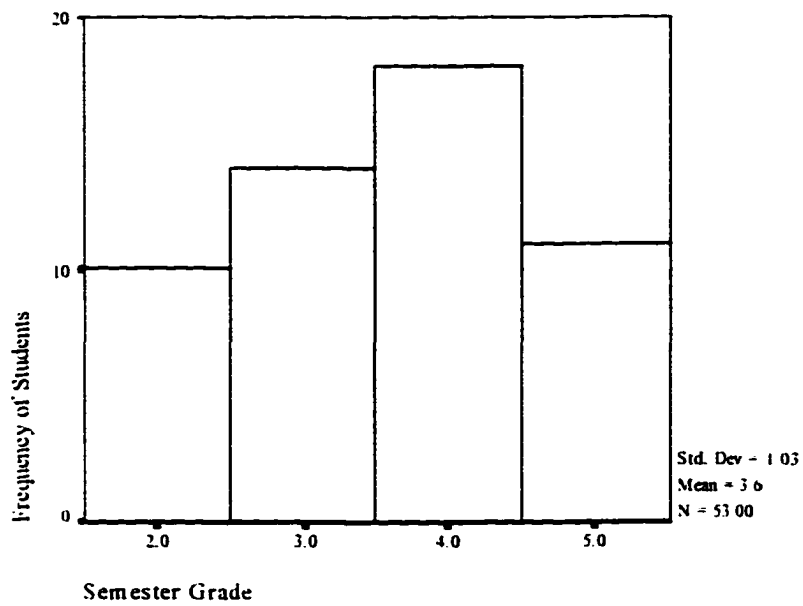


Figure 2

Semester Grades for Classes in which Students Liked the Teacher

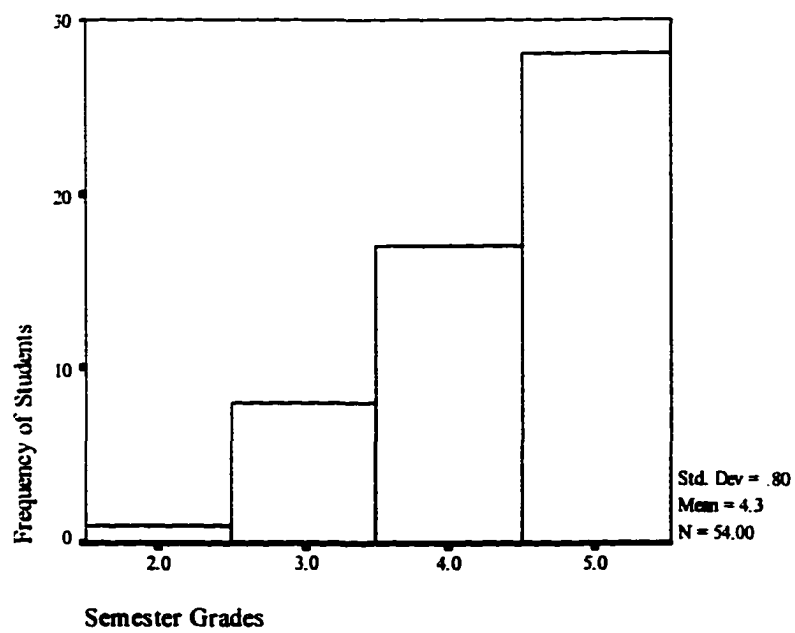


Table 6 also lists the z-score of differences between proportions. The differences between the proportion of yes responses were significant on all but four of the items. Initially, the behavioral checklist was designed to provide descriptive information about high and low achieving students. Unfortunately, the distribution of semester grades for the classes in which the students liked the teacher was severely skewed making it difficult to discriminate between high and low achieving students. Figures 1 and 2 show the distribution of semester grades for the two liking and disliking conditions. In addition, only one item was significantly related to semester grades in classes in which the student disliked the teacher (Item 3 - Follow instructions, $\rho_{biser} = .4021$, $p < .05$).

The checklist seems to perform well at showing how students will behave for teachers they like and dislike, as shown by the frequency of yes responses. However, it does not discriminate between high and low achieving students in either the liking or disliking the teacher condition. This may be due, in part, to the small sample size. It may also be that there is no difference in the way low and high achieving students go about pleasing the teacher. The primary study should help to answer these questions.

Appendix B

Liking Instrument

**Survey on High School
Student Learning**

Raymond B. Miller, Ph.D., Barbara A. Greene, Ph.D., Gregory P. Montalvo, M.Ed.

1996

University of Oklahoma

Before beginning the survey please provide the following information, and circle those that apply to you.

