The Power of Expectation on Student Achievement: Pygmalion Effect

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Abstract

Motivation in ELT has always been a concern for researchers. Most of them focussed on the effect of extrinsic motivation that required outsourcing interference; however, the strongest motivation occurs when the students themselves are believed by somebody, particularly by their teachers whom they most value. Positive expectations of teachers operate as an innate driving force that may lead students to academic achievement. A psychological phenomenon in which the expectations come true when you truly believe in them is called the Pygmalion effect. Accordingly, this study investigated the relationship between Pygmalion Effect and student achievement. The data were collected from 412 students at ELT departments of different universities, and 48 teachers from 30 high schools through a questionnaire and interviews. Chi-square, MANOVA, and Pearson Correlation tested the data and the results yielded significant differences in terms of contributions of Pygmalion effect on student success and decision taking. Accordingly, this study is significant in understanding the efficiency of the Pygmalion Effect on student success. This study also created a list of pedagogical implications for English teachers in higher education and high schools.

Keywords: Pygmalion effect, motivation, teacher expectation, English

Introduction

Affected both internally and externally, motivation cannot be considered self-independent and holds a central tenet in learning and teaching (Mitchell & Carbone, 2011). Although its contribution in other areas (e.g. self-esteem, self-confidence, promising outlook) is a beam of light for people in every sphere of life, motivation is investigated largely for its propulsive force in academic performance (e.g. Nye, Prasad, & Rounds, 2021; Yarin et al., 2021). On the other hand, high levels of stress, depression, and anxiety may lead to lower academic performances (Larcombe et al., 2016) and this negative correlation may end in poor mental health in higher education students (Sharp & Theiler, 2018). Motivation, therefore, is of importance for students to sustain their ambition, particularly in the tertiary study (Daumiller, Stupnisky, & Janke, 2020) where they may easily lose their enthusiasm and faith for success (see Olga, Galikhanov, & Julia, 2018). The answers to the two questions, which are how to keep students alert concerning the significance of motivation and who should do it (for overview Geller, 2018), may help find a solution to exploit the advantage of motivation in class.

Although motivation is subdivided into further categories, two major types come forward: self-motivation and expectancy theory. Self-motivation demands students to motivate themselves instinctively or purposely, and the source of motivation is the students themselves. Therefore, they need to create a reason for self-interest (Kickert et al., 2022) and be aware of the whole process. Expectancy theory, i.e., the intensity of an expectation by the stakeholder, may not produce desirable learning outcomes for student achievement because it works in a similar way to self-motivation that requires the engagement of students themselves.

Teachers hold the biggest stake in providing the necessary assistance to students. Teachers, from the most fundamental one to the least, fulfil a large scope of roles depending on the societal variations that are expected to realise, the institutions they work, the requirements of the day, and the prospective evaluation of the future. Teachers' pivotal role in student success, putting the positive effect of motivation that comes from all parties aside, is the basis for effective instructional decisions not only to promote existing students' learning but also their future achievement. Being not restricted to a single area, teachers may lose track regarding where to focus on more for student learning; however, out of many crucial factors such as individual learning resources, teacher awareness, self-efficacy, etc., teacher motivation and belief are distinguished effective factors that do not need to substantiate because they may give rise to a self-fulfilling prophecy- in other words, the "Pygmalion Effect" (PE).

PE is a psychological phenomenon in which the expectations come true when you truly believe in them; therefore, low or high expectations may lead to worse or better performance respectively (Jussim, Robustelli, & Cain, 2009). Having been mentioned by Merton (1948) as a self-fulfilling prophecy, it was adapted for educational theory to use in class by Rosenthal and Jacobson (1968). From then on, many researchers concentrated on the effectiveness of expectancy and agreed on its impact on child development from the first school days onward, as well as positively leaving a mark on their later educational achievements and eventual outcomes (Gentrup, Lorenz, Kristen, & Koga, 2020). Different from self-motivation, PE exploits the power of others' expectancies to yield

academic motivation which is an important determinant of success in many areas in a student's life, including task persistence, academic performance, and college choices (Wigfield & Eccles, 2000). Some students with anti-ambition may lack a flair for self-motivation, which may be due to their character traits or simply their type of humour (see Gaol & Sitepu, 2020), and this may put them at disadvantage because they will not be able to use this type of motivation due to their non-ability. Similarly, the expectancy theory works on the student's self-expectancy; therefore, self-belief is of great importance to produce a positive outcome. However, it will not be easy for students with low self-motivation to have any reasons for self-expectancy, and the result inevitably may end up failure for students who are in need of motivation. In concise, the problem in both self-motivation and expectancy theory can be attributed to the need that the students to be left on their own to create their own motives for success since they are perception-based models that do not consider students' emotional states, abilities, past experiences, etc., and motivation is dependent upon students' own values and expectancies (Wigfield, 1994; Schunk, Meece, & Pintrich, 2014). On the other hand, different from self-motivation and expectancy theory which works on internal motivation, PE may give an impetus to the student's success through imposing partial necessity that comes from the people around them, largely teachers.

