



Research Article

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Approaches between Self-Efficacy and Self-Fulfilling Prophecy, Perspectives from Education

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Abstract

The aim of this article is to update and inform from the literature review of studies, worldwide, on self-fulfilling prophecy and self-efficacy in the field of education. Different databases and repositories from different universities worldwide were reviewed. As selection criteria, research was considered that respond to the terms self-fulfilling prophecy, Pygmalion effect, expectations, general self-efficacy, academic self-efficacy, considering the methodological approaches, results and contributions of the research on the subject. This is a documentary descriptive theoretical type article, whose consultative period was from 2016 to 2021 and whose final sample was 103 documents. It is concluded that Self-Efficacy and Self-Fulfilling Prophecy are on different shores, the first has the subject as his own agent, so that he foresees the success of his actions; in the second, the agency is delegated to third parties and the subject becomes passive with a high probability of fulfilling the prophecy, independent of his social status.

Keywords: *Self Efficacy, Academic Self Efficacy, General, Self-Efficacy Self Fulfilling Prophecy, Pygmalion Effect, expectations*

1. Introduction

Relating self-fulfilling prophecy to self-efficacy involves referring to the influences of expectations on subjects' actions. Theoretically, it has been analyzed how achievement expectations can impact the learner's performance, either by third parties (environment) or by the subject him/herself (confidence in his/her abilities). To talk about self-efficacy, it is necessary to turn to primary sources such as the studies of Bandura (1986), Pajare (1996) and Schunk (2012), and possibly some are left out. In the case of self-fulfilling prophecy, this is not a contemporary phenomenon, it is rather a social behavior typical of the dynamics of human groups in all stages of their history. Evidence of this can

be found in everything from Greek myths and legends to the Mesoamerican cyclical cosmivision. In this sense, Merton argues that the self-fulfilling prophecy is, in origin, a false definition of the situation that gives rise to a new behavior, which makes the originally false concept true. The specious validity of the self-fulfilling prophecy perpetuates the reign of error, since the prophet will cite the actual course of events as proof that he was right all along (Merton, 1949).

In the educational field, the Pygmalion effect or self-fulfilling prophecy has been analyzed from the positive or negative expectations that teachers have on students, as in the case of Rosenthal & Jacobson, (1968) who propose a study based on the expectations of students about their teachers. Therefore, to speak of self-fulfilling prophecy and Pygmalion effect it is necessary to turn to sources such as the studies of Merton (1949), Jussim et al. (2009).

All approaches agree that the self-fulfilling prophecy and Pygmalion effect are elements that intervene in motivating or demotivating, which directly and indirectly affect the success or failure of students inside and outside the classroom, with the teacher and parents being the main reinforcers of a positive self-concept, academic results, as well as the development of non-cognitive skills such as persistence and self-efficacy. Based on the above, the following theoretical review is proposed, contemplating both the way in which research views self-efficacy and the self-fulfilling prophecy; as well as the findings of previous research, if deemed necessary, highlighting the fundamental contributions of each one.

2. Methodology

This article is of a documentary descriptive theoretical type, a set of electronic documents on two major categories: self-fulfilling prophecy and self-efficacy in the period 2016 - 2021 were traced, organized, systematized and analyzed. To delimit the topic, studies applied to other contexts and to the three educational levels, primary, secondary and university, were considered.

All those documents on the topic found in the databases Ebsco, J'stor, Science Direct, Scopus, Web of Science, Springer Link, Scielo, Dialnet, Google Scholar and in institutional repositories of the University of São Paulo, Wester Connecticut State University, Queensland University Technology, Universidad de Sevilla, Universidad de California, Universidad Complutense de Madrid, Universidad de Valencia, Universidad de British Columbia, Universidad de Córdoba, Universidad de León, Universidad de Granada, Universitat de Jaume I, Miguel Hernández de Elche and Universidad Javeriana.

Within the search and selection criteria, the following descriptors were considered: self-fulfilling prophecy, Pygmalion effect, expectations, self-efficacy, general self-efficacy and academic self-efficacy. The descriptors were combined in various ways at the time of exploration with the aim of broadening the search criteria.

