

# Collective Teacher Efficacy: Fostering Teacher and Learning Effectiveness



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*The globally changing educational needs and policies highlight the importance of teachers for providing quality education. Collaboration among teachers is very important as it enhances teaching experience and learning outcomes. Collective Teacher Efficacy is a shared belief among teachers that promotes individual effectiveness of teachers through collective and supportive environment. Recent studies shows that the belief of collective teacher efficacy enhances student's success as the teachers tend to adopt more effective strategies through collaboration. The study's goal is to examine importance of collective teacher efficacy in developing teacher effectiveness thus enhancing learning effectiveness.*

**Keywords:** Collective Teacher Efficacy, Quality Education, Teacher Effectiveness, Learning Effectiveness, Collaboration, Educational Policies.

## 1. Introduction

Collective Teacher Efficacy is an idea where teachers work together to have positive influence on student's outcome. It is a shared belief that builds teachers collaboration, supportive leadership, professional development etc. The dynamic need of institution and students keeps the school environment more critical and seems that teachers are more stressed. In order to make the teachers more innovative and to bring effectiveness among teacher, there seems the validity of collective teacher efficacy. Recent studies show that CTE make use of the skills that are already possessed by the teachers and share of knowledge with the colleagues. So the concept of CTE can motivate the innovative work behaviour of teachers that can include innovative method of teaching, problem solving and collaboration. According to Bandura, there are two main considerations when evaluating success: Individuals' beliefs about their own efficacies to accomplish group goals, Members' beliefs about the group's ability to accomplish goals. Bandura (1997, p. 477) expressed that "collective efficacy is a shared belief of a group about organizing and managing action phases needed for producing skills at certain levels." Hoy and Miskel (2008) defined collective teacher efficacy as "the shared perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students"(p. 189). Collective teacher efficacy emerges because of the dynamic interaction and mutual communication among a group of teachers (Goddard et al., 2000). Teachers, who accept challenges, create goals to address these challenges, and strongly believe in the group's capabilities and ability to effectively work together produce higher student achievements at the organizational level (Goddard et al., 2000; Hoy and Miskel, 2008). The efficacy beliefs that emerge as the schools' participants interact with one another influences both participants' well-being and what they can accomplish as a group (Bandura, 1997). According to Hattie (2017) "Collective Teacher Efficacy" is not about making teachers feel good about themselves. It is more complicated than just believing you can make a difference collectively. He specified that CTE is shared belief in which teachers believes that through their collective action they can have positive influence on student outcomes. By nurturing CTE, school can foster individual teacher efficacy which can lead to improved teacher commitment, well-being, innovative work behavior etc. Therefore the aim of the study is answer the following research questions (RQ);

RQ1. What extent the collective teacher efficacy is significant in educational institution?

RQ2. Is there any significant relationship between dimensions of collective teacher efficacy, teacher effectiveness and learner effectiveness?

The study aims to examine the importance of collective teacher efficacy in educational institution for developing teacher effectiveness and thus enhancing learner effectiveness. The study also aims to find out the relationship between collective teacher efficacy and learning effectiveness that can assist managers, policy makers and stakeholders in educational sector to provide better understanding of theory and practices related to teacher effectiveness, thus achieving common educational goals.

## 2. Methodology

For doing this conceptual paper, first the research questions were formulated and defined the objective of the study. The Scopus database as a source of valuable publications is used for literature review. To improve the quality of literature search, excluded works other than articles and those written in languages other than English. The subject area was not limited to business and management because it was found relevance in other areas too like psychology and education. In-depth content analysis was conducted on the theoretical papers. The theoretical framework in which the concept related is social cognitive theory. Collective efficacy was proposed by Bandura (1986) within Bandura's social cognitive theory of psychology. The studies on collective teacher efficacy underpin Bandura's social cognitive theory. Bandura (1977, 1986, 1997) claims that collective

efficacy is a teacher's perception that the collective effort of a group or an organization will have a positive influence on student performance.

### 3. Data Specification

#### 3.1 Collective Teacher Efficacy

Albert Bandura is credited with introducing the concept of CTE, defining it in the 1970s. In a landmark 1993 study, he explained that teachers who work together to develop a strong sense of collective efficacy in their school community can make significant contributions to the academic success of children. Sweetland and Smith (2002) have found that the strength of collective teacher efficacy helps to increase the positive effects of individual teacher efficacy. The study found that strong CTE encourages participants to make more effective use of the skills they already possess and share that knowledge with colleagues. When teachers have a strong sense of collective efficacy, they are more likely to be motivated and committed to their work. Jenni (2018) pointed that CTE was associated with other positive factors including greater job satisfaction, commitment to students and the teaching profession, and positive attitudes toward teaching students with special education needs and professional development. Schwabsky et.al, (2020) highlighted the importance of trust, collective teacher efficacy and academic oriented school atmosphere for school innovation.

