

# **Impact of Teacher Expectations on Student Academic Achievement**

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**Abstract:** The study examines the complex interactions between teacher expectations, student motivation, effort, classroom dynamics, and self-perception. This research study has employed a primary quantitative research methodology. Deductive research methods and descriptive research designs have both been employed. 55 respondents provided the information, and 10 questions were used to create the questionnaires. Results from statistical analysis are useful for testing hypotheses. A thorough strategy for looking into these intricate linkages is to use a survey method. This method enables the measurement of students' perspectives on the impact of teacher expectations on motivation, effort, classroom dynamics, and self-perception through the design of focused survey questions. The SPSS software aids in statistical data collection. Therefore, the emphasis in this section is on demographic tests and tests related to variables. This study adds to a "comprehensive understanding of the factors" influencing academic success. The importance of instructor expectations, student motivation, effort, classroom dynamics, and self-perception in determining student success is emphasised. The research offers insightful information to guide educators' efforts to create conducive learning environments supporting academic success.

**Keywords:** Teacher Expectation; Student Achievement; Classroom Dynamics; Student Motivation; SPSS Software; Insightful Information; Testing Hypotheses; Focused Survey Questions.

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## 1. Introduction

The research explores the impact of "teacher expectations on student academic achievement". As suggested by Szumski and Karwowski [21], academic achievement among students is known to be influenced by teacher expectations. Additionally, the motivation and performance of students might be affected by teachers' perceptions of their students' abilities. According to research, students tend to perform better academically when teachers have high expectations. This occurrence is called the "Pygmalion effect" or the "self-fulfilling prophecy." Thus, students are more inclined to strive for success when professors believe in their students' potential and convey these expectations through interactions and feedback. Low expectations of the teachers can prevent learners from achieving their potential by limiting their opportunities and self-belief. These lowered standards can be internalised by students, which would result in less effort and interest. As commented by Johnston et al. [8], teachers' expectations may be influenced by students' socioeconomic status and prior academic success, which may result in the continuation of achievement gaps.

In contrast, as contrasted by Gentrup et al. [4], education policies have aimed to increase awareness of bias and create equitable expectations for all students in light of the importance of teacher expectations. Therefore, teacher expectations have a significant impact on how students progress academically. It also highlights the need to create positive classroom environments where all students feel motivated to do their best work (fig.1).

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Figure 1: Overall student percentage interested in personalized academic resources globally as of April 2015 [20]

The research statement includes that the teacher's expectations sometimes do not match the student's academic achievement. As per the view of Lobos Peña et al. [11], the issue is that different degrees of academic accomplishment may result from potential discrepancies between teacher expectations and students' actual abilities. Teachers may unintentionally set lower or higher student expectations due to biases like socio-economic position and prior performance (fig.2).



**Figure 2:** Teacher instruction impact on student achievement [7]

As Papageorge et al. [17] mentioned, the Pygmalion effect may result from this, as students perform up to the expected standards. High expectations can influence success, while low expectations might stifle drive and growth. Moreover, to ensure



equitable education, this issue needs to be addressed. Therefore, teachers need strategies to help them create objective, realistic standards and an environment where every student can succeed academically (fig.3).

Figure 3: Effective training practices for Students' motivation [20]

Understanding the "impact of teacher expectations on student academic achievement" is vital for fostering an equitable and effective educational environment. Research shows that teachers' beliefs significantly influence student performance through self-fulfilling prophecies. As evaluated by Engin [3], unconscious biases based on students' backgrounds can lead to unequal expectations, helping mitigate achievement gaps. Additionally, by investigating this phenomenon, educators can identify strategies to promote fair expectations, encouraging all students to reach their potential. Bridging the gap between teacher perceptions and student abilities could improve motivation, engagement, and overall educational outcomes. This research can also inform teacher training programs, emphasizing awareness of bias and effective communication techniques. Ultimately, uncovering the intricate connection between instructor expectations and learners' achievement creates a supportive learning environment that empowers every student to achieve.

