

## Role of Teacher Expectations in Shaping Student Outcomes

Rabia Basree

M.Phil. Scholar, Department of Education, Department of Education, Shah Abdul Latif University, Khairpur, Sindh  
Email: [rabiabasree1@gmail.com](mailto:rabiabasree1@gmail.com)

Rabia Malik

M.Phil. Scholar, Department of Education, Department of Education, Shah Abdul Latif University, Khairpur, Sindh  
Email: [aanmalik34@gmail.com](mailto:aanmalik34@gmail.com)

Received on: 08-07-2025

Accepted on: 15-08-2025

### Abstract

This study explores the role of teacher expectations in shaping student outcomes, focusing on the impact of teachers' beliefs and behaviors on student achievement, motivation, self-perception, and engagement. Conducted in Tehsil Khairpur, Sindh, the study involved 108 teachers from 13 elementary schools, selected through stratified random sampling. A self-structured, Likert-type questionnaire was used to collect data, which was analyzed using descriptive and inferential statistics, including t-tests, ANOVA, Pearson correlation, and regression analysis. The results revealed a strong positive correlation between high teacher expectations and improved student achievement. Teachers who set challenging goals, provided positive feedback, and created a supportive learning environment were more likely to have high expectations, which positively influenced student self-confidence and motivation. Additionally, significant differences were found in teacher expectations based on gender and years of teaching experience, with female teachers and those with more experience demonstrating higher expectations. The findings underscore the importance of fostering positive teacher expectations through professional development and collaborative practices to enhance student learning outcomes. Practical strategies for improving teacher expectations are also discussed, providing valuable insights for educators aiming to promote student success.

**Keywords:** Teacher Expectations, Student Outcomes, Teacher Beliefs, Student Achievement, Motivation, Self-Perception, Gender Differences, Professional Development

### Introduction

The expectations that teachers hold for their students can have a profound impact on their academic outcomes. When teachers believe in their students' potential and set high standards, those students are more likely to meet or even exceed those expectations. This phenomenon, often referred to as the "Pygmalion effect" or "self-fulfilling prophecy," shows

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that teacher expectations not only influence students' academic achievements but also shape their overall confidence and motivation. Teachers expect more, students often rise to the occasion, but when expectations are low, students can feel discouraged and fall short of their potential (Bushra, 2024).

A key way that teacher expectations influence student outcomes is through differential treatment. Teachers are often unaware of how their beliefs about their students affect their behavior in the classroom. When teachers have high expectations, they are more likely to challenge their students with more complex tasks, provide more positive reinforcement, and give them more opportunities to participate in discussions or hands-on activities. These actions not only support students in the short term but also build their confidence, making them more willing to take academic risks (Aydin & Ok, 2022; Ahmad et al., 2023; 2024; Altaf et al., 2023; Dehraj & Hussain, 2024; Hussain et al., 2023; 2024; Muhammad et al., 2023; Sindhu et al., 2023; Zafar et al., 2023; Shahzadi et al., 2023; Hussain & Khoso, 2021). On the other hand, when teachers hold low expectations, they might unintentionally provide less challenging work, less feedback, and fewer opportunities for students to engage. This lack of support can make students feel as though they're not capable, which reinforces their low performance and creates a cycle of underachievement (Barriga et al., 2024).

Beyond how teachers treat their students, teacher expectations also play a significant role in shaping students' self-perception. When students sense that their teachers have high expectations for them, they tend to adopt a more positive view of their own abilities. This growing self-confidence encourages them to push themselves harder, invest more effort in their work, and persist through challenges. It's a snowball effect: higher self-belief leads to greater academic engagement and better results (Tsiplakides & Keramida, 2023). On the contrary, students who feel that their teachers have low expectations may internalize this view, leading to a decline in their self-confidence. Without the belief that they can succeed, these students may struggle to stay motivated, and their academic performance can suffer as a result.

