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A Mixed-Methods Study: Raising Student Achievement Through the Lens of Hope and Collective Efficacy

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A MIXED-METHODS STUDY: RAISING STUDENT ACHIEVEMENT
THROUGH THE LENS OF HOPE AND COLLECTIVE EFFICACY

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Indiana University of Pennsylvania

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ii

Indiana University of Pennsylvania
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Title: A Mixed-Methods Study: Raising Student Achievement Through the
        Lens of Hope and Collective Efficacy

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In this current era of expected increases in student achievement, it is necessary to identify and strengthen factors that contribute to student academic success. This study explored the concepts of collective efficacy, teacher hope, and their correlation to grade level in a selected K-12 setting. The research focused on identifying if a correlation exists between school level collective efficacy and individual teacher's levels of hope. In researching the levels of collective efficacy and levels of hope it was also determined if the levels increase or wane as the grade level increases.

At the very core of the study are two emotion-laden aspects of collective efficacy and hope. Upon reading the literature pertaining to both collective efficacy and hope it becomes clear that they both aid in increasing student achievement. Although collective efficacy and hope help to raise student achievement, policy makers are making it more difficult for these two aspects to be fostered in schools. Federally mandated legislation can be successful if its' cognitively-driven measures are combined with collective efficacy and hope to raise student achievement.

There have been numerous studies that target student achievement. Why this study is timely pertains directly to the largest intrusion into public schooling by the federal government in its history. The fact the government is mandating an increase in student achievement is not the problem. The problem lies with the process that the government has undertaken. Although this study is not intended to debate *No Child Left Behind*, it does take direct aim at the processes behind the legislation.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Danielson (2006) states that "there are virtually no intellectually lazy
5-year olds, and yet there are lots of intellectually lazy 14-year olds" (p. 51).
Most children come to school to learn and interact with caring teachers;
learning takes place, and most children are happy to come to school.
Somewhere in a child's school years a change in learning seems to occur.
There seem to be fewer students who have that willingness and desire to
learn. Student interest in academic courses tends to diminish as they
progress to higher grade levels (Kanter, 2002).   Students, in many cases,
appear to go through the motions but leave the impression that hope is lost.
What may appear as intellectually lazy students are actually students who
have lost hope in achieving at high levels academically (Danielson, 2006).
Hope, as defined in the literature, is the perceived capacity to produce clear
goals accompanied by the routes to reach those goals (pathways thinking)
and the motivation to use those routes (agency thinking) (Snyder, 1994).
When hope diminishes, student achievement will most certainly decrease, as
well as the teachers' ability to assure that students maintain the focus and
enthusiasm for learning. What appears to be "intellectual laziness" is
actually a decrease in motivation in learning that is evidenced as diminished
hope in students.

The United States' government attempted to address the issue of declining achievement in schools with standards-based and cognitively-driven reform by mandating *No Child Left Behind* (NCLB) legislation. This reform movement is a massive undertaking that did not take into account that "teaching and learning are not only concerned with knowledge, cognition and skill…[it also involves] emotional practices" (Hargreaves, 2001, p. 1056). Emotional practices involve the infusion of traits such as caring, passion, and thoughtfulness into teaching. Fullan (1997) also states that teacher development should encompass cultivating greater hope in teachers to increase student achievement. When teachers have higher levels of hope to raise student achievement, schools have the opportunity to have higher levels of collective efficacy. Collective efficacy in a school setting refers to the judgment of teachers in a school that the faculty as a whole can organize and execute a course of action required to have a positive effect on students (Goddard, Hoy & Hoy, 2004). Hope and collective efficacy often help in maintaining student focus and motivation to learn in the face of the many pressures that teachers encounter.

Sakharov and Farber (1983) explain that teachers face many stressors, such as lack of administrative support, poor salaries, lack of job mobility, demanding parents and budget cuts; all of the aforementioned stressors take teachers' focus off of their goal of student achievement. These authors also assert that public pressures and excessive testing put undue stress on

2

teachers, which is amplified by NCLB. The pressure to raise student achievement levels on standardized tests increases as the grade level progresses. This study analyzes certain factors of collective efficacy and hope that contribute to maintaining focus and enthusiasm in students which can directly relate to increased student achievement.

Statement of Problem

Public education has been blamed for many of the nation's ills, conversely, society has pressed schools to remedy those ills. Since the early 1980s, with the publication of *A Nation at Risk* (1983), educators, citizens, and politicians have looked for ways to reform and improve the nation's educational system. *A Nation at Risk*, a report resulting from a Reagan administration initiative, analyzed why the United States' education system failed to develop a competitive work force, described the state of education in dramatic fashion. The report revealed:

> If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament. (p.5)

Thirty years later, the United States' government continues to attempt to address the issue of achievement in public schools by authorizing states to improve student achievement by using cognitively-driven measures. Neither past nor present reforms address the emotional practices of teaching, which decreases the results achieved by reform efforts, just as NCLB is currently neglecting.

Student achievement remains of utmost importance for school districts, as it has been since the creation of public schools. The federal government places academic achievement as not just a goal, but a mandate. Created in 2001, the federal *No Child Left Behind Act* (NCLB) established rigorous accountability standards for all schools. Derived as a reauthorization of the *Elementary and Secondary Education Act* (ESEA), NCLB exists as the foundation of federal law that is central to pre-collegiate education. NCLB expanded the federal role in education and became the focal point of education policy (Pennsylvania Department of Education, 2009). NCLB continues to challenge all states to create assessment tools to measure and account for student achievement as defined by the legislation.

Pennsylvania satisfies the federal mandate by utilizing the Pennsylvania System of School Assessment (PSSA). The PSSA is a standards-based assessment that measures a student's attainment of academic standards, as well as a school's ability to attain proficiency of the standards (Pennsylvania Department of Education, 2009). Pennsylvania

standards "describe what students should know and be able to do and reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school" (Commonwealth of Pennsylvania, 2010). Table 1 illustrates the delineation of performance levels related to the PSSA.

Table 1

Performance Levels of the PSSA

PSSA Performance Levels	
Below Basic	Seldom demonstrates grade-level appropriate concepts/skills for a particular subject/task
Basic	At times demonstrates some grade-level appropriate concepts/skills for a particular subject/task
Proficient	Routinely demonstrates a variety of grade-level appropriate concepts/skills for a particular subject/task
Advanced	Consistently demonstrates an in-depth understanding of the grade-level appropriate concepts/skills and uses sophisticated strategies to solve a task

(Pennsylvania Department of Education, 2009)

As a result of NCLB requirements, Pennsylvania schools must meet adequate yearly progress (AYP). AYP is the minimum level of improvement on the PSSA that states, school districts, and schools must achieve each year (Pennsylvania Department of Education, 2009). A school must have its students attain at least a proficient scoring on the PSSA in order to qualify for AYP. In order to satisfy the federal policy of NCLB, Pennsylvania schools administer the PSSA during each year to students in grades 3, 4, 5, 6, 7, 8, and 11 in the subject areas of reading and math. Table 2 depicts the six

yearly target levels that were put into place for a school population or its

subgroups to achieve AYP status for academic performance.

Table 2

Yearly Targets to Achieve AYP on the PSSA

PSSA Yearly Targets to Achieve AYP	
School Year(s)	Yearly Targets
2004-2005 through 2006-2007	54% of the students score proficient or advanced in reading and 45% of the students score proficient or advanced in math
2007-2008 through 2009-2010	63% of the students score proficient or advanced in reading and 56% of the students score proficient or advanced in math
2010-2011	72% of the students score proficient or advanced in reading and 67% of the students score proficient or advanced in math
2011-2012	81% of the students score proficient or advanced in reading and 78% of the student score proficient or advanced in math
2012-2013	91% of the students score proficient or advanced in reading and 89% of the students score proficient or advanced in math
2013-2014	100% of the students score proficient or advanced in reading and math

(Pennsylvania Department of Education, 2009)

As schools rapidly approach the 2014 deadline of 100% proficiency, having

every student achieve at the proficient level or higher on the PSSA, districts

continue to intensify their efforts to increase the levels of student

achievement.

By using the end of the year PSSA standardized test, NCLB focuses on

the ends, not the means. If a student does not achieve the status of

"proficient" on the PSSA, students and their teachers are viewed as failures,

or at the very least, inadequate. Nobody wants to fail, but if lessons can be

learned from failure, a failure has the potential to be seen as a viable means to success. Kay (1991) observes that an education system that tries to make everything easy and pleasurable will not allow important learning to take place. Failing is not pleasurable for anyone, but failure is often a necessary component to learning. According to Snyder (1994), if students learn that making mistakes during the learning process is acceptable, and expected to some degree, students will become more excited about their learning. The motivation for students to succeed comes from perseverance in the face of failure (Burleson & Picard, 2004).

If the focus of NCLB were on the "process" of learning, smaller milestones could be celebrated, and students and teachers alike could sustain a higher level of hope. If this hope were maintained by the faculty, the collective efficacy of the school could ultimately remain high as well, which is the assumption of this researcher. Additionally, the severe consequences that result from a school not achieving the required AYP, shown in Table 3, may ultimately be detrimental to a school. Students and faculty often end up chasing the externally set level of achievement and forget to acknowledge the actual learning that takes place (Snyder, 1994). When a school fails to meet the required performance levels for two consecutive years, they are forced into corrective action. Table 3 depicts the plan of corrective action.

Table 3

Consequences for not Obtaining AYP on the PSSA

Consequences for not Obtaining AYP on the PSSA	
School Improvement I	If a school does not meet its AYP for two years in a row, students will be eligible for school choice, school officials will develop an improvement plan to turn around the school, and the school will receive technical assistance to help it get back on the right track.
School Improvement II	If a school or district does not meet its AYP for three years in a row, it must continue to offer public school choice and plan improvements. Additionally, the school or district will need to offer supplemental education services such as tutoring. The district will be responsible for paying for these additional services.
Corrective Action I	A school or district is categorized in Corrective Action I when it does not meet its AYP for four consecutive years. At this level, schools are eligible for various levels of technical assistance and are subject to escalating consequences (e.g., changes in curriculum, leadership, and professional development).
Corrective Action II	If a school or district does not meet its AYP for five years in a row, it is subject to governance changes such as reconstitution, chartering, and privatization. In the meantime, improvement plans, school choice, and supplemental education services are still required.

(Pennsylvania Department of Education, 2009)

NCLB is the latest attempt by the federal government to increase public school accountability. There has been significant backlash against the feasibility of the legislation. The critics of NCLB subscribe to the notion that the federal government "overlooked the fact that effective behavior-changing regimens are rooted in realistic expectations and joined to palpable incentives and punishments; NCLB provides none of these" (Hess & Finn, 2007, p. 41).

8

Even with this reaction from critics, the United States' government continues to stipulate the levels of achievement to which schools must adhere through NCLB.

Looking at the stipulations put forth by NCLB, emotional practices are lacking in the legislation, this includes levels of hope and strengthening collective efficacy. For greater success, the federal NCLB mandate misses an opportunity to identify areas to strengthen hope in teachers and collective efficacy in schools. The emotional basis for teaching loses steam with the cognitively-driven directives in attaining the desired goal of increasing student achievement, see Figure 1.
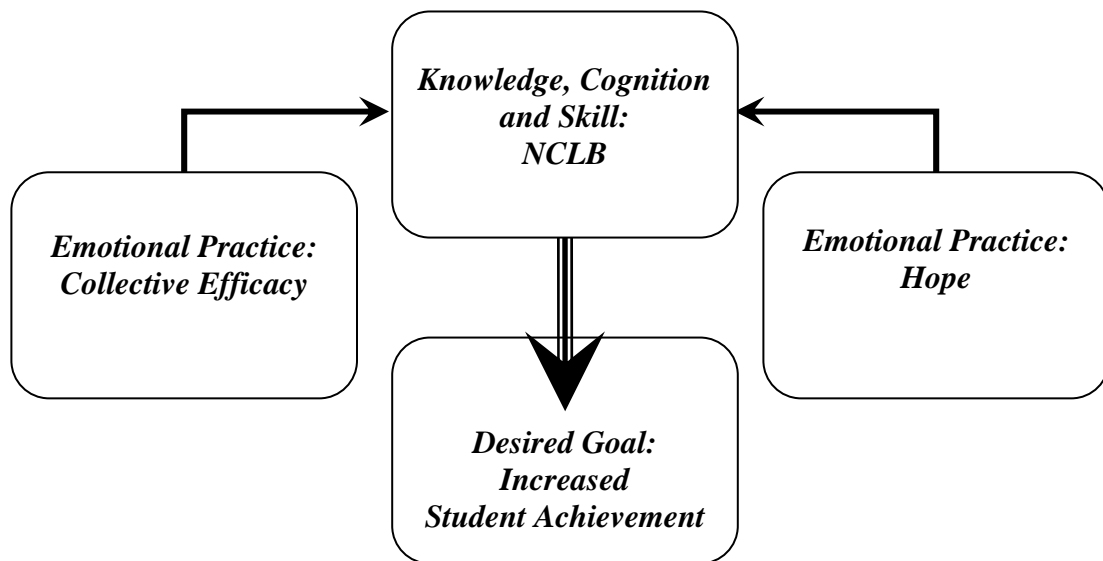
Figure 1. The path to increased student achievement. Conceptualizes how the emotional practices of teaching coupled with *No Child Left Behind* leads to encouraging teachers' full potential to increase student achievement.

Significance of Problem

One of the most pressing issues of public education is to reach the proficiency levels as defined by the federal legislation, *No Child Left Behind* (NCLB). In an effort to achieve given levels of proficiency, focus shifts from achieving student learning to achieving a test score that is deemed proficient. Long-term goals of making students active participants in society are sacrificed for short-term successes of achieving Adequate Yearly Progress (AYP), which can be extremely detrimental to the learning process, students, and their communities. Since reading and mathematics are tested to obtain

AYP, some schools are shunning responsibilities of teaching science, social studies and the arts by limiting the time spent teaching each of the subjects.

The mandate of 100% proficiency on the PSSA is likely an unattainable target. With so much emphasis placed on achieving 100% proficiency by 2014, teachers tend to lose hope that success can be attained (Selwyn, 2007). If teachers lose hope, it becomes unlikely that they will model hope for their students.

Hope

At this current point in time, "hope" has become an all-empowering word. Whether hope is discussed in the form of political rhetoric or in the form of a well thought out plan of action, it embodies a certain eloquence; in addition, hope is often used in common, everyday language as an idealistic belief that good will always trump bad. "Hope" is also used synonymously as "optimism". It is important to recognize that hope is different than optimism. Hope is the perceived capacity to produce clear goals accompanied by the routes to reach those goals (pathways thinking) and the motivation to use those routes (agency thinking) (Snyder, 1994). An individual who possesses high levels of hope, in this sense, will have both the plan and motivation to accomplish a desired goal. Optimism, on the other hand, is typically defined as a tendency to expect the best outcome in a given situation (Gillham & Reivich, 2004). Often an optimistic expectation lacks the pathway thinking to accomplish the desired outcome. Snyder (1994) identifies optimists as

those who make mental excuses to lessen the impact of failures. Essentially, the optimist has the agency thinking, or motivation, but lacks the pathway thinking, or established plan, that is present in the hope theory.

The importance of hope that academic goals can be achieved cannot be underestimated. "Hope is more than distancing oneself from and delimiting the impact of failures; hope is the essential process of linking oneself to potential success" (Snyder, 1994, p. 18). Students emulate what is modeled for them. If their teachers exhibit high levels of hope, that hope for success may likely be passed along to the student. Hope can prompt students to succeed in the face of adversity. The development of hope as a goal in schools can help raise student achievement. The possession of high levels of hope positively correlates with higher scores on achievement tests and overall grade point averages (Lopez & Snyder, 2005).

Collective Efficacy

The concept of "hope" is closely tied to the concept of collective efficacy. Collective efficacy in a school setting refers to the judgment of teachers in a school that the faculty as a whole can organize and execute a course of action required to have a positive effect on students (Goddard, Hoy, & Hoy, 2004). Schools that encourage collective efficacy have faculty who set challenging goals, practice strong organizational endeavors, and exhibit a persistence that leads to better performance (Goddard, Hoy, & Hoy, 2000). Teachers with high levels of hope contribute to higher levels of collective efficacy in the

school because they individually set challenging goals and have the persistence necessary to promote student achievement. The majority of research suggests that collective efficacy correlates positively with student achievement (Cybulski, Hoy, & Sweetland, 2005; Goddard *et al.*, 2004; Larrick, 2004; Ross, 2004; Tschannen-Moran & Barr, 2004; Ross, Hogaboam-Gray, & Gray, 2003; Barr, 2002; Hoy, Sweetland, & Smith, 2002; Goddard, 2001, 1998).

High degrees of collective efficacy in a school involve faculty members deciding that they have the ability to improve student achievement, no matter what external factors exist. The faculty believe in internal locus of control, the outcome being contingent upon a teacher's own behaviors as defined by Rotter (1966). Central to the locus of control theory is the expectancy value theory. The expectancy value theory assumes that people hold expectations that will influence a desired behavior (Neill, 2006). The desired behavior of collective efficacy is increased levels of hope in the faculty and ultimately increased student achievement. According to Danielson (2006), a faculty cannot accomplish high student achievement if they do not believe that it is possible, therefore collective efficacy is a critical factor.

Purpose of Study

The purpose of this study is to identify and describe the correlation, if any, between a school's level of collective efficacy and individual teacher's levels of hope. In the current era of mandated increases in student

13

achievement, it is important to recognize and strengthen factors that contribute to students' academic successes. This study will explore the concepts of collective efficacy and teacher hope and their relationship to grade level with the overall goal of maintaining student achievement.

Academic measures must be implemented in order to assure continued progress by students. It is the contention of this researcher that collective efficacy and levels of hope contribute to raising student achievement and that collective efficacy and hope are related to each other. The concepts of collective efficacy and of hope are both associated with an internal locus of control; they both have focused goals and utilize the concept of vicarious learning, or modeling, to instill their attributes. Throughout the grade levels of a K-12 school, the levels of collective efficacy vary (Bandura, 1997).

According to Bandura (1997), there is a variance in levels of collective efficacy in elementary grades, with the highest levels occurring in second and third grades. As grade levels increase, the levels of collective efficacy tend to wane. The reasoning behind the decrease in collective efficacy after third grade has not been addressed thoroughly in the literature; however, elementary schools are usually much smaller than middle or secondary schools, which make the sharing of information between teachers easier, resulting in enhancing collective efficacy (Schecter & Tschannen-Moran, 2006). Middle and secondary schools are highly specialized, making it more

difficult for teacher collaboration and the creation of a sense of collective

efficacy (Schecter & Tschannen-Moran, 2006).