The ability to alter educational outcomes makes it important to investigate how teacher expectations affect student academic attainment. As described by Matthews and López [14], addressing expectations can reduce achievement inequalities and improve the general standard of learning. Additionally, it gives teachers the tools to build positive, inspiring classrooms by revealing the mechanisms that affect student achievement via instructor impressions. Moreover, to promote situations where students from all backgrounds are encouraged to succeed, this research has implications for curriculum creation, teacher preparation, and policy-making. Thus, understanding this relationship will enable students to reach their full potential, resulting in a more equal and effective educational system.

## 1.1. Aim

The purpose of the study is to explain the impact of the teachers' expectations on the student's academic achievement.

## 1.2. Research Objectives

RO1: To investigate teachers' expectations linked to student academic achievement

RO2: To evaluate biases' influence on teacher-student dynamics

RO3: To understand the role of classroom interactions in shaping the expectations of the teachers

RO4: To develop strategies by the teachers for an equitable classroom environment

# 1.3. Research Questions

- RQ1: What are the teachers' expectations linked to student academic achievement?
- RQ2: How can biases influence impact on teacher-student dynamics?
- RQ3: What is the role of classroom interactions to shape the expectations of the teachers?
- RQ4: What are the strategies by the teachers for an equitable classroom environment?

## 1.4. Hypotheses

- H1: There is a positive correlation between higher teacher expectations and student academic performance.
- H2: There is a link between socio-economic bias in teacher expectations and academic disparities.
- H3: There is a correlation between a positive classroom environment and student academic performance.

The three assumptions are connected and thoroughly explain how teacher expectations affect students' academic performance. As Nabizadeh et al. [16] illustrated, higher teacher expectations correlate with better student achievement. According to hypothesis H1, demonstrating the importance of instructors' expectations, high teacher expectations led to student achievement. H2 expands on this by arguing that socio-economic expectancy biases cause academic discrepancies, potentially exacerbating already-existing inequalities. H3 adds to the preceding hypothesis by suggesting that unbiased expectations in the classroom could foster a positive learning environment that improves student performance. Thus, these hypotheses create a comprehensive framework by illuminating the complex relationships between instructor expectations, biases, classroom dynamics, and student results.

## 2. Literature review

#### 2.1. Critical examination of the impact of teacher expectations on student academic achievement

Teachers' expectations have a significant "impact on how well students perform in school". As suggested by Kuhfeld et al. [10], positive or negative expectations can greatly affect a learner's self-perception, drive, and performance. However, when instructors have high expectations for their students, it frequently results in the "Pygmalion effect," where students work harder to live up to those standards, leading to better performance. Teachers who believe in their students' skills develop an environment where students are motivated to learn and push their limits. Therefore, students' self-esteem and confidence grow due to this supportive feedback, inspiring them to work harder to meet the established criteria.



Figure 4: Impact of teacher expectations on student academic achievement [22]

Figure 4 depicts the effect of teacher expectations on improving the student's academic outcomes. On the other hand, as argued by Van Wart et al. [22], low teacher expectations can impede students' progress. Additionally, the "Golem effect," the opposite of the positive Pygmalion effect, happens when professors unintentionally help students perform poorly by anticipating their poor performance. These low standards are internalised by students, which lowers their interest in and drive for their studies. This loop causes a self-fulfilling issue to continue because students may not put out the effort necessary to succeed if they think their teachers have already written them off. It is crucial to remember that instructor expectations can vary depending on various criteria, including socio-economic status, race, and gender. In contrast, as opposed to Spitzer and Musslick [19], potential biases

are introduced, which could further affect student progress. Moreover, to ensure fair and equitable expectations for all students and enable each person to realise their full potential, teachers need to be fair in identifying and resolving their expectations.

