

LEERKRACHTENCULTUUR: WISSELWERKING TUSSEN KLAS EN LERAARSKAMER

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Inzicht in verwachtingseffecten:

“Pygmalion effect” – Rosenthal & Jacobson (1968)

- * leerkrachten vormen beeld van leerlingen
- * leerkrachten brengen dit beeld (onbewust) over
- * leerlingen antwoorden door zich te gedragen zoals verwacht

→ self-fulfilling prophecy – je krijgt wat je verwacht

- accurate beelden? → geen echte verwachtingseffecten
- gebaseerd op stereotypen?

Bronnen van verwachtingen of beelden:

- achtergrondkenmerken
- gender
- socio-economische status
- etnische achtergrond
- onderwijsvorm

Hoe leerkrachten cognitieve capaciteit leerlingen beoordelen

		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*** (0.047)	0.063 (0.049)	-0.215*** (0.045)	0.092* (0.044)
	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* (0.032)	/	0.033 (0.029)
	y*	/	0.036 (0.032)	/	0.019 (0.029)
SES	y	/	0.018° (0.010)	/	0.021* (0.010)
	y*	/	0.043 (0.010)	/	0.050 (0.010)
Migrant status	y	/	-0.045 (0.062)	/	-0.057 (0.059)
	y*	/	-0.016 (0.062)	/	-0.020 (0.059)
Ability	y	/	0.018*** (0.003)	/	0.018*** (0.003)
	y*	/	0.206 (0.003)	/	0.206 (0.003)
Study involvement	y	/	/	0.012* (0.005)	0.013** (0.005)
	y*	/	/	0.056 (0.005)	0.061 (0.005)
Sense of belonging	y	/	/	0.009*** (0.002)	0.008*** (0.002)
	y*	/	/	0.096 (0.002)	0.086 (0.002)
School misconduct	y	/	/	-0.00002 (0.002)	-0.001 (0.002)
	y*	/	/	-0.0002 (0.002)	-0.010 (0.002)

Gegeven de bronnen van leerkrachtverwachtingen

- ideeën over groepen leerlingen
- ideeën over leerlingen in de klas of school

Vooraf in secundair onderwijs met:

- één vak in verschillende klassen
- minder (intense) één-op-één relaties

Voorbeeld: ideeën over onderwijsbaarheid (Kornblau, 1982)

