

**THE RELATIONSHIP BETWEEN TEACHER SENSE
OF EFFICACY AND PUPIL CONTROL IDEOLOGY
IN URBAN MIDDLE SCHOOLS**

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

**In Partial Fulfillment
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Doctor of Education**

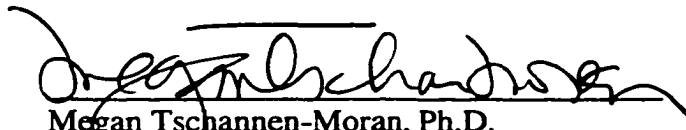
**by
Thomas Hall Beatty
April 2002**

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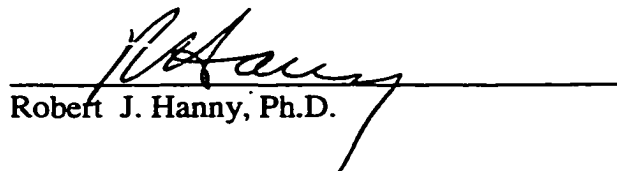
by

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Dedication

This study is dedicated to my wife, Diane, for her love and encouragement; to my daughters, Lauren and Joy, for their patience in allowing me to pursue this degree; and to my parents, Mrs. Pleasie G. Beatty and the late Dr. Joseph E. Beatty, Sr. whose love and prayers guided me.

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Abstract

THE RELATIONSHIP BETWEEN TEACHER SENSE OF EFFICACY AND PUPIL CONTROL IDEOLOGY IN URBAN MIDDLE SCHOOLS

The purpose of this study was to investigate teacher sense of efficacy and its relationship to pupil control ideology in urban middle schools. The following questions were investigated:

1. Among urban middle school teachers, what is the relationship between their level of self-efficacy for teaching and their pupil control ideology?
2. Are female middle school teachers more or less efficacious than male middle school teachers?
3. Are female middle school teachers more or less humanistic than male middle school teachers?

The study included middle school teachers from 4 urban school divisions in the Commonwealth of Virginia. Teachers from 13 middle schools from the 4 school divisions participated in this study which yielded a total of 161 teachers.

A Pearson r correlation was run to investigate the relationship between teacher sense of efficacy and pupil control ideology. T-tests were run to determine if statistically significant difference existed between the pupil control ideology and teacher sense of efficacy scores of urban male and female middle school teachers. The results of the Pearson r correlation indicated that there was no statistically significant relationship between teachers' sense of efficacy and their pupil control ideology. The t-test results indicated that urban female middle school teachers were more efficacious than urban

male middle school teachers. There was no statistically significant difference between the pupil control ideology mean scores of urban middle school teachers.

This study has implications for schools to provide staff development for urban male teachers to increase their sense of efficacy. A replication of this study using a larger sample and a different measure of pupil control ideology may yield different results.

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**THE RELATIONSHIP BETWEEN TEACHER SENSE
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Chapter 1

Introduction

The 1983 report, *A Nation at Risk*, sounded an alarm over the plight of American Education that is still heard today. The need for better understanding of teaching effectiveness continues to be an urgent concern. The nature of teacher effectiveness is an issue that has generated a considerable amount of research in the educational community. Even with the abundance of literature and research studies, little is known about effective teaching (Pajares, 1996; Ornstein, 1990; Rosenshine & Furst, 1971). This new century is demanding more of our students. The information society requires a higher level of skill and knowledge of all individuals than did the industrial economy, geared to factory production. It is imperative that individuals reason analytically, solve complex problems, and gather and synthesize data. Therefore, student performance must rise to a higher level. As society raises its expectations for student achievement, it must concomitantly raise standards for teachers. Teachers must be able to help all students increase conceptual understanding and analytical ability.

Given the implications of high-stakes testing in the Commonwealth of Virginia, public schools are responding to outside pressures of accountability that force them to initiate changes that make teaching more effective and schools more orderly. Schools are charged with maintaining a balance between behavioral and academic concerns as schools attempt to educate students. Teacher efficacy and control of students become major concerns as schools attempt to strike an appropriate balance between these factors.

Years of rigorous and varied investigation find researchers still striving to uncover objective criteria with which to measure effective teaching. Researchers

acknowledge that “teaching is complex, demanding, and uniquely human” (Clark & Peterson, 1996, p. 293), that “what makes a good teacher is a highly personal matter having to do with the teacher’s personal system of beliefs” (Combs, 1982, p.3).

Need for Study

The unfavorable educational consequences suffered by minority students at risk, stem in part from negative attitudes and stereotypes ingrained in the broader society and perhaps held by their teachers. It would be helpful for teachers to become more aware of their attitudes and beliefs and what impact they have on students. This responsibility is greater in situations in which the cultural and economic backgrounds of the teachers and students are different. It is extremely difficult to match students and teachers according to their ethnic, racial, and socioeconomic backgrounds—there simply are not enough minority teachers in the labor force (Haberman, 1995). Moreover, as Grant (1985) suggests, teachers (even minority teachers) are often trained by Caucasian middle class professors whose knowledge of urban schools, students at risk, and minority cultures comes from secondary sources.

Teachers, even African American teachers whose life experiences are similar to those of middle class Caucasians, tend to group and rank their African American students according to socioeconomic characteristics, teachability, and adaptability to bureaucratic school norms (Schunk, 1987). Such preconceptions impair the psychological processes through which student motivation and achievement are shaped (Goulder, 1978). Baron and Cooper (1975) conducted a meta-analysis of 20 studies on discrimination against minority students. They concluded that dominant cultural biases against minority

students at risk have had a detrimental effect on these students' motivation and achievement levels.

Teacher beliefs can make or break the learning process. Sabine's (1977) teacher effectiveness research demonstrated that students prosper academically when they are taught by teachers who believe in their own capabilities as teachers. According to the findings of Schmidt and Jacobson (1990), teachers' beliefs in custodially-oriented control of students were related to negative classroom and school effects in all cases, without exception. Teacher beliefs of custodial pupil-control orientation and external locus of control have been found to be significantly related to teacher burnout (Cadavid & Lunenburg, 1991).

Since researchers are beginning to advocate the development of teacher efficacy and the nurturing of humanistic attitudes in teachers, teacher-education program faculty may need to examine whether and in what ways they impact on teacher belief systems (Cadavid & Lunenburg, 1991). Determining that a system of beliefs differentiates the most effective teachers from the general population of professional teachers could, in part, affect the future direction of educational reform, teacher education, and ultimately the quality of the educational system.

Theoretical Rationale

Pupil Control Ideology

Pupil control ideology (PCI) is an ideology of control of students by school personnel. Silberman (1970) noted that the most important characteristic schools share in common is a preoccupation with order and control. For the teacher, pupil control is frequently so pronounced that the goal of classroom order often displaces student

learning as the definition of teaching effectiveness (Rosenholtz, 1989). As Lieberman & Miller (1984) observed,

No matter how effective teachers are in the classroom, all that is ever really known about them in the general organization of the school is whether or not they keep their classes in line or whether the students are in control. Control precedes instruction; that is a major shibboleth of teaching (p. 4).

The pupil control ideology construct was developed by Willower, Eidell, and Hoy (1973) as a means of measuring educators' views concerning the rights and status of students. Noting the importance of control in group life, Willower et al., (1973) examined norms, role expectations, rules and sanctions in developing their typology. Willower, Eidell and Hoy (1973) developed the custodial-humanistic framework based on the Gilbert and Levinson (1957) research conducted in mental hospitals.

The model for custodial orientation was the chronic mental hospital where a highly controlled environment places a high priority on the detention and safekeeping of patients. Willower, et al., (1973) characterized the custodial ideology in mental hospitals as pessimistic, impersonal, and mistrusting.

The humanistic ideology viewed patients in more psychological and less moralistic terms. A therapeutic environment fostered patient self-determination and recovery, where watchful mistrust was replaced with open lines of communication. Construct validation tests in school settings, including item analysis, resulted in a 20-item measurement questionnaire known as the PCI Form (Willower et al., 1973).

Pupil control ideology is viewed as a single factor ranging along a continuum with custodialism at one extreme and humanism at the other.

Lunenburg and Stouten (1983) found a direct relationship between custodialism or disinviting acts in teachers' pupil control ideology and children's projections of rejections and hostility onto teachers. They also found that inviting acts on the part of teachers were related to low student rejection of teachers.

Shearin (1982) demonstrated that consistency or agreement on humanistic or inviting acts among teachers within a school is important. Teachers' ratings on control ideology for four junior high schools were analyzed in relation to student alienation. These data showed that more humanistic schools had less student alienation.

Kottkamp and Mulhern (1987) studied the problem of motivation among teachers. They found that humanistic control ideology and an open school climate were positively related to motivation among teachers.

A humanistic pupil control orientation stresses an accepting, trustful view of students and optimism concerning their ability to be self-disciplining and responsible. A custodial ideology emphasizes the maintenance of order, distrust of pupil, and a moralistic stance toward deviance (Willower, 1975, p. 220).

Schools with a custodial orientation are rigid and highly controlled settings in which the primary concern is the maintenance of order. Authority is located at the top of the organization. Power and communications flow downward to students at the bottom, who are expected to accept decisions of teachers without question. There is a tendency to stereotype students according to appearance, behavior and parents' social status. Students are seen as irresponsible, undisciplined and untrustworthy. Student misbehavior

is viewed as a personal affront, and control is maintained through a system of punishments (Hoy, 2001; Bean & Hoy, 1974).

The school conceived through a humanistic orientation, on the other hand, is seen as an educational community where students learn through cooperative interaction and experience. Psychological and sociological views of learning and behavior replace moralistic ones. Students are trusted so that punishment gives way to self-discipline. Communication is open. A democratic atmosphere fosters student self-determination. Students are encouraged to act on their own volition and to accept responsibility for their actions (Bean & Hoy, 1974).

Teacher Sense of Efficacy

A teacher's sense of efficacy is a personal judgment regarding his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Armor, et al., 1976; Bandura, 1977). As Smylie (1990) notes, teacher efficacy "has been called central to the discourse on educational reform" (p.48).