About self-efficacy, documents were included that met the following conditions: with respect to theses and articles, that the populations were young people, adults or university students; the greatest contributions on the subject have been made at this educational level. In the case of self-fulfilling prophecy, because there are fewer studies, the search range was extended to the three educational levels: primary, secondary and university; likewise, the findings of research on the subject are considered, the methodological approaches if they are considered as a contribution to the field of research in the discipline.

3. Results and Discussion

From one thousand one hundred and eight (1,108) scientific articles and doctoral theses found from the review, a second sample of one hundred and ninety-four (194) studies was chosen, contemplating both those corresponding to self-fulfilling prophecy and self-efficacy. In a third recognition, and based on the selection and research criteria, they were classified into the categories described, discarding those that did not meet the criteria set forth in this review or that diverted their attention

to other fields of work, such as social representations, cognitive biases, social influence of the media, among others. When the decanting was performed, sixty (60) self-efficacy papers that met the requirements and forty-three (43) papers on self-fulfilling prophecy were obtained. Table 1.

Table 1: Documents selected for this study

Category		Self-efficacy		Self-fulfilling prophecy	
Continent	País	Nº	%	Nº	%
Africa	Túnez	0	0	1	2
América del Sur	Perú	1	2	0	0
	Costa Rica	3	5	0	0
	Argentina	2	3	0	0
	Brasil	1	2	0	0
	Colombia	6	10	0	0
	Chile	3	5	0	0
	México	8	13	0	0
América del Norte	Canada	0	0	2	5
	United States	8	13	16	37
Asia	Iran	0	0	1	2
	Irak	0	0	1	2
	Malasia	1	2	1	2
	Pakistan	1	2	0	0
	China	0	0	1	2
	Indonesia	1	2	1	2
	India	0	0	1	2
East middle	Turkish	0	0	1	2
Oceania	Australia	1	2	0	0
	New Zealand	0	0	3	7
Europe	Spain	18	30	5	12
	France	0	0	1	2
	Germany	0	0	5	12
	Holanda	1	2	0	0
	Grecia	0	0	1	2
	United Kingdom	4	7	1	2
	Portugal	2	3		0
	Polonia	0	0	1	2
TOTAL		60		43	

Type of publication	Self-efficacy		Self-fulfilling prophecy	
Doctoral Thesis	10	17	8	19
Research articles	50	83	35	81
Publication year	Autoeficacy			
1997-2009	2	3		
2010-2015	32	53		
2016-2021	26	43		
Self-fulfilling prophecy -Pygmalion effect				
1968			1	2
1997			1	2
2002-2008			2	5
2009-2015			9	21
2016-2021			30	70
Total			103	

3.1 Self-efficacy

This perspective focuses on the learner's confidence in the optimal execution of the task, which leads to an effort that leads to better results. Here the subject is aware of his capabilities, as he has made a strategic reflection (self-regulation) to successfully perform the task. The subject's expectations come from his own capabilities and are modifiable to the extent that the environment demands it and he reflects and adjusts them to the new conditions, in this sense, environment and learner are modified and adjusted - Bandura's reciprocal determinism - (Bandura, 1986).

Theoretically, a subject is self-efficient when he evaluates his own capacity based on personal, behavioral and environmental factors, therefore, in his actions his own expectations are fulfilled, this leads to not needing third parties since he trusts in his effort, persistence and endurance to achieve success in the execution of the task. From this it can be inferred that acting based on their expectations or beliefs should have a greater impact on their future performance than the mere formation of expectations generated by the environment. This leads those who are self-efficient to feel confident to face and solve the task without major problems; on the contrary, those who are inefficient feel that they do not possess sufficient qualities to face it and tend to divert their attention when difficulties appear, justifying -in this case- their incapacity and anticipating the failure scenario. Eden & Aviriam (1993) state that self-efficacy has the strength to become a self-fulfilling prophecy, since these thoughts become impediments to the effective use of cognitive abilities, by focusing attention from the task to their personal incompetence and/or chance, generating stress and a feeling of failure in the learning subject (Salanova et al., 2004). This hypothetically means that the self-efficient subject neutralizes the self-fulfilling prophecy and conversely the subject with low efficacy will be impacted by this prophecy. In practice, there is no such thing as a self-efficient subject for everything, and a student who can solve mathematical problems will surely have difficulties in writing an essay or communicating with others, in this sense, the self-fulfilling prophecy will always be latent.