## 2.2. Importance of student motivation and effort to fulfil teacher expectations

Academic performance and meeting instructor expectations depend heavily on student motivation and effort. As described by Gopal et al. [5], students' motivation is the driving force behind their active participation in their academics, pursuit of learning opportunities, and pursuit of excellence. Additionally, students are more likely to put in the necessary effort to live up to or beyond the standards established by their teachers when they are motivated. Personal interests, aspirations, and a feeling of competence are just some aspects that motivate them. Thus, students are more likely to accept challenges and take charge of their learning journeys when professors foster an environment that entails intrinsic drive.

The outward sign of a student's commitment to living up to instructor standards is effort. As per the view of Gustems-Carnicer et al. [6], no matter one's natural talents, persistent hard work can close knowledge and skill gaps. On the other hand, effort is especially important when dealing with difficult jobs and issues since it shows resiliency and a willingness to overcome challenges. A student's effort demonstrates their dedication to advancing themselves in line with the standards set by their teachers. Moreover, in this way, students' efforts serve as how potential is converted into success. Therefore, students obtain validation for their efforts when teachers recognise and reward them, which improves their drive and dedication.



Figure 5: Role of Student motivation to fulfil teacher expectation [6]

Figure 5 shows the role of student motivation in fulfilling the teachers' expectations. As mentioned by Madigan and Curran [12], the motivation and effort of the students themselves give life to the teacher's expectations, which act as a compass for their academic endeavours. Additionally, motivated students use their goals to propel themselves forward, and their effort creates the momentum required to meet their goals. Expectations, motivation, and effort are all interconnected in a dynamic cycle that reinforces and sometimes even exceeds initial expectations. Furthermore, positive instructor expectations can raise student motivation, leading to higher effort. Thus, this cycle emphasises the mutually beneficial relationship between teachers' advice and students' determination, which results in academic accomplishment.

## 2.3. Role of classroom dynamics and self-perception to improve academic achievement through teachers

Teachers can greatly improve academic attainment by skillfully utilising classroom dynamics and students' perceptions of themselves. As Abuhassna et al. [1] suggested, the interactions, connections, and general classroom environment are referred to as classroom dynamics. Collaboration, involvement, and respect between students are also encouraged in a supportive and positive classroom setting. Students are more likely to feel driven and appreciated when professors develop a sense of belonging and promote active engagement. Students' confidence is also boosted by such dynamics, allowing them to approach their studies with passion and a desire to contribute. Thus, the supportive classroom environment acts as a catalyst for increased academic accomplishment.



Figure 6: Importance of classroom dynamics in improving academic outcomes [1]

Figure 6 displays the importance of classroom dynamics for developing students' academic performance. Mandasari [13] illustrated that how students perceive their capabilities and potential is equally crucial. Teachers can influence their students' perceptions through feedback, support, and expectations. Students' self-esteem and confidence are greatly impacted when teachers demonstrate faith in their students' skills. On the contrary, as contradicted by Kiuru et al. [9], increased motivation and a higher desire to achieve academic success. In contrast, motivation may decline, and they may struggle in school if they believe they are inadequate due to unfavourable teacher comments and unreasonable expectations. Hence, teachers can aid students in forming a more positive self-perception, essential for accomplishing their academic goals, by encouraging a growth mindset and emphasising effort-based achievement.

It is important to highlight the interaction between self-perception and classroom dynamics. As it strengthens their sense of competence and belonging, a positive classroom atmosphere can help students feel better about themselves. On the other hand, as contradicted by Alameri et al. [2], a hostile learning environment in the classroom, characterised by rivalry and a lack of support, can degrade self-esteem and subsequently depress academic motivation. Teachers must be aware of these dynamics because they affect how students view learning and their capacities. Hence, teachers can favourably impact students' self-perception, which serves as the basis for long-term academic success, by creating a supportive and cooperative learning environment in the classroom.

