



Les expectatives del professorat, clau de l'èxit educatiu?

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The teachers' role in students' outcomes

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Background

Since 1960s:

Insight in expectancy effects →

“Pygmalion effect” (Jacobson & Rosenthal)

- * Teachers form an image of their students
- * And transfer this via interaction and communication (unwittingly)
- * Students respond by acting as expected

Mechanism = self-fulfilling prophecy

→ What you expect is what you get

- * **Accurate?** → **no real expectancy effects**
- * **Based on stereotypes?**

Sources of expectations/ideas:

-Background features

gender

socioeconomic status

ethnicity

-Track position

Teachers' ideas of individual students' cognitive capacity

		Model 1	Model 2	Model 3	Model 4
Intercept		3.448*** (0.040)	3.173*** (0.061)	3.419*** (0.039)	3.204*** (0.059)
<i>School level</i>					
School type	y	-0.276***	0.063	-0.215***	0.092*
	y*	-0.157 (0.047)	0.036 (0.049)	-0.122 (0.045)	0.052 (0.044)
<i>Student level</i>					
Gender	y	/	0.064*	/	0.033
	y*		0.036 (0.032)		0.019 (0.029)
SES	y	/	0.018 ^o	/	0.021*
	y*		0.043 (0.010)		0.050 (0.010)
Migrant status	y	/	-0.045	/	-0.057
	y*		-0.016 (0.062)		-0.020 (0.059)
Ability	y	/	0.018***	/	0.018***
	y*		0.206 (0.003)		0.206 (0.003)
Study involvement	y	/	/	0.012*	0.013**
	y*			0.056 (0.005)	0.061 (0.005)
Sense of belonging	y	/	/	0.009***	0.008***
	y*			0.096 (0.002)	0.086 (0.002)
School misconduct	y	/	/	-0.00002	-0.001
	y*			-0.0002 (0.002)	-0.010 (0.002)

Given the sources of teachers' expectations/ideas

- Ideas about **groups** of students
- Ideas about student population class/school in general

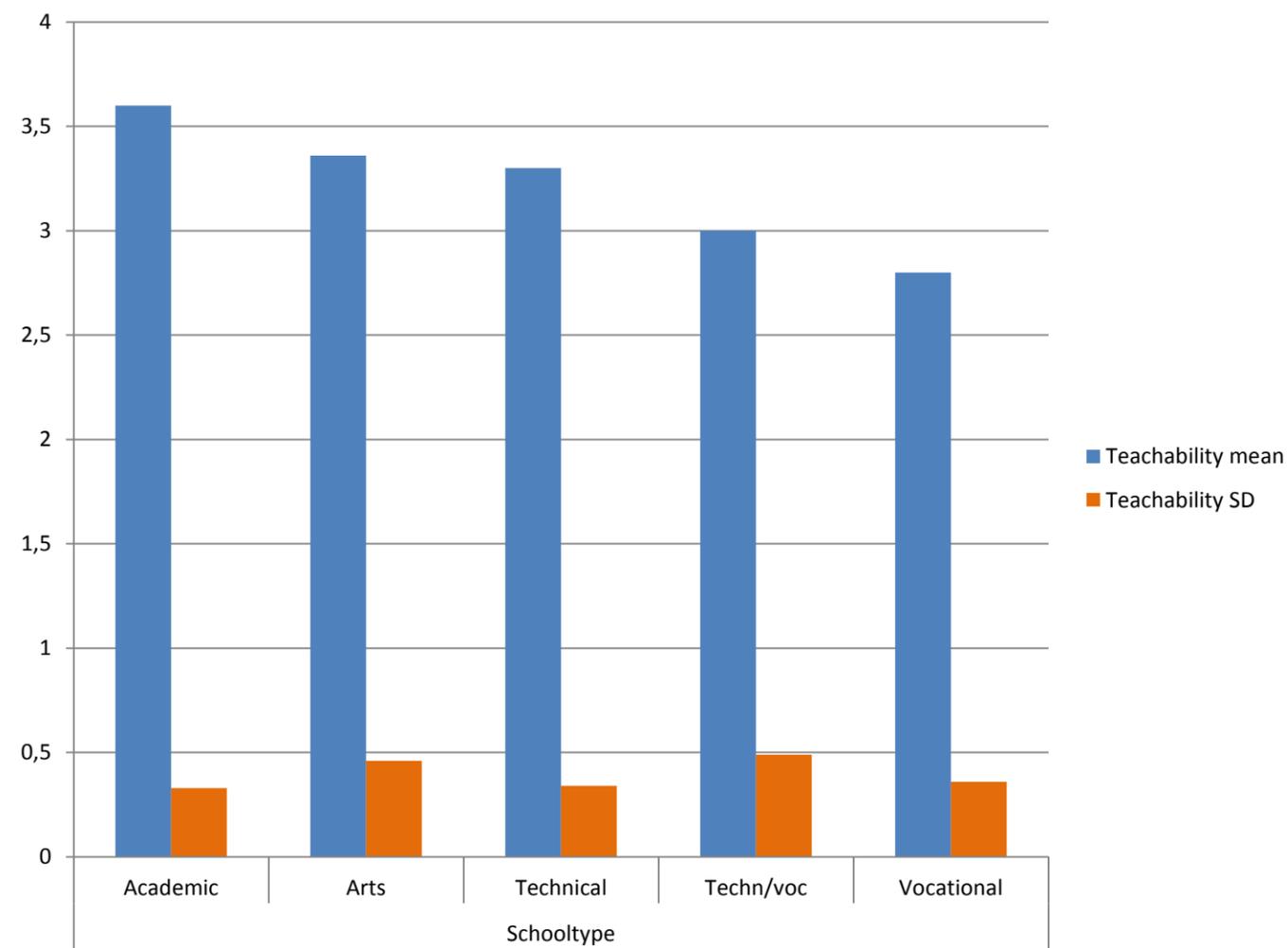
Especially in secondary education with

- one course in several classes
- less (intense) one-to-one relationships

For example: **teachability ideas** (Kornblau, 1982)

