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Pygmalion Effect on Secondary School Level Students' Academic Performance

Abstract

The Pygmalion effect influence is a revealing psychological phenomenon exposing higher expectation to someone. Usually teachers expose their expectation to the students, but rarely they are aware about the vitality of their positive expectations (Pygmalion) on the students performance. This paper aims to examine the impact of Pygmalion sessions on the academic achievements of the students belonging to experimental and control group in the subject of English. This paper also aims to study and compare the Pygmalion effect on academic performance of experimental and control groups. True experimental design was used to collect the evidences of Pygmalion sessions. Results revealed that Pygmalion sessions are highly effective as compare to traditional lecturing. Organizing a Pygmalion session before lecture provides a motivational environment to the students boosts up students' academic performance and directly influence students' motivation.

Keywords: *Pygmalion effect, Academic Performance, Motivation*

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Introduction

Pygmalion effect appeared in Greek literature, the monarch was enthralled by Aphrodite's sculpture of a child, which she had brought to life as God, and he fell in love with it, but Pygmalion effect can be applied to learners, workers, infants, teachers and employees. This Pygmalion effect is a psychological phenomenon about impact of positive expectations on human actions. Pygmalion effect is our mindset or aptitude that is effected by others (Bass , 2020, Zhu & Wu 2020). Initially the Pygmalion effect was introduced in 1960 and psychologists studied this phenomenon for three decades, certain discrepancies were noted in the results produced by Pygmalion effect. Greek word (Pygmalion) narrates the love of a child with a sculpture created by him. They kept the Galatia Sculpture Child and intended for Pygmalion to use power only on its own. Galatia was a pretty girl with paintings, and she fell in love with Pygmalion. Worshipping her sculpture, Pygmalion prayed to Heaven that she would put her soul in her lap. The interesting debate is that Pygmalion was occupied by Galatia. Every day he stared up at her face, but because she was a sculpture girl, she couldn't talk to him (Almadi , 2019). Pygmalion effect refers the power of higher expectations which has an increasing influence on the imagination of respondents (Zhu & Wu 2020) . Teacher needs to maintain higher expectations from students to strengthen their ability, ability, enhancement of positive conduct, satisfaction with life and opportunity for career achievement (Almadi , 2020).

The influence of Pygmalion is also known as a human value or behaviour that affects others. A loving teacher

attempted to awake his/her students' desire through different motivation techniques. Pygmalion is also a motivation technique or tool for teacher to motivate their students. Rosenthal used the Pygmalion effect, it is also known as (Rosenthal effect) Teachers' positive expectations can maximise the self-efficacy of students, which leads towards increases in achievement of learning outcomes (Rosenthal & Jacobson, 1968; Rosenthal 1973). People tend to inspire people to present themselves frankly. It is because of the truth of forecasts that wishes affect the target individuals (Eden, 2018). Rosenthal and Jacobson described that students would acquire personality traits through positive expectations. Teachers' positive expectations improve students' success, while negative expectations led towards poor learning outcomes. Students were randomly chosen from 18 different schools, real score of students did not assist them in becoming genuine academic bloomers. Bloomer students received eight points in reasoning and three points in general analytical knowledge, with an average of two IQ points in linguistic skills due to Pygmalion. The teacher's expectations were shown to operate as a self-fulfilling prophesy in this experiment. (Rosenthal & Jacobson, 1968). If the teacher was persuaded to believe that a few students' productivity would improve, the students would be the ones to show the gains (Eden, 2018; Shani,1982). Usually teachers have high or low level of expectations form their students regarding their academic performance. Teachers hesitate to communicate their expectations to the students regarding their academic performance. Results of many studies conducted around the globe found that Pygmalion effect positively contributed towards academic achievement of

students. Therefore, this research has been undertaken to study the Pygmalion effect in students' academic achievements at secondary level. Teacher is the backbone of the learning process; this research will play a critical role in strengthening the relationship between teachers' positive expectations and students' academic performance. Research results will be beneficial for teachers, mentors, instructors, head teachers, students and parents; likewise results of the study will be beneficial for decision makers and secondary school curricula developers.