# 3. Theoretical underpinning

## 3.1. Self-efficacy theory

Self-efficacy theory emphasises the impact of students' confidence in their talents on their performance. As suggested by Qureshi et al. [18], students with higher levels of self-efficacy are more likely to meet instructor expectations and succeed academically. Teachers can increase students' self-efficacy by creating a supportive environment that boosts their self-confidence in their abilities. As a result, an upward aspect of success results in enhanced academic performance and increased motivation and effort.

# 3.2. Methodology

The research has been performed by following a primary quantitative research method. A survey method has been used to collect the data, along with a descriptive research design, and a deductive research approach has been followed. As suggested by Munna and Kalam [15], the survey is an effective data collection method used to perform market research. A questionnaire of 10 questions has been made, and the set of questions has been sent to the respondents via email. In addition to that, a population of 55 respondents have been selected through a "simple random sampling technique". The data analysis method has been carried out by using SPSS software. Different tests have been performed, such as ANOVA analysis, regression test, correlation test, and frequency analysis, to obtain numerical insights. Descriptive tests and demographic analyses have also been conducted. Hence, performing these tests helped to get reliable and valid information on the research topic [Refer to Appendix].

# 4. Finding and Analysis

## 4.1. Demographic Analysis

## 4.1.1. Gender

Gender	Frequency	Percentage	Valid Percentage	Cumulative %	
female	32	58.2	58.2	58.2	
male	18	32.7	32.7	90.9	
prefer Not to say	5	9.1	9.1	100	
Total	55	100	100		

 Table 1: Gender [23]

Table 1 helps to analyze the response rate of the participants as per their gender. Therefore, table 1 indicates that 32 female participants are taking part in this survey process, whereas 18 male participants are allowed to participate. Moreover, 5 participants did not prefer participating in this survey process.



Figure 7: Gender [23]

Figure 7 is based on the response rate of the participants according to their gender. 58.2% of female respondents participate in this process, which is considered the maximum response rate for participants. Therefore, 32.7% of male participants participated in this data collection process.

# 4.1.2. Age Group

Age Group	Frequency	Percentage	Valid Percentage	Cumulative %	
20 to 35 years	19	34.5	34.5	34.5	
35 to 50 years	14	25.5	25.5	60.5	
50 to 65 years	14	25.5	25.5	85.5	
> 65 years	8	14.5	14.5	100	
Total	55	100	100		

 Table 2: Age Group [23]

Table 2 is based on the frequency related to the age group of the participants. Therefore, 19 participants are based on the 20-year to 35-year age group. Moreover, 14 participants are based on the 35 years to 50 years age group.



Figure 8: Age Group [23]

Figure 8 indicates the response rate of the respondents, which is based on their age group. Moreover, 20.0% of participants are from the 20-year to 35-year age group. 34.5% response rate for participants is based on the 35 years to 50 years age group, and it is the maximum response rate for participants according to their age group. Additionally, 14.5% of respondents belong above the 65 years of age group, and it becomes the lowest response rate for participants.

## 4.1.3. Income Range

Table 3:	Income	Range	[23]
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Income Range	Frequency	Percent	Valid Percent	Cumulative Percent
above 60000	8	14.5	14.5	14.5
Rs. 20000 - 30000	13	23.6	23.6	38.2
Rs. 31000 - 45000	17	30.9	30.9	69.1
Rs. 45000 - 60000	17	30.9	30.9	100
Total	55	100	100	

Table 3 indicates the responses according to their income level. 8 numbers respondents are based above the 60000-income range; therefore, 13 participants belong from the 20000 to 30000 income range.



Figure 9: Income Range [23]

Figure 9 indicates the response rate of the participants, which is based on their income level. The maximum response rate participants belong between the 46000 to 60000 income range, and their response rate is 30.9%. Additionally, 20000 to 30000 income range, 46000 to 60000 income range, and above 60000 income range participants have the same response rate, which is 14.5%.