As schools navigate through the increasing accountability

expectations prescribed by NCLB in reading and math, the schools

demonstrating the meeting of these objectives will become fewer. The

literature is replete with research indicating the positive influence of high

levels of collective efficacy on student achievement (Cybulski, Hoy, &

Sweetland, 2005; Goddard *et al.*, 2004; Larrick, 2004; Ross, 2004; Tschannen-

Moran & Barr, 2004; Ross, Hogaboam-Gray, & Gray, 2003; Barr, 2002; Hoy,

Sweetland, & Smith, 2002; Goddard, 2001, 1998) as well as high levels of

hope (Lopez & Snyder, 2005; McDermott & Snyder, 2000; Lopez, Bouwkamp,

Edwards, & Pediotti, 2000); in combination, both collective efficacy and level

of hope are critical elements in assuring the maintenance of academic growth

through students' educational careers. Identifying and addressing the areas

where there are inconsistent levels of collective efficacy and individual

teacher's levels of hope will help students, and districts alike, by creating the

motivation and goal setting needed to succeed.

Therefore, it is important to identify the nature of the relationship that

exists between grade level, collective efficacy and levels of hope to see if hope

can be continually modeled throughout a student's academic career. It is also

important to understand what factors affect levels of collective efficacy and

individual teacher's levels of hope in order to sustain or strengthen them.

The purpose of this study is to identify what correlation, if any, exists between a school's sense of collective efficacy and the individual teacher's levels of hope. In order to achieve the purposes of this study, the following questions will be investigated:

1. What are the collective efficacy scores of the primary, middle, and secondary grade levels?

2. What are the individual teacher's levels of hope in the primary, middle, and secondary grade levels?

3. What is the correlation between a school's collective efficacy and individual teacher's level of hope?

4. What factors affect collective efficacy and individual teacher's level of hope?

Limitations of Study

The results of this study will be obtained from one rural school district in North Central Pennsylvania. Elementary, middle and secondary teachers will be included in this study. As a result, the findings may not be generalized to other school districts in determining the role of school configuration on the levels of collective efficacy and teacher's levels of hope.

Another limitation of this study is that the levels of collective efficacy will be derived from the points of view of teachers who will be commenting on

the actions of their colleagues. This may allow for subjectivity in the overall determination of the level of collective efficacy.

A third limitation to this study is the state of flux of *No Child Left Behind*. At the inception of this study *No Child Left Behind* was entrenched as the guidepost of public school achievement. As the penultimate goal of 100% achievement approaches, the rigid, federal mandate may begin to waiver giving way to other federal plans such as *Race to the Top*. *Race to the Top* embraces the same high-stakes testing as *No Child Left Behind*, excluding the concepts of hope and collective efficacy. As the focus of this study clearly depicts the obstacles to achievement put forth by *No Child Left Behind*, *Race to the Top* could also exhibit some of the same obstacles.

Summary

Chapter I provides an overview of the research study and examines the role of collective efficacy as well as individual teacher's levels of hope and the benefits both have on student achievement. Variances in levels of collective efficacy throughout the K-12 educational system are also discussed.

No Child Left Behind (NCLB) legislation has established rigorous standards of student achievement. As schools attempt to achieve the mandated levels put forth by NCLB, it is important to identify additional ways to promote student achievement. Schools demonstrating a positive level of collective efficacy are likely to express higher levels of hope in their faculty. Both collective efficacy and teachers' levels of hope are linked to

17

higher levels of student achievement. The problem arises when the levels of collective efficacy and teachers' levels of hope decrease or fluctuate throughout the K-12 educational system.

The logical progression that leads to higher student achievement was discussed. In having an understanding of the role hope can play in increasing student achievement, there can be plans put into action to foster hope. Beginning with locus of control, a factor influencing collective efficacy, and ultimately ending with higher levels of hope will aid in improving student achievement. The vital aspect of hope is the ability to model that concept to students.

Chapter II presents a review of literature related to the relationship that grade level has on student achievement, efficacy beliefs in teachers, the individual teacher's levels of hope, and the student achievement levels from the PSSA of the target school involved in this study.

Definition of Terms

<u>Adequate Yearly Progress (AYP):</u> an individual state's measure of yearly progress toward achieving state academic standards. Adequate Yearly Progress is the minimum level of improvement that states, school districts, and schools must achieve each year (Pennsylvania Department of Education, 2009).

<u>Collective Efficacy:</u> a "construct measuring teachers' beliefs about the collective capability of a faculty to influence student achievement; it refers to

the perceptions of teachers that the efforts of the faculty of a school will have a positive effect on student achievement" (Goddard, Hoy, & Hoy, 2000, p. 486).

Efficacy: a person's perceived expectation of succeeding at a task or obtaining a valued outcome through personal effort (Lee, Dedrick, & Smith, 1991).

Hope: the perceived capacity to produce clear goals, along with the routes to reach these goals (pathways thinking) and the motivation to use those routes (agency thinking) (Snyder, 1994).

Locus of Control: the belief about whether the outcomes of one's actions is based on what he does (internal control) or whether the outcome of one's actions is based on events outside of his personal control (external control) (Neill, 2006).

Pennsylvania System of School Assessment (PSSA): the evaluation tool that determines the degree to which Pennsylvania's rigorous academic standards are met in reading, mathematics, and writing (Pennsylvania Department of Education, 2009).

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II begins with a summary of the role that grade level has on student achievement. A review will follow discussing the theoretical framework of collective efficacy, demonstrating how many theories have led to the theory of collective efficacy, among them are locus of control, social cognitive theory, self-efficacy, and teacher efficacy. The review of literature will also include an examination of the current concept of collective efficacy in education. In addition, the notion of hope will be a major component of this study, specifically focusing on the prospect that hope can be modeled and transferred to students and the idea that hope also can play a major role in elevating student achievement. Levels of Adequate Yearly Progress (AYP) and the role of federal legislation *No Child Left Behind* (NCLB) on student achievement in the target school district will conclude the review of literature for this study.

Grade Level

Grade level in this study not only identifies each level a student progresses from K-12, but also pertains to the differences in sizes between elementary, middle, and secondary schools. According to the National Center for Educational Statistics (2006), elementary schools tend to be smaller than middle schools and middle schools tend to be smaller than secondary schools.

Elementary schools average 441 students, while middle schools average 612

students and secondary schools average 753 students.

The size of a school can play an integral part in student achievement,

as well as student development. Numerous studies relate the size of a school

to student achievement (Lee & Smith, 1997, Lee & Loeb, 2000). These

studies have found that smaller schools tend to have a more limited

curriculum, which allows students to have similar academic experiences; as a

result, these similar academic experiences allow for a higher average

achievement among students (Lee & Bryk, 1988, 1989). As schools increase

in size, there is more of a curriculum specialization that differentiates

academic skills and outcomes (Lee & Bryk, 1988, 1989). This differentiation

is often expressed in the form of a school having more teachers and less

familiarity between those teachers and students, which may lead to gaps in

achievement.

Of equal importance, school size affects a student's social development.

When students are socially comfortable they are more likely to do well in

school. According to Lee and Loeb (2000), social relations are more positive

in small schools. Social relations in small schools are more collegial and more

personal, not just in staff to staff relations but also in staff to student

relations (Lee & Smith, 1997). There are more employees as schools increase

in size. According to Barker (1968), as the number of school employees

increases, the dedication that employees exhibit to the student decreases. He

goes on to state that student achievement benefits from more attention, time and motivation given from the teacher to the student. Friedkin and Necochea (1988) assert that faculty in larger schools lack decision-making opportunities for the school as a whole, which lowers the morale of the faculty. In a smaller school, the personnel have more of an opportunity to take part in helping the administration make decisions, raising the morale of the faculty (Danielson, 2006).

As students transition from elementary school to junior high or middle school, they encounter a major shift in the student-teacher relationship. Many teachers in junior high or middle school do not get to know their students as well as their elementary counterparts (Anderson, 1968). As a result, in the larger bureaucratic organizations of junior high and middle schools, feelings of trust and efficacy may be more difficult to sustain (Anderson, 1968). These teachers not only have more students at one time, but they also have students for a shorter period of time due to the shorter bell schedule and differentiation of instruction of a middle school. Because of the lack of time, middle school teachers may feel less enabled to raise student achievement (Midgely, Feldlaufer, & Eccles, 1988). Overall, elementary teachers believe themselves to be more efficacious than middle and secondary level teachers (Fuller & Izu, 1986). They also accept greater responsibility for a lack of student success than do middle and secondary level teachers (Guskey, 1981).

Various factors contribute to the decrease of collegiality at the secondary school level. As stated previously, high schools are larger in size than elementary, middle or junior high schools. High schools are more bureaucratic and offer isolated work tasks for faculty and students alike. Teaching becomes more departmentalized and isolation is the end result (Newmann, Rutter, & Smith, 1989). Increasing achievement standards, such as PSSA achievement levels [as discussed in Chapter 1], fail to take into account the climate of the school and the impact that a unified faculty and student body can have on achievement (Newmann *et al.*, 1989). According to Chubb (1988), high schools that have higher levels of student achievement tend to have more of a unified faculty consensus concerning student goals; in addition, the same high achieving high schools have also exhibited more teamwork amongst the staff. They also encourage collegiality amongst the staff, both inside and outside of the school (Lee, Bryk, & Smith, 1993).

Locus of Control

Efficacy beliefs are people's beliefs over their capabilities to produce desired levels of performance (Bandura, 1994). They have their roots in the theories of locus of control and the social cognitive theory. A summary of these theories contribute to the understanding of efficacy. Locus of control is a psychological construct used to describe the amount of self-control a person perceives to have over a given situation (Grimes, Millea, & Woodruff, 2004). A person's locus of control is described as either internal or external. The

internal-external locus of control theory refers to the degree to which an individual believes that reinforcements are dependent on his actions (Hiroto, 1974). According to Rotter (1966), when a person perceives reinforcement is contingent upon his own behavior or his own relatively permanent characteristics, it is termed as a belief in internal control. When individuals believe that reinforcement is not contingent upon their own behavior, but rather on things outside of their power, it is termed as a belief in external control.

Locus of control plays an integral role in student achievement. Grades are reinforcements. If a student or teacher believes that the outcome is based on his behavior, academic success will increase persistence at future tasks (Stipek & Weisz, 1981). Individuals with an internal locus of control tend to attack stressful situations with problem solving strategies, whereas individuals with external locus of control respond to stress emotionally or attempt to remove themselves from the situation (Parkes, 1984). Value is placed on the outcome. If a student or teacher does not place value on the outcome, or grade, then student achievement will not increase (Stipek & Weisz, 1981).

Although the locus of control theory and Bandura's self-efficacy theory are often associated with one another, they are not the same (Goddard, Hoy, & Hoy, 2000). The expectancy value theory creates the foundation for locus of control. According to Neill (2006), the expectancy value theory states that

behavior is not just determined by the reinforcement that is present but also by the likelihood of obtaining the reinforcement. Individual expectations will influence behavior. When there is a link between the reinforcement and the behavior then the reinforcement affects the behavior (Neill, 2006). Self-efficacy is a belief of producing certain actions, whereas locus of control is the belief about whether actions affect outcomes (Bandura, 1977).

The locus of control theory is extremely important to efficacious beliefs because the sources of self-efficacy come from vicarious experience and mastery experience, which are directly related to locus of control. Vicarious experience is simply looking at others as a demonstration of a given trait or tactic (Bandura, 1986). When one watches someone complete a task successfully it will be easier for someone to learn that task. Mastery experience involves believing that past success or failure will translate directly into future success or failure (Usher & Pajares, 2006).

Social Cognitive Theory

Bandura (1998) suggests in his social cognitive theory that an individual's behavior, environment, and cognitive factors are highly interrelated. Teachers must improve student achievement and confidence to be successful (Pajares, 2002). Pajares postulates:

> …teachers can work to improve their students' emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices

25

(behavior), and alter the school and classroom structures that may

work to undermine student success (environmental factors). (para. 3)

The social cognitive theory suggests an outline for understanding human

learning and motivation (Bandura, 1986, 1997). The social cognitive theory

offers a basis for understanding how individuals react to various situations in

society, including in a classroom setting, by knowing what causes human

motivation to learn.

The social cognitive theory suggests two expectancies, efficacy and

outcomes (Tschannen-Moran & Hoy, 2001). An efficacy expectation is an

individual's conviction that he can muster and carry out the necessary

actions to perform a given task, while outcome expectancy is an individual's

estimation of completing the given task at a satisfactory level (Bandura,

1986). Although both expectancies are necessary to define the social

cognitive theory, Bandura (1986) gives more credence to efficacy expectancies

than outcome expectancies because there is a personal conviction involved in

efficacy expectations. Efficacy beliefs are central mechanisms in human

agency, which is a person's intentional quest of accomplishing a task (Hoy,

Tarter & Woolfolk Hoy, 2006).

Among the many complexities of the social cognitive theory, three

areas are relevant to this study. The areas are developing competency

through mastery modeling, strengthening people's beliefs in their capabilities

to perform a task (efficacy beliefs), and using goals to enhance self-motivation (Bandura, 1988). Each will be discussed in turn:

1. Modeling is the process of an instructor presenting information in terms of an individual's thought process (Gagne, 1985) and then having the learner use similar thought processes (Gorrell, 1993). Modeling is important to this study because it is the process of developing competencies and allowing the individuals to use those competencies in ways that will bring them success (Bandura, 1988). The social cognitive theory begins with developing skills and transfers those skills into efficacy beliefs.

2. Efficacy beliefs involve the attitude that an individual has the capability to exercise control over events to accomplish a goal (Bandura, 1988). The social cognitive theory addresses motivation to accomplish goals. In order to successfully accomplish goals it is important to have the belief that it can be accomplished. It is through these efficacious beliefs that motivation to accomplish tasks will arise. Efficacy beliefs can be measured collectively as well as individually. Efficacy beliefs will be discussed more thoroughly in the next section of this literature review.

3. Goals are a major factor in the social cognitive theory. Goals play two roles in the theory, motivation and increased efficacy. Goals provide a sense of direction and give an individual the level of effort needed for

achievement, which is the motivation needed to accomplish the goals (Bandura, 1988). Specific, challenging goals lead to better performances than unspecific or no goals at all (Latham & Lee, 1986). Accomplished goals also help promote belief in one's capabilities (Bandura, 1988). Accomplishing goals ties directly to this study by analyzing the hope theory. Hope is the perceived capacity to produce clear goals, along with the routes to reach these goals (pathways thinking) and the motivation to use those routes (agency thinking) (Snyder, 1994).

In review, the social cognitive theory proposes that factors such as socioeconomic status and familial structures do not necessarily directly affect behavior, but the theory does influence aspects such as self-efficacy, emotional states and personal standards (Pajares, 2002). When these aspects are addressed student achievement can be raised. The second aspect of strengthening beliefs in capabilities to perform a task is known as self-efficacy and will be explained next.

Efficacy Beliefs

Efficacy beliefs are judgments based on the capability to complete a task in the future, whether they are self or collective (Bandura, 1997). Efficacy judgments are beliefs about the capability of an individual or a group, not an actual appraisal of the task completion (Goddard *et al.*, 2004a). The power of positive belief is extremely potent. The same can be said about

a negative belief; Bandura (1997) asserts that self-doubt can be equally potent and can potentially derail the best of skills and intentions. The literature related to the origins of efficacy and its affect on student achievement will now be examined.

Self-efficacy Theory

Self-efficacy theory is a component of Bandura's social cognitive theory. Self-efficacy theory states that a person's motivation is determined by a belief that a certain behavior can be performed and the realization that the behavior will lead to a desired outcome (Bandura, 1977). Pajares (1996) discusses, "how individuals interpret the results of their performance attainments informs and alters their environments and their self-beliefs, which in turn inform and alter their subsequent performances" (p. 544). Bandura further develops the idea that individual beliefs in abilities powerfully affect behavior, motivation, and success or failure in a given task (Bandura, 1982, 1986, 1993, 1997).

Efficacy beliefs help determine the effort that people will exert and the level of perseverance they will commit to when facing obstacles; efficacy beliefs also help to establish how resilient people are in unfavorable circumstances (Pajares, 1996). Bandura (1986) states, "people regulate their level and distribution of effort in accordance with the effects they expect their actions to have…their behavior is better predicted from their beliefs than from the actual consequences of their actions" (p. 129). According to Pajares

(1996), Bandura "painted a portrait of human behavior and motivation in which the beliefs that people have about themselves are key elements in the exercise of control and personal agency" (p. 543). Efficacious beliefs are rooted in an individual's desire to accomplish a given task.

Self-efficacy theory states that there are four major sources of information used by people when they form their efficacy beliefs (Bandura, 1977). The four sources of information that contribute to the development of efficacy beliefs include mastery experience, vicarious experience, social persuasion, and the affective state.

1. Mastery experience describes the idea that success will build staff efficacy beliefs while failure will undercut it. According to Goddard, LoGerfo, and Hoy (2004), efficacy has its strongest roots in mastery experience because that experience provides direct feedback in regard to an individual's capabilities. When an individual believes that past efforts have brought success, confidence will be bolstered. The same can be said about a student's past efforts bringing them failure; failure in past efforts results in a decline of confidence (Usher & Pajares, 2006). Although mastery experience is a source of self-efficacy, it can also stunt the growth of self-efficacy. If an individual's past experiences have ended in failure in a given situation that may breed future failures. Bandura (1997) states, "the same level of performance success may raise, leave unaffected, or lower perceived self-efficacy

30

depending on how various personal situational contributions are interpreted and weighted" (p. 81). In other words, if there is success in a situation it does not mean that there will be high levels of efficacy; additional sources may be necessary to increase or foster self-efficacy.

2. Vicarious experience merely explains that individuals can look at the successes and failures of other people and learn from them (Bandura, 1986). Vicarious experience is most influential when people are unsure of their own capabilities (Bandura, 1986; Pajares, 1997). Modeling is one form of vicarious experience. Model's can play a vital role in developing self-efficacy (Usher & Pajares, 2006). When an entire school experiences success, that particular school can serve as a model for other schools to follow in order to assist in the creation of efficacy. The same can be said when a teacher or another student exhibits success, they too can serve as a model for others.

3. Social or verbal persuasion entails encouragement or feedback from supervisors or colleagues about the critical role that educators play in advancing student achievement (Goddard *et al.*, 2004a). Parents, teachers, and peers can elevate student confidence in academic ability (Usher & Pajares, 2006). While social persuasion is a contributor to the development of self-efficacy, Bandura (1986) cautions that it may be easier to dismantle a person's self-efficacy with social persuasion. With that being acknowledged, it is important to know that when used

with proper conditions and instruction, social persuasion is beneficial in producing success (Usher & Pajares, 2006).