At the research level, two trends have been developed, one that focuses on self-efficacy as a behavior, in this sense, it is specific and focused on a domain. The other understands it as a trait of the person, which implies a competence or capacity of the subject, and in this study focuses on general self-efficacy.

3.2 General self-efficacy (GSE)

Studies that validate the AEG scale in their respective countries and relate it to a wide range of human behaviors stand out, as shown in the following articles: Schwarzer, R., & Warner, (2013) relate it to resilience; Covarrubias-Apablaza et al. (2019), relate it to self-regulation; Simón et al. (2017) to social support and global self-esteem; Rahayu & Anfajaya (2020) to perception of competence development; Navarro et al. (2017) to permanence and dropout; Burger & Samuel (2017) to perception of stress; Gebregergis et al. (2020) with self-esteem and socio-cultural adaptation of foreign students; Wilde & Hsu (2019) with information interpretation in the online learning experience; Huang et al. (2019) relates it to socio-economic status and critical thinking.

There are also studies validating the General Self-Efficacy Scale (EAEG) in different countries. It stands out from these articles that focus on the GSES developed by Schwarzer et al. (1997), and Baessler & Schwarzer, (1996), which have a great influence in Spanish-speaking countries, as eleven (11) Spanish articles make adjustments to these scales, among which we have (Damásio et al., 2017; Ramos-Villagrasa et al., 2018; Redondo et al., 2017; Simón et al., 2017); the same happened in four (4) other Latin American countries: Argentina, Chile, Mexico and Peru. In turn, the Baessler & Schwarzer (1996) scale was adapted in Spain by: Sanjuán et al. (2000) which is the second most used and used as a reference in Spanish-speaking countries, such is the case of (Aguirre et al., 2015; Espada et al., 2012) in Mexico; (Moreta et al., 2019) in Ecuador; likewise, in Chile by: (Covarrubias-Apablaza et al., 2019); in Peru by, (Chau & Vilela, 2017) and in Costa Rica by (Aguirre et al., 2015).

In Latin America, the Schwarzer et al. (1997) or Schwarzer & Jerusalem (1995) scale was adapted in Peru by, Chau & Vilela (2017); in Colombia by, Rossi et al. (2020); Ecuador, by Bueno-Pacheco et al. (2018). They also correlate AEG studies with stress (Pereyra et al., 2019); in turn, Wilde & Hsu, (2019), does so with vicarious experience in online learning; Gebregergis et al. (2020), with self-esteem in international students. Schwarzer's scale (1997), is employed by Huang et al. (2019) and relates it to socio-economic status and critical thinking; Sanjuán et al.'s scale (2000) is also adapted in Spain, (Rosal & Bermejo, 2017; Simón et al., 2017), in Colombia (Navarro et al., 2017) and Mexico (Cabanach et al., 2012). In English, there is the article by Rahayu & Anfajaya (2020), which uses the Sherer & Adams scale (1983), a scale that in Spanish was not found in this review.

Although the use of scales is representative of the construct of self-efficacy, it is also important to note that the authors agree in recognizing that self-efficacy consists of the overall confidence or ability of the person to cope with a wide range of demanding or novel situations. This definition is consistent, in previous years, with that of Judge et al. (1998) who defined it as the estimates of one's abilities to mobilize the motivation, cognitive resources and courses of action necessary to exercise overall control over life events. Thus, AUG can explain a broader range of human behaviors and coping and may be useful when focusing on multiple behaviors simultaneously that allude to how effective a person can be in coping with a variety of stressful situations. In sum, it may be especially useful when research focuses on multiple behaviors simultaneously.

3.3 Academic self-efficacy (AEA)

From the theorists found, academic self-efficacy refers to the beliefs that people have about their abilities to learn or perform behaviors at previously defined levels in the academic context. Particularly, it is the evaluation that a student makes regarding his or her capabilities to perform his or her own academic activities according to three factors: attention, communication and excellence (Blanco-Vega et al., 2011).