## 4.2. Statistical Analysis

## 4.2.1. Descriptive Analysis

	N statistics	Minimum statistics	Maximum statistics	Statics	Std.Error	Standard Deviation Statistics	Statics	Std.Error
DV	55	1	5	3.24	183	1.36	-1.184	0.634
fV1	55	1	5	3.47	0.168	1.23	-0.385	0.634
fV2	55	1	5	3.58	0.161	1.197	-0.112	0.634
fV3	55	1	5	3.93	0.162	1.2	0.627	0.634
fV4	55	1	5	3.93	0.158	1.168	0.778	0.634
Valid N								
(Listwise)	55							

 Table 4: Descriptive analysis of different variables [23]

The "Mean" value of the first variable is 3.47, and the "Standard Error" is .166. Therefore, according to table 4, the "Standard Deviation" value is 1.203. According to this table, other values of the variables were also identified.

## 4.2.2. Hypothesis 1



Figure 10: Linear regression analysis [23]

As per Fig. 10, the "Linear regression analysis" of the first hypothesis has to be addressed. The "R-value" As per this table is .618; therefore, based on "The ANOVA" table, the significance value of the first hypothesis is 0.001, which is less than .05; it indicates that there is a "significant relationship" has to exist between dependent and first independent variables.

## 4.2.3. Hypothesis 2

	Model Summary <sup>9</sup>										
					Change Statistics						
			Adjusted R	Std. Error of the	R Square						
Model	R	R Square	Square	Estimate	Change	F	Change	df1	df2	Sig. F Change	Durbin-Watson
1	.346*	.120	.103	1.288	.1:	20	7.214	1	53	.010	1.663
a. Pi	edictors: (Cor	nstant), IV 2									
b. D	ependent Vari	able: DV									
			ANOVA <sup>a</sup>								
Model		Sum Squar	of es df	Mean Square	F	Sig.					
1	Regressior	1 1	1.971	I 11.971	7.214	.010	0 <sup>b</sup>				
	Residual	8	7.956 5	3 1.660							
	Total	9	9.927 5	1							
a. D	ependent Vari	able: DV									
b. Pi	edictors: (Cor	nstant), IV 2									
			Coefficien	ts <sup>a</sup>							
Unstandardized Coefficients Coefficients											
Model		В	Std. Error	Beta	t	Sig.					
1	(Constant)	1.8	28 .553		3.307	.(	002				
	IV 2	.3	93 .146	.346	2.686	.(	010				
a. D	a. Dependent Variable: DV										

Figure 11: Linear regression analysis for Hypothesis 2 [23]

Figure 11 is based on the hypothesis analysis of the second variable. The "R Square value" is .120. After that, The "Adjusted R Square value" is .103. Therefore, the "significance value" of this variable is 0.010; moreover, it is addressed by the "ANOVA" table.

# 4.2.4. Hypothesis 3



Figure 12: Linear regression analysis for Hypothesis 3 [23]

Therefore, the "R-value", indicated by Fig. 12, is .340; moreover, the significance value as per the "ANOVA" table is 0.011; this value is also less than 0.05.

#### 5. Discussion

According to the above research questions and objectives, the primary quantitative research method has been performed through the survey method and SPSS analysis. From the above results, it has been observed that teacher expectations significantly influence students' academic achievement. The Pygmalion and Golem effects highlight the significant influence that teachers' expectations have on their students' performance. High standards set by teachers create a standard that students need to be met, promoting accountability and motivation. On the other hand, low expectations can cause students to put in less effort and have lower self-esteem, which feeds the underachievement loop. Thus, it is important to recognise and address teacher biases' role in ensuring that all students, regardless of background, receive fair treatment and appropriate expectations.

Examining this context using a survey method reveals the complex relationships between teacher expectations, student motivation, effort, classroom dynamics, and self-perception. Additionally, students' impressions of how instructor expectations affect their motivation and effort with carefully constructed survey questions. The poll can also gauge students' perceptions of classroom dynamics and how these affect achievement and self-perception. This method quickly overviews trends and correlations among these elements by collecting quantitative data from a wide sample. Such empirical data enhances comprehension of these processes and guides instructional practises that will improve learning environments and student achievement.