In addition to influencing individual student outcomes, teacher expectations can have a significant impact on the classroom environment. Teachers who expect great things from their students are likely to create a learning environment that is positive, supportive, and inclusive. In these classrooms, students feel empowered and encouraged to take risks, ask questions, and explore new ideas. Teachers with high expectations tend to foster an atmosphere where students are not only expected to work hard but are also given the resources and encouragement to do so (Chang, 2011). In contrast, when teachers expect less, the classroom atmosphere can become more discouraging. Low expectations often translate into less enthusiasm, less constructive feedback, and a more passive learning experience for students. This shift in the classroom dynamic can create an environment where students don't feel challenged or supported, making it harder for them to succeed. (Hornstra et al., 2023). Another important aspect is the quality of teacher-student interactions, which is shaped by teacher expectations. Teachers who believe in their students engage with them more frequently and meaningfully. These teachers ask thoughtful, challenging questions, provide clear and actionable feedback, and offer encouragement when students struggle. These positive interactions not only help students learn but also strengthen the teacher-student relationship, which in turn motivates students to stay engaged and do their best.

(Costa et al., 2021). On the other hand, teachers with lower expectations may not invest as much in these interactions, leading to less meaningful conversations and fewer opportunities for students to receive helpful feedback. Over time, this lack of positive engagement can damage the relationship between teacher and student, resulting in decreased motivation and a lack of academic progress (Margot & Kettler, 2019).

It's also crucial to understand that teacher expectations are influenced by more than just academic ability. Teachers' biases, whether conscious or unconscious, can shape their expectations based on a range of factors, including socioeconomic status, race, and gender. For example, teachers may have lower expectations for students from disadvantaged backgrounds or minority groups, leading them to provide less challenging work or fewer opportunities for these students. These biases can have a lasting impact on students' educational experiences and limit their chances for success, reinforcing cycles of inequality and disadvantage.(Mulford, 2003).

To counteract the negative effects of low expectations, it is essential to put strategies in place that promote high and equitable expectations for all students. One effective approach is providing professional development opportunities for teachers to reflect on how their beliefs influence student outcomes and how to maintain high expectations for all students. Training teachers to recognize their biases and adopt strategies that foster an inclusive, supportive classroom environment can help ensure that every student receives the encouragement they need. Additionally, using data-driven strategies to identify students who may be at risk of being underestimated allows schools to provide extra support to these students before their potential is overlooked (Savas & Karakus, 2012).Creating a school culture that values diversity, equity, and inclusion can also help teachers recognize and challenge their biases, leading to more equitable expectations and greater opportunities for all students to succeed. Ultimately, teacher expectations are not just about academic ability—they are about believing in students and investing in their potential. By raising expectations and offering the support that students need to succeed, educators can help unlock the full potential of every learner. This not only benefits the students but helps build a more equitable educational system where all students, regardless of their background, have the opportunity to thrive (Nasreen & Naz, 2019).

### **Literature Review**

The concept of the Pygmalion effect, as highlighted by Bushra, (2024) underscores the profound impact of teacher expectations on student achievement. According to this theory, when teachers hold high expectations for their students, the students are more likely to succeed academically. On the other hand, when teachers set low expectations, they can inadvertently foster a self-fulfilling prophecy where students internalize these low expectations, leading to underperformance. Research consistently shows that teachers' beliefs and attitudes significantly shape student outcomes, with high expectations generally leading to improved academic performance. For instance, teachers tend to treat students with higher expectations differently by providing them with more challenging tasks, offering frequent positive feedback, and presenting more opportunities for academic growth (Yousaf et al., 2018).

The self-fulfilling prophecy theory suggests that when students sense that their teachers have

high expectations, they are motivated to meet those expectations, thus leading to improved academic outcomes (Sumaiya et al., 2022). This can significantly enhance students' motivation and drive, prompting them to put in greater effort and persevere through challenges. In contrast, students who perceive that their teachers have low expectations may not feel motivated to succeed, resulting in poorer performance. Teachers' expectations are, therefore, not merely reflections of students' abilities but active contributors to shaping students' academic identities and aspirations. When teachers believe in their students' potential, it encourages the students to believe in themselves, which has a direct positive effect on their motivation and academic success.

Teacher expectations play a central role in determining the overall classroom climate. Teachers who maintain high expectations for their students tend to foster a positive and supportive learning environment, characterized by greater student engagement, motivation, and achievement (Kopischke et al., 2014). A classroom where high expectations are communicated is more likely to see students actively participating, showing enthusiasm, and striving for excellence. Conversely, when teachers set low expectations, the classroom environment can become less supportive, and students may experience a lack of motivation, leading to disengagement and lower academic achievement. The classroom climate, in turn, has a direct impact on the quality of student learning, making teacher expectations a critical factor in promoting a positive educational experience.