Self-efficacy should be assessed at a domain-specific level of the outcome domain, such as students' confidence in their ability to carry out academic tasks, including preparing for exams and writing papers. Those who have studied academic self-efficacy have developed instruments that measure individuals' confidence in their ability to perform a wide range of tasks, says Gore (2006); that is, one cannot talk about SAE without studying scales. This subcategory is constituted as follows: With respect to the doctoral theses, 7 of them emphasize academic performance (AEA) in relation to self-regulation, professional profile, stress, depression, and sociodemographic traits. These doctoral theses, six are Spanish (U. de Córdoba, U. de Granada, U. Complutense, U. de León, U. De Jaume and U. Miguel Hernández de Elche), and one Mexican (Instituto Tecnológico Superior de Santa María de El Oro). In these theses, SAA is studied with a quantitative approach and is based on Bandura in the construction and validation of his instruments.

Of the thirty (30) scientific articles on academic self-efficacy (AEA), 13 worked on the Academic Behavior Self-Efficacy Scale (EACA), by Blanco et al. (2011). Among them, the following works are enunciated: (Blanco et al., 2016; Borzone, 2017; Cervantes et al., 2018; González-Cantero et al., 2020; Gutiérrez-garcía & Landeros-velázquez, 2017; León et al., 2019). Five others used the Academic Situations Specific Perceived Self-Efficacy Scale (EAPESA), developed by Palenzuela, (1983). The articles that employ it are: (Burgos-Torre & Salas-Blas, 2020; Del Valle et al., 2018; Delgado et al., 2019; García et al., 2016; Navarro-Loli & Dominguez-Lara, 2019). Four articles employ the Inventory of Academic Self-Efficacy Expectations (IEAA) by Barraza Macias, (2010). These studies are: (L. Hernández & Ceniceros, 2016; L. F. Hernández, 2018; Olivas & Barraza, 2016; Rosales & Hernandez, 2020). The article by Castellanos et al., (2017), using the Aguilar V. et al. (2001) Self-Efficacy Scale, (Medrano et al., 2016), use the (Olaz et al., 2007) also appears. Véliz et al.'s (2016) study with Torre Puente's (2007) General Academic Self-Efficacy Scale. Calderon Carvajal et al. (2019) applies the Academic Self-Efficacy Scale ASES of Chemers et al. (2001). In the case of Irene Karpiuk et al. (2015) does not employ any validated scale and constructs her own instrument. In Portuguese language, a

study was found with the perceived academic self-efficacy scale (EAEAP) by Perez de Sá (2006). In English, Batool et al. (2017) employ The Self-efficacy Scale by (Pintrich & Groot, 1990).

3.4 *Self-fulfilling prophecy*

To begin with, it should be said that in principle the idea of the self-fulfilling prophecy or Pygmalion effect starts from the representation of expectations in the minds of individuals or social groups based on a basic idea that can be positive or negative and that is usually imposed by the dominant groups. Being an element of prime importance when it comes to influencing the success or failure of learners. According to the literature review of the category self-fulfilling prophecy, the following was found according to educational level:

3.4.1 *At the primary education level.*

Regarding the category, this is constructed from the analysis of nine (9) scientific articles. Of the analyzed documents, eight (8) correspond to quantitative research and only one (1) is of a mixed nature, where 33% of the studies are American, 33% are German, 11% are African, 11% correspond to Turkey and 11% to New Zealand. Thus, from the research developed with primary population, it is highlighted that they converge in analyzing and corroborating the impact of the expectations that teachers have on students during the first years of schooling.

Research such as those proposed by Rosenthal & Jacobson, (1968), who were pioneers in analyzing whether teachers' expectations have an influence on training and academic results in the medium term. Melliti et al. (2016) analyzed the consequences of pre-existing expectations on students' motivation. Barnett, (2018) determined the implications of early negative expectations on learners, specifically the implications of being labeled as the "class clown" child. Gentrup & Rjosk (2018) investigate the role of teacher expectations considering gender disparities. (Hill & Jones, 2018) inquired into estimating the effect of teacher expectations on proficiency test scores in specific subjects. Gentrup et al. (2020) set out to identify the effect of subject-specific expectations specifically language and mathematics. Friedrich, Flunger, Nagengast, Jonkmann & Trautwein (2015) highlight the effect of expectations or Pygmalion effect at the classroom level over the effect at the individual level. Gündüzalp & Özan (2019) propose to uncover the resulting Pygmalion effect, given the influence that one person's expectations have on another's actions. Timmermans, Rubie-davies, & Wang (2021) probed the stability of teachers' expectations for students and for mathematics proficiency. Regarding the use of instruments in primary education, 89% are quantitative and 11% correspond to studies with a mixed approach.

