

Post graduate Diploma in Education
students' perspectives about the factors
that contribute to effective classroom
practice at the secondary school.

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Background

- ▶ From personal experience anyone can describe an effective teacher
- ▶ Effective teaching can be recognized
- ▶ Some teachers appear to be more effective than others
- ▶ Effective teaching is a very broad area

The President and Fellows of Harvard College (2012)



Background

- ▶ Teachers are the single most important factor in students' learning.

Moore Johnson (2012)

- ▶ Effective teaching is the center of effective learning.

Hudson, Skamp and Brooks (2005)



Background

- ▶ Growing theme – teachers matter
 - ▶ The way teachers lead their classrooms can have a transformative impact on students.
 - ▶ Access to teachers who have mastered artful and effective instruction can reduce the achievement gap
 - ▶ There is great variation among teachers and the quality of instruction they provide.
 - ▶ Effective teaching vs. effective teachers is important to note
- Bryk, Harding and Greenberg (2012)



Background

- ▶ Closing the achievement gap with reference to
 - No Child Left Behind Act of 2001
 - Vision 2020
 - Education for All
- ▶ As teacher effectiveness increases lower achieving students are the first to benefit. (Sanders and Rivers, 1996)



Background

- ▶ Research on teacher effectiveness and school effectiveness is evident in recent years.
- ▶ Many studies examine the association between the process and outcomes of schooling.
- ▶ Most studies carried out in the developed world.

Onderi and Croll (2009)



Background

- ▶ There is heated debate on defining, measuring and improving teacher effectiveness in the USA
- ▶ Efforts to measure teachers has created conflict in the USA especially since there are differing state requirements and standards.

The President and Fellows of Harvard College (2012)



Background

- ▶ There has been an increase in research on educational systems in developing countries.
- ▶ Very little work has examined school and teacher effectiveness from teachers' point of view.

Onderi and Croll (2009)



Background

- ▶ Usually scales are developed to measure levels of teacher self-perceptions of efficacy.
- ▶ There is a strong tendency for teachers to rate themselves as effective.

Onderi and Croll (2009)



Problem statement

- ▶ Studies carried out on teacher effectiveness were mainly done in the developed world and have not focussed on the perspectives of teachers. There is a need for information from the developing world about secondary school teachers' perspectives on the factors that contribute to effective classroom practice as it is critical to enhancing student performance.



Research questions

- I. How do the factors that contribute to effective classroom practice from the literature correspond with those identified by the PG Diploma in Education students?

Hypothesis:

Null: There is no difference in the factors identified in the literature and those identified by the teachers

Alternative: There is a difference in the factors identified in the literature and those identified by the teachers



Research questions

2. Are there differences in perceptions about the factors that contribute to effective classroom practice with respect to

- a) Age
- b) Gender
- c) Environmental context
- d) Subject taught?

► Hypothesis



Research questions

3. Do teachers' perspectives of the factors that contribute to effective classroom practice differ after they completed the PG Diploma in Education programme?

Hypothesis



Research questions

4. What is the relationship among the factor groupings that contribute to effective classroom practice?

Hypothesis



Significance of the study

- ▶ Teachers' sense of personal effectiveness has been studied, especially in the US but the results have not been explicitly linked to teacher effectiveness.

Onderi and Croll (2009)



Significance of the study

- ▶ Add to the body of knowledge
- ▶ Stimulate further interest and research
- ▶ Results may be used to inform teacher education/development programmes
- ▶ Results can be shared with school administrators so that the needs of teachers can be addressed with a view to enhancing classroom practice