4. The affective state prescribes that the level of stress or excitement adds to the efficacy of a staff (Goddard *et al.*, 2000). The same can be attributed to the individual. According to Usher and Pajares (2006), students interpret their affective state as an indicator of their academic competence. Also related to the affective state, anxiety and stress can undermine a student's or teacher's belief in their academic capability. Improving an individual's emotional well-being will help to strengthen their self-efficacy (Usher & Pajares, 2006).

Mastery experience, vicarious experience, social persuasion, and the affective state all serve to develop efficacy by establishing the human element as an integral part of a healthy school climate (Jacobs & Kristonis, 2006). Self-efficacy theory has been shown to predict behavior well in numerous contexts, not just in the educational setting (Bandura, 1977). According to Pajares (1996), self-efficacy beliefs are strong predictors of an individual's level of accomplishment. The direct effect of self-efficacy on performance is as strong as the effect on ability.

Self-efficacy is best measured within the context of regarding a specific task (Pajares, 1996). Individuals will not be able to accomplish goals simply because they believe that they can. People's beliefs become the internal rules that are followed as they determine what kind of effort and perseverance they

will exude to achieve desired levels (Pajares, 1996). According to Hackett and Betz (1989), teachers pay as much attention to students' perceptions of success as actual success because those perceptions may more accurately predict future academic choices. Students' self-efficacy beliefs play an integral role in their academic motivation, learning, and achievement (Pajares & Schunk, 2005). For example, math self-efficacy has a stronger direct affect on problem solving than a student's prior mathematics experiences (Pajares & Miller, 1994). Pajares and Johnson (1996) contend that students' self-efficacy perceptions have a direct affect on writing performance. Britner and Pajares (2001) express the same findings when dealing with student science performance. The roots of self-efficacy are easily transferred to teacher efficacy which will be discussed next.

Teacher Efficacy Theory

When teacher efficacy was first identified, it was one of very few characteristics related to student achievement (Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zellman, 1976). Bandura (1977) defines teacher efficacy as a teacher's judgment of capabilities to bring about desired outcomes of student engagement and learning. Higher teacher efficacy is directly related to an increase in student achievement and student affect and a decrease in student misbehavior (Ross, 1994). Midgely *et al.* (1988) state that teacher efficacy has a significant impact on lower achieving

students because those students are more influenced by the actions and beliefs of their teacher when that teacher has high efficacy.

The earliest foundations of teacher efficacy were based on Rotter's (1966) locus of control theory, in that student learning and motivation are a direct reinforcement of teaching action. Teachers who are confident in their abilities to teach difficult or less motivated students believe that the reinforcement of teaching activities comes from the teacher; hence the locus of control is internal (Tschannen-Moran & Hoy, 2001). The opposite is true when teachers become overwhelmed by the outside influences of the environment; they believe their control to be external. The estimation pertaining to the locus of control was made by the Rand researchers, using two statements to measure teacher efficacy. The Rand Corporation took part in a two-year study to bring about innovative practices in public schools (Berman, McLaughlin, Bass, Pauly & Zellman, 1977). The Rand study, actually named *Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation*, based its findings about teacher efficacy on the following statements:

1. "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment."

2. "If I really try hard, I can get through to even the most difficult or unmotivated students" (Berman *et al.*, 1977

pp. 136-137).

Based on the information gathered from this Rand study, teacher efficacy was firmly rooted within internal locus of control.

As teacher efficacy research continued, the majority of researchers began to base their studies on Bandura's theory of self-efficacy. This theory states that teachers' judgments in the classroom are based on their ability to complete future actions (Bandura, 1977). According to Bandura (1993), behavior is influenced by cognitive, motivational, affective, and selection processes. Each of these processes will ultimately affect behavior in the classroom and determine how the teacher will conduct day-to-day duties in the classroom. These processes will also determine how much efficacious modeling will be passed on to the students to allow them to foster their own self-efficacy. A brief explanation of each follows:

1. The cognitive process suggests that teachers with high efficacy will set higher goals and will persist until the goals are accomplished. Teachers with a high sense of efficacy will visualize success and work to achieve that success. Teachers with a low sense of efficacy will dwell on all of the things that could go wrong in a given situation. Bandura (1993) sums up the cognitive process by stating "it is difficult to achieve much while fighting self-doubt" (p. 118).

2. The motivational process proposes that efficacious teachers will accept responsibility for student outcomes. According to Bandura (1993), self-

efficacy affects motivation in three different contexts; attribution, expectancy, and cognized goals. In an attribution theory, highly efficacious people will blame their own *effort* in the event of failure while marginally efficacious people will blame their *ability.* According to the tenets of expectancy theory, people will be motivated to take on tasks based on their expected outcome. If they expect to do well they will attempt the task and put forth their full effort, whereas if they expect to fail they will avoid the task altogether. Concerning cognized goals, which are goals that are known, a highly efficacious teacher will allow challenging goals to enhance their motivation, while falling short of a goal will serve to motivate them to accomplish that goal.

3. The affective process states that teachers with high efficacy will be more resilient in confronting the daily stressors of their job. Daily stressors will not impede accomplishing goals. Teachers with a low sense of efficacy will constantly have fear and approach difficult tasks with avoidance (Bandura, 1993).

4. The selection process proposes that teachers with high efficacy will have a greater commitment to their job. Highly efficacious teachers will develop competencies that will allow for task completion; they have chosen a challenging position and want to be successful (Bandura, 1993).

Teacher efficacy theory is also directly affected by the gender and experience of individual teachers as well as the specific grade level of students that are being taught. According to Ross (1994), female teachers typically have higher levels of teaching efficacy than male teachers. Hoy and Woolfolk (1990) find that when teachers began to gain experience, their general teaching efficacy declined. Although experienced teachers believe that they can motivate difficult students, they feel powerless in competing against a negative home environment. Elementary school teachers, not including kindergarten, typically reported higher levels of efficacy than high school teachers (Guskey, 1982). Bandura (1993) states that efficacy is lower for kindergarten teachers because students are not prepared for the routines and schedule of school. Following kindergarten, efficacy levels for teachers increase as students learn routines and tasks (Bandura, 1993). Teacher efficacy levels then decrease in grades two through six as the academics become more stringent. The more stringent curriculum will only persist as the students continue their academics into high school.

According to Gibson and Dembo (1984), primary observation data suggest that teacher efficacy may influence classroom patterns that are necessary for academic gains. Teachers with a high sense of efficacy will persist in situations that are difficult because they believe in their abilities and those of their students (Woolfolk, 2001). Efficacious teachers persist with struggling students and give more corrective feedback in relation to

incorrect student answers (Gibson & Dembo, 1984). They experiment with instructional methods and materials (Allinder, 1994) and have a higher commitment to their professional duties (Coladarci, 1992). According to Henson (2001), students of more highly efficacious teachers tend to outperform students who experience less efficacious teachers.

Newmann *et al.* (1989) propose that the best predictor of individual teacher efficacy is the level of unity within a school. A teacher's working environment will impact the level of efficacy. Teachers who had the opportunity to work collegially with lesson preparation tend to have higher levels of efficacy (Miskel, McDonald, & Bloom, 1983). Teachers with higher levels of efficacy also involve parents more readily since they are not threatened by negative feedback, which they may receive (Hoover-Dempsey, Bassler, & Brissie, 1987).

Efficacy beliefs are judgments about future capabilities of accomplishing certain outcomes. Collective efficacy, having roots in the social cognitive theory, corresponds to the individual, environment and efficacy beliefs in regard to one's behavior. An individual with higher self-efficacy believes in the capability to attain a goal, while developing awareness of self-motivating factors. A teacher's self-efficacy takes into account the idea that the teacher not only believes in his or her own capabilities, but the teacher also believes in the capabilities of students. The aim of this study is to research characteristics that pertain to collective efficacy, which have the

same power in relation to group action and effectiveness, which will be discussed in the next section. Understanding self-efficacy as a determinant of student achievement provides a foundation for the next section of literature review, collective efficacy.

Collective Efficacy

Collective efficacy is an individual's perception of the capabilities of the entire faculty in a school organization. Goddard *et al.* (2000) defines collective efficacy as:

> a construct measuring teachers' beliefs about the collective capability of a faculty to influence student achievement; it refers to the perceptions of teachers that the efforts of the faculty of a school will have a positive effect on student achievement. (p. 486)

Collective efficacy of the faculty is contingent on the staff's belief system that, as a whole, achievement can be raised (Kurz & Knight, 2004). Collective efficacy involves two components of an individual's beliefs; the capability of the group as well as personal capability (Bandura, 2000). In another definition of collective efficacy, Zaccaro, Blair, Peterson, and Zazanis (1995) state that a faculty's belief system plays an integral role in contributing to efficacy. They allege:

> 'Shared beliefs' mean that there is a significant degree of interdependence among member judgments. That is, perceptions of collective competence are influenced not

only by actual conditions within the group, but also, to a

large extent, on how other group members perceive and

convey interpretations of these conditions. This suggests

that collective efficacy may have both individual and group-

level components. (p. 309)

Bandura (1986) stresses that collective efficacy requires group level

attributes of judgment and effort along with a persistence to adhere to the

collective goal.

Collective efficacy correlates positively with student achievement

(Bandura, 1993; Goddard, 2001; Goddard *et al.*, 2004; Goddard *et al.*, 2000;

Hoy *et al.*, 2002; Skrla & Goddard, 2002; Tschannen-Moran & Barr, 2004).

Schools that exhibit collective efficacy set challenging goals, have strong

organizational endeavors, and demonstrate a persistence that will likely lead

to better performance by the students (Goddard *et al.*, 2000). It is a very

powerful construct, since the opposite is also true; schools that exhibit low

collective efficacy tend to demonstrate less effort, inconsistency, and lower

achievement (Goddard *et al.*, 2000), and students show very little in the way

of academic progress (Hoy *et al.*, 2006). Bandura (1993) finds that schools

showing signs of strong collective efficacy have faculties who believe that

students will learn and will be motivated to perform well on tests that

indicate intellectual competence.

Student achievement, in relation to collective efficacy, has been measured by various standardized tests (Goddard *et al.*, 2000). Hoy *et al.* (2002) studied 97 high schools in Ohio with grades nine through twelve. They found a significant, positive relationship between collective efficacy and school achievement in mathematics. They also found that collective efficacy was the strongest predictor of school math achievement compared to academic press, which is the extent to which a school strives for academic excellence and socioeconomic status.

Goddard (2001) studied students, from kindergarten through fifth grade, at 91 elementary schools in one urban, Midwestern school district. He found that collective efficacy was significantly and positively related to student achievement in both reading and math. Goddard *et al.* (2004) studied 96 high schools in a Midwestern state. They found that collective efficacy was a positive and statistically significant predictor of twelfth grade student achievement in reading, mathematics, science, social studies, and writing.

Tschannen-Moran and Barr (2004) studied 66 middle schools in Virginia, all of which use the Standards of Learning (SOL), the Virginia state tests to satisfy the requirements of NCLB, to measure student achievement. They found significant positive relationships between collective efficacy and student achievement on the eighth grade SOL math, writing, and English tests. They also found that collective efficacy made a significant contribution

41

to stronger eighth grade writing. Goddard *et al.* (2004) contend that high collective efficacy has the potential to be rewarded with higher student achievement across all of the content areas.

The power of collective efficacy on student achievement is demonstrated in relation to the effect of socioeconomic status (SES) on student achievement. Bandura (1993) indicates that the effect of collective efficacy on student achievement was stronger than that of SES. This is a profound finding since it may be less difficult to change the collective efficacy of a school than change the influences of SES (Manthey, 2006). This research points to the need for developing higher collective efficacy in lower socioeconomic schools as it could serve as a catalyst in minimizing the gaps in achievement (Goddard *et al.*, 2004). Collective efficacy has been more easily identified in schools with high SES (Goddard *et al.*, 2004). Students who have low SES are more likely to have other stressors present, which may lead teachers to believe that they do not have the power to help, resulting in a lack of collective efficacy (Hoy *et al.*, 2002). Goddard *et al.* (2004a) add that not only is collective efficacy a more powerful predictor for student achievement than SES, but it is also a more powerful predictor than race. Goddard *et al.* (2004) also finds a positive correlation between collective efficacy in the achievement of reading, writing, and social studies, regardless of factors such as minority student enrollment, urbanicity, school size, or prior achievement.

Once a school culture establishes collective efficacy, it is rather difficult to lose (Goddard *et al.*, 2000). Schools with high levels of collective efficacy apply empowering and encouraging influences on their students (Pajares, 1996). Collective efficacy can overcome situations that would normally cause teachers to lose the belief that they can make a difference with their students. Schechter & Tschannen-Moran (2006) found that teachers present in a school with a high level of collective efficacy continued their strong beliefs even when given an abnormally high amount of work. No explanation was determined for the lack of correlation between levels of collective efficacy and high amount of work. Additionally, they found that schools did not lose their collective efficacy when the faculty had an elevated number of veteran teachers closer to retirement. Work load and being a veteran teacher are two considerations that could negatively impact a teacher to give up on efficacious belief, but the study shows that the collective efficacy did not decline (Schechter & Tschannen-Moran, 2006). In the case of veteran teachers, it was found that teachers with more than ten years of teaching experience had significantly higher collective efficacy beliefs than more novice educators (Goddard & Skrla, 2006).

How tightly structured, or coupled, a school is can help determine the levels of collective efficacy. Organizational coupling refers to an organizational and interpersonal structure that links environmental elements (Logan, 1990). A common goal or vision of the school is an example

of an organizational element that would relate to coupling (Kurz & Knight, 2004). Bandura (1997) argues that a tightly coupled organization will be more apt to have higher levels of collective efficacy. In a school that is loosely coupled, the activities of one person will have little impact on another person (Weick, 1976). Goddard (1998) proposes that elementary schools are tightly coupled due to the similarity of teaching roles; whereas, secondary schools are more loosely coupled due to the individuality of subject matter. Ashton (1984) put forward that isolation and limited collegial decision-making cause difficulty for teachers to maintain a strong sense of efficacy. The middle school organizational pattern diminishes isolation because teachers work together to plan curriculum and instruction (Ashton & Webb, 1986).

A learning community is an example of a tightly coupled organization. A component of collective efficacy is a learning community defined as "a culture of learning, in which everyone is involved in a collective effort of understanding" (Bielaczye & Collins, 1999, p. 2). The attributes of a learning community coincide directly with the goals of collective efficacy. Ware and Kitsantas (2007) identify eight features of a learning community:

(a) The community has goals; (b) the community engages in a variety of learning activities to provide for individual development and collaborative construction of knowledge; (c) the teacher's role is that of an organizer and facilitator of student- directed activities; (d) community members embrace different roles at various times and

respect each other's differences; (e) the resources and processes of

learning are shared among community members; (f) members provide

feedback to one another and develop ways to share ideas, knowledge,

and skills; (g) members develop in-depth understanding of key ideas

and share knowledge that contributes to the growth of the community;

and (h) community members create products that can further the

understanding of the community. (p. 304)

When teachers are more involved in the decision making process concerning

their teaching, it will strengthen the coupling of the school community

(Goddard, 2002). Fuller and Izu (1986) contend that effective schools are

those that operate under a unified set of goals, and those goals create an

accord about the overall mission of the school.

The commitment to collective efficacy is enhanced when teachers

believe that they have the support of the administration, influence regarding

the policies of their school and control over their own instruction (Ware &

Kitsantas, 2007). Goddard (2002) construes that levels of collective efficacy

will be higher in organizations that have a collective say about their future

course. Secondary school teachers work primarily in isolation from their

peers and superiors, which limits their overall knowledge of happenings

outside of their classroom (Bidwell, 1965). This contributes to the belief that

collective efficacy is more difficult to obtain in secondary schools.

45

Teachers who work in schools with high levels of collective efficacy tend to have a better knowledge of other courses taught at their school (Newmann *et al.*, 1989). Bandura (1997) postulates that a teacher's quality and commitment to his vocation is related to the level of motivation that is needed to properly instruct students. Collective efficacy, as a whole, can be underestimated if teachers only have knowledge of their own classrooms (Kurz & Knight, 2004). Teachers may believe in their own abilities to instruct students but not in the abilities of their colleagues (Kurz & Knight, 2004). More often, it can be concluded that individual teacher efficacy and collective efficacy are positively correlated (Goddard *et al.*, 2000). Cybulski, *et al.* (2005) state that if teachers become aware of the sources of efficacy, mastery experience, social or verbal persuasion, and vicarious experience, they can be more successful in establishing collective efficacy. They support their claim by arguing that:

> …using data-based decision making (verbal persuasion),
> offering thoughtfully planned professional development
> experiences (vicarious experiences), and, of course,
> ensuring that teachers are placed in positions so that they
> may succeed in their teaching (mastery experiences) will all
> aid, according to the sources of efficacy espoused by Bandura
> (1986, 1997), in strengthening the collective efficacy of a faculty.
> (p. 458)

Accountability is an extremely important component in the theory of collective efficacy. Adams and Kirst (1999) consider accountability to be a catalyst in school improvement. School improvement has to be accepted by the staff or it will be ill-fated. In addition, collective efficacy has the power to make the staff police their own ranks. Teachers in schools with high levels of collective efficacy, whose actions are not in agreement with the expectations of the group, are likely to be sanctioned by the rest of the staff (Goddard *et al.*, 2004a). Hoy *et al.* (2002) corroborate this idea by stating that those who are not on board with the academic press of the school will be met with social sanctions.

Four methods in arriving at a collective efficacy level exist in the literature. The first two methods being discussed are consensus-based approaches, or are derived from the collective input of the entire faculty. One method involves individuals discussing their collective capabilities until they reach a consensus. Bandura (1997) finds that information derived in this manner may be compromised due to a social desirability bias. The social desirability bias simply states that some people will say what their colleagues want to hear instead of what they truly believe. Another method is to have individuals individually answer questions about collective efficacy; a consensus is reached by observing the standard deviation of the individual's perception (Goddard & LoGerfo, 2007).

The two methods that are more frequently employed utilize an aggregate of survey responses from individuals to obtain a mean score that determines an organization's level of collective efficacy. The difference between these two methods is based on the survey questions being either self-referent or group-referent in nature. A self-referent statement would be "I am confident that I can motivate my students." A group-referent statement would be "Teachers in this school are confident that they can motivate their students." Goddard and LoGerfo (2007) suggest that self-referent survey questions do represent a school's collective efficacy; whereas, group-referent survey questions have a greater predictive validity.