Research objectives:

This paper aim to study:

- 1) To find out the Pygmalion effect on students' academic performance and learning behaviour in English at secondary schools.
- 2) To examine the Pygmalion effect on students' motivation and learning behaviour in English subject at secondary school level.

Research hypotheses

Following Research hypotheses were outlined to conduct the study (Pygmalion in classroom):

- 1) The mean pre-test ratings of academic scores of the experimental group and the control group do not vary slightly due to Pygmalion Effect.
- 2) There is no substantial important difference between the experimental group and the control group in the mean post-test of academic scores and learning behaviour of students due to Pygmalion Effect. .

Literature Review

Pygmalion effect is an idea or interpretation that was initially appeared when a king dropped on a statue of a queen, the king belonging to the Greek of Cyprus that Aphrodite brought to life as Galateangf. The monarch first mistook her for a kid, but she was actually a statue girl, and she then gained the king's trust in me. The hope of the king after a long time was real. The statue girl is becoming a genuine girl. Greek mythology was added under the name of Pygmalion after the occurrence preserved anticipation. Rosenthal conducted experiments on the IQ level of students to study the Pygmalion effects in the field of education (Gentrup, ,& ,Rjosk, 2018). Students do more or worse than most students on the grounds of what their teacher wishes them to do. It teacher has positive expectations in the classroom it has an influence on students' self prophecy (Bass, 2020).

Pygmalion in the classroom

The effect of Pygmalion is a phenomenon in which teachers' higher expectations lead weak students to improve their weak areas (Bromley, 2014). Pygmalion in an indicator of motivation, a type of positive expectations, a tool to inspire others, and can create a situation in the classroom (Zhu & Wu, 2020). If teacher teaches well, provides additional assistance and expose his/her higher expectations to students about their performance students can learn better. Teacher need to collaborate with students and remain consistence in his/her behaviour. Teachers' positive expectations help out him/her to work harder, it leads students towards better academic performance (Chadha , ,& ,Narula 2016). Rosenthal took advantage of the confidence

he subsequently acquired well before he got to Spruce School. He was acutely aware of his parents' intentions as the sole son of Jewish Holocaust survivors from Germany. When he was a youngster in South Rhodesia, sandlot football was the first stage in his family's adventure of immigration that eventually took him to New York. Like a professional footballer, his father motivated him to fulfil the demands of coaches. Although he says he had nowhere near the ability to go (Eden, 2012).

For one thing, the Pygmalion effect demonstrates the need of criticism. Having a greater reputation from the teacher's employer or superior indicates that they expected a lot more from the instructor and, as a result, they gave the teacher with the most encouragement possible so that the teacher could achieve his or her objectives more effectively. Rosenthal, for example, saw that professors repaid Bloomer's students by paying greater interest and providing more help. If we are the ones who will motivate others, so we should aspire to maintain and express positive goals in order to inspire others to meet those ambitions. We still need to ensure, though, that we do not allow the dreams of such people to linger in the shadow of those persons who may have too much to offer. Pygmalion's influence may be discriminatory, which is not appropriate (Amini, 2016). Doctors often attempt to impress and recognise their patients, if patients are inspired and think that physician is suitable, then they get ready for a therapy programme. Based on a literature analysis, Jenner has found that the Pygmalion effect is likely to affect treatment when doctors often see opportunity or influence as the primary agent that

determines it If the treatment has been effective for patients or not (Chen, & Klimoski, 2003).

