

IMPROVING BURNOUT AND ATTRITION IN TEACHERS: A MOTIVATIONAL PERSPECTIVE

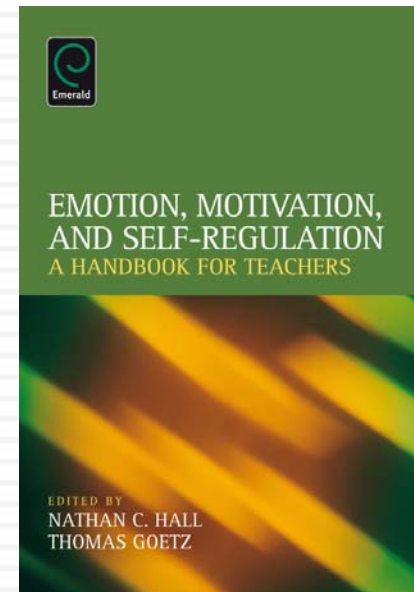
Achievement Motivation and Emotions (AME) Research Group

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)

Teachers:

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



Study Overview

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%)
- $M_{\text{age}} = 42$ years, $M_{\text{exp}} = 13$ years
- Time 1: Feb. 2013, Time 2: Oct. 2013
- www.ame1.net for project reports

Study Overview

- **Self-efficacy** (TSES, I/S/CM/SE; α s: .88/.88/.76)
- **Attributions - Stress** (CDS, I/S/OC/PC; α s: .88/.60/.87/.90)
- **Attributions - Students** (CDS, I/S/OC/PC; α s: .88/.65/.77/.88)
- **Goals** (Butler; MAP/AAP-AAV/WAV/SO; r s: .56/.52-.4/.49; α : .82)
- **Social Comparisons** (OPS; down/horiz/up; α s: .68/.50/.77)
- **Emotions** (Frenzel; anxiety/enjoyment/anger; α s: .76/.76/.77)

Study Overview

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

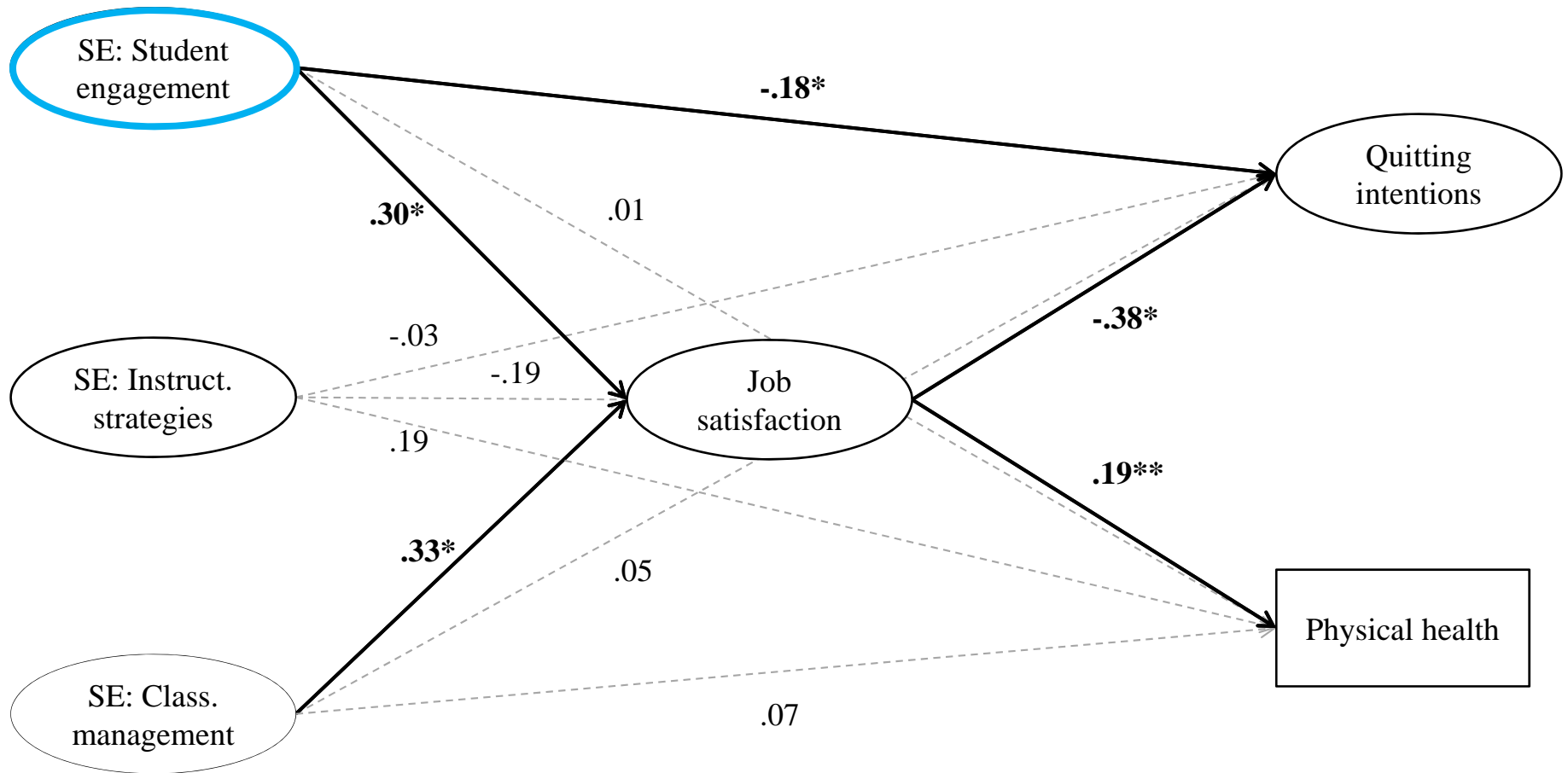
Wang, H., Rahimi, S., Hall, N. C., & Keller, M. M. (2014, April). *Effects of self-efficacy and attributions on teachers' well-being: A mediational analysis*. American Educational Research Association, Philadelphia, PA.