- school-appropriate behaviors (e.g., enjoy school work)
- cognitive-motivational behaviors (e.g., insightful)
- personal-social behaviors (e.g., calm)

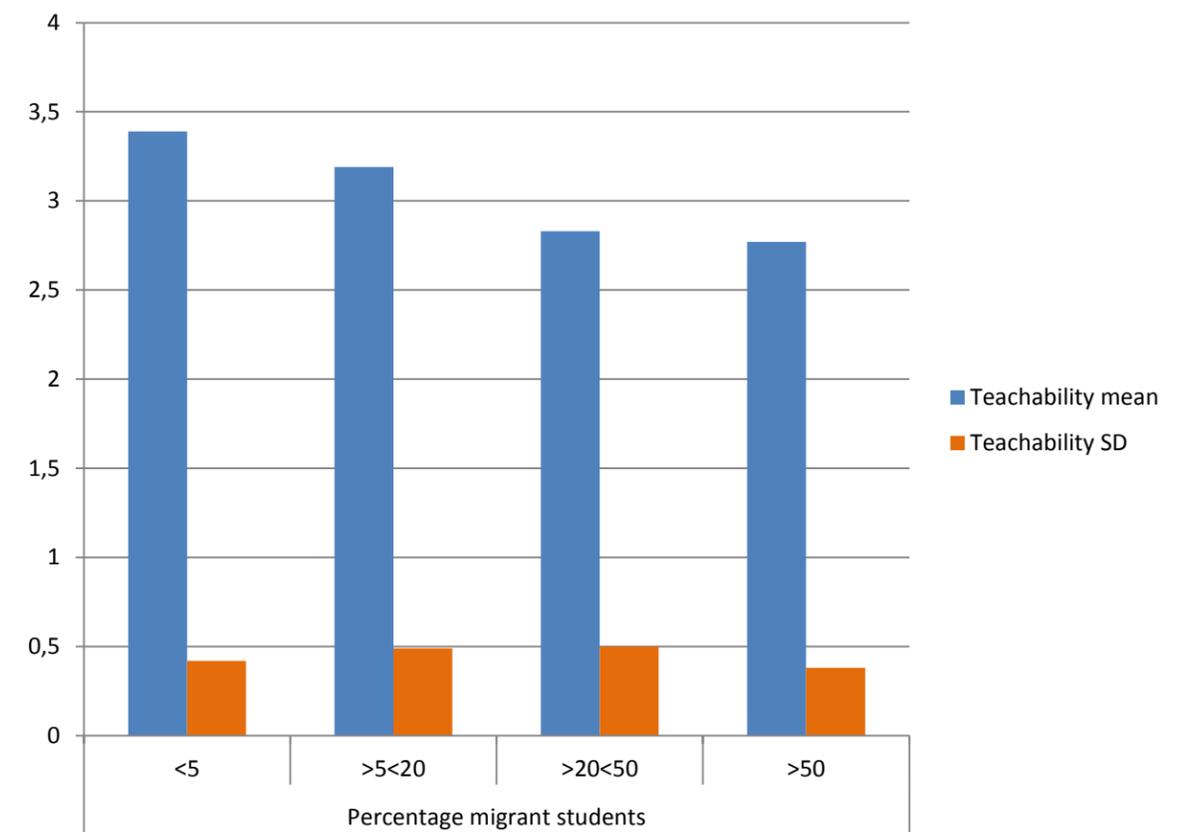
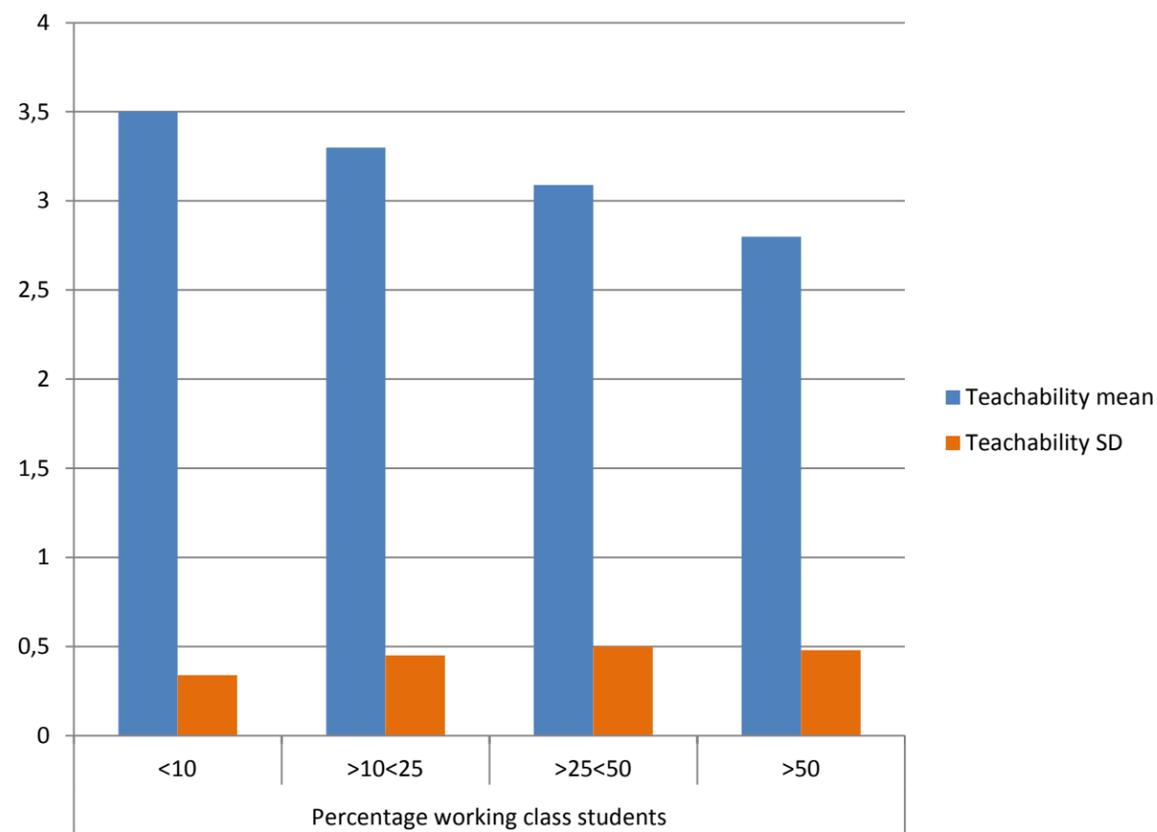
31 items, 5-point scale, Cronbach's alpha > 0.90