Motivation and Teacher

 "You have to ignore it when a child says, 'I don't want to,' because what they're really saying is, 'I don't think I can and I need you to believe in me until I can believe in myself.'" Shanna Peeples, 2015 CCSSO National Teacher of the Year

We are globally observing a boosting demand to improve language abilities at all levels. From private schools to state schools, from kids' English to adult English learning, teachers at all teaching levels and institutions are under growing pressure to increase students' English proficiencies. To ensure proficiency, new course books with hard-to-reach success allegations are published monthly (if not daily) and obscure new methods with impenetrable purposes slip into literature with high expectations. However, one absolute truth as to improve student achievement is motivation, putting the importance of materials in language teaching aside.

Although staying at the forefront of the pedagogical debate about how to get the best advantage of it for decades, the efficiency of motivation has never been inquired about because there had been no hesitation about its impact on enhancing learning outcomes. When students are engaged in the learning process, they get more pleasure from what they are doing (Ferrer et al., 2022) and the role of motivation in this engagement should not be underestimated. Disengaged students with a lack of motivation do not present enough interest and enthusiasm toward studying (Ryan & Deci, 2000) and this avolition, viz., lack of motivation seemingly proliferates and causes more infelicities for students' academic achievement (Khan, Johnston, & Ophoff, 2019) if not noticed and satisfied urgently. Accordingly, the great number of studies that vary in their approaches to motivation will not be surprising given its importance in learning. Researchers, therefore, investigated the effect of motivation from different perspectives, mainly intrinsic or extrinsic (e.g., Tyner & Petrilli, 2018; Fernández-Espínola et al., 2020) and many keywords were

associated with it. A meta-analysis study (Sánchez-Santamaría et al., 2021) reviewed the literature to determine the general tendencies of researchers on the issue and created a figure that displays the key descriptors related the relation between motivation and evaluation of it in education.

 Figure 1. Descriptor cloud of meta-analyses on motivation (Sánchez-Santamaría et al., 2021).

As seen in Figure 1, out of the words such as achievement, learning and education that were highly associated with motivation, the most striking one is the word 'teacher' because while all the other highly frequency words are insourced, the word 'teacher' is outsourced. The magnitude and stability of teacher impact on student success are absolute. This is not about the guidance of students by their teachers on how to study or get the best advantage of the sources but their expectations on how well their students can achieve. To interpret what the findings in the literature suggest about the rate of teacher effects on student success, it seems that the magnitude of teacher effects on student achievement through motivation considerably relies on the methods used to estimate these effects and on how the results are interpreted (Rowan, Correnti, & Miller, 2002). But the problem is if a researcher wants to assess the size of teacher effects on changes in student success, models of annual gains can be more efficient because annual gains in measuring achievement seem to provide more unbiased estimates of student achievement growth; therefore, they are convenient to covariate adjustment models in the analysis of student achievement development (Rogosa, 1995). However, annual gain scores are not free from any setbacks and present a methodological problem that needs to be guarded against if researchers want a true measurement. Rogosa (1995) demonstrated that lack of variance among students' academic growth may prompt very unreliable measures of underlying differences among students in rates of change; furthermore, it is fairly complicated to collect annual data from the same students without marring the study purposes. This is why a single data collection procedure may help researchers whether the situation that may steer them to a difficult course of gathering data.

The Pygmalion Effect and Student Success

So far we have talked about the impact of teachers on student success, but the question is how teacher interference should be to acquire the best efficiency (see Walls et al., 2002 for effective and ineffective teacher characteristics). Teacher support is a sort of extrinsic motivation; you throw supportive comments, positive words, kudos, etc. However, these types of statements may not go beyond standard and fixed chunks that students daily overhear in their even daily lives, and that clichés largely turn into ineffective praises and fail to start a flame for student achievement, even reducing the intrinsic motivation (Kelsey, 2011). This proves the significance of cordial and sincere motivation, which is what PE does in the real term.

PE is a sort of expectancy-based motivation; in other words, the thoughts of others affect your motivation, hence performance. Although it is extrinsic motivation, what distinguishes it from other standard external motivation applications is that it increases students' self-esteem and self-confidence through functioning as a self-fulfilling prophecy. In concise, if a student is expected that they can do better, the student's behaviour -in time- will conform to that expected of them. Therefore, it is of probable that students' enhanced self-expectancy through the PE may help them improve their performance (Wang & Cai, 2016). Similarly, Boser et al. (2014) emphasized that high school students whose teachers have higher expectations about their future success are far more likely to graduate from college and that teachers' high expectation of students in education circles is 'a robust predictor' of their GPA (Alvidrez & Weinstein, 1999).

A Concise Overview of the High School System in Türkiye

Despite naysayers, Türkiye has a mandatory 4+4+4 system. To put it in more detail, the first four years are primary education for the students between 6-9 years old; the further four years are for secondary education for the students between 10-13 years old, and the last four years are for high school education, from age 14 onwards, which is the period just before tertiary education. There are different types of high school, but they can be categorized largely into three: general, science, and vocational. The English language is a mandatory course in 9th grade in all high schools and 10th, 11th, and 12th grade are the years that students need to pick a major for a particular educational path. Although the majors in vocational schools are very diverse, ranging from tourism to engine maintenance, general and science schools, constituting the largest ratio in high schools, have mainly four major types: science studies, social studies, equal studies (which strikes a balance between science and social), and language studies. Each major type is an important predictor of what the students aim to study although they do not have to select a related department in tertiary education. The population of this study is composed of students in language majors which has the fewest student number. Having completed high school, the students need to take University Entrance Exam which is an exam to place students into university in line with their scores.