Wang, H., Rahimi, S., D'Intino, J., & Hall, N. C. (2013, September). *Effects of teachers' self-efficacy on job satisfaction, physical health, and their intentions to quit*. SELF research conference, Singapore.

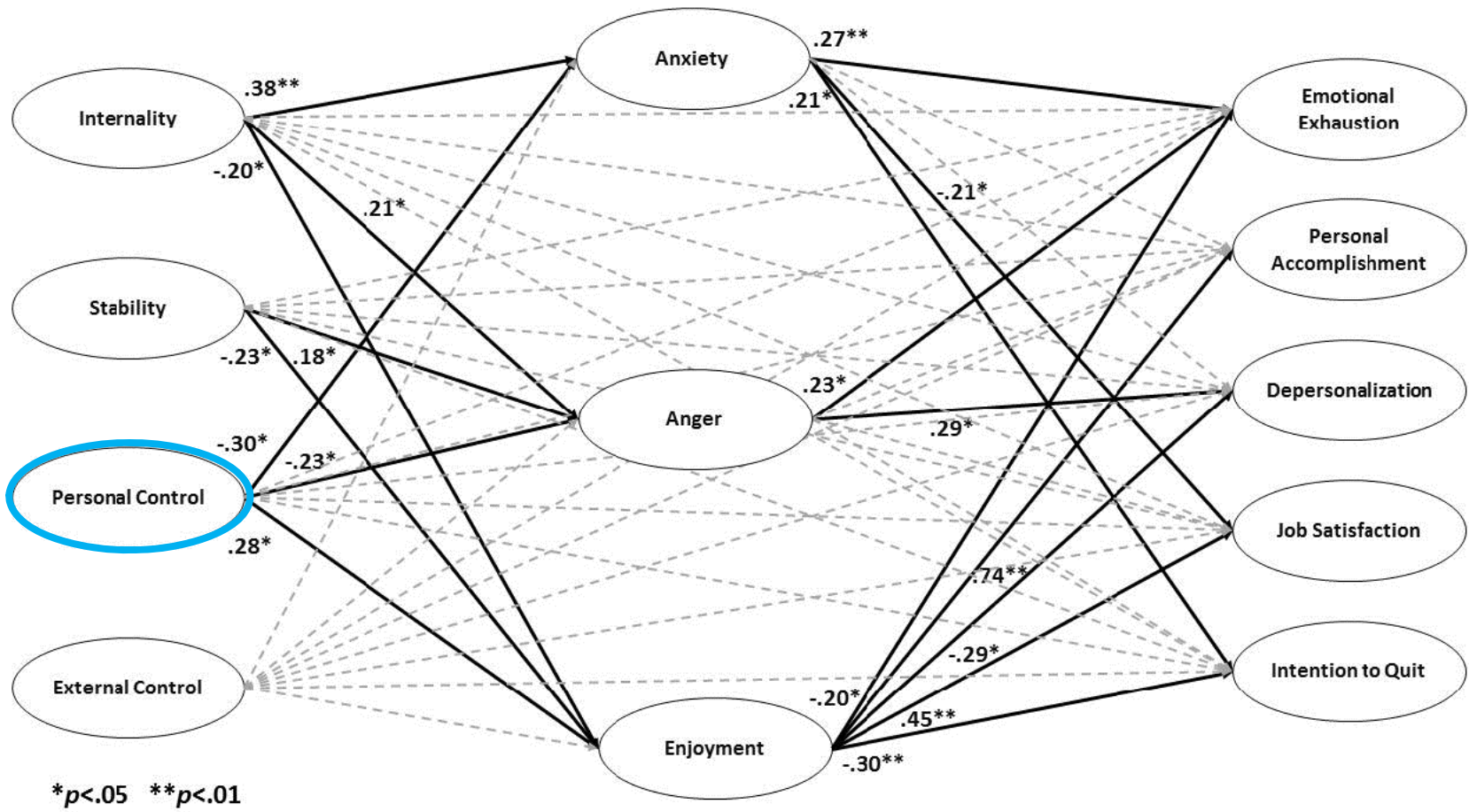
Rahimi, S., Wang, H., Hall, N. C., & Frenzel, A. (2014, April). *Attributions, affect and adjustment in teachers: A process model*. American Educational Research Association, Philadelphia, PA.

	Predictor	Emotional Exhaustion	Personal Accomplishment	Depersonalization	Job satisfaction	Intentions to quit
Step 1	SE: Student Engagement	-.25**	.30**	-.32**	.27**	-.37**
	SE: Instructional Strategies	.06	.18**	.01	-.09	.20**
	SE: Classroom Management	-.22**	.12*	-.12	.19**	-.06
	R²	.13**	.25**	.16**	.13**	.11**
Step 2	Internality	.23**	-.09	.18*	-.07	.17*
	External Control	.08	-.03	.08	-.02	.06
	Stability	.03	-.06	.04	-.13*	.10
	Personal Control	-.25*	.07	-.15*	.23**	-.22**
	R²	.17** Δ	.26**	.18** Δ	.20** Δ	.15** Δ