1. Student Code Number: _____

2. SEX (Gender): Male or Female

3. GRADE level:

- a. Sophomore = 10**
- b. Junior = 11**
- c. Senior = 12**

The survey you are about to complete is intended to provide an overview of your outlook on learning for a particular class. It will sample your reasons for learning and studying. It will also survey some of your school behavior. Please answer each question as honestly as you can. Your responses will not influence your grade in any way and they will be confidential.

Survey on High School Student Learning and Liking a Teacher

For this part of the project I would like you to think of a teacher that you really like a lot and who teaches an academic subject (math, science, English, history, social studies, foreign language ect...). Write the class he/she teaches below. Then answer the following items as they apply to your reasons and beliefs for doing work in that teacher's class.

Class: _____
class title.

Please do not write the teacher's name. Only write the

1. How would you rate your effort for this teacher as compared to your typical amount of effort for other teachers?
 - a. Extremely high (probably as much effort as I've ever put into a class)
 - b. Fairly high (more effort than usual, but I have worked harder in other classes)
 - c. About average
 - d. Fairly low (less effort than usual, but I have put in less effort in other classes)
 - e. Extremely low (probably the least amount of effort I've ever put into a class)

2. How would you rate your interest in the subject taught by this teacher before the school year started.
 - A. Very High
 - b. High
 - c. Moderate
 - d. Low
 - e. Very Low

3. Indicate how confident you are in your ability to please this teacher.

1	2	3	4	5
Not Very Confident		Somewhat Confident		Very Confident

-Over-

Now read each statement and indicate how much you agree that it is true of you. Remember to respond to the items as they apply to the teacher you like and the class he/she teaches.

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

Now read each statement and circle the number that indicates how much you agree that it is true of you. Remember to respond to each item as they apply to the teacher you like.

4. I do the work in this class because if I do well I get praise or rewards from other people.
- 1 2 3 4 5
5. I do the work assigned in this class because I don't want to make my family unhappy.
- 1 2 3 4 5
6. I try to please the teacher to stay out of trouble.
- 1 2 3 4 5
7. When I run into a difficult part of a homework assignment I give up and go on to the next problem.
- 1 2 3 4 5
8. I think I am doing better than other students in this class.
- 1 2 3 4 5
9. I do the work assigned in this class because my grades have a personal payoff for me (e.g., rewards from my family, graduation, scholarships, college acceptance or rewards from other people.)
- 1 2 3 4 5

-Over-

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

10. If I have difficulty with part of an assignment I keep working until I understand it..

1 2 3 4 5

11. I do the work assigned in this class because I like to understand the material I study.

1 2 3 4 5

12. I try to please the teacher to stay on his/her good side.

1 2 3 4 5

13. I try to please the teacher because he/she might give me a letter of recommendation for a club at school.

1 2 3 4 5

14. Compared to others in this class, I think I am good at the subject being taught.

1 2 3 4 5

15. I try to please the teacher to so I can stay in extra-curricular activities (sports, chorus, band, drama, or any other).

1 2 3 4 5

16. I try to please the teacher because I want him/her to think I am a good student.

1 2 3 4 5

17. I do the work assigned in this class because I don't want others to think I'm not smart.

1 2 3 4 5

-Over-

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

18. I try to please the teacher because if he/she is happy I know I did a good job.

1 2 3 4 5

19. I do the work assigned in this class because I like to understand complicated ideas.

1 2 3 4 5

20. I do the work assigned in this class because I get some reward or recognition for doing well.

1 2 3 4 5

21. I try to please the teacher so we can be friends.

1 2 3 4 5

22. I do the work assigned in this class because I don't want to be the only one who cannot do the work well.

1 2 3 4 5

23. I try to please the teacher because I want to get a better grade.

1 2 3 4 5

24. I have a good understanding of the concepts taught in this class.

1 2 3 4 5

25. I try to please the teacher because he/she might give me a letter of recommendation for a job.

1 2 3 4 5

26. I do the work assigned in this class because I want to look smart to my friends.

1 2 3 4 5

-Over-

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

27. If I have trouble understanding an assignment I go over it again until I understand it.

1 2 3 4 5

28. I do the work assigned in this class because I want my family to think I am a good student.

1 2 3 4 5

29. If I have trouble with part of an assignment I don't do it.

1 2 3 4 5

30. I try to please the teacher to get special treatment.

1 2 3 4 5

31. I am certain I understand the material presented in this class.

1 2 3 4 5

32. I try to please the teacher because I want him/her to be proud of me.

1 2 3 4 5

33. I do the work assigned in this class because I like learning interesting things.

1 2 3 4 5

34. I try to please the teacher to keep the teacher from picking on me.

1 2 3 4 5

-Over-

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

35. I do the work assigned in this class because I would be embarrassed if I could not do the work.

1 2 3 4 5

36. I do the work assigned in this class because good grades lead to other things that I want (e.g., money, graduation, college acceptance or scholarships, eligibility for extracurricular activities)

