STUDY OF PYGMALION EFFECT ON CLASSROOM MANAGEMENT

By

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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 greate 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 fas 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 hi

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

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- 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

the necessary control. Effective classroom managers establish guidelines for setting class rules. There are various positions concerning student involvement in rule establishment. The polar positions are students should have a central role in making rules because they are more likely to follow rules they have had a hand in developing. The role of the teacher is to guide the students efforts to develop good rules and the second teacher should make the rules because the teacher, not the students, is responsible for determining which student behaviors are acceptable and which are not (Tauber, 2007). Students understand that negative consequences will follow when they break the rules, and they know that positive consequences will follow when they observe the rules. A clear if-then, cause and effect relationship exists between the rules and desired outcomes.

Statement of the Problem

In the light of literature review, the current study titled as "The study of Pygmalion effect on classroom management at secondary level" was designed.

Purpose of the Study

The study is based on the following objectives:

- To find out perceptions of teachers on the importance of Pygmalion effect on classroom discipline.
- To explore the role and strategies being used by teachers in the classroom, keeping in view different aspects of Pygmalion effect on student's behavior and performance.
- To study the relationship of teacher's reinforcement and positive classroom environment for conducive learning.

Methodology

The study was co-relational and based on the effects of teacher's positive expectation on classroom management. The population of the study consisted of the teachers of 9th grade government girls' high schools of Rawalpindi city. 50 teachers from the 8 government schools of the population, teaching Grade 9 were randomly selected for the sample. Questionnaire was used as a tool for data collection, which was based upon literature review. The questionnaire was close ended and divided into two parts, 22 items were included in the questionnaire. First part of the questionnaire comprised of 10 items about classroom management and second part comprised of 12 items about teacher expectations. The responses were measured on 5 point rating scale from strongly agree to strongly disagree.

For validity of the questionnaire, its initial form was given to the experts for their opinion about the format and contents in order to determine its content

and structural validity. Modifications were made in the wording, order, sequence, and choices of the questions in the light of their comments and suggestions. To check the reliability of the questionnaire based on two variables teachers' expectations and classroom management, data was collected from 20 teachers teaching at secondary level and was checked through Cronbach's Alpha reliability.

The data collected through questionnaire was analyzed through SPSS. Data was analyzed on statistical basis by using Pearson coefficient correlation method. Correlation was used to check the relationship between teacher expectation and classroom management.

Results

Table – 1
Key word Analysis of Teacher's Responses

S.No.	Statements	Percentages %
1.	Understandable rules.	44% S.A 56% A
2.	Students obey classroom rules if teacher involve them in formulating classroom rules.	46% S.A 52% A 2% Uncertain
3.	Rules form the basis for teacher discipline plan.	46% S.A 46% A 8% Uncertain
4.	Rules define general expectation.	48% S.A 48% A 4% Uncertain
5.	Classroom management plays an important role.	60% S.A 38% A 2% Uncertain
6.	Discipline is an unavoidable and critical part.	44% S.A 52% A 4% Uncertain
7.	Positive expectation effect classroom discipline.	38% S.A 54% a 2% Uncertain 6% D.A
8.	Motivation is a key factor in classroom management.	68% S.A 30% A 2% Uncertain

9.	Teacher should intentionally use amusement in the classroom.	32% S.A 50% A 12% Uncertain 6% D.A
10.	Positive expectation play an important role in child development.	62% S.A 38% A
11.	Students classroom and test performance are effected.	14% S.A 64% A 18% Uncertain 4% D.A
12.	Pygmalion effect motivates students.	24% S.A 56% A 20% Uncertain

This table highlights the responses of teachers on the key words of statements included in the questionnaire which reflects the significance of classroom management. The results reveal that the rules, techniques being used by the teachers have very positive impacts on classroom management and teaching expectations play important role on the student's performance.

Table – 2
Analysis on the Key words of Responses of Teachers on the conducive

1.	Pupils that teacher expect to do well tend to achieve better.	28% S.A 52% A 20% Uncertain
2.	There is a relationship betwewen teacher's reinforcement and positive classroom behaviour.	38% S.A 44% A 18% Uncertain
3.	Positive reinforcement brings desirable student behavior.	42% S.A 48% A 10% Uncertain
4.	Student's behavior is best if teacher appreciates the students.	46% S.A 42% A 10% Uncertain 2% D.A
5.	Reinforcement enhances positive classroom learning environment.	36% S.A 60% A 4% Uncertain

6.	Students who are interested in their learning misbehave less.	38% S.A 48% A 10% Uncertain 4% D.A
7.	Expectations play a role to instilling within the students responsibility for learning.	18% S.A 60% A 22% Uncertain
8.	Teachers expectations play important function in the development of students.	34% S.A 60% A 6% Uncertain
9.	Mutual respect and connection between the teacher and student establish as positive learning environment.	50% S.A 48% A 2% D.A
10.	Expectations are undeniably important in student motivation.	20% S.A 46% A 32% Uncertain 2% D.A

This table reveals the role of conducive learning environment as a reflection of teacher's expectations and student's performance.

Table – 3
Correlations

	Classroom Management	
	r	p
Teacher Expectations	.307(*)	.030

* Correlation is significant at the 0.05 level (2-tailed).

This table shows the correlation between teacher's expectations and classroom management. There exists a significant positive relationship($r = .307^*$, $p < 0.05$) between these two variables.

Discussion

By summarizing the findings of the study, it can be said that expectations can have the effect of self-fulfilling prophecy or of sustaining expected

performance levels. These expectations are communicated in the classroom through student and teacher interactions in the form of socio- emotional atmospheres, verbal input, verbal output, and feedback. In general, brighter students tend to receive more feedback and teacher interaction time than less bright students, resulting in the likelihood of sustaining expectation effects. By clearly defining what is expected from the student in the class as well as clearly communicating the means through which academic performance is to be measured, the teacher has the best of chances of getting the maximum effort and best academic performance of each student in the class. The importance of teachers' expectations with respect to the behavior of their pupils is particularly significant in education as this is when the child can be most easily be influenced and is excessively dependent on the attitude and approval of their teachers.

Teachers' negative expectations can have a critical effect not only on the opportunities available for children to learn, but also on their actual achievement when teachers expect students to do well and show intellectual growth, they do, but when teachers do not have such expectations, performance and growth are not as encouraged and may in fact be discouraged in a number. Teachers should motivate students and encourage to increase their self esteem.

On the basis of overall analysis of the data it can be concluded that teacher's positive expectations are effective in enhancing classroom discipline and management. Through teachers expectations student behavior can be treated.

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