

Research Brief #8: Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement.

IMPORTANT QUOTE:

“The success of the school, as indicated by levels of student achievement, depends upon the collective belief that the teachers in the building can improve student achievement. The principal in the school is challenged to equip his or her staff with the beliefs that their collective work will improve student achievement” (p. 192).

What is this study about?

This study was designed to explore collective teacher efficacy, a characteristic of schools that has emerged as a significant factor in school productivity and its relationship to student achievement.

WHAT’S IMPORTANT?

The authors defined collective teacher efficacy as “the collective perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities” (p. 189). They noted that collective efficacy influences how teachers instruct students, manage their classrooms, and motivate students. Collective teacher efficacy influences student achievement because greater efficacy leads to greater effort and persistence, which results in better performance.

THE DETAILS OF THE STUDY

Participants/Method and Procedures

The sample consisted of 66 middle schools with grade 5-8 or 6-8 grade configurations. Approximately 25% of the schools were from rural areas, 50% from suburban context, and 25% were from urban environments. The Collective Teacher Belief Scale measured the collective teacher efficacy present within these schools and a state test was used to measure achievement. Socio-economic status was measured by the percentage of students receiving free or reduced-price lunch.

Results

There were significant positive relationships between collective teacher efficacy and student achievement on the grade 8 math, writing, and English tests. When controlling for socioeconomic status, collective efficacy made a significant independent contribution. The findings were consistent with the results from other studies of the relationship between collective teacher efficacy and student achievement.

According to social cognitive theory, the factors that strengthen collective teacher efficacy include mastery experiences, vicarious experiences, social persuasion, and affective states. A team of teachers who implement proven instructional strategies and see students’ performances improve on assessment measures, have mastery experiences. Teachers have opportunities for vicarious experiences when they see others who are faced with similar challenges meet with success. “Social persuasion acts as a powerful tool when teachers and

principals network with high-achieving schools and interact in ways that support the belief that achievement can be raised through more powerful instructional strategies” (p. 205).

Findings provide a catalyst for changing teacher behaviors by improving their abilities to overcome temporary setbacks and failures.

Limitations

No limitations are noted.

Citation

Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3*(3), 189-209.