

Pygmalion Effect: Expectations and Words Shape Reality

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Abstract: An important psychological phenomenon in educational contexts is the Pygmalion effect, which states that higher expectations result in better performance. This effect, which dates back to the seminal study by Rosenthal and Jacobson (1968), emphasizes how instructor expectations have a big impact on student achievement. While negative biases can impair academic performance and self-esteem, positive reinforcement and high expectations motivate students to achieve. The impact highlights the significance of the teacher's role, interpersonal behavior, and communication in influencing student accomplishment and is influenced by ideas such as the self-fulfilling prophecy. Numerous studies have demonstrated that when teachers provide a positive and encouraging environment, children who have a stronger sense of self are more likely to reach or exceed expectations.

Positive language, constructive feedback recognizing students' abilities, and establishing realistic goals are all necessary for the Pygmalion effect to be applied successfully in the classroom. The Pygmalion effect has potential, but it needs to be used carefully, taking into account contextual factors, motivation, and individual differences in skill. To improve teaching effectiveness and student achievement, educators and educational institutions are urged to integrate this idea into their curricula and training.

Keywords: Pygmalion Effect, teacher expectations, student performance, self-fulfilling prophecy, self-concept, classroom interaction, motivation, feedback, educational psychology.

Introduction:

According to Rosenthal (2010), the effect of interpersonal expectancies refers to the Pygmalion effect, which is what one person expects from another person.

In 1960, Robert Rosenthal and Lenore Jacobson conducted a study on "Pygmalion in the Classroom:" Prospects of Preceptors and the Intellectual Growth of Scholars. They used the Harvard Test of Inflected Acquisition to measure the command of primary academy pupils and discovered that, according to test results, one-fifth of the youths were "baggies." Still, their class schoolteacher was n't given their names. Although they were seen as unlabeled peers, the alternate pupils were n't allowed

Following the study period, a command test was administered again to both the unlabeled classmates and the baggies.

This outgrowth was credited to the Pygmalion effect by Rosenthal and Jacobson. They discovered that scholars can flourish in the correct setting. The results of their study demonstrated that pupil performance is told by the schoolteacher's prospects. Since the schoolteacher does not anticipate the scholars to learn, they are not learning.

The father of psychoanalytic proposition, Sigmund Freud, also placed a strong emphasis on the idea of tone-fulfilling vaticination. In his Skinner box trial on rats, operant exertion literacy colonist B. F. Skinner also explained that the rats' advanced performance was due to the coach's prospects. David McClelland and Atkinson claim that the Pygmalion effect decreases in tandem with a decline in the success rate. Prospects play a significant part when we feel confident.

According to Good et al. (1987), preceptors' prospects regarding scholars' performance are told by two effects.

- i) The scholars' performance in the classroom and grades on the previous test
- ii) The schoolteacher's impulses and conceptions. Unborn pupil achievement is significantly impacted by educator prospects, according to Harvard psychologist Robert Rosenthal (2010).

According to Howard Zinn (1994), according to a well-known novelist, analyst, and social activist, pessimism has the implicit potential to become self-fulfilling. Brophy's (1985) trials stressed the negative prospects. He discovered that demarcation, inflated assessments, and inimical prospects all negatively affect pupils' provocation situations. Scholars won't ameliorate their performance to meet the schoolteacher's norms if they're told they're intellectuals.

Brophy linked eight types of inimical prospects, including giving up on low-anticipation scholars snappily.

- i) Further review for failings
- ii) lower recognition for accomplishments
- iii) failing to give feedback after entering their response,
- iv) assigning them to the hinder bench,
- v) Minimizing or barring communication.
- vi) lower consideration, benevolence, and warmth towards them
- vii) Giving unwarranted praise.

Numerous studies confirm that the preceptors' contemplations on the scholars' achievement are intermediated by the effect of the tone conception, especially with sphere-specific association.

Troullioud et al., 2002). The scholars with or having high-tone conception consider themselves as more competent and confident to perform better compared to the scholars with low-tone conception. Indeed, though the experimenter conducted colorful studies on the Pygmalion effect, many studies examine the expectation effect of achievement issues. Most of the experimenters agree that the Pygmalion effect involves both positive and negative prospects.

The teacher's role According to the psychologists' research findings:

- The teacher-student interaction has a significant impact on students' initiative towards learning.
- The character of the teacher determines the subjects that the students like and dislike.
- By being warm, kind, considerate, and encouraging, the teacher can help the pupils in the classroom develop a positive psychological state. The teacher can convey expectations to the pupils by using both verbal and nonverbal encouragement.
- The loving attitude of the teacher can help to narrow down the link between the teacher and the students. A positive interaction between them can have a beneficial effect on the pupils' learning.
- The teacher's encouragement and support can help students transcend the psychological barrier between them.
- The instructor should convey to the students, either directly or indirectly, that they are achievers.
- The teacher can help the kids feel confident that each student has a particular strength.

Use of the Pygmalion Effect in the Classroom: The Pygmalion effect can be used in the classroom by teachers in order to get effective results from the students.

- I. **Aware of expectations:** A teacher should be aware of his or her own expectations when interacting with the students in the classroom. They should acknowledge the existence of the positive

expectations so that it will be reflected in their thoughts, language use for the students, and at last in actions.

- II. **Identifying positive traits:** Sometimes the teacher is having low/negative expectations of the students due to some weaknesses/negative qualities, which may be that behavior is not in conformance with the rules of the society or personal likes and dislikes. Instead of doing this, teachers should indulge in identifying positive traits within the students, ignoring the negative traits they possess, and forming positive expectations, which in turn yield positive outcomes from the students in the form of achievement or better performance.
- III. **Creating challenges:** When students are achieving their goal, not only do they feel accomplished but also empowered. The teacher, by assigning challenging tasks to the students, not only fulfills his/her own expectations but also instills confidence and develops a can-do attitude within the students.
- IV. **Use of positive language:** Belittling the students by the teacher does not work or bring positive results. Sometimes the teacher often uses different phrases such as "You cannot do it" and "This is not possible on your part." As a result, the students lack confidence and also believe that the teacher does not have trust in them, which results in poor performance on the part of the students. Instead, by complimenting and identifying positive traits within the students and using positive phrases like "I know you can" and "You will never let me down," the teachers can create positive expectations as well as reflect them in their actions.
- V. **Providing Feedback:** The teacher should provide feedback to both academically weak students and strong students. Sometimes teachers believe/expect that feedback will not work or they (academically weak students) cannot improve. So, feedback is not provided to them. Instead of doing this, the teacher should provide feedback for giving them (academically weak students) a chance to improve and realize their faults or mistakes.

Conclusion: The school, organization, home business, and others in our immediate vicinity are all significantly impacted by the Pygmalion effect. However, high standards can sometimes be challenging to meet because of a person's restricted ability, which causes stress. Additionally, it results in declining profits. Teachers' expectations, passion, and motivation undoubtedly influence students' performance in addition to motivating them. The idea of self-fulfilling prophecy should be introduced to teachers during their training at the various teacher training institutions.

The Pygmalion effect should be taught to students in the classroom by the instructor and should be covered in the course curriculum as a case study during instruction. By employing statements like "You can," "This is possible on your part," and so on, the instructor can help the students develop confidence. Expectations are another reason why the Pygmalion effect is criticized; nevertheless, it is not expectations but rather a number of other characteristics, including ability, motivation, intelligence, etc., that significantly influence students' accomplishment. Carl Sagan's statement that "the visions we offer our children shape their future" might be used to wrap up this discussion.

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