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* $p < .01$ ** $p < .001$



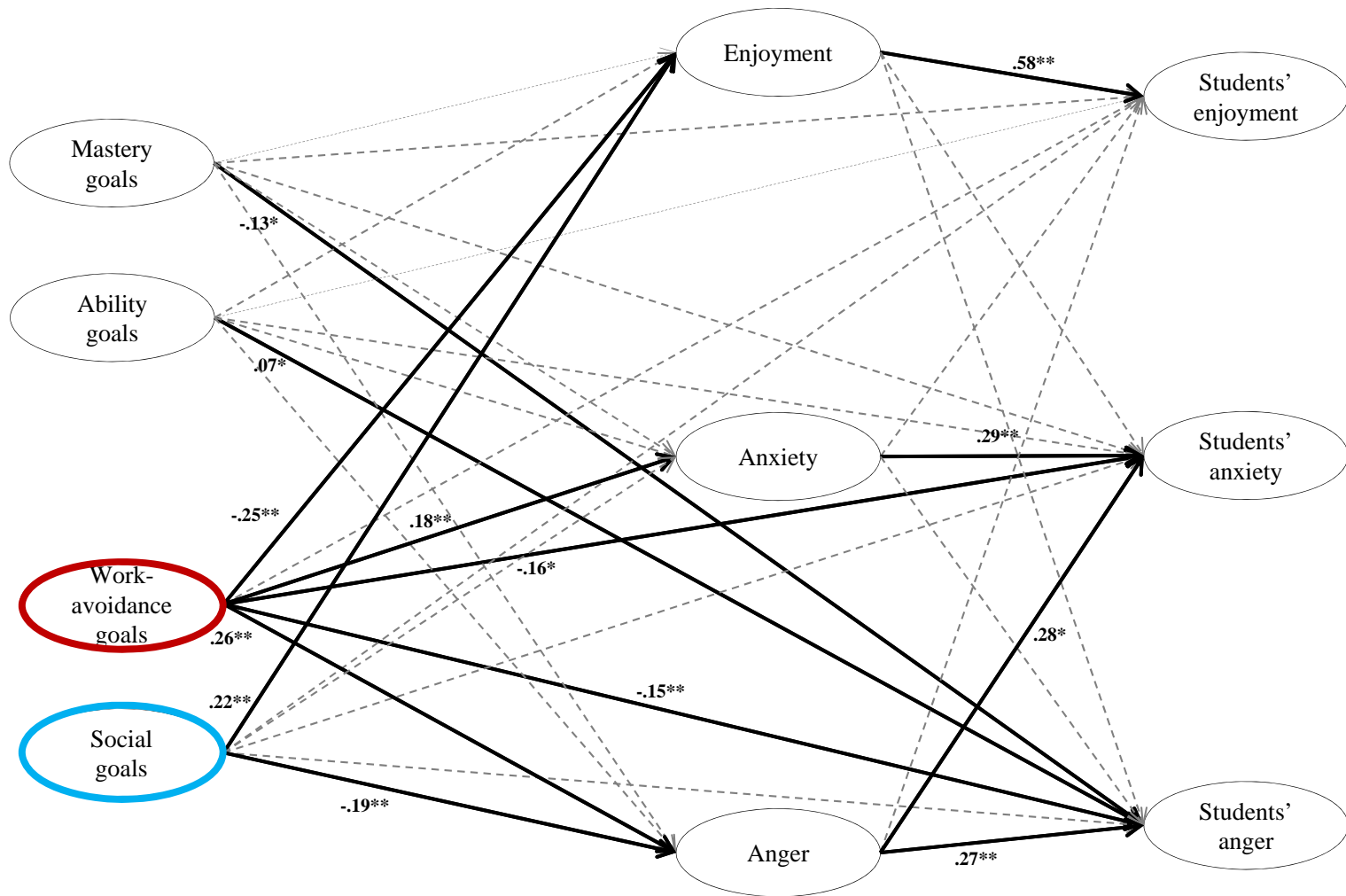
Teaching Goals and Emotions

Papers:

