

INTRODUCTION

- Teachers' expectations about students' abilities, known as the Pygmalion effect or self-fulfilling prophecy, directly impact student academic performance, often leading to poor outcomes (Rosenthal & Jacobson, 1968).
- Researchers have called for investigations into additional variables that are affected beyond academic outcomes.
- While the potential negative influence of schools on students' mental health is well documented in the literature, the predictive role of teacher expectations has not yet been observed.
- The relationship between negative self-perception and internalizing disorders/symptoms (e.g., depression, anxiety, social anxiety) is very well-established in the literature (e.g., Fathi-Ashtiani et al, 2007).
- There is substantial evidence to suggest that there is a relationship between negative self-perception and externalizing behaviors, such as aggression (Fergusson and Horwood, 2002) and bullying (O'Moore & Kirkham, 2000).
- The present study examines the impact of teachers' expectations regarding students' educational trajectories on internalizing and externalizing behaviors.**

METHODS

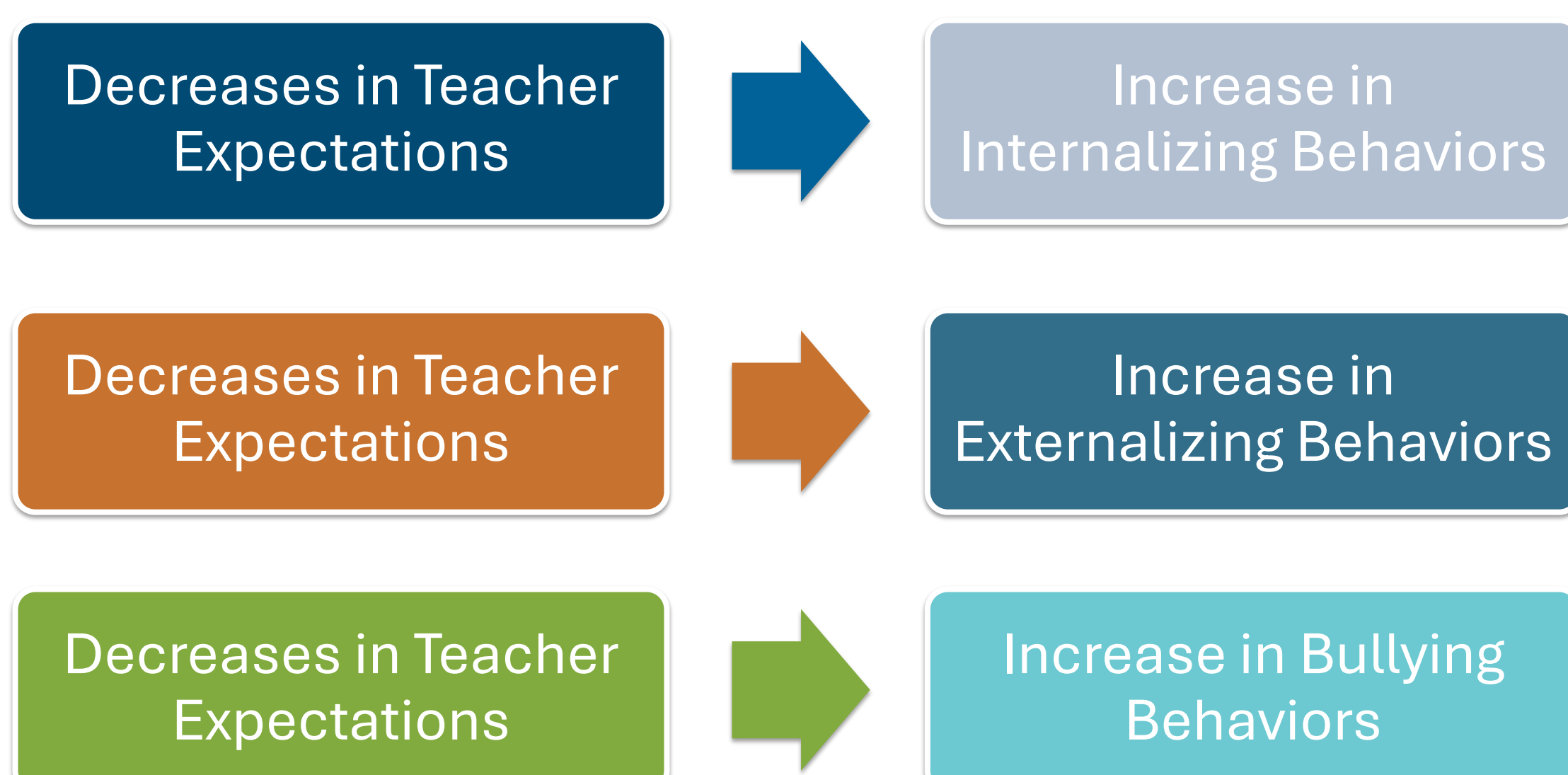
Participants

- n = 222
- 62.4% identify as female.
- 29.0% Black, 9.1% multi-racial, 8.6% white, 8.4% Latinx, 3.7% Native American, 2.6% Asian, 5% other, and 33.7% unknown.

Measures

- Teachers reported how far they thought their students would go in school using a single item that ranged from "8th grade or less" to "more than college"
- Students completed the *Brief Problem Checklist* to measure internalizing and externalizing behaviors and *The Illinois Bully Scale* to measure peer-based interactions, specifically fighting and bullying

Hypotheses



Teachers' expectations are associated with externalizing behaviors, fighting, and bullying.

Poor teacher expectations may have an adverse impact on students' behavioral outcomes.