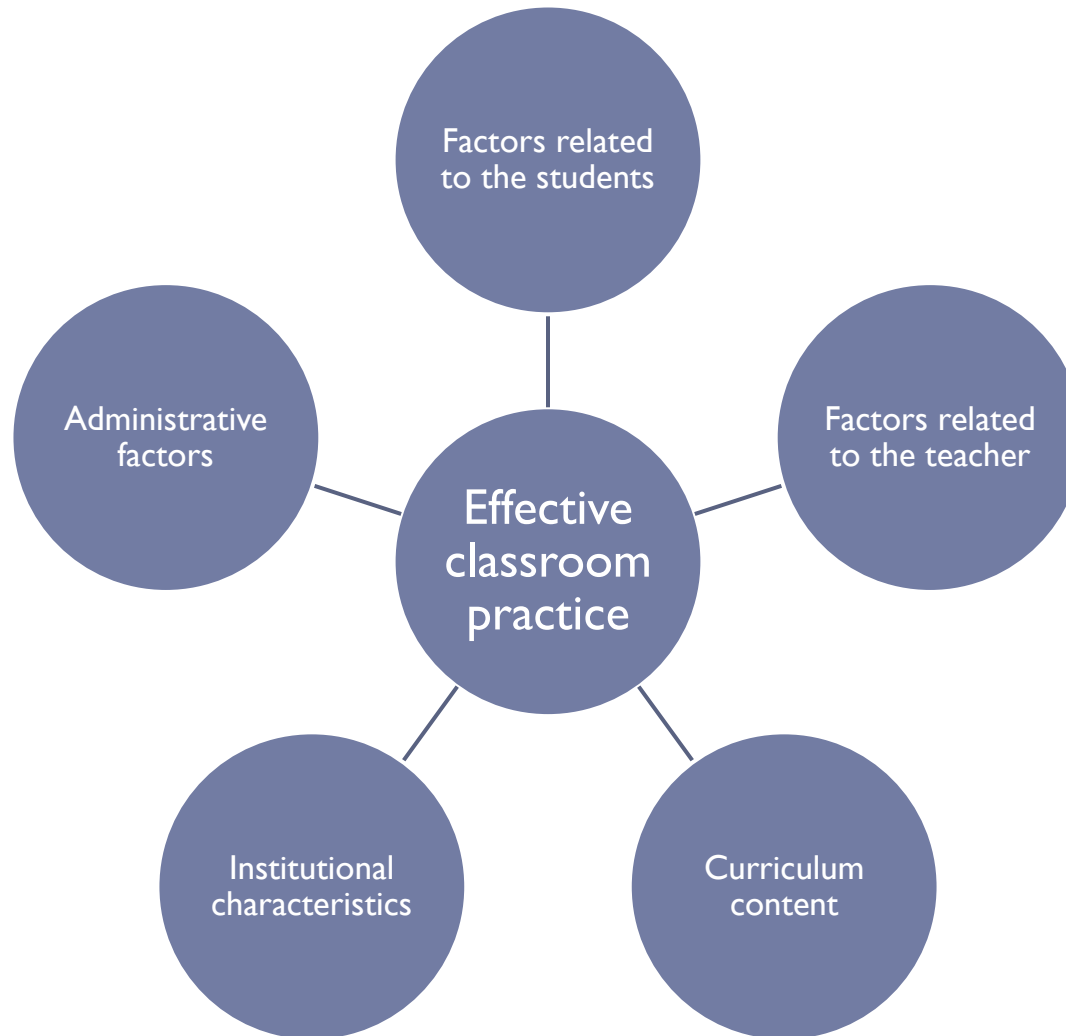


Conceptual framework

- ▶ Concepts that contribute to effective classroom practice already exist in the literature.
- ▶ These concepts will be utilised in the form of a questionnaire



Conceptual framework



Theoretical framework

- ▶ Transformational learning as a subset of Effective learning



Outline of literature review

- ▶ Effective classroom practice (definition, how is it researched, the role of the teacher)
- ▶ What does the literature say about factors that contribute to effective classroom practice
- ▶ Teacher training and effective classroom practice



Definition of classroom practice

- ▶ Will draw from the literature on teacher efficacy



Teacher self-efficacy

- ▶ Teacher's perceptions of their ability to influence valued student outcomes (Wheatley, 2005)
- ▶ The perceived capability of an individual to organize and execute action needed to perform a specific task. (Bandura, 1986)
- ▶ How teachers see their own capacities with regard to the process and outcomes of schooling (Tschannen-Moran and Woolfolk Hoy, 1998)



Teacher self-efficacy

- ▶ Teacher self-perceptions of effectiveness and self-efficacy are the same (Onderi and Croll ,2009)



Effective classroom practice

- ▶ All teacher directed activities that guide teaching and learning that result in heightened student performance



Factors affecting classroom practice

- ▶ Lack of emotional support from colleagues, administrators and principals (Brouwers, Evers and Tomic, 2001)
- ▶ Student's innate characteristics and their home environment limit the influence of the teacher. (Onderi and Croll, 2009)
- ▶ Teacher efficacy is a contextual construct and is tied to a broader context that encompasses the school community support network. (Chong and Kong, 2012)



Factors affecting classroom practice

- ▶ External factors such as conditions under which lessons are conducted, lack of educational and organizational support systems, infrastructural support such as timetable re-scheduling and need for resources. (Chong and Kong, 2012)
- ▶ Contextual factors such as nature of the task and student behaviors influence efficacy beliefs. (Bandura, 1986, 1997)



Factors affecting classroom practice

- ▶ Specific school factors such as the climate/culture of the school influence teacher efficacy. (Chong and Kong, 2012)
- ▶ Context matters, such as whether a school is urban or city. (Bryk, Harding and Greenberg, 2012)



Factors affecting classroom practice

- ▶ Experienced teachers are better teachers (Hughes, 2012)
- ▶ Effective teaching requires a variety of skill such as content area knowledge, pedagogical competencies, communication skills and professionalism (MacKensie, nd)



Methodology

- ▶ Type of study: Quantitative

Research on teacher efficacy is largely psychometric in nature.(Onderi and Croll, 2009)

- ▶ Design: Survey



Methodology

- ▶ Population: All secondary school teachers in Trinidad and Tobago pursuing the PG Diploma in Education
- ▶ Sample: The 2010 cohort of PG Dip Ed students



Methodology

- ▶ Sampling strategy: Non-probability, Census
- ▶ Data collection instrument: Development, pilot, revision, validity and reliability
- ▶ Data collection process: Administration of questionnaire, response rate (pre and post)



Methodology

- ▶ Data management and analysis:
 - Descriptive statistics(mean, mode, standard deviation)
 - Inferential statistics (t tests, ANOVA, correlational analysis)
 - Factor analysis



Preliminary Findings

- ▶ Research Question 1
- ▶ Factors were too scattered and they did not correspond with the original groupings or with data set 1.
- ▶ As a consequence of this incongruence the original groupings will be used to further analyse the data.