Research Purpose and Justification

It is confirmed that teachers are a principal source of student motivation, and play essential roles in boosting their desire for achievement. However, the effect of teachers in guiding their students in their prospective choice

of university is still a question. The future career impact of teachers on their students could mean more than simply where to study preference because it may lead to an inducement that will undoubtedly follow the students throughout their lives, which is why teachers need to be aware of this power, and accordingly behave. What distinguishes this study from similar studies in the literature is that while other studies largely focus on the general impact of any teachers, this study measures specifically the impact of English teachers on their students, viz., on their level of motivation and their choice of university. Another issue that may yield crucial consequences for the literature is the type of English teacher that students respect and regard as a role model. In concise, this study has two-fold purposes: to measure the impact of teacher-expectation students' academic success in high schools and to create a list of suggestions on how English teachers be highly-effective on their students. Correspondingly, the population of this study is composed of students in higher education and English teachers at high schools. Both students in higher education and teachers at high schools were asked about their opinion regarding the relationship between motivation, success, and the power of teacher expectation on their students' success. Concisely, this study s study is that teachers may be of great importance in students' choice of university and the sustainability of their academic achievement. Accordingly, three research questions are answered in this study.

RQ 1. Does PE have a role in student success?

RQ 2. What factors increase the effectiveness of teachers on their students?

RQ 3. How should an ideal high school English teacher be?

Methodology

The Population of the Study and Context

This study has two population groups, viz., students and English teachers. The students are those who study ELT at different universities in Türkiye and the teachers are English teachers in the language classes of high schools. The number of students is 412 from eight universities and 48 teachers are from 30 schools in 4 cities. High schools almost always have a single English Language class and this class has one or two English teachers, which is why the number of teachers seems to be few. Figure 2 displays detailed information about the students and the contexts.

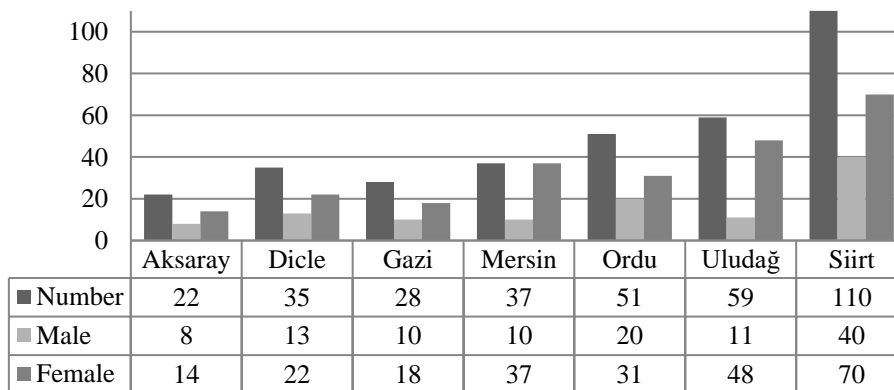|	Aksaray	Dicle	Gazi	Mersin	Ordu	Uludağ	Siirt
■ Number	22	35	28	37	51	59	110
■ Male	8	13	10	10	20	11	40
■ Female	14	22	18	37	31	48	70

Figure 2. The number and distribution of students across universities.

Because the participation in the questionnaire was voluntary, the distribution of students across universities is partly unbalanced. This will not lead to any reliability problem because all of the participants study in the same department and graduated from language classes in a high school. As seen, the highest participation with 32% belongs to Siirt University, while the lowest with 8% is with Gazi University. Regarding gender distribution, 230 female and 112 male students took part in the study. Figure 3 presents detailed information on teachers and the contexts.

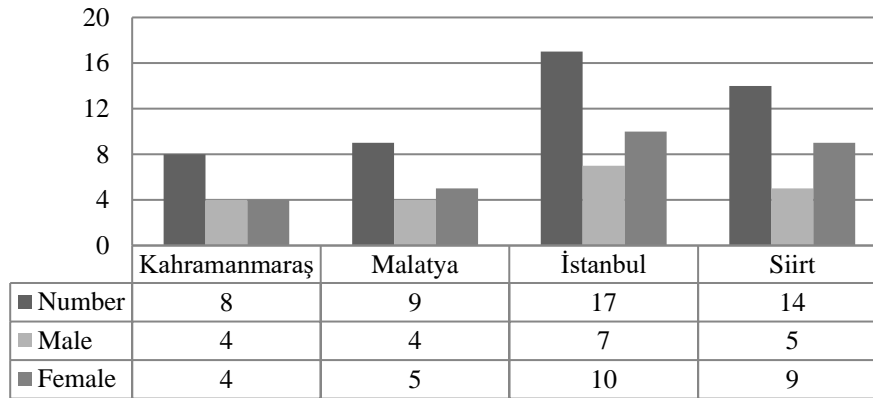|	Kahramanmaraş	Malatya	İstanbul	Siirt
■ Number	8	9	17	14
■ Male	4	4	7	5
■ Female	4	5	10	9

Figure 3. The number and distribution of teachers across cities.