student composition



teachability



Teacher trust in students

Variable	Model 1	Model 2	Model 3	Model 4	Model 5
Intercept	32.071***	32.020***	32.169***	32.145***	32.338***
School level	0.307	0.263	0.298	0.294	0.171
School sector	-0.050	-0.026	0.005	0.010	-0.033
School size	-0.015	-0.100**	-0.102**	-0.092**	-0.063**
Gender context	0.205***	0.190***	0.208***	0.172***	0.124***
Ethnic context	-0.311***	-0.038	-0.054	-0.131	-0.055
SES context		0.403***	0.371***	0.314***	-0.042
Study culture				0.080	-0.006
Teacher level					
Gender			0.005	0.005	0.012
SES			-0.020	-0.020	0.008
Experience			-0.042	-0.043	0.004
Subject			-0.098***	-0.097***	-0.075***
Student contact			-0.042°	-0.042°	-0.047**
Teachability					0.695***

Notes. Results of Stepwise Multilevel Analyses (HLM 6.0): standardized gamma coefficients (γ^*)

* $p < .05$; ** $p < .01$; *** $p < .001$; ° $p = .057$

Culture

Definition:

set of *shared* assumptions/meanings of members of the organization regarding certain aspects of the organization

Measurement:

1. probe personal assumptions/meanings/beliefs/ideas

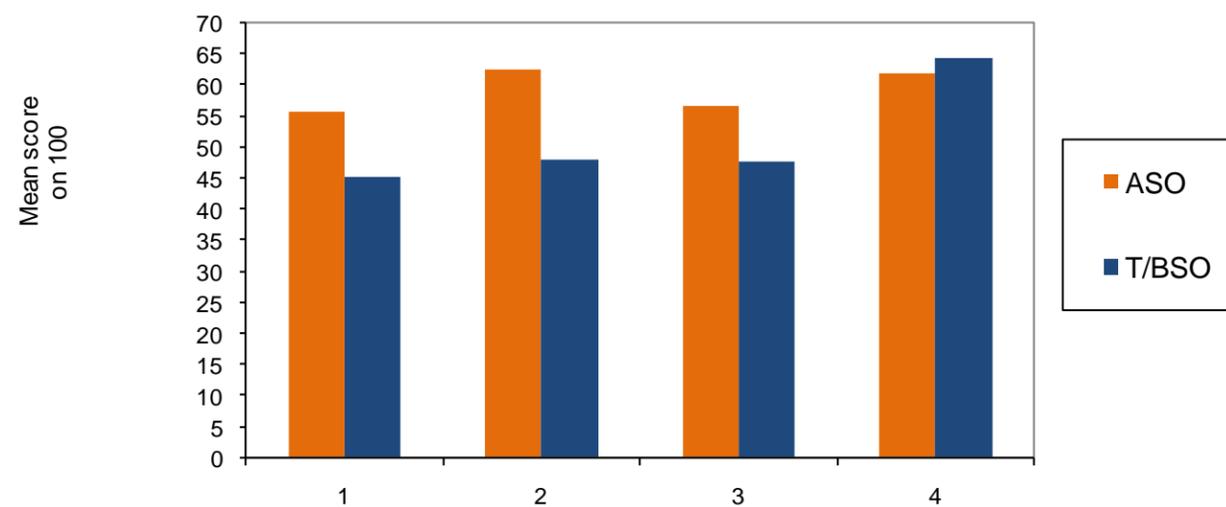
2. examine 'sharedness'

→ variance within schools < variance between schools

→ substantial variance between schools

3. aggregate personal meanings/beliefs (mean)

Faculty culture and school type (1999-2000)



