

PERSONAL VARIANCE ON TESTS OF COGNITIVE ABILITIES

Hans J. Peterson (Lisa Contino), Department of Psychology, Purdue School of Science, Indianapolis University–Purdue University Indianapolis, Indianapolis, Indiana 46202

In an effort to optimize individual performance, researchers have been evaluating the effect of inter-personal expectations on performance for nearly five decades. While a myriad of studies have focused on the effect of positive expectations on individual performance longitudinally (the Pygmalion Effect) and a handful of other studies have evaluated the effect negative expectations have on individual performance longitudinally (the Golem Effect), research has failed to assess the immediate effects these phenomena have on individual performance. In an effort to more comprehensively understand these two phenomena, this study used a group of 150 undergraduates to evaluate the effect to which positive and negative expectations moderated individual performances on a standardized test of cognitive abilities. Preliminary data support the hypothesis that there will be a significant difference in the performance of individuals from the positive and negative expectation groups. Implications for educators, trainers, and related application are discussed.

Funded by CRL UROP Grant