

## Background

Whereas several studies in the field of achievement motivation have focused on students, there is notably little research on motivation in teachers, which is surprising given low job satisfaction and a high dropout rates among instructors. Prior research suggests that teachers' self-efficacy plays an important role in predicting job satisfaction (Caprara et al., 2003; Moe et al., 2010), quitting intentions, and physical health (Schwerdtfeger et al., 2008). Furthermore, Klassen and Chiu's (2011) study proposes that teachers' job satisfaction influences their quitting intentions. Self-efficacy represents people's beliefs about how capable they are to conduct certain tasks (Bandura, 1994). The present study followed the model of Tschannen-Moran et al. (1998) and evaluated teachers' self-efficacy with respect to *student engagement*, *instructional strategies*, and *classroom management* and evaluated the effects of teachers' self-efficacy on their job satisfaction, physical health, and quitting intentions based on the assumption that job satisfaction should mediate the relationship between self-efficacy and adjustment.

## Method

### Participants and procedures

Practicing teachers ( $N = 536$ ) from the Canadian provinces of Ontario and Quebec were recruited through teacher unions and school principals to complete a web-based questionnaire including demographic items, as well as measures assessing teachers' self-efficacy, job satisfaction, quitting intentions, and perceived physical health. The participants were composed of teachers from primary schools (51.1%,  $n = 258$ ), secondary schools (42.8%,  $n = 216$ ), and CEGEP teachers (Quebec equivalent of grades 12-13; 6.1%,  $n = 31$ ). The mean age of teachers was 41.89 years ( $SD = 9.95$ ), 85.2% were female, teachers' ethnicities were predominantly Caucasian (90.6%; followed by Asian, 4.8%, Caribbean, 2.2%, and African, 1.6%), and most had a bachelor's degree (72.5%) or a master's degree (24.2%). The mean years of experience in the teaching profession was 12.87 ( $SD = 8.64$ ).

## Method (cont.)

### Measures

**Self-efficacy.** Tschannen-Moran and Woolfolk Hoy's (2001) *Teachers' Sense of Efficacy Scale (short form)* was administered and contained 12 items evaluating three types of self-efficacy: *instructional strategies*, *classroom management*, and *student engagement*. A 9-point Likert scale was used, ranging from 1 = *nothing* to 9 = *a great deal* (Instructional Strategies: 4 items,  $M = 30.26$ ,  $SD = 3.68$ ,  $\alpha = .88$ ; Classroom Management: 4 items,  $M = 29.56$ ,  $SD = 4.46$ ,  $\alpha = .88$ ; Student Engagement: 4 items,  $M = 26.69$ ,  $SD = 4.67$ ,  $\alpha = .76$ ).

**Job satisfaction** Moe et al.'s (2010) scale assessing teachers' job satisfaction includes five questions rated on a 7-point Likert scale (e.g., "In most ways my job is close to my ideal"; 1 = *strongly disagree* to 7 = *strongly agree*;  $M = 25.31$ ,  $SD = 6.92$ ,  $\alpha = .89$ ).

**Intentions to quit.** A 3-item, 5-point measure from Hackett et al. (2001; Occupational Commitment Scale) was used to assess teachers' intentions to quit ( $M = 5.30$ ,  $SD = 2.94$ ,  $\alpha = .86$ ; 1 = *very unlikely* to 5 = *certain*, e.g., "I intend to move into another profession/occupation).

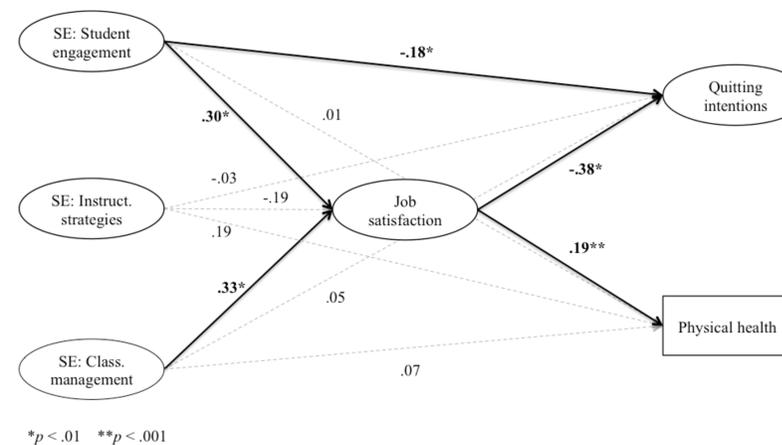
**Physical health.** A single 5-point Likert item was used to assess teachers' perceived physical health (How would you rate your physical health right now? 1 = *very poor*, 5 = *very good*;  $M = 3.79$ ,  $SD = .94$ ).

## Analysis

In order to examine the direct effect of teachers' self-efficacy on their intentions to quit and perceived physical health, as well as the indirect effect of their self-efficacy on the adjustment outcomes through their job satisfaction, structural equation modeling (SEM) was conducted that included all hypothesized indirect paths as well as direct paths from self-efficacy to quitting intentions and health.

## Results

The hypothesized model fit the data well (CFI = .937, TLI = .952, RMSEA = .052). Direct effects of teachers' self-efficacy on their quitting intentions were observed, with teachers' self-efficacy for Student Engagement negatively predicting their quitting intentions (-.18). Teacher's self-efficacy for Student Engagement and Classroom Management were both found to significantly and positively predict job satisfaction (.30 and .33, respectively). Higher levels of teachers' job satisfaction were, in turn, found to predict lower levels of quitting intentions (-.38) and better health (.19). No direct effects were found between teachers' self-efficacy and their perceived health.



## Discussion

Our results showed that teachers' self-efficacy regarding student engagement was the most significant predictor of perceived health and intentions to quit, followed by self-efficacy concerning classroom management. In other words, the higher a teachers' self-efficacy for engaging their students and keeping them on-task, the higher their job satisfaction, and weaker their intentions to leave the profession. Furthermore, our results showed that teachers' self-efficacy indirectly influenced their intentions to quit the profession and perceived health through their job satisfaction, such that teachers' job satisfaction mediated the relationship between self-efficacy and adjustment.

## Discussion (cont.)

Therefore, an increase in teachers' self-efficacy for student engagement and classroom management, and to a lesser extent instructional effectiveness, should lead to a positive change in their health and persistence. As such, attempts to improve teachers' beliefs in their abilities to motivate students and manage disruptive student behaviors should be particularly effective in keeping teachers from leaving the teaching profession. Moreover, our findings also extend upon recent work by Schwerdtfeger et al. (2008) in showing that although higher self-efficacy predicts better health in teachers, it further showed teachers' self-efficacy to not influence their physical health directly, but rather indirectly through higher levels of job satisfaction. These findings thus highlight the importance of evaluating the effects of self-efficacy on adjustment in teachers from both a multi-dimensional and mediational perspective.

## References

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