



### **PYGMALION EFFECTS: HOW DOES REALITY MEET YOUR EXPECTATION?**

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#### **Abstract**

Teachers know that children will do well if they expect lots from them- and they also know that children will do less well when the teachers expect little from them (Cameron, Lynne and Penny McKay 2010:15). As a teacher, we often do this, even at the first meeting class, there will be some expectations about our students. Such questions like: “Are they smart students?”, “are they unmanageable students?”, “are they lazy and uncooperative students?” might be arise as our own perception to our “new” students. It means that the first impression lasts long. Positive perception or expectation will lead us to give excellent treatment to our students but unfortunately, how it would be if the it is negative?, of course, it will affect to our treatment. This one that we call Pygmalion Effects. Pygmalion Effects is a phenomenon that expresses our expectations are going to be real. It is therefore important that teachers expectations of children learning as always high: realistic, but high. Here the writer conducted the qualitative research to know the factor that may influenced the teachers’ expectation toward the teaching and learning process find in One Stop English Course. Open Questionnaire and interview is used by the researcher as the instrument for collecting the data. Then, for analyzing the data, the reseacher uses coding. The result of the reseach are (1)There are some factors that may influence teachers’ expectation suc as students’ appearance, students’ body language, and students’ manner toward the teaching and learning process, (2)There is no doubt that teachers’ expectation may influence students’ outcome. This studies fullfill the Pygmalion Effects phenomena.

Keywords: teacher expectation, student outcome

#### **INTRODUCTION**

The first meeting of teaching and learning process is challenging for some teachers. They will meet with the new students, new face or even new atmosphere. The teacher expectations arise in this meeting. Teacher expectations are, of course, the teachers’ perception toward their students. The expectation may difference to each student. The expectation may be positive and negative. Positive expectations are influenced by cumulative folder data, recent achievement test, etc (Cotton, 1989:6). Then, based on Cotton studies (1989:6), negative expectations are commonly influenced by sex (lower expectations are often held for older girls--particularly in scientific and technical areas-- because of sex role stereotyping); socioeconomic status (teachers sometimes hold lower expectations of students from lower SES backgrounds); race/ethnicity (students from minority races or ethnic groups are sometimes viewed as less capable than Anglo students); type of school (students from either inner city schools or rural schools aresometimes presumed to be less capable than students from suburban schools); appearance (the expense or style of students’ clothes and students’ grooming habits can influence teachers’ expectations); oral language patterns (the presence of any nonstandard English speaking pattern can sometimes lead teachers

to hold lower expectations); etc. In educational studies, these expectations relate to the phenomenon called Pygmalion Effects. Pygmalion effects ensured that positive expectations will lead students' positive outcome and vice versa. In the light of a self-fulfilling prophecy, the Pygmalion effect means "you get what you expected", if teachers hold positive expectations towards students, they will be given more learning opportunities or increased challenges, be provided with more detailed feedbacks, be praised more often following success and be encouraged more often following failure, thus, teacher behaviors influence student performance in a positive way and vice versa; (if teachers hold negative expectations towards students, they will be taken into disadvantageous learning conditions and teacher behaviors influence student performance in a negative way) Chang, 2011:199). Based on the explanation above, the researcher did the qualitative studies to know the factor that may influence the teachers' expectation toward the teaching and learning process and also students' outcome towards the teaching and learning process.

## LITERATURE REVIEW

### The History of Pygmalion Effects

Pygmalion first appeared in Greek mythology as a king of Cyprus who carved and then fell in love with a statue of a woman, which Aphrodite brought to life as Galatea (Chang 2011:198). In this mythology, it is believed that "you get what you expect", means that we will always get the positive responses from them (the expected object). In other words, it can be called "self-fulfilling prophecy". The self-fulfilling prophecy can be described as an initial prediction made which causes us to believe in a way that we make that prediction materialize (Amini, 2016:2). It is also originally supported by Cotton (1989: 2), thus, the Pygmalion study is seen as a self-fulfilling prophecy effect, because while the imminent intellectual blooming of target students was "false information" given to teachers, believing the information presumably led teachers to act in such a way as to make the false conception a reality. Teachers' initial biases and assumptions about student performance affect the way teachers behave towards students in a such way, which only brings out behaviours in accordance with teachers' initial expectation (Amini, 2016:2).