Deciding how to measure the construct, teacher efficacy, presents thorny issues. Measurement problems have plagued those who have sought to study this construct (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Pajares (1996) states that many measures assess generalized personality traits rather than efficacy beliefs because these measurements elicit responses about a person's capabilities without the person having a clear idea as to the task at hand. Further, these measures do not consider the context or constraints that may affect performance. On the other hand, Pajares (1996) notes that

some efficacy measures are so specific that they are unable to predict beyond the specific skills being measured.

Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) proposed a model of teacher efficacy that is an outgrowth of Bandura's (1986, 1997) efficacy research. This model describes sources of efficacy information as being mastery experience, physiological arousal, vicarious experience, and verbal experience. Based upon these efficacy sources, the model indicates how the information is interpreted and how one is propelled to action or inaction.

The most effective way to create a strong sense of efficacy is through mastery experiences (Bandura, 1986, 1997). Successful performance accomplishments provide the most authentic evidence of whether one can bring about success in the future. Bandura (1986, 1997) further posits that a person's reaction to physiological and emotional cues is another source of efficacy information. These cues include reactions such as sweating, trembling and 'butterflies'. It is the interpretation of these body signals that informs our sense of efficacy. Vicarious experience is a source of efficacy beliefs that is made through social models. Seeing similar others, or those held in high regard succeed by persevering, raises one's own beliefs of capability to master similar tasks (Bandura, 1986; Schunk, 1987). Conversely, observing others fail despite persistent effort lowers one's judgments of efficacy. A final source for enhancing self-efficacy is verbal or social persuasion of one's capability, such as "Come on, you can do it." Unrealistic boosts in efficacy through persuasion are quickly deflated by failure. Such social persuasion, while commonly used by teachers, is one of the least effective means of raising self-efficacy.

Cognitive processing is the second component of the Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) efficacy model. Cognitive processing determines how the sources of efficacy information will be weighed and how they will influence the analysis of the teaching task and the assessment of personal teaching competence.

During the analysis of the teaching task, one determines the complexity of the task and the resources that may be available to assist in completing the task. One thought the teacher may have is “The principal is supportive of teachers in this building and he will provide the resources I need.”

While the analysis of the teaching task is occurring, one is also assessing his or her own competence as it relates to performance of the task. “Can I do this?” “I don’t know if I can teach inner city students.” Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) suggest that the final evaluation of the teaching task and the teacher’s self-perception of his or her own competence to employ those strategies to perform the task results in the teacher’s level of efficacy. The goal that the teacher sets and his or her effort or level of persistence is then determined based upon the teacher’s sense of efficacy.

Teacher Sense of Efficacy and Beliefs about Control

Research has demonstrated that a relationship exists between teacher efficacy beliefs and beliefs about pupil control (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990; Bush, 1985). Research also indicates that teacher beliefs is the single most significant variable in classroom success (Getzels & Jackson, 1961). Jackson and Pauley (1999) found that teacher beliefs affect how teachers communicate to their students. They found that high efficacy teachers were more capable of shifting to accommodate

each of their students' various needs and this ability may be the most important factor in determining the success or failure of students in the classroom. Because high efficacy and humanistic teachers behave in ways that facilitate student achievement as well as student development, it is imperative that researchers investigate ways to facilitate the development of high efficacy and humanistic teachers.

Woolfolk and Hoy (1990) examined the relationship between pre-service teachers' sense of efficacy and their beliefs of pupil control. They observed that prospective teachers with high teaching efficacy are more humanistic in their pupil control ideology than those with low teaching efficacy; however, the relationship exists among prospective teachers who believe that they have the ability to make a difference in student achievement—that is, only those who also have a high personal efficacy (p. 88). It is possible that pre-service teachers who are confident in their capabilities display more humanistic and less interventionist, classroom management strategies.

Research has demonstrated that urban teachers often hold lower expectations for their students than other teachers (Winfield, 1986; Brophy and Good, 1970) and urban teachers' beliefs about their students' academic ability are based upon such non-instructional factors as appearance, race, and socioeconomic status. Further, urban students are frequently misperceived and they are keenly aware of this discrimination (Davidson & Lang, 1960; Entwisle & Webster, 1974; Graham, 1986). Ichheiser (1970) notes that individuals consciously or unconsciously anticipate and adjust their behavior to some degree to match the expectations and stereotypical images they hold in mind. Wilder and Cooper (1981), Hamilton (1981), and Fazio, Powell, and Herr (1983) have found that when persons who do not individuate members of a different group are forced

to recall detailed information about individual group members, stereotypes often come into play.

Urban school teachers are given ample opportunities to develop disparate attitudes and stereotypes relating to their students. If these teachers hold firmly to the biases of the dominant culture, they are apt to misperceive their students' behavior and performance in all or some aspects, thereby causing them to behave differently towards these students (Neal, Davis-McCray & Webb-Johnson, 2001).

Teacher Sense of Efficacy and Gender

There is a paucity of research concerning teacher sense of efficacy beliefs and gender. The available research indicates that females tend to have a higher sense of efficacy for teaching than males (Brennen & Robison, 1995). The research further indicates that because society views teaching as a female profession (Kalaian & Freeman, 1994), females have a greater satisfaction level for teaching than males.

Pupil Control Ideology and Gender

Male teachers tend to be more custodial in their control ideologies than females (Midgley, Feldläufer, & Eccles, 1989; Leppert & Hoy, 1972). This was found for teachers in elementary and secondary schools (Midgley, et al., 1989). Male teachers also employ an authoritarian approach when handling discipline issues (Harris, 1984).

Statement of the Problem

The basic goal of education is to facilitate academic and affective growth in students. Since teachers are inextricably connected to the success or failure of their students, the beliefs that teachers hold about themselves as well as their students will have an impact on student learning. In reviewing the literature on teacher efficacy as well as

pupil control ideology, what seemed to emerge was that the students of high efficacy teachers performed better academically than the students of low efficacy teachers. Further, low efficacy teachers tend to be more custodial in their beliefs relating to the control of students (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990; Winfield, 1986).

There is a paucity of research on the relationship of teacher efficacy to pupil control ideology in public schools, more specifically urban middle schools. The research available investigated this relationship in a religious school and in pre-service teachers. This research sought to answer the following question:

Is there a relationship between teachers' sense of efficacy and teachers' beliefs about the control of students among teachers in urban middle school settings?

Research Questions

The following questions were addressed in this study:

1. Among urban middle school teachers, what is the relationship between their level of self-efficacy for teaching and their pupil control ideology?
2. Do urban female middle school teachers have a greater sense of efficacy than urban male middle school teachers?
3. Are urban female middle school teachers more or less humanistic in their pupil control ideology than urban male middle school teachers?

Definition of Terms

Teacher Sense of Efficacy: A teacher's belief about his or her capabilities to

bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran, et al., 2001).

Pupil Control Ideology (PCI): Beliefs held by teachers about the control of students. These beliefs are conceptualized as a continuum ranging from humanistic to custodial (Willower, et al., 1967).

Humanistic PCI: The view held by teachers who desire a democratic classroom with open communication and pupil self-determination (Willower, et al., 1967).

Custodial PCI: The view held by teachers who consider most pupils irresponsible, and exercise watchful mistrust over pupil behavior (Willower, et al., 1967).

Minority: A group of people whose race, religion, or ethnic background differs from the race, religion, or ethnic background of the majority of people in a given country. Major minority groups in the United States include African Americans, Asian Americans, Hispanic Americans, and Native Americans (Howes & Howes, 1982).

Urban School: A school located within a city whose student population is largely economically disadvantaged and predominately or completely minority (D'Amico & Corcoran, 1985).

Limitations of the Study

A limitation of this study regarded the use of self-report instruments. General controversy over the validity and reliability of self-report inventories has persisted for

some time (Combs & Soper, 1963; Heilbrun, 1965; Purinton, 1965; Purkey, 1968; Shulman, 1968; Wylie, 1961). In spite of the possible biases, many researchers find the use of self-report instruments for beliefs to be appropriate. They have taken the position that self-reports are useful respondent information (Rogers, 1951), that any individual has the right to be believed (Allport, 1954), and that if one's history cannot be known, there is no recourse but to assess directly through self-report (Mischel, 1968). Wylie (1974) added, "self-referent constructs are potentially very important to theoretical understanding and practical application" (p. 701). Currently, self-report procedures represent the most widely used means with which to assess the belief systems under examination.

A possible limitation was the *ex post facto* nature of the design of the study. This study investigated the relationship of variables but it did not allow the investigation of predictive or causal explanation.

The middle schools that participated in this study were not selected by random sampling. However, 13 urban middle schools representing several school divisions in Virginia were used. Because teachers who participated in this study were volunteers, their beliefs may not be representative of all urban middle school teacher beliefs. The results of this study should be generalized with caution to other urban school divisions in Virginia.

Chapter 2

Literature Review

School systems that attempt to respond to outside pressures of accountability have an obligation to seek changes that make schools and teaching more effective. Those factors proven to have an impact on the degree of teacher effectiveness should be carefully considered as schools undertake the challenge of educating students. Brophy (1979) demonstrated that teachers who believe strongly that their students are capable of learning new skills or subject matter are more likely to be successful in increasing students' learning. The position set forth in this research is that teachers of urban middle school students must, to some extent, reject the negative dominant cultural assumptions in order to help their students achieve.

Teacher Sense of Efficacy

The idea that teachers' self-beliefs are determinants of teaching behavior is a simple, yet powerful idea (Tschannen-Moran, et al., 1998). An attribute of effective teaching is a strong sense of efficacy. Researchers have related teacher sense of efficacy to a variety of positive teacher behaviors and student outcomes (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Teacher sense of efficacy has been strongly related to achievement (Moore & Esselman, 1992; Ross, 1992; Ashton and Webb, 1986), students' own sense of efficacy (Anderson, Greene, & Loewen, 1988), and student motivation (Midgley, Feldlaufer, & Eccles, 1989). Teachers high in efficacy tend to experiment more with a variety of teaching methods to better meet their students' needs (Guskey, 1988; Stein & Wang, 1988). High efficacy teachers plan more, persist with students who

struggle and show less criticism toward student errors (Allinder, 1994; Gibson & Dembo, 1984).