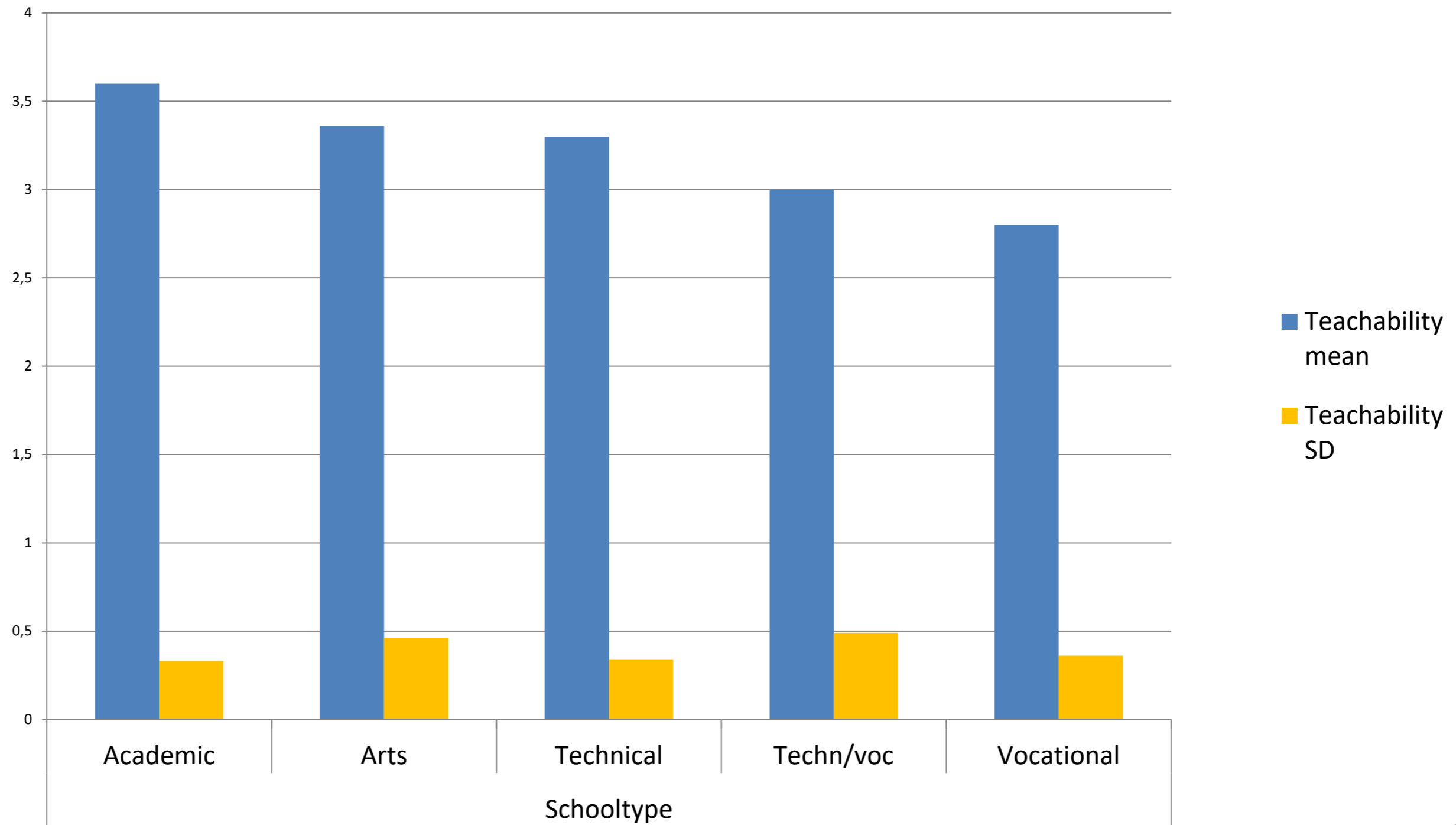
- school-aangepast gedrag (bv. meewerken, huiswerk maken)
- cognitief-motivationaleel gedrag (bv. inzicht)
- persoonlijk-sociaal gedrag (bv. vriendelijk, humor)

