

COMPARATIVE THEORETICAL ANALYSIS OF EXPECTATIONS IN DIFFERENT PSYCHOLOGICAL CONCEPTS

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Naira Harutyunyan

Lecturer at the Chair of Developmental and Educational Psychology

Khachatur Abovian Armenian State Pedagogical University

E-mail: harutyunyannaira@gmail.com

ABSTRACT

Our life is a chain of expectations according to which we live and act, and we create interpersonal relations, set goals and try to achieve them. Our expectations accompany us at all stages of life, in all aspects of interpersonal relationships, and all aspects of social perception. Different authors differ in terms of the phenomenon of expectation. However, at first glance, the problem of expectations in modern humanitarian sciences is not sufficiently studied, and there is no more or less conciliatory approach to determining expectations. This article aims to figure out how the expectations are defined, which phenomenological field they belong to, their content, with what other phenomena they are connected to, and so on?

Keywords: *expectation, special and general expectancy, self-fulfilling prophecy, expectancy-value theory, norms-expectations, normative behaviour, multiplicative function of valence, instrumentality.*

INTRODUCTION

Expectations are not clearly understood in psychology. The reason behind it is that different authors define it in their own way based on their terminological field and conceptual perceptions. If we follow the philosophical interpretation of expectations, then our existence is a chain of expectations. Our survival vector is always in motion, which is always directed forward and always cut off from the present. The expectation in philosophy is identified with the image of the future and is defined as an "Image of the future" (Zheltikova, Gusev 2011, p. 12) is an element of modern social reality, a part of the present that expresses the vision of the temporal horizon of social opportunities by this society".

The problem of expectations arose because different authors have given different formulations to the same phenomena, so in a deeper study, we are convinced that the concept of expectations is practically replaced by other equivalents such as vital prospects, prediction, antipathy, self-predicting, behavioural attitudes, (Zimbardo P. G. & Leippe M. R), and finally expectation, which we conclude that in fact, expectations researches in the field of study are diverse and multidirectional and perhaps, are not clearly understood by specialists. Thus, in one case, expectations are revealed in the context of attitudes (*Vroom V., Atkinson J.W.*), some of them in the context of action, in pedagogy and education, as an essential tool for the upbringing of a person (Pygmalion effect), or as a requirement of the collaboration partners in this or that activity (S.A.Kasabutskaya, O.K.Krokinskaya, L.S.Nagavkina), E. Berne (Berne 1961) considers expectations as a guide for self-concept and life scenarios. N. Kantor has observed the phenomenon of expectations in terms of psychology of social situations.

As a result of the study and consolidation of this diverse research material, one can observe that expectations as a psychological category are not finalized, and there is no definite perception, which creates great obstacles for terminological interpretation. It should also be noted that the study of expectations and the main literature on them were written in the 40-70s of the last century. Now we will try to reconstruct the chronological sequence of scientific research expectations.

DISCUSSION

In the first study of the expectations, they were considered in the context of attention, in particular in the context of predictable attention. Thus, O. Külpe (Pyle 1999, p. 545) assumes that expectation is a state of attention, with the help of which a person is preparing for the upcoming events, processes or content

There is an opinion that expectations as a psychological category have begun to explore by symbolic interactionists G. Mead and Ch. Cooley. Ch. Cooley wrote: "The past, as it lives in our minds, is never a mere repetition of old experience, but is always coloured by our present feelings, is always idealized in some sense: and it is the same with our anticipation of the future so that to wholesome thought expectation is hope..." (Cooley 1902, p. 363).

In 1934 G. Mead (Mead 1934) noted that people react and respond not only to the actions of other people but also to their intentions, that people react and respond not only to the actions of other people but also to their intentions, behavioural attitudes, mutual expectations, analyzing their behaviour, reflecting over their motives and

intentions. All this is done with a symbolic word, human language. Understanding the behaviour of each other, people change their behaviour, adapting it to the actions, expectations, and evaluations of the other ones. Expositions force the person to act as society expects from him by exercising his commitments and rights specific to his social role. Here, social roles play a great role, accepting a relatively stable pattern of behaviour. The social role is related to a certain system of social expectations. Society is starting to apply social sanctions if expectations distort a person's behaviour. The concepts of roles and expectations are closely linked to one another, which many authors have repeatedly mentioned (Aronson E., Linton R. 1999, p. 520).