Collective Efficacy Scale

The four methods of arriving at a collective efficacy score have been used to create many instruments that can be used to measure the levels of collective efficacy in schools. The 21-item (Goddard *et al.*, 2000) and the 12-item Collective Efficacy Scales (CES) (Goddard, 2002) are most frequently used. Since the efficacy of the group is the most important aspect being measured, it is important not to use a scale that would only take into account the individual's efficacy. The 12-item CES requires the group level because a collective efficacy item requires the judgment of the entire faculty (Goddard, 2002). Previous research has demonstrated the reliability and validity of the scale (Goddard, *et al.*, 2000, 2004). The 12-item short form has been tested and found to be equally effective as using the 21-item scale (Goddard, 2002).

Using the 12-item scale, teachers are able to indicate where they think their colleagues fall on the continuum of efficacy. The 12-item scale uses a six point Likert scale ranging from one, which represents strongly disagree, to six, which represents strongly agree. Each item assesses either group competence (e.g. "Teachers in this school believe that every child can learn,") or task analysis (e.g. "These students come to school ready to learn."). There are three positively worded and three negatively worded items for both categories of group competence and task analysis statements (Goddard, 2002). This study examines the reasons why collective efficacy might wane in progressing from K-12. In establishing high levels of collective efficacy, it is important to understand a teacher's level of hope. Hope, closely related to the tenets of collective efficacy, will be reviewed next in the literature review.

Hope

Henry David Thoreau said,

> I learned this at least by my experiment; that if one
> advances confidently in the direction of his dreams, and
> endeavors to live that life which he has imagined, he will
> meet with success unexpected in common hours...If you
> have built castles in the air, your work need not be lost;
> that is where they should be. Now put the foundations
> under them. (Thoreau, 1893, p. 499)

Hope is more than a mere emotion. Snyder, Harris, Anderson, Holleran, Irving, *et al.* (1991) contend that hope is a dynamic cognitive motivational system. "Hope is more than distancing oneself from and delimiting the impact of failures; hope is the essential process of linking oneself to potential success (Snyder, 1994, p. 18). Snyder (1994) defines hope as "the sum of the mental willpower and waypower that you have for your goals" (p. 5). He goes on to state that *willpower* is the sum total of determination and commitment that people are willing to use to accomplish their goals. *Waypower* is the thought process that persons utilize in order to apply their willpower. Waypower is also called pathways thinking. The overriding key to hope playing an integral part in success is the perception that goals can be met (Snyder, 1994).

Snyder's (2000) hope theory is similar to Bandura's (1977) self-efficacy theory. They both share two components; the willpower element of the hope theory is similar to the efficacy expectancies of the self-efficacy theory. Also the waypower component of the hope theory is similar to the outcome expectancies of the self-efficacy theory. The major difference between the two theories is that Bandura argues that the efficacy expectancies are most important, whereas Snyder (2000) argues that willpower and waypower are equally important (Peterson & Luthans, 2003).

At this point, for the purpose of this study, it is important to understand that hope is not just the idea of being optimistic. Hope, in the

academic setting, can be described as optimism with a plan for success. Snyder (1994) identifies optimists as those who make mental excuses to lessen the impact of failures. In assessing the similarities and differences between hope and optimism, Snyder (2002) notes that similar to hope, "optimism is a goal-based cognitive process that operates whenever an outcome is perceived as having substantial value" (p. 257). According to Luthans (2002), optimism expectancies are formed from an external locus of control while hope expectancies are formed from an internal locus of control. In this sense, a hopeful person has more control over the situation than an optimist.

Control, and therefore hope, has a profound effect on achievement. Snyder (1994) postulates that young children almost always think positively of themselves and their abilities. Aristotle concurs and writes of children having hope when he said, "the young…are full of passion, which excludes fear; and of hope, which inspires confidence" (Welldon, 1886, p. 165). As children get older, a chasm tends to develop, separating those children who continue this confidence from others who experience a waning in their confidence. This separation is a direct result of children adjusting their self-esteem to indicate their success in achieving goals (Snyder, 1994). As children get older they begin to perceive that they have less control over their own outcomes.

Hope allows students to address a task with a focus on success, which raises the probability of achieving set goals (Conti, 2000). Simply stated, hope

is associated with greater problem-solving abilities (Snyder *et al.,* 1991).

Snyder (1994) explains that research has shown:

> …high-hope persons have a greater number of goals, have more
> difficult goals, have greater happiness and less distress, have
> superior coping skills, recover better from physical injury, and
> report less burnout at work. Hope often predicts these positive
> outcomes even when one controls statistically for the effects of
> intelligence and other motives and emotions (e.g., optimism,
> positive and negative affect). (p. 24)

Across the board, children with high hope fared better than low hope children
in the areas of scholastics, athletics and social matters (Snyder, 1994).

There are three types of hope that can be addressed in regard to
student achievement. Global hope, domain-specific hope and goal-specific hope
can all have an impact on the education process. Global hope identifies an
individual's sense of achieving goals in general. Domain-specific hope
measures the levels of hope in social, academic, and family situations. Goal-
specific hope pertains to measuring hope in relation to a specific goal or time
(Snyder, Feldman, Shorey, & Rand, 2002). It is important to note that a
person can have different levels of each type of hope, depending on the
situation or context that is being measured (Morrow, 2006). Each of these
types of hope relate to both teachers and students.

Since hope theory is not a disposition, it can be learned. This is extremely beneficial to the educational process because both teachers and students alike can learn ways to increase their levels of hope. The three areas that can be addressed to increase hope levels are goals, agency, and waypower or pathways thinking. According to Morrow (2006), goal-directed thinking can be fostered by allowing individuals to set meaningful goals that can be met. Agency, which refers to the sense of successful determination in achieving goals in the past, present, and future, can be promoted by self-talking and revisiting mastery experiences, practices that will also generate efficacious behavior (Magaletta & Oliver, 1999). An individual can instill waypower or pathways thinking by breaking down goals into smaller pieces in order to set a plan into motion to accomplish those goals. Waypower or pathways thinking is the thought process that a person develops to utilize their willpower.

In order to cultivate an intrinsic belief of hope, children must know that they have someone in their life who believes in them. One adult role model can have an everlasting impact on a child (Snyder, 1994). According to Pajares (2002), a significant role model can help instill beliefs that will influence the direction that a child's life will take. Because of the impact that a teacher can have on students, it is of utmost importance that the teacher model hope for their students.

Modeling is achieved through vicarious learning. Teachers utilize vicarious learning, or modeling, to instruct their students. Vicarious learning

allows for individuals to learn without undergoing the trial and error process (Pajares, 2002). The result of higher student achievement is derived from the belief by teachers that success can be achieved. This belief can then be modeled from teacher to student. According to Schunk (1981), modeling provides students with tangible methods tied to abstract principles. The expectation that vicarious learning brings about is an outcome based expectancy. According to Manz and Sims (1991), an observer of a viable model will be able to gain information that can be utilized to form outcome expectancies. The most beneficial outcome of vicarious learning is that behavioral change can occur without the observer actually performing the behavior (Manz & Sims, 1991). Just seeing a model exhibit hope can allow a student to develop "high-hope" characteristics. Obviously, credible models exert greater influence than non-credible models (Bandura, 1977).

Like efficacy, hope can be measured collectively. According to Snyder, Hoza, Pelham, Rapoff, Ware, Danovsky, *et al.* (1997), a group of individuals with high hope are more likely to work together toward a shared set of goals. High hope individuals are more social and work better in interactive networks. This idea of working together collectively to achieve goals lends itself to a similar correlation with collective efficacy.

Adult Hope Scale

Snyder supports that a foundational component of hope theory is goal setting. In his research, Snyder found that there are two types of goals:

approach goals and avoidance goals (*Snyder, 2002*). Approach goals are

positive in nature (e.g. "I will pass my driver's exam."), while avoidance goals

are negative (e.g. "I will not get sick this winter."). After identifying the type

of goal people are setting they go on to organize thoughts and actions that

will enable them to achieve their goals. This organizational aspect, as

examined earlier, is called waypower or pathways thinking. The motivation

to use the waypower to accomplish the goal is called agency. It is at this

point that self-efficacy and hope are differentiated. The major difference

between hope and efficacy is that self-efficacy is the belief that a goal *can* be

achieved whereas hope is the belief that a goal *will* be achieved.

The Adult Hope Scale is the instrument that measures an individual's

level of hope. The scale, developed by Snyder, addresses both the agency and

pathways components of hope (Snyder *et al.*, 1991). It consists of 12 items

that include eight hope items and four fillers. The eight hope items are

comprised of four agency items and four pathways items. The agency items

determine the individual's success with goal accomplishment. They include

items that relate to the past, present, and future. "I meet the goals that I set

for myself" is an example of a goal-related item. The pathways items relate

to the ability of the individual to set a course of action to accomplish the

desired goal. An example of the pathways item is "I can think of many ways

to get out of a jam". The fillers do not factor in to the overall measure of

hope. "I feel tired most of the time" is an example of a filler (Snyder *et al.*,

1991). These items are addressed using an 8-point Likert scale that ranges from strongly disagree to strongly agree.

No Child Left Behind

No Child Left Behind (NCLB) was signed into law in 2001. It is the reauthorization of the *Elementary and Secondary Education Act* (ESEA) of 1965, and gave the federal government broad powers to hold public schools accountable for student achievement. Understanding NCLB, ties directly into this study. The mandated NCLB established the four tenets of stronger accountability for student achievement, more flexibility for communities, proven educational methods, and more choice for parents (Pennsylvania Department of Education, 2009). Every state is held to the accountability standards set up by Adequate Year Progress (AYP).

AYP is an individual state's measure of yearly progress toward achieving state academic standards and is the minimum level of improvement that states, school districts, and schools must achieve each year (Pennsylvania Department of Education, 2009). The increasing levels of achievement mandated by NCLB are described in Table 2 of Chapter I. It is the standard of measurement used by NCLB to determine an individual school district's success. Although many look at NCLB and AYP in terms of test scores, there are other factors to take into account. In regard to the state of Pennsylvania, the measurement of success for each school district is based on three factors: students who take the PSSA, students who score

proficiently on the PSSA, and attendance and graduation numbers. Standardized performance indicators have been created for each of the three factors.

The performance indicators for students who take and score "proficient" on the PSSA are created by the levels of achievement in reading and math. The student results are described as "advanced", "proficient", "basic" and "below basic". The Pennsylvania Department of Education defines those levels as shown in Table 1 of Chapter I. A minimum of 95% participation rate of overall student population and subgroups must take the PSSA. This requirement is for all students enrolled in the school as of the last day of the assessment window; regardless of whether those students were enrolled in the school for the full academic year.

The *No Child Left Behind Act of 2001* calls for the state department of education to set rigorous targets for attendance and graduation rates. Attendance rates apply to schools that do not have a graduating class and includes the entire student population. In order for the elementary and middle schools in a school district to attain AYP status for attendance, the target level set by the PA State Department of Education is 90% or any improvement from the previous year. For high schools to attain AYP status using their graduation rates, the target level is 80% or any improvement over the previous year. This applies only to the students enrolled in that year's graduating class. The student attendance and graduation data for each

school within a district is reported annually to the Pennsylvania Department of Education by that school district.

NCLB defines 10 student groups. The groups consist of: all students, American Indian, Asian, Hispanic, Black, White, Limited English Proficient, Special Education, Migrant Status and Free and Reduced Priced Lunch. Only the scores of groups with 20 or more students are used to calculate AYP with the exceptions of Special Education and Limited English Proficiency, which must have at least 40 students. A school does not attain AYP status if it misses any one of the targets set for meeting AYP in any of the three indicators; students who take and score proficiently on the PSSA, attendance numbers, and graduation numbers. The Valley Area School District is comprised of 3 groups; White, Special Education, and Free and Reduced Priced Lunch.

When a school fails to meet the required performance levels for two consecutive years, they are forced into corrective action. The corrective action issued by the federal government is outlined in Table 3 of Chapter I.

The 2009- 2010 District Report Card shows that there are a total of seven schools that make up the Valley School District. Pseudonyms will be used for the schools and people involved for the purpose of this study. The Valley Area Senior High School is comprised of grades 9-12 and a student population of 925 students. The Valley Area Middle School serves grades 5-8 and has a student population of 692 students. The Valley Area Elementary

Schools are comprised of grades K-4 and has a student population of 954

students. The district as a whole met the AYP target levels for academic

performance, graduation, attendance rates, and test participation. Each

individual school also attained the AYP target levels for test participation

and academic performance.

Summary

Chapter II summarizes the literature that pertains to this study. The

foundation for this study is to evaluate the concepts of collective efficacy and

hope and to identify what correlation, if any, exists between the two. It also

identifies what correlation, if any, exists between collective efficacy and hope

with student achievement. In determining these relationships the researcher

will attempt to identify at which grade level collective efficacy and hope are

at their highest and why that occurs.

Elementary schools tend to be smaller than middle schools, and middle

schools tend to be smaller than secondary schools. Smaller schools allow for

higher student achievement due to a more limited curriculum (Lee & Bryk,

1988, 1989). Smaller schools also allow for a climate characterized by higher

levels of collective efficacy (Anderson, 1968).

To understand collective efficacy it is important to understand its

foundational framework efficacy beliefs. Efficacy beliefs have their roots in

the theories of locus of control and the social cognitive theory. Locus of

control is related to efficacious beliefs because the sources of self-efficacy

beliefs come from vicarious experience and mastery experience. Internal locus of control relates to the hope theory because it is up to the individual to persevere to accomplish their goals. The social cognitive theory is an outline for understanding human learning and motivation (Bandura, 1986, 1997). Motivation also relates to the hope theory through the concept of waypower or pathways thinking.

Efficacy beliefs are judgments based on the capability to complete a task in the future, whether they are self or collective (Bandura, 1997). It is important to know that efficacy judgments are beliefs about the capability of an individual or a group, not an actual appraisal of the task completion (Goddard *et al.*, 2004a). Whether positive or negative, a person's belief will impact their behaviors (Bandura, 1997).

Collective efficacy in a school setting refers to the judgment of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students (Goddard *et al.*, 2004). Bandura (2001) observes that collective efficacy is different than most theories because it focuses on group-level attributes rather than individual efforts. The theory of collective efficacy has roots in Bandura's social cognitive theory (Goddard *et al.*, 2000). At the core of the social cognitive theory is human agency, which is the way individuals exercise control over their lives (Hoy *et al.*, 2002). Tied directly to the social cognitive theory is a

person's sense of self-efficacy, defined as the belief of an individual to take the steps necessary to achieve a desired outcome (Bandura, 1977).

Collective efficacy correlates positively with student achievement (Bandura, 1993,; Goddard, 2001; Goddard *et al.*, 2004; Goddard *et al.*, 2000; Hoy *et al.*, 2002; Skrla & Goddard, 2002; Tschannen-Moran & Barr, 2004). The way a school is organized will indicate the likelihood collective efficacy is fostered. Tightly structured schools will have higher collective efficacy (Bandura, 1997). A tightly structured school allows teachers to work together collegially and allow stronger decision making by the entire faculty. Elementary schools are more tightly structured than secondary schools (Goddard, 1998) which lend to the idea that collective efficacy will be present more in an elementary school.

As schools try to raise student achievement in order to adhere to the levels put forth by NCLB, it is important to find ways to help students achieve expectations. Mastery experience, believing that past success or failure will translate directly into future success or failure, plays a large role in the establishment of collective efficacy. Because of this, all states may need to rethink how they are holding schools accountable to NCLB. Schools may have a difficult time developing collective efficacy as a result of the feedback that state departments are giving to schools that are not meeting AYP requirements. According to Goddard *et al.* (2004), telling a troubled school that it is failing does little to mount the sustained commitment, effort,

and self-appraisal necessary to improve student learning in addition, state accountability systems typically set the bar too high and importance is not placed on smaller gains that are being accomplished by the school. If those smaller gains were recognized as successes, collective efficacy and levels of hope could be maintained or fostered. High levels of hope among faculty will be more readily available in schools with high levels of collective efficacy.

Children with high hope achieve more success in scholastics, athletics and social situations than do low hope children (Snyder, 1994). Hope can be learned by and modeled to others through vicarious learning. A teacher who has a high level of hope is able to model that hope to students. High levels of hope lead to more goal setting and more of an opportunity for those goals to be achieved.

The literature supports the notion that schools with high levels of collective efficacy will achieve at higher levels. It also suggests that individuals with high levels of hope will achieve more scholastically. NCLB has attempted to provide a process to raise student achievement using cognitive-driven measures. It does not address the emotional aspects of efficacy and hope. It is the contention of this researcher that the emotional practices of efficacy and hope will assist the cognitively-driven measures of NCLB in raising student achievement. The information from the literature review forms the basis for the following chapter which describes the design and method used to conduct this study.

CHAPTER III

METHODOLOGY

OVERVIEW

This chapter details the methodology used to collect and analyze the data in this study. The first section describes the purpose and research questions; the next section notes the population examined and the collective efficacy and hope survey instruments utilized, along with the interview protocol that was followed. Lastly, this chapter will summarize how the data will be analyzed.

Purpose of Study and Research Questions

The purpose of this study is to identify and describe what correlation exists between a school's level of collective efficacy and individual teacher's levels of hope. By understanding the correlation that exists between collective efficacy and individual teacher's level of hope, this study will determine if those two attributes wax or wane as the grade level increases. As described in Chapter II, high levels of collective efficacy and individual teacher's hope correlate to higher levels of student achievement. It is important for schools to have a focus of maintaining or progressing student achievement to be in line with the levels of proficiency set forth by NCLB. The research questions that guide this study are:

1. What are the collective efficacy scores of the primary, middle, and secondary grade levels.

2. What are the individual teacher's levels of hope in the primary, middle, and secondary grade levels?

3. What is the correlation between a school's collective efficacy and an individual teacher's level of hope?

4. What factors affect collective efficacy and an individual teacher's level of hope?

The first three research questions are quantitative in nature and will be answered using survey instruments. The fourth research question is qualitative in nature and is informing the data using interview techniques. In order to have relevant data to inform the fourth research question, it is imperative to give voice to the individuals who are currently practicing in the field for which an interview protocol will be used. It is the belief of this researcher that a mixed-method design is necessary in order to properly answer the research questions.

The significance of this study is strongly related to the goal of student achievement. Since the literature suggests that schools with high levels of collective efficacy will have higher student achievement, and teachers with high levels of hope will have students who achieve academically at higher levels, it is important to foster these two concepts. It is significant for school leaders to identify if there is reliability in both collective efficacy and individual teacher's levels of hope in order to continue student achievement. The results of this study will also help to determine a professional

development regimen to increase levels of collective efficacy and hope in teachers. It is key for teachers to internalize the attributes of collective efficacy and hope and model them to their students to provide a climate for optimal student achievement.