Significance of 'Pygmalion' in Teaching Learning Process

Pygmalion effect is applicable in industries and in the field of medicine. But nature of relationship between teacher and student is entirely different from the nature of relationship between physician and patient or relationship between employ and employer. Students come to the classrooms to fulfil their expectations and teachers help out their students to realize their potential. Therefore, 'Pygmalion' is more important in the classrooms. A healthy and compassionate environment is more likely to be formed in the classrooms. Pygmalion effect helps out teachers to provide good environment to their students in the classrooms. Whenever, students demonstrate unwanted behaviours in the classroom, their teachers communicate it to the students and their parents. Positive expectations are rarely conveyed to the students. Similarly, managers and doctors don not frequently convey their expectations to the employees and patients. When they communicate, it normally indicates a sign that they're angry with someone or want to convey irritating feelings. It's really strange that professionals usually convey negative feelings and avoid conveying positive expectations. Chadha,,& Narula, (2016) in communication of goals, avoid to convey negative thoughts about human behaviour it will have adverse effects on human interaction (Chadha ,& Narula, 2016). For one thing, the Pygmalion effect needs criticism, when teacher need to communicate positive expectations to the students, likewise, students need to convey positive expectations to their teachers. Yes, teachers need to invite students'

feedback in the preliminary sessions and ask students to convey their learning expectations.

Pygmalion effect on student's academic achievement

As a social being, we are influenced by our own expectations and experiences, it indicates that Pygmalion effect exists in the classroom. Likewise, if we know that believe that someone have strong expectations from us, we work harder to meet those expectations. Expectations work as a driving force behind our hard work. The Pygmalion influence teaches us that our life is negotiable and that it can be manipulated by others. What we get is that we believe that from the experiences of the people around us, it is possible to understand how we act and our skills. These standards can be the result of prejudiced or unjust reasoning, but they have the authority to control us and influence what grows (Amini, 2016).

Pygmalion effect and motivation

Many researchers have determined that how anticipations work in human life. The norms of the simplest type of declaration reflect in our actions and we perform a given activity. Planned expectations will result in outstanding outcomes. Changes or alterations in the message about positive expectations influence the performance of the recipients of the message. Reliability and personal attractiveness also stand as a factor in the Pygmalion. We remained caring to our reputation. Teacher can manipulate his/her expectations in the process of judgment. Descriptive behaviours and perspectives can be an outstanding means of altering an individual's response or performance. By determining priorities and drawing a picture of an optimal situation, the impact of a task that

requires a task is specifically affected. Often, Researchers established high expectations for employers and teachers for such persons while investigating the Pygmalion effect without segregating them from the control group. However, it has been found that if a leader assumes that the average potential for performance is attained by a whole population and the impact of individual discrepancies is diminished, the Pygmalion effect also persists (Amini, 2016).

The Pygmalion effect is the notion that individuals always do what is expected of them and that when they succeed, they are better welcomed. Positive teaching standards, on the other hand, are not necessarily associated with higher academic scores of the students. The learner's position is referred to as the "Pygmalion counter-effect" concept in thermodynamics, implying that "you accomplish your expectations" is not always the case in the educational sector. A variety of factors affect the engage Pygmalion's presence has acted as a vibrant, imaginative reminder of supervisory demands' ability to increase subordinate performance. However, apart from the separate experiments in this study that seek to duplicate this effect and consider its parameters, little attention has currently been paid to the mechanism underlying this phenomenon. Instead, the current paradigm shows that the subordinate is still ready, but always focused on the very passive leader of Pygmalion's efforts. Our theoretical dissertation opens up the position of the subordinate opinions of the leader and explores how it is possible to affect the reception of the leader's penguin-based efforts. By reviewing and adhering to the original Pygmalion paradigm, teachers need to improve their understanding about the phenomenon and

provide insight to their students. In addition teachers need to anticipate that all Pygmalion attempts are successful, growth and development of children also matters along with teachers expectations. Rosenthal and other academics have spent decades seeking to solve this conundrum with the hopes of capturing Perlman's allure for the greater good.