An American psychologist and founder of cognitive Neo-Behaviorism, Ed. Tolman (Tolman, Honzik 1930) formulated his famous Expectancy theory in the 1930s. According to him, an animal or a human being formulate an expectation or anticipation to consolidate learned behaviour implementation, and the expectation acts as an internal stimulus or motivation. He believes that individuals get a lot of data from the environment and formulate their stable or variable expectations characteristics.

MATERIALS AND METHODS

In the process of studying the phenomenon of expectation, the following accent was given by the representatives of structural functionalism R. Merton and T. Parsons in 1948. Here is an opinion that R. Merton (Merton 1948, pp. 193 - 210) is the first to draw the attention of scientists to the notion of "self-fulfilling prophecy". Thus, the expectations of behaviour actually become the basis for that behaviour. This is a well-known "self-fulfilling prophecy" when not only behaviour influences its assessment, but also the assessment itself affects behaviour. The specific manifestations of this phenomenon are the Pigmalion or Rosenthal effect and the observer-expectancy effect phenomenon.

One of the most important directions in understanding human behaviour is the approach of J. Rotter - founder of social learning theory (Rotter 1954, 1971), who described human behaviour in terms of "behavioural potential" and "expectation", presenting them in the well-known prediction formula ($BP = f(E \& RV)$).

According to him, each person has a certain set of behavioural actions, his reactions, which he acquires during his lifetime. Human behaviour is affected by expectations, as well, that is, the subjective likelihood of what reinforcement may follow certain behaviour in a particular situation. In other words, the likelihood that a person will exhibit a particular behavior is a function of the likelihood that the behavior will lead to a particular outcome and the desirability of that outcome. If both the expected value and

the reinforcement value are high, the likelihood of action is high. If either the expected value or the reinforcement value is low, the likelihood of action is low.

The Rotter expectation concept asserts that if a person reinforces his or her behaviour in the past, he will most likely repeat that behaviour. Situational expectancies are called Specific, which Rotter does not identify with behavioural predictions, and general expectancies that apply to several situations are called Generalized (Rotter 1971) expectancy. The behavioural potential is determined by expectation and reinforcement value. The control locus, according to Rotter, is a generalized expectation of the degree to which humans control the strengthening in their lives.

As we can see in academic literature, expectations are mainly viewed in the context of normative behaviour. Sociologist N. Smelser (Smelser 1962), in his 1960s research, concluded that there are two types of norms, norms-rules and norms-expectations. The former includes important components of human legal awareness, the violation of which is punishable by serious sanctions. And on the other hand, norms-expectations are essentially the components of moral awareness, sometimes the guarantee of polite and socially acceptable behaviour. Their violation does not result in such serious consequences and is not pursued by law enforcement. He also (Smelzer 1994, p. 22) presented several types of expectations, such as hysterical expectations, expectations of desire, hostile expectations, and normally-oriented and value-oriented expectations.

Expectation, as an important component of normative behaviour, is also viewed by Y.M. Penkov. According to him (Pen'kov 1972), social norms include the selection of rules of conduct, the presence of standard behaviour and expectation as an important mechanism for the implementation of the norm, that is, expectations of normative behaviour from the surrounding people.

RESULTS

As a result of recent research, new theories of interpretation of social behaviour emerge. Generally, they were rich in multi-field studies of expectations in the late 50s of the last century and throughout the 60s. One of them is the Theory of Planned Behavior of I. Ajzen. I. Ajzen (Andreyeva, Bogomolova, Petrovskaya 2002, pp. 256-260) thinks that a straightforward behavioural determinant is the intention of that behaviour. Behavioural intent is determined by a person's positive or negative assessment of its implementation. The next factor is the subjective norm, that is, the assessment of the fact that others are expecting such behaviour. The third factor is a significant distinctive control of behaviour

(expectation of a person that his/her intentional behaviour will be complicated or plain). This theory makes the predictions of human behaviour much easier.

J. Atkinson developed the Expectancy-Value theory in the 1950-1960s. According to this theory (Atkinson 1957), students' achievements and achievement-related choices are conditioned by the expectancy of success and the problem's subjective significance. The first factor refers to the fact that a person is confident in his expectancy of success, and the second is how important, significant, and pleasing the task is for the individual. Theoretical and empirical research shows that expectancies and values interact for predictable outcomes, such as academic progress, ongoing interest, and interaction. This model is widely used in education. Further, M. Fishbein and I. Ajzen (Fishbein, Ajzen 1975) developed this model based on the theories of Ed. Tolman, M. Rosenberg and J. Watson.

