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Perceived Teachers´ Power in the Context of Lenght of their Practice

(Power Perception of Novice and Expert Teachers in Lower Secondary Classes)

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Introduction

This study is part of a three-year (2013-2015) research project **Power in the Classes Taught by Student Teachers** (GC13-24456S) granted by the Czech Science Foundation (GAČR).

- The aim of the project is to describe how power is negotiated, used, and perceived by student teachers and their pupils on the level of lower secondary schools (ISCED 2A).
- In this paper, we introduce concept of power, describe one of our research instruments and preliminary results in the area of teacher power in connection with their years of practise.

What is power?

- Power can be defined as the ability to influence opinions, values, and behaviour of a person or a group of persons.

  (McCroskey, 2006)

- As such it has been a traditional topic in social sciences.

  (For example Simmel, 1896; Weber, 1922; Foucault, 1975)

Why to talk about power in educational setting?

- 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 & Švaříček, 2012)

- Setting up the power relationship determines the degree of realisation of didactic aims = regulative discourse is dominant in the classroom and contains didactic discourse.
  (Bernstein, 1996)

- Power negotiation and its use is an inherent part of the education process.
  (McCroskey & Richmond, 1983; Šeďová, 2011)

Power as a challenge for teachers

- Teachers' professional competence can be also measured in relation to their ability to set up power relations in the classroom. (Sarason, 1990)

- 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. (Richmond & McCroskey, 1992; Staton, 1992)

- Harsh and rude reality of everyday classroom life can cause collapse of their ideals formed during teacher training - "the reality shock". (Veenman, 1984)

The principle of power

- Power come from the person being influenced
  - not the person in the more powerful position.

Bases of power

The original power taxonomy (French & Raven, 1959)

- Reward
- Coercive
- Legitimate
- Referent
- Expert

Research question

In accordance with these findings our research focuses on the following question:

- Is there any relationship between teachers perceived power and their years of teaching practice?
- Are there any differences between perceived power of novice and expert teachers´ in lower secondary classes?

Method

- Adapted **Teacher Power Use Scale** (TPUS) by Schrodt, Witt, and Turman (2007) was used for measuring the teacher´s perceived power.
  - based on French and Raven's (1959) 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 power.
- TPUS consists of 30 items, uses a 7-point Likert scale.

Reasons for choosing TPUS

- Better psychometric properties than previously preferred instruments:
  - **Perceived Power Measure** (McCroskey & Richmond, 1983)
  - **Power Base Measure** (Roach, 1995)

- TPUS demonstrates better internal reliability, concurrent and discriminant validity
  - contains more valid and reliable indicators for the five power bases
  - coefficient of reliability Cronbach´s alpha ranges between 0,77 to 0,90

- Better in measuring:
  - anti-social forms of power (coercive and legitimate)
  - and pro-social forms of power (referent and reward) at the aggregated level

Our Czech adaptation of TPUS

- Included re-designing the instrument for:
  - lower secondary pupils and teachers
  - for the Czech conditions
    - The pilot study shows that a cultural and linguistic adaptation to the Czech conditions is necessary.

- Independent parallel translations
- Multiple cultural and linguistic adaptation
- Multiple expert reviews
- Cognitive interviews with respondents

Analyses

- 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 are also taken into account
  - this paper is a part of research project which also includes observations, field notes, diaries and interviews

Research sample

- Non-random sampling
- data collection June 2013
- Czech lower secondary education level
- 2188 pupils
- 117 classes with at average 18,7 pupils (min. 4, max 30, Me = 19)
- Number of pupils per school: x = 19,54 (SD = 6,60, min. 4, max. 51)
- 203 integrated pupils in the classes
- 55 % of pupils reported having good mood when filling in the questionnaire (37 % neutral, 8 % bad mood)

Sample

- Age of pupils: x = 13,69, SD = 0,87, Me 14, min. 12, max. 17, N = 2170
- Years of teacher experience/practise: x = 18,61, SD = 8,91, Me = 18, min. 3, max. 40 (data at pupils level)

School subject	Number of pupils	%
Civics	503	22,90
Geography	478	21,85
History	401	18,33
Czech literature	620	23,34
Missings	186	8,50

