
MODEL OF GALATEA EFFECT AND ACADEMIC ACHIEVEMENT

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ABSTRACT

The Galatea effect can make it easier for teaching to work as a teacher, become a teacher places more responsibility on the student. The study is experimental i.e. pre-test & post-test with control group. Researcher take a test for 12 standard Co-ed School students. This school is in a village area at Murshidabad district in West Bengal. After finishing the treatment or educational course both group took post test. The investigator observed that even after treating the experimental group, the result was not as expected but the control group maintained their mean values.

Keywords: Galatea Effect, Academic Achievement, Experimental Study, Etc.

I. INTRODUCTION

Galatea effect is a type of self-fulfilling prophecy where a raising expectation leads to achievement of students. On the other hand, expectation is closely related with Galatea effect. In any uncertainty, expectation is such a miraculous force that indicates the direction of the outcome of an event that most likely to occur. Centering the expectation any belief may or may not be realistic in future and people to their own predictions become direct and indirectly a self-fulfilling prophecy due to the positive response to their own beliefs, behaviors etc. Students' own expectation for themselves that they will do the good achievement. Students try themselves to meet their expectations and try to make good achievements by studying themselves carefully. In this way, the student can make the expected achievement by meeting their expectations. This is called Galatea Effect.

Eden & Kinnar (1991) worked on Galatea effect involves less complex effect than the Pygmalion effect and it has been significantly less studied than the Pygmalion effect. Galatea effect increases a person's self-efficacy which results in increased performance. This effect only occurs if there is an actual increase in self-efficacy and increase in performance. Result found that, this effect also reaches the performer directly, while the Pygmalion effect reaches the performer indirectly through the teacher. **Mcnatt and Judge (2004)** worked on a field experience on Galatea effect. The study examined the generalizability of the "Galatea effect" to businesses. The Galatea intervention strengthened self-efficacy, performance and motivation, although this latter effect was temporary. Study were partially confirmed the "self-fulfilling model" and suggested for extensions. **Babel (2018)** explains that the Galatea and Pygmalion effects are the two most important self-fulfilling prophecies. Both the effects play significant role in increasing the productivity and development of each individual. But there lies a fundamental difference between Galatea and Pygmalion, Galatea and Pygmalion. The Pygmalion effect is based on the expectations of others and the Galatea effect is self-expectation. In the Pygmalion effect, subordinates work to meet the expectations set by their superiors, where these expectations are verbally or non-verbally expressed. In the Galatea effect, an individual sets expectation for himself or herself and tries to comply. So, the Galatea effect is stronger than the Pygmalion effect. At best, people should be driven by belief in their abilities (the Galatea effect), but the Pygmalion effect, in its own way, is a useful ally in motivating people to give their best. It may not appeal to everyone, but can be considered while leading people. **Jahan and Mehrafzoon (2019)** conducted an experimental research. This study was conducted by researchers to determine the effectiveness of teachers' Pygmalion effect-based teaching on students' self-efficacy and academic engagement. The results of the study showed that education emerged on Pygmalion effect for teachers affect on students' self-efficacy and their academic engagement. It can be resolved that Pygmalion effect-based teaching during teacher training can lead to a more self-efficacious and academically engaged generation.

II. MATERIALS AND METHOD AND ANALYSIS

Researcher take a test for 12 standard Co-ed School students. This school is in a village area at Murshidabad district in West Bengal. The present study has ben done through experimental research. Cluster sampling procedure was used to select study sample and sample size 36. 18 boy students are selected for experimental group, the teachers of whom had received special education, and 18 girls students in control group, whose teacher had received traditional education.

In this study investigator has been collect boys as experimental group and girls as control group. Boys are get treatment for a month with 22 class hours but control group (girls) did not get any treatment. The researcher used two following tools. (i) GEMS (Galatea Eddect Measuring Scale) (ii) AAMS (Academic Achievement Measuring Scale).