Jacqueline Eccles used it in education in 80-s (Eccles 1983 pp. 75-146). According to J. Eccles (Eccles 2002, pp. 109-132), expectations are unique beliefs and perceptions that individuals have in the short or long term of achieving specific problems. The expectations that a person has shaped his/her behaviour and influences his/her choices.

At the same time, in his expectancy theory V. Vroom (Vroom 2014) assumed that the source of motivation "is a growing, "multiplicative function of valence, instrumentality and expectancy" He mentions that people have chosen this work style consciously, relying on perceptions, attitudes, expectations, and convictions as a desire to grow pleasure and to avoid pain or suffering.

Expectations have been presented either directly or indirectly in many psychological directions. Thus, S. Freud, in his psychoanalytic theory, turning to the experience of childhood and experience and perception up to the age of five, emphasizes important aspects of the psyche, which plays an important role in the formation of expectations. They are linked to the deep-psychological foundations of expectations with the problems of unconsciousness. The formation of expectations is as follows: "Stabilization of requirements in the process of idealization of Self associated with the failure of childhood or the idealization of the child's personal qualities by the parents. These needs form an individual – a unique system of psychological protection. In the manifestation of the Defense Mechanisms, expectations can be viewed as requirements for establishing personal qualities. Expectations come as defences that have been shaped in childhood, and it is an expectation of attitude and behaviour towards a person

following the internally idealized "Self" and "conditional values" of the object (Kupchina 2003. pp. 108-110).

If the psyche relies heavily on psychological protection, then a "closed circle" is obtained. Thus, the expectation of failure leads to failure, caused by the requirement of evading reality, and the latter leads to failure. Within the framework of the "closed cycle", Expectations within the "closed circle" are steadily stabilizing, and they already affect the reality, "expectation becomes a reality".

F.Perls (Perls 1969) attaches importance to expectations formulating one of the most important quotes of his theory. "I do my thing, and you do your thing. I am not in this world to live up to your expectations. And you are not in this world to live up to mine. You are you, and I am I ...".

The Gestaltist's prayer helps to draw a figurative boundary between oneself and society, to recognize each person's right to live his own life, pursue his interests and make an informed choice without any pressure. At the same time, Perls insists that such a separation makes it possible for the person himself to act within his boundaries without counting on someone else's participation, help, and approval. The absence of mutual claims and unreasonable expectations not only gives a person a sense of personal moral freedom, independence and inner strength but also allows one to appreciate such a phenomenon as reciprocity. The Gestaltist's prayer transforms it from a due and expected experience into a wonderful feeling worth cherishing.

R.J. Rummel (Rummel 1975) viewed the phenomenon of expectation from the standpoint of social psychological situations. He combines the situation and the expectations in this way "Expectations are a natural consequence of predicting behavioural interactions with the situation. In this sense, the situation and expectations are correlated. The situation determines how things get processed, but the expectations are their subsequent consequences".

G.M. Andreeva (KH'yuston, Shtrebe, Stephenson 2001, p. 111) includes the expectations /expectancy effect/ in implicit personality theories, together with the individual's cognitive complexity and perceived defence mechanism. Based on the implicit personality approach, the author put a unique system of constructs with which the perceived person is evaluated.

Thus, implicit theories are the organization of information about another person, with which there is a unique system of "imaginary correlation" of expectations of the interconnection of certain individual lines.

The phenomenon of expectations in the transactional analysis is seen under the phenomenon of life scenarios. Thus, the founder of the "life-script" theory, E. Berne (Berne 1961) and theory follower C. Steiner interpret the phenomenon of the formation of vital expectations in their own way. They argue that the script is a lifelong life plan formulated in childhood. The child chooses this or that script with the help of the parent or society. According to this theory, each child already knows about the important aspects of his/her life and is waiting for them.

Berne's next (Berne 1973) approach links expectation to the individual's self-concept. The self-concept "defines a person's expectations, that is, his ideas about what will happen. A person is characterized by expectations, which, most times, determine the nature of his actions. Confident in their choices, people expect others to behave similarly. Those who believe no one likes them their behaviour is in line with these expectations or interpretations of the surrounding people in the same way (Yanichev 2007 p. 71).