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

schooltype



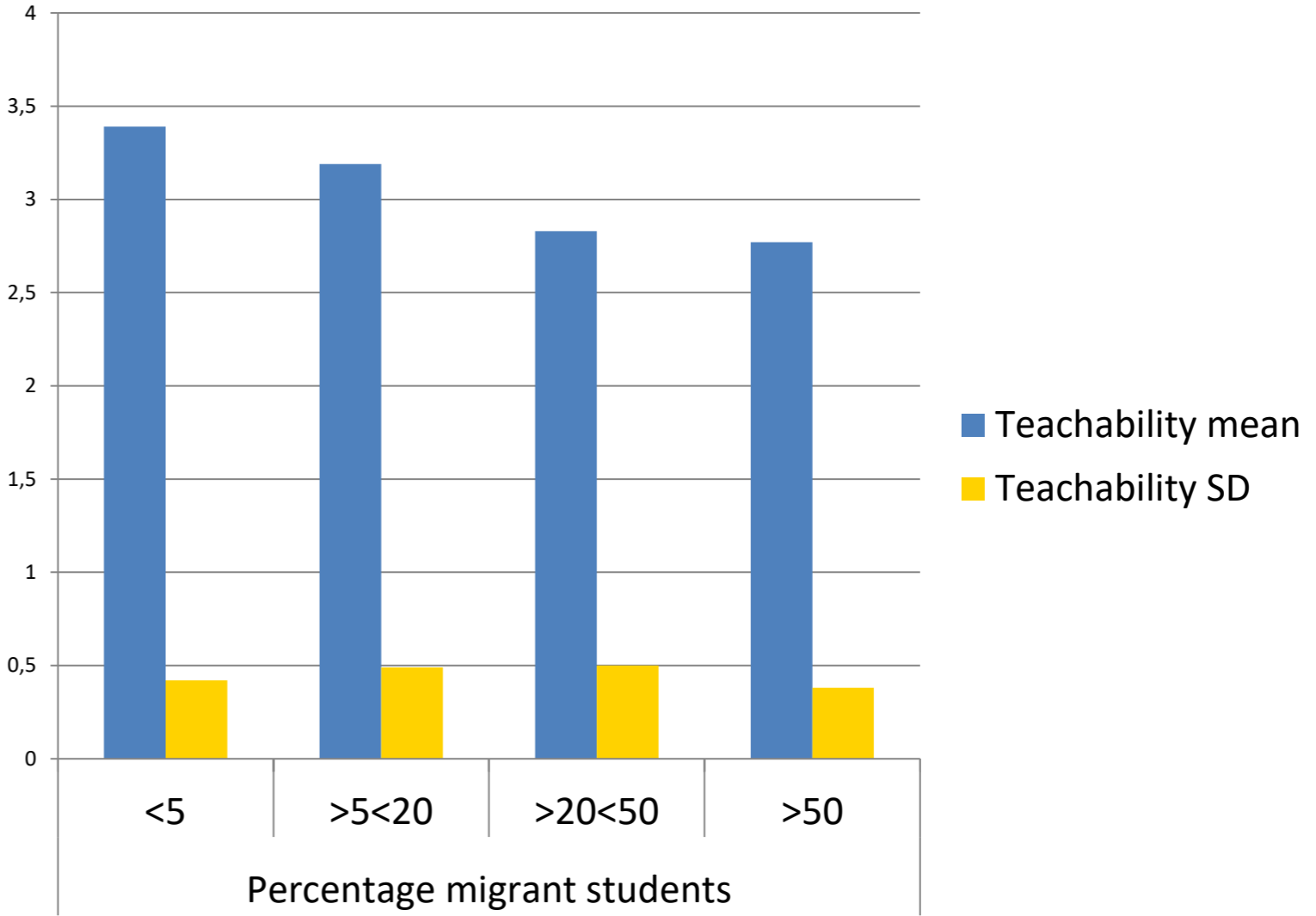
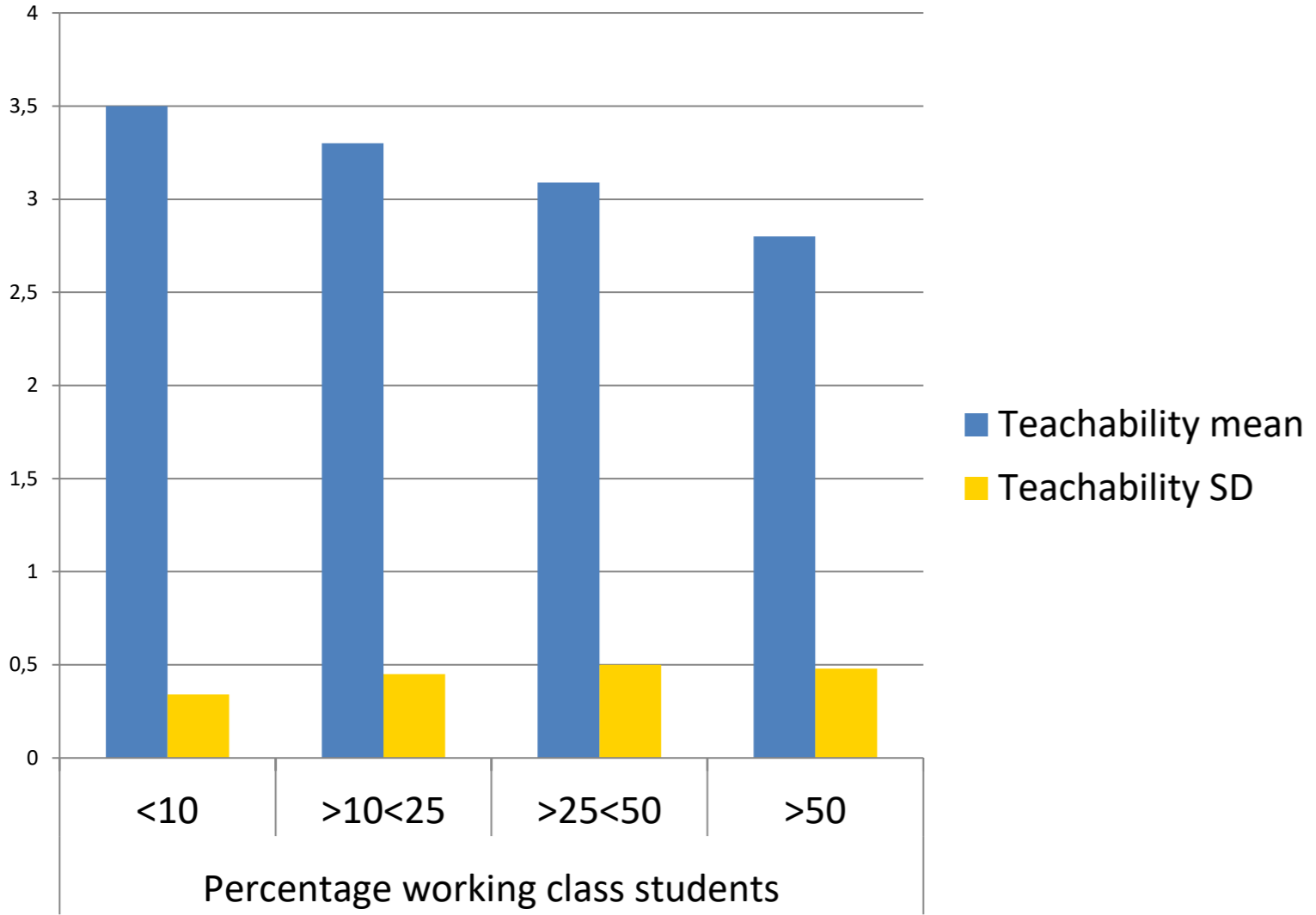
onderwijsbaarheid