As seen, 28 out of 48 teachers are female while the rest is male. The highest participation is from Istanbul and the lowest is from Kahramanmaraş. Regarding work experience as teachers, 54% of them have been working for 16+ years; 33% for 6-10 years, and 13% for 10-15 years.

Data and Analyses

The data were collected through one questionnaire (prepared by the researcher separately for teachers and students), and interviews. The questionnaire in its complete form was not provided in the appendix because it was too long to include on the paper and some cross-questions were only to see the validity of other questions. To test the validity and reliability of the questionnaires, Cronbach' alpha was used and the result yielded a value over 0.8 for the questionnaire prepared for the teachers and a value over 0.74 for the questionnaire prepared for the students, which shows that both questionnaires fall within the range of good reliability. Furthermore, factor analysis was applied to the questionnaire because some questions reduced the reliability significantly. In the original form, each questionnaire had 7 more questions. The detailed description of the four-section questionnaire is as follows:

Section 1.   This part is composed of seven questions and it collects 'General Information of the Participants'.

Section 2.   This section includes 15 questions aiming to find out the 'Relationship between Students, Teachers, and Family'.

Section 3.   This part is to collect 'Effect of High School Teachers on Their Students' Success and University Selection' and has 15 questions.

Section 4.   'Teachers' Class Management and Self-improvement' is the theme of the section and it contains 15 questions.

Cronbach's alpha values measure the internal consistency, viz., reliability of the items and response values for each participant across a set of questions. Because the designing and testing of the scale (questionnaire) in this study is new, we deployed Cronbach's alpha and the results were provided in Table 1. There is a reminder thing to note that Section 1 was excluded from the statistical analyses because it collected general information about the participants, i.e. it did not have data to analyse.

Table 1. Cronbach's Alpha for the whole scale and subscales.

Subscale	N	Items	Cronbach's α
Section 2	412	15	,986
Section 3	412	15	,988
Section 4	412	15	,953

Cronbach's alpha value of the first section was not calculated because it included not test items but general information about the participants. As seen, all the subscales, namely 2, 3, and 4 have a perfect α value, .98, .98, and .95 respectively. In the wake of the questionnaire, 41 students and all teachers were interviewed to obtain more comprehensive answers. Students were selected from the city same as the researcher, while the students were randomly selected and interviewed through an online meeting programme. The answers to the interview questions were transcribed carefully; a corpus of 12640 words from the teachers and a corpus of 12857 words from the students were constituted. The interviews were analysed qualitatively by the researchers themselves and were used to create a pedagogical implication list presented at the end of this study. The first three interview questions were the same for both teachers and students but the 4th question was asked only to students. They are

1. What should English teachers of language classes in high school do for the achievement of their students?

2. How should English teachers' relationship with students and their families be?

3. How do you understand that an English teacher is successful in their field?

4. Did you like your English teacher in high school? If not, why? (asked only to students)

This study collected University Entrance Exam scores of the participants in Section 1 and categorized them into two groups: Group 1 included 50 students with the highest University Entrance Exam scores (400-480) and Group 2 included the same number of students with the lowest University Exam Scores (280-340). Then, the answers that the groups gave to Section 3 were categorized into two again: 'Yes' and 'No'. The answer 'Yes' represented that students had higher expectation of success by their teachers and the answer 'No' represented a lack of expectation. A normality test was used to determine whether the sample data had been drawn from a normally distributed population and the results showed that the data was from a normally distributed population. Therefore, parametric tests of Chi-square, MANOVA, and Pearson Correlation Coefficient were used to analyse the data.

Results

The results were presented through three subtitles: descriptive results of the questionnaire, statistical analyses, and interview results.

Descriptive Results of the Questionnaire

The questionnaire results, 45 questions in total, were provided section by section in different tables, i.e. Section 2, Section, 3, and Section 4. As have been indicated before, Section 1 aimed to collect general information from the participant; therefore, it was not included in the analyses. The questions that were asked to the BA students were all about their high school years. You may find the descriptive analyses of Section 2 in Table 2

Table 2. Descriptive analyses of Section 2.

Question	Yes	No	Partly	No Answer	Total
1. My teacher knew me well.	282	28	102	-	412
2. My teacher was in contact with my family.	153	129	130	-	412
3. I was in contact with my teacher outside of class.	204	106	102	-	412
4. My family used to visit my teacher during my school education.	91	246	75	-	412
5. My family trusted my teacher.	273	16	123	-	412
6. I trusted my teacher.	303	25	84	-	412
7. I could reach my teacher whenever I wanted.	255	63	79	15	412
8. My teacher could reach me at any time.	314	30	55	13	412
9. My parents could reach my teacher whenever they wanted.	215	63	92	42	412
10. My teacher used to give regular information to my family.	120	135	152	5	412
11. My family used to get regular information from my teacher.	131	138	143	-	412
12. My teacher used to organize parent meetings.	230	66	112	4	412
13. I think my family loved my teacher.	276	16	79	41	412
14. I used to do extracurricular activities with my teacher.	168	132	112	-	412
15. I'm still in contact with my teacher.	189	154	69	-	412
Total in %	51.8	21.8	24.4	2	100

As seen in the last line of Table 2, 51.8% of the participants responded to the questions positively while 21.8% negatively. The ratio for 'Partly' was 24.4% and 'No Answer' constituted only 2% of all data. The highest positive answer was with the 8th question and the lowest one was the 4th question. The 9th question had the most choice of 'No Answer'. Similarly, the descriptive results of Section 3 were provided in Table 3. Different from categorical variables as in Section 2, the students scored their answers from 1 to 10; 1 represents 'No' and 10 represents 'Yes'.