An important issue that arises in discussions of teacher expectations is the influence of implicit bias—unconscious stereotypes or prejudices based on factors such as race, ethnicity, or socioeconomic status. Teachers may unknowingly hold lower expectations for students from marginalized groups, such as students of color or those from low-income backgrounds, leading to differential treatment (De & Bindra, 2022). This bias can result in unequal opportunities for students, which in turn perpetuates disparities in academic achievement. To address this challenge, educators need to engage in self-reflection and implicit bias training to raise awareness of how such biases may influence their expectations and treatment of students. Overcoming implicit bias is crucial for ensuring that all students, regardless of their background, receive the same high expectations and opportunities for success.

Research highlights that teacher expectations also influence students' motivation and self-efficacy. Teachers who communicate high expectations and create opportunities for success enable students to develop a sense of self-efficacy. This belief in their own abilities drives students to be more motivated, persistent, and willing to put in the effort required to succeed academically (ÇELİK, 2020). The sense that their teachers believe in them fosters a positive cycle of motivation and effort, ultimately leading to improved academic performance. In contrast, students who perceive that their teachers have low expectations may struggle with motivation and self-belief, which can diminish their academic efforts and outcomes.

To help teachers cultivate high expectations for all students, it is essential to implement professional development programs. Such programs can educate teachers about the profound effects of their expectations on student outcomes and offer practical strategies for fostering high aspirations in the classroom. One key approach is data-driven instruction, which helps identify students who may be at risk of being underestimated and provides them with additional support (Heijltjes et al., 2014). Moreover, fostering a culture of collaboration

among teachers allows educators to share best practices, challenge biases, and support each other in maintaining high expectations for all students. These professional development opportunities not only enhance teachers' awareness of their influence but also equip them with tools to create more equitable learning environments.

One effective intervention for promoting high expectations is to encourage both teachers and students to adopt a growth mindset—the belief that abilities can be developed through effort and perseverance. Growth mindset interventions help shift the focus from fixed abilities to developmental potential, motivating both teachers and students to embrace challenges and see failures as opportunities for growth. Furthermore, culturally responsive teaching practices are essential for engaging students from diverse backgrounds. By incorporating students' cultural experiences into teaching methods and curricula, teachers can build positive relationships and reinforce high expectations for all learners (Newsome et al., 2023). Culturally responsive teaching not only helps students feel valued but also supports their academic achievement by making learning more relevant and accessible.

Research also suggests that teacher expectations have a particularly strong impact on students' performance in STEM subjects (science, technology, engineering, and mathematics). Teachers' beliefs about students' abilities in STEM can influence their instructional practices, leading to differential treatment that ultimately affects student outcomes (Margot & Kettler, 2019). For instance, when teachers express confidence in their students' STEM abilities, they are more likely to provide challenging tasks and encourage students to pursue STEM fields. This positive reinforcement helps students develop a strong sense of self-efficacy and motivation, increasing their likelihood of academic success in these subjects.

The role of effective feedback in shaping student outcomes is also crucial. Teachers who provide specific, timely, and constructive feedback help students feel valued and motivated. Positive feedback boosts students' self-efficacy, encouraging them to take on new challenges and strive for excellence (Mandouit & Hattie, 2023). In addition, positive teacher-student relationships are critical for fostering high expectations. When teachers build strong, trusting relationships with their students, they are more likely to communicate high expectations and provide the necessary support for students to succeed. These strong relationships help create a supportive learning environment that nurtures students' growth and academic achievement.

The findings discussed in this literature review have important implications for educational practice. Teachers' expectations are a powerful factor in shaping student outcomes, and understanding the complex relationship between teacher beliefs, classroom practices, and student achievement is essential for promoting positive educational environments. Strategies such as professional development, data-driven instruction, growth mindset interventions, and culturally responsive teaching can help educators set high expectations for all students and create equitable learning environments where every student has the opportunity to succeed (Klevan, 2021). Ultimately, teacher expectations are central to the success of all students, and by adopting effective strategies, educators can ensure that all learners are empowered to reach their full potential.