DESCRIPTIVE STATISTICS

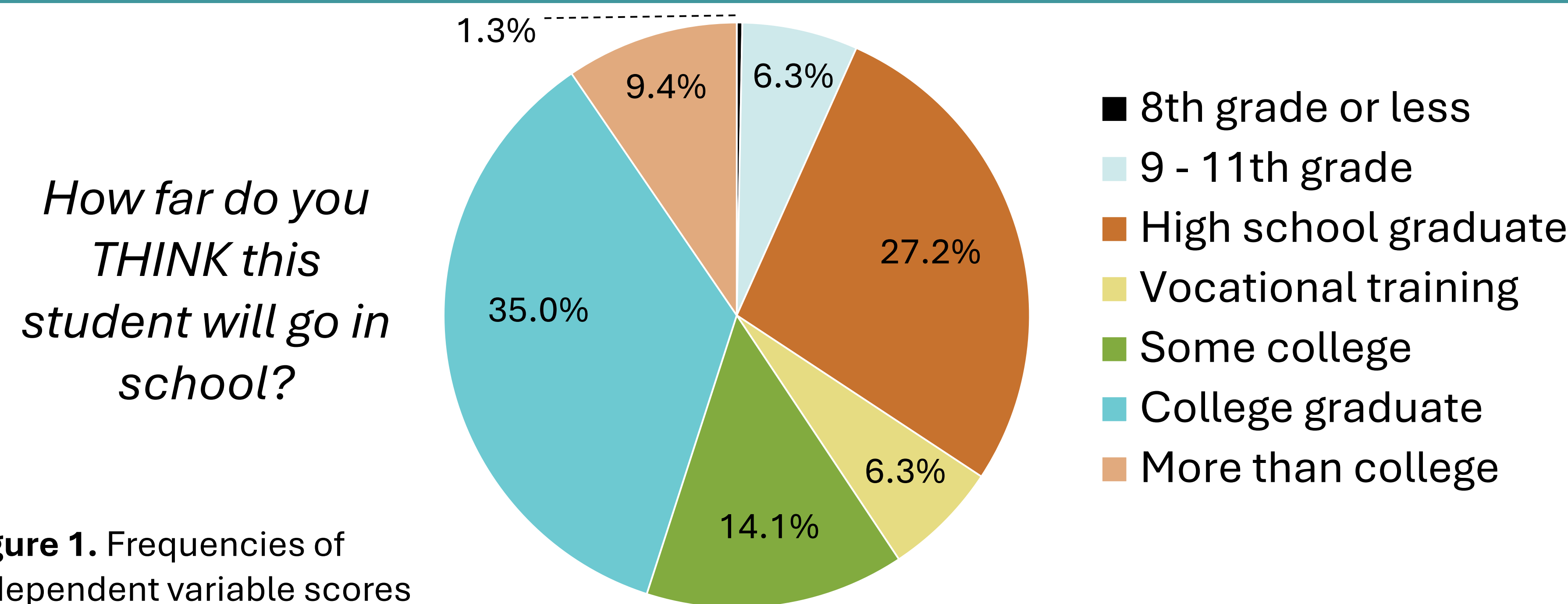


Figure 1. Frequencies of independent variable scores

Race/Ethnicity	Teacher Frequency (%)	Student Frequency (%)
American Indian/Alaska Native	5 (1.3)	14 (3.7)
Asian	23 (6.0)	10 (2.6)
Black or African American	86 (22.5)	111 (29)
White	131 (34.2)	33 (8.6)
Hispanic/Latino	N/A (8.4)	32 (8.4)
Native Hawaiian or other Pacific Islander	61 (15.9)	N/A
Multi-Racial	4 (1.0)	35 (9.1)
Other	7 (1.8)	19 (5.0)
Unknown	66 (17.2)	129 (33.7)

Table 1. Frequencies for teacher and student race/ethnicity

RESULTS

- Simple linear regression analyses revealed that teacher expectations were **negatively associated** with externalizing symptoms ($R^2=.20$, $\beta = .096$, $p=.036$), bullying behavior ($R^2=.67$, $\beta = .260$, $p<.001$), and fighting ($R^2=.78$, $\beta = .280$, $p<.001$).
- Teacher expectations were not significantly related to internalizing symptoms ($R^2=.009$).

Variables (n)	B	SEB	β
Internalizing Sx (222)	.034	.024	.096
Externalizing Sx* (222)	-.036	.017	-.141
Bullying Bx* (178)	-.088	.025	-.260
Fighting Bx* (178)	-.166	.043	-.280

Table 2. Simple linear regression results for internalizing, externalizing, bullying, and fighting behaviors. * $<.05$ * $<.01$

DISCUSSION

- This study shed light on the potential impact of teacher expectations on generalized social-emotional outcomes and school-based externalizing behaviors.

Limitations