The study focuses on Pygmalion Effects, the theory holding that higher expectations of a person lead to higher performance. The opposite can also be true: if low expectations are placed on someone. They're more likely to perform poorly. This means that the teachers' faith or lack thereof, in student's abilities may influence the student's future achievement

### The Students' Outcome toward the Teaching and Learning Process

Every child is unique. They seem to have their own personalities and interests. Moreover, they tend to have their own way to express them. So, it is being the teacher's responsibilities to maximize it by always giving high expectations to them because you will get what you expect (Pygmalion Effects). In this research, the investigations focused on a variety of outcome areas, including student achievement in areas such as reading, mathematics, language arts, French, history, geography, physics, and biology; IQ measures; student attitudes toward school, toward particular subject areas, or toward the expectations of them which they perceived their teachers to hold; social behaviour; and self-efficacy/expectations for success (Cotton, 1989:3).

How do teacher expectations affect student outcomes? Most researchers accept Good and Brophy's (1980) (restated in Cotton, 1989:5) description of the process: early in the school

year, teachers form differential expectations for student behavior and achievement; consistent with these differential expectations, teachers behave differently toward various students; this treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks; If the teacher treatment is consistent over time and if students do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, levels of aspiration, classroom conduct, and interactions with the teacher; These effects generally will complement and reinforce the teacher's expectations, so that students will come to conform to these expectations more than they might have otherwise; Ultimately, this will affect student achievement and other outcomes. High expectation students will be led to achieve at or near their potential, but low expectation students will not gain as much as they could have gained if taught differently.

## **METHOD**

The subject of the research was the teacher of One Stop English (course and training centre) located at Demaan 588 Kota Kudus. It was her first year working as a teacher at One Stop English Course. Because of her first time teaching, the researcher chose her to teach a new student. It relates to the research that this study wants to know the factors that may affect the teacher's expectation at the primary stage of teaching. There were 5 students (2 girls and 3 boys) in the class and they were 4-5 years old (kindergarten level).

An open questionnaire and interview were used as the methods of data collection. The open questionnaire was given to the teacher to know the teacher's expectations toward her students. There were a photograph and two questions of each student in the question. The first question was, "What do you think about this student?" (by seeing the photograph of the student, the researcher lead the teacher to give her answer subjectively). Then, the second question was, "How do you expect on this student to your classroom?". (by seeing the photograph of the student, the researcher lead the teacher to give her answer objectively). The interview was used to know the students' outcome toward the teaching and learning process.

## **FINDINGS AND DISCUSSION**

### **The Teachers' Expectation**

The first student investigated is a boy of 5 years old (OAY). The answers for the first question (What do you think about this student?) were "In my opinion this kid has a cute smile, narrow eyes and well-combed hair. He looks pretty confident. It seems from the pose he choose when this photo was taken"

The answers for the second question (How do you expect on this student to your classroom) were "Since I think that he looks confident in the photo, I expect that this kid will also be confident in my class. He will be the one who leads the class and likes to show off his ability to his friends".

### **The second student investigated is a boy, of 5 years old (BMW).**

The answers for the first question (What do you think about this student?) are, "From this photo this kid looks chubby. His appearance is not really neat so I guess he is quite hyperactive. There are two possibilities seen from his smile and pose, whether he was shy to be captured on camera or he was acting too much"

The answers for the second question (How do you expect on this student to your classroom) are, “I always expect chubby students to be the funniest in class. He might aor saying unnecessary things in class”.

**The third student investigated is a girl of 5 years old (AWAA).**

The answers for the first question (What do you think about this student?) are, “In my opinion, this kid looks shy in the picture. I’m quite sure the photographer took a bit long time to take this picture. It is also clear that she was distracted by her friends”.

The answers for the second question (How do you expect on this student to your classroom) are, “ I think she will be shy in class. She will tend to be passive and from her pose, I think se will be easy distracted by any situation in the class”.

**The fourth student investigated is a boy of 4,5 years old (SNPD).**

The answers for the first question (What do you think about this student?) are, “It looks like he is the youngest in the class like he is 4-5 years old. He has cute face and seems to be shy”.

The answers for the second question (How do you expect on this student to your classroom) are “Since i think he is the youngest, i expect he will always follow whatever his friends do. If his friends play, he will play. If his friend drink, he will drink. I also think that this student will be the crybaby of the class”.