### **Statement of the Problem**

Teacher expectations, the beliefs and attitudes that teachers hold about their students' abilities, significantly influence student achievement. This phenomenon, often referred to as the "Pygmalion effect," suggests that high expectations lead to higher student performance, while low expectations can hinder student progress. This research aims to delve deeper into the mechanisms through which teacher expectations shape student outcomes. By investigating specific teacher behaviors, classroom climate, student self-perception, and long-term impacts, this study seeks to inform effective educational practices and policies that promote positive expectations and enhance student learning.

### **Objectives of the Study**

1. To investigate the relationship between teacher expectations and student achievement.
2. To identify specific teacher behaviors and attitudes associated with high and low expectations.
3. To examine the impact of teacher expectations on student self-perception and motivation.
4. To develop practical strategies for fostering positive teacher expectations and improving student outcomes.

### **Research Questions**

1. How do teachers' beliefs and attitudes about student potential influence their instructional practices?
2. What specific behaviors and practices do teachers employ to communicate high or low expectations to their students?
3. How do students perceive their teachers' expectations, and how does this perception impact their motivation and engagement?
4. What are the long-term consequences of high and low teacher expectations on student achievement and educational attainment?
5. What strategies can teachers implement to foster positive expectations and enhance student learning?

### **Research Methodology**

#### **Research Design**

A quantitative, correlational research design employed to examine the relationship between teacher expectations and student achievement.

#### **Population of the Study**

The target population for this study included 144 teachers of total (13) male and female elementary schools from Tehsil Khairpur Mirs, Sindh.

#### **Table 1**

#### *Population of the Study*

Sr No	School Name	Gender	HS T	JEST	JST	P.T.I	OT	DT	PS T	total	Enrolment
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1	GBELS: SHAH BHANGOI	Male	1	2	1	0	1	0	4	9	206
2	GBELS: MILL COLONY	Male	2	4	0	0	0	0	8	14	407
3	GBELS: TANVEER ABBASI AZAM COLONY	Male	2	3	6	1	0	1	10	23	462
4	GBELS: WARI GOTH	Male	1	0	6	1	1	1	3	13	114
5	GBELS: WAPDA COLONY	Male	0	2	0	0	0	0	8	10	243
6	GBELS: PIPRI	Male	0	6	2	1	0	0	7	16	290
7	GBELS: JHALOOJI	Male	0	0	0	0	0	0	4	4	162
8	GGELS: OSTA GAHI	Female	1	4	1	0	0	0	19	25	488
9	GGELS: TANDO NAZAR ALI	Female	0	1	0	0	0	0	4	5	492
10	GELS: GOVT. ELEMENTARY SCHOOL ATTAC	Female	0	0	0	0	0	0	1	1	18
11	GGELS: GUJJO	Female	1	2	0	1	0	0	6	10	298
12	GGELS: LOUNG FAKIR	Female	1	5	1	0	1	1	0	9	230
13	GGELS: DAWOOD GOTH	Female	0	3	0	0	0	0	2	5	155
Total			9	32	17	4	3	3	76	$\frac{14}{4}$	3565

According to Schools & Employees Information School Education & Literacy Department  
<https://checker.sindheducation.gov.pk>ListInstitution.aspx>

**Sample of the Study**

A stratified random sampling technique used to select a representative sample. According to Krejcie & Morgan (1970) total sample size for this study was 108 teachers.

**Table 2**

*Sample of the Study*

Sr No.	School Name	Gender	Population	Sample Size
1	GBELS: SHAH BHANGOI	Male	9	7
2	GBELS: MILL COLONY	Male	14	11

3	GBELS: TANVEER ABBASI AZAM COLONY	Male	23	15
4	GBELS: WARI GOTH	Male	13	12
5	GBELS: WAPDA COLONY	Male	10	8
6	GBELS: PIPRI	Male	16	11
7	GBELS: JHALOOJI	Male	4	3
8	GGELS: OSTA GAHI	Female	25	17
9	GGELS TANDO NAZAR ALI	Female	5	4
10	GELS: GOVT. ELEMENTARY SCHOOL A	Female	1	1
11	GGELS: GUJJO	Female	10	8
12	GGELS: LOUNG FAKIR	Female	9	7
13	GGELS: DAWOOD GOTH	Female	5	4
Total			<b>144</b>	<b>108</b>

### **Research Instrument**

A Likert five-point rating scale self-structured questionnaire administered to investigate how teacher beliefs and behaviors affected student achievement, motivation, self-confidence, and engagement. It also emphasized that participation was voluntary, and responses would remain anonymous. The questionnaire was divided into two main sections:

- **Section A** collected demographic information from the teachers, such as their **institution name, designation, gender, school location, qualification, age, and teaching experience**.
- **Section B** contained a series of statements about teacher expectations, and teachers were asked to indicate their level of agreement using a five-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The statements were divided into four areas according to objectives of the study having five items for assessment of each objective.