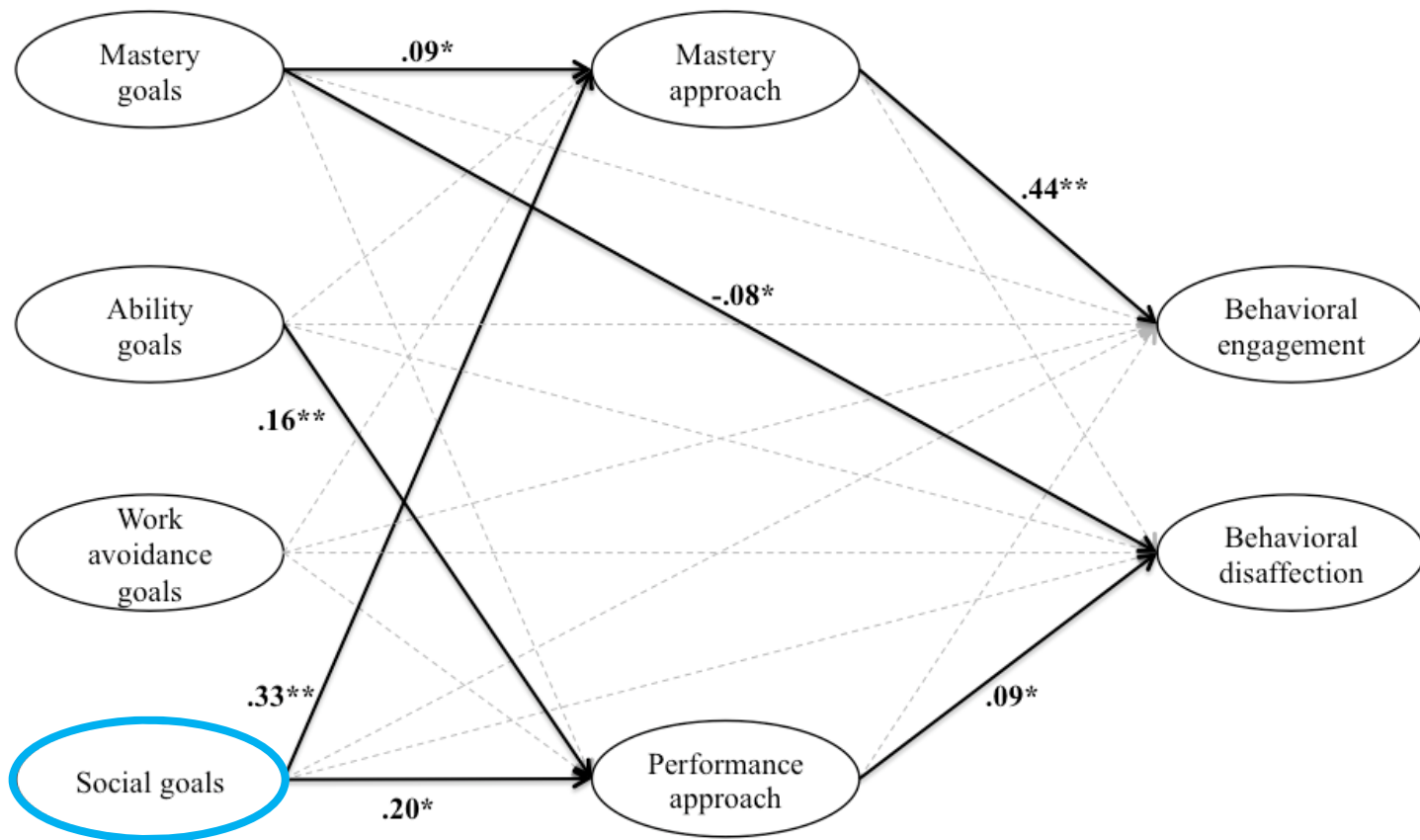
Wang, H., Hall, N. C., Rahimi, S., Sverdlik, A., & Frenzel, A. C. (2014, June). *Teachers' achievement goals, emotions, and perceived students' emotions: A mediational analysis*. Biennial International Conference on Motivation, Helsinki, Finland.

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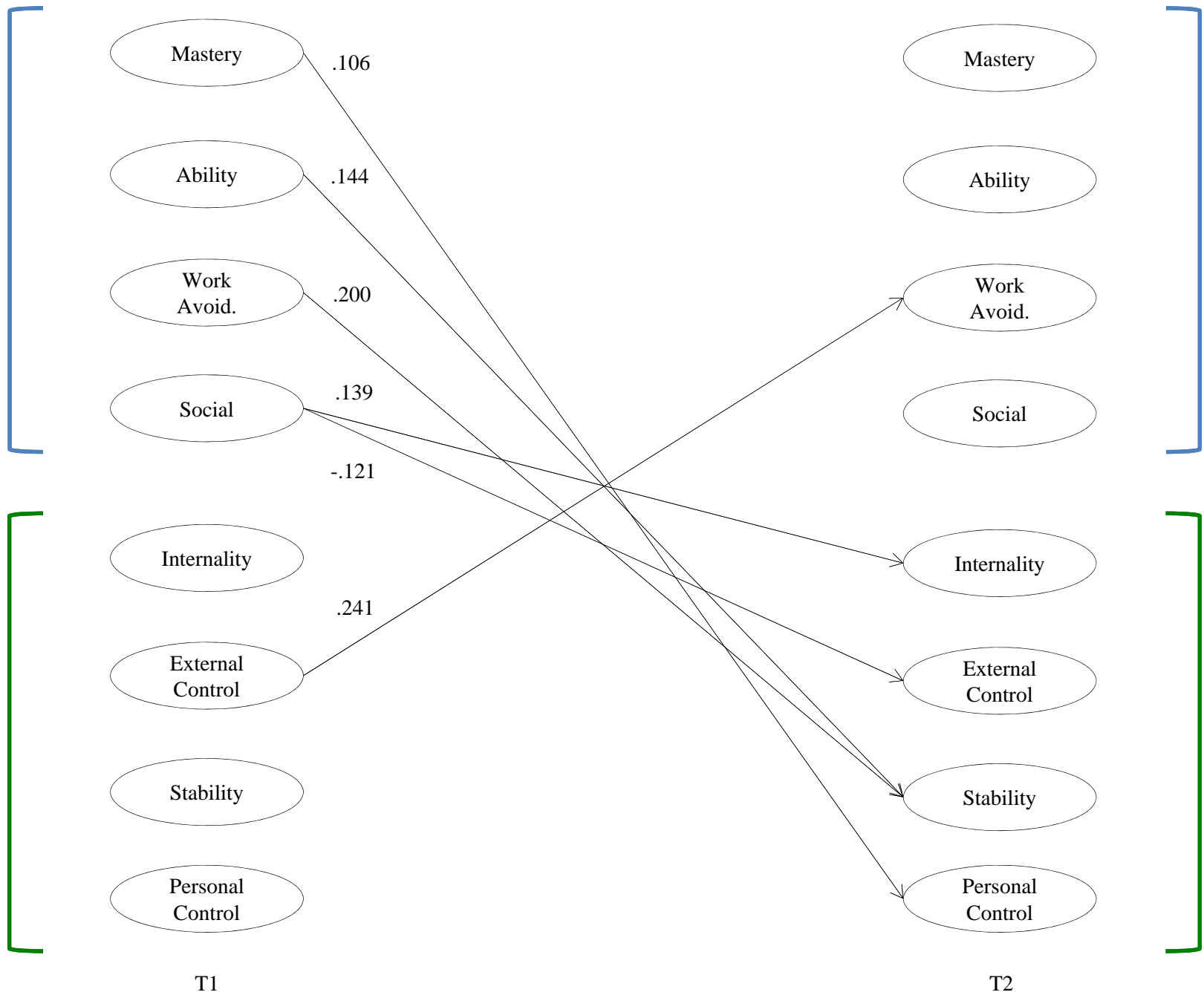
Wang, H., Hall, N. C., & Rahimi S. (in preparation). *Achievement goals, attributions, and emotions in teachers: A longitudinal analysis*. AERA 2015.