Grade	Number of pupils	%
6	13	0,60
7	847	39
8	1051	48
9	273	13
Missings	4	0,18

Confirmatory factor analyses

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MODEL FIT INFORMATION

Number of Free Parameters                      145

Information Criteria

          Akaike (AIC)                  311757.340
          Bayesian (BIC)                312587.833
          Sample-Size Adjusted BIC      312127.143
            (n* = (n + 2) / 24)

Chi-Square Test of Model Fit

          Value                           5611.889*
          Degrees of Freedom                   935
          P-Value                           0.0000
          Scaling Correction Factor          1.273
            for MLR

RMSEA (Root Mean Square Error Of Approximation)

          Estimate                           0.047
          90 Percent C.I.                    0.046  0.048
          Probability RMSEA <= .05           1.000

CFI/TLI

          CFI                                0.831
          TLI                                0.821

SRMR (Standardized Root Mean Square Residual)

          Value                              0.075
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Mplus version 6.1

The model estimation terminated normally.

← According to this test model does not fit to data, it should be p > 0,05

← in norm, should be < 0,05

← should be closer to 1

← quite in norm, should be max.0,08

STANDARDIZED MODEL RESULTS

		Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
R	BY				
	R01	0.661	0.015	44.190	0.000
	R08	0.674	0.015	44.577	0.000
	R09	0.518	0.021	24.644	0.000
	R11	0.648	0.015	42.774	0.000
	R12	0.652	0.015	42.990	0.000
	R14	0.638	0.015	41.390	0.000
	R17	0.686	0.015	46.629	0.000
	R21	0.649	0.016	41.209	0.000
	R29	0.619	0.016	38.348	0.000
	R37	0.606	0.017	36.282	0.000
E	BY				
	E02	0.723	0.014	50.992	0.000
	E03	0.531	0.019	28.622	0.000
	E04	0.384	0.020	18.814	0.000
	E19	0.830	0.009	88.511	0.000
	E24	0.581	0.018	32.286	0.000
	E25	0.657	0.015	42.937	0.000
	E27	0.727	0.015	47.474	0.000
	E28	0.701	0.017	41.015	0.000
	E32	0.763	0.013	60.034	0.000
	E39	0.755	0.014	54.609	0.000
L	BY				
	L05	0.389	0.027	14.364	0.000
	L07	0.659	0.017	39.118	0.000
	L10	0.426	0.028	15.218	0.000
	L13	0.370	0.021	17.197	0.000
	L20	0.449	0.020	22.162	0.000
	L33	0.693	0.015	46.261	0.000
	L35	0.477	0.023	20.898	0.000
	L36	0.461	0.026	17.741	0.000
	L38	0.507	0.018	27.452	0.000
	L40	**0.130**	0.025	5.122	0.000
D	BY				
	D15	0.536	0.020	27.166	0.000
	D06	**-0.070**	0.028	-2.539	0.011
	D16	0.588	0.019	31.763	0.000
	D23	0.625	0.017	36.477	0.000
	D26	0.452	0.021	21.781	0.000
	D30	0.296	0.027	11.183	0.000
	D31	0.514	0.021	24.457	0.000
	D42	0.484	0.020	24.151	0.000
	D43	0.377	0.025	15.231	0.000
O	BY				
	O18	0.501	0.021	24.407	0.000
	O22	0.696	0.016	44.360	0.000
	O34	0.529	0.018	28.634	0.000
	O41	0.732	0.014	50.967	0.000
	O44	0.550	0.020	26.840	0.000
	O45	0.766	0.014	54.912	0.000

Factor loadings

Reliability

	Base	Cronbach alpha	Number of items
R	referent	0,87	10
E	expert	0,89	9
L	legitimate	0,72	7
D	coercive	0,68	6
O	reward	0,80	6
all	all	0,83	39

Casewise deleted missings.

Correlations among factors

Sometimes quite high, but it is implied in theory.