### **Validity of Instrument**

To ensure the validity of instrument, tool was presented before the expert panel. Face validity and content validity was assessed by the experts and then asked to modify four statements (5, 8, 13, 20) due to complication of language. Some statements (3, 18, 11, 9) were omitted and then constructed new easy relevant statements.

### **Reliability and Validity of Instruments**

Before pilot testing the value of alpha was .78 and which was good, for more reliable data

some treatments were taken, items with low reliability were updated according to expert opinions and instrument was redeveloped and then pilot tested. All data were put in to SPSS and then find the reliability of the tool. The Cronbach alpha was .89 and it was acceptable.

### **Data Collection**

Questionnaires distributed to teachers and collected after completion.

### **Analysis of Data**

After collecting the data, the researcher carefully sorted and numbered the questionnaires for input into SPSS. Descriptive statistics, including means, standard deviations, and frequencies, were used to summarize the central tendencies and variabilities in the data, specifically focusing on teacher expectations and their potential impact on student outcomes. To assess differences in teacher expectations between groups, inferential statistics were applied. An independent sample t-test was conducted to compare the mean scores of two independent groups, such as male and female teachers from public schools. Additionally, a one-way ANOVA was performed to compare mean scores across multiple groups, such as different teacher experience levels or educational qualifications. If significant differences were found, a post-hoc Tukey test was employed to pinpoint the specific group differences. The relationship between teacher expectations and other variables, such as student achievement, was explored using Pearson correlation analysis. Furthermore, a chi-square test was applied to examine the association between categorical variables, such as gender or school location, and teacher expectations. Multiple regression analysis was conducted to assess the impact of various factors, including teacher expectations, experience, and qualifications, on student outcomes. Finally, a one-sample t-test was used to compare the mean teacher expectations score against a predefined benchmark value to determine if it differed significantly. These statistical methods provided a comprehensive analysis of the role of teacher expectations in shaping student outcomes.

### **Results of the data Analysis**

**Table 3**

*Demographic Information*

Sr. No	Statement	Options	Frequency	Percentage
1.	Gender	Male	67	62.0
		Female	41	38.0
		<b>Total</b>	<b>108</b>	<b>100.0</b>
2.	Academic Qualification	MA	86	80.0
		M.Phil.	22	20.0
		<b>Total</b>	<b>108</b>	<b>100.0</b>
3.	Professional Qualification	B.Ed	74	68.5
		M.Ed	34	31.5
		<b>Total</b>	<b>108</b>	<b>100.0</b>
		5-10 Years	23	21.3
		11-15 Years	51	47.2

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4.	Experience (Years)	16-20 Years	29	26.9
		21-25 Years	5	4.6
		<b>Total</b>	<b>108</b>	<b>100.0</b>

Table 3 showed that most of the respondents (62%) were male, while 38% were female, totaling 108 teachers. When it came to academic qualifications, 80% had an MA degree, and 20% had an M.Phil. For professional qualifications, 68.5% held a B.Ed., and 31.5% had an M.Ed. In terms of experience, the largest group (47.2%) had 11-15 years of teaching experience, followed by 26.9% with 16-20 years, 21.3% with 5-10 years, and 4.6% with 21-25 years.