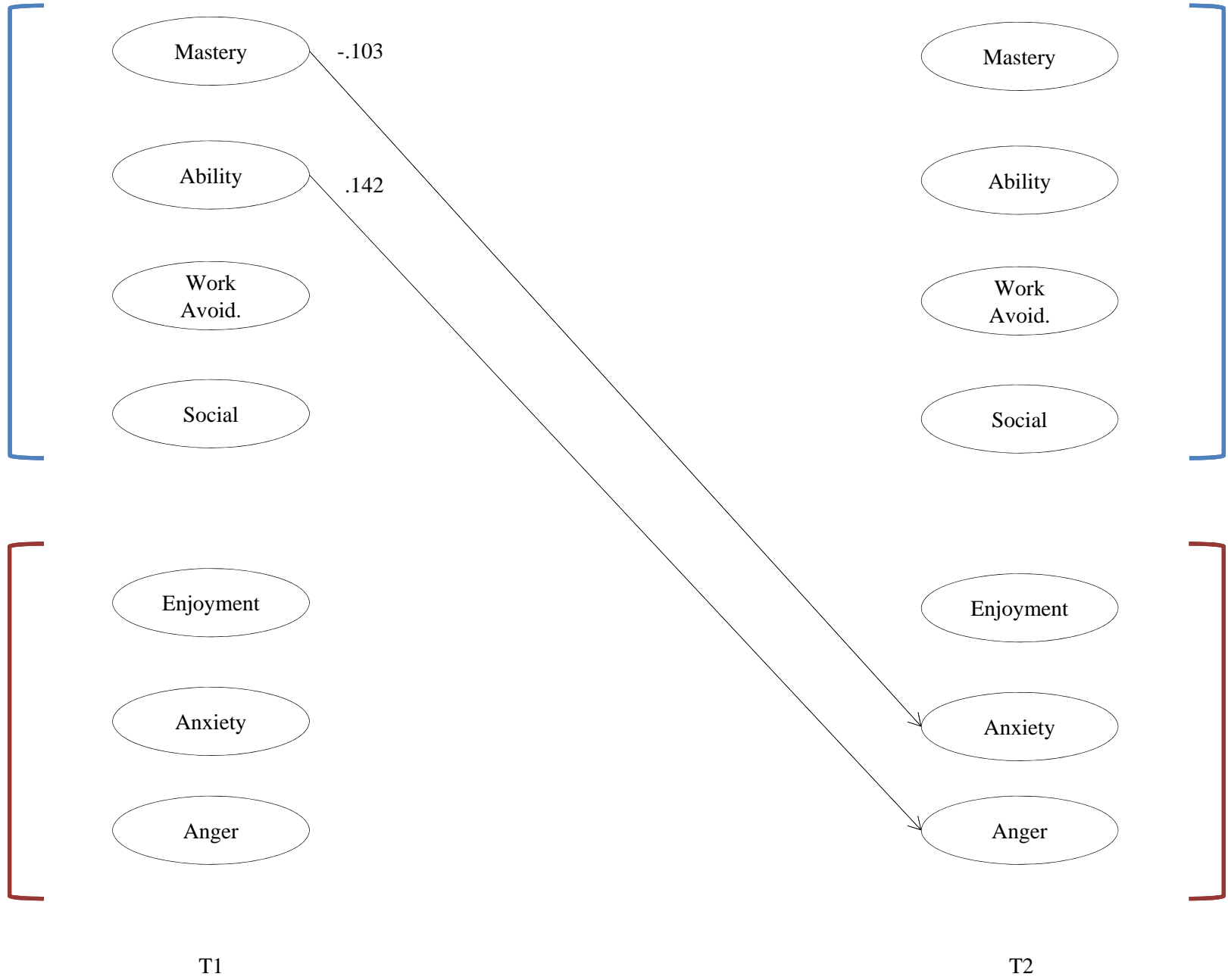


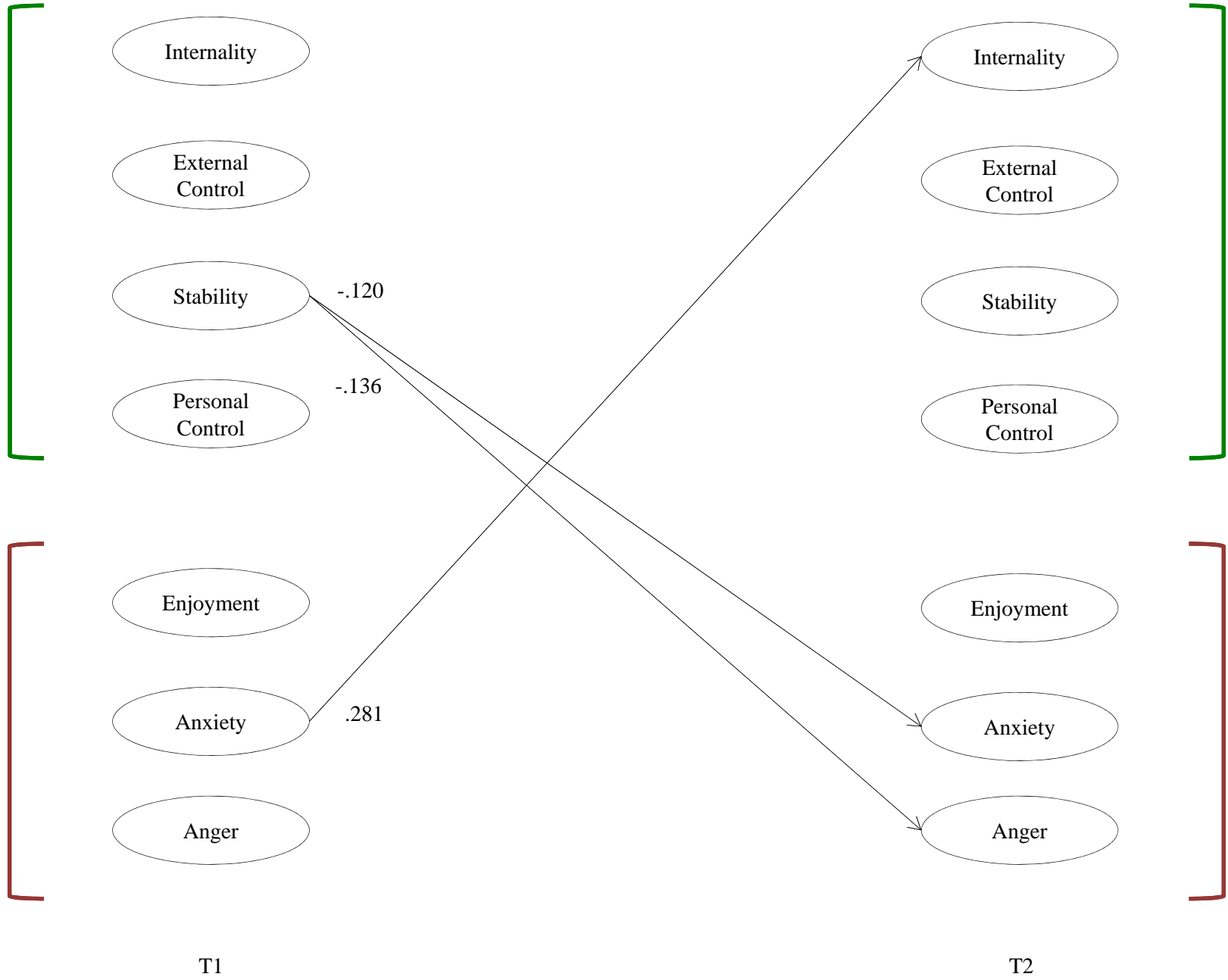