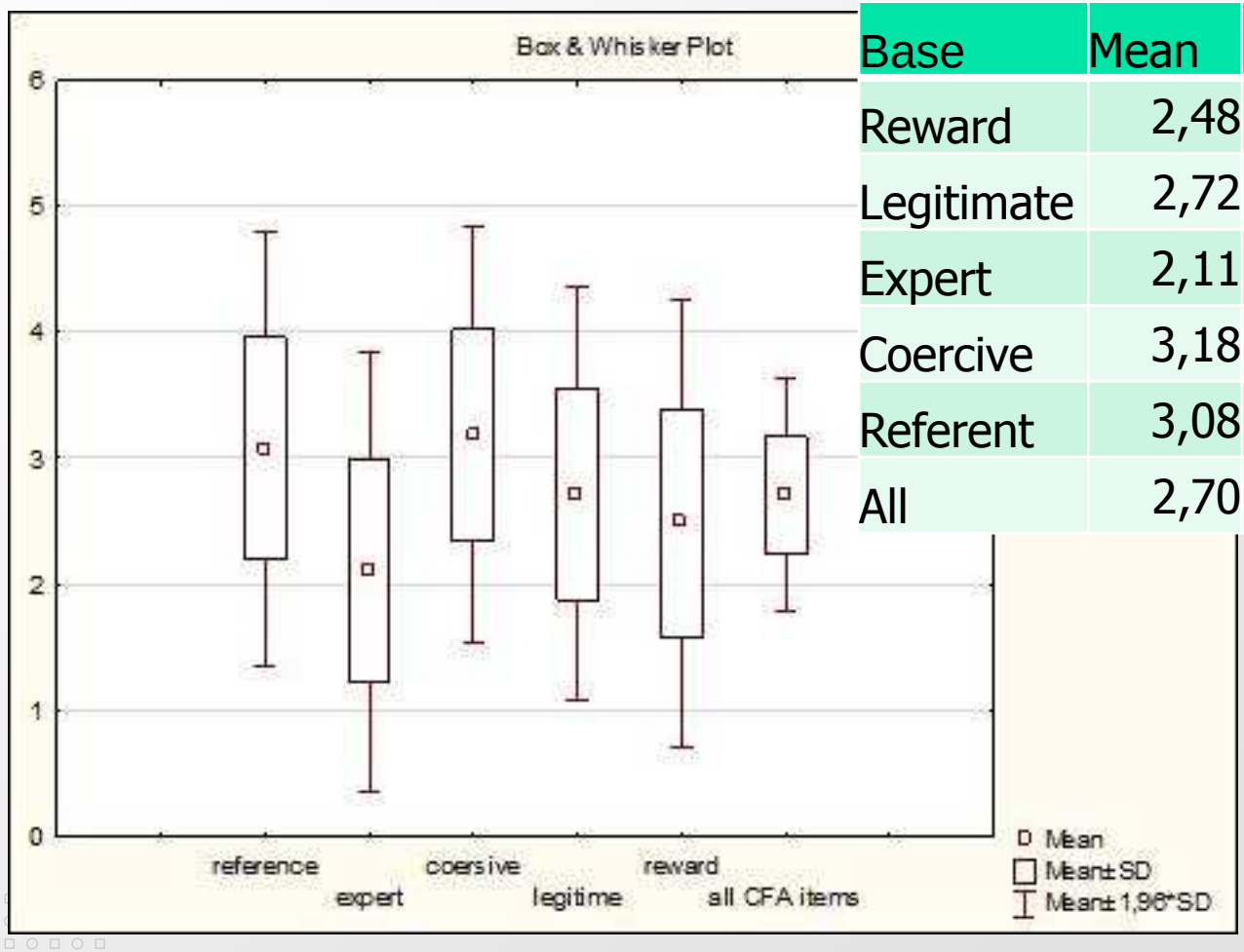
E	WITH				
	R	0.752	0.015	50.500	0.000
L	WITH				
	R	-0.456	0.029	-15.472	0.000
	E	-0.345	0.031	-11.261	0.000
D	WITH				
	R	-0.526	0.026	-19.909	0.000
	E	-0.535	0.027	-19.484	0.000
	L	0.883	0.017	51.719	0.000
O	WITH				
	R	0.662	0.018	37.123	0.000
	E	0.711	0.018	39.115	0.000
	L	-0.233	0.032	-7.346	0.000
	D	-0.345	0.032	-10.705	0.000

Perception of power bases by pupils

Level of agreament

1 – agree
5 – don´t agree

Data normally distributed, tested by Kolmogorov-Smirnov.