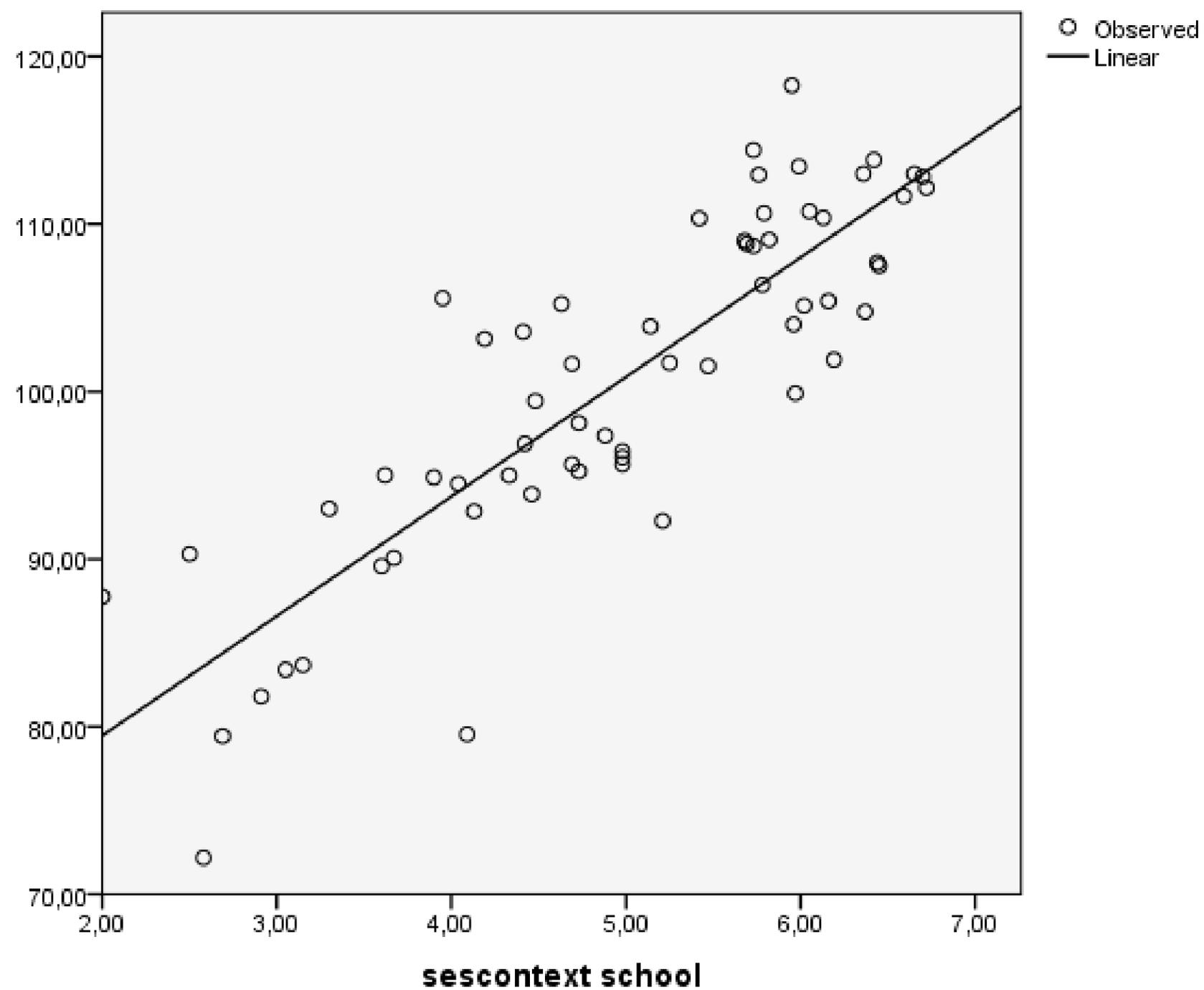
1 = academic goals
3 = trust

2 = teachability
4 = discipline

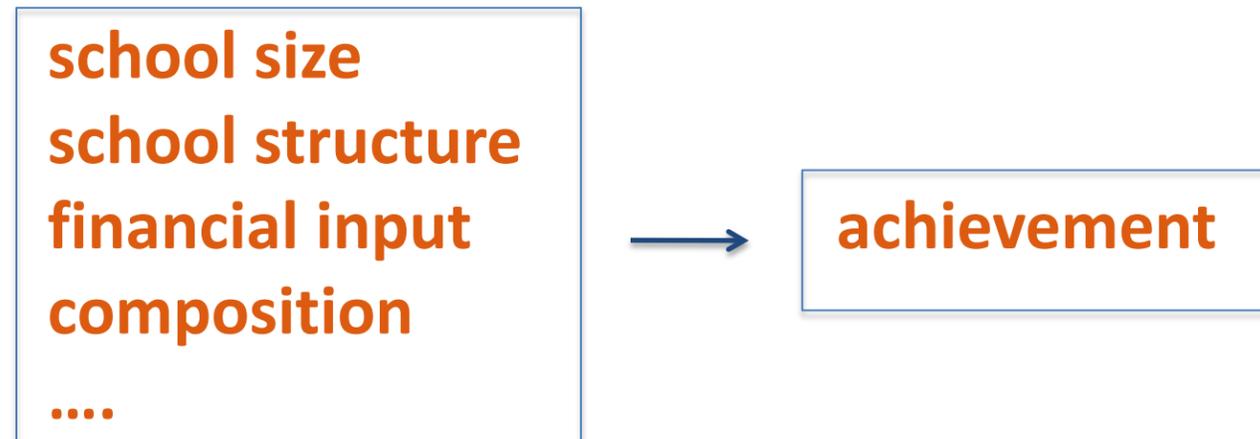
The teachers' role in students' outcomes
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Socioeconomic context school and teachability culture (n = 85, 2004-2005)