Efficacious teachers persist with struggling students and criticize less after incorrect student answers (Gibson & Dembo, 1984). They are more likely to agree that a student of low socioeconomic status should be placed in a regular education setting and less likely to refer students for special education (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993). Coladarci (1992) observed higher professional commitment for efficacious teachers.

Teacher Sense of Efficacy and Student Achievement

The correlates of teacher efficacy are many when using a variety of efficacy scales and measurements. Students of efficacious teachers generally have outperformed students in other classes. Teacher sense of efficacy was predictive of achievement on the Iowa Test of Basic Skills (Moore & Esselman, 1992), the Canadian Achievement Tests (Anderson, Greene & Lowen, 1988), and the Ontario Assessment Instrument Pool (Ross, 1992). Watson (1991) observed greater achievement in rural, majority African American, and majority White schools for students of efficacious teachers.

The Meaning of Teacher Sense of Efficacy

Tschannen-Moran, Woolfolk Hoy and Hoy (2001) define teacher efficacy as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). The study of teacher efficacy is a little over two decades old and began with the Rand researchers' evaluation of whether teachers believed they could control the reinforcement of their actions (Armor et al., 1976). This early work was

founded on Rotter's (1966) locus of control theory, and it was assumed that student learning and motivation were the relevant reinforcers of teaching action.

Historically, the work of Bandura (1977) and Rotter (1966) influenced the study of teacher sense of efficacy. Unfortunately, researchers' misinterpretations of these theories have caused much confusion as it relates to the theoretical foundation of teacher efficacy as well as the attempts to measure the construct. In spite of measurement confusion, teacher efficacy still emerged as an important factor in educational research. As Woolfolk and Hoy (1990) noted, "Researchers have found few consistent relationships between characteristics of teachers and the behavior or learning of students. Teachers' sense of efficacy...is an exception to this general rule" (p. 81).

While the study of teacher efficacy has borne much fruit, the meaning and appropriate measure of this construct have been the subject of much debate (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). The debate has been centered on two issues. First, based on the theoretical nature of the self-efficacy construct as defined by Bandura (1977, 1997), researchers have argued that self-efficacy is most appropriately measured in a context-specific manner (Pajares, 1996). Second, the construct validity of scores from the primary instruments purporting to measure teacher efficacy has been severely questioned (Tschannen-Moran et al., 2001; Coladarci & Fink, 1995; Guskey & Passaro, 1994). Teacher efficacy beliefs present many challenges; however, researchers continue to explore this construct because of its powerful implications. This study provided a summary of the predominate measures of teacher efficacy and explicated a model of teacher efficacy developed by Tschannen-Moran, Woolfolk Hoy & Hoy (1998, 2001).

The Rand Studies

Social cognitive theory provides the theoretical foundation for teacher efficacy (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). In a comprehensive review of teacher efficacy, Tschannen-Moran et al., (1998) note that at the birth of teacher efficacy, Rand researchers developed two items that were based on the locus of control theory:

- Item 1: When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depend on his or her home environment.
- Item 2: If I really try hard, I can get through to even the most difficult or unmotivated students.

These items were intended to assess whether a teacher believed that student learning and motivation were under the teacher's control. A teacher expressing strong agreement with the first statement believes that the influence of a student's environment is greater than the teacher's influence in affecting student performance. A teacher expressing strong agreement with the second Rand item believes that the teacher can overcome environmental factors in affecting student performance.

Gibson and Dembo's Teacher Efficacy Scale

Because of concerns about construct definition and reliability of measurement with only two items, Gibson and Dembo (1984) sought to develop a longer and more valid teacher efficacy measure. They argued that the two items used by the Rand researchers corresponded to Bandura's (1977) outcome expectancy and self-efficacy dimensions of social cognitive theory. Rand Item 1 was thought to assess an outcome expectancy regarding a teacher's belief whether teaching can impact student learning

despite external constraints. This construct was initially labeled teaching efficacy and was later called general teaching efficacy (GTE). Rand Item 2 was thought to assess self-efficacy, or a teacher's perceived ability to positively impact student learning. This construct was labeled personal teaching efficacy (PTE).

Gibson and Dembo (1984) developed additional items modeled after the Rand items which eventually resulted in a sixteen-item scale. After a multitrait-multimethod construct validity study was conducted, the result was the Teacher Efficacy Scale (TES). This scale became the most popular instrument in the field used to study teacher efficacy. Ross (1994) labeled it the standard instrument in the study of teacher efficacy. The Gibson and Dembo (1984) measurement yielded a two-factor structure which the researchers assumed reflected the two expectancies of Bandura's social cognitive theory: self-efficacy and outcome expectancy. However, this interpretation has been called into question, as noted in the Tschannen-Moran et al., (1998) review, "The lack of clarity about the meaning of the two factors and the instability of the factor structure make this instrument problematic for researchers" (p. 789).

As teacher efficacy research flourished, serious questions about the Gibson and Dembo (1984) Teacher Efficacy Scale arose. Specifically, in a study of correlations among scores from the major instruments of teacher efficacy, Coladarci and Fink (1995) found weak evidence for the discriminant validity of PTE and GTE scores. Furthermore, Guskey and Passaro (1994) reported that the PTE and GTE factors did not correspond to self-efficacy and outcome expectancy, but to an internal versus external orientation. This dichotomy resembled locus of control and attributional theory orientations more than self-efficacy theory.

The Coladarci and Fink (1995) and Guskey and Passaro (1994) studies pointed out potential theoretical confounds in the TES. The TES was originally developed from the two Rand items which were based on locus of control theory. Gibson and Dembo (1984) later interpreted the items as reflecting self-efficacy theory. Accordingly, the TES appears to have elements of both theoretical orientations captured in its items. As might be expected from an instrument that is grounded in two theoretical orientations, the study of teacher efficacy has suffered an adolescent identity crisis as researchers have sought to clarify this construct (Tschannen-Moran et al, 1998, Tschannen-Moran & Woolfolk Hoy, 2001).

The Tschannen-Moran, Woolfolk Hoy and Hoy Challenge

In an effort to bring some coherence to the meaning and measure of teacher efficacy, Tschannen-Moran, Woolfolk Hoy and Hoy (1998, p. 227) developed a model that “weaves together both conceptual strands” in teacher efficacy’s storied history. The model, presented in Figure 1, represents an important advancement in the area that is guiding many current research efforts.

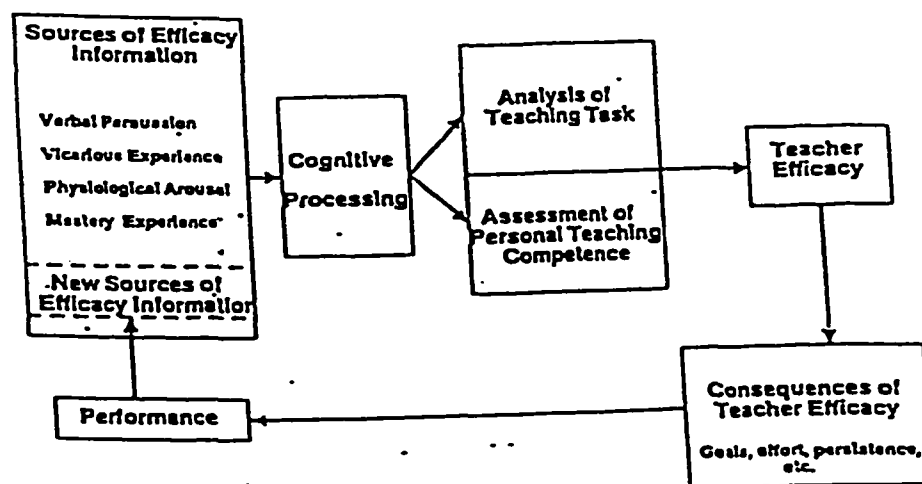


Figure 1 The Cyclical Nature of Teacher Efficacy

Sources of Efficacy Information

According to Bandura (1986, 1997), people make judgments about their capabilities (accurate or not) based on mastery experiences, physiological and emotional states, vicarious experiences and social persuasion. These four sources of efficacy information are powerful arbiters of human behavior. Teachers gain knowledge and experiences through experiential activities. They also gain information based on seeing how peers they judge to be similar to themselves perform at various levels and under given circumstances. In addition, teachers are told by colleagues and others about their expected capabilities. And teachers interpret physiological feedback about their capabilities through symptoms such as trembling hands or “butterflies”. These sources of efficacy information are not mutually exclusive, but interact in the overall process of self-evaluation.

Mastery Experiences. Bandura (1977) advises that enactive experience is a highly influential source of efficacy information. Efficacy beliefs are enhanced when success occurs early in the learning or when success is achieved with little or no external assistance. Efficacy beliefs are not enhanced when the task is perceived as unimportant or insignificant or when success is not realized after much effort has been expended. Additionally, efficacy is not enhanced when success is realized as a result of outside assistance. Successful experiences raise self-efficacy with regard to the target performance while experiences with failure lower it.

Physiological and Emotional Arousal. Bandura (1977, 1997) states that people often have physical reactions to anticipated events. Many teachers have testified to sweaty palms and nervous vocal reactions when standing before a classroom full of

students who they perceive as hostile or unmotivated. These physiological indicators are sources of self-efficacy information as well. A moderate degree of arousal enhances efficacy beliefs because it forces one to attend to what is important while high degrees of arousal lowers efficacy beliefs because functioning is impaired.

Vicarious Experiences Another source of efficacy information is vicarious experience through observation. Observing peers, or peer models, especially those with perceived similar capabilities, perform target performances results in evaluative information about one's personal capabilities. Tschannen-Moran et al., (1998) indicate in their description of the model that vicarious experiences are gained in many ways. Teacher education programs, professional literature, the media and even gossip in teachers' lounges all provide images of teaching that may assist in enhancing or lowering efficacy beliefs. Bandura (1977, 1986) notes that many novice teachers compare themselves with more experienced teachers which enhances novice teachers' beliefs about teaching under similar circumstances. Tschannen-Moran et al., (1998) posit that efficacy beliefs are lowered when novice teachers observe the failures of experienced teachers' persistence unless the novice perceives him or herself as more capable than the experienced teacher.