leerlingcompositie



onderwijsbaarheid



Vertrouwen van leerkrachten in leerlingen, ouders, collega's, schoolleiders

- lange traditie in organisatie-onderzoek, recent ook in onderwijs
- kenmerken:
 - kwetsbaarheid
 - positieve verwachtingen
 - risico
 - interdependentie

→ relationeel, reciproom

- bronnen van vertrouwen - “five facets of trust” (Tschannen-Moran & Hoy):

benevolence, reliability, competence, honesty, openness

Onconditioneel model:
 23.44% van de variantie in
 vertrouwen tussen scholen
 ($p < .001$)

Table : Relationships between teacher trust in students, the organizational school context and teacher characteristics

Variable	Model					
	1	2	3	4	5	
Intercept	32.071*** 0.307	32.020*** 0.263	32.169*** 0.298	32.145*** 0.294	32.338*** 0.171	
School level						
School sector	γ	-0.463	-0.242	0.044	0.089	-0.301
	γ^*	-0.050	-0.026	0.005	0.010	-0.033
	SE	0.430	0.362	0.342	0.332	0.196
School size	γ	-0.000	-0.002**	-0.002**	-0.002**	-0.001**
	γ^*	-0.015	-0.100**	-0.102**	-0.092**	-0.063**
	SE	0.001	0.001	0.001	0.000	0.000
Gender context	γ	0.036***	0.033***	0.037***	0.030***	0.022***
	γ^*	0.205***	0.190***	0.208***	0.172***	0.124***
	SE	0.009	0.007	0.007	0.008	0.005
Ethnic context	γ	-0.067***	-0.008	-0.012	-0.028	-0.012
	γ^*	-0.311***	-0.038	-0.054	-0.131	-0.055
	SE	0.014	0.015	0.015	0.017	0.010
SES context	γ		1.523***	1.402***	1.185***	-0.160
	γ^*		0.403***	0.371***	0.314***	-0.042
	SE		0.197	0.195	0.212	0.145
Study culture	γ				0.308	-0.023
	γ^*				0.080	-0.006
	SE				0.174	0.122
Teacher level						
Gender	γ			0.043	0.046	0.112
	γ^*			0.005	0.005	0.012
	SE			0.219	0.218	0.178
SES	γ			-0.054	-0.055	0.023
	γ^*			-0.020	-0.020	0.008
	SE			0.055	0.056	0.042
Experience	γ			-0.018	-0.018	0.002
	γ^*			-0.042	-0.043	0.004
	SE			0.011	0.011	0.007
Subject	γ			-0.978***	-0.973***	-0.751***
	γ^*			-0.098***	-0.097***	-0.075***
	SE			0.216	0.212	0.159
Student contact	γ			-0.036°	-0.037°	-0.041**
	γ^*			-0.042°	-0.042°	-0.047**
	SE			0.019	0.019	0.012
Teachability	γ					0.209***
	γ^*					0.695***
	SE					0.007

Belang van vertrouwen voor leerkrachten

Table 1. Association between teacher characteristics, teacher burnout and burnout dimensions.