Design of Study

A mixed-methods approach with a concurrent embedded, or nested, design will be used in this study. A mixed-methods study integrates both quantitative and qualitative research methods (Gay & Airasian, 2003). Quantitative data will be collected through the Collective Efficacy Scale (Goddard, 2002) and the Adult Hope Scale (Snyder *et al.*, 1991). Qualitative data will be collected through a series of interviews. The data will be triangulated and evaluate scale results. According to Greene, Caracelli, and Graham (1989), the purpose of a mixed-methods study is to test the consistency of the findings through data obtained from various instruments. According to Onwuegubuzie and Leech (2006), "conducting mixed methods research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study …that investigate the same underlying phenomenon" (p. 474).

The phenomenon of believing in the achieving of goals was studied by examining the constructs of both collective efficacy and hope. In order to test the levels of collective efficacy and hope, the two concepts will be measured by quantitative scales. Interviewing will allow the researcher to analyze the

causes of hope and collective efficacy levels and their perceived impact on student achievement.

The type of mixed-methods approach that will be used is a concurrent nested or embedded design. In a concurrent nested design one method is predominant and guides the study and the other is given less priority as it is nested or embedded in the predominant method. The quantitative data serves as the predominant method for this study and the qualitative data will be embedded (Tashakkori & Teddlie, 2003). This design fits this study because the embedded qualitative data allows the researcher to gain perspective from different levels within the study (Creswell, 2009).

When deciding which research design to use, it is important to select a design that will best answer the research questions. According to Thomas (2003), the question should never be which design method is superior but rather which design method can give the most convincing answers to the study. Rocco, Bliss, Gallagher, and Perez-Prado (2003) generalize that purely quantitative research oversimplifies causal relationships while purely qualitative research allows for selective reporting. Thomas (2003) echoes this generalization in saying that the best answer usually comes from a combination of quantitative and qualitative research methods.

The mixed-methods design fits this study well. The quantitative portion of this study consists of a descriptive and inferential research design. Survey research methodology will be used to collect a collective efficacy score

from the three school levels in the sample, and the levels of hope from the teachers of this district. The qualitative portion of this study consists of individual interviewing. The ability for elaboration by the participants is the key determinant for using the interview in the qualitative portion of this study. According to Thomas (2003), interviewing provides the researcher the ability for greater flexibility and personal control. He also states that interviewing is superior to observation in the efficiency of collecting data about people's knowledge and opinions.

Population and Sample

This study takes place in a rural school district located in Northwest Pennsylvania. The school district serves an overall population of 14,400 residents. The sample will be comprised of primary and secondary teachers in a K-12 setting. There will be 189 total teachers surveyed. Grades K-5 will be represented by 67 teachers, grades 6-8 will be represented by 51 teachers and grades 9-12 will be represented by 59 teachers. Although this study focuses primarily on teachers, it also will include 6 guidance counselors and 6 principals. Because collective efficacy is a school level attribute, it is important to measure the efficacy levels of everyone who has contact with students.

The age range of the population will be from 22 to 60, which is the typical age range of public school employees. Of the 201 individuals present in this sample, 67% are female and 100% are Caucasian.

There will be two types of non-probability samplings used in obtaining the sample for this study: convenience and purposive. Convenience sampling is simply using available subjects and was used to gather collective efficacy levels and levels of individual teacher hope. Purposive sampling involves the judgment of the researcher to determine the selection of respondents based on the objective of the research (Babbie, 1999). Purposive sampling will be used in this study to assure gender equity, as well as a proper distribution of grade levels for the interview portion of data collection.

Instrumentation

Three data sources will be used to complete this study. They include the Collective Efficacy Scale (CES), the Adult Hope Scale (AHS), and an interview protocol. The 12-item Collective Efficacy Scale developed by Goddard (2002) will be used to determine each school's collective efficacy score. In order to indicate the level of agreement that the surveyed teachers have with each statement, the scale consists of 12 Likert-items that range from 1 (strongly disagree) to 6 (strongly agree). Each item assesses either group competence (e.g. "Teachers in this school believe that every child can learn.") or task analysis (e.g. "These students come to school ready to learn."). There are three positively and three negatively worded survey items for both group competence and task analysis questions (Goddard, 2002).

The CES was developed using a teacher efficacy scale created by Gibson and Dembo (1984). Gibson and Dembo's scale has a long and short

form which was adapted into the CES using four categories of positive group competence, negative group competence, positive task analysis, and negative task analysis. Group competence refers to the judgments that the faculty brings to teaching, which pertain to methods, skills, training and experience. Task analysis refers to limitations and opportunities in the actual task that is present, which also includes the community involvement and a student's home life, as well as the student's academic ability. Another major adaptation to the CES was making the scale group oriented instead of individually oriented (Goddard *et al.*, 2000). Six of the items in this scale are reversed scored since they are negatively worded. For example, "Students here are just not motivated to learn" is scored in reverse where a 1 would be scored as a 6, suggesting low efficacy. The scale was scored as follows:

1. The scores of items 3, 4, 8, 9, 11, 12 are reversed scored.

2. The scores of all items are added, and the greater the number equates to the higher level of collective efficacy.

3. The score of each teacher was averaged to find the collective efficacy level of each school. (Larrick, 2004)

There are two major surveys used to determine a school's collective efficacy level, the 21-item Collective Efficacy Scale and the 12-item Collective Efficacy Scale. The 12-item scale will be used during this study to simplify the data. In using the 12-item CES instead of the 21-item CES, it is important to determine its validity so that the scales are asking for the same

information. Goddard (2002) studied both scales to verify the validity of the 12-item scale. He found that they were highly correlated (r=.983), which suggests that the two scales are asking for the same information. With the analysis of the group competence, his study provided evidence that the short form of the CES was equally effective as the long form. Permission was granted to the researcher by both the author and publisher of the Collective Efficacy Scale.

The 12-item Adult Hope Scale developed by Snyder *et al.* (1991) will be used to determine individual teacher's level of hope. The scale consists of 12 Likert-items that ranged from 1 (definitely false) to 8 (definitely true) to indicate the level of agreement that the surveyed teachers had with each statement. Of the 12 items, 8 are hope items and four are fillers or distracters. The eight hope items are comprised of four goal-related items and four pathways items. "I meet the goals that I set for myself" is an example of a goal-related item. "I can think of many ways to get out of a jam" is an example of a pathways item. "I feel tired most of the time" is an example of a filler or distracter item (Snyder *et al.*, 1991). Items 2, 9, 10, and 12 identify the goal-related aspects of hope. Items 1, 4, 6, and 8 identify the pathways aspects of hope. The four fillers are items 3, 5, 7, and 11.

Regarding the reliability of the instrument, the Adult Hope Scale has strong psychometric properties. Cronbach's alpha reliability coefficients range from .74 to .84 for six samples of undergraduate college students and

two samples of individuals in psychological treatment, and test-retest correlations were .80 or higher at 10-week and greater intervals. Regarding validity, concurrent construct validity with measures of optimism, expected control, self-esteem, hopelessness and depression were satisfactory (Snyder *et al.*, 1991). Moreover, two elements of the Adult Hope Scale, agency and pathways, have been verified via principal components exploratory factor analysis (Snyder *et al.*, 1991) and confirmatory factor analysis (Babyak, Snyder, & Yoshinobu, 1993). The researcher has been given permission to use the Adult Hope Scale by the American Psychological Association.

The interview protocol will be used to discover the factors that affect collective efficacy and individual teacher's levels of hope. The interview will be completed with ten teachers. Participants will be given the interview questions prior to the actual interview to make sure they had proper time to analyze the questions. Prior to conducting the interview with the participants of the study the researcher will ask three teachers who will not be part of the study the same interview questions to serve as inquiry auditors with the purpose of establishing credibility of the questions. The purpose of the inquiry auditor is to verify the interview protocol by conducting a parallel process of data analysis and comparing notes (Merriam, 2002).

Data Collection Procedures

After securing approval to conduct the research by both the Institutional Review Board of Indiana University of Pennsylvania (Appendix

71

A) and the Valley Area School District (Appendix B), a pseudonym of the actual school district, the principals of each participating school will be contacted (Appendix C). A cover letter introducing survey completion (Appendix D) and interview participation (Appendix E), an Adult Hope Scale (Appendix F), a Collective Efficacy Scale (Appendix G), and the interview protocol (Appendix H) will be provided for each principal, and a detailed plan for the collection of data was submitted.

Faculty members from each school will be e-mailed both the Collective Efficacy Scale (CES) and the Adult Hope Scale (AHS) using the online survey tool, Survey Monkey. The researcher will attach a letter to the surveys to explain the study and to make clear that participation is completely voluntary. The surveys that are completed will then be used to determine the school's level of collective efficacy and individual teacher's levels of hope in accordance with the study. Since collective efficacy and levels of hope are both contingent on school level awareness, a variety of individuals working within the school, including principals and guidance counselors, will also be given the surveys.

Interview subjects will be selected through purposive sampling from those volunteering to participate in this study, as explained earlier. An opportunity will be offered for subjects to self-identify on the survey if interested in being interviewed as part of this study. From that response, the researcher will select 10 individuals to interview with the intent of achieving

a mixture of genders and grade levels taught. If there are more than 10
volunteers for the interview the researcher will use purposive sampling from
that list to get a good representation of male and female teachers and grade
level in the 10 people that are interviewed.

The interviews include both open and closed-ended questions. The
interview data will be collected through tape recordings, following participant
permission, and then transcribed verbatim. The text of the transcription will
serve as the primary source for analyzing and interpreting the data.
Member-checking will be used to establish credibility for the responses given
to the interview protocol. Member-checking involves allowing the
interviewed individuals to review the data to validate its accuracy (Lincoln &
Guba, 1985).

<div align="center">Data Analysis Procedures</div>

The methodological design for this study is a mixed-method,
concurrent nested approach. Data from the two surveys will be used to
provide the descriptive analyses of mean, standard deviation and
correlations. The analysis of the research design will involve identifying the
direction and magnitude of the relationship between a school's collective
efficacy and teacher's levels of hope. The Pearson r correlation coefficient will
be used to obtain the results. The Statistical Package for the Social Sciences
(SPSS) will be used to conduct all statistical analyses.

All interview data will be transcribed verbatim from audio, digitally recorded sessions. The transcripts will be coded according to key words and phrases pertaining to collective efficacy and individual teacher's levels of hope. Themes, such as goal setting, expectations of student achievement, and problem solving will be used to triangulate the quantitative data.

Protecting Human Subjects and Permissions

To protect the human subjects of this research, pseudonyms will be used for the participants and the schools involved. All participation in this study is completely voluntary. Anyone who participates may withdraw at any time, without penalty, by contacting the researcher. Participants will be notified of the fact that there is no known risk for participating in this survey. The surveys, both the CES and AHS, and the interview protocols will be kept in a locked cabinet in the home of the researcher. After the data are used, all documents will be destroyed after the required three years.

Permission to use the Collective Efficacy Scale (CES) was granted to the researcher by Dr. Roger Goddard, the creator of the scale, and by Sage Publications (Appendix I), the publisher of the journal in which the CES was printed. Permission to use the Adult Hope Scale (AHS) was granted to the researcher by the American Psychological Association (Appendix J), the publisher of the journal in which the AHS was printed.

Summary

The purpose of this study is to identify and describe what correlation exists between a school's level of collective efficacy and individual teacher's levels hope. Chapter III identifies the methodology used to collect and analyze the data used in this study.

The total sample will consist of 201 teachers, guidance counselors and principals. The sample serves a rural school district in north central Pennsylvania. Two surveys, the Collective Efficacy Scale (CES), and the Adult Hope Scale (AHS) will be used to gather the quantitative data. Teacher interviews will be used to gather the qualitative data.

The study will use a mixed-method, concurrent nested design with the quantitative data as the predominant method and the qualitative data embedded. The quantitative data, acquired through the Collective Efficacy Scale and the Adult Hope Scale will be analyzed using the Pearson r correlation coefficient. The qualitative data, acquired through teacher interviews, will be transcribed and categorized to triangulate the quantitative data. The goal of the researcher is to provide the reader with transparency as to how the findings were obtained.

CHAPTER IV

DATA AND ANALYSIS

This study explored the correlation between the level of hope of individual teachers and schools' levels of collective efficacy. Each grade level, from kindergarten through grade 12, was analyzed to identify the magnitude and direction of the correlation between hope and collective efficacy. The Adult Hope Scale (AHS) and the Collective Efficacy Scale (CES) were used along with a 15-question interview protocol to collect the data necessary to come to conclusions regarding hope and collective efficacy. To complete the study, four questions were examined. Chapter IV explains the data analysis techniques used in this study and presents the study findings for each research question. Creating the foundation of the study are the following research questions:

1. To what extent does grade level relate to teachers' sense of collective efficacy?

2. To what extent does grade level relate to individual teacher's level of hope?

3. What is the correlation between a school's collective efficacy and an individual teacher's level of hope?

4. What factors affect collective efficacy and an individual teacher's level of hope?

This was primarily a quantitative study using various statistical tests to address the first three research questions. For the first two questions, descriptive statistics determined the collective efficacy and adult hope levels for each grade level. For the third question, Pearson product correlations were calculated. The statistical package SPSS 19.0 for Windows was used for the statistical analysis. For the final question, which sought qualitative data, a 15-question interview protocol was used.

Teachers, guidance counselors, and principals from five elementary schools, one middle school, and one high school in the Valley Area School District, a pseudonym, were surveyed. A total of 201 participants were invited to take part in this study, and a total of 178 surveys were returned completed. Respondents were grouped into primary (grades K-4), middle (grades 5-8), and secondary (grades 9-12) grade levels. After the grouping, the collective efficacy score and adult hope score were derived for each level. While taking the survey, participants identified their interest level in being interviewed; from those teachers that demonstrated a willingness to be interviewed, ten teachers were purposely selected and interviewed. The findings of this study are grouped by research questions.

Research Question 1: What are the Collective Efficacy Scores of the Primary, Middle, and Secondary Grade Levels?

Collective efficacy in a school setting refers to the teachers' judgments that the faculty as a whole can organize and execute a course of action

required to have a positive effect on students (Goddard, Hoy, & Hoy, 2004).

The Collective Efficacy Scale (CES) is comprised of 12 items scored using a 6-point Likert scale for a maximum possible score of 72. A higher score corresponds to higher levels of collective efficacy. The data that describes the sample school district with respect to the number of returned surveys (N) and the collective efficacy scores are described in Table 4, which represents the first research question: To what extent does grade level relate to teachers' sense of collective efficacy?

Table 4

Collective Efficacy Scores for the Valley Area School District

Grade Level	N	Mean Collective Efficacy Score
Primary (K-4)	64	57.60
Middle (5-8)	45	59.76
Secondary (9-12)	57	48.96
Administrators/ Guidance Counselors	12	54.00

Note: The mean collective efficacy score was taken for each level in the Valley Area School District with the middle level teachers scoring highest overall. The maximum collective efficacy score is 72.

The middle school grade level scored highest of all grade levels, in regards to collective efficacy with a score of 59.76 out of a possible score of 72. The results of the collective efficacy survey depicted that the middle school teachers hold a higher collective belief in their abilities to raise student achievement than the other grade levels.

Because collective efficacy is a school level attribute, it is important to measure the efficacy levels of everyone that has contact with students. Therefore, guidance counselors and principals were also surveyed. The

guidance counselors and principals scored within the same range that the three grade levels scored.

A closer look at each individual grade level reveals how grade levels responded to each survey item. Tables 5, 6, and 7 show the Collective Efficacy Scale (CES) results for the primary grade levels (K-4), middle grade levels (5-8), and secondary grade levels (9-12), respectively. For data analysis purposes, the CES items in Tables 5, 6, and 7 are abbreviated; see Appendix G to read the full items from the Collective Efficacy Scale. The missing surveys listed in Tables 5, 6, and 7 were the result of incomplete data from the returned surveys.

Table 5

Primary Level CES Results

CES Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Get through to difficult students	62	2	4.8871	.87037
2. Confident to motivate	62	2	5.2258	.71102
3. Teachers give up	62	2	5.5484	.98642
4. Skills to produce learning	62	2	5.7742	.83802
5. Believe every child can learn	62	2	5.3387	1.12997
6. Come to school ready to learn	62	2	3.7419	1.35423
7. Home life advantages	62	2	3.0161	1.41990
8. Students not motivated to learn	62	2	4.4355	1.22302
9. Teachers cannot deal with discipline	62	2	5.3871	1.01392
10. Opportunities in community help	62	2	4.0645	.98963
11. Worried about safety	62	2	5.7097	.63729
12. Drugs and alcohol cause problems	62	2	4.1129	1.41543

Note: Above are the mean and standard deviation statistics from the Collective Efficacy Scale by the primary level (K-4) teachers in the Valley Area School District. The items with the highest mean scores indicate a lower concern of the teachers. The maximum scale range is 6.

Table 6

Middle Level CES Results

CES Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Get through to difficult students	42	3	4.6190	.96151
2. Confident to motivate	42	3	4.6905	.94966
3. Teachers give up	42	3	5.1667	1.03398
4. Skills to produce learning	42	3	5.4762	1.01784
5. Believe every child can learn	42	3	4.9048	1.22593
6. Come to school ready to learn	42	3	3.7143	1.41913
7. Home life advantages	42	3	2.5952	1.32627
8. Students not motivated to learn	42	3	4.2381	1.39353
9. Teachers cannot deal with discipline	42	3	4.7381	1.16994
10. Opportunities in community help	42	3	3.3333	1.35551
11. Worried about safety	42	3	5.7619	.48437
12. Drugs and alcohol cause problems	42	3	3.6429	1.42831

Note: Above are the mean and standard deviation statistics from the Collective Efficacy Scale by the middle level (5-8) teachers in the Valley Area School District. The items with the highest mean scores indicate a lower concern of the teachers. The maximum scale range is 6.

Table 7

Secondary Level CES Results

CES Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Get through to difficult students	56	1	4.2321	1.17537
2. Confident to motivate	56	1	4.2321	1.29321
3. Teachers give up	56	1	4.6964	1.27806
4. Skills to produce learning	56	1	5.2857	1.05683
5. Believe every child can learn	56	1	4.6786	1.40269
6. Come to school ready to learn	56	1	3.0357	1.26440
7. Home life advantages	56	1	2.7857	1.43608
8. Students not motivated to learn	56	1	3.3929	1.23109
9. Teachers cannot deal with discipline	56	1	4.8571	.96160
10. Opportunities in community help	56	1	3.0000	1.30732
11. Worried about safety	56	1	5.5179	.95329
12. Drugs and alcohol cause problems	56	1	3.1429	1.15095

Note: Above are the mean and standard deviation statistics from the Collective Efficacy Scale by the secondary level (9-12) teachers in the Valley Area School District. The items with the highest mean scores indicate a lower concern of the teachers. The maximum scale range is 6.