Verbal Persuasion Verbal persuasion or convincing serves as another source of efficacy information. Teachers, for example, can raise or lower colleagues' perceptions of efficacy by suggesting whether or not they have the capabilities to succeed in a given task (Bouffard-Bouchard, 1989). The persuader can also be used to demonstrate to self-doubters that personal capabilities are more often a result of effort rather than innate capability. Teachers who hear "Come on, you can do it" are encouraged when this

persuasion or feedback comes from someone who they see as a credible source (Bandura, 1986). Conversely, when the comments are overly critical, it may only lower efficacy beliefs. Feedback may come from supervisors, teachers, or even students.

Cognitive Processing. All four sources of efficacy information are important in the formation of efficacy beliefs; however, the interpretation of these sources of efficacy information is critical and occurs during cognitive processing (Bandura, 1997; Tschannen-Moran, et al., 1998). During cognitive processing, the sources of efficacy information are weighed and interpreted and influence the analysis of the teaching task as well as the assessment of one's teaching competence. The timeframe switches from past to future when assessing the anticipated task and one's capability to meet the demands of that task.

Analysis of Teaching Task. Teacher efficacy is a simultaneous function of a teacher's analysis of the teaching task and his or her assessment of his or her personal teaching competence or skills. As described by Tschannen-Moran et al., (1998), "analyzing the teaching task and its context, the relative importance of factors that make teaching difficult or act as constraints is weighed against an assessment of the resources available that facilitate learning" (p.228). The task analysis evaluates the specific elements of the teaching situation. Task analysis is distinguished from GTE in that it invokes more elements that can help and hinder teaching. Henson (2000) posits, "This conceptualization is consistent with Bandura's (1977) triadic reciprocal causation, such that a teacher's efficacy belief stems from dynamic interplay of the environment, behavior, and personal factors" (p. 11).

As Tschannen-Moran et al., (1998) contend the analysis of the teaching task is consistent with Skinner's (1996) concept of contingency or means-ends relationships. The teacher must think about the desired outcomes and those strategies that he or she must employ to achieve the outcome. This includes a consideration of resources as well as barriers to success.

Assessment of Personal Teaching Competence. This component of the model is similar to Rand Item 2 that purported to measure the teacher's perceived ability (PTE) to positively impact student learning. Self-efficacy beliefs are judgements of expected performance of a task at some point in the future. Tschannen-Moran et al., (1998) argue that these futuristic judgments occur only after a teacher evaluates his or her current skill level. Further, the judgement occurs after the teacher's current skill level is weighed against the task analysis. Tschannen-Moran et al., (1998) state, "In assessing the teaching competence, self-perceptions of the teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits balanced against personal weaknesses or liabilities in this particular teaching context" (p. 228). According to the model, these two processes, task analysis and assessment of competence, occur simultaneously and in light of each other, eventually resulting in an efficacy belief held by the teacher for the given context.

Teacher Sense of Efficacy. The Tschannen-Moran, Woolfolk Hoy and Hoy (1998) teacher sense of efficacy model holds that teacher sense of efficacy beliefs should be referenced to specific tasks. The model also brings into focus a clearer picture of the true power of teacher sense of efficacy. The model takes a more comprehensive look at self-efficacy as it relates to teachers—it conceptualizes teacher efficacy in terms of the

confluence of judgments about personal teaching competence and the teaching task—and explicates a cyclical feedback loop for efficacy judgments.

Pupil Control Ideology

Schools share the characteristic of mandatory participation of clients and unselected clientele with only two other institutions in our society—mental hospitals and jails (Hoy, 2001). That individuals must attend school seems a reasonable beginning for conceptualizing Pupil Control Ideology (PCI). Schmidt (1992) notes

[P]ublic schools have little choice in the selection of the clients and, conversely, students have little choice in their participation in the organization of the school. The mandatory nature of the pupils' participation suggests that schools are of necessity dealing with some students who have little or no desire to take advantage of the services delivered by the school. It seems reasonable that the control of pupils would be a major concern, as well as the students' perception of the method of control upon their relationship with the school as an institution (p. 39).

Pupil control is a salient feature of school organizational life (Waller, 1932).

Pupil control has been conceptualized along a continuum ranging from “custodialism” at one end to “humanism” at the other (Willower, Eidell, & Hoy, 1973). The Pupil Control Ideology Form (PCI) was constructed by Willower, Eidell and Hoy (1973) to measure the pupil control ideology of teachers on a humanistic-custodial continuum.

Accordingly, Willower, et al., (1967) conceptualized custodial schools as high in control with a primary concern for maintenance of order. Students are conceived as undisciplined and irresponsible. Teachers with a custodial ideology are concerned with control of students in the classroom (Hoy, 2001). A custodial teacher may view student

questions as an affront to the teacher's control in the classroom. Unruly students are often ejected from the classroom and sent to the office as a punishment.

Conversely, the humanistic orientation conceptualizes an accepting, trusting view of students who are capable of self-discipline and accept responsibility. A humanistic teacher may view student misbehavior as being symptomatic of another issue such as not understanding the lesson or simply fatigue. This teacher spends extra time in an attempt to diagnose the cause of the misbehavior.

School Characteristics

Pupil control has been linked to school characteristics. The Organizational Climate Description Questionnaire (Halpin & Croft, 1963) is used to determine the degree of openness or closedness in school settings. Open schools are characterized as high in teacher morale and positive professional relationships whereas closed schools are those with high degrees of staff divisiveness and nonprofessional concerns. Studies suggest that a positive relationship exists between closed schools and custodial pupil control orientations while open schools are more likely to foster positive student/teacher relationships (Appleberry & Hoy, 1969; Hoy & Appleberry, 1970; Hoy & Appleberry, 1970).

Dogmatism and Custodialism

People characterized as dogmatic are more likely to have a custodial orientation. Dogmatism refers to the extent to which an individual's belief system is open or closed. People with open belief systems analyze information objectively and act upon it based on its own intrinsic merit (Rokeach, 1968). People with closed belief systems distort information and respond to it based on irrelevant factors (Helsel, 1976). As Rokeach

(1968) notes, one is open minded to the degree that the need to know is greater than the need to ward off threat. One is closed minded to the degree that the need to ward off threat is greater than the need to know. Several studies indicate that closed-mindedness is positively correlated to custodialism (Packard, 1988; Helsel, 1976; Longo, 1974; Lunenburg & O'Reilly, 1974).

Student/Teacher Relations

Pupil control ideology has been directly linked to environmental robustness. Schools or classrooms high in robustness have been described as interesting, active, challenging, fresh, and meaningful. Environments low in robustness have been described as boring, dull, stale, meaningless, and unimportant (Licata & Wildes, 1980). Estep, Willower, and Licata (1980) compared measures of classroom robustness and pupil control ideology in middle, junior, and high schools in two northeastern school districts. Significant correlations were found between the two variables. The more humanistic the teacher, the more robust the classroom was rated by students. Lunenburg (1980) compared classroom robustness and pupil control ideology in both public and private schools. Classes rated by students as interesting, meaningful, and important tended to be taught by teachers with more humanistic control ideologies.

Elementary students taught by teachers with a custodial orientation were more likely to have strong feelings of hostility and rejection towards these teachers (Lunenburg and Stouten, 1983). The relationship between pupil control ideology and quality of school life has also been examined. Quality of school life refers to students' satisfaction with school, commitment to coursework, and reactions to teachers. Results from elementary and secondary schools from 5 Midwestern schools districts revealed that

students who scored high in school satisfaction and commitment were taught by teachers who were more humanistic in their control ideologies (Lunenburg and Schmidt 1989). Further, a positive correlation existed between students' positive reactions towards their teachers and teachers' humanistic orientations.

A teacher's pupil control ideology has a direct effect on classroom instruction. Deibert and Hoy (1977) found a positive correlation between students' self-actualization and teachers' humanistic control ideologies. A student's self-actualization refers to the process of growth towards the student fulfilling his or her potential in variety of affective domains. Further, humanistic teachers are more likely to emphasize higher cognitive thinking activities in their classrooms (Bean & Hoy, 1974). Humanistic teachers were more likely to have students with positive self-concepts, including students' perceptions of their motivation toward classroom tasks (Lunenburg, 1983).

Ideology versus Behavior

Even though a teacher's ideology as it relates to student control may be a positive predictor of student outcomes, control ideology should not be confused with control behavior. Pupil control ideology refers to a teacher's belief about the control of students; control behavior refers to the actual practice. Teachers may not act in accordance with their beliefs for a variety of reasons such as norms, rules, role expectations, or sanctions (Lunenburg & Schmidt, 1989). For these reasons, personal beliefs are not always fully expressed which can be misleading to others. When this occurs, teachers' actions are usually exaggerated in the custodial direction. Packard and Willower (1972) discovered that both principals and school counselors rated teachers as being much more custodial than the teachers' pupil control ideology scores indicated. Teachers tend to act in a more

custodial manner when their actions are subject to scrutiny by other staff members. This does not necessarily mean that pupil control ideology instruments are not valid measures of control ideology. It may mean that the image teachers project to colleagues or other school staff may be consciously different from what is projected behind the closed doors of their classrooms (Lunenborg & Schmidt, 1989).

Teacher Sense of Efficacy and Beliefs about Control

Woolfolk, Rosoff, and Hoy (1990) observed that “teachers’ sense of efficacy appears to be related to the teachers’ classroom management and control strategies” (p. 140). Ashton and Webb (1986) note that the characteristics and techniques of high efficacy teachers and low efficacy teachers are not distinguished by a single variable. These teachers (high and low efficacy) do not employ exactly the same discipline methods. Although specific teacher efficacy beliefs do not necessarily correspond to specific classroom management techniques, generalizations can be made when analyzing the various strategies of high and low efficacy teachers.