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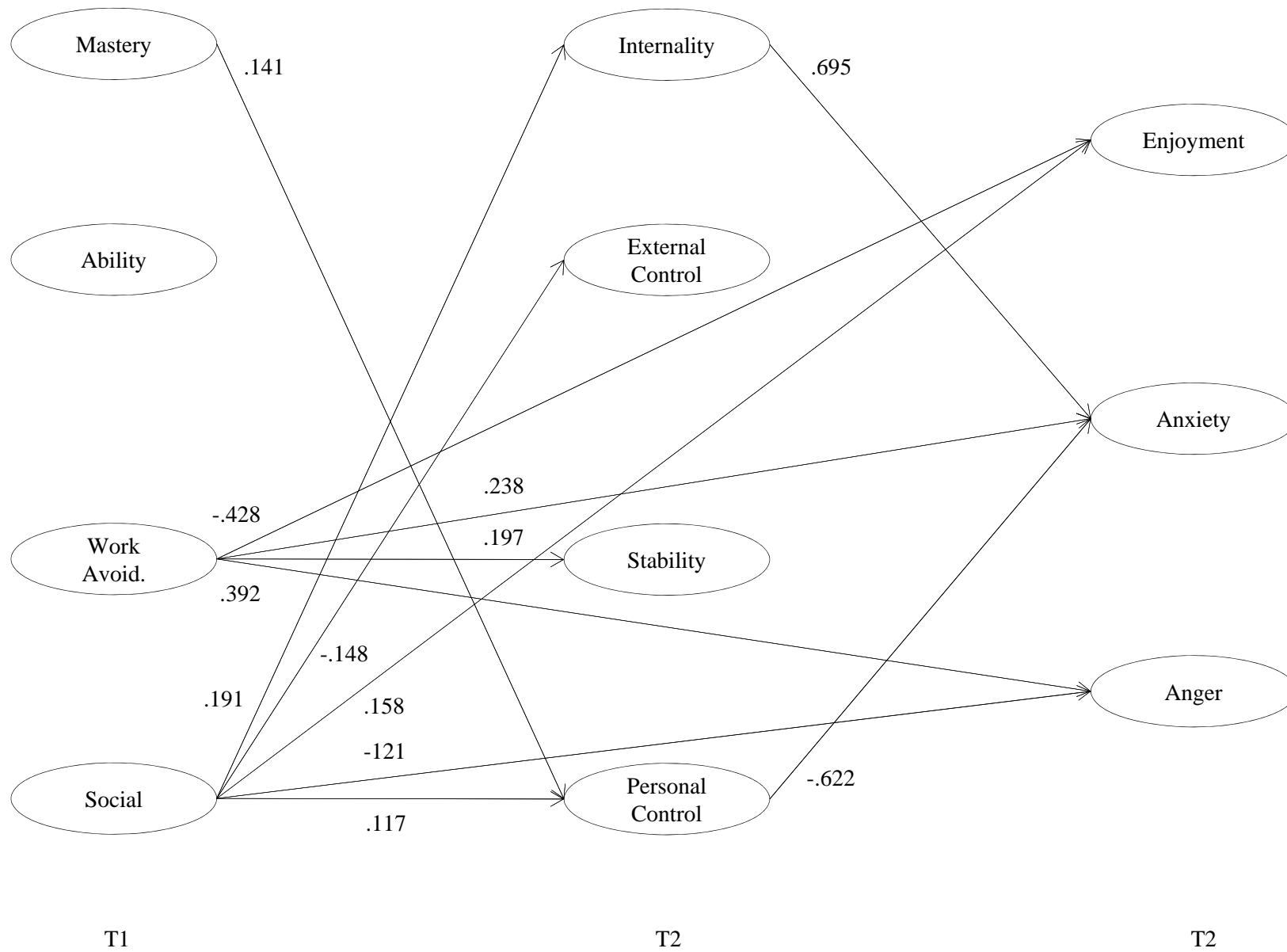