	Burnout	Emotional exhaustion	Depersonalization	Reduced personal accomplishment
Intercept	2.146***	2.366***	1.312***	2.536***
<i>Teacher characteristics</i>				
Gender (0=female)	0.035	-0.039	0.090*	0.077
Ethnic background (0=native)	0.048	0.049	-0.034	0.022
SES background (Parents' occupational status position)	0.042	0.033	0.015	0.035
Experience at school	0.181***	0.193***	0.038	0.128***
Teaching efficacy	-0.332***	-0.088*	-0.173***	-0.539***
Trust in the principal	-0.126*	-0.192***	-0.050	-0.042
Trust in colleagues	-0.156**	-0.157*	-0.180***	-0.017
Trust in students	-0.191***	-0.130*	-0.027	-0.163***
Deviance	743.744 $\chi^2_{DIFF. (11)} = 11.17, p > .05$	1377.721 $\chi^2_{DIFF. (11)} = 7.04, p > .05$	668.860 $\chi^2_{DIFF. (11)} = 6.57, p > .05$	1048.934 $\chi^2_{DIFF. (11)} = 21.97, p = .024$
Explained teacher-level variance $(\sigma^2 - \sigma_1^2) / (\tau_0 + \sigma^2)$	50.9%	46.1%	32.9%	49.2%

Notes: Presented are the standardized gamma coefficients (γ^*) and model characteristics.

* $p < .05$; ** $p < .01$; *** $p \leq .001$

Leerkrachtencultuur

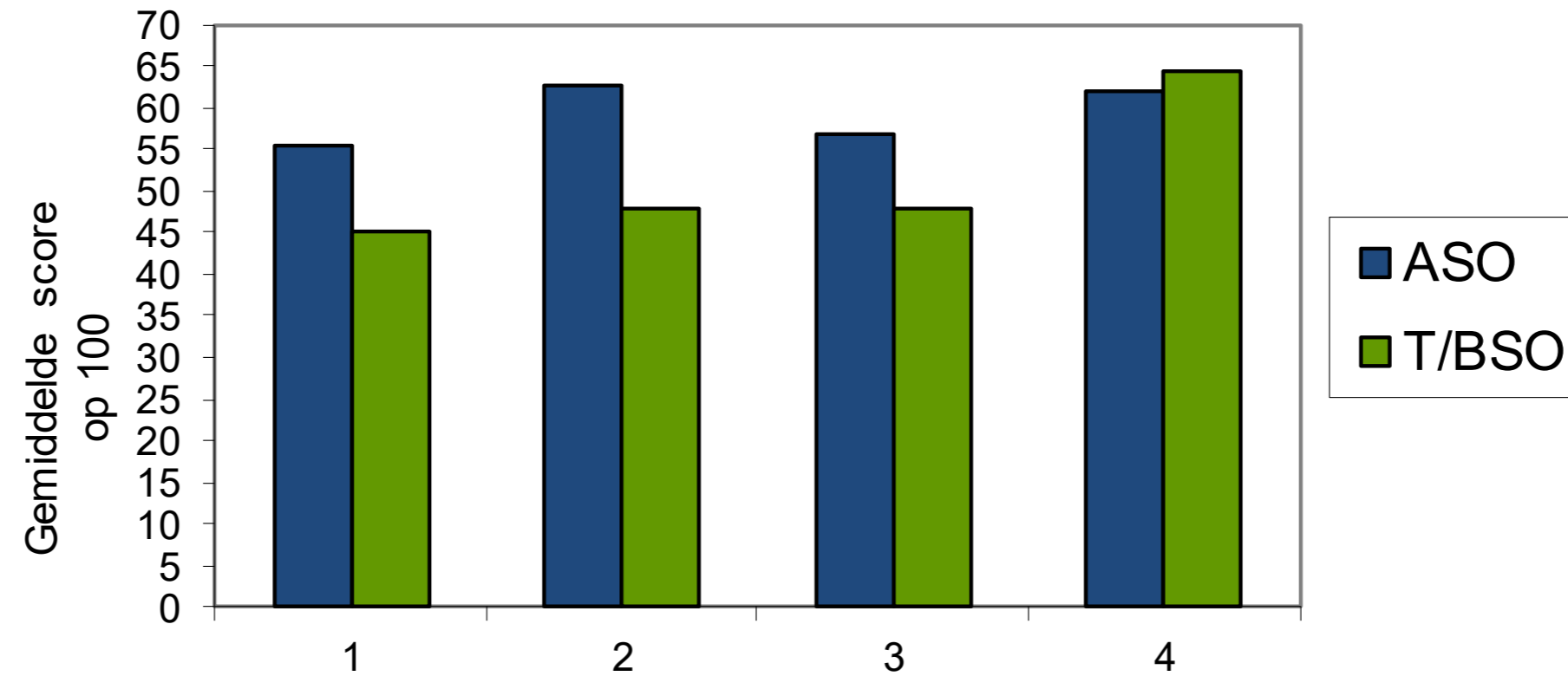
Definitie (organisatie)cultuur:

geheel van gedeelde ideeën, overtuigingen en assumpties met betrekking tot de organisatie en haar doelstellingen

- ontstaan – zie subcultuurtheorie Albert Cohen (1955)
- gedeelde overtuigingen leerkrachten school
- differentiatieperspectief – evenveel subculturen als er groepen zijn
 - dé schoolcultuur?
- socialisatie → leraarskamer

Leerkrachtencultuur naar schooltype

(2004-2005, n = 85)



- 1 = academische doelen
- 2 = onderwijsbaarheid
- 3 = vertrouwen
- 4 = discipline

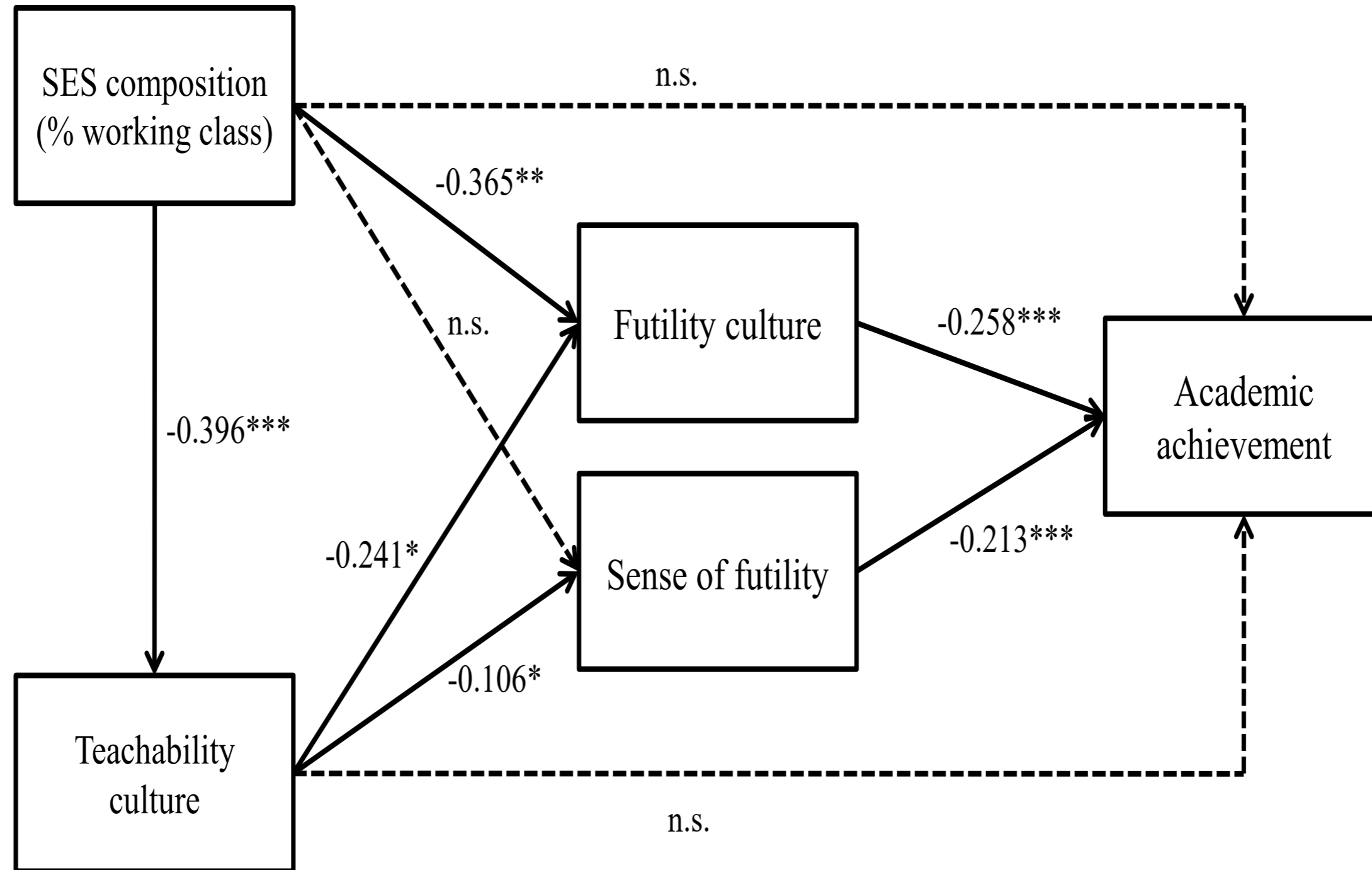
→ wisselwerking leerling-leerkracht-cultuur