Table 3. Descriptive analyses of Section 3.

Question	Average Score
16. My teacher valued my opinions.	8
17. I think my teacher was interested in my education.	7
18. My teacher used to ask questions on my dreams and believe in them.	8
19. I took my teacher's suggestions into consideration while making my university choices.	6
20. After completing my university choices, I evaluated them with my teacher.	7
21. My teacher used to give speeches to support our success.	8
22. My teacher made me believe in myself.	8
23. My teacher's expectation about me was high.	8
24. My teacher would motivate us to learn.	8
25. I reevaluated my university choices, taking into account my teacher's evaluations.	7
26. My teacher was important for me to decide where to study.	7
27. I consulted with my teacher before making my university choices.	7
28. I would like to study at the university where my teacher studied.	7
29. My teacher gave us advice on which city to study at university.	6
30. I hedged my teacher's advice about which city to study at.	7

Table 3 presents the average scores but the range of answers was from 1 to 10. Similarly, students were asked to score their teachers' grammar knowledge, speaking skills, writing skills, and reading skills in the range of 1-10. Then the answers were categorized as '< 5' and '>5' to see the result clearer. '< 5' represents a negative stance while '> 5' represents a positive stance regarding their teachers' English competence.

Table 4. Descriptive analyses of the questions as to English competence of high school teachers.

Skill	<5	>5	Total
31. Grammar	59	353	412
32. Speaking	52	360	412
33. Writing	49	363	412
34. Reading	46	366	412

Table 4 shows that the lowest score that students' high school teachers had is their grammar ability while the highest score is their reading skills. The last table under this title is Table 5 which displays the rest 11 questions in Section 4.

Table 5. Descriptive analyses of Section 4.

Question	Yes	No	Partly	No Answer	Total
35. My teacher would try to improve himself.	327	69	16	-	412
36. My teacher would follow recent information in the field and present it to us.	297	108	7	-	412
37. My teacher used to deal with ELT outside of school education.	206	155	51	-	412
38. I think my teacher chose the department fondly.	345	53	14	-	412
39. Outside the classroom, our teacher would talk about English language education.	246	154	12	-	412
40. Our teacher would come to class prepared.	335	59	18	-	412
41. Our teacher avoided time-wasting activities during the lesson.	287	115	10	-	412
42. Our teacher used to attend self-improvement courses in his field.	147	153	112	-	412
43. My teacher used technology in our field.	249	155	8	-	412
44. Our teacher used to take proficiency exams in his field.	212	104	96	-	412
45. My teacher's lessons were fun.	267	145	-	-	412
Total in %	64.4	28	7.6	-	100

Section 4 has the highest trust value with 64.4%. Another interesting point is that none of the students chose the 'No Answer' choice, which shows that students are sure of themselves. Out of 11 questions, the 38th question had positive answers at its highest number while the 42nd question had the lowest positive answer number.

Statistical Analyses

A chi-square was conducted for Section 2 that aims to see the relationship between students, teachers, and families. Results indicated a statistically significant difference between the groups ($X2(1)=11.155$, $p=.001$). While 80.2 % of Group 1 had positive answers to Section 2 questions that aim to measure PE, Group 2 had %40 positive answers to the same section questions.

Section 4 was analysed and chi-square results displayed a statistically significant difference between Group 1 and Group 2 ($X2(2)=13.460$, $p<.001$)., which can be interpreted that teachers' class management and self-improvement are seen differently by students. To put in detail, Group 1 are more favourable for their teachers' class management and their self-improvement than Group 2.

Section 3 which aims to measure the effect of PE on students was tested through the MANOVA test and Group 1 (50 participants with high University Exam Scores) and Group 2 (50 participants with low University Entrance Exam scores) were compared (Table 6).

Table 6. MANOVA results of Section 3.

Variable**	Value	F	df	p	Partial Eta Sq.
Q16	9,582	3,852	1	,053	,038
Q17	14,817	6,246	1	,014*	,060
Q18	28,588	12,420	1	,001*	,112
Q19	14,972	7,495	1	,007*	,071
Q20	10,735	4,728	1	,032*	,046
Q21	12,233	5,056	1	,027*	,049
Q22	17,313	8,469	1	,004*	,080
Q23	20,364	9,927	1	,002*	,092
Q24	15,920	6,628	1	,012*	,063
Q25	7,093	3,254	1	,074	,032
Q26	12,946	5,380	1	,022*	,052
Q27	25,354	10,745	1	,001*	,099
Q28	11,815	5,739	1	,018*	,055
Q29	9,030	3,524	1	,063	,035
Q30	17,480	7,541	1	,007*	,071

* Statistically significant difference: $p<0.05$
** Q stands for Question. See Table 3 for the questions.