Table 1

Variables	Test	Experimental Group		Control Group	
		M	Sd	M	Sd
Galatea Effect	Pre	101.17	.342	105.03	.345
	Post	102.55	.345	105.89	.347
Academic Achievement	Pre	95.51	.372	97.40	.377
	Post	96.55	.376	98.16	.377

After data collection, data are analysed by MS-Excel and SPSS 26.

For Galatea effect, result found that Pre-test mean of experimental group is 101.17, SD is .342, whereas mean of post test group found to be 102.55, SD is .345 and other side Pre-test mean of control group found that 105.03, SD is .345 whereas mean of post test control group is 105.89, SD is .347.

For Academic achievement, result found that Pre-test mean of Experimental group is 95.51, SD is .372 whereas mean of Post test group found to be 96.55, SD is .376 and other side Pre-test mean of control group found that 97.40, SD is .377 whereas mean of post test control group is 98.16, SD is .377

III. OBSERVATIONS

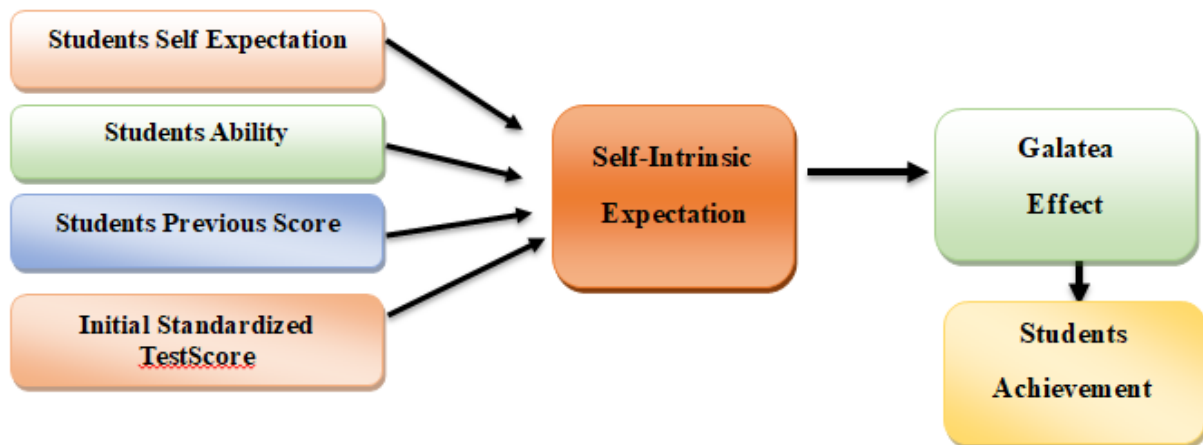


Fig 1. Model of Galatea effect and Academic Achievement.

Above Figure represent that students self-expectation, student ability, student previous year scores and initial standardize test score creates intrinsic motivation in students which gradually turns into self-intrinsic expectation. Various types of self-expectations create a galatea effect among students, which helps students academic achievement.

IV. CONCLUSION

Here the investigator observed that even after treating the experimental group, the result was not as expected but the control group maintained their mean values. Result showed that for galatea effect of student have taken

admission to school for fulfilling their expectations in future. They maintain regularity in library for preparing their task. Students complete homework properly time to time with their own effort and also prepare notes with the help of different books. Through galatea effect students own expectations help to be sincere on their study and they ask questions in class for clear knowledge of subject. They try to study own, without help of any one. Result showed that those students have galatea effect, they studing well and try to get good result and they also not dependent on their teacher. Students said that teachers note-based teaching not helping them for get good result. They also not like lecture method, because it dose not help to failure their expectations. Students showed confidence to their own and for this reason continuously study in class, out of calss and in house for good result. They always give importance on thir study rather then other works and they do not much depend on their teacher. After all galatea effect showed that students who have own confidence on their study, they did not depend to much on their teacher. Student are study well to fulfill their expectation.

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