

# The Significance of Constructive Teacher Expectations for Student Academic Achievement

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*“Success is the sum of small efforts repeated day in and day out.”  
- Robert Collier*

POSITIVE teacher-student interaction has been widely recognized as a core determinant of teaching and learning outcomes, helping create a favorable classroom atmosphere, cultivating an engaging learning environment, and providing an optimal setting for student intellectual growth and development. Teacher expectations can affect instructional methods, classroom activities, and teacher-student interactions. Legitimate teacher expectations effectively promote academic and mental development in students. Particularly, the relationship between teacher expectations and student academic achievement has been well researched in the field of education.

Teacher Expectations and Student Achievement (TESA) is a teacher training program designed to reduce the negative effects of low teacher expectations. TESA focuses on 15 classroom behaviors that research suggests are effective teaching practices used more often with perceived high achievers than with perceived low achievers. The behaviors are organized into three domains: Response Opportunities, Feedback, and Personal Regard. Each domain subsumes five units involving teacher behaviors. Response Opportunities contains units on equitable distribution of response opportunities, individual helping, response latency, delving, and higher-level questioning. Feedback covers affirmation of correct performance, praise, reasons for praise, listening, and accepting feelings. Personal Regard addresses proximity, courtesy, personal interest, touching, and desisting (Kerman, Kimball, & Martin, 1980). Since the mid-seventies, the TESA model has been embraced by educators, and TESA training has been offered in school districts across the U.S (Gottfredson et al., 1995). It was acclaimed as one of the most-used offerings in staff development programs across the country and of value because its developers provided a very direct avenue to helping teachers produce a more desirable classroom climate, an avenue that can be followed with modest amounts of training and that promises general educational benefits in the personal, social, and academic aspects (Joyce & Showers, 1988).

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Grounded in the TESA model, A Predictive Analysis of Teacher-Student Interactions and Learners' Perceptions of Biology in the Philippine Context in this issue examines the predictive power of Response Opportunities, Feedback, and Personal Regard on students' perceptions of Biology in terms of Concept of Teacher, Interest in Class, and Perceived Ease in a non-Western educational scenario. Main findings include: (i) Personal Regard was the strongest positive predictor of both Interest in Class and the Concept of Teacher; (ii) Feedback and Personal Regard predicted Perceived Ease, whereas Response Opportunities did not, though it significantly predicted both Interest in Class and the Concept of Teacher; and (iii) the descriptive results revealed a generally positive classroom climate but identified lower scores in Personal Regard and Perceived Ease, revealing areas that should be prioritized for improvement (Zhou, 2026). Nevertheless, it is noteworthy that the study only addresses the chief domains of TESA without delving into the sub-dimensions of each of them. Despite the limitation, it is still a valuable endeavor to apply the TESA model in education of a specific subject in the context of non-Western culture.

## References

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**Conflict of Interests:** None

**Doi:** 10.15354/sief.26.co058