Table 6 showed that there is a statistically significant difference in 12 variables between Group 1 and Group 2. Groups did not differ in only three variables, namely Q16 ($F(3,852)=9,582$, $p=.053$), Q25 ($F(3,254)=7,093$, $p=.074$), and Q29 ($F(3,524)=9,030$, $p=.063$). To assess the strength and directions of the linear relationship between the variables, Pearson Correlation Coefficient analysis was used and tabulated in Table 7.

Table 7. Pearson correlation coefficient results of Section 3.

Variables	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Q16	1														
Q17	,959**	1													
Q18	,430**	,473**	1												
Q19	,294**	,356**	,389**	1											
Q20	,847**	,885**	,358**	,304**	1										
Q21	,363**	,398**	,780**	,240*	,348**	1									
Q22	,202*	,258**	,265**	,843**	,198*	,088	1								
Q23	,825**	,866**	,478**	,369**	,735**	,291**	,320**	1							
Q24	,293**	,332**	,805**	,477**	,373**	,595**	,322**	,324**	1						
Q25	,247*	,302**	,273**	,838**	,239*	,095	,792**	,307**	,345**	1					
Q26	,859**	,898**	,454**	,321**	,778**	,372**	,220*	,757**	,309**	,358**	1				
Q27	,570**	,547**	,818**	,326**	,436**	,598**	,204*	,556**	,623**	,212*	,527**	1			
Q28	,245*	,265**	,375**	,874**	,219*	,247*	,732**	,277**	,471**	,728**	,234*	,260**	1		
Q29	,893**	,902**	,414**	,338**	,790**	,347**	,246*	,768**	,278**	,290**	,803**	,467**	,248*	1	
Q30	,356**	,365**	,849**	,308**	,253*	,646**	,197*	,367**	,659**	,206*	,348**	,699**	,338**	,305**	1

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

The correlations between the questions were classified as -1.0 to -0.7 Strong negative association; -0.7 to -0.3 weak negative association; -0.3 to +0.3 little or no association; +.03 to +0.7 weak positive association, and +0.7 to +1.0 strong positive association. Accordingly, it was found that

there are 25 strong positive correlations, 50 weak positive correlations, and 30 little or no positive correlations between the variables. Interestingly, there was not found any negative correlation between the variables. A one-way multivariate analysis of variance (MANOVA) was conducted to test the hypothesis that there would be one or more mean differences between the groups and students' scoring of their teachers' English competence shown in Table 4. A statistically significant MANOVA effect was obtained, Pillais' Trace = .969 $F(4, 95) = 748,890$, $p < .001$. The multivariate effect size was estimated at .150, which implies that 15.0% of the variance in the canonically derived dependent variable was accounted for by Group 1 and Group 2. The results yielded a statistically significant difference between the groups based on the variables: grammar ($F(1,98)=57,156$, $p < .001$), speaking ($F(1,98)=90,231$, $p < .001$), writing ($F(1,98)=51,229$, $p < .001$), and reading ($F(1,98)=132,745$, $p < .001$).

Interview Results

Three same questions were asked for both teachers and students and one question was only for the students. The answers were transcribed and analysed by the researchers and were used to create a list of pedagogical implications for teachers who would like to have high effect on their students. For the first question -*What should English teachers of language classes in high school do for the achievement of their students?*- the most repeated verbs were to motivate, to support, to think, to respect, to love, to contact, to give feedback, and be friend. As to the second interview question - *How should English teachers' relationship with students and their families be?*- the answers were clustered around some keywords like motivation, supportive, sympathetic, easy-going, thoughtful, trustful, leader, close friend, sincere, informative, in contact to family. The third question asked *How do you understand that an English teacher is successful in their field?* And the answers can be summed up around the noun phrases like their teaching, their support, their motivation, their motivation, their time-use, their passion, their knowledge, their university of graduation, and their addressing. The last question -*Did you like your English teacher in high school? If not, why?*- was only for students. High frequent words in the answers were angry, discouraging, uneducated, insufficient, lack of love, selfish, reluctant, lack of humour, and not supportive. Table 8 displays the number of words that students and teachers gave for each question.

Table 8. Frequencies of the interview answers.

	Q1	Q2	Q3	Q4	Total
Teachers	4621	4165	3854	-	12640
Students	3645	3010	2890	3312	12857
Total	8266	7175	6744	3312	25497

As seen, the first question has the highest word frequency for both teachers and students. The lowest word frequency was Q2 for students and Q3 for the teachers. The total number of words is slightly higher in student data, the numbers are similar, though.

DISCUSSION

This study had two aims to achieve: to measure how crucial English teachers' expectations of their students are for academic achievement and to create a list of suggestions on how English teachers be highly-effective on their students.

RQ 1. Does PE have a role in student success?