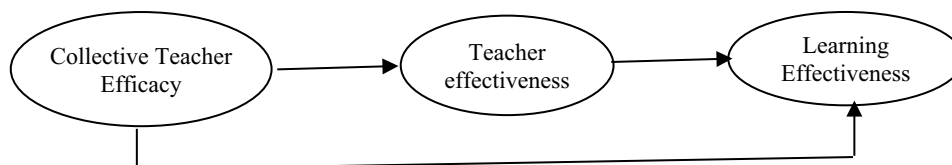
#### 3.2 Teacher Effectiveness

Five-point definition from Goe, Bell, & Little (2008, p. 8) is intended to focus measurement efforts on multiple components of teacher effectiveness. One of the definition is; Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence. Liou, Y. H et.al (2024) mentioned that, cultivating supportive organizational conditions involves aligning school policies, resources, and practices with the goal of enhancing teacher collaboration and professional growth. Grant D G. et.al (2024), highlighted the importance of instructional leadership for predicting teacher effectiveness and teacher morale. Several studies have been related to instructional leadership and collective teacher efficacy. Wardana Y F W.et.al (2024) analyzed the influence of organizational culture and school principal leadership style on teacher performance, which proved the influence on teacher effectiveness. Asterhan C S.et.al (2024), by analyzing literature highlighted the features needed for effective teacher professional development. Cansoy et.al (2020) showed the mediating effect of CTE with instructional leadership and teacher commitment. Also John A et.al (2007) pointed the mediating effect of CTE with transformational leadership and teacher commitment.

#### 3.3 Learning Effectiveness

Asterhan C S. et.al (2024) specified professional development of teachers and student outcomes are mixed, as the professional development efforts aims to improve student learning. Nurie Bogale et.al (2024) pointed the students perception about quality of an effective teacher, in concept that effective teacher can contribute to students achievement. Tschannen.et.al (2004) highlighted positive relationship between collective teacher efficacy and students achievement. Goddard et.al (2015), in their work they suggest that strong instructional leadership can create structures to facilitate teachers' work in ways that strengthen organizational belief systems, and, in concert, these factors foster student learning. Baltzersen, R. K. (2024), in his book he has detailed about how effective use of collective peer teaching can maximize student learning. Nash, K. V. (2024) examined a positive quantitative correlation cultural Intelligence and collective teacher efficacy on Student Achievement.

#### 3.4 Conceptual Model



### 4. Results and Discussions

The study demonstrates the importance of collective teacher efficacy in educational setting. Based on the literature it is evident that collective teacher efficacy has a stronger impact on students achievement. Goddard et al.(2000) pointed that collective teacher efficacy is the product of the interactive dynamics of the group members and the emotional tone of the organization. It is evident that for collective teacher efficacy is shared belief among teacher, so that it necessitates the school culture to provide a way for team work among the teachers and also open way of communication. Schechter, C. et.al (2006) found that the amount of time they worked together and workload were unrelated to CTE and he pointed a future research of considering detailed teacher's working condition for the same. Jenni (2018) specified that the Policy makers, system and school leaders, and staff developers' efforts toward successful education reforms might be better served by strategically and intentionally considering how to foster collective efficacy throughout the conceptualization, design, delivery, and assessment of change initiatives. Cultivating collaborative teams and networks are essential for sustaining collaborative practices and targeted instructional improvements (New Zealand Education Council,2018; Sinnema et al., 2023). The prerequisites for collective teacher efficacy

include; creating collaborative school climate, leadership and communication practice (Ahtiainen et al. 2023, 2022, 2020), shared conviction, teacher empowerment. Donohoo et al. (2020) have released a tool for measuring enabling conditions for collective teacher efficacy, positing that educational leaders could support collective teacher efficacy by focusing their efforts on five malleable antecedents: supportive leadership, empowered teachers, goal consensus, embedded reflective practices, and cohesive teacher knowledge. As a summary we can highlight the significance of CTE as; positive influence on students achievement, improving teacher quality, enhance teacher collaboration, solving organizational problems, effective use of skills and sharing knowledge with colleagues.

## 5. Conclusions

In this paper we have investigated the relationship between collective teacher efficacy, teacher effectiveness and learning effectiveness. Based on the literature analysis it is clear that there are some prerequisites for collective teacher efficacy. CTE has positive influence on learner effectiveness and it also helps the teachers to improve their quality and knowledge sharing. The existing studies related to collective teacher efficacy were mainly conducted in foreign countries and also in elementary school teachers. Prior studies have suggested the research gap of conducting the study using in different samples and also with different variable relationships. As this study is purely conceptual based, it can be statistically analyzed by employing measurement scales related to collective teacher efficacy, teacher effectiveness and learning effectiveness variables.

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