IMPROVING BURNOUT AND ATTRITION IN TEACHERS: A MOTIVATIONAL PERSPECTIVE

Achievement Motivation and Emotions (AME) Research Group
Background

Theories:

- Attribution Theory (Weiner)
- Social Learning Theory (Bandura, Woolfolk-Hoy)
- Achievement Goal Theory (Elliot, Butler)
- Social Comparisons (Heckhausen, Festinger)
- Control-Value Theory of Emotions (Pekrun)
**Background**

**Teachers:**
- Burnout and attrition
- Focus on self-efficacy, values, goals
- Motivation and Instruction (EDPE 636)
- Hall & Goetz (2013)
- MA Theses (H. Wang, S. Rahimi)
Papers:

- Attributions and Self-Efficacy (3)
- Teaching Goals and Emotions (3)
- Social Comparisons (2)
- Online Motivational Program (1)
Study Overview

- 536 practicing Ontario/Quebec teachers
- Unions (e.g., OSSTF, ETFO), schools (e.g., PSB, RSB, SWL)
- Primary (51%), secondary (43%), CEGEP (6%)
- \( M_{\text{age}} = 42 \text{ years}, M_{\text{exp}} = 13 \text{ years} \)
- [www.ame1.net](http://www.ame1.net) for project reports
• **Self-efficacy** (TSES, IS/CM/SE; αs: .88/.88/.76)
• **Attributions - Stress** (CDS, I/S/OC/PC; αs: .88/.60/.87/.90)
• **Attributions - Students** (CDS, I/S/OC/PC; αs: .88/.65/.77/.88)
• **Goals** (Butler; MAP/AAP-AAV/WAV/SO; rs: .56/.52-4/.49; α: .82)
• **Social Comparisons** (OPS; down/horiz/up; αs: .68/.50/.77)
• **Emotions** (Frenzel; anxiety/enjoyment/anger; αs: .76/.76/.77)
Study Overview

- **Engagement - Behaviour** (Skinner; Engage/Disaffect; α: .78/.80)
- **Engagement - Emotions** (Skinner; ANX/ENJ/ANG; rs: .72/.66/.58)
- **Teaching Effectiveness** (Midgley: MAP/PAP; α: .64/.71)
- **Burnout** (Maslach, EE/DP/PA; α: .92/.68/.74)
- **Health** (global; 1-5, M = 3.79; Cohen, symptoms; α = .82)
- **Job Satisfaction** (Moe; α: .89)
- **Intentions to Quit** (Hacket, α: .86)
Analyses

- Hierarchical Regression
- Structural Equation Modelling
- ANCOVA
- Covariates: Gender, highest level of education, year of practice, and teaching grade level; age, baseline levels
Attributions and Self-Efficacy

Papers:


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<th>Step 1</th>
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**SE: Student engagement**

- **SE: Instruct. strategies**
  - Correlation: .30*
  - Correlation: -.03

- **SE: Class. management**
  - Correlation: .33*

**Job satisfaction**

- Correlation: -.19
- Correlation: .19
- Correlation: .05

**Quitting intentions**

- Correlation: -.18*
- Correlation: .38*

**Physical health**

- Correlation: .19**
- Correlation: .07

*p < .01  **p < .001
Diagram showing relationships between variables:

- Internality
- Stability
- Personal Control
- External Control
- Anxiety
- Anger
- Enjoyment
- Emotional Exhaustion
- Personal Accomplishment
- Depersonalization
- Job Satisfaction
- Intention to Quit

Significance levels:

* p < .05  ** p < .01
Teaching Goals and Emotions

Papers:


Enjoyment

Mastery goals

-1.3

Ability goals

-1.07

Work-avoidance goals

-2.26

Social goals

-0.19

Anxiety

-1.18

-0.16

Anger

-1.15

-0.27

Students’ enjoyment

0.58

Students’ anxiety

0.29

Students’ anger

0.28

*p < .05  **p < .01
Mastery goals → Mastery approach: 0.09*

Ability goals → Mastery approach: 0.16**

Work avoidance goals → Mastery approach: 0.33**

Social goals → Performance approach: 0.20*

Mastery approach → Behavioral engagement: 0.44**

Performance approach → Behavioral disaffection: 0.09*

*p < .05  **p < .01
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Upward Social Comparisons

Horizontal Social Comparisons

Downward Social Comparisons

Anxiety

Anger

Enjoyment

Illness Symptoms

*p < .05  **p < .01
Online Motivational Program

**Paper:**

Online Motivational Program

Attributional Retraining

- Controllability; modest/consistent with students
- Online AR works (grades, US/CAD, abstract/applied)
- Few motivational programs for teachers
- Self-efficacy for engagement + attributions
Online Motivational Program

**Attributional Retraining**
- Indirect approach (consultants)
- Integrates emotions
- Adapting published content
- Knowledge mobilization = intervention
1. In your opinion, what is the primary underlying message of the content you read?
1. Based on your teaching experience or training to date, what do you think are the most common reasons for why students perform poorly?
1. Are there reasons for low achievement that are personally controllable by students that were not adequately addressed in the readings?
1. Of the suggestions provided for how teachers could use this information, which were most reasonable?
1. Can you suggest other ways in which teachers could use this information to motivate their students?
Online Motivational Program

Treatment Effects

- ANCOVAs (covariates: age, gender, experience, grade, baselines)

- Significant AR effects observed on controllable attributions ($F(1,312) = 3.92, p = .049$), emotional exhaustion ($F(1,293) = 4.16, p = .042$), and overall physical health ($F(1,305) = 4.01, p = .044$)
2014-2015 Projects

- **Populations**
  - QC/BC (e.g., Dr. S. Shaw, 30 school boards, student data)
  - AB/ND (Dr. J. Leighton, Rocky View; principals)

- **Possible Interventions**
  - AR replication (cf., Hall @ ICM, 2014)
  - Anxiety (STEM, gender, stereotype threat; cf., Psych. Sci., 2013)
  - Boredom (causes, coping; cf., JEP, 2014)
  - Role models (cf., Rahimi @ AERA, 2014)