Although PE works as an external reinforcement that affects student motivation as in other extrinsic motivation types, it creates an internal reinforcement with the help of expectation is of great importance in increasing students' academic achievement. A great number of students may well recognise their limitations but not possibilities for success (Cobos-Sanchiz et al., 2022) but for positive reinforcement as 'you can'. This is largely because some students fail to value themselves and do not have a positive self-concept due to low levels of self-esteem. For these students, external motivation such as a good job, money, and power stay no more than dysfunctional motives, but the perception of somebody that they value can achieve a lot. When not addressed, lack of self-efficacy though may proliferate in student mind and finally end up with absolute failure not only in education life (Ferragut & Fierro, 2012) but also in the whole cycle of their lives (Guerra-Bustamante et al., 2019). That seriousness makes the issue more than a piece of advice but a necessity due to the positive correlation between emotional well-being, academic achievement, and motivation (Quílez-Robres et al., 2019). Similarly, this study delivered a questionnaire and accordingly categorized students into two groups: Group 1 (students with high University Entrance Exam scores) and Group 2 (students with low University Entrance Exam scores). Section 3 which aims to detect the PE on students was analysed and MANOVA results showed that students differed significantly in all questions in Section 3 but in Q25 *I reevaluated my university choices, taking into account my teacher's evaluations,* and in Q29 *My teacher gave us advice on which city to study at university* (for questions Table 3; for analysis results Table 6). The results, in favour of Group 1, can be interpreted that Group 1 students had higher expectations and motivation from their teachers when compared to their peers in Group 2. Better scores of Group 1 in University Entrance Exams are not surprising when the studies on the issue were taken into account; for example, a report prepared for the Center for American Progress across 40 states emphasized 'The Power of the Pygmalion Effect' and put forward that 'Teacher Expectations Strongly Predict Collect Completion' (Boser et al., 2014, p. 1). On the other hand, that teacher expectation can be more predictive than other external motivation types should not be thought of an absolute truth because there might be other additional indicators such as preparation programs that lead students to success (see Hoffman & Nottis, 2008)

RQ 2. What factors increase the effectiveness of teachers on their students?

The answers in Section 2 were tested through the Chi-square test and found that the groups had differed statistically in favour of Group 1. The interpretation of that result is that there is a lack of communication between students, teachers, and families. Group 2 students largely gave negative results to the questions, particularly to the Q2, Q4, Q10 and Q11 which all were about the contact between families, and teachers and Q14 and Q15 which were about the contact between students and teachers (Table 2). The results are not surprising when the importance of the well-communication between teachers, students, and families are so obvious for the academic achievement of students (Descals-Tomás et al., 2021; Østbø & Zachrisson, 2022). Therefore, creating a close and sincere atmosphere with students (Scales et al., 2020) and a strong

communication with families (Mulyani et al., 2021) may be of importance for student motivation, hence academic achievement. In addition, it will not be exaggerated to yield some ramifications from the correlation results in Table 7 that bear invaluable concerns for teachers. For example, there is a strong positive correlation between Q16 and Q17 (Table 3 for questions) which means that teachers who are interested in students' education careers also value their opinions. Another strong positive correlation between Q22 and Q19 shows that students take teachers' suggestions into consideration if they instil self-confidence into their students (Ballane, 2019). Another interesting correlation is between Q29 and Q30 which shows that teachers' advice on deciding on a university to study does not have an effect on students while choosing a university to study at, but teachers who used to ask questions about their students' dreams were hedged about their advice on deciding a university to study (see correlation Q18-Q30). Another MANOVA result compared Group 1 and Group 2 according to the items in Table 4 and found statistically significant differences in all variables. The analysis aimed to detect teachers' performance in grammar, speaking, writing, and reading and found that teachers' English competence earned higher scores from Group 1 than in Group 2, which gives clues about the possible relation between students' perception of teacher competence and achieving better in the University Entrance Exam. Although the results may be seen as too premature to reach such a general conclusion, this possible correlation was studied similarly and similar results were obtained (e.g. Cubukcu, 2010; Rahmatullah, 2016). Concisely, teachers with a high perception of English competence are probably more effective than teachers whose English competence is seen dimly. Last, the analysis results of Section 4 that aims to detect students' views about their teachers' class management and self-improvement yielded a statistically significant difference between the groups, which means that students in Group 1 are more prone to see that their teachers' class management and self-improvement is at a reasonable level when compared to Group 2. When the stronger teacher-student relation of Group 2 was considered, the results are not surprising because there is a close bond between the social powers of teachers and effective class management (Alderman & Green, 2011)

Pedagogical Implications for English Teachers at High Schools

RQ 3. How should an ideal high school English teacher be?

These implications were set in line with the feedback from the teachers and the students. Students were asked four questions while teachers were asked three questions. Overall, the answers were interpreted to shed light on how an effective English teacher should be. The suggestions were kindly prepared for English teachers in high schools. It is hoped that teacher-training institutions and instructors at higher education will also benefit from them.

1. Teachers need to be more tolerant of students' both academic and behavioural mistakes.
2. Students' perception of their teachers' English competence is of importance for them to hedge teachers' advice.
3. Being sympathetic is the foremost humour that students expect from their teachers.
4. Oppressive teachers are not idolised by the students. Too much oppression to ensure in-class discipline or excessive demand for

studying does not encourage students, vice versa it increases their affective filter and that disrupts learning.

5. 'He had nothing with ELT, he was there just for earning' shows that students are well-aware of what is happening around them and they are capable of distinguishing a burn-out teacher and a reluctant teacher. Lack of *ergotropism*, willingness for work, is easily noticed by students.

6. Each student is a distinctive world; therefore, they distinctively need care. Teachers should not forget that learning speed of every student may be different. Setting the best student in the classroom as an example may have a backlash.