Schooltype/
schoolcompositie

Leerkrachtcultuur/
faculty trust

Uitkomsten
leerlingen

Basisonderwijs 2008-2009: 68 scholen, 2845 leerlingen, 706 leerkrachten



Wangedrag op school

2004-2005:
85 schools,
11.872 students
2104 teachers

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).

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

Intentie dropout BSO

2004-2005:
85 schools,
11.872 students
2104 teachers

TABLE III. Correlates of intention to dropout in vocational secondary education. Results of Logistic Multilevel Analysis, Bernoulli (HLM6).

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

^op=0.057, ⁺p=0.052, * p < 0.05, ** p ≤ 0.01, *** p ≤ 0.001

Intrinsieke motivatie

2013-2014
57 scholen
5162 students
1247 teachers

Table School composition, trust, and autonomous motivation.

	Model 1	Model 2	Model 3
Intercept	1.720*** (0.031)	1.701*** (0.028)	1.719*** (0.028)
<i>School level</i>			
Sex composition	-0.011 (0.083)	-0.025 (0.075)	0.028 (0.066)
SES composition	-0.035 (0.026)	-0.076** (0.030)	-0.032 (0.028)
Ethnic composition	0.183° (0.101)	0.228* (0.103)	0.192° (0.113)
Faculty trust		0.072*** (0.016)	0.022 (0.017)
<i>Student level</i>			
Sex	0.164*** (0.032)	0.164*** (0.032)	0.122*** (0.027)
Socioeconomic status	0.026*** (0.007)	0.026*** (0.008)	0.021** (0.007)
Migrant status	0.308*** (0.048)	0.319*** (0.048)	0.318*** (0.045)
Initial math achievement	0.001 (0.001)	0.001 (0.001)	-0.001 (0.001)
Technical track	-0.111** (0.035)	-0.089* (0.035)	-0.061* (0.027)
Arts track	-0.058 (0.058)	-0.040 (0.058)	-0.184* (0.075)
Vocational track	0.022 (0.070)	0.034 (0.066)	0.071 (0.053)
Student trust			0.504*** (0.021)
<i>Variance components</i>			
Sex	0.021	0.021	0.012*
Socioeconomic status	0.001°	0.001°	0.0003°
Migrant status	0.037**	0.041*	0.046°
Initial math achievement	0.000°	0.000°	0.000°
Technical track	0.010	0.011	0.003
Arts track	0.008	0.010	0.050*
Vocational track	0.119**	0.096**	0.053*
Student trust			0.007

Note. Results of stepwise multilevel analysis (HLM7).

