

The Impact of No Child Left Behind Act on Teachers' Expectancy, Efficacy and Locus of Control in Mississippi

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Purpose of the Study

To determine the impact of 'No Child Left Behind Act on changes in teachers':

- Expectancy
- Efficacy
- Locus of Control
- Conducted in three elementary schools in Mississippi Delta from 2004 to 2007.
- The study was grounded in the self-fulfilling prophecy model.

Self-fulfilling Prophecy Model

- Teachers' prophecies influence their behavior both inside and outside the classroom.
- These prophecies operate in a cyclic nature: begin as expectations, elicit confirming behaviors and in turn strengthen the original perception.
- Research indicates:
 1. Teachers' positive/negative expectations impact students' performance.
 2. In turn, students tend to participate enthusiastically/withdraw from learning

Context of the Study

- A Delta district serving 9,000 students.
- The graduation rate is 83.3%.
- It has 11 neighborhood elementary schools, two junior high schools, two high schools, and a county vocational complex.
- The demographic characteristics of the selected town reflect the county at large.
- Population: approximately 39,521, 69.6% blacks and 28.9% whites.
- 29.6% of families are below the poverty level
- High unemployment rate

Delta Schools

- In 2004, 102 teachers in four elementary schools participated in the study
- In 2007, 84 teachers surveyed in three schools as one school was converted to a Pre-K
- Schools selected based on the Mississippi Statewide Accountability System criteria
- Located in a radius of 3 miles with majority African American students on free lunch.

Changes in Schools' Performance Levels (2003-07)

| Schools | School Level by Year | | | | |
|---------|----------------------|----|----|----|----|
| | 03 | 04 | 05 | 06 | 07 |
| I (A) | 4 | 5 | 4 | 5 | 5 |
| II (B) | 2 | 3 | 3 | 5 | 4 |
| III | 2 | 3 | 2 | 3 | 3 |
| IV (C) | 3 | 3 | 3 | 3 | 3 |

- Note:**
- @ School III has been converted to a Pre-K School and is no longer a part of the study
 - @ Level 5 (Superior-performing), Level 4 (Exemplary), Level 3 (Successful), Level 2 (Under-performing), and Level 1 (Low-performing).

Design

➤ Sequential Cross-sectional Study

➤ Cronbach Alpha of Surveys (2004-07)

04 07

• Teachers' Expectancy Scale

Students' Ability .64 .70

Students' Characteristics .69 .77

• Self- Efficacy Scale .95 .95

• Locus of Control Scale .54 .72

Teacher Attributes

Variables

Schools

| | A | | B | | C | |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> |
| Age | 43.6 | 41.9 | 36.6 | 38.6 | 43.1 | 41.1 |
| Yrs. of Service | 15.3 | 14.3 | 9.7 | 10.8 | 17.3 | 10.7 |
| Certified (%) | 100.0 | 60.6 | 64.3 | 76.2 | 95.7 | 79.2 |
| African Am. (%) | 81.8 | 82.4 | 67.9 | 76.2 | 82.6 | 75.0 |
| N | 24 | 36 | 28 | 22 | 24 | 26 |

Teachers' Expectancies: Mean Differences

| Schools | A | | B | | C | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Years | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> |
| Ability | 28.8 | 29.1 | 26.0 | 28.1* | 28.6 | 25.7** |
| Character | 13.4 | 13.7 | 10.6 | 13.7** | 11.1 | 11.1 |
| N | 24 | 36 | 28 | 22 | 24 | 26 |

* $p < .05$; ** $p < .01$

Teachers' Characteristics: Mean Differences

| Schools | A | | B | | C | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Years | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> | <u>04</u> | <u>07</u> |
| Locus of Control | 41.0 | 39.2 | 37.0 | 37.6 | 41.6 | 38.2* |
| Self-Efficacy | 203.5 | 199.7 | 192.3 | 191.0 | 180.2 | 176.8 |
| N | 24 | 36 | 28 | 22 | 24 | 26 |