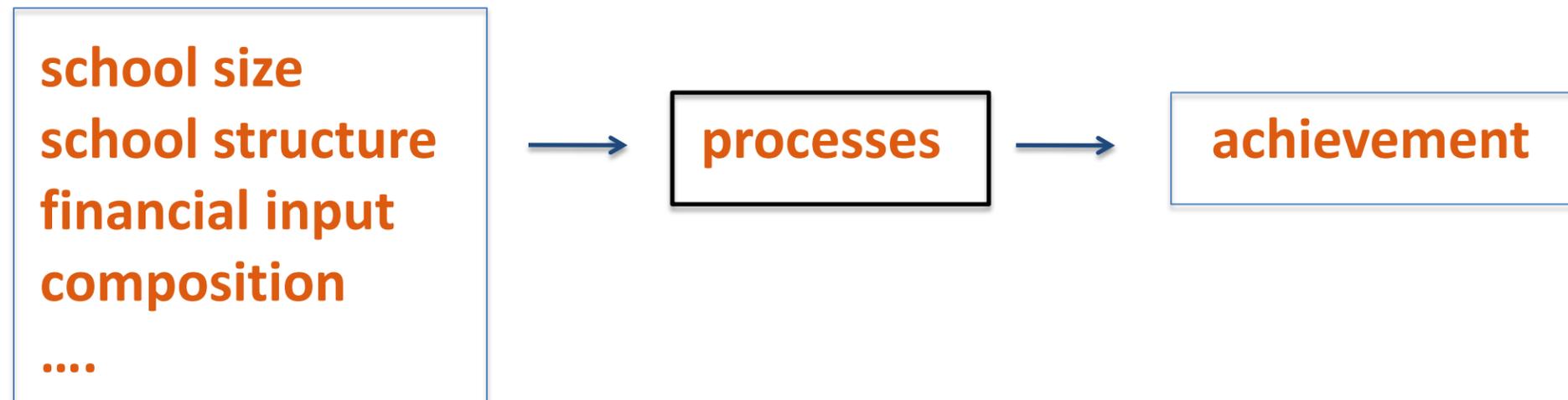
Teachability culture



1) input-output-approach: school = 'black box'



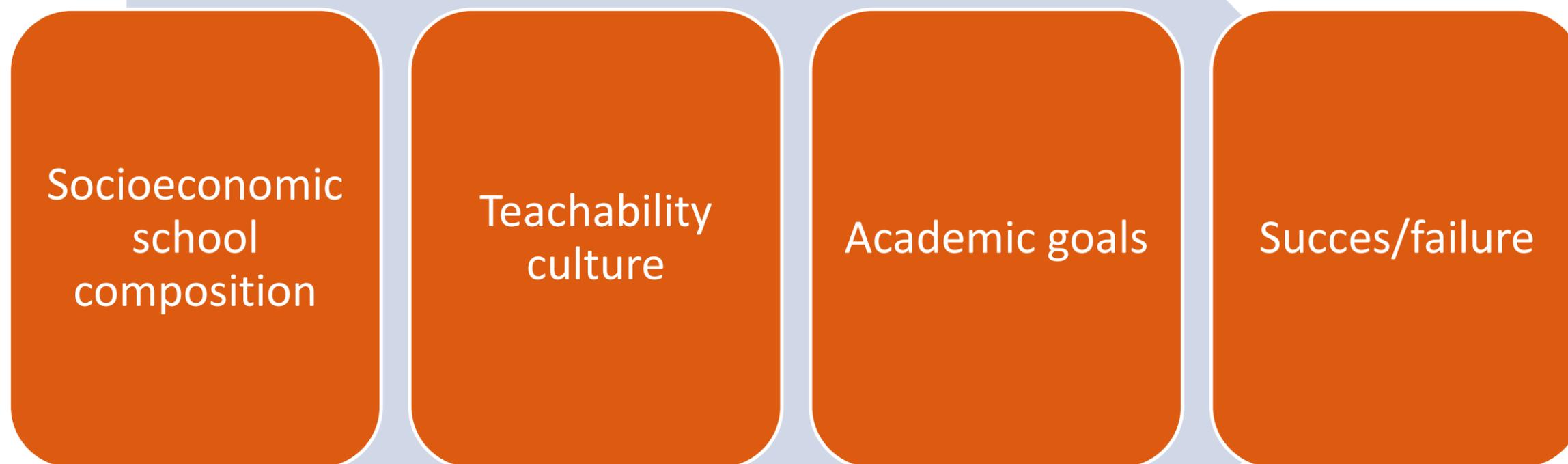
2) process approach: opening 'black box'