*** $p < .001$, ** $p < .01$, * $p < .05$, ° $p < .10$.



Schooltype/
schoolcompositie

Leerkrachtcultuur/
faculty trust

Uitkomsten
leerkrachten

Vertrouwen van leerkrachten in leerlingen en jobsatisfactie

TABLE 3. Relation Between School Type and Teacher Satisfaction, With Controls for Teacher Characteristics, Pupil Study Culture, and Teacher and Faculty Trust in Pupils

Variable	Model			
	1	2	3	4
Intercept	33.368***	32.972***	32.654***	32.360***
	0.428	0.410	0.369	0.349
School level (<i>n</i> = 34)				
School type				
U	-1.342*	-0.283	0.211	0.865
S	-0.122*	-0.026	0.019	0.078
SD	0.500	0.655	0.569	0.517
Pupil study culture				
U		0.508**	0.394*	0.275
S		0.169**	0.131*	0.091
SD		0.176	0.158	0.140
Faculty trust in pupils				
U				0.707**
S				0.136**
SD				0.204
Teacher level (<i>n</i> = 111)				
Sex				
U	0.931	0.481	0.571	0.407
S	0.084	0.043	0.051	0.037
SD	0.511	0.530	0.521	0.511
Age				
U	-0.106***	-0.112***	-0.115***	-0.118***
S	-0.168***	-0.177***	-0.182***	-0.187***
SD	0.022	0.021	0.021	0.020
Socioeconomic status				
U	-0.209	-0.196	-0.170	-0.167
S	-0.070	-0.066	-0.057	-0.056
SD	0.134	0.136	0.137	0.138
Subject				
U	1.117*	1.084*	1.115*	1.166*
S	0.095*	0.092*	0.095*	0.099*
SD	0.465	0.461	0.477	0.478
Trust in pupils				
U			0.482***	0.428***
S			0.219***	0.194***
SD			0.082	0.084

Notes. Results of multilevel analyses (hierarchical linear modeling): unstandardized (U) and standardized (S) gamma coefficients, with standard errors.
p* < .05. *p* < .01. ****p* < .001.

Onconditioneel model:
 9.6% van de variantie in vertrouwen in
 collega's tussen scholen
 ($p < .001$)

Results of Stepwise Multilevel Analyses of Organizational School Characteristics, Teacher Characteristics, and Teacher Trust in Colleagues

VARIABLE	TRUST IN COLLEAGUES				
	Model 1	Model 2	Model 3	Model 4	Model 5
Intercept	27.378*** (.236)	27.379*** (.206)	27.170*** (.248)	26.640*** (.210)	27.173*** (.243)
School-level independent variable:					
School sector:					
γ	-1.169**	-1.092**	-1.018**		-.966**
γ'	-.135** (.353)	-.126** (.330)	-.118** (.308)		-.112** (.294)
School size:					
γ	.001	.000	.000		-.000
γ'	.054 (.001)	.009 (.001)	.001 (.001)		-.005 (.001)
Ethnic composition:					
γ	.018	.048**	.038**		.028 ^a
γ'	.077 (.011)	.199** (.014)	.160** (.013)		.115 ^a (.015)
SES composition:					
γ		.704**	.512*		.245 ^b
γ'		.187** (.243)	.136* (.236)		.065 ^b (.257)
School-level mediator:					
<u>Teachability culture</u> (homogeneity):					
γ				.129*	.115*
γ'				.101* (.051)	.090* (.055)
<u>Teachability culture</u> (content):					
γ				.024	
γ'				.057 (.022)	
Teacher-level independent variable:					
Gender:					
γ			.501*	.532*	.478*
γ'			.055* (.213)	.059* (.215)	.053* (.215)
SES:					
γ			.046	.048	.049
γ'			.018 (.071)	.019 (.072)	.019 (.071)
Experience:					
γ			-.007	-.008	-.007
γ'			-.018 (.009)	-.020 (.009)	-.018 (.009)
Teaching hours:					
γ			-.022	-.020	-.022
γ'			-.027 (.018)	-.024 (.018)	-.027 (.018)
Subject:					
γ			-.317	-.259	-.281
γ'			-.034 (.239)	-.038 (.242)	-.030 (.240)

Conclusies

- overtuigingen leerkrachten bepaald door leerlingensamenstelling
- overtuigingen leerkrachten → uitkomsten leerlingen
- ongeacht accuraat of labeling →
- culturen die leerlingen en leerkrachten beïnvloeden

Implicaties

- leerkrachten bewust maken van hun impact
- leerkrachten en schoolleiders bewust maken van culturen
- aandacht in lerarenopleiding/professionalisering naar:
 - ontstaan overtuigingen op basis van stereotypen
 - ontstaan van culturen met impact op leerkrachten
 - belang van overtuigingen en culturen voor leerlinguitkomsten
- culturen veranderen?