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Social Comparisons

Papers:

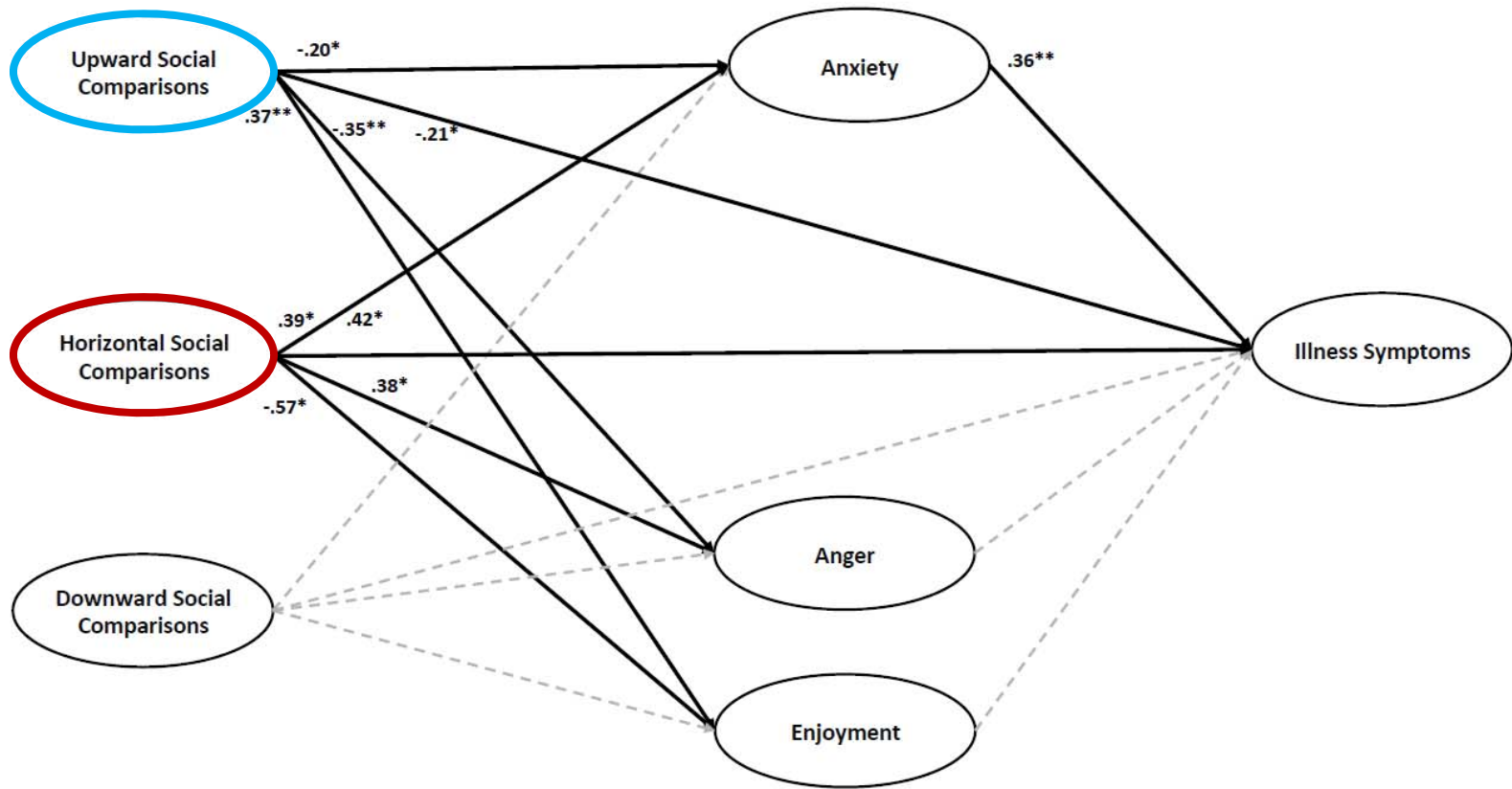
Rahimi, S., Hall, N. C., Wang, H., Maymon, R., & Keller, M. (2014, April). *Upward, downward and horizontal comparisons in teachers: Effects on adjustment and student engagement*. American Educational Research Association, Philadelphia, PA.

Rahimi, S., Hall, N. C., Wang, H., & Maymon, R. (2014, June). *The effects of social comparison on emotions and illness symptoms in teachers*. Biennial International Conference on Motivation, Helsinki, Finland.

	Job Satisfaction	Intention to Quit	Emotional Exhaustion	Personal Accomplishment	Depersonalization	Behavioral Engagement	Emotional Engagement	Behavioral Disaffection	Emotional Disaffection
Downward	.135*	.002	.056	.035	.003	.129*	.076	-.007	.022
Horizontal *	-.284**	.131*	.243**	-.161*	.175*	-.190*	-.140*	.194*	.149*
Upward	.238**	-.204**	-.200**	.213**	-.161*	.171*	.167*	-.091	-.096

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Online Motivational Program

Paper:

Hall, N. C., Frenzel, A. C., Goetz, T., Wang, H., & Rahimi, S. (2014, June). *Online motivational interventions: Promoting psychological and physical health in teachers*. Biennial International Conference on Motivation, Helsinki, Finland.