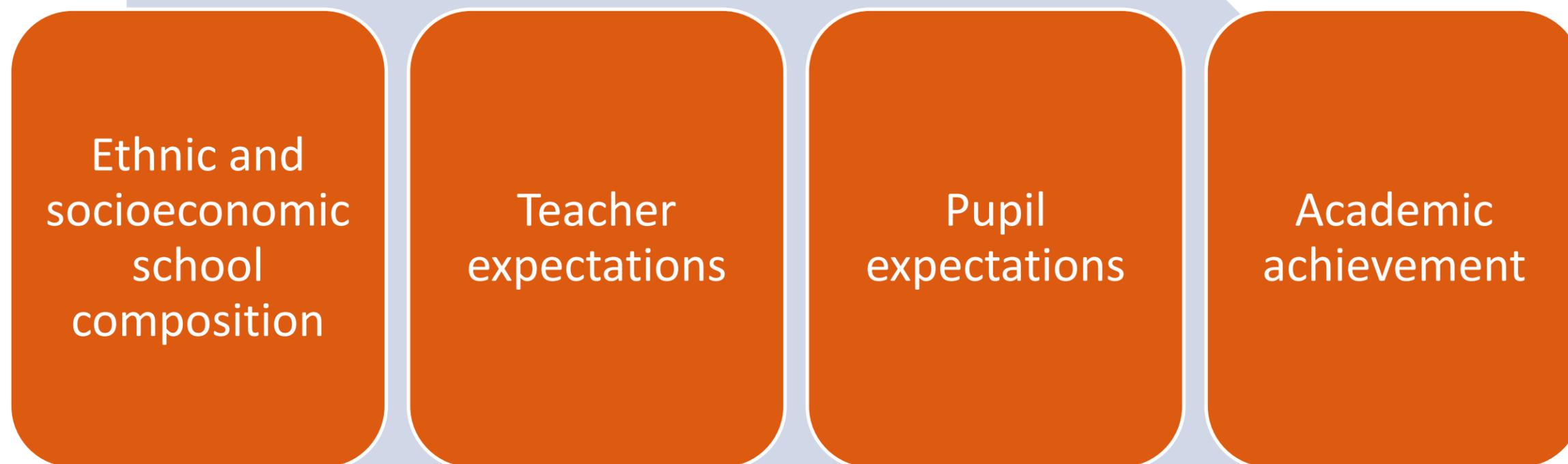


Chance to fail in first year of secondary education (1999-2000)

	Poor achievers <i>N</i> =1048	All <i>N</i> =2460	Poor achievers <i>N</i> =1048	All <i>N</i> =2460	Poor achievers <i>N</i> =1048	All <i>N</i> =2460
<i>Intercept</i>	-1,95*** (0,10)	-2,76*** (0,07)	-1,99*** (0,09)	-2,80*** (0,07)	-1,99*** (0,10)	-2,79*** (0,07)
School level						
Teachability culture	-0,05** (0,01)	-0,06*** (0,01)			-0,00 (0,02)	-0,02 (0,02)
Academic goals			-0,35*** (0,06)	-0,37*** (0,04)	-0,34** (0,11)	-0,30*** (0,07)
Student level						
Ability	-0,05*** (0,01)	-0,10*** (0,01)	-0,06*** (0,01)	-0,10*** (0,01)	-0,06*** (0,01)	-0,10*** (0,01)
SES	-0,12*** (0,03)	-0,08*** (0,02)	-0,11*** (0,03)	-0,09*** (0,02)	-0,11*** (0,03)	-0,09*** (0,02)
Family	-0,43* (0,19)	-0,45** (0,13)	-0,44* (0,20)	-0,43** (0,13)	-0,44* (0,20)	-0,43** (0,13)
Negative choice	0,18 (0,13)	0,16 (0,10)	0,19 (0,14)	0,19 (0,10)	0,19 (0,14)	0,19 (0,10)

* $p < 0,05$ ** $p < 0,01$ *** $p \leq 0,001$





Primary education – 2008-2009: 68 schools, 2845 pupils, 706 teachers

SES composition (% working class)		n.s.		
	-0.365**			
		n.s.	Futility culture	-0.258***
	-0.396***			Academic achievement
		-0.241*	Sense of futility	-0.213***
		-0.106*		
Teachability culture			n.s.	

Association between teacher culture of teachability, students' sense of futility, perceived teacher support, and school misconduct. Results of stepwise multilevel analysis.

Variables		Model 1	Model 2	Model 3	Model 4
<i>Intercept</i>		28.863*** (0.566)	29.064*** (0.542)	28.826*** (0.535)	28.829*** (0.515)
<i>School level</i>					
Ethnic composition	γ	-0.021	0.001	0.006	0.007
	γ^*	-0.052 (0.013)	0.003 (0.013)	0.016 (0.013)	0.018 (0.012)
SES composition	γ	0.435	0.283	0.295	0.218
	γ^*	0.063 (0.308)	0.041 (0.272)	0.042 (0.263)	0.031 (0.253)
School sector	γ	2.010***	1.752***	1.665***	1.685***
	γ^*	0.119*** (0.347)	0.103*** (0.327)	0.098*** (0.308)	0.099*** (0.311)
Teacher culture of Teachability	γ	-0.132***	-0.061*	-0.056°	-0.041
	γ^*	-0.161*** (0.028)	-0.075* (0.030)	-0.068° (0.029)	-0.050 (0.027)
<i>Student level</i>					
Gender	γ	-3.011***	-2.642***	-2.646***	-2.521***
	γ^*	-0.178*** (0.226)	-0.156*** (0.224)	-0.156*** (0.223)	-0.149*** (0.211)
SES	γ	0.129**	0.165***	0.203***	0.213***
	γ^*	0.032** (0.043)	0.041*** (0.049)	0.050*** (0.048)	0.053*** (0.046)
Grade	γ	1.164***	0.982***	1.059***	1.005***
	γ^*	0.137*** (0.109)	0.116*** (0.119)	0.125*** (0.120)	0.119*** (0.113)
Ethnicity	γ	-0.648	-0.763	-0.744	-0.641
	γ^*	-0.024 (0.410)	-0.028 (0.428)	-0.027 (0.412)	-0.023 (0.398)
Vocational track	γ	1.097**	1.593***	1.339***	1.373***
	γ^*	0.053** (0.374)	0.077*** (0.345)	0.065*** (0.325)	0.066*** (0.329)
Prior achievement	γ		-0.174***	-0.154***	-0.138***
	γ^*		-0.189*** (0.013)	-0.167*** (0.014)	-0.150*** (0.013)
Sense of futility	γ			0.354***	0.174***
	γ^*			0.134*** (0.037)	0.066*** (0.039)
Perceived teacher support	γ				-0.470***
	γ^*				-0.195*** (0.032)
<i>Variance components</i>					
Intercept	U_0	9.559***	8.003***	8.397***	7.751***
Gender	U_1	1.513***	1.343***	1.386***	1.108***
SES	U_2	0.030	0.054	0.048	0.038
Grade	U_3	0.372**	0.561**	0.581**	0.478**
Ethnicity	U_4	4.604	4.806*	4.190*	3.845*
Vocational track	U_5	3.417***	2.033***	1.660**	1.748***
Prior achievement	U_6		0.007*	0.008*	0.007*
Sense of futility	U_7			0.052***	0.059***
Perceived teacher support	U_8				0.034**