In summary, previous research agrees that the effect of early expectations has a greater impact on younger students, whether positive or negative, than if they are exposed to them at a later age. Similarly, the way in which the learner is treated by the teacher, and whether the teacher demands academically based on real skills will be reflected positively, in most cases, in the academic results, thus generating a self-fulfilling prophecy.

3.4.2 *At the secondary education level*

From the research developed with secondary school population, it is noteworthy that in more recent years an interest has been generated in the study of the expectations of aboriginal, Afro-descendant, Latino and immigrant populations generated by teachers, classmates, directors and parents, as well as their impact on academic performance, attitude towards life, class and teachers, recognizing their relationship with self-efficacy. Thus, research such as those proposed by Rubie-Davies & Peterson (2016) examined whether teachers underestimated or overestimated the performance of Aboriginal students. F. A. Lopez, (2017) studied how teaching practices based on "active learning" are associated with ethnic identity and vulnerability in Latino students. Termes López (2017) exposes elements

through which teachers symbolically construct, based on ethno-racial biases, "the other".

Castejón (2017) analyzed under what influences teachers generated their students' expectations. Francis et al. (2017) posed to analyze whether young people's self-confidence in their academic abilities is related to achievement and whether this generates a self-fulfilling prophecy. Andersen (2018) estimates the effect of track location on academic achievement and assesses whether differences in teachers' reward structures and students' expectations explain differences in academic achievement across tracks. Meanwhile, Mak (2018) examines the effects of parental belief on high school-aged adolescents' smoking and drinking behaviors and how this may generate a self-fulfilling prophecy. Nolkemper et al. (2019) probed how stereotypes held by teachers about their school trajectories are related to the effects of collective-level expectations and whether there was any connection with respect to teachers' self-efficacy and how teachers orient their class, as well as how they treat learners. Along these lines, Jahan & Mehrafzoon (2019) investigated the effectiveness of teacher education based on the Pygmalion effect on self-efficacy and its relationship with students' academic engagement. Szumski & Karwowski (2019) propose to examine whether teachers at middle school students create expectations about their students' potential, which then predict student performance by corroborating whether the Pygmalion effect occurs. In line, Wang (2019) examines the stability of teacher expectations, at the teacher and student levels, and their effects on student achievement in the Chinese context, where it is under-researched. On the other hand, Papageorge, Gershenson, & Min Kang (2020) identify the impact of teacher expectations on education and projection, and how this can generate self-fulfilling prophecies. Finally, Nisrina (2020) aims to reveal how English teachers' expectations, in the context of Indonesian schools, affect grading decision making which shapes a Pygmalion effect. In terms of quantitative experimental approach studies, Lopez (2017) made use of the Self-description questionnaire proposed by (Marsh & Yeung, 1997; Marsh 1992), and the belief scale proposed by Beliefs About Diversity by Pohan & Aguilar (2001). Jahan & Mehrafzoon (2019) made use of Sherer & Maddux's (1982) Self-Efficacy scale, Rotter's (1966) locus of control scale. For his part, Mak (2018) makes use of Cohen's Kappa coefficient to test the concordance between the questionnaires applied to parents and students.

All in all, 53% of the investigations made extensive use of scales; 16% proposed a combination between the use of scales, surveys and in-depth interviews. On the other hand, 32% of the studies made use of interviews, observation and documentary review.

3.4.3 At the level of university education

At first, at the level of studies with university population Avci (2017) investigates what kind of teacher behaviors can increase anxiety and consequently decrease learning. Rahmat et al. (2019) investigates the influence of perceived difficulties, reasons for writing, and writing anxiety on academic writing in English foreign language. Geetha (2020) investigates the existence and impact of the Pygmalion effect in an undergraduate English program. Meanwhile, Mocan & Yu (2017) looks for the relationship between being born in a Dragon year and educational attainment. In the same vein Mullins & Gong (2017) highlight the emphasis on the role of the family in educating children in appropriate behavior, which has a positive relationship on student achievement and behavior, corroborating the influence of expectations. On the other hand, Madon et al. (2018) discusses the implications of the cumulative effect of stereotypes, their behavior as a self-fulfilling prophecy and the implications at the social level. In turn, Gutiérrez & Mayordomo (2019) highlight that the stereotypical beliefs of students in university programs in the health sector about older adults negatively influence their life habits. In this category, the importance given to the expectations generated from a learning medium either physical or virtual is striking. Thus, Niari, Manousou, & Lionarakis (2016) highlighted the existence and impact expectations in the distance learning process. Clark & Green (2018) investigate on the effects of perceived reality of Online interactions.