Classroom management devices of low efficacy teachers. Ashton and Webb (1986) observed that teachers with a low sense of efficacy often ran orderly classes from the teachers’ point of view; however, disorder was ever-present. Low efficacy teachers define classroom situations in terms of conflict. It is commonly contended that a single student can disrupt an entire class and badly damage the teacher’s authority. Barfield and Burlingame (1974) observed that low efficacy teachers believe that low achieving students try to disrupt class. This leads low efficacy teachers to work diligently in an effort to keep things under control. Controlling the class is a primary aim and low efficacy teachers employ a variety of techniques to accomplish it. Hoy (2001) states that

one technique frequently used is to publicly embarrass students who misbehave. This tactic serves both to punish the transgressing student and to discourage other students from similar misbehavior. Another classroom management device used by low efficacy teachers is to separate difficult students from their classmates. Excommunication, as used by Ashton and Webb (1986) means sending potential troublemakers out of the classroom.

Classroom management devices of high efficacy teachers. Barfield and Burlingame (1974) state that the classroom management devices of high efficacy teachers are characterized by relative harmony. These teachers make fewer and less negative comments about the students in their classes. Excommunication is seldom employed as a classroom management technique and the classroom atmosphere is relaxed and friendly. When student misbehavior occurs, high efficacy teachers find it necessary to correct students; however, problems are handled quietly and directly without negative effect, sarcasm, or embarrassment. These teachers are not likely to perceive students as desiring to misbehave and they are less likely to think that rule infractions challenge their authority. Hoy (2001) observed that teachers with humanistic ideologies (which is indicative of high efficacy teachers) attempt to diagnose causes of misbehavior.

While low efficacy teachers define their classes in terms of conflict and potential disruption, high efficacy teachers define student misbehavior in less threatening terms and react to it less harshly and with less emotion. Ashton and Webb (1986) observed that while high efficacy teachers do lose their tempers and sometimes speak harshly to their classes, they engage in these behaviors less frequently than their low efficacy counterparts.

Pupil Control Ideology, Gender and School Level

Studies exist linking pupil control ideology and gender. Leppert and Hoy (1972) found that male teachers tend to be more custodial than female teachers. This finding was based upon the results of a study that was conducted in over 900 middle and elementary schools. Midgley et al., (1988) found this same relationship in a study of 171 junior high and elementary school teachers. These results are similar to those found by researchers examining just elementary schools (Multhaug, Willower, & Licata, 1978), as well as combinations of elementary, middle and high schools (Brenneman, 1974; Harris, Haplin, & Halpin, 1985). Packard (1988) notes that in 25 of 27 studies reporting differences between the PCI scores of males and females, males were more custodial. Packard (1988) also notes that the differences were relatively small.

Studies consistently reveal that elementary teachers are more humanistic than high school teachers (Barfield & Burlingane, 1974; Brenneman, 1974; Salerno & Willower, 1975). Some portion of the difference between teachers of young children and teachers of older children may be due to the humanistic scores of females, who comprise the majority of elementary school teachers. However, Hoy (2001) posits that elementary teachers are sometimes more humanistic than high school teachers because smaller children are more trusting, less intimidating and are easily manipulated. High school teachers are often more intimidated by older students who are sometimes taller than the teachers and in many instances, may be smarter (Hoy, 2001).

Teacher Sense of Efficacy and Gender

Few studies exist that explore the relationship between teacher efficacy and gender. Wheeler (1983) and Bandura (1986) indicate in general, gender has a significant impact on the relationship between sense of efficacy and career preference. Wheeler (1983) reports that females tend to be more efficacious in fields where their gender is more prevalent.

Evidence exists of a positive relationship between females and personal teaching efficacy as well as general teaching efficacy (Shahid & Thompson, 2001; Anderson, Greene, & Lowen, 1988; Evans & Tribble, 1986; Greene, & Lowen, Olejnick, & Parkay, 1990). A possibility for these findings may be that teaching is viewed as a female occupation and females are more satisfied with teaching (Apple & Jungck, 1992). Kalaian and Freeman (1994) posit that the influence of feelings of success are stronger for females because the beliefs of women teachers are more in tune with the dominant ideology of schools such as a commitment to student-centered approaches. There is evidence that suggests that teachers' belief in their ability to effect student change when considering external factors is slightly weaker in male than female teachers (Brennen & Robison, 1995).

Summary

Teacher beliefs about their own abilities as practitioners impact their level of performance in the classroom (Tschannen-Moran, et al., 1998). Further, as teachers' sense of efficacy increases, they are better poised to positively affect the performance of their students (Moore & Esselman, 1992; Anderson, Greene & Lowen, 1988). Evidence also suggests that teacher beliefs about the control and management of students impacts

students' ability to achieve success in the classroom (Licata & Wildes, 1980; Lunenburg, 1980; Lunenburg & Stouten, 1983).

Chapter 3

Methodology

The major purpose of this study was to discern if a relationship exists between the teacher self-efficacy beliefs and pupil control ideology of urban middle teachers.

Research Questions

1. Among urban middle school teachers, what is the relationship between their level of efficacy and their pupil control ideology?
2. Do female middle school teachers have a greater sense of efficacy than male middle school teachers?
3. Are female middle school teachers more or less humanistic in their pupil control ideology than male middle school teachers?

Data Collection

Six urban school divisions across the Commonwealth of Virginia were contacted for permission to collect data in their middle schools. Once all permissions were secured from school divisions as well as building principals, the researcher requested fifteen minutes of time at regularly scheduled faculty meetings to administer the surveys to urban middle school faculties. The researcher explained the purpose of the study to the faculty and principal, assured confidentiality, and requested that teachers complete the surveys in as candid a manner as possible. Faculties were advised that they did not need to respond to any item that they did not feel comfortable answering. Data beyond the purposes of this study were gathered at the same time, so that one third of the teachers present responded to the survey of teacher efficacy and pupil control ideology. No

attempt was made to gather data from those teachers not present. Questions concerning demographic information about the school, such as number of students and teachers, racial composition of students and teachers, were included for the principal to complete.

Sample

This was a convenience sample of urban middle schools across the Commonwealth of Virginia. Four of the 6 urban school divisions that were contacted agreed to participate in this study. Thirteen middle schools from the school divisions participated. There was a total of 161 teachers from the 13 middle schools who responded to the survey. The middle schools that participated in this study were not selected by random sampling. However, a broad base of urban middle schools across the Commonwealth of Virginia was selected.

Ethical Safeguards

The researcher conducted the study in a manner that sought to protect the anonymity of the principals and teachers. Identification numbers were assigned to schools and school faculties so as to assure confidentiality. The researcher assured all teachers that their responses to the questionnaires would be anonymous and that no identifying marks would indicate which teachers completed which questionnaires. The Human Subjects Review Board at the College of William and Mary granted permission for this study to be conducted.

Instrumentation

Social Processes in Schools Form AWM-01 (Tschannen-Moran, et al., 1998) was employed to collect data for this study. This 67-item instrument measures several constructs; however, items 33 through 54 were the focus of this study. More specifically, items 33 through 42 measure pupil control ideology and items 43 through 54 measure teacher sense of efficacy.

Hoy (2001) conceptualizes pupil control orientations along a continuum ranging from custodial at one end to humanistic at the other. “Teachers with a custodial orientation of pupil control view students as irresponsible and undisciplined individuals who must be controlled by punitive sanctions. A humanistic control orientation is marked by optimism, openness, flexibility, understanding, and increased student self-determination” (p. 3).

Items 33 through 42 were adapted from the 20-item PCI Form (Willower et al., 1967). The 10 items from the 20-item PCI Form with the strongest factors were retained. The items retained measure the degree to which an individual’s pupil control ideology is custodial; the higher the score, the more custodial the ideology and conversely, the lower the score, the more humanistic the attitude. A 6-point response set is used for each item, with anchors at 1-Strongly Agree to 5-Strongly Disagree. The reliability of the original PCI Form is consistently high—usually above .80 (Packard, 1988; Willower, Eidell, & Hoy, 1967). Cronbach’s alpha reliability for the adapted PCI form used in this study is .76.

The construct validity of the original PCI scale has been supported in a number of studies (Packard, 1988; Willower, Eidell, & Hoy, 1967). In earlier studies, validity of the PCI Form was based upon principals' judgments concerning the pupil control ideology of some of their teachers (Willower, et al., 1973). Principals were asked to read descriptions of the custodial and humanistic viewpoints and to identify a specified number of teachers whose ideology was most like each description. The number of teachers of each type was based on the size of the school. A t-test for the difference of the means of two independent samples was applied to "test the prediction that teachers judged to hold a custodial ideology would differ in mean PCI Form scores from teachers judged to have a humanistic ideology" (Willower, et al., 1973). Using a one-tailed test, the calculated value was 2.639, indicating a difference in the expected direction, which was significant at the .01 level. The split-half reliability of the scale resulted in a .91 reliability coefficient (Willower, et al., 1973).

Sample pupil control ideology items from the Social Processes in Schools Form AWM-01 include:

- Being friendly with students often leads them to become too familiar.
- Students cannot be trusted to work together without supervision.

An additional modification was made to the original PCI form. The word, *pupil*, was changed to *student* because the word *pupil* is an antiquated term. The word *student* is a term that is now used more commonly by teachers.

The 12 teacher efficacy items (items 43 through 54) from the Social Processes in Schools Form AWM-01 are the items from The Teacher Sense of Efficacy Scale

(Short Form) (Tschannen-Moran, et al., 1998). The scale has been correlated with existing measures of teacher efficacy. More specifically, this scale measures teacher sense of efficacy in terms of efficacy for student engagement, efficacy for instruction, and efficacy for classroom management. The scale was examined for construct validity by assessing it with the two Rand items:

- Item 1: When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depend on his or her home environment.
- Item 2: If I really try hard, I can get through to even the most difficult or unmotivated students. ($r = 0.18$ and 0.53 , $p < 0.01$).

The scale was also assessed to both the personal teaching efficacy (PTE) factor of the Gibson and Dembo measure ($r = 0.64$, $p < 0.01$) and the general teaching efficacy (GTE) factor ($r = 0.16$, $p < 0.01$). Cronbach's alpha reliability of the 12-item scale is .90. A 9-point response set is used for each item, with anchors at 1-Nothing, 3-Very Little, 5-Some Influence, 7-Quite A Bit, and 9-A Great Deal. There are four items in each of the teacher sense of efficacy subscales. The reliabilities for efficacy for student engagement, efficacy for classroom management, and efficacy for instructional strategies are .81, .86, and .86, respectively.