Note: The unstandardized (γ) and standardized (γ^*) gamma coefficients are presented, with standard errors appearing in parentheses, and variance components (U).

* $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$, ° $p = 0.055$.

Dependent: School misconduct

(2004-2005: 85 schools,
11.872 students,
2104 teachers)

Teachability
culture

Students'
perceived
teacher
support

Students'
misconduct

Dependent: Intention to dropout (vocational track)

	Model 1	Model 2	Model 3	Model 4
<i>Intercept</i>	-2.163 (0.134) 0.115***	-2.193 (0.127) 0.112***	-2.278 (0.138) 0.103***	-2.308 (0.136) 0.100***
<i>School level</i>				
Schooltype		0.208 (0.251) 1.232	0.159 (0.269) 1.173	0.048 (0.264) 1.050
Teachability culture		-0.026 (0.012) 0.974*	-0.025 (0.012) 0.976 ⁺	-0.028 (0.014) 0.972*
Futility culture				-0.148 (0.171) 0.862
<i>Student level</i>				
Gender	-0.084 (0.164) 0.920	-0.033 (0.174) 0.968	0.048 (0.185) 1.049	0.053 (0.179) 1.054
Age	-0.045 (0.052) 0.957	-0.035 (0.052) 0.966	-0.032 (0.052) 0.968	0.002 (0.054) 1.002
SES	-0.077 (0.047) 0.926	-0.067 (0.047) 0.935	-0.055 (0.047) 0.947	-0.053 (0.050) 0.949
Migrant background	0.289 (0.213) 1.335	0.174 (0.212) 1.190	0.200 (0.217) 1.222	0.149 (0.244) 1.160
Ability	-0.010 (0.008) 0.990	-0.009 (0.008) 0.991	-0.009 (0.008) 0.992	-0.006 (0.008) 0.994
Achievement	-0.016 (0.008) 0.984 [°]	-0.016 (0.008) 0.984*	-0.015 (0.008) 0.985 [°]	-0.011 (0.008) 0.989
Retained	0.245 (0.229) 1.278	0.214 (0.228) 1.239	0.224 (0.222) 1.251	0.154 (0.220) 1.166
Teacher support			-0.092 (0.016) 0.913***	-0.050 (0.017) 0.951**
Sense of futility				0.159 (0.023) 1.173***
<i>Variance components</i>				
Intercept U ₀	0.008	0.034	0.052	0.077