- The study is cross-sectional, we don't know the temporal order of the variables.
- Causal relationships cannot be determined due to the lack of experimental design or control over possible confounding variables and nesting.
- Only one reporter of externalizing and internalizing behaviors.
- Missing data due to policy changes.

Future Directions

- Investigating the substantial impact of ethnicity on teacher expectations, specifically examining whether student race/ethnicity influences these expectations.
- Concentrating on school-based behaviors such as classroom attention and peer relationships to better understand how teacher expectations affect these domains.

References

- Ali Fathi-Ashtiani, Javad Ejei, Mohammad-Karim Khodapanahi, & Hamid Tarkhorani. (2007). Relationship between self-concept, self-esteem, anxiety, depression and academic achievement in adolescents. *Journal of Applied Sciences*, 7, 995-1000.
- Donnellan, M. B., Trzesniewski, K. H., Robins, R. W., Moffitt, T. E., & Caspi, A. (2005). Low self-esteem is related to aggression, antisocial behavior, and delinquency. *Psychological Science*, 16(4), 328-335. <https://doi.org/10.1111/j.0956-7976.2005.01535.x>
- O'Moore, M., & Kirkham, C. (2001). Self-esteem and its relationship to bullying behavior. *Aggressive Behavior*, 27, 269-283.
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Acknowledgments

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