Following item is an example of efficacy for instructional strategies:

- To what extent can you craft good questions for your students?

Following is a sample item of efficacy for student engagement.

- How well can you implement alternative strategies in your classroom?

Following is a sample item of efficacy for classroom management.

- How much can you do to control disruptive behavior in your classroom?

As noted by Tschannen-Moran and Woolfolk Hoy (2001),

This scale is superior to previous measures of teacher efficacy in that it has a unified factor and assesses a broad range of capabilities that teachers consider important structure to good teaching, without being so specific as to render it useless for comparisons of teachers across contexts, levels, and subjects (p. 801).

Data Analysis

A correlational analysis using Pearson r was run to compare the statistical significance between teaching self-efficacy and pupil control ideology of urban middle school teachers. A t-test run to determine if there were a significant difference in gender relating to teacher sense of efficacy and pupil control ideology of urban middle school teachers.

Generalizability

The middle schools participating in this study were not selected by random sampling. However, 13 urban middle schools representing several school divisions in Virginia were used.

Chapter 4

Analysis of Results

The data obtained in this study are presented in this chapter. The findings are presented under each of the three research questions that guided this study. The population of this research included all urban middle school teachers in the Commonwealth of Virginia. Six urban school divisions in the Commonwealth of Virginia were contacted to request permission to administer the surveys in the middle schools within the school divisions. Four of the 6 school divisions granted permission for the study. Permission was granted to survey a total of 13 urban middle schools. This yielded a total of 161 teachers. Of the respondents identifying gender, 40 were male and 109 were female. The descriptive data concerning the demographic information about each school are presented in Table 1.

Research Question #1

Among urban middle school teachers, what is the relationship between their level of self-efficacy for teaching and their pupil control ideology?

Several points regarding the mean scores are worthy of discussion. Based on the results from the Social Processes in Schools Form AWM-01, the teacher sense of efficacy factor yielded an overall mean score of 6.98 which places it fairly high on the continuum (9 point response set) as it relates to teacher sense of efficacy. The pupil control ideology factor, using the adapted measure, yielded an overall mean score of 3.37, just .13 below the midpoint of the continuum (6 point response set). The standard deviation was .79, indicating that most (68%) of the teachers in this study fell between 2.58 and 4.16. Therefore, in terms of mean scores, urban middle school teachers are highly efficacious and most did not express strong opinions regarding pupil control. The mean scores analysis is summarized in Table 2.

Table 1
Demographic Data of Participating Schools

Division	# Black Teachers	# White Teachers	# Other Teachers	TSE Mean	PCI Mean	% Black Students	% White Students	% Other Students	% Free /Reduced Lunch
A									
School 1	47	1	1	7.33	3.68	98	2	-	82
School 2	33	3	-	6.53	3.38	98	2	-	78
School 3	64	6	-	6.13	3.31	92	6	2	75
School 4	29	13	-	7.23	3.41	75	24	1	64
School 5	56	1	-	6.97	3.35	99	1	-	94
School 6	57	6	-	6.83	3.59	94	3	3	73
School 7	39	12	-	6.27	3.75	94	3.7	2.3	68
School 8	40	2	-	7.06	3.05	90	5	5	52
School 9	34	3	2	7.93	3.31	80	15	5	58
B									
School 10	20	44	1	7.10	3.39	54	44	2	51
C									
School 11	56	25	-	7.17	3.31	42	55	3	58
D									
School 12	28	43	3	7.06	3.37	45	40	15	-
School 13	36	19	1	7.50	2.69	93	6	1	83

Table 2

Means and Standard Deviations for Teacher Sense of Efficacy and Pupil Control Ideology

Variable	Mean	Standard Deviation	Minimum	Maximum
Teacher Sense of Efficacy	6.98	1.07	4.75	8.83
Instructional Strategies	7.36	1.19	5.00	9.00
Student Engagement	6.46	1.28	4.00	9.00
Classroom Management	7.10	1.24	5.00	9.00
Pupil Control Ideology	3.37	.79	1.60	5.30

A Pearson r was run to investigate the relationship between urban middle school teachers' sense of self-efficacy for teaching and pupil control ideology. The correlation between teacher sense of efficacy for teaching and teachers' pupil control ideologies was found to be not significant. Further, no statistically significant relationship was found when each of the teacher sense of efficacy subscales (classroom management, instructional strategies, student engagement) was analyzed against pupil control ideology. The results of these analyses are summarized in Table 3.

Research Question #2

Are urban female middle school teachers more or less efficacious than urban male middle school teachers?

The teacher sense of efficacy mean score for females in this sample was 7.18 and 6.43 for males. A t-test was run to determine if there were statistically significant differences between the teacher sense of efficacy mean scores of the female middle

Table 3
Correlations of Significance Levels for Teacher Sense of Efficacy and Pupil Control Ideology

Variable	2.	3.	4.	5.	6.
1. Teacher Efficacy	.83**	.86**	.90**	-.065	
2. Teacher Efficacy for Instructional Strategies	.	.52**	.65**	-.018	
3. Teacher Efficacy for Student Engagement		.	.68**	-.058	
4. Teacher Efficacy for Classroom Management			.	-.086	
5. Pupil Control Ideology					
6. Socioeconomic Status					

****p<.01**

***p<.05**

school teachers and the male middle school teachers. It was determined that urban female middle school teachers had a higher sense of efficacy than urban male middle school teachers. The results of this analysis are summarized in Tables 4 and 5. Next, the mean scores for each of the subscales (instructional strategies, student engagement, classroom management) were compared. The mean score for instructional strategies was 7.57 for females and 6.80 for males; student engagement was 6.63 for females and 6.00 for males; teacher classroom management was 7.34 for females and 6.95 for males. Statistical significance was found between the mean scores of males and females for all of the subscales for teacher sense of efficacy, indicating that urban female middle school

Table 4
Means and Standard Deviations for Teacher Sense of Efficacy and Pupil Control Ideology Scores for Urban Male and Female Middle School Teachers

Variable	Mean Males	Standard Deviation	Mean Females	Standard Deviation
Teacher Efficacy	6.43	1.09	7.18	.975
Instructional Strategies	6.80	1.40	7.57	1.02
Classroom Management	6.48	1.20	7.34	1.18
Student Engagement	6.00	1.34	6.63	1.20
Pupil Control Ideology	3.44	.731	3.30	.793

Table 5
Equality of Means for Teacher Sense of Efficacy Scores of Male and Female Urban Middle School Teachers

Variable	t	df	Sig. (2-tailed)	Mean Difference
Teacher Sense of Efficacy	-4.044	147	.000	-.7533
Instructional Strategies	-3.683	147	.000	-.7742
Student Engagement	-2.702	147	.008	-.6216
Classroom Management	-3.925	147	.000	-.8620

****p<.01**

***p<.05**

teachers had a higher sense of efficacy for instructional strategies, student engagement, and classroom management. The results are presented in Tables 4 and 5.

Research Question #3

Are urban female middle school teachers more or less humanistic in their pupil control ideology than urban male middle school teachers?

The pupil control ideology mean score for females was 3.30 and 3.44 for males. This is presented in Table 4. A t-test was run to determine if there were statistically significant differences between the pupil control ideology mean scores of urban female middle school teachers and urban male middle school teachers. No statistically significant differences were found between the means scores. The results are presented in Table 6.

Table 6
Equality of Means for Pupil Control Ideology Scores of Male and Female Urban Middle School Teachers

Variable	t	df	Sig. (2-tailed)	Mean Difference
Pupil Control Ideology	.986	147	.326	.1417

Summary of Analyses

The findings of this study, based on a Pearson r correlation and t-test analysis of the raw data concerning teacher sense of efficacy and teacher pupil control ideology, were presented in this chapter. Teacher sense of efficacy, including the three efficacy subscales (instructional strategies, classroom management, and student engagement), was not correlated with pupil control ideology. The results of the Pearson r correlation

indicated that there was not a statistically significant relationship between teacher sense of efficacy and pupil control ideology of urban middle school teachers.

T-tests were performed to determine if gender was related to teachers' sense of efficacy and pupil control ideology. The results indicated that the female middle school teachers in this sample had a higher sense of efficacy than the male middle school teachers. Further, the t-test results revealed that urban female middle school teachers had a higher sense of efficacy for instructional strategies, student engagement, and classroom management than urban male middle school teachers. A t- test was also performed to determine if female middle school teachers were more or less humanistic in their control ideologies than male middle school teachers. The results indicated that no statistically significant differences existed between the pupil control ideologies mean scores of male and female middle school teachers, using the adapted measure.

The focus of this chapter concerned the results obtained from the statistical analysis of the data. Chapter 5 presents a discussion of the results from this study and implications for future research.

Chapter 5

Summary and Discussion

The purpose of this research was to examine the relationship between teacher sense of efficacy and pupil control ideology in urban middle schools in Virginia. A summary of the research assumptions and of the research findings is provided.

Additionally, a discussion of these findings and their implications, as well as directions for future research are presented in this chapter.

Assumptions

1. Urban school teachers face greater challenges than do their suburban counterparts and consequently urban school teachers are expected to have a lower sense of efficacy. Urban school teachers work under greater bureaucratic constraints; they tend to teach more students a day; and they do so while lacking basic materials such as books, desks, blackboards, and paper (Council, 1987). At the same time, their students often bring into the classroom the social problems that plague their inner-city communities (Corcoran, Walker, & White, 1988).
2. Urban school teachers' pupil control ideologies are expected to be somewhat custodial. Campbell and Williamson (1978) found this to be the case with pre-service teachers working in urban schools. Further, Haberman (2000) found that urban school teachers measure effectiveness primarily in terms of classroom management ability. Because classroom management is viewed as the primary goal of the classroom, urban teachers can be expected to be more authoritarian and custodial.