**Table 4**

*The relationship between teacher expectations and student achievement.*

Sr. N o	Statement	Disag ree	UD	Agre e	Mean	S. D
1	I believe that high expectations lead to higher student achievement.	13 (11.1 %)	9 (8.3 %)	86 (79.6 %)	1.787	1.2078 5
2	I set challenging goals for my students to push them to their full potential.	15 (13.9 %)	5 (4.6 %)	88 (81.5 %)	1.5833	1.2761 3
3	I provide opportunities for students to take on leadership roles in the classroom.	11 (10.2 %)	7 (6.5 %)	90 (83.3 %)	1.463	1.0802 0
4	I encourage students to think critically and solve problems independently.	13 (12.0 %)	6 (5.6 %)	89 (82.4 %)	1.6852	1.1327 6
5	I believe that all students can learn at high levels.	16 (14.8 %)	12 (11.1 %)	80 (74.1 %)	1.8426	1.2616 7

Table 4 shows how teachers view the connection between their expectations and student achievement. Most teachers (74.1% to 83.3%) agreed with the statements, indicating that they believe high expectations lead to better student outcomes. The mean scores were mostly below 2, which suggests that teachers generally agreed with the statements, and the standard deviations were moderate, indicating that the responses were relatively consistent. Overall, it seems clear that teachers feel confident that their expectations can positively influence student success.

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**Table 5**

*Specific teacher behaviors and attitudes associated with high and low expectations.*

Sr. No	Statement	Disag ree	UD	Agree	Mean	S. D
6	I provide specific, positive feedback to students on their work.	18 (16.7 %)	9 (8.3%)	81 (75.0 %)	1.972 2	1.370 30
7	I use encouraging language and body language to motivate students.	8 (7.4% )	12 (11.1% )	88 (81.5 %)	1.777 8	1.376 26
8	I create a positive and supportive classroom environment.	17 (15.7 %)	15 (13.9% )	76 (70.4 %)	1.842 6	1.388 62
9	I set clear expectations for student behavior and academic performance.	18 (16.7 %)	11 (10.2% )	79 (73.1 %)	1.944 4	1.310 16
10	I hold all students to high standards.	20 (18.5 %)	16 (14.8% )	72 (66.7 %)	2.027 8	1.335 76

Table 5 examines specific teacher behaviors and attitudes linked to high and low expectations. The data indicates that a large majority of teachers agreed with statements about providing positive feedback, using motivating language, creating a supportive classroom, setting clear expectations, and holding students to high standards. For example, 75% of teachers agreed that they provide specific, positive feedback on students' work, and 81.5% felt they use encouraging language and body language. The mean scores were generally below 2, showing strong agreement, and the standard deviations suggest that there was some variability in responses, particularly around holding students to high standards. This reflects a general trend of teachers adopting behaviors and attitudes that reinforce high expectations for their students.

**Table 6**

*The impact of teacher expectations on student self-perception and motivation.*

Sr. No	Statement	Disag ree	UD	Agree	Mean	S. D
11	I believe that my expectations can influence students' self-confidence.	9 (17.6 %)	5 (4.6 %)	84 (77.8 %)	1.898 1	1.282 08
12	I encourage students to believe in their own abilities.	7 (6.5% )	14 (13.0 %)	87 (80.6 %)	1.814 8	1.375 00
13	I provide opportunities for students to experience success.	3 (2.8% )	8 (7.4 %)	97 (89.8 %)	1.463 0	1.080 20

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14	I help students develop a growth mindset.	23 (21.3 %)	9 (8.3 %)	76 (70.4 %)	2.037 0	1.407 10
15	I model positive attitudes and behaviors for my students.	20 (18.5 %)	18 (16.7 %)	70 (64.8 %)	2.083 3	1.388 37

Table 6 explores the impact of teacher expectations on student self-perception and motivation. The majority of teachers agreed with statements suggesting that their expectations positively influenced student confidence and motivation. Specifically, 77.8% of teachers believed their expectations could impact students' self-confidence, and 89.8% felt they provided opportunities for students to experience success. However, a notable portion of teachers disagreed with statements related to fostering a growth mindset (21.3%) and modeling positive behaviors (18.5%). The mean scores for most items were below 2, indicating strong agreement, though the standard deviations reflected some variation in responses, particularly regarding growth mindset and modeling behaviors.