* $p < .05$

Regression: Expectancies

| Variables | Ability β | | Personal β | |
|----------------|-----------------|------------|------------------|------------|
| | <u>.04</u> | <u>.07</u> | <u>.04</u> | <u>.07</u> |
| School | .071 | .291** | .326** | .327** |
| Age | .263* | -.035 | .267* | -.158 |
| Certif. | -.101 | -.107 | .038 | -.069 |
| R ₂ | .10 | .11 | .17 | .14 |

Regression: Self-Efficacy & Locus of Control

| Variables | Efficacy β | | Locus β | |
|----------------|------------------|--------|---------------|-------|
| | .04 | .07 | .04 | .07 |
| School | .320** | .260* | -.059 | -.047 |
| Age | .004 | -.134 | .126 | .064 |
| Certif. | .230 | -.227* | -.105 | -.085 |
| R ₂ | .15 | .17 | .04 | .01 |

Conclusion

- The impact of NCLB on teachers' characteristics differed across the three schools at these two time periods on:
- **Expectations based on student's ability:** Teachers in the accelerating school (B) showed a shift by focusing on their students' abilities compared to 2004, whereas teachers in the unchanging school (C) experienced a decrease in these attitudes.
- **Expectation based on students' characteristics:** Only teachers in school B showed a shift in their expectations from 2004 to 2007.

Conclusion contd..

- **Locus of Control:**

Teachers in School C shifted towards an internal locus of control more than teachers in the other schools.

- **Self-efficacy:**

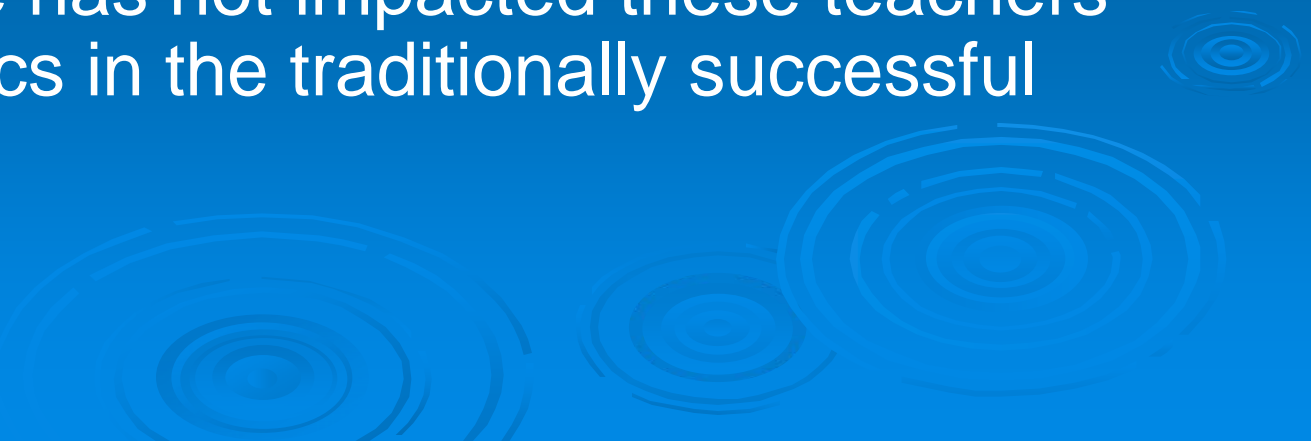
Scores on this variable have decreased amongst all teachers.

- These changes in teachers characteristics in terms of locus of control and self-efficacy may be attributed to the shift of responsibility made by the NCLB initiative.

Conclusion contd..

- An examination of the type of school, teachers' age and certification as explanatory predictors of teachers characteristics revealed:
- As a result of NCLB requirements, teachers in the high performing schools (A & B) are focusing more on the abilities in 2007 as opposed to teachers in the unchanging school.
- Age is no longer a strong predictor in 2007 of teachers expectations either based on ability or personal characteristics. This may be because of the retirement of older teachers and the recruitment of younger teachers in the schools.

Conclusion Contd...

- The NCLB initiative has led to a shift of teachers' expectations by focusing on students' abilities and characteristics and may be an explanatory factor of the success of this school.
 - Teachers in the unchanging school demonstrated low expectancy with increased internal locus of control.
 - The initiative has not impacted these teachers' characteristics in the traditionally successful school.
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