

## **"THE IMPACT OF EXPECTATIONS ON ELEMENTARY TEACHER PERFORMANCE"**

**Sarvendra Kumar, Dr. Reena Kumari**

Research Scholar, OPJS University, Churu, Rajasthan

Research Supervisor, OPJS University, Churu, Rajasthan

### **ABSTRACT**

*Expectations play a critical role in shaping the performance and effectiveness of elementary teachers. This paper explores how different types of expectations, including self-expectations, administrative expectations, parental expectations, and student expectations, influence teacher performance. Through a review of existing literature and analysis of various case studies, the paper aims to highlight the multifaceted impact of expectations on teacher motivation, teaching methods, classroom environment, and ultimately student outcomes. The findings suggest that positive and well-communicated expectations can significantly enhance teacher performance, while negative or unclear expectations can hinder it.*

**Keywords:** Teacher Performance, Expectations, Self-expectations, Administrative expectations, Parental expectations.

### **I. INTRODUCTION**

The performance of elementary teachers is a crucial determinant in the quality of education that young students receive, forming the bedrock of their academic and personal development. Understanding the various factors that influence teacher performance is essential for fostering an effective educational environment. Among these factors, expectations—whether self-imposed, or those emanating from administrators, parents, and students—play a significant role. Expectations can shape a teacher's motivation, teaching strategies, classroom management, and overall job satisfaction.

Self-expectations refer to the standards and goals that teachers set for themselves. These internal benchmarks can drive teachers to adopt innovative teaching methods, manage their classrooms effectively, and persist through challenges. When teachers hold high expectations for their own performance, they are more likely to engage deeply with their work and seek continuous improvement. Conversely, low self-expectations can lead to a lack of motivation and a diminished sense of professional efficacy.

Administrative expectations, including those from school principals and district leaders, significantly impact teacher performance. Clear, supportive, and realistic expectations from administrators can enhance teacher morale and motivation, fostering a positive and productive work environment. In contrast, unrealistic or poorly communicated expectations can lead to stress, burnout, and decreased performance. Administrators play a key role in setting the tone for the school's culture and the expectations that drive teacher performance.

Parental expectations also play a crucial role in shaping teacher performance. Positive parental involvement and high expectations create a supportive environment that encourages teachers to strive for excellence. Teachers who feel supported and valued by parents are more likely to feel motivated and committed to their work. Conversely, negative or unrealistic parental expectations can lead to frustration and decreased job satisfaction, affecting the teacher's ability to perform effectively.

Student expectations influence teachers by shaping the classroom dynamic and teacher-student interactions. When students expect and respect high standards, teachers are more likely to engage in effective teaching practices and maintain a positive classroom environment. High student expectations can serve as a motivator for teachers to perform at their best. However, low student expectations can demotivate teachers and lead to a decline in teaching quality, creating a negative feedback loop that affects the overall learning experience.

This paper seeks to explore the multifaceted impact of these expectations on elementary teacher performance, drawing on a review of existing literature and an analysis of real-world case studies to provide a comprehensive understanding of how expectations can both enhance and hinder teacher effectiveness. By elucidating these dynamics, the study aims to offer insights for administrators, parents, and policymakers to create a supportive environment that maximizes teacher performance and student outcomes.

## **II. SELF-EXPECTATIONS**

1. Self-expectations are the personal standards and goals that teachers set for themselves, profoundly influencing their performance and professional fulfillment. These expectations stem from a teacher's self-concept, personal values, and professional aspirations, and they significantly impact various aspects of their teaching practice. The concept of self-efficacy, central to Bandura's theory, is particularly relevant here, as it encapsulates a teacher's belief in their capability to execute tasks and reach goals effectively.
2. High self-expectations often translate into a strong commitment to professional development and a proactive approach to teaching. Teachers with high self-expectations are likely to engage in continuous learning, seeking out new methodologies and innovative practices to enhance their instructional effectiveness. This commitment to improvement often leads to better classroom management, more effective lesson planning, and a greater ability to adapt to diverse student needs. Such teachers are generally more resilient in the face of challenges, viewing obstacles as opportunities for growth rather than insurmountable barriers. They are also more likely to set ambitious goals for their students, fostering a classroom environment that encourages high achievement and continuous improvement.
3. On the other hand, low self-expectations can have detrimental effects on teacher performance. Teachers who doubt their capabilities may avoid challenging situations and stick to traditional, less effective teaching methods. This lack of confidence can lead to a more passive approach to professional development, with such teachers being

less likely to seek out new strategies or adapt their teaching to meet students' evolving needs. Low self-expectations can also result in poorer classroom management, as teachers may struggle to maintain authority and order, leading to a less conducive learning environment.