Methodology

The study identified the efficacy of the Pygmalion Effect on secondary level school student achievement. Pre-test post-test design was used to study the experimental and control group examples from two different classes to determine academic performance of secondary school students. Study was quantitative in essence, the genuine experimental and pre-test/post-test control group configurations were found to be better suited for this investigation. This research was carried out in Tehsil Nagar, Gilgit Baltistan. Researchers treated the experimental group with Pygmalion model and control group without Pygmalion model. A community is the subset of individuals who want a researcher to generalise the results. The population of the study comprised of all boys studying at secondary level in the Nagar Gilgit/Baltistan District. The secondary education schools of male learners from the government sector (F G Boys High School Nilt Nagar) that functioned under the Nagar District Directorate Education Office were chosen for this study. Students from the Nagar district government's high school made up the sample population. The research sample consisted of students from government high schools. In this research, just one government secondary school for males in Nagar was chosen for trials. The researcher used a basic random

sampling approach to retrieve the sample from the open student list. Informed consent and anonymity factors were insured by the researchers before and after the experiment.

A multiple choice question paper was developed and thoroughly reviewed in consultation with experts. Content to develop the instrument was taken from English text book being taught to the control and experimental groups. After the method of study and refined research English, the student was given a multiple choice question paper for pretest posttest procedures. The student research instrument was developed from the English book of the Punjab textbook board. As the measure for fixed marks was used to evaluate the experimental and control classes, the tools were accurate for the study. When the data are collected using the achievement test, the cumulative test was 100 points. Pygmalion sessions were prepared and thoroughly conveyed to the experimental group by the researchers. Pre-test and post-test assessment instruments were used to determine the students' achievement before and after the procedure. An independent t-test was used to compare the results obtained from the control and experimental group. Data interpretation covers descriptive and mathematical interpretation of the academic results and group statistics. Null hypotheses were tested on the basis of collected data by using the SPSS version 20. To ensure the reliability of the scoring pre- and post-test were consisted of MCQs. Academic scores of the experimental and control groups were evaluated and graded two times to insure the accuracy of the results.

Results

Statistical values obtained through study are reflected in the proceedings section: Thirty participants belonging to control group 7% were 14-15 year old, while 19 were belonging to 16-17 years and 4 were belonging to 18-19 years age group. Similarly, 6 participants of experimental group were 14-15 year old, 15 were 16-17 year old and 7 were 18-19 year old. Total 30 participants were included in the control group and 30 in experimental group from two different schools situated in district Nagar, Gilgit Biltistan.

Table 1: Comparison of pre-test post-test mean score of Control Group

Particulars	Pre-test	Post-test	Particulars	Pre-test	Post-test
Underlined Synonym	1.9547	1.9673	Match word	1.2377	1.6543
Sentence structure	1.7855	1.9971	Correction sentence	1.7563	2.1891
Question Answers	1.6748	1.8262	Negative statement	1.9833	2.2643
Fill in the blank	2.1746	2.3643	Incomplete sentence	1.8947	2.2352
Answer the statement	2.5525	2.9746	Best alternate	2.1647	2.8932
Underlined autonym	1.3464	1.7646	Total	20.5252	24.1302

Table 2: Comparison of pre-test post-test mean score of Experimental Group

Particulars	Pre-test	Post-test	Particulars	Pre-test	Post-test
Underlined Synonym	1.8547	2.7646	Match word	1.1377	2.8736
Sentence structure	1.9855	2.3574	Correction sentence	1.7563	2.0173
Question Answers	1.9748	2.8921	Negative statement	1.6833	2.8736
Fill in the blank	2.3746	2.7684	Incomplete sentence	1.7947	2.4553
Answer the statement	2.5525	2.9873	Best alternate	2.5647	2.9837
Underlined autonym	1.8464	2.1234	Total	21.5252	29.0967