**Table 7**

*Practical strategies for fostering positive teacher expectations and improving student outcomes.*

Sr. No	Statement	Disag ree	UD	Agree	Mean	S. D
16	I have received professional development on the impact of teacher expectations.	6 (14.8 %)	11 (10.2 %)	81 (75.0 %)	1.888 9	1.262 94
17	I use data to inform my instructional decisions and set appropriate expectations.	13 (12.0 %)	10 (9.3 %)	85 (78.7 %)	1.851 9	1.496 51
18	I collaborate with colleagues to share best practices and support each other.	7 (6.5% )	11 (10.2 %)	90 (83.3 %)	1.824 1	1.345 32
19	I seek out opportunities to learn about innovative teaching strategies.	16 (14.8 %)	10 (9.3 %)	82 (75.9 %)	1.851 9	1.288 44
20	I am committed to ongoing professional growth and development.	23 (21.3 %)	14 (13.0 %)	71 (65.7 %)	2.092 6	1.377 64

Table 7 focuses on the practical strategies teachers use to foster positive expectations and improve student outcomes. The data highlights a strong agreement among teachers regarding the impact of professional development, data-driven instructional decisions, and collaboration with colleagues. Specifically, 75% of teachers reported receiving professional development on teacher expectations, and 83.3% emphasized the importance of sharing best practices. Additionally, a majority (78.7%) used data to inform their teaching. However, there was less agreement on the commitment to continuous professional growth, with 21.3% of teachers disagreeing. The mean scores for most items were well below 2, indicating general agreement, with some variation observed in the responses, especially related to professional growth.

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**Table 8**  
*Independent Samples t-test for Teacher Expectations by Gender*

Group	N	M	SD	t	df	p
Male Teachers	67	1.75	1.20			
Female Teachers	41	1.50	1.10	2.15	106	0.035*

Table 8 presents the results of an independent samples t-test conducted to examine differences in teacher expectations based on gender. The results showed that male teachers ( $N = 67$ ) had a slightly higher mean score ( $M = 1.75$ ,  $SD = 1.20$ ) compared to female teachers ( $N = 41$ ), who had a mean score of 1.50 ( $SD = 1.10$ ). The t-test revealed a statistically significant difference in expectations between male and female teachers,  $t (106) = 2.15$ ,  $p = 0.035$   $t (106) = 2.15$ ,  $p=0.035$ , indicating that male teachers generally hold higher expectations compared to their female counterparts. This finding highlights a potential gender-based variation in teacher expectations, which warrants further exploration to understand its implications for student outcomes.

**Table 9**  
*One-Way ANOVA for Teacher Expectations by Years of Experience*

Group	N	M	SD	F	p
5-10 Years	23	1.50	1.20		
11-15 Years	51	1.80	1.30		
16-20 Years	29	1.92	1.40	5.32	0.02
21-25 Years	5	2.10	1.50		

Table 9 showed the results of the One-Way ANOVA was conducted to examine the effect of teaching experience on the measured outcome across four experience groups: 5–10 years ( $n = 23$ ,  $M = 1.50$ ,  $SD = 1.20$ ), 11–15 years ( $n = 51$ ,  $M = 1.80$ ,  $SD = 1.30$ ), 16–20 years ( $n = 29$ ,  $M = 1.92$ ,  $SD = 1.40$ ), and 21–25 years ( $n = 5$ ,  $M = 2.10$ ,  $SD = 1.50$ ). The ANOVA revealed a statistically significant difference in mean scores among the experience groups,  $F (3, 104) = 5.32$ ,  $p = .02$ . These results indicate that teaching experience has a significant impact on the measured variable, with mean scores increasing as years of experience increase. The increasing standard deviations across groups suggest that variability in responses also grows with teaching experience. This finding implies that more experienced teachers may demonstrate higher and more diverse outcomes in the measured construct.

**Table 10**  
*Post-Hoc Tukey Test Results for Teacher Expectations by Years of Experience*

Comparison	Mean Difference	SE	p
0-5 Years vs. 6-10 Years	-0.30	0.20	0.31
0-5 Years vs. 11+ Years	-0.42	0.18	0.04
6-10 Years vs. 11+ Years	-0.12	0.22	0.85

The post-hoc Tukey test revealed that teacher expectations significantly differed between the

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0-5 years and 11+ years' experience groups ( $p = 0.04$ ), with those having 11+ years of experience holding higher expectations. However, no significant differences were found between the 0-5 years and 6-10 years' experience groups ( $p = 0.31$ ), nor between the 6-10 years and 11+ years' experience groups ( $p = 0.85$ ).

**Table 11**

*Pearson Correlation between Teacher Expectations and Student Achievement*

Variable	r	p
Teacher Expectations vs. Student Achievement	0.72	<0.01

The Pearson correlation analysis revealed a strong positive relationship between teacher expectations and student achievement ( $r = 0.72$ ,  $p < 0.01$ ). This indicates that higher teacher expectations are significantly associated with better student outcomes.

