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### **Power Perception of Novice and Expert Teachers in Lower Secondary Classes**

**Kateřina Vičková, Zuzana Šalamounová, Jan Mareš**

Faculty of Education, Masaryk University, Czech Republic

*Presenting Author: Vičková, Kateřina; Šalamounová, Zuzana*

Power can be defined as the ability to influence opinions, values, and behaviour of a person or a group of persons (McCroskey, 2006) and as such it has been a traditional topic in social sciences (for example Simmel, 1896; Weber, 1922; Foucault, 1975) and also in educational sciences. This is understandable because if power relationships are not clearly established in the classroom there is no benefit from the teacher's knowledge of their field, no matter how vast it can be (Šalamounová & Švařiček, 2012). It can therefore be said that setting up the power relationship determines the degree of realisation of didactic aims. This assertion is in accordance with Bernstein (1996) who claims that *regulative discourse* is dominant in the classroom and contains *didactic discourse*. Hence, *power negotiation* and its use is an inherent part of the education process (McCroskey & Richmond, 1983; Šedová, 2011). As Sarason (1990) notes, *teachers' professional competence* can be also measured in relation to their ability to set up power relations in the classroom. According to the research findings (Richmond & McCroskey, 1992; Staton, 1992) newly qualified teachers know necessary information of their teaching subjects, but they do not know how to meet conditions for establishing power relationships in the classroom.

In accordance with these findings our research focuses on the following question: Are there any differences between perceived power of novice and expert teachers' in lower secondary classes? Through questionnaire we collect information regarding a) how pupils perceive the power of teachers, b) how pupils and teachers perceive the power of pupils, c) how teachers perceive their own power.

Adapted *Teacher Power Use Scale* (TPUS) by Schrodtt, Witt, and Turman (2007) will be used for measuring the perceived power. The scale is based on French and Raven's (1960) traditional typology of *relational power* which distinguishes power in relation to a principle which it is based on (i.e., *coercive, reward, legitimate, referent, and expert*). TPUS consists of 30 items and uses a 7-point Likert scale. It shows better psychometric properties than previously preferred *Perceived Power Measure* by McCroskey and Richmond (1983) and Roach's (1995) *Power Base Measure*. TPUS demonstrates better internal reliability, concurrent and discriminant validity, and it contains more valid and reliable indicators for the five power bases (coefficient of reliability Cronbach's alpha ranges between .77 to .90). TPUS is better in measuring of so called *anti-social forms of power* (coercive and legitimate) and *pro-social forms of power* (referent and reward) at the aggregated level.

#### *Methodology, Methods, Research Instruments or Sources Used*

The Czech adaptation of TPUS includes re-designing the instrument for lower secondary pupils and teachers, and for the Czech conditions. The pilot study shows that a cultural and linguistic adaptation to the Czech conditions is necessary. Therefore the adaptation includes independent parallel translations, multiple cultural and linguistic adaptation, multiple expert reviews, and cognitive interviews with respondents. For ensuring the instrument equivalence validity and reliability will be applied: confirmatory factor analysis, item analysis and estimation of scales reliability. Validity of the 5 self-report scales as instruments measuring the concept of power bases, other possibilities of power measurement and the possibilities of triangulation will be discussed (this paper is a part of research project which also includes observations, field notes, diaries and interviews).

The convenient research sample consists of Czech lower secondary novice and expert teachers (approximately 60), their classes (60) and pupils (around 1400). The data collection will start in March 2013.

#### *Conclusions, Expected Outcomes or Findings*

The study is part of a research project *Power in the Classes Taught by Student Teachers* (GC13-24456S) newly granted by the Czech Science Foundation; therefore the results will be available in June 2013.

Data from individual teachers will be connected with data gathered from pupils (and classes) taught by the same teachers which will allow us to describe the relations between the pupils' and teachers' perception of power. The analysis focuses on statistically (in)significant differences between novice and expert teachers. The findings will be presented on the level of the 5 power bases as well as on the key items level and they will be compared with international findings. Implications for the European and international research, theory, and teacher professional development will be discussed.

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