D. Myers (Myers 2005, p. 55) also connects expectations with the self-concept. The author calls expectations "social judgments". Here, D. Mayers spoke about the expectations of the surrounding people about what to do or not to do in the case of a person's particular characteristics. Such judgments - expectations of the subject are perceived and embodied in his self-concept, through which it is carried out following the expectations of others or contrary to expectations. But the main thing is that other people's expectations influence the self-concept and vice versa.

As A. Ellis rightly points out, the term "expectation" in psychotherapy is problematic in the sense that it does not make a clear distinction between "hope", "assumption", and "prediction" of various statements and "absolute requirements". He marks that the right emphasis is on the fact that there is often a big difference between what is happening and what interaction participants suggest or anticipate will happen. Such unrealistic expectations are the cornerstone of future problems" (Ellis 2007, p. 113). Ellis's theoretical concept is based on irrational judgments and unrealistic expectations, and Ellis has created his famous RET around these concepts.

A similar approach has been suggested by one of the founders of family system therapy, V. Satir. One of its fundamental ideas of Satir sounds like this: The family is a system that strives for balance. Sometimes, family members are assigned role assignments, barriers, and unrealistic expectations for the latter. Satir (Satir 1964) thinks that, along with those listed, unrealistic expectations are the main tool for sustaining the fragile balance of families with a distorted system. When we enter a relationship with such

expectations, we often become disillusioned. We may be unhappy and blame our partner for our unhappiness, not realizing the inappropriateness of our expectations.

In Russian psychology (Andersen 2008), this issue has been studied as communicative projections in the works of S.L. Rubinshtein, K.A. Abulkhanov-Slavskaya, A.A. Bodolev, M.L. Gomelaury and A.V. Petrovsky (Abulkhanova – Slavskaya 1991). On the other hand, the latter indicated that a person's self-perception depends on what the person sees in himself, what he sees in others, and what he thinks others see in himself (the expected assessment).

One of the first who studied the phenomenon of expectations in Russia was M. Gomelaury. M. Gomelaury (Gomelaury 1968, p. 172) noted that attitudes are a primitive form of expectation.

As for the latest research on the expectations, it should be noted that the results of the 60s have led to a new breath and application in our time. Thus, the "psychological contract" established in the 60s has become very important in the fields of human resource management and education, the main idea of which is the coordination of expectations of the two sides as well as Vroom's motivational expectation theory and new expectancy theory based on it began to be widely used in management in practice. (Porter-Lowell model). The Rosenthal effect has received a great deal of attention in the field of education and cross-cultural communication, highlighted by Ogbu's theory (Ogbu 1985).

CONCLUSIONS

Summarizing this whole theoretical overview of the problem, we can highlight the following key points:

Expectations have been the focus of scientists for a long time, and there are many scientific theories and approaches. Each theorist interprets it in a unique way by linking them to one or another mental phenomenon.

If we try to group all ideas about the genesis of expectations and further development, their influence on the life of the subject, and their place in the structure of the psyche, then we get the following:

The perception of expectations began in the framework of cognitive research in combination with a predictive type of attention. Then it began to be studied within the framework of behaviourism, in particular within the framework of new behavioural concepts related to the role and responsibilities associated with them. Here it is even perceived as a product of stereotypical thinking formed by upbringing, beliefs, self-

concept, and gender identification. It is with these trends that expectations have been studied for a long time as various tools for influencing a person. Within the framework of the same concept, expectations were perceived as an opportunity to predict human behaviour and its further actions.

As for the genesis of expectation, from a psychoanalytic point of view, expectations are formed as a result of defence mechanisms idealized in childhood. Expectations are seen as the desire to unconsciously establish a relationship between oneself and the values laid down in infancy, which serve as a psychological defence mechanism against self-imposed relationships.

As a result of the development of scientific thought, in connection with the increase in interdisciplinary research, expectations ceased to be the monopoly of psychology and sociology; they began to be studied and find their practical application in other related fields.

Expectations are not definitely perceived in psychology. Today there is no single basic definition that will fully explain this phenomenon. Some link it to motivation, some to internal attitudes, others to theory of activity, and so on.

Nowadays, theoretical conceptualizations of expectations have been reflected in the practical field and applied to psychology, education, economics, and others.

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