MEASURING COLLECTIVE EFFICACY IN SCHOOLS

A Mixed Methods Exploration

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COLLECTIVE EFFICACY

Definition

A group’s shared perceptions and judgments of their capabilities to organize and execute the courses of action required to positively influence student outcomes.
SOCIAL COGNITIVE THEORY

Theoretical Framework

Environmental Factors

Personal Factors

Behavioral Factors

(Bandura, 1989)
SOCIAL COGNITIVE THEORY

Theoretical Framework

(Bandura, 1989)
SOCIAL COGNITIVE THEORY

Theoretical Framework

Environmental Factors

Personal Factors

Behavioral Factors

(Bandura, 1989)
Self-efficacy

School Performance
Collective Efficacy

School Performance
Stronger beliefs about collective capabilities increases achievements (Bandura, 1997)

- Explains school-level differences (Goddard, Hoy, & Hoy, 2000)
- Predicts group success (Goddard & Salloum, 2011)
- Improves instruction (Tschannen-Moran, Salloum, & Goddard, 2015)
- Directs professional training (Donohoo, 2017)
- Effects student success (Hattie, 2016)
Measurement

• “Teachers here are confident they will be able to motivate their students.”

• “Drugs and alcohol abuse in the community make learning difficult for students here.” (Goddard, 2002)

• “How much can teachers in your school do to help students master complex content?” (Tschannen-Moran & Barr, 2004)
EXPLORE THE MEASUREMENT OF COLLECTIVE EFFICACY USING AN EXPLORATORY MIXED METHODS DESIGN
METHODOLOGY

Participants

- **92%** 25-55
- **72%** female
- **96%** white
- **57%** teacher
- **50%** elementary
TIME 1: Qualitative Phase

• July 2017
• Open-ended response
• Scale Development

TIME 2: Quantitative Phase

• September 2017
• Pilot Survey
**TIME 1: Qualitative Phase**
- July 2017
- Open-ended response
- Scale Development

**TIME 2: Quantitative Phase**
- September 2017
- Pilot Survey

What NURTURES collective efficacy in your school?

What UNDERMINES collective efficacy in your school?
TIME 2: Quantitative Phase

14 items

Rating scale: 1 (Not at all certain) to 4 (Very Certain)
TIME 2: Quantitative Phase

14 items, $\alpha = .90$

Rating scale: 1 (Not at all certain) to 4 (Very Certain)

How certain are you that **YOU** can...

...align teaching to clearly defined school goals?
TIME 2: Quantitative Phase

14 items, $\alpha = .97$

Rating scale: 1 (Not at all certain) to 4 (Very Certain)

How certain are you that YOUR TEAM can...

...align teaching to clearly defined school goals?
TIME 2: Quantitative Phase

14 items, $\alpha = .97$

Rating scale: 1 (Not at all certain) to 4 (Very Certain)

How certain are you that YOUR SCHOOL can...

...align teaching to clearly defined school goals?
METHODOLOGY

Measures

The statements below describe situations that commonly arise in schools. Rate how certain you are that you can manage each situation effectively.

How certain are you that you can...

- maintain positive relationships with students?
- promote many opportunities for students’ deep learning?
- motivate students to engage in their own learning?
- align teaching to clearly defined school goals?
- maintain open communication?
- share resources with others at school?
- follow through with assigned tasks?
- work through conflict with others at school?
- accept critical feedback from others at school?
- remain open to new ideas?
- nurture an environment that encourages instructional risk-taking?
- support colleagues who use innovative teaching approaches?

How certain are you that your team can...

- promote many opportunities for students’ deep learning?
- motivate students to engage in their own learning?
- align teaching to clearly defined school goals?
- maintain open communication?
- share resources with others at school?
- follow through with assigned tasks?
- work through conflict with others at school?
- accept critical feedback from others at school?
- remain open to new ideas?
- nurture an environment that encourages instructional risk-taking?
- support colleagues who use innovative teaching approaches?

How certain are you that your school can...

- maintain positive relationships with students?
- promote many opportunities for students’ deep learning?
- motivate students to engage in their own learning?
- align teaching to clearly defined school goals?
- ensure teachers feel valued?
- collaborate effectively to achieve school goals?
- maintain open communication?
- share resources with others at school?
- follow through with assigned tasks?
- work through conflict with others at school?
- accept critical feedback from others at school?
- remain open to new ideas?
- nurture an environment that encourages instructional risk-taking?
- support teachers who use innovative teaching approaches?

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RESULTS
Quantitative

Responses by Level of Measurement
“Selfishness and pride.”

“Reluctance to change and close mindedness”

“different views, goals, and attitudes”

“If every teacher was held accountable for goals set school wide.”

“The establishment of norms, taking time to build foundation.”

“Everyone keeping an open mind.”
RESULTS
Integrative: Group

“open minded, more **collaborative**”

“**Collaborating** and working together sharing ideas and keeping each other positive”

“Being on the **same page**. There are generational gaps and it makes things tough when trying new things.”
RESULTS

Integrative: Group

"the inability of communicate and [think] outside of the box. Fear of change."

"Reluctance to change and close mindedness"

"Communication"
NURTURES Collective Efficacy

“Better use of time”

“More time to collaborate”

“more frequent meetings, meetings that are beneficial and relevant”
RESULTS
Integrative: School

UNDERMINES Collective Efficacy

“Time constraints/ other school restraints”

“resources, time constraints due to scheduling, know how”

“meaningless work; time”

“Time, other factors that have to be completed.”
I can achieve school goals...but I’m less confident about my group or my school.
Having the ability to communicate, share ideas and experiences, and being open to trying new ideas. Also, having a variety of professionals contributing within the same group.
QUESTIONS & ANSWERS

Contact us!

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