Generally, items that addressed home life, community support, and drug use received the lowest scores from across all of the grade levels (Items 6, 7, 10, and 12, respectively in Tables 5, 6, and 7). Item 11, concerning the perception that teachers believe students worry about their safety, received the highest collective efficacy score; teachers across all of the grade levels perceived that safety was not an issue for the students. The item that received the highest collective efficacy score from teachers, outside of student safety, addressed the teachers' abilities to produce increased student achievement (Item 4).

Efficacy beliefs have their roots in the locus of control theory. Locus of control, as explained in Chapter II, is a psychological construct used to describe the amount of self-control a person perceives to have over a given situation (Grimes, Millea, & Woodruff, 2004). The locus of control can be described as internal or external. Internal locus of control implies that a person believes they have control over the outcome of a given situation, while situations that are outside of a person's control are described as being an external locus of control. The following identify the survey items rooted in an internal locus of control:

- Item 1: Teachers in this school are able to get through to difficult students.

- Item 2: Teachers here are confident they will be able to motivate their students.

- Item 3: If a child does not want to learn, teachers here give up (reverse coded).

- Item 4: Teachers here do not have the skills needed to produce meaningful student learning (reverse coded).

- Item 5: Teachers in this school really believe every child can learn.

Generally, participants in the study answered that they were confident with themselves and their colleagues in regard to the situations that were within their control. Based on these findings, it can be determined that the

participants have a stronger internal locus of control than external locus of control. Having an internal locus of control means that the participants believe that they have the ability to alter student achievement in terms of things that they can control.

Items were generally scored lower in collective efficacy when they addressed instances of external locus of control, what teachers believed to be outside of their control. The following survey items suggest an external locus of control:

- Item 6: These students come to school ready to learn.

- Item 7: Home life provides so many advantages; they are bound to learn.

- Item 10: The opportunities in this community help ensure that these students will learn.

- Item 12: Drug and alcohol abuse in the community make learning difficult for students here (reverse coded).

The primary level teachers answered at higher levels of collective efficacy in terms of believing that every student can learn (Item 5: Teachers in this school really believe that every child can learn.), and the collective efficacy levels decreased as the grade level increased. The same result was evident in having the ability to get through to the difficult students (Item 1: Teachers in this school are able to get through to difficult students.) and

helping them to achieve (Item 4: Teachers here do not have the skills needed to produce meaningful student learning.).

These results uphold the research that suggests that collective efficacy declines as grade level increases (Bandura, 1997). There can be a myriad of factors that lead to lower collective efficacy scores in the secondary school grade levels, but the data clearly show the secondary school teachers do not have the same levels of collective efficacy as the other grade levels. The second research question, pertaining to hope, is addressed next.

Research Question 2: What are the Individual Teacher's Levels of Hope in the Primary, Middle, and Secondary Grade Levels?

Hope is the perceived capacity to produce clear goals accompanied by the routes to reach those goals (pathways thinking) and the motivation to use those routes (agency thinking) (Snyder, 1994). Twelve items using an 8-point Likert scale create the Adult Hope Scale (AHS). Survey items analyzed from the Adult Hope Scale were 1, 2, 4, 6, 8, 9, 10, and 12, which are shown in Tables 9, 10, and 11. Items 3, 5, 7, and 11 were inserted into the scale as fillers. There were eight items analyzed for a maximum possible score of 64. The higher the score reflects higher levels of adult hope. The data that describes the sample school district with respect to the number of usable surveys (N) and the adult hope scores are described in Table 8, which represents the second research question: To what extent does grade level relate to individual teacher's sense of hope?

Table 8

Adult Hope Scores for the Valley Area School District

Grade Level	N	Mean Adult Hope Score
Primary (K-4)	64	56.96
Middle (5-8)	45	55.04
Secondary (9-12)	57	53.76
Administrators/ Guidance Counselors	12	57.60

Note: The mean adult hope score was taken for each level in the Valley Area School District with the primary level teachers scoring highest overall among the teachers surveyed. The administrators and guidance counselors scored the highest hope score throughout the entire district. The maximum adult hope score is 64.

The primary grade level adult hope score is the highest of all grade levels with a score of 56.96 out of a possible score of 64. As grade levels increase, the levels of adult hope gradually decline. Guidance counselors and principals, not part of the interview portion of the study, were surveyed to see how their thoughts corresponded with the teaching staff. Although they scored higher than the three levels of teachers, their scores were in proximity with the overall levels of hope for the school district.

A closer look at each individual grade level discloses how each survey item was answered. Tables 9, 10, and 11 show the Adult Hope Scale (AHS) results for the primary grade levels (K-4), middle grade levels (5-8), and secondary grade levels (9-12), respectively. For data analysis purposes the AHS items in Tables 9, 10, and 11 are abbreviated; see Appendix F to read the full items from the Adult Hope Scale.

Table 9

Primary Level AHS Results

AHS Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Ways to get out of a jam	60	4	7.0667	.79972
2. Pursue my goals	60	4	7.3000	.78762
4. Ways around any problem	60	4	6.9667	1.10418
6. Get things that are important	60	4	6.9833	.94764
8. Solve problems	60	4	6.7667	.92730
9. Prepared for the future	60	4	7.3000	.86944
10. Successful in life	60	4	7.3500	.65935
12. Meet goals I set	60	4	7.0333	.73569

Note: Above are the mean and standard deviation statistics from the Adult Hope Scale by the primary level (K-4) teachers in the Valley Area School District. The items with the highest mean scores show a higher hope level from the teachers. The maximum scale range is 8.

Table 10

Middle Level AHS Results

AHS Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Ways to get out of a jam	40	5	6.7500	1.29595
2. Pursue my goals	40	5	7.1000	.87119
4. Ways around any problem	40	5	6.5750	1.15220
6. Get things that are important	40	5	6.5750	1.08338
8. Solve problems	40	5	6.6250	1.00480
9. Prepared for the future	40	5	7.2000	.82275
10. Successful in life	40	5	7.2000	.75786
12. Meet goals I set	40	5	6.7750	1.02501

Note: Above are the mean and standard deviation statistics from the Adult Hope Scale by the middle level (5-8) teachers in the Valley Area School District. The items with the highest mean scores show a higher hope level from the teachers. The maximum scale range is 8.

Table 11

Secondary Level AHS Results

AHS Item	N		Mean	Std. Deviation
	Valid	Missing		
1. Ways to get out of a jam	56	1	6.4107	1.24720
2. Pursue my goals	56	1	7.2143	.59435
4. Ways around any problem	56	1	6.0714	1.57084
6. Get things that are important	56	1	6.6250	.94508
8. Solve problems	56	1	6.5179	.95329
9. Prepared for the future	56	1	7.2321	.87368
10. Successful in life	56	1	7.1071	.73059
12. Meet goals I set	56	1	6.8571	.67227

Note: Above are the mean and standard deviation statistics from the Adult Hope Scale by the secondary level (9-12) teachers in the Valley Area School District. The items with the highest mean scores show a higher hope level from the teachers. The maximum scale range is 8.

Referring to Tables 9, 10, and 11, the primary and middle level teachers scored highest on Item 10 (I have been pretty successful in life.). The secondary teachers scored highest on Item 9 (My past experiences have prepared me for the future.). The item from the survey that was scored the lowest by the primary teachers centered on frustration (Item 8: Even when others get discouraged, I know I can find a way to solve the problem.). The middle and secondary teachers both scored lowest on ways to get around problems (Item 4: There are lots of ways around any problem.). Even with the differences in the responses, the answers were all tightly grouped.

Luthans (2002) states that hope expectancies are formed from an internal locus of control. The items in the Adult Hope Scale are all rooted in an internal locus of control, giving the participants of the study the belief

that they are in control of the given situation. It could be due to this internal

locus of control that the scores were high on the Adult Hope Scale. The

correlation between collective efficacy and hope, the third research question,

is addressed next.

Research Question 3: What is the Correlation between a School's Collective Efficacy and Individual Teacher's Level of Hope?

Table 12 presents the analysis to the third research question: what is

the correlation between a school's collective efficacy and individual teacher's

level of hope? A Pearson r correlation coefficient assessed the relationship

between the Valley Area School District's level of collective efficacy and the

individual teachers' level of hope. There was a positive correlation between

the two variables, $r = .571$, $n = 166$, $p = .000$. A scatterplot summarizes the

results as shown in Figure 2. Overall, there was a moderate, positive

correlation between a school's level of collective efficacy and the individual

teacher's level of hope. Increases in adult hope correlated with increases in

levels of collective efficacy.

Table 12

District-wide Pearson r Correlation Coefficient

		CES	AHS
District-Wide (K-12)	CES Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	166	166
	AHS Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	166	166

. Correlation is significant at the 0.01 level (2-tailed).

Note: There is a positive correlation between the Valley Area School District's collective efficacy level and hope level. An increase in hope level will result in an increase in collective efficacy.
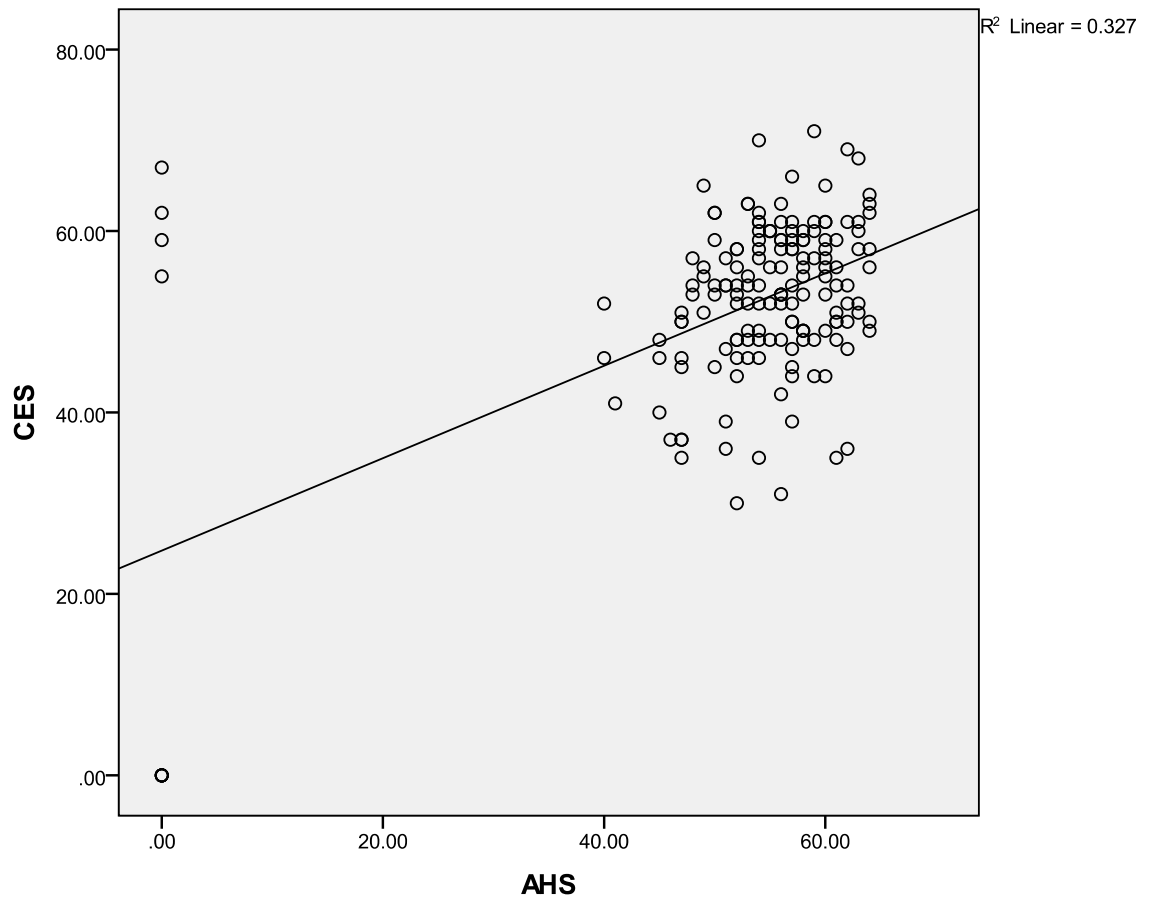
Figure 2. Scatterplot of the correlation between collective efficacy scale (CES) and adult hope scale (AHS). Distribution of collective efficacy scores and adult hope scores from the Valley Area School District. The points on the scatterplot near .00 indicate incomplete data from the surveys received.

Table 13 illustrates the correlation of adult hope levels to collective efficacy levels for each set of grade levels. The correlation is moderately, positively significant at all levels with the strongest correlation existing at the middle school levels.

Table 13

Grade Level Pearson r Correlation Coefficient

		CES	AHS
Secondary (9-12)	CES Pearson Correlation	1	.587**
	Sig. (2-tailed)		.000
	N	57	57
	AHS Pearson Correlation	.587**	1
	Sig. (2-tailed)	.000	
	N	57	57
		CES	AHS
Middle (5-8)	CES Pearson Correlation	1	.615**
	Sig. (2-tailed)		.000
	N	45	45
	AHS Pearson Correlation	.615**	1
	Sig. (2-tailed)	.000	
	N	45	45
		CES	AHS
Primary (K-4)	CES Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	64	64
	AHS Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	64	64

. Correlation is significant at the 0.01 level (2-tailed).

 Note: Although there was a moderate, positive correlation throughout the entire Valley Area School District, the middle level teachers showed the highest correlation between hope and collective efficacy.

Research Question 4: What Factors Affect Collective Efficacy and Individual Teacher's Level of Hope?

A 15-question interview addressed the fourth research question. Ten individuals were purposely selected after stating interest during the survey. An opportunity was offered for subjects to self-identify on the survey if interested in being interviewed as part of this study. From that response, the researcher selected 10 individuals to interview with the intent of achieving a mixture of genders and grade levels taught. Since there were more than 10 volunteers for the interview the researcher used purposive sampling from that list to get a good representation of male and female teachers and grade level in the 10 people that were interviewed. Table 14 displays the demographics of the participants in the sample, who will be listed by pseudonyms to protect their identity. The demographic information, along with the collective efficacy and adult hope scores, are known to the researcher because the participants willingly volunteered to take part in the interview. Their responses were used to identify concepts that lead to various levels of hope and efficacy. Some of the questions directed the participants to answer about their own teaching, while others directed the interviewees to answer based on the perceptions of their colleagues.

Table 14

Demographics of the Participants in the Sample

Primary Level (K – 4)

Pseudonym	Grade Level Taught	Teaching Experience	Subject Area Taught	Collective Efficacy Score	Adult Hope Score
Ella	K – 3	Over 20 Years		61/72	60/64
Andrea	2	10 – 20 Years		58/72	51/64
Collin	3	10 – 20 Years		56/72	52/64

Middle Level (5 – 8)

Pseudonym	Grade Level Taught	Teaching Experience	Subject Area Taught	Collective Efficacy Score	Adult Hope Score
Ryan	5	Under 10 Years	Math/Social Studies	58/72	54/64
Kimberly	5 – 7	Under 10 Years	Learning Support	58/72	56/64
William	6 – 7	Over 20 Years	Math	65/72	60/64

Secondary Level (9 – 12)

Pseudonym	Grade Level Taught	Teaching Experience	Subject Area Taught	Collective Efficacy Score	Adult Hope Score
Joyce	9 – 12	10 – 20 Years	Family & Consumer Science	52/72	63/64
Christopher	10 – 11	10 – 20 Years	Social Studies	44/72	60/64
Warren	10 – 11	Over 20 Years	Language Arts	54/72	54/64
Curtis	11 – 12	10 – 20 Years	Social Studies	54/72	52/64

Note: The teachers interviewed for this study volunteered and were selected using purposive sampling. Because they volunteered to participate in the interview their survey data are known.

The purpose of the interview was to triangulate the quantitative data obtained from the collective efficacy scale and the adult hope scale. The interview questions identified the progression of the teachers' thought processes and their actions that would promote or detract from fostering collective efficacy and hope. The themes that arose from the interview were as follows:

- Role of the teacher in the classroom

- Perceived student abilities

- Perceived obstacles to student achievement

- Goal setting

- Identifying success

The aforementioned themes guided the organization of the interview findings and allowed for the findings to be described qualitatively. In keeping with the overall structure of the research, the responses to interview questions were analyzed and divided according to primary, middle, and secondary levels in order to see the differences and similarities in themes brought forward by the three levels of educators.

Role of the Teacher

It is important to understand the role of the teacher in order to recognize how that role affects the aspects of promoting efficacy and hope. Ella and Collin (all names are pseudonyms), both primary level teachers, see

themselves as a leader or facilitator while in their classrooms. Andrea, a primary level teacher, considers that her role is much more. She states,

> That is easy, to be a coach. I have been a coach for 20 years. To have those kids reach their full potential. I am not just a coach; I am a mother; I am a guidance counselor; I am the nurse; I am the disciplinarian. I am everything in my classroom.

The middle level teachers echo the sentiments of the primary level teachers. Ryan and William both believe that their role in the classroom is to be a leader. Kimberly, a life-skills teacher, believes the same but adds that "a lot of times, I am a care giver; we have to take care of bathrooming and dressing. The last thing is an educator. I have to be able to lead, then care, then educate them [the students]."

The secondary teachers, again, had the same mindset as the other two levels with Christopher, Warren, and Curtis stating that the role of the teacher should be as a facilitator. Joyce, a family and consumer science teacher, went beyond being a leader by saying,

> You are teaching kids what they are going to need to be successful in ten years. You are teaching skills and attitudes. You are teaching what my parents would have taught me when I was growing up. I don't think that they get that at home, so you are also a substitute parent.

Perceived Student Abilities

To identify perceived student abilities, questions examined the most important concepts to teach students and the confidence in colleagues to teach students. The perception of student abilities allows teachers to set appropriate, reachable goals that are important in modeling efficacy and hope to their students. It is also a key factor in identifying and establishing collective efficacy within a school.

When asked what the most important concept(s) that students need to be taught, Ella first states, "Respect for themselves and their teachers," and went on to add curricular concepts of "fluency and comprehension for reading along with facts for math." She believes strongly that all students are capable of learning what she teaches. Ella does not agree that her colleagues think the same way that she does saying, "Not everyone has the patience to teach everyone." Andrea echoes Ella's sentiments about what should be taught to her students. She insists that the most important concepts to teach students are "good work habits, attendance, respect, kindness. All the skills needed to be a lifelong learner." Andrea believes that her students can become lifelong learners and feels that her colleagues share her attitudes. Collin identifies the "basics or reading, writing, and arithmetic" as the important concepts to teach students; he believes that "the proper foundation has to exist before any real learning can take place." He thinks that every

student can learn the basics but feels that his colleagues do not believe in the students as much as he does.