Base	Mean	Me	SD
Reward	2,48	2,33	0,90
Legitimate	2,72	2,71	0,84
Expert	2,11	1,89	0,89
Coercive	3,18	3,17	0,84
Referent	3,08	3,10	0,88
All	2,70	2,68	0,47

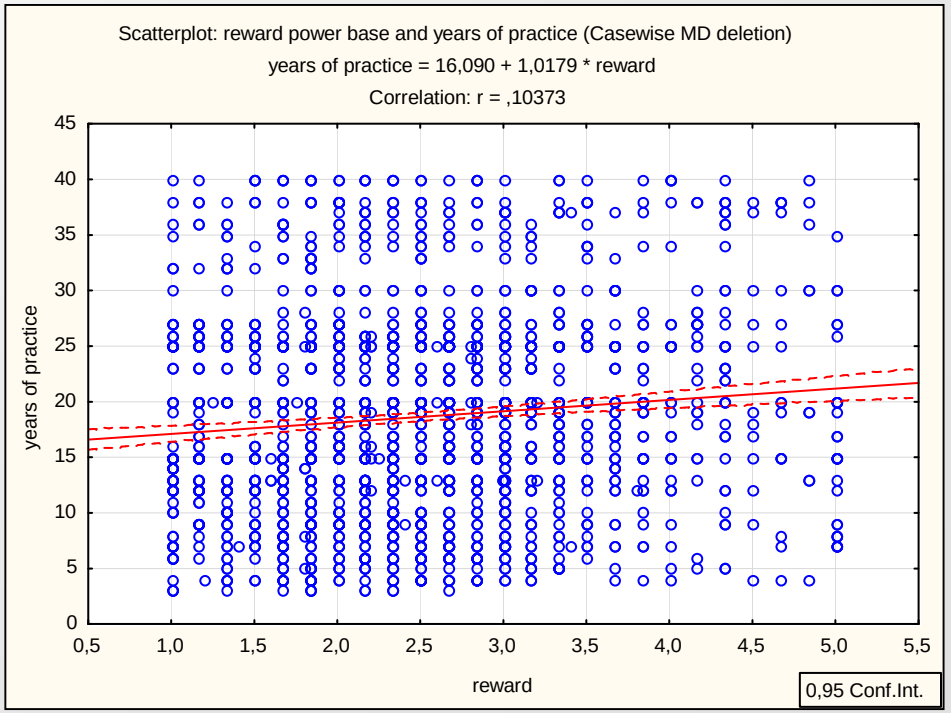
Reward power and teacher practice

The older the teachers, the less pupils reported or perceived that they use the principles of rewarding.

R = 0,10, p < 0,05

Example of items:

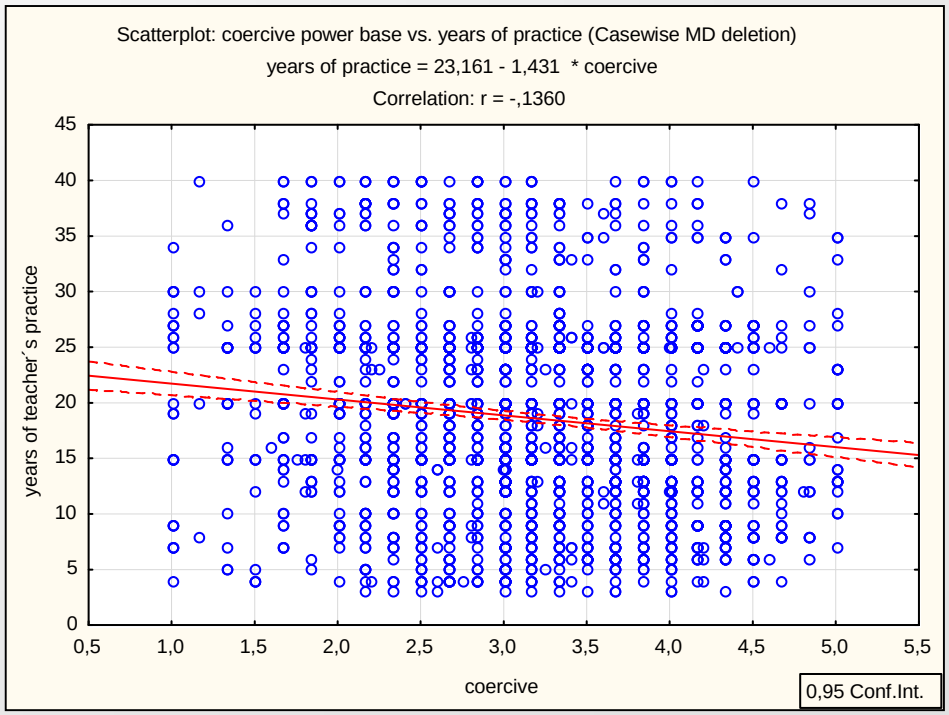
When I follow my teacher's instructions, I receive compliments or praise from the teacher.