From the above SPSS analysis, it is understood that student effort and motivation are key to meeting teacher expectations. Students are motivated to participate actively in their studies and overcome difficulties through inner and extrinsic motivation. Additionally, students take charge of their education when professors foster an environment that fosters intrinsic desire. On the other hand, effort converts motivation into verifiable advancement. The will to persist despite challenges fills the gap between potential and achievement. Recognising students' efforts strengthens their dedication and promotes growth. Thus, although student ambition and effort encompass academic accomplishment, teacher expectations establish the route.

In the survey, most respondents agreed that the relationships and environment in the classroom significantly impact students' learning. Collaboration and interaction are encouraged in a supportive learning environment based on trust and inclusivity. It encourages students to believe in their capacity to live up to instructor expectations and boosts their self-assurance to participate fully. Academic achievement is also influenced by students' perceptions of themselves, which are shaped by teacher feedback and expectations. Additionally, students' motivation and self-esteem are boosted by teachers who foster a sense of confidence in their talents. Therefore, a symbiotic relationship exists between positive classroom dynamics and positive self-perception, which enhances achievement.

#### 6. Conclusion

From the above study, it has been concluded that the complex interactions between instructor expectations, student motivation, effort, classroom dynamics, and self-perception shape academic achievement. Additionally, teachers can motivate and direct students towards success by creating a supportive learning environment in the classroom, setting high expectations for students, and encouraging their confidence in their talents. Moreover, the ability to empower students to overcome issues, pursue excellence, and reach their academic potential. It is also helpful to contribute to a better future for themselves and society, depending on understanding the importance of these factors and how they are interconnected. Teacher expectations significantly influence the academic success of students. However, while low expectations might cause underperformance, high expectations can motivate pupils to succeed. Students' teachers' confidence in them can either help them succeed or hinder them. Additionally, to create a supportive and inclusive learning environment where all students may succeed academically, biases in expectation-setting must be identified and addressed. Moreover, student effort and drive are crucial to meet teacher expectations. Students' passion drives them to accept learning and challenges; their effort turns that motivation into observable advancement. These factors combine to form a performance cycle in which teachers' expectations influence students' motivation and then drive their effort towards meeting and exceeding those goals. Thus, teachers can enable students to realise their full potential and succeed academically by creating a supportive environment that values motivation and effort. Good teaching can increase academic accomplishment by leveraging classroom dynamics and student perception. Students' motivation and engagement are increased in a supportive learning environment, and their will to succeed is strengthened by a positive selfperception. The seamless interaction of these elements highlights teachers' essential role in transforming students' academic paths. Therefore, teachers can enable students to realise their full potential and succeed in the classroom by fostering an inclusive environment and fostering a positive self-perception.

# Appendix: Survey Questionnaire [24]

1.What is your gender?

- Male
- Female
- Prefer not to say

2.What is your age group?

- 20 to 35 years
- 35 to 50 years
- 50 to 65 years
- Above 65 years

3.What is your income range?

- Rs. 20000 to 30000
- Rs. 31000 to 45000
- Rs. 46000 to 60000
- Above 60000

4.Do you think teacher expectations significantly influence student academic performance?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5.Do you believe teachers who believe in their students' potential tend to motivate them to perform better academically?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6.Do you agree that teachers have high expectations of their students?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7.Do you think that student confidence is positively impacted by teachers' positive expectations, leading to improved academic outcomes?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8.Do you think that teachers' low expectations for students can lead to decreased student motivation and achievement?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9.Do you believe that teachers' expectations have a more significant impact on younger students compared to older ones?

• Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

10.Do you agree that Students are more likely to excel academically when their teachers believe they are capable of success?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

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