Two of the middle level teachers, Ryan and William, are in agreement when they indicate that problem solving is the most important concept to teach students. They both believe that their students are capable of becoming problem solvers. When asked of their colleagues' ability to create problem solvers, Ryan thinks that "some lack the patience to deal with everyone," and William insists, "I see, daily, people willing to offer extra help, people going the extra mile to help kids."

At the secondary level the answers differ. Christopher spends a long time outlining what he understands to be the most important concepts to teach students. He gives a very impassioned answer:

As far as history is concerned, I really think an important

concept is that they understand the relevance of history and how

a lot of times we keep making the same mistakes over and over

again throughout history. We really need to step back and

understand that history is a story of the past and really should

give us insight into how we should make new choices. Also, I am

very patriotic; my wife served in the military for 30 years, and I

just have a really strong feeling that students today don't quite

have a grasp of what our democracy means, what freedom

means. I try to bring those concepts into the classroom

everyday.

In stating that importance, Christopher does not believe that every student

can learn. He asserts, "I think everyone wakes up when they are born with

the ability to learn. I think a lot of it depends on how it is nourished or

cultivated throughout the childhood or throughout the academic careers."

For that reason he thinks, "some don't have the opportunity to learn." He

also thinks that his colleagues share his beliefs that not every student can

learn what is taught. When asked if he thinks that his colleagues believe

that all students can learn, Warren states, "I see a lot in my colleagues, a lot

of skepticism and a lot of negative attitudes."

Perceived Obstacles to Student Achievement

As illustrated previously, locus of control is a foundational construct of

efficacious beliefs. Questions were asked to determine if teachers believed

the obstacles were within their control (internal locus of control) or outside of

their control (external locus of control). Although most teachers answered

that they believed things outside of their control were the major obstacles to

student achievement, there were a few that stated otherwise. Andrea, a

second grade teacher, was quick to answer with a combination of internal and

external factors. She establishes,

This year is class size, parent involvement and I have a wide

variety of abilities. I have some [students] that are as smart as

98

fifth and sixth graders to the low ones that are well below grade

level in math and reading. Most of the time I have from 24 to 26

[students]; I have a home bound student and I have an autistic

boy. I have two life skills kids. I just got slammed this year.

Upon giving her answer, she was asked if she ever considers that some

students are incapable of grasping concepts that are being taught. Andrea

pauses and then states, in a defeated tone:

I do, I try to offer it in a variety of ways. Some are visual

learners some are hands on. They learn by using manipulatives,

when some are ready to move on. You just have to accept; some

times you can't reach every child to do what you want them to

do. You take what they can give you.

Ella, a K-3 teacher, was in agreement with Andrea. When asked what she

considers to be the biggest obstacle to student achievement, she answers very

emphatically with "parental involvement." She could not come up with any

other major factors that impeded student achievement. Ella was then asked

if she believes that all of her students were capable of grasping the concepts

that she taught; she answers, "There are some kids that will never get it.

You just have to model it. They will hear what you are saying, but they won't

be able to answer."

To identify if other levels think the same way as the primary

educators, the same questions were asked to the middle level teachers.

William, a math teacher, feels the biggest obstacle to student achievement also involves parental conduct. He avows:

> We live in an area where education is not valued as much as it should be, just by kids' parents. I think maybe there is a significant group of people who maybe don't value education as much as they should.

Kimberly, a life-skills teacher, echoes William's sentiment although to a different degree. She states,

> Home life. I have several students that are [in] poverty. Their parents have a severe lack of education. The parents are as cognitively low as my students. [Parents struggle with] getting them [students] to school and getting their basic needs met. I have two students that have been homeless this year. They haven't slept, they are dirty and hungry.

After hearing these answers, it was intriguing to see if these two teachers felt that all students can grasp concepts. William states,

> Some students don't get some things. The first thing is try to find different ways to teach things, try to explain it in a different way so that they can understand the topic. If I have exhausted that, just realize that not everyone needs to grasp everything.

Kimberly responds that "they can all at some level grasp a concept. I have some very low functioning students; they can grasp a concept but not the same concept."

At the secondary level, the obstacles were placed more on the students themselves. Christopher states,

> There seems to be a lot of hopelessness out there amongst our students. That makes it difficult for students to achieve. There is a large population of kids today that don't see the reason why. Why is it important for me to learn or to do my best? What is the reward in it?

Joyce views apathy as a major problem adding, "Students have a sense of entitlement; they don't have to think; they can be lazy; what is in it for them? They lose the ability of critical thinking."

Goal Setting

Throughout the interview teachers discussed two types of goals: (1) curricular goals that address grades and curriculum coverage and (2) efficacy and hope-based goals. Teachers were asked if they set goals for themselves and what those goals were. They were also asked if they encouraged students to set goals.

Goal setting is a major component of both collective efficacy and adult hope. In order to foster efficacious beliefs and hope, it is important to set goals that go beyond the curriculum. The goals that establish efficacy and

hope filter into every day life, building character, promoting respect, and creating a work ethic for both teachers and students. All of the teachers interviewed set personal goals. At the primary level, the teachers iterate that their goals include both curricular goals and those that help to create efficacy and hope. Ella says her personal goals are to "keep a positive attitude and keep the kids busy." Andrea was also vague in her goals: "Have my students achieve; have my students be successful in some capacity somewhere. Have them grow to be learners."

In addition to setting personal goals, it is important to model goal setting to the students. Students may have difficulty setting realistic, challenging, and achievable goals, so it is up to teachers to model and assist students with recognizing realistic goals. Ella helps her students set curricular goals. She states,

> We have Accelerated Reader, which the kids read and they have
> a quiz for comprehension. Our little ones have goals that they
> set in the classroom. For the third grade, I set goals for them.
> When they reach those goals, they have some sort of incentive or
> prize. The first person that has their multiplication tables, I
> give them a pizza party. When they get 10 stickers on their
> folder, they can go into the prize vault.

Andrea contrasts the curricular goals of Ella by stating that her students' goals are to "be the best that they can be."

At the middle level, the teacher goals range from Ryan stating, "keeping with the PSSA goals," to William who identifies his goal as "treat everyone with dignity and respect," to Kimberly who claims her goal is "to maintain calm." Ryan maintains a curricular goal, while William and Kimberly set more efficacy and hope-building goals. In regard to the student goals, William says that he does not encourage students to set goals because "he does not know them [the students] yet." Ryan and Kimberly encourage their students to set curricular goals.

Some of the goals put forth by the secondary level teachers concern curriculum. Christopher, Curtis, and Warren all state that material coverage is their top goal. Joyce, a family and consumer science teacher, says that her goal is "what I need to teach the kids that will help them ten years from now." The secondary teachers all help their students to set goals, also. Christopher and Curtis both affirm that they encourage their students to set specific grades as goals and try to attain them. Warren assures that he encourages his college-bound students to set goals, but he does not do the same for his other students. Joyce is resounding when she discusses the goals she creates for her students: "Treat others with respect. Learn to communicate, listen carefully, make suggestions, and ask questions. Practice self-control. They need to stick to those."

Identifying Success

To foster efficacy and hope in students, it is important to have a plan and reflect on that plan to monitor success. Teachers were asked how they measured success from their students, to view if their goals were being met. Ella judges success by "when they [the students] come in and can't write a sentence and by the end of the year they can, knowing site words. You also build on math skills." Ella rates success by curricular measures, as does Andrea. Andrea judges success by curricular aspects but also adds additional success measures by examining students' "constant gains from one day to the next. Their math facts; their handwriting to how many words a minute they are reading, but most importantly watching them grow."

At the middle level, teachers felt that reaching curricular goals amounted to success. Ryan attributes success to meeting benchmarks that prepare students to take the PSSA. Kimberly measures success in a different way. She describes how she rates success: "I progress monitor and measure it to their individual goals, not reading level or math concepts. I have to follow IEP goals. Those goals are really how I see achievement." William simply views success by asking his students:

> Have you learned how to learn? You don't know what you are
> going to have to learn for the future; you don't know what kind
> of skills someone is going to need in the years down the road.
> Are you able to learn, did you learn how to learn?

At the secondary level, the teachers once again are in agreement with the others. Joyce is emphatic with what defines success:

The only success is if they [the students] internalized the information and changed their attitudes. One-third of grades are written evaluations, one-third are worksheets and one-third are labs. We have to give them a grade but the best way is to see a shift in attitude to be successful.

Curtis and Christopher both view success as scoring well in curricular endeavors. Curtis claims, "Success is doing well on the final exam, that shows that you have succeeded in learning what was taught."

Interview Implications

The survey data were supported by the interview data. According to the quantitative data obtained from the collective efficacy scale, the middle level teachers had the highest levels of collective efficacy, with the secondary level teachers scoring the lowest (see Table 4). After analyzing the interview data, the middle level teachers all said that they believed in their colleagues, while the primary and secondary level did not hold those same beliefs. Belief in the abilities of colleagues is a major factor in building collective efficacy.

Most of the lower grade level teachers were setting efficacy and hope-building goals for their personal and student goals. As the grade level increased, the goals became more curricular in nature. According to the quantitative data, at the Valley Area School District, primary level teachers

had a higher adult hope score than the middle and secondary levels (see Table 8).

Summary

Chapter IV examined the results of the study to identify that a moderate, positive correlation exists between a school's sense of collective efficacy and the individual teacher's level of hope. Data from five elementary schools, one middle school, and one high school in a rural Pennsylvania school district were collected. Collective efficacy scores were measured using Goddard's 12-item Collective Efficacy Scale (Goddard, 2002) and adult hope scores were measured using Snyder's Adult Hope Scale (Snyder, *et al.* 1991). The scales were administered using the online survey tool, Survey Monkey. From those participants surveyed, ten interviews were conducted.

The middle level teachers scored highest on the Collective Efficacy Scale with the primary level teachers scoring slightly lower and the secondary level teachers scoring lowest. The scores from the Adult Hope Scale were close with the primary levels scoring the highest and the scores decreasing as the grade level increases. The qualitative portion of the study supported the survey data by establishing the background to teacher decision making. The interviewed teachers gave insight to the collective efficacy and hope levels that were derived from surveys.

The results from the Valley Area School District did not follow Bandura's (1997) research in regards to collective efficacy. Achieving the

highest levels of collective efficacy in the middle levels of grades 5 through 8 contrasted with Bandura's (1997) research of collective efficacy peaking in the second and third grades. This difference lessened the magnitude of the correlation between collective efficacy and hope because the levels of hope were strongest at the primary levels while collective efficacy was strongest as the middle level.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, AND RECOMMENDATIONS

Student achievement continues to be monitored at increasing levels in the K-12 school system; therefore, schools are attempting to find ways to foster academic growth in schools. Fostering efficacy (Cybulski, Hoy & Sweetland, 2005; Goddard *et al.*, 2004; Larrick, 2004; Ross, 2004; Tschannen-Moran & Barr, 2004; Ross, Hogaboam-Gray & Gray, 2003; Barr, 2002; Hoy, Sweetland & Smith, 2002; Goddard, 2001, 1998) and hope (Lopez & Snyder, 2005; McDermott & Snyder, 2000; Lopez, Bouwkamp, Edwards, & Pediotti, 2000) have been shown to increase student achievement. With that knowledge, schools plan to implement strategies to introduce and increase collective efficacy and hope, specifically throughout the teaching staffs. The purpose of Chapter V is to summarize the study, present and discuss the findings and suggest recommendations for practitioners and future research.

Summary of the Purpose of the Study

Through the creation of the *No Child Left Behind* legislation, the federal government mandated a drastic increase in student achievement; punitive consequences result for those school districts who do not comply with the standards. Since the implementation of this legislation, schools are seeking to find solid methods to act in accordance with the demands put forth by the government. The purpose of this study was to explore the general concepts of collective efficacy and teacher hope and also their relationship to

specific grade levels. It is important to identify the nature of the correlation, if any, that exists between grade level, collective efficacy and levels of hope to determine if teachers have the ability to continually model hope throughout a student's academic career. It is also essential to understand what factors affect levels of collective efficacy and individual teacher's level of hope in order to sustain or strengthen those factors.

Through a mixed-method, nested approach, this research examined collective efficacy, hope, and their correlation throughout grades K-12. In order to achieve the purpose of the study, the following questions guided the research:

1. What is the collective efficacy score of the primary, middle, and secondary grade levels?

2. What is the individual teacher's level of hope in the primary, middle, and secondary grade levels?

3. What is the correlation between a school's collective efficacy and an individual teacher's level of hope?

4. What factors affect collective efficacy and an individual teacher's level of hope?

Answering these questions helped to suggest what role grade level played in harboring various levels of collective efficacy and teachers' levels of hope. The study also suggested that there is a relationship between collective efficacy and levels of hope.

Summary of Research Methodology

A mixed-methods approach with a concurrent embedded, or nested, design was used in this study. The quantitative portion of this study consisted of a descriptive and inferential research design. The collective efficacy scores and hope levels from the teachers of this district were gathered using survey research methodology. A total of 201 participants were invited to take part in this study with 178 surveys returned. The qualitative portion of this study consisted of individual interviewing. Using an interview in the qualitative portion of this study allowed for elaboration by the participants and for triangulation of the various instruments used.

Two types of non-probability samplings were used in obtaining the sample for the qualitative portion of this study: convenience and purposive. Convenience samplings entail simply studying available subjects. Purposive sampling involves the judgment of the researcher to determine the selection of respondents based on the objective of the research (Babbie, 1999). Purposive sampling assured gender equity, as well as a proper distribution of grade levels in this study.

Interview subjects were selected through purposive sampling from instructional staff. The researcher allowed for participants to volunteer to participate in the interview process when they completed the surveys. If interested in being interviewed as part of the study, subjects identified their willingness to participate on the survey forms. From that response, the

researcher selected 10 individuals to interview with the intent of achieving a mixture of genders and grade levels taught. Since there were more than 10 volunteers for the interview, the researcher used purposive sampling from that list to obtain a good representation of male and female teachers and grade level participants.

Summary and Analysis of the Findings

The data from the participants of this study were situated in the three levels of primary (K-4), middle (5-8), and secondary (9-12). Individual hope and collective efficacy were shown to be positively correlated, meaning that an increase in hope is associated with an increase in collective efficacy. This study corroborated the extant research, especially when it pertained to locus of control and the social cognitive theory.

The middle level teachers in the Valley Area School District scored highest in collective efficacy. The primary level teachers had a collective efficacy score that was slightly less than the middle level teachers; the secondary level teachers scored much lower. This was, to some extent, different than what the aforementioned research has suggested, collective efficacy reaches its peak at the second and third grade level (Bandura, 1997). A variety of possible reasons for why the outcome of the survey data differs from the research exists; however, one of the most likely reasons, which came from an informal discussion with school district's superintendent, for the difference is that the Valley Area School District consists of five satellite

111

elementary schools. These schools are not in close proximity to each other. While the interviewed teachers seemed comfortable discussing their own abilities and the abilities of their colleagues within their schools, their familiarity with their colleagues in the other elementary schools tended to decrease. This decrease may have been a product of the schools' isolation from one another. This lower collective efficacy score relates to a lack of vicarious experience, as discussed earlier. Vicarious experience, one of the four components that create efficacy, is the ability to look at others for a demonstration of a given trait.

The interviewed middle level teachers all stated that they believed their colleagues shared their beliefs about students and their achievement. One even spoke about the strong leadership present in the middle school's principal. She went on to say that the principal is a strong communicator and always gave positive feedback. The leadership skill of the principal is consistent with social persuasion. Social persuasion, a factor needed to promote collective efficacy, is getting encouragement or feedback from supervisors on one's performance.

The secondary level teachers' collective efficacy score aligned with what the research suggests, primarily being lower than other grade levels. Secondary schools are usually larger than primary and middle schools, teaching is more departmentalized and isolation is often promoted (Newmann, Rutter, & Smith, 1989). Because of the size and style of the

secondary school, collective efficacy is more difficult to foster and promote than it is at the primary and middle schools. The interviewed secondary teachers also made it clear that they rarely have time to leave their room to communicate with their colleagues in a professional manner during the day. As stated previously, research has shown that collective efficacy reaches its peak at the second and third grade levels and progressively decreases as grade level increases (Bandura, 1997).

Collective efficacy and hope both have roots in the locus of control theory. Locus of control describes the amount of control that a person perceives to have over a given situation. The items in the Collective Efficacy Scale can be broken down into internal and external locus of control items, whereas the Adult Hope Scale contains items that focus solely on internal locus of control.   Chapter IV examines the data and illustrates how the teachers from the Valley Area School District responded to the survey items.

Collective efficacy and hope, as discussed in Chapter II, also share components with the social cognitive theory in the form of control, mastery modeling, and goal setting. The social cognitive theory suggests an outline for understanding human learning and motivation (Bandura, 1986, 1997). The interviewed teachers gave insight into how the social cognitive theory affects collective efficacy and hope. The primary grade level teachers set personal and student goals that help to build efficacy and hope. As the grade level increased, curricular outcomes informed the personal and student goals.

Attempts to accomplish curricular goals lead to lower levels of collective efficacy and hope at the secondary level because there is a lack of efficacy and hope-building goals.

Each grade level scored at high levels of hope throughout the Valley Area School District; although the highest scores came from the primary level and progressively decreased as grade level increased. People are more comfortable when they believe that they have control over a given situation. This comfort level may have prompted the participants to score high on the Adult Hope Scale, which consists of items with an internal locus of control.

Implications of this Study

Although the primary focus of this study was on student achievement other implications have arisen. Both teachers and policy makers have the ability to enhance student achievement. The following areas of focus could play a significant role in schools.

Implications for Teachers

During the interview portion of this study, it was evident that the non-core (any teacher except for English, math, science and social studies) curricular teachers scored higher in both collective efficacy and hope, as evidenced by the answers in regard to goal setting. The teachers' goals, both personal and student, were based not only on the curriculum, but also on building character. The emotional, character-building aspects of teaching are what build collective efficacy and hope. Since the non-core teachers do not

114

have the burden of meeting adequate yearly progress (AYP) in their subjects they seemed to have the freedom to set goals beyond the curriculum. There was only a small number of non-core teachers who volunteered to take part in the interview, as that was not part of the selection criteria.

Implications for Policy Makers

There have been numerous studies that target student achievement. This timely study pertains directly to the largest intrusion into public schooling by the federal government in history. The fact that the government mandated an increase in student achievement is not the problem. The problem lies with the process that the government has undertaken. Although this study is not intended to debate the merits or drawbacks of *No Child Left Behind*, it does take direct aim at the processes behind the legislation by illustrating the faults in the cognitively-driven measures as the sole catalyst to student achievement.

The emotional-laden concepts of collective efficacy and hope form the core of this study. Upon reading the literature pertaining to both collective efficacy and hope, it becomes clear that they both aid in increasing student achievement. This study further illustrates that more than cognitively-driven measures, such as those put forth by *No Child Left Behind*, are needed to raise student achievement.