Coercive power and teacher practice

The longer the teachers are teaching the more they apply coercive principles.

R = -0,14, p < 0,05



Example of item:

- If students question or challenge course policy, my teacher responds by acting dominant or dictatorial.

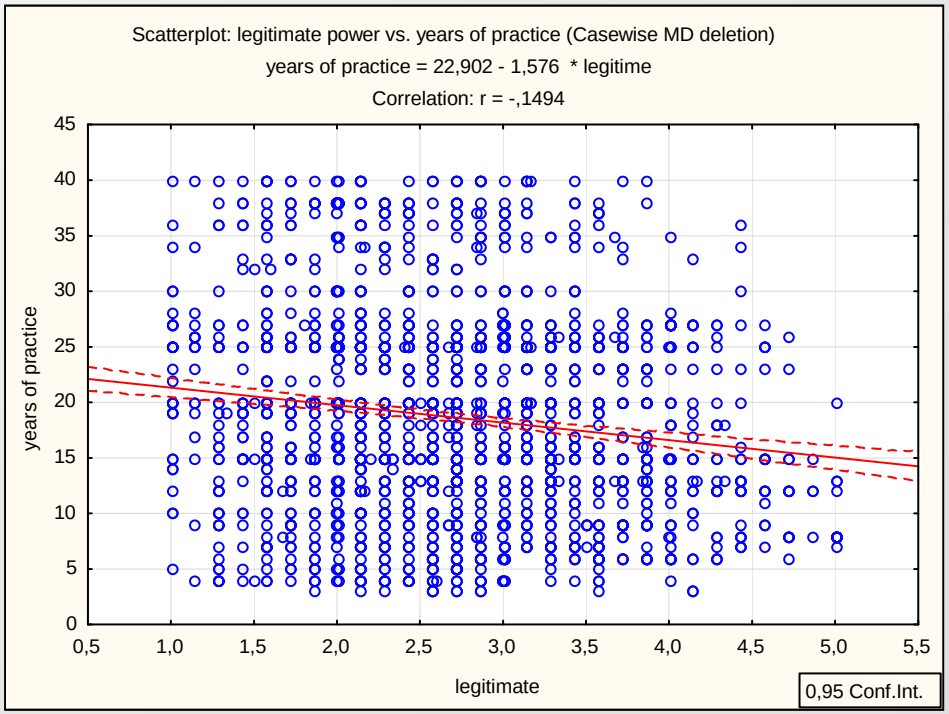
Legitimate power and teacher practice

The older the teacher, the more acording to pupils they apply legitime power, such as school order, firm mechanism, sitting order, the school bell is for teachers, ..

R = -0,15, p < 0,05

Example of items:

- My teacher uses his/her position as teacher to maintain complete and total control of the classroom.