4. The impact of self-expectations extends beyond individual performance to affect overall job satisfaction and career longevity. Teachers with high self-expectations often report greater job satisfaction, feeling more fulfilled and valued in their roles. This positive outlook can reduce burnout rates and increase retention, as these teachers are more likely to stay in the profession and continue striving for excellence. Conversely, teachers with low self-expectations may experience higher levels of stress and job dissatisfaction, contributing to higher attrition rates within the profession.
5. It is important for educational institutions to support teachers in developing positive self-expectations. Professional development programs, mentorship opportunities, and a supportive school culture can help boost teachers' self-efficacy. Providing opportunities for teachers to reflect on their practice, celebrate their successes, and set realistic yet challenging goals can foster a positive self-concept. Encouraging a growth mindset, where teachers view their abilities as improvable through effort and learning, can also help enhance self-expectations.

In self-expectations play a crucial role in shaping elementary teachers' performance, influencing their approach to teaching, their resilience, and their job satisfaction. High self-expectations drive teachers to continuously improve and innovate, while low self-expectations can hinder their effectiveness and professional fulfillment. Supporting teachers in developing positive self-expectations is essential for fostering a thriving educational environment.

### **III. ADMINISTRATIVE EXPECTATIONS**

Administrative expectations, encompassing the standards and goals set by school principals, district leaders, and other educational administrators, significantly influence elementary teacher performance. These expectations shape the working conditions, professional environment, and overall morale of teachers, thereby impacting their effectiveness and job satisfaction. Understanding the nuances of administrative expectations is essential for fostering a supportive and productive educational environment.

1. Effective administrative expectations are characterized by clarity, supportiveness, and realism. Clear expectations provide teachers with a well-defined framework within which they can operate, reducing ambiguity and allowing them to focus on their instructional responsibilities. When administrators clearly communicate their goals and standards, teachers understand what is expected of them and can align their efforts accordingly. This clarity helps in setting priorities, organizing tasks, and managing time effectively.

2. Supportive administrative expectations involve providing the necessary resources, professional development opportunities, and emotional support that teachers need to meet these expectations. Administrators who offer constructive feedback, recognize teachers' efforts, and celebrate their achievements create a positive and motivating work environment. Supportive leadership fosters a sense of belonging and encourages teachers to take initiative and innovate in their teaching practices. It also helps build trust between teachers and administrators, leading to a more cohesive and collaborative school culture.
3. Realism in administrative expectations ensures that the goals set for teachers are attainable and aligned with the resources available. Unrealistic expectations can lead to undue stress, frustration, and burnout among teachers. When administrators set goals that are beyond the reach of their staff, it can result in a sense of failure and demoralization. Therefore, it is crucial for administrators to understand the practical constraints and challenges that teachers face and set expectations that are ambitious yet achievable.
4. On the contrary, poorly communicated or unrealistic administrative expectations can have detrimental effects on teacher performance. Ambiguous expectations create confusion and inconsistency in instructional practices, leading to inefficiencies and reduced effectiveness. When teachers are unsure about what is expected of them, they may struggle to prioritize tasks and manage their workload. This ambiguity can lead to increased stress and anxiety, negatively affecting their teaching performance and overall well-being.
5. Moreover, a lack of support from administrators can exacerbate the challenges that teachers face, leading to job dissatisfaction and higher attrition rates. Teachers who feel unsupported and undervalued are less likely to invest in their professional development or engage with innovative teaching methods. This lack of motivation can result in stagnant teaching practices and suboptimal student outcomes. Additionally, unrealistic expectations can lead to a high turnover rate as teachers seek more supportive and reasonable work environments.
6. To maximize teacher performance, administrators must strike a balance between high expectations and adequate support. Professional development programs, regular feedback sessions, and open lines of communication are essential for creating an environment where teachers feel empowered to meet and exceed expectations. Administrators should also involve teachers in the decision-making process, fostering a sense of ownership and accountability.

In administrative expectations play a crucial role in shaping elementary teacher performance. Clear, supportive, and realistic expectations can enhance teacher motivation, effectiveness, and job satisfaction, while poorly communicated or unrealistic expectations can lead to stress, burnout, and decreased performance. By fostering a supportive and collaborative environment,

administrators can help teachers achieve their full potential and contribute to the overall success of the educational institution.

#### **IV. CONCLUSION**

Expectations significantly influence elementary teacher performance, shaping their motivation, teaching methods, and overall effectiveness. Positive and well-communicated expectations from administrators, parents, and students, coupled with high self-expectations, foster a supportive environment that enhances teacher performance and job satisfaction. Conversely, negative or unclear expectations can lead to stress and decreased effectiveness. By understanding and strategically managing these expectations, stakeholders can create a conducive educational environment that maximizes teacher potential and improves student outcomes, ultimately contributing to a more effective and resilient education system.

#### **REFERENCES**

1. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
2. Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), *The essentials of school leadership*. London: Paul Chapman Publishing.
3. Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
4. Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart & Winston.
5. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
6. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
7. Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
8. Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
9. Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93(4), 355-372.
10. Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.