**The fifth student investigated is a girl of 4,5 years old (GWS).**

The answer for the first question (What do you think about this student?) are,” in my opinion, this kid has bright eyes. She might like smiling. She is pretty and looks simple.

The answers for the second question (How do you expect on student to your classroom)I think this girl will bring positive atmosphere in class. She will tend to be the one who is neutral if there is any fight and from her pose, i’m sure she likes to follow the rule. She will be quite easy to control. From the findings above, it can be summarized as follows.

**Table 1. Summary of the Findings**

No.	Students’ Initial Name	Question	The Factors that may Influences Teachers’ Expectation			Teachers’ Expectation
			Appearance	Body language	Others	
1.	OAY	A	Positive (well-combed, cute smile and narrow eyes)	Positive (confident)	-	High (positive)
		B	-	Positive (be confident= lead the class)	-	
2.	BMW	A	Negative (not neat)	Negative (hyperactive and shy)	-	Low (Negative)
		B	Positive (funniest but talking too much)	-	-	

.3.	AWAA	A	-	Negative (shy)	-	Low (Negative)
		B	-	Negative (shy, passive, be easily distracted)	-	
4	SNPD	A	Negative (cute face but shy)	-	-	Low (Negative)
		B	-	Negative (crybaby )	-	
5.	GWS	A	Positive (pretty, simple)	Positive (like smiling)	-	High (positive)
		B	-	Positive (follow the rule and easy to control)	-	