3. The more custodial urban middle school teachers are, the lower their sense of teaching efficacy will be. Those teachers who view the challenges that their students bring to the classroom as being outside of the teachers' control, will be more inclined to take a controlling stance toward students.z
4. Teaching is viewed primarily as a female profession; therefore, female urban middle school teachers will be more efficacious than male urban middle school teachers.
5. Because nurturing is culturally defined as more feminine, female teachers will be more humanistic in their attitudes toward students.

Summary of Findings

This study was designed to answer the following questions: 1) Among urban middle school teachers, what is the relationship between their level of self-efficacy for teaching and their pupil control ideology? 2) Do female middle school teachers have a greater sense of efficacy than male middle school teachers? 3) Are female middle school teachers more or less humanistic than male middle school teachers?

Both teacher sense of efficacy and pupil control ideology were measured on the Social Processes in Schools Form AWM-01 (Tschannen-Moran, 2002). Teacher sense of efficacy was measured by the Teacher Sense of Efficacy Scale (Tschannen-Moran, & Woolfolk Hoy, 2001). This scale contains three teacher sense of efficacy subscales—classroom management, student engagement, and instructional strategies. Pupil control ideology was measured by an adapted version of the PCI Form (Willower, et al., 1967). A 10-item version of the original 20-item PCI Form was also contained on the Social

Processes in Schools Form AWM-01. In this adapted version, the word *pupil* was replaced by the word *student* in the items as this was judged to be more common parlance. The adapted PCI Form places teachers' beliefs as they relate to the control and management of students on a continuum ranging from custodial to humanistic.

A Pearson r was run to determine if a statistically significant relationship exists between teacher sense of efficacy and pupil control ideology. A t-test was run to analyze the teacher efficacy beliefs and pupil control ideology mean scores for males and females. Following is a summary of the research findings:

1. The relationship between self-efficacy beliefs for teaching and the pupil control ideologies of urban middle school teachers was not statistically significant.
2. A t-test analysis of the mean scores of male and female urban middle school teachers revealed that females have a greater sense of efficacy than males. Further, urban female middle school teachers have a greater sense of efficacy for instructional strategies, student engagement, and classroom management than urban male middle school teachers.
3. There is no statistical difference between the control ideologies of male and female urban middle school teachers.

Limitations

The discussion of this study's findings needs to be considered in light of the following limitations:

- Self-report instruments were used in this study. These types of instruments have generated controversy for quite some time (Combs &

Soper, 1963; Heilbrun, 1965; Purinton, 1965; Purkey, 1968; Shulman, 1968; Wylie, 1961). Respondents may not always be truthful or they may misinterpret the items.

- The *ex post facto* nature of the design of the study was a possible limitation. This study investigated the relationship of variables but it did not allow for the investigation of predictive or causal explanation.
- The size of the sample of this study may have contributed to the lack of results. The total sample for this study included 161 teachers. This sample may be small when making generalizations. Moreover, the sample size for males was only 40 teachers.

Discussion of Findings

The findings of this study will be compared and contrasted with findings of other research in the areas of teacher efficacy beliefs and pupil control ideology. The implications of these findings as well as recommendations for future research will be offered.

The results of the Pearson r correlation indicated that there is no significant correlation between self-efficacy for teaching and pupil control ideology among urban middle school teachers. This finding is inconsistent with two earlier studies. Woolfolk and Hoy (1990) found a significant relationship in a study of efficacy and control beliefs of pre-service teachers. These two dimensions of teacher efficacy were based on the Teacher Efficacy Scale (Gibson and Dembo, 1984); however, psychometric problems have plagued this instrument from the beginning as well as problems in the interpretation of the two factors (Tschannen-Moran, & Woolfolk Hoy, 2001). Woolfolk and Hoy

(1990) investigated this relationship in terms of the two teacher efficacy dimensions found on the Gibson and Dembo (1984) TES measure—personal and teaching efficacy. While the relationship was found in teaching efficacy, it was not found in personal teaching efficacy. A later study (Woolfolk, Rosoff, & Hoy, 1990) found a significant relationship in personal teaching efficacy. Therefore, results obtained from this instrument have to be regarded with caution. The measure of teacher sense of efficacy used in the current study (Tschannen-Moran, & Woolfolk Hoy, 2001) is closer in its conceptualization to the personal teacher efficacy dimension of the Gibson and Dembo instrument.

Although a statistically significant relationship did not exist, an analysis of the scores of urban teachers' efficacy beliefs revealed a mean score of 6.97 for teacher efficacy. The teacher efficacy subscales revealed the following mean scores— instructional strategies, 7.36; student engagement, 6.46; and, classroom management, 7.10. An analysis of the mean scores of urban middle school teacher pupil control beliefs indicate that urban middle school teachers are only .13 off of dead center in their control ideologies. These analyses seem to indicate that contrary to the typical image of inferior-feeling and custodial urban school teachers, they appear to have a high sense of efficacy and they are not oriented around control as predicted.

The results of the t-test analysis of means between the efficacy scores of males and females indicate that there is a statistically significant difference between the mean scores of male and female urban middle school teachers. Female middle school teachers also have a higher sense of efficacy overall, as well as for student engagement, instructional strategies and classroom management than males. These findings are also

consistent with a research synthesis of 89 studies conducted by Shahid & Thompson (2001) who found that a positive relationship existed between females and personal teaching efficacy.

There are several studies that exist which did not find gender to be significantly related to teachers' sense of efficacy. Fortman and Pontius (2000) did not find this relationship in their study of pre-service teachers. Further, Ghaith and Shabaan (1999) did not find a significant relationship between gender and teachers' sense of efficacy in their study of Lebanese teachers. These studies must be generalized with caution because of the sample sizes. The Fortman and Pontius (2000) study had a sample size of 100. The study does not report the number of males or females in the sample. The Ghaith and Shabaan (1999) study had 292 participants; however, of the 277 who reported gender, only 27 were male.

The results of the t-test analysis between the pupil control ideology mean scores of male and female urban middle school teachers indicated that no statistically significant differences existed. An analysis of the pupil control ideology mean scores of males and females revealed differences that were relatively small. This is inconsistent with the work of Leppert and Hoy (1992) who found that male teachers tended to be more custodial than female teachers. The sample size for their study was 934 high school teachers. While the study does not indicate the number of males and number of females, it is assumed that the number for each group was relatively large. The sample size for males in this current study was relatively small ($n=40$). Therefore, generalizations of this finding should be made with caution.

An examination of the results reported in Table 2 revealed that the PCI mean, as measured by the adapted PCI Form, for teachers in this sample was 3.37. There is little variability in the scores from the adapted PCI form. The standard deviation was .79 which means that 68% of the teachers' responses fell between 2.58 and 4.16 on a 6-point scale. The PCI items from the adapted measure may not adequately discriminate control ideologies. Several factors may account for this. Teachers may develop a greater sense of what the "right" answer should be. Social desirability may lead teachers to select responses that they believe to be more acceptable. Multicultural awareness training has helped teachers better understand student behavior. Because of sensitivity training that is now provided in schools, what was once perceived as student misbehavior may now be viewed as physiological behaviors or behaviors that are indigenous to a given culture. As a result, some teachers may feel uncomfortable expressing views that run counter to prevalent views about students' rights in schools. To express these views would indicate that teachers are very controlling. This adapted PCI measure should be used with caution.

Theoretical Implications

This study examined the relationship of teacher sense of efficacy to pupil control ideology in urban middle schools. The findings indicate that teacher sense of efficacy has no statistically significant relationship to pupil control ideology in urban middle school teachers. One of the assumptions made in this study was that urban teachers would have a low sense of efficacy. The findings indicated the opposite. An examination of Table 1 revealed a high percentage of non-minority students in schools 10, 11, and 12. In fact, the percentage of white students in school 11 is higher for any

group in the school. Further, the socioeconomic status of the students in schools 8 and 10, as measured by the percentage of students who participate in the free or reduced lunch program, is not as high as the other urban schools in this sample. Percentages of 51 and 52 are relatively low when compared to other urban schools in this sample. It should be noted that although the racial composition and socioeconomic status of the students among the participating schools were different, the teacher sense of efficacy and pupil control ideology mean scores were similar. It appears that race and student socioeconomic status do not relate to the teacher sense of efficacy and pupil control ideology of the teachers in this study.

A possible explanation for the high sense of teaching efficacy for the teachers in this study may be found in Bandura's work, *Social Foundations of Thought and Action: A Social Cognitive Theory* (1986). Bandura posits that people are sometimes efficacious for given tasks but may not always possess the required skills to successfully execute those tasks. Urban teachers who scored near the high end of the continuum may have set high standards for themselves. On the other hand, they may have scored high because they set low standards that are easily met. An analysis of the mean scores for teacher sense of efficacy of the teachers in this study revealed that the sense of self-efficacy for teaching is 6.98, about 7 (Quite a Bit) which is near the upper end on a 9-point scale.

There were significant measurement problems with the adapted PCI measure. The pupil control ideology mean score for these teachers is 3.37 which is near the middle on a 6-point scale. These results run counter to the researcher's assumptions about the teacher sense of efficacy and pupil control ideology of urban middle school teachers. There is a need for a new measure of pupil control ideology that would do a better job of

discriminating between teachers. The results of the adapted PCI measure used in this study revealed that the control ideologies of teachers are about the same. As stated earlier, the instrument used in this study is an adaptation of the PCI Form that was developed by Willower more than 30 years ago. The culture in schools has changed significantly. What was perceived as student misbehavior 30 years ago may not be perceived as such today. One of the items on both the original and adapted PCI Form is as follows:

- If a student uses obscene or profane language in school, it must be considered a moral offense.

The mean score response to this item for the teachers in this study was 2.23. Today, obscene language and profanity pervade society. It is part of movies, television, music, and the discourse. It may be that while some teachers do not like hearing students use profanity, they do not consider it a moral offense. Attitudes toward other behaviors mentioned in the scale may have also changed in a similar fashion.

The original PCI Form was a 20-item measure. Ten items were dropped the adapted version. Further the word *pupil* was changed to *student*. This change may have skewed the results. Additional work needs to be done in developing a new measure for pupil control ideology.