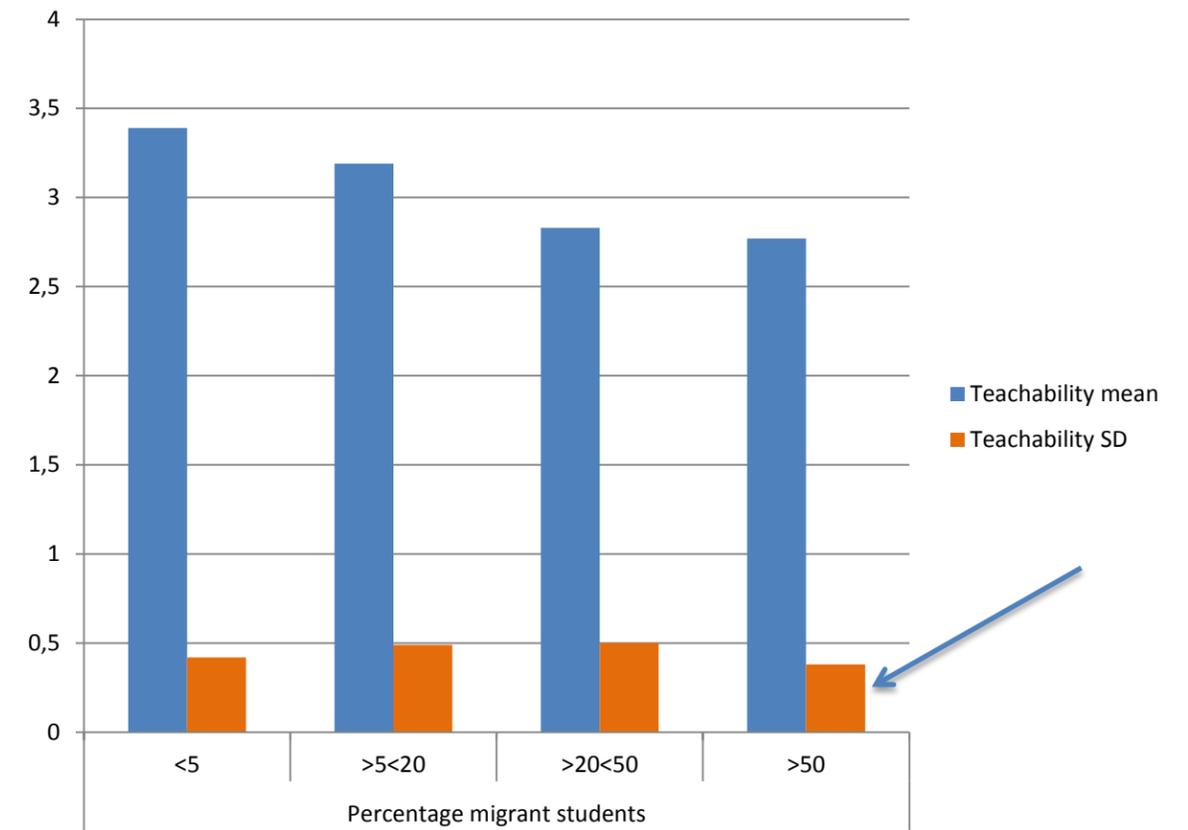
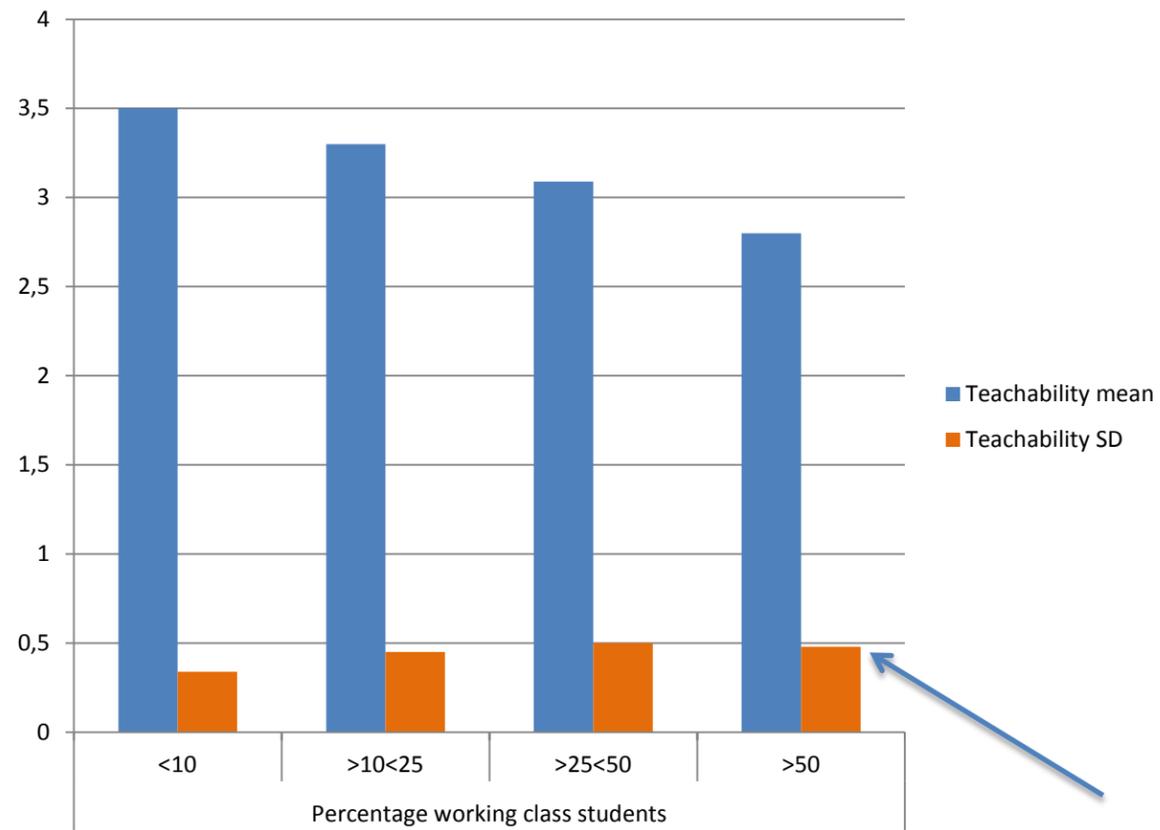
Note: Presented are the (unstandardised) gamma coefficients and odds ratio's with the standard errors appearing in parentheses and the variance components U (when significant).

[°]p=0.057, ⁺p=0.052, * p < 0.05, ** p ≤ 0.01, *** p ≤ 0.001

student composition



teachability



Ethnic and socioeconomic school composition

Teachers' agreement on students' teachability

Collegial trust

Conclusions

- Schools' student composition is related to teachers' beliefs
- Teachers' beliefs are related to student outcomes
- Irrespective whether accurate or labeling →
- Cultures are formed and influence students and teachers

Implications

- Making teachers aware of their impact
- Teacher education needs to pay attention to:
 - formation of certain ideas based on stereotypes
 - formation of cultures in schools influencing teachers
 - importance of ideas and cultures for student outcomes

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