7. Reflecting love for other people may not be a standard of humour for everybody. Some people may have difficulty in showing their affection for other people, but it is obvious that students prefer teachers who openly display their sympathies.

8. Teachers need to be supportive no matter how difficult are the student's dreams.

9. Teachers should be in close contact with the students as well as their families.

10. Lack of expectation may spoil all efforts. Students ask for their teachers' relentless credit. This is of utmost importance for students to earn self-confidence.

11. Teachers who reject sharing any out-of-class experience or simply their contact information are not regarded as sincere. Students demand an intimate relationship with their teachers.

12. Teachers need to be there when you need them. Teachers who take no notice of their students' problems decrease their credibility in the eyes of students.

13. Caring for students is a good property of effective teachers, but too many interfering behaviours are not good taste for students.

14. Being supportive is no doubt crucial, but students have the right to know what they lack so that they can improve their weak side of them. Therefore, teachers are welcome to kindly indicate their students' weak points, which may arouse a feeling in students that they are closely being watched and cared for.

15. Too much focus on academic studies may bore students in time, so spare time for fun at certain intervals.

16. Teachers are role models for their students because some students see their teachers more than their parents. Therefore, students mostly imitate their teachers and teachers should not forget that students incessantly keep tabs on their teachers who are an example for them.

17. Teachers should provide feedback to demonstrate that they are in touch.

18. Teachers should stimulate students for progress, and help them set a target to study more.

19. Unreasonable behaviours of students must be occasionally tolerated. It should not be forgotten that students are under distress of University Entrance Exams.

20. Teachers should neither behave like an authority nor redundantly close, but just a trustful friend that you can consult whenever you need.

21. Teachers should provide regular feedback on student progress.

22. Teachers need to be aware of individual differences and look up to these differences. These differences may be ideological views, family structure, lifestyle, race, and culture.
23. Teachers should always motivate students for the better.
24. Teachers should share their real-life experiences so that students be aware of similar possible experiences.
25. Teachers need to get their students to believe that they can.
26. Some students can easily be distracted. Therefore, teachers should detect these students and help them organise themselves.
27. Teachers need to have detailed information about their students, from social background to economic well-being.
28. If a teacher stops giving supportive speeches, students will regard it as a sign of losing faith. Therefore, teachers should champion their students without giving them a break.
29. Teachers are shining sun; therefore, they should always be informative on even issues outside ELT.
30. Teachers should emit positive energy from the inside out, which would increase students' feeling to study more.
31. Students do not want to track our century behind, which is why teachers should be able to use the latest technology in ELT.

Conclusion

The purpose of this study was to investigate PE on students and it is clear that PE associated itself with student achievement. Lower expectations are more likely to prompt failures in students' academic life, which need to be dealt with urgently. That teachers' expectation of their students increases students' self-confidence and aspiration for success is not a call for unrealistic and over-optimistic expectation because any unreasonable expectation may end up with disappointing results due to a heightened affective filter (Çelik & Yildirim, 2019). In other words, too much expectation may impose an extra burden on students' shoulders and operate as a dysfunctional helper, even a de-motivational obstacle. What we need is to strike a balance of expectations so that students can be aware of their own possibilities and potential.

Another noteworthy caveat is the relation between PE and teachers' competence in English. Students who think that their teacher is linguistically sufficient pay more attention to their teachers' expectations. The positive correlation between students' perception of their teachers' linguistic competence and high PE levels may bear some significant implications for prospective teachers at higher institutions. Student teachers at ELT departments may be well aware of the reality that they may face in their future teaching career, i.e. if they aim to be a teacher that is able to navigate their students to the future, self-efficacy and teacher competence should be a concern (Schiefele & Schaffner, 2015).

The last remark would be about individual differences in learning, particularly in ELT. As each student may have a different learning style (Gökmen, 2015; Miller & Godfroid, 2020; Elçin & Şahinkarakaş, 2021) depending on their emotions and life expectancies, the same motivation type may not have the same efficiency for all students. That the PE in this study found a significant level of efficiency in students' achievement should not be generalized to all levels of education and students. Individual differences such as age, expectancies, characteristic features, and even culture are important predictors that may be of importance in

deciding the motivation type to use in your teaching environment (see Ryan, 2019).

Limitations and Outlook for Future Studies

The sample population of this research paper was students at ELT departments of different universities. Although the fluctuation of success among students is very notable, they all are already partly successful. However, it would be very interesting to measure the impact of PE on students in high school. The null hypothesis is that there might be students who would fail the University Entrance Exam in case of a lack of PE. What I have noticed off the record interviews was that some students I interviewed mentioned how some of their friends failed in University Entrance Exam and thus were not able to study at ELT departments just because their high school teachers always discouraged them, which is another salient indicator of how much effective PE can be on student success. Unfortunately, this study did not reach those students. Another problem is that this study investigated student at the same department and these students may have similar learning capabilities although the scores they had in the University Entrance Exam is quite varied. A similar study that aims to investigate the PE on students in different departments, preferably two departments that necessitate high (e.g. Medicine) and low (e.g. Nursing) scores, may find more striking results. Finally, the questionnaire that was developed for the present study may be of more help and versatile if it is improved by adding new items, it has a high reliability and validity rate though. These difficulties and limitations can be considered as the threshold for future research.

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