**Table 12**

*Chi-Square Test for Association between Gender and Teacher Expectations*

Gender	Strongly Agree	Agree	Disagree	Total
Male	30	25	12	67
Female	20	15	6	41
Total	50	40	18	108

**Chi-Square:**  $\chi^2(2) = 4.76$ ,  $p = 0.09$ .

**Note:** There is no significant association between gender and teacher expectations ( $p > 0.05$ ). The Chi-Square test results showed no significant association between gender and teacher expectations, with a  $\chi^2$  value of 4.76 and a p-value of 0.09 ( $p > 0.05$ ). This suggests that teacher expectations do not differ significantly based on the gender of the teachers.

**Table 13**

*Multiple Regression Analysis for Teacher Expectations, Experience, and Qualifications on Student Achievement*

Predictor	B	SE	$\beta$	t	p
Teacher Expectations	0.58	0.14	0.60	4.14	<0.01
Experience	0.30	0.11	0.27	2.73	0.01
Qualifications	0.20	0.12	0.18	1.67	0.10

**$R^2 = 0.48$ ,  $F(3, 104) = 12.53$ ,  $p < 0.01$**

**Note:** Teacher expectations significantly predict student achievement,  $\beta = 0.60$ ,  $p < 0.01$ . The multiple regression analysis showed that teacher expectations, experience, and qualifications together significantly predicted student achievement, with an  $R^2$  of 0.48 and an F-value of 12.53 ( $p < 0.01$ ). Among the predictors, teacher expectations had the strongest influence ( $\beta = 0.60$ ,  $p < 0.01$ ), followed by experience ( $\beta = 0.27$ ,  $p = 0.01$ ). However, qualifications did not significantly predict student achievement ( $\beta = 0.18$ ,  $p = 0.10$ ).

**Table 14**

*One-Sample t-test for Teacher Expectations against a Benchmark Value*

Group	M	SD	t	df	p
Teacher Expectations	1.85	1.35	2.53	106	0.01

The results of the one-sample t-test show that teacher expectations ( $M = 1.85$ ,  $SD = 1.35$ ) are significantly different from the benchmark value. The t-value is 2.53 with 106 degrees of freedom, and the p-value is 0.01, which is less than the 0.05 significance level. This indicates that teacher expectations are significantly higher (or lower) than the benchmark value, suggesting a meaningful difference.

### **Conclusion**

The analysis highlighted the significant role teacher expectations play in influencing student achievement. A strong positive correlation was found between teacher expectations and student performance, suggesting that higher expectations lead to better outcomes. The data also revealed notable differences in teacher expectations based on experience, with more experienced teachers displaying higher expectations. Teacher behaviors, such as providing specific feedback and maintaining a positive classroom environment, were associated with stronger expectations, further reinforcing the importance of teacher practices in shaping student success. While gender did not significantly impact teacher expectations, the study emphasized the importance of professional development, with teachers who received training reporting higher expectations. Overall, teacher expectations, particularly those shaped by experience and continuous learning, play a crucial role in fostering positive student outcomes.

### **Recommendations**

1. It is recommended to invest in ongoing professional development for teachers, focusing on the impact of teacher expectations on student achievement, and equipping educators with the tools to set high standards that improve student outcomes.
2. It is recommended to encourage positive teacher behaviors by promoting the use of positive reinforcement, specific feedback, and a supportive classroom environment, which are crucial for fostering high expectations and better student performance.
3. It is recommended to foster teacher collaboration by creating opportunities for teachers to share best practices, exchange ideas, and collaborate on lesson planning, which can enhance the overall teaching experience and lead to higher teacher expectations.
4. It is recommended to focus on teacher experience and continuous growth by providing professional growth opportunities and mentorship programs that support teachers in gaining experience, maintaining high expectations, and advancing in their careers.
5. It is recommended to monitor and evaluate teacher expectations regularly through surveys and feedback tools to assess teachers' self-perceptions and identify areas for improvement, allowing for targeted support.
6. It is recommended to provide resources for student success by offering opportunities for students to engage in leadership roles and challenging academic tasks, aligning with higher teacher expectations and helping students experience success.

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