In terms of the use and development of instruments in the university population, 87% correspond to quantitative research and only 3% to qualitative research. In sum, the studies agree in

affirming that the information provided about a learning medium, whether physical or virtual, and its instructor play a preponderant role in motivating or demotivating students and their opinion about said medium; in addition to reducing the feeling of distance between students, teachers and classmates. Likewise, they reinforce non-cognitive skills such as students' self-regulated learning, highlighting in a preponderant way the influence that teachers' expectations have on the learning of a foreign language.

4. Conclusions

4.1 On Self-Efficacy

With respect to the review of self-efficacy, it focuses on two trends, one academic, the other general. In the case of academic self-efficacy, in Spanish-speaking countries there is an adaptation of instruments based on Bandura's CST, such as those of Blanco, Barraza, Palenzuela, Olaz and Torre, which are beginning to have validity in Spanish-speaking countries. And although in this review Spain with 30% and the United States with 18% are the countries with the greatest scientific dissemination. It is interesting to note that in Spanish-speaking countries the current scales have their sources in Mexican researchers such as Humberto Blanco and Arturo Barraza, the most cited according to the documents reviewed. It is also worth mentioning the scale of Olaz et al. (2007), an Argentinean researcher. As regards Spanish researchers, the scales of Palenzuela and Torre. In English, the Self-efficacy Scale questionnaire by Pintrich & Groot (1990).

The interesting thing about this is that there is an appropriation of academic self-efficacy in Latin American countries with the contributions of Blanco and team with the Academic Behavior Self-Efficacy Scale (EACA) used in thirteen (13) investigations. Five others used Palenzuela's (1983) scale Perceived Self-Efficacy Specific to Academic Situations. While Barraza's Inventory of Academic Self-Efficacy Expectations (IEAA) is used in four of the 30 studies found. In other words, in Spanish-speaking countries, more than 50% of the 30 scientific articles on self-efficacy make use of these three scales, especially the EACA (43%), EAPESA (17%) and IEAA (13%).

This also shows how at the higher education level, in the young and adult population, there has been a conceptual assimilation and scientific work in the development of research proposals that help students to successfully complete university. But also in the documentary review, according to the excluded texts, the United States is the center of greater theoretical and research dissemination on the subject, because in addition to Bandura (1986), not to refer to Pajares (1996), Schunk (2012), Smith (1989), Solberg (1994) or Gore (2006), to name a few experts, is to ignore the depth of the subject. That without forgetting other English-speaking experts, such as (Zajacova et al., 2005; Zimmerman & Kitsantas, 2005).

With respect to general self-efficacy, the influence of the Anglo-Saxon researchers of German origin Schwarzer & Jerusalem (1995), who developed a scale that has been the model to follow in the world, since it has been translated and successfully applied in more than thirty (30) languages in countries of all latitudes, including India, Slovenia, Greece, Costa Rica, Turkey, Argentina or Mexico, where research has been conducted on the topic of study, is indisputable. Another characteristic of these works is that they are all the results of quantitative research in university populations of young people and adults.

In the case of Latin America, the scale of (Sanjuán et al. (2000) is also used, but this is a Spanish adaptation of Schwarzer & Jerusalem, (1995), which is not the case with the Sherer scale, which is more commonly used in English-speaking and Asian countries. Similarly, it was found in the studies reviewed that Spain is the Spanish-speaking country with the greatest current influence in the study of self-efficacy, 70% of which is widely disseminated, while in scientific articles the dissemination is 20%.