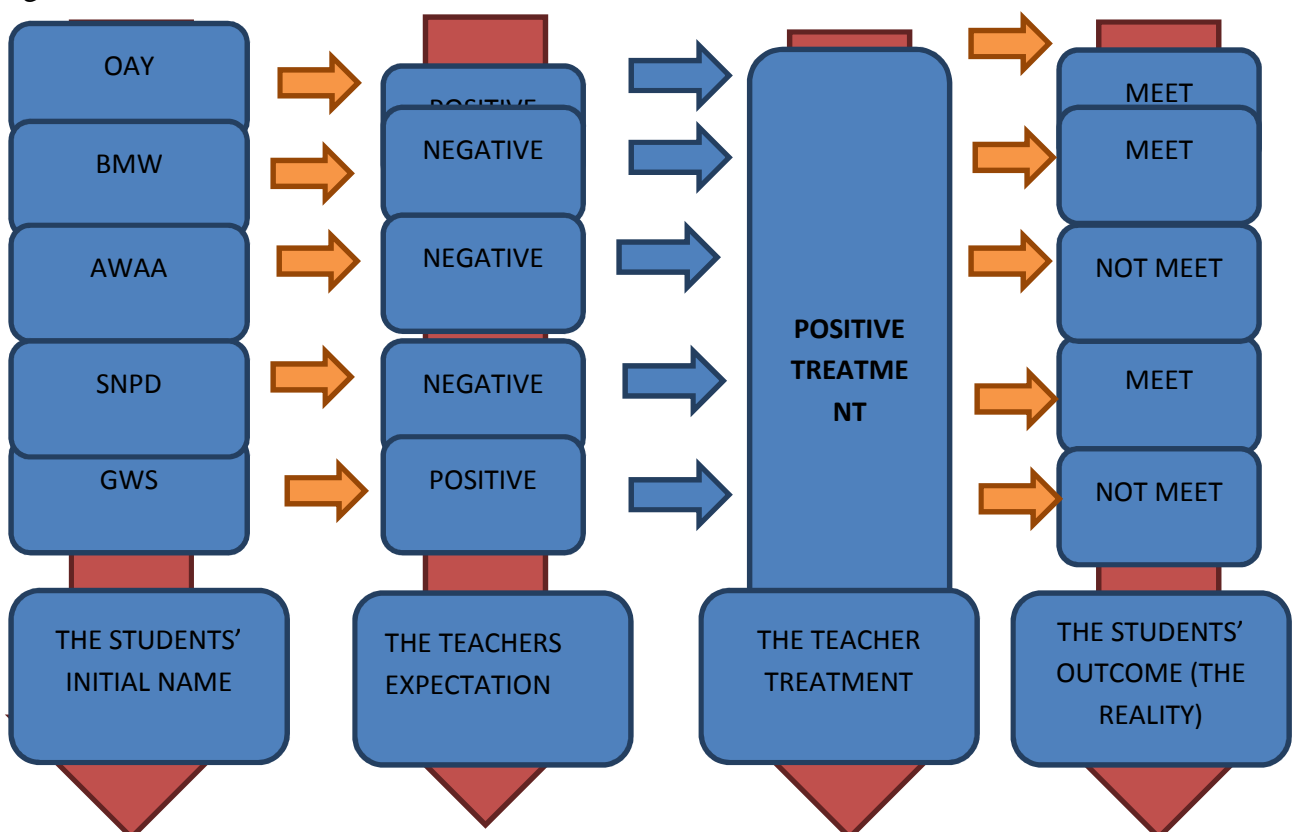
### The Students' Outcome

The researcher uses the interview to know the students' outcome toward the teaching and learning process. There are basically three types of interviews: informal, guided, and structured. An informal interview allows the researcher to go with the flow and create impromptu questions as the interview progresses (Vanderstoop and Johnson, 2009:224). The transcript and the analysis can be seen as follows:

- Researcher : "hello miss, good morning?"
- Teacher : "oh ya sir, good morning too"
- Researcher : "mmm , by the way how was your class? Is it new class for you, right?"
- Teacher : "surely, its my first time .. my class was going well, but...."
- Researcher : "but?... "
- Teacher : "but its little bit challenging. They are really, really, really active student. they jump, run and play hide and seek in my class. Uhhh i never imagine before that my class were going to be wild"
- Researcher : "have you found it at your whole time teaching?"
- Teacher : "not really, at the first time they really kind student , but 30 minutes left, my class being uncontrol"
- Researcher : "is there any trouble maker?"
- Teacher : "mmm,, be honest,,,,,, there is"
- Researcher : "who?"
- Teacher : "he is Satria, i was surprised, i expected to him that he will be shy and be crybaby toward my class, but in fact he is very "amazing",, he run away around the class, annoy his friends, and dont want to do teacher commands. He enjoyed with his own activity actually".
- Researcher : "i cant imagine that, it must to be hard for you"
- Teacher : "exactly.... but it is no longer happen after i give them the time to take a rest for a while"

Researcher : "i guess that you still have positive treatment although they did negative thing,,  
 Teacher : "of course,, i did"  
 Researcher : "and how about others?"  
 Teacher : "bayu,, yeah bayu i expect to him that he will be quite hard to stop him from talking or saying unnecessary thing in class,,,, but in real. He is silent,, really silent and shy"  
 Researcher : "or maybe it is because of it is his first time meet you miss,,"  
 Teacher : "it can be,,and Arka.."  
 Researcher : "how about Arka?"  
 Teacher : "arka is good, i expect he will be confident,,and the reality he is confident too.  
 Researcher : "that are the boys,, how about the girls Lala and Gebi?"  
 Teacher : "Lala and Gebi,, i also tricked by them, i guess Lala is shy and passive but in fact she is really active and confident,, gebi also the same, firstly i expect to her positively but in my class she is shy and unconfident".  
 Researcher : "yeah sometimes your expectations doesn't meet the reality, right?"  
 Teacher : "sometimes..."  
 Researcher : " and how about your treatment, are you always give positive treatment to them?"  
 Teacher : "of course, i always give the positive one to all my classes, not only for this class"  
 Researcher : "oh, i see,,"  
 Teacher : "cos i think , it is a must for us to give them the best one"  
 Researcher : "do agree,,"  
 Teacher : "thats it!!!"  
 Researcher : "ok thanks for your answers miss,"  
 Teacher : "you're welcome sir,,e"

Explanation: the coloured word shows the the teachers' expectation (yellow), the students' outcome (blue), and also the teachers' treatment (purple). From the data findings above can be figured as follows:



## CONCLUSION AND SUGGESTION

There is no doubt that teachers' expectation may influence students' outcome. This studies fullfill the Pygmalion Effects phenomena. The teacher expectation can influences the students' outcome. It is supported by Jacobson and Rosenthal studies (1968) which the results of the experiment described in some detail provide further evidence that one person's expectations of another's behavior may come to serve as a self-fulfilling prophecy, when teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development. So, it is important to have high expectation to our students although the students' habit, manner, and appearane are negative. It is because of our expectation will affect our treatment to our students and also its' outcomes. There are some factors that may influence teachers' expectation suc as students' appearance, students' body language, and students' manner toward the teaching and learning process.

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