Online Motivational Program

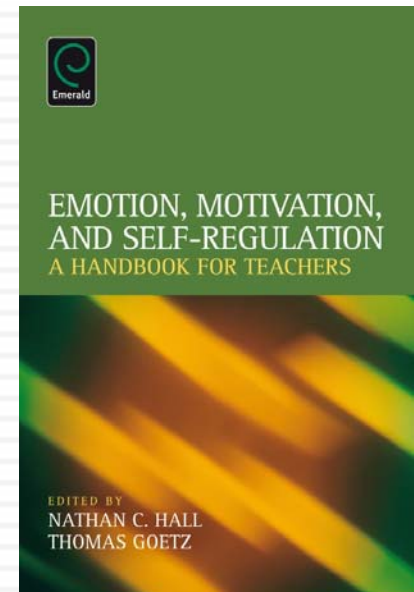
Attributional Retraining

- 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?

Actions Affect Attitude Children Clear **Control**
Feedback Greater Hard Work Help Students
Key to Success Learner Learning **Motivation**
Perception **Performance** Positive or Negative Practical
Relationship **Responsibility** Send Set Skills Study Habits
Study Strategies Survey Teaching True

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?

Academic Performance **Addressed** Asking
Assignments Cases Engagement Factors Goals Habits
Home Life Knowledge **Mental Health Issues**
Mentors Mind Organization Organizational Practice Putting Review
Social Strategies **Students Support** Teachers and
Peers **Think**

1. Of the suggestions provided for how teachers could use this information, which were most reasonable?

Chart Difficulties

Effort Encouraging

Feedback

Format

Learning Motivate Students

Performance

Poor Result

Positive

Practice

Psychological

Question

React

Remember

Responsibility

Review

School

Solution

Struggling

Study

Success

Taking

Teachers

Teaching Students

Think Understand

1. Can you suggest other ways in which teachers could use this information to motivate their students?

Assessment Attitudes Community Discuss

Feedback Instance Interests Learning Mind

Motivate Not at the Moment Parents Plan

Poorly Positive Problems Purpose Regular Basis Research

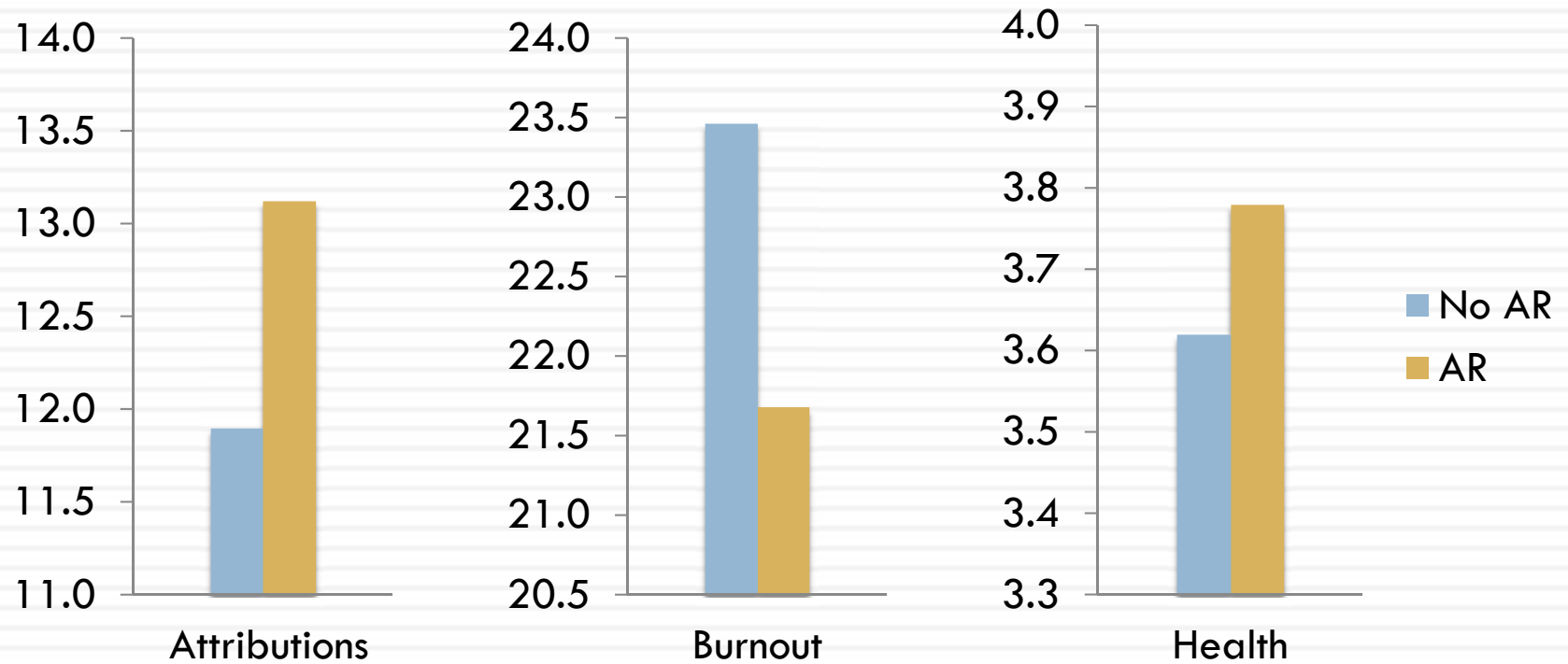
Project Sharing Strong Study Success Suggest

Teachers Teaching Think Wish

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 ($F(1,305) = 4.01, p = .044$)

Online Motivational Program



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)