In the case of AEG, it stands out in this review that the largest number of articles are of Anglo-Saxon origin, since of the twenty (20) documents selected, 63% are written in English and 37% in

Spanish. On the contrary, of the thirty (30) selected papers on academic self-efficacy, 77% are written in Spanish, 19% in English and 4% in Portuguese. Regarding the current debate between AEA and AEG, both currents are still valid and, in this review, it is consistent with studies worldwide, as it shows successful results at a specific and general level, in the optimistic attitude of contributing to academic and social success in the case of university students, young people and adults.

4.2 *In self-fulfilling prophecy*

At the elementary level, research agrees that the effect of early expectations has a greater impact on younger learners whether positive or negative, than if they are exposed to them at later ages Barnett (2018), Rosenthal & Jacobson (1968) recognizing that there are no gender disparities in relation to the influence of expectations Gentrup & Rjosk (2018). Similarly, the way the learner is treated by the teacher, and whether the teacher demands academically based on real skills will be reflected positively in most cases in academic outcomes thus generating a self-fulfilling prophecy (Friedrich et al., 2015; Gentrup et al., 2020; Hill & Jones, 2018; Melliti et al., 2016).

Regarding secondary education, there is an interest in recognizing ethnic and racial minorities such as Aborigines, Blacks, Latinos, immigrants and their relationship with the educational trajectory of White and Asian population, Alvarez de Sotomayor (2015), F. López (2017), Rubie-Davies & Peterson (2016); in short, the importance of closing the academic as well as human gap, so it would be the majority and dominant groups in charge of imposing stereotypes and reinforcing prejudices that are reflected in the work of teachers, students' peers and managers (Castejón, 2017; Francis et al., 2017). Therefore, it is imperative that both managers and teachers are aware of their work as educators and agents of social change, since only from a critical awareness (López, 2017) educators will be able to regulate their expectations regarding the diversity of the social groups with which they work.

At the university level, they agree in affirming that the effect of expectations whether positive or negative at adult and later ages, has a similar impact to that observed in previous categories and that they can impact in an unconscious way (Vorauer & Miller, 1997), recognizing gender disparities. That is, as modelers of academic or non-academic behaviors, predictors of success, attitude towards life and as reinforcers of perceived self-efficacy. A problem that is evident has to do with the accumulation of stereotypes through expectations that are permanently reinforced at the social level and within the school dynamics (Madon et al., 2018; Gutiérrez & Mayordomo, 2019). The above generates stigmas that can become naturalized in the discourses of the members of the community in question giving rise to erroneous cultural beliefs that promote false feelings of superiority in groups or individuals who situationally exercise a dominant role.

In short, the research on self-fulfilling prophecy and the Pygmalion effect seeks to cross-reference information between what is seen, what is perceived, what is expected, what is compared between subjects and the results obtained, highlighting a clear tendency of longitudinal studies of a quantitative nature with a presence of 72%. Thus, according to the proposed categories of analysis, the greatest intellectual production in this field is found in North America with a total of 18 studies, 42%, between scientific articles and doctoral theses; followed by Europe with 14 publications, 33%; Asia with 6 publications, 14%; Oceania with 3 publications, 7%; Africa and the Middle East with one publication each, equivalent to 5%.

The above suggests the opportunity and relevance in the deepening at the level of qualitative and mixed studies in this field, since this will allow a greater approach and identification of phenomena that may emerge and that are not susceptible to the strict use of positivist paradigms, providing a greater understanding and depth of these from a constructivist character.

To conclude, the subject faces situations that he/she believes are uncontrollable, impotence delays learning, since it is difficult for them to adapt their responses to the demands of the environment. And ineffectiveness is the expected result, since, either by inappropriate social models or by verbal persuasion, founded as proposed by Rowe & O'Brien (2002) in the Golem effect, the

unmodifiability of social reality prophesies it. But when the subject starts from self-efficacy expectations, the Golem effect is neutralized and the social design is fractured, since from the reciprocal determinism, the subject does not depend on environmental factors (family, teachers, friends and others), but regulates the responses according to his capacities and his own efficacy. What can be concluded from this analysis is that, if external factors, such as the social environment that the student inhabits influences and disempowers him, it is very likely that the prophecy will be fulfilled and self-efficacy will be conspicuous by its absence. On the contrary, if the student has strong beliefs in his capabilities, he will surely have the elements to respond to the environment and new conducts and behaviors will emerge that will allow him to counteract what his environment has socially marked him.

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