Table 3: Comparison of Lecture with Pygmalion and without Pygmalion

Groups statistics	N	Mean	Std. dev	Std. Erm
Lecture with Pygmalion	30	52.6667	14.84658	1.65202
Lecture without Pygmalion	30	36.9333	8.986624	2.72027
Levene Test Equality of Variances				
	T	DF	Sig (2- confidence interval of the different	95% interval of the different
			Upper	Lower
Equal variances assumed	19.396	29	57.1153	46.2180
Equal variances not assumed	13.209	29	30.3698	41.4969

Experimental group taught with Pygmalion effect lecture remained greater than the control group taught with lecture without Pygmalion effect. The mean difference demonstrates that the both teaching methods not produced same results. Overall mean score of the experimental group was 52.68, while group taught without Pygmalion remained 36.93. It indicated that group taught with Pygmalion (Experimental group) was greater than the mean of group taught without Pygmalion (Control group). Positive effect of Pygmalion sessions was noted on the academic scores of the students. Upper and lower values of confidence interval are assumed in the equality of above variance table. The dispersion of the mean value is assumed in the standard deviation which shows the distance of the research data is not higher. In the study value of the standard deviation is less than arithmetic means of control and experiment group which is unfamiliar. The total sum of the aggregate of two mean further classifications of MCQs (multiple choice questions) sections may not outcomes in dispersion from the means.

Experimental and control group were taken from 10th class average ages of the respondents of both groups were 15 to 17 year. All respondents were male and mostly were belonging to middle class families. In the first week, few respondents from experimental group felt hesitation, but later on they became familiar with Pygmalion.

Experimental group showed greater interest in the Pygmalion sessions and remained motivated during the experiment. It was also noted that students included in the experimental group enjoyed the learning and showed greater interest in the Pygmalion sessions. It indicated that

they were happy with Pygmalion lecturing strategy and remained focused during the experiment.

It was noted that the average Pygmalion impact was greater than the traditional lecturing. Results indicated that two traditional lecturing and Pygmalion lecturing are not same. Their aggregate of pre-test and post-test means of all MCQs sections significantly increased from 21.5252 to 29.0967. The mean score of the participants belonging to experimental group was 29.81 and the mean score of the participants belonging to control group was 24.42. It explicitly indicated lecturing with Pygmalion was more effective and increased students' academic performance.

Pygmalion effect resulted in encouragement and motivation of the participants. Comparatively, teaching with Pygmalion enhanced students' cognitive development. It resulted in better understanding of the content, elevated remembering and better application of the content.

The mean score of the control and experimental group in the objective types of questions remained 1.96 and 2.53 respectively. Experimental group remained involved in discussions to understand the concepts and communicated the concepts to each other independently; it resulted in elimination of unintentional mistakes of the participants of experimental group.

The mean scores of the respondents in synonym words, belonging to the control group was 1.12, while the mean score of the students belonging to experimental group was 2.14. It indicated that the Pygmalion effect occurred in case of experimental group.

In section of elaborative statements, average score of the participants taught without Pygmalion remained 1.63 while

score of participants attended Pygmalion sessions remained 2.67. These statistical figures indicate that the lecture with Pygmalion sessions improved students academic achievements and offered support & inspiration to the participants belonging to experimental group.

Discussions

The basic purpose of the present research was to determine the influence of lecture method with Pygmalion sessions and lecture method without Pygmalion sessions on the academic performance of secondary level students studying in Government Secondary Schools, situated in District Nagar, Gilgit Baltistan. Therefore, in this research experimental testing was ensured and the results are produced by using data obtained through the pre-test and post-test scores. Both groups were taught with lecture method, but Pygmalion sessions were ensured for experimental group, while control group was taught with lecture method to determine the effectiveness of Pygmalion sessions on the academic achievements of the secondary level students.

