

# STUDY OF PYGMALION EFFECT ON CLASSROOM MANAGEMENT

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## Abstract

*The study is based on the objective to examine the influence of expectations of teacher on students' behavior in the classroom and to explore the relationship of positive expectations and classroom atmosphere. For this purpose co-relational approach was used. Sample of the study comprised of 50 female teachers teaching at secondary level, chosen from 8 schools. Questionnaire was used as the tool of research. The results obtained from statistical analysis showed that there was a significant correlation of teacher's expectations and student behavior in classroom. Teachers' positive expectations play a positive role in improvement of student behavior in classroom. An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best. The application of expectation in teaching classroom discipline was found to be a more effective strategy for better classroom environment at secondary level as it helped a lot in developing learning atmosphere.*

**Keywords:** Pygmalion Effect, Classroom Management, Expectations

## Introduction

Expectations play a vital role to achieve something. The Pygmalion Effect explains how expectations of other people can influence or motivate performance. By setting and communicating high performance expectations, teacher can motivate their students for better performance. A characteristic shared by most highly effective teachers is their adherence to uniformly high expectations (Muijs, and Reynolds 2005). Classroom behavior is an essential input to the learning process and is progressively more seeking the attention of educationists worldwide. The classroom environment is a prime location to promote student academic and social behavioral success. If we expect students to learn appropriate

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social skills we must structure the learning environment so that these skills can be addressed and accomplished (Mishra 2007). A warm supportive environment has been found to be important to teacher effectiveness as well as encouraging student to contribute constructively to the lesson. Classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. The Pygmalion Effect is teacher's interaction with their students and the relationship between those interactions and students' academic performance. Students' intellectual development is largely a response to what teachers expect and how those expectations are communicated (Bamburg, 1994). The Pygmalion effect has largely been explained in terms of two mediators: (a) leadership behavior and (b) self-expectations. The first of these leadership was identified by Rosenthal as the mechanism through which teachers differential expectations for students were subconsciously translated into differential behavior and performance. The second mediator of the Pygmalion effect is the self-expectations (Eden, 1990). That is the leadership behaviors captured in turn lead subordinates to raise their own expectations for how well they can perform. Teacher expectations definitely and constantly affect pupil's performance as teacher expectations are most likely associated in important ways to such vital things as the students self concept and self esteem as well as to achievement. (Dhoundiyal, 1993, Lefrancois (1985).

Tauber in Miller (2001) goes on to cite four factors that teachers could use to advance higher expectations. "Robert Rosenthal's Four-Factor theory identifies climate, feedback, input, and output as the factors teachers use to convey expectations."

A "climate" conducive to learning must be created, this is often communicated non-verbally. Both affective and cognitive "feedback" must be provided to the learners.

"Input" is increased as teachers teach more to students of whom they expect more. "Output" is also increased as teachers encourage greater responsiveness from students for whom they hold high-expectations. There are many determinants of a teacher's expectation of her pupils' intellectual ability. Even before a teacher has seen a pupil deal with academic tasks she is likely to have some expectation for his behavior. If she is to teach a slow group or children of darker skin color or children whose mothers are on welfare she will have different expectations for her pupils' performance than if she is to teach a fast group or children of an upper middle-class community. Before she has seen a child perform she may have seen his score on an achievement or ability test or his

last years' grades, or she may have access to the less formal information that constitutes the child's reputation (Cooper, 2006).

Student expectancy about his or her capabilities in a specific subject matter is very often a function of teacher evaluations. Evaluation is one more component of schooling through which we convey either high or low expectations. Student who is consistently rewarded by a teacher for his or her performance in a given subject matter soon develops a positive set of expectancies about his or her abilities in the subject matter which motivates the student to further achieve. By contrast a student who is consistently punished by a teacher for his or her performance in a subject matter soon develops a set of negative expectancies about his or her abilities in the subject matter and this serves to hinder the students desire to achieve (Burden, 2006).

One of the most important factors both in the classroom climate and in school and teacher effectiveness more generally is the teacher's expectations of his/her pupils. Pupils that teacher expects to do well tend to achieve better while pupils who are expected to do badly tend to fulfill their teachers expectations as well. Researches on teacher expectation specify that when teacher holds low expectations for students and intentionally or unintentionally communicates these expectations to the students by how they behave towards those students, a self fulfilling prophecy may occur. The student may confirm to the teacher low expectation therefore confirming the teacher's original expectations. On the contrary when teacher holds high expectation for students and shows these high expectations, students will often act in ways to live up to teacher's expectations. A teacher's attitude towards students and their expectation of students are powerful influences on whether or not students learn (Muijs, and Reynolds, 2005, Nayk and Rao,2007). An inaccurate judgment about a student can be made because of error, unconscious prejudice, or stereotype. Whatever the cause, when teachers have low expectations for certain students, their treatment of these students differs in subtle ways (Sadker and Sadker,1997).

According to Sprick (2006) teacher's vision of student achievement and performance has an immeasurable impact on students. It is crucial to convey high expectations for all the students with regard to academics and in personal responsibility. For all students to succeed, it is essential that you maintain and communicate high and positive expectations. Effective communication expectations can be accomplished through a three step process. These three steps are:

- Communicate your expectations before the activity begins
- Monitor student behavior by circulating and visually scanning

- Provide feedback during and at the conclusion of the activity

According to Burden (2006) teacher's behaviors that create positive expectations almost always enhance the teacher student relationship and behaviors that create negative expectations result in poor relationships and poor student self concepts, and thus reduce learning. The Pygmalion effect of teacher expectancies is so illuminating by showing that student classroom and test performance are affected by teacher expectations. So teacher should set appropriate expectation's plan activities that move students through curriculum at a pace that fosters continued success and improvement. Efficient teachers mock-up the behavior that they expect for their students and they direct students to understand what is meant by positive behavior (Tileston, 2004). When a teacher encourages a student, a continued dialogue is expected. The type of relationship teachers establishes with their pupils persuades the classroom climate. Where there is mutual respect and connection between the teacher and the student, positive climate is most likely to be achieved. It is important that the teacher is able to convey a sense of understanding and value of student's perspective on an array of issues in order to assist a caring and empathetic relationship (Tauber, 2007).

Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation (Burden, 2006). The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish (Nayak and Rao, 2002). Any classroom management program should include teacher's three actions. First, discipline program should include provisions for teaching student self discipline process. Second, student must know in advance teacher's expectations in terms of both academics and behaviors. Third, expected behavior should fit the situation (Tileston, 2004). In classroom discipline student's behavior counts a lot. Having specified desirable student behavior teacher should develop a clear, thoughtful conceptualization of that student behavior they believe enables them to instruct effectively. Denscombe (1985) has stated that there are three factors which are crucial to teacher's understanding about classroom control. First there is the basic knowledge that pupils are not always willing partners to the learning process and that the work of the teacher certainly involves a custodial element that requires an ability to control the behavior of pupils. The second factor is that in most aspects of classroom work teachers are expected to operate as individuals. The third key factor is that teachers have to rely heavily on management techniques to achieve