1 2 3 4 5

37. I try to please the teacher because that is what I'm supposed to do in school.

1 2 3 4 5

38. I do the work assigned in this class because that is what my family expects me to do.

1 2 3 4 5

39. I try to please the teacher because he/she might give me a letter of recommendation for college.

1 2 3 4 5

40. I try to please the teacher out of respect for him/her.

1 2 3 4 5

41. I do the work in this class because I like to solve challenging problems.

1 2 3 4 5

-Over-

For this part of the project place an X in the box next to the things you do to please this particular teacher. **Mark all that apply.**

<input type="checkbox"/> Turn work in on time	<input type="checkbox"/> Get along with the teacher
<input type="checkbox"/> Turn in work that is completed	<input type="checkbox"/> Don't act up in class
<input type="checkbox"/> Follow instructions	<input type="checkbox"/> Help the teacher in class
<input type="checkbox"/> Do extra credit work	<input type="checkbox"/> Help the teacher outside of class
<input type="checkbox"/> Go the extra mile on an assignment	<input type="checkbox"/> Compliment the teacher
<input type="checkbox"/> Do my homework	<input type="checkbox"/> Let the teacher know how hard I work
<input type="checkbox"/> Pay attention in class	<input type="checkbox"/> Bring things for the teacher
<input type="checkbox"/> Come to class on time	<input type="checkbox"/> Talk with the teacher outside of class
<input type="checkbox"/> Show a positive attitude in class	<input type="checkbox"/> Do things with the teacher outside of class
<input type="checkbox"/> Ask questions during class	<input type="checkbox"/> Ask the teacher for personal advise
<input type="checkbox"/> Answer the teacher's questions	<input type="checkbox"/> Develop a friendly relationship with the teacher
<input type="checkbox"/> Make sure that my work is correct before I turn it in	

Appendix C

Disliking Instrument

**Survey on High School
Student Learning**

Raymond B. Miller, Ph.D., Barbara A. Greene, Ph.D., Gregory P. Montalvo, M.Ed.

1996

University of Oklahoma

Before beginning the survey please provide the following information, and circle those that apply to you.

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The survey you are about to complete is intended to provide an overview of your outlook on learning for a particular class. It will sample your reasons for learning and studying. It will also survey some of your school behavior. Please answer each question as honestly as you can. Your responses will not influence your grade in any way and they will be confidential.

Survey on High School Student Learning and Disliking a Teacher

For this part of the project I would like you to think of a teacher that you really **dislike a lot** and who teaches an academic subject (math, science, English, history, social studies, foreign language ect...). Write the class he/she teaches below. Then answer the following items as they apply to your reasons and beliefs for doing work in that teacher's class.

Class: _____
class title.

Please **do not** write the teacher's name. Only write the

1. How would you rate your effort for this teacher as compared to your typical amount of effort for other teachers?

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- b. Fairly high (more effort than usual, but I have worked harder in other classes)
- c. About average
- d. Fairly low (less effort than usual, but I have put in less effort in other classes)
- e. Extremely low (probably the least amount of effort I've ever put into a class)

2. How would you rate your interest in the subject taught by this teacher before the school year started.

- A. Very High
- b. High
- c. Moderate
- d. Low
- e. Very Low

3. Indicate how confident you are in your ability to please this teacher.

1	2	3	4	5
Not Very Confident		Somewhat Confident		Very Confident

-Over-

Now read each statement and indicate how much you agree that it is true of you. Remember to respond to the items as they apply to the teacher you **dislike** and the class he/she teaches.

Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

Now read each statement and circle the number that indicates how much you agree that it is true of you. Remember to respond to each item as they apply to the teacher you **dislike**.

4. I do the work in this class because if I do well I get praise or rewards from other people.
- 1 2 3 4 5
5. I do the work assigned in this class because I don't want to make my family unhappy.
- 1 2 3 4 5
6. I try to please the teacher to stay out of trouble.
- 1 2 3 4 5
7. When I run into a difficult part of a homework assignment I give up and go on to the next problem.
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<input type="checkbox"/> Show a positive attitude in class	<input type="checkbox"/> Do things with the teacher outside of class
<input type="checkbox"/> Ask questions during class	<input type="checkbox"/> Ask the teacher for personal advise
<input type="checkbox"/> Answer the teacher's questions	<input type="checkbox"/> Develop a friendly relationship with the teacher
<input type="checkbox"/> Make sure that my work is correct before I turn it in	