Researchers are associated with teaching profession and directly conducted Pygmalion sessions with students. In this study Pygmalion effect was delimited to the motivating words and encouragements. Experimental group was repeatedly realized that they are responsible students, they are highly motivated, they are ready to learn, they can learn it and researchers clearly exposed positive expectations (Pygmalion effect) to the experimental group. It is observed that students remained motivated for learning and showed keen interest in the lecture; similarly, they remained robustly active during lecture.

Results of the study conducted by Amini (2016) revealed that Pygmalion effect persists and individual discrepancies among individuals having average potential can be diminished through Pygmalion (Amini, 2016). It's really strange that negative feelings are conveyed to the professionals and positive expectations are usually not conveyed. Communications of goals have positive effect on human interactions (Chadha & Narula 2016). Pygmalion effect is likely to affect the treatment when doctors can influence the patients (Chen, & Klimoski, 2003). Students' level of trust with varies with different teachers. Students' level of trust with their teachers will affect their academic engagement and classroom behaviour during the learning process (Holt, Deal & Pankow, 2020). Different categories of the e.g aggressive, submissive sit together in the class. It will be difficult for Students aggressive in nature to fulfil teachers' expectations (Zhu & Wu, 2020). Having higher expectations from others have positive effect on the performance, but the way we expose our expectations to others will matter, students develop their self-concept on the basis of opinion of other people. Therefore influential people need to be careful in managing and mediating their expectations (Saha, 2020). Pygmalion effect can break through the departments, having lower expectations describe the potential of the people working in different departments and it influences the culture, institutional values, and attitude of teachers towards students. Mostly teachers don't understand that under the pressure of low expectations student not perform well (Rosenthal, 1973).

Rosenthal and Jacobson (1968) studied the performance of elementary school students by conducting

an intelligence test. They briefed teachers about 20% students who were showing extraordinary performance and were taught by academically open teachers in a year. The teachers did not know that students had nothing to do with the preliminary examination. After eight months when students were randomly selected for test it was found that students were more open (Rosenthal & Jacobson 1968). If teacher considers that students can't achieve too much, they were not too much bright (Grzegorz, 2018). The new management of the classroom provided encouragement and motivated to the students to strive hard to discuss the subject matter openly. Initially few learners were hesitant, but due to Pygmalion effect, students become habitual to learn through discussions. Later on students were reading and studying the subject matter with utmost concentration. All forms of class reward encourage the students' diverse patterns of engagement and enhance students' cognitive awareness (Boser, Wilhelm, & Hanna, 2014).

Conclusions

In comparison to the results of the Pygmalion effect with the lecture method and the conventional lecture system, students' academic results showed that the Pygmalion effect is more effective than the standard lecture method because the effect of studying in a motivating environment has a long lasting impact on students' learning experiences.

When teachers expose their positive expectations to the students regarding academic performance, they put serious efforts to meet their teachers' expectations and perform better as compared to the students taught through traditional lecturing.

The Pygmalion effect motivates students to attain higher academic results by encouraging them to engage in discussion or participate in group activities. Students can perform better in group activities, if they have attended Pygmalion sessions.

If Pygmalion sessions are arranged for students, they feel that they are provided with a stimulating environment in the classroom. Secondary level students feel inspired due to Pygmalion effect and perform better in classroom as a result they can develop better thinking skills and remained involved in active learning. Likewise, students demonstrate punctuality due to Pygmalion effect. Students feel less inattentive and bored if Pygmalion sessions are arranged for students.

Recommendations

Results of the study revealed that arrangement of Pygmalion sessions before delivery of lecture have positive effect on students learning. Therefore, teachers need to keep informed about the Pygmalion effect in the classroom. Particularly, teachers ought to expose their positive expectations to the new students. The teachers need to explore the Pygmalion effect in the classroom by conducting action research. In this paper Pygmalion effect is explored particularly in the context of English subject. It can be explored in teaching of other subjects and all levels of education. The decision makers, educational managers, institutional level management, middle level management and higher level management of educational institutions need to hold seminars and training programmes for teachers about Pygmalion.

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