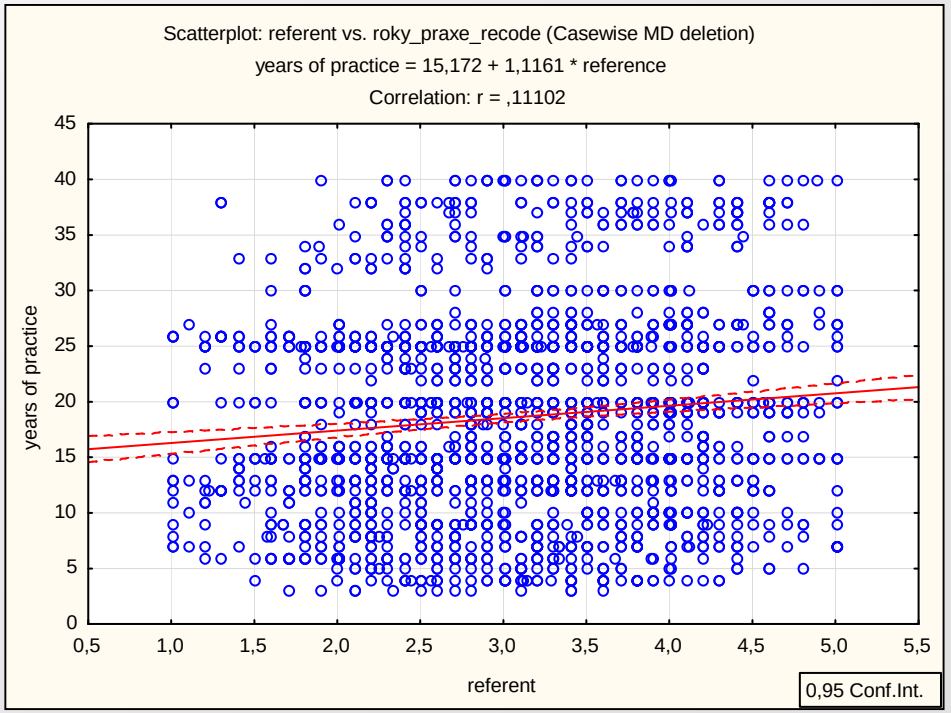
Referent power and teacher practice

The older the teachers, the less pupils identified with them and perceived them as their example/model.

$R = 0,11, p < 0,05$

Example of items:

- I find myself identifying with my teacher because we have a lot in common.



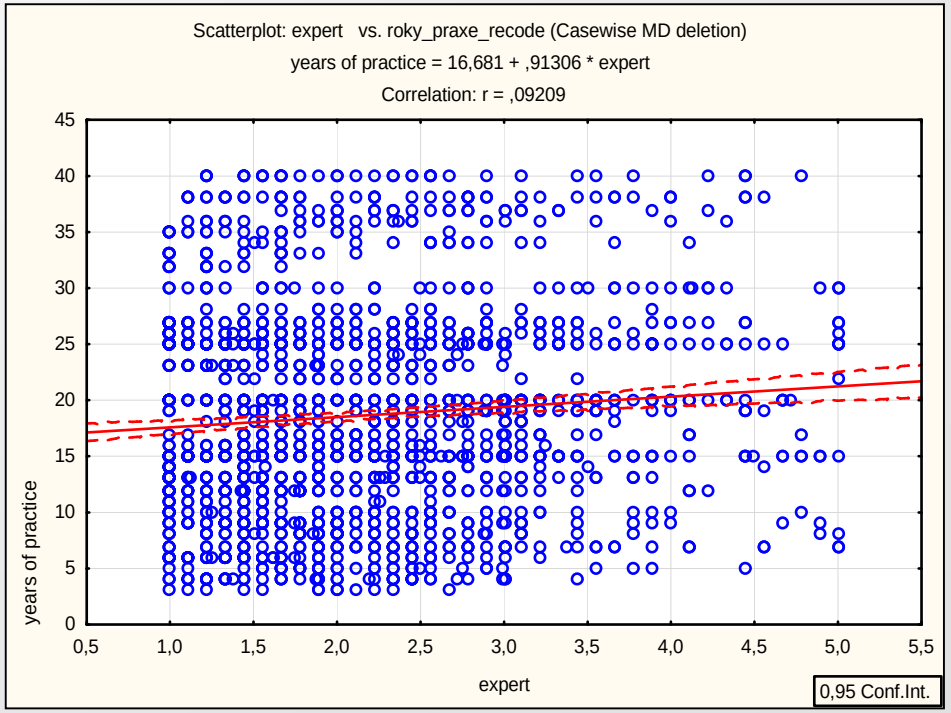
Expert power and teacher practise

The older the teachers, the less pupils reported or perceived them as experts in their teaching subject.

R = 0,09, p < 0,05

Example of items:

- My teacher's lectures are clearly organized and well delivered.



Conclusion

- Teachers that could be according to the length of their teaching practice perceived as experts are seen by pupils in an opposite way.
  - It seems that pupils look stereotypically at older teachers or the stereotypes are reasoned.
  - The older teachers the worse they get according to pupils in all power bases. They do not improve in any base.

- The results are statistically significant, but the relations are weak.
  - Therefore we plan to conduct further statistically analyses:
    - based on dividing of teachers years of practise to groups
    - test differences among teachers
      - provide teachers typology based on power bases they apply according to pupils

Thank you for your attention, questions, comments, and suggestions.

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Power Perception of Novice and Expert Teachers in Lower Secondary Classes

ID: 2176

Network: 01. Continuing Professional Development: Learning for Individuals, Leaders, and Organizations

Session: 01 SES 03 C Professional culture

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