No Child Left Behind could be successful but misses the mark specifically in the a few areas. One area that No Child Left Behind errs is by

not celebrating minor successes. *No Child Left Behind,* with its all-or-nothing approach to standardized testing, focuses solely on large scale successes. Although large scale success is an admirable goal, it lacks the foundation of small scale successes that build confidence. The lack of small scale success impedes the process of *No Child Left Behind.* As a result, the creation of a proper atmosphere falls short, negatively affecting collective efficacy and hope.

Cognitively-driven measures, as *No Child Left Behind* offers, are an excellent beginning to increasing student achievement. From *A Nation at Risk,* in the 1980's to the current federal legislation, the federal policymakers have left out the emotional practices of learning. As discussed in the Limitations of Study section on page 16, the emerging federal programs (*Race to the Top*) are continuing to leave out the effective practices of hope and collective efficacy. Combining the cognitive measures and emotional practices could propel student achievement upwards.

Opportunities for Further Research

This research identified a positive correlation between hope and collective efficacy. The following outlines research opportunities that could arise from the study:

1. The research could be replicated on a larger scale, across several districts to corroborate the findings found herein. Conducting a greater number of interviews would allow for a clearer examination

of the survey questions that specifically pertain to factors directly causing high levels of collective efficacy and hope. Classroom observations would also lend to a more enriching view of the factors that promote or thwart collective efficacy and hope. A more genuine understanding of what teachers are doing to enhance collective efficacy and hope could be obtained by conducting classroom observations.

2. Although a minor part of this study, principals and guidance counselors could be part of the interview sample. The beliefs and efforts of the principals and guidance counselors would benefit the literature by illustrating their promotion of collective efficacy and hope. Since social persuasion, in the form of feedback received from supervisors, plays a limited role in creating efficacy; including this specific target group would allow for a better understanding of the role of administrators in enhancing collective efficacy and hope.

3. One of the themes that came from the data was that core teachers (English, math, science and social studies) modeled different goals than non-core teachers. The non-core teachers set and modeled hope- and efficacy- building goals whereas the core teachers set and modeled curricular goals. A study focusing on that specific aspect on a larger scale would help to inform the research on ways to enhance collective efficacy and hope.

Conclusions

The findings in this study suggest that schools should find ways to increase both collective efficacy and hope, as they are positively correlated. Collective efficacy and hope can both be learned; therefore, schools can use mentoring systems and professional development programs to promote efficacy and hope development and growth.

This study contributes to the field of education by helping to increase student achievement through modeling efficacy and hope from the teacher to the student. This modeling can help the established, mandated federal legislation to succeed. In modeling efficacy and hope to the students, they will learn the foundational steps to success of goal setting, perseverance, and problem solving. Therefore, it is important to identify the nature of the relationship that exists between grade level, collective efficacy and levels of hope to see if hope can be continually modeled throughout a student's academic career.

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APPENDICES

IUP Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724-357-7730
F 724-357-2715
irb-research@iup.edu
www.iup.edu/irb

February 11, 2011

Jesse Haight
25 Bobro Lane
Brookville, PA 15825

Dear Mr. Haight:

Your proposed research project, "A Mixed-Methods Study: Raising Student Achievement through the Lens of Hope and Collective Efficacy," (Log No. 11-043) has been reviewed by the IRB and is approved as an expedited review for the period of February 11, 2011 to February 11, 2012.

It is also important for you to note that IUP adheres strictly to Federal Policy that requires you to notify the IRB promptly regarding:

1. any additions or changes in procedures you might wish for your study (additions or changes must be approved by the IRB before they are implemented),
2. any events that affect the safety or well-being of subjects, and
3. any modifications of your study or other responses that are necessitated by any events reported in (2).

Should you need to continue your research beyond February 11, 2012 you will need to file additional information for continuing review. Please contact the IRB office at (724) 357-7730 or come to Room 113, Stright Hall for further information.

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at http://www.iup.edu/page.aspx?id=91683 .

This letter indicates the IRB's approval of your protocol. IRB approval does not supersede or obviate compliance with any other University policies, including, but not limited to, policies regarding program enrollment, topic approval, and conduct of university-affiliated activities.

I wish you success as you pursue this important endeavor.

Sincerely,

John A. Mills, Ph.D., ABPP
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Psychology

JAM:jeb

xc: Dr. Valeri Helterbran, Dissertation Advisor
       Ms. Beverly Obitz, Thesis and Dissertation Secretary

Indiana University of Pennsylvania

Department of Professional Studies   *724-357-2400*
  in Education   *Internet: http://www.iup.edu*
Davis Hall, Room 303
570 S. Eleventh Street
Indiana, Pennsylvania 15705-1087

December 20, 2010

Dr. Keith S. Wolfe
Superintendent of Valley School District (Pseudonym)
475 Beyer Avenue
Valley (Pseudonym), PA

Dear Dr. Wolfe,

I am writing to seek approval from the Valley Area School District (Pseudonym) to conduct research for my dissertation entitled, *A Mixed-Methods Study: Raising Student Achievement through the Lens of Hope and Collective Efficacy.* Collective teacher efficacy refers to a faculty's belief in their ability to affect student outcomes. A teacher's level of hope refers to the perceived capacity to produce clear goals, along with the routes to reach these goals, and the motivation to use those routes. My dissertation will discuss the impact that grade level has on collective efficacy and individual teacher's levels of hope.

In conducting my research, I will not interfere with the duties of your teachers in the district, nor will I interrupt the work of other district employees. I want to ask the K-12 faculty, along with guidance counselors and principals in each building, to complete two surveys pertaining to collective efficacy and individual levels of hope. I plan to distribute the surveys by using the online survey tool, Survey Monkey. I also plan to interview 10 district employees to gain further insight into their perceptions of collective efficacy and individual teacher's levels of hope. All data gathered will remain confidential to avoid putting any employee at risk or to reveal anyone's identity. The schools and the district will remain confidential as well, each being named by a pseudonym only.

I have attached the two surveys, along with the interview protocol that I will be using to obtain the data for my dissertation. I will be happy to discuss all procedures in detail with you.

Thank you,

Mr. Jesse Haight, Doctoral Candidate
Department of Professional Studies in Education
305 Davis Hall
Indiana University of Pennsylvania
Indiana, PA 15705
(724) 357-2400
j.haight@iup.edu

Wednesday, January 05, 2011 1:14 PM
To:
Jesse Haight

You replied on 1/7/2011 8:05 AM.

Jesse,

I finally met with the board president and vice president this morning. They have no problem with you doing your surveys here. Let me know what you need next.

Keith

--

Dr. Keith S. Wolfe

Superintendent

Valley Area School District (Pseudonym)

475 Beyer Avenue

Valley (Pseudonym), PA

Indiana University of Pennsylvania

Department of Professional Studies	*724-357-2400*
in Education	*Internet: http://www.iup.edu*
Davis Hall, Room 303	
570 S. Eleventh Street	
Indiana, Pennsylvania 15705-1087	

DATE

Principal
475 Beyer Avenue
Valley (Pseudonym), PA 15767

Dear,

I am writing to seek approval from you to conduct research for my dissertation entitled, *A Mixed-Methods Study: Raising Student Achievement through the Lens of Hope and Collective Efficacy* in your school. Collective teacher efficacy refers to a faculty's belief in their ability to affect student outcomes. A teacher's level of hope refers to the perceived capacity to produce clear goals, along with the routes to reach these goals, and the motivation to use those routes. My dissertation will discuss the impact that grade level has on collective efficacy and individual teacher's levels of hope.

In conducting my research, I will not interfere with the duties of your teachers in the school. I want to ask the faculty, along with guidance counselors and yourself to complete two surveys pertaining to collective efficacy and individual levels of hope. I plan to e-mail the surveys to the faculty, principals, and guidance counselors. I also plan to interview 10 district employees to gain further insight into their perceptions of collective efficacy and individual teacher's levels of hope. All data gathered will remain confidential to avoid putting any employee at risk or to reveal anyone's identity. The schools and the district will remain confidential as well, each being named by a pseudonym only.

I have attached the two surveys, along with the interview protocol that I will be using to obtain the data for my dissertation. I will be happy to discuss all procedures in detail with you.

Thank you,

Mr. Jesse Haight, Doctoral Candidate
Department of Professional Studies in Education
305 Davis Hall
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Indiana, PA 15705
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j.haight@iup.edu

Appendix D
Cover Letter Introducing Survey Completion

Dear Colleagues,

As a part of my doctoral studies at Indiana University of Pennsylvania, I am writing a dissertation on the impact of grade level on collective efficacy and individual levels of hope. The study is titled, "A Mixed-Methods Study: Raising Student Achievement through the Lens of Hope and Collective Efficacy". Attached to this cover letter, you will find surveys related to collective teacher efficacy and individual levels of hope.

I am asking you today for your help with this endeavor by completing the attached surveys. Of course, you are in no way obligated to complete the surveys. I ask that you fill out the surveys completely. I can assure you that these surveys will only be used for data collection purposes for my study and may be used for future professional publications and presentations. Your responses will be held in complete anonymity; you will not be identified by name or other identifiers. If you elect to take the on-line survey and at any point choose to no longer participate in this study, you may end your participation by simply closing your browser. There will be no compensation for your participation in this study.

I hope that by completing this study with your accurate input on the survey, better and more relevant staff development opportunities can be developed for teaching professionals.

Please fill out the surveys by selecting the appropriate response to the right of each statement that most accurately reflects your belief or that most closely matches your feeling about the statement regarding the school as a whole. There will also be a section to volunteer for a 30 minute interview to identify factors that lead to collective efficacy and levels of hope. If you are willing to be interviewed please type your name and e-mail address so I may contact you at a later date.

Thank You,

Primary Researcher: **Project Director:**
Mr. Jesse Haight, Doctoral Candidate   Dr. Valeri Helterbran
305 Davis Hall   329 Davis Hall
Indiana University of Pennsylvania   Indiana University of Pennsylvania
Indiana, PA 15701   Indiana, PA 15701
(814) 507-0007   (724) 357-2400
 j.haight@iup.edu   vhelter@iup.edu

Cover Letter Introducing Interview Participation

DATE

Dear Colleague,

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision whether or not to participate.

The purpose of this interview is to complete research for my dissertation entitled, *A Mixed-Methods Study: Raising Student Achievement through the Lens of Hope and Collective Efficacy*. Collective teacher efficacy refers to a faculty's belief in their ability to affect student outcomes. A teacher's level of hope refers to the perceived capacity to produce clear goals, along with the routes to reach these goals and the motivation to use those routes. This study will explore the impact that grade level has on collective efficacy and individual teacher's levels of hope.

Participation in this study will involve one individual interview. Each interview will take no more than an hour. I will ask you fifteen questions, which I have attached for your review. There are no known risks or discomforts associated with this research.

Your participation in this study is <u>voluntary</u>. There will be no compensation for your participation. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with me or any other negative aspects. If you choose to participate, you may withdraw at any time by notifying the Project Director, Dr. Valeri Helterbran, or me with the contact information provided below. Upon your request to withdraw, all information pertaining to you will be destroyed.

If you choose to participate, your answers will be held in complete anonymity. The information obtained in the study may be published in scholarly journals or used for professional presentation, but your identity will be kept strictly confidential. There will be no compensation for your participation in this study.

If you are willing to participate in this study, please sign the attached statement.

Primary Researcher:
Mr. Jesse Haight, Doctoral Candidate
305 Davis Hall
Indiana University of Pennsylvania
Indiana, PA 15701
(814) 507-0007
 j.haight@iup.edu

Project Director:
Dr. Valeri Helterbran
329 Davis Hall
Indiana University of Pennsylvania
Indiana, PA 15701
(724) 357-2400
vhelter@iup.edu

The Adult Hope Scale

Grade Level Taught:_____ N/A:_____ (Principals & Guidance Counselors)

Sex: Female_____ Male_____

Experience: Under 10 Years_____ 10 to 20 Years_____ Over 20 Years_____

Directions: Read each item carefully. Using the scale shown below, please circle the number that best describes YOU.

1 = Definitely False
2 = Mostly False
3 = Somewhat False
4 = Slightly False
5 = Slightly True
6 = Somewhat True
7 = Mostly True
8 = Definitely True

1	I can think of many ways to get out of a jam.	1 2 3 4 5 6 7 8
2	I energetically pursue my goals.	1 2 3 4 5 6 7 8
3	I feel tired most of the time.	1 2 3 4 5 6 7 8
4	There are lots of ways around any problem.	1 2 3 4 5 6 7 8
5	I am easily downed in an argument.	1 2 3 4 5 6 7 8
6	I can think of many ways to get the things in life that are important to me.	1 2 3 4 5 6 7 8
7	I worry about my health.	1 2 3 4 5 6 7 8
8	Even when others get discouraged, I know I can find a way to solve the problem.	1 2 3 4 5 6 7 8
9	My past experiences have prepared me well for my future.	1 2 3 4 5 6 7 8
10	I've been pretty successful in life.	1 2 3 4 5 6 7 8
11	I usually find myself worrying about something.	1 2 3 4 5 6 7 8
12	I meet the goals that I set for myself.	1 2 3 4 5 6 7 8

Appendix G
Collective Efficacy Scale

This survey is designed to gather information regarding the collective efficacy beliefs of teachers; a faculty's belief in their abilities to affect student outcomes. There are no correct or incorrect answers.

INSTRUCTIONS: Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate numeral to the right of each statement that most accurately reflects your belief or that most closely matches your feeling about the statement.

KEY: 1 = Strongly Disagree 2 = Moderately Disagree 3 = Disagree Slightly More Than Agree 4 = Agree Slightly More Than Disagree 5 = Moderately Agree 6 = Strongly Agree

1	Teachers in this school are able to get through to difficult students.	1	2	3	4	5	6
2	Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
3	If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
4	Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
5	Teachers in this school really believe every child can learn.	1	2	3	4	5	6
6	These students come to school ready to learn.	1	2	3	4	5	6
7	Home life provides so many advantages they are bound to learn.	1	2	3	4	5	6
8	Students here just aren't motivated to learn.	1	2	3	4	5	6
9	Teachers in this school do not have the skills to deal with student disciplinary problems.	1	2	3	4	5	6
10	The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6
11	Learning is more difficult in this school because students are worried about their safety.	1	2	3	4	5	6
12	Drug and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6

(Goddard, 2002)

If you are willing to participate in the interview portion of this study, please sign your name and write your e-mail address below before returning these surveys.

_____   _____

Name   E-mail address

1. Why did you choose to teach the _____ grade?

2. Why did you choose to teach _____ (subject)?(MS & HS)

3. Outside of the curriculum, do you believe you are knowledgeable in _____ (subject)? (MS & HS)

4. Do you set goals for yourself in teaching?
    4a. What kind of goals do you set for yourself?

5. What is the most important concept to teach your students?

6. Do you encourage your students to set goals?
    6a. What kind of goals do you encourage your students to set?

7. Do you ever feel that some students are incapable of grasping concepts that are being taught?
    7a. How do you address these situations?

8. What is the role of the teacher in your class?

9. Do you think your colleagues believe they can reach every student they teach?
    9a. What gives you that impression?

10. What do you view as your biggest obstacle to student achievement?

11. Do you believe that every child can learn?
    11a. Why do you feel that way?

12. If you could change anything concerning education, what would it be?

13. What are your beliefs about NCLB improving student achievement?

14. Do you believe your colleagues share your feelings about the role of an educator?
    14a. What makes you feel that way?

15. How would you define success in evaluating a student's achievement?

E-mail Permissions to Use Collective Efficacy Scale

Subject: Re: Collective Teacher Efficacy instrument   From: Roger Goddard   02/01/10 07:00 PM

Dear Jesse,

It is ok with me if you use the instrument. I would appreciate it
if you could send me an abstract of your findings.

Also, I believe the journal in which it was published generally
requires a citation to the publication for any use of the
instrument; however, as they hold the copyright, you should check
directly with them.

Best of luck,

RG

On 1/16/10 8:52 PM, "Jesse Haight" <j.haight@iup.edu> wrote:

Dr. Goddard,

I am currently a doctoral student at Indiana University of
Pennsylvania. I am seeking your permission to use the short form
of the Collective Teacher Efficacy instrument found in your 2002
article titled, A Theoretical and Empirical Analysis of
Measurement of Collective Efficacy: The Development of a Short
Form. My dissertation focuses on the correlation that exists
between collective efficacy and levels of hope in educators.

Thanks for your time,
Jesse Haight

E-mail Permission to Use Collective Efficacy Scale from Sage Publications

Subject: RE: **From:** permissions (US) 10/18/10 12:55 PM

```
Dear Jesse,
Thank you for your request.  Please consider this written
permission to use the material detailed below in your
dissertation.  Proper attribution to the original source should
be included.  The permission does not include any 3rd party
material found within the work.  Please contact us for any future
usage or publication of your dissertation.

Best,
Adele

-----Original Message-----
From: Jesse Haight [mailto:j.haight@iup.edu]
Sent: Saturday, October 16, 2010 10:48 AM
To: permissions@sagepub.com.
Subject:

To Whom It May Concern,

My name is Jesse Haight, a doctoral student at Indiana University
of Pennsylvania.  I am attempting to gain permission to use the
12-Item Collective Efficacy Scale found in the article titled, "A
Theoretical and Empirical Analysis of the Measurement of
Collective Efficacy: The Development of a Short Form" in
Educational and Psychological Measurement (Vol. 62, No. 1).  I
would like to use the scale in my dissertation.

I contacted Dr. Roger Goddard and he had informed me to contact
the journal to see how to proceed.  I am hoping that you can
advise me as to how to obtain the proper permission to use the
scale.

Thank you for your time,
Jesse Haight
```

Appendix J
Permission to use the Adult Hope Scale

AMERICAN PSYCHOLOGICAL ASSOCIATION

Jesse Haight
Professional Studies in Education
Indiana University of Pennsylvania
25 Bobro Lane
Brookville, PA 15825

IF THE TERMS STATED BELOW ARE ACCEPTABLE, PLEASE SIGN AND RETURN ONE COPY TO APA. RETAIN ONE COPY FOR YOUR RECORDS. PLEASE NOTE THAT PERMISSION IS NOT OFFICIAL UNTIL APA RECEIVES THE COUNTERSIGNED FORM AND ANY APPLICABLE FEES.

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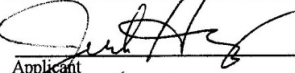
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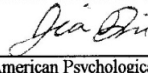
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_____
Date   12/20/2010

PERMISSION GRANTED ON ABOVE TERMS:

_____
for the American Psychological Association

_____
Date   December 20, 2010

_____ I wish to cancel my request for permission at this time.

149