Practical Implications

One of the findings of this study indicated that female urban middle school teachers have a higher sense of efficacy than male urban middle school teachers. This finding is consistent with the research of Wheeler (1983) who reported that females tend to be more efficacious in fields where their gender is more prevalent. Because teaching is

a female-dominated field, males may not feel as efficacious for this career. This finding suggests that schools must provide the support needed to help male teachers increase their sense of efficacy for teaching. All public schools in the Commonwealth of Virginia provide mentors for first-year teachers. Pairing male teachers with highly efficacious male teachers may increase the credibility and impact of mentoring on male teachers' efficacy beliefs. Discussion groups and teacher forums may be additional vehicles to help males increase their sense of efficacy for teaching.

Directions for Future Research

More research needs to be conducted to build upon the findings from this study. Future research may examine the relationship among teacher efficacy, pupil control ideology and school characteristics such as socioeconomic status of the students and the teachers' perceptions of quality of facilities and resource support related to teacher efficacy and pupil control beliefs. Future research may also provide validation measures of teachers' perceptions of their own sense of efficacy by conducting teacher observations and comparing those findings with the results of teachers' sense of efficacy scores. These scores may also be compared to measures of student performance.

A replication of this study using a different measure of pupil control ideology that is more in line with today's culture of schools is suggested. Further, a replication of this entire study using a larger sample of urban middle school teachers may yield different results.

As school systems establish criteria for student performance, they must also establish criteria for teacher performance and provide the support needed for all teachers to increase their sense of efficacy. Bandura (1986) states that a high sense of self

efficacy is an arbiter of human behavior and that most people act in accordance with their efficacy beliefs. It is incumbent upon urban schools to help its teachers—particularly high efficacy in urban schools—act as skilled professionals as they seek to educate all students.

APPENDIX A: Social Processes in Schools Form AWM-01

Directions: Please indicate your level of agreement with each of the following statements about your school. Please use a No.2 pencil and fill in the bubbles completely.

	Strongly Disagree						Strongly Agree
1. Teachers in this school trust their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students in this school can be counted on to do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teachers in this school have faith in the integrity of the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal in this school typically acts with the best interest of the teachers in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teachers in this school typically look out for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Even in difficult situations, teachers in this school can depend on each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers can count on parental support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teachers think that most of the parents do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers in this school can rely on the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Teachers in this school are suspicious of most of the principal's actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When teachers in this school tell you something you can believe it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers in this school are open with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students here are secretive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students in this school care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Parents of students in this school encourage good habits of schooling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Community involvement facilitates learning in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers in this school are suspicious of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Teachers in this school do their jobs well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Teachers here believe that students are competent learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Teachers in this school trust the parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The principal doesn't tell teachers what is really going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The principal of this school does not show concern for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Teachers in this school can believe what parents tell them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Parents in this school are reliable in their commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Teachers in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Teachers in this school have faith in the integrity of their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The principal in this school is competent in doing his or her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers in this school trust the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Teachers in this school have frequent contact with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Parental involvement supports learning here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The learning environment here is orderly and serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Students respect others who get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Students are usually not capable of solving their problems through logical reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Being friendly with students often leads them to become too familiar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. It is justifiable to have students learn many facts about a subject even if they have no immediate application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The best principals give unquestioning support to teachers in disciplining students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Student governments are a good 'safety valve' but should not have much influence on school policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. If a student uses obscene or profane language in school, it must be considered a moral offense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Students often misbehave in order to make the teacher look bad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. A few students are just young hoodlums and should be treated accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Students cannot be trusted to work together without supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. It is more important for students to learn to obey rules than to make their own decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

More questions on back

Appendix A (continued)

Directions: Please indicate the extent to which you or the teachers in your school can manage each of the following situations.

How much can you do?

- 43. How well can you implement alternative strategies in your classroom?
- 44. To what extent can you provide an alternative explanation or example when students are confused?
- 45. How well can you establish a classroom management system with each group of students?
- 46. How much can you do to control disruptive behavior in the classroom?
- 47. How much can you do to motivate students who show low interest in schoolwork?
- 48. How much can you do to get students to believe they can do well in schoolwork?
- 49. To what extent can you craft good questions for your students?
- 50. To what extent can you use a variety of assessment strategies?
- 51. How much can you do to get children to follow classroom rules?
- 52. How much can you do to calm a student who is disruptive or noisy?
- 53. How much can you do to help your students value learning?
- 54. How much can you assist families in helping their children do well in school?

How much can teachers in your school do?

- 55. How much can teachers in your school do to produce meaningful student learning?
- 56. How much can teachers in your school do to help students master complex content?
- 57. How much can teachers in your school do to help students think critically?
- 58. To what extent can school personnel in your school establish rules and procedures that facilitate learning?
- 59. How well can adults in your school get students to follow school rules?
- 60. How much can school personnel in your school do to control disruptive behavior?
- 61. How much can teachers in your school do to promote deep understanding of academic concepts?
- 62. How much can your school do to foster student creativity?
- 63. How much can your school do to get students to believe they can do well in school work?
- 64. To what extent can teachers in your school make expectations clear about appropriate student behavior?
- 65. How well can teachers in your school respond to defiant students?
- 66. How much can your school do to help students feel safe while they are at school?

67. What is your gender? Male Female

	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal
43.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix B

A STUDY OF SOCIAL PROCESSES IN SCHOOLS
Research Prospectus

Dr. Megan Tschannen-Moran

With

Jennifer Parish

Marilyn Barr

Harriet Jaworowski and

Thomas Beatty

The College of William and Mary

I. Problem Statement

As schools face the challenge to adapt to changing expectations and conditions of schooling, the quality of interpersonal relationships among the organizational players will have a significant impact on a school's effectiveness. The purpose of this research is to explore the relationships between school climate, faculty trust, collective efficacy, organizational citizenship and teacher empowerment. Additionally, we will investigate the extent to which these variables are related to student achievement and overall school effectiveness. This study makes important theoretical advances in the measurement of, and interrelationships among these constructs, as well as important contributions to our knowledge of school effectiveness and equity. This study is a follow-up and replication to a research project completed in 100 high schools in Ohio.

II. Procedures

A. Design: This study is a quantitative investigation using three survey instruments that have been developed as a part of this project. In addition, principals will be asked to respond to a principal questionnaire. Data will be collected from a diverse sample of middle schools in Virginia representing urban, suburban, and rural divisions throughout the state.

B. Data and Collection: Once approval has been received from building principals, we will request 15 minutes of time at a regularly scheduled faculty meeting or professional development date between October, 2001 and February, 2002 to administer the surveys to the faculty. The researcher administering the surveys will explain the purpose of the study, assure confidentiality, and request that teachers complete the surveys in as candid a manner as possible. Faculty will be advised that they do not need to respond to any item that they are not comfortable answering. There are three alternating forms of the questionnaire. One-third of the teachers present will respond to each. Splitting the faculty into three groups ensures that the data collection will be done in 15 minutes. The responses to the questionnaires will be anonymous, no identifying marks will indicate which teachers have completed which questionnaires. Questions concerning demographic information about the school, such as number of students, racial and socioeconomic characteristics of students (but not the school's name or address), will be included for the principal to complete along with a principal questionnaire. A sample of one of the questionnaires is attached.

C. Data Analysis: We are interested in the collective; the patterns, practices, and processes of interpersonal relationships within a school. Data on climate, trust, citizenship, efficacy, and achievement will thus be aggregated at the school level. Our interest is in the relationships between the constructs. Individual school scores will be calculated and shared confidentially only with the principals of participating schools for use in their improvement efforts.

D. Time Schedule: We intend to begin data collection in October 2001. Faculty questionnaires will be administered in October through February 2002. Data analysis will begin in March. A general report of the results will be available in August.

III. Reporting and Dissemination

This research project will provide the foundation for several doctoral student dissertations in the School of Education at the College of William and Mary. The dissertations will focus on the relationships between the variables as well as how the variables relate to student achievement. Executive summaries of the general results will be provided to schools for dissemination to their professional staffs. The findings of these studies will also be presented at professional meetings and used to produce manuscripts for publication in scholarly journals.

IV. Personnel

This study is being conducted by Dr. Megan Tschannen-Moran, assistant professor in the Educational Policy, Planning and Leadership Program in the School of Education, as well as doctoral students at the College of William and Mary, Jennifer Parish, Marilyn Barr, Harriet Jaworowski, and Thomas Beatty. Dr. Tschannen-Moran can be reached at (757) 221-2187. The study will involve the faculty members and principals of over 90 middle schools in Virginia.

V. Implications and Benefits

The problems schools face are difficult and complex. This is a large study with important implications as schools seek to adapt to changing sets of expectations in a diverse and rapidly changing world. This research concerns the quality of the social relationships in schools, and attempts to identify factors related to well-functioning schools. This study contributes to an understanding of the dynamics of school climate, trust, citizenship and efficacy in schools and the implications these have for student achievement. The norms calculated on the basis of this sample will enable other schools to use these instruments for their own self-assessment and improvement. It is hoped that greater understanding of the human dynamics in schools will lead to better training of future administrators and the cultivation of greater productivity in schools.

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Vita

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Birthplace: Rutherfordton, North Carolina

Education:

- 1999 -2002 **The College of William and Mary
Williamsburg, Virginia
Doctor of Education, Educational Policy, Planning, and Leadership**
- 1993-1994 **The College of William and Mary
Williamsburg, Virginia
Master of Arts, Curriculum and Instruction (Secondary English)**
- 1989-1993 **Virginia Commonwealth University
Richmond, Virginia
Bachelor of Arts, English**

**Professional
Experience:**

- 2000-Present **Assistant Principal: Thomas Jefferson High School
Richmond, Virginia**
- 1998-2000 **Assistant Principal: Binford Model Middle School
Richmond, Virginia**
- 1997-1998 **Department Head/English Teacher: John Marshall High School
Richmond, Virginia**
- 1994-1997 **English Teacher: John Marshall High School
Richmond, Virginia**
- 1988-1993 **Officer Services Manager: Sentry Insurance Company
Richmond, Virginia**
- 1985-1988 **Technical Support Analyst: Life Insurance Company of Virginia
Richmond, Virginia**
- 1980-1985 **Claims Examiner: Aetna Life and Casualty Insurance Company
Richmond, Virginia**