

Brophy J E & Good T L. *Teacher-student relationships: causes and consequences.*
New York: Holt, Rinehart and Winston, 1974. 400 p.
[Univ. Texas, Austin, TX and Univ. Missouri, MO]

This book discusses methodological issues and presents substantive findings from research on the dynamics of teacher-student relationships. In particular, it focuses on how teachers develop beliefs, attitudes, and expectations about students in response to their individual personal characteristics or their group status (race, sex, socioeconomic status, achievement level), leading to differential patterns of dyadic teacher-student interaction. [*The Social Sciences Citation Index*® (SSCI)® indicates that this book has been cited in over 265 publications since 1974.]

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"The research that led to this book had its roots in conversations that Tom Good and I had about *Pygmalion in the Classroom*,^{1,2} shortly after we arrived as new faculty members at the University of Texas at Austin. We found ourselves fascinated by the *Pygmalion* experiment but interested in exploring teachers' naturally formed expectations about students (rather than expectations induced experimentally) and the processes (differential treatment of different students in similar situations) that might mediate any self-fulfilling prophecy effects of such expectations.

"To pursue this interest, we needed an observation system designed to record (separately for each student) the teacher's dyadic interactions with individual students. Most of the classroom observation research done prior to that time had focused on the teacher's interactions with the class as a whole, and had not considered contrasting patterns of interaction with different individuals or subgroups. Consequently, we had to devise

what became known as the Brophy-Good Dyadic Interaction Observation System. Our first study using that system³ showed that, compared to their treatment of low expectation students, teachers were more likely to praise high expectation students for correct answers, less likely to criticize them for failure, and more likely to try to elicit an improved response from them when they failed to answer correctly the first time.

"This first study was followed by several related studies done in collaboration with Carolyn Evertson, Teresa Harris Peck, Vern Jones, Jev Sikes, Sherry Willis, and other colleagues. Our interests in teachers' expectations expanded to include teachers' beliefs and attitudes, and to include student effects on teachers as well as teacher effects on students. In addition, as frequently happens in science, once a tool devised for a particular purpose is in existence, it can be used for other purposes as well. In this case, it quickly became obvious that our observation system could be used to study differential teacher behavior toward boys vs. girls, whites vs. blacks, and so on. Also, the system's focus on questioning and responding to students during recitation lessons eventually led to studies on such topics as how the nature of teacher-student interaction changes across grade levels and how teachers' instructional behaviors relate to student achievement.

"The book is cited frequently in part because it discusses several of our studies done in the early 1970s in some detail, but mostly because it systematically reviews the research on teacher expectations, teacher-student interaction, and related topics that emerged as active research areas in the late 1960s and have remained active since. The book remains a basic reference on the topics that it covers in detail and in general has stood the test of time well, although more recent reviews⁴⁻⁶ indicate that interpretation of certain data needs to be supplemented by insights developed through more recent research on teacher effects, attribution theory, and other topics."

1. Rosenthal R & Jacobson L. *Pygmalion in the classroom: teacher expectation and pupils' intellectual development.* New York: Holt, Rinehart and Winston, 1968. 240 p.
2. Rosenthal R. Citation Classic. Commentary on *Pygmalion in the classroom: teacher expectation and pupils' intellectual development.* *Current Contents/Social & Behavioral Sciences* 12(7):12, 18 February 1980.
3. Brophy J & Good T. Teachers' communication of differential expectations for children's classroom performance: some behavioral data. *J. Educ. Psychol.* 61:365-74, 1970. (Cited 210 times.)
4. Brophy J. Research on the self-fulfilling prophecy and teacher expectations. *J. Educ. Psychol.* 75:631-61, 1984.
5. Good T & Brophy J. *Looking in classrooms.* New York: Harper and Row, 1984. 424 p.
6. Cooper H & Good T. *Pygmalion grows up: studies in the expectation communication process.* New York: Longman, 1982. 173 p.