



### SPR 18th Annual Meeting

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#### **Promoting teacher efficacy and preventing burnout: A multi-level examination of school and teacher predictors**

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Approximately 50% of teachers leave the field within the first five years, creating a great need for research on factors associated with teachers' job satisfaction and retention, such as burnout and efficacy (Marvel et al., 2006). Teacher efficacy and burnout also relate to effective instruction, the quality of implementation of prevention programs, and a range of student outcomes. Therefore, it is important to identify contextual and individual factors that are associated with increased teacher efficacy and reduced burnout over time (Domitrovich et al., 2008). This work will inform the development of programs to optimize efficacy and reduce burnout as a strategy for improving outcomes for students.

The current study employed a multilevel modeling approach to examine the influence of teacher- (e.g., demographics, training, and perceptions) and school-level (e.g., indicators of disorder) factors on teachers' experience of burnout and efficacy over two years. Teacher self-report data were collected at 3 time points across the 2007-8 and 2008-9 school years from 465 teachers at 31 elementary schools. School-level indicators of disorder were obtained from the state. Data were analyzed using HLM 6.0.

The analyses indicated that efficacy remained relatively stable over time whereas burnout increased. Several of the teacher-level factors were associated with both the intercept and slope of efficacy and burnout. For example, higher ratings of preparation were associated with higher initial levels of efficacy, but over time, this effect diminished as less prepared teachers gained efficacy. At the school-level, greater student mobility was associated with higher efficacy at time 1, but was associated with a significant decrease in efficacy over time. A change in the school's administrator was associated with an increase in the growth of burnout. Finally, organizational health at the school-level was associated with lower teacher ratings of burnout at time 1. However, organizational health was inversely related to the slope or change in teacher burnout, such that a positive school environment did not serve as a buffer against increase in teacher burnout over time.

These findings highlight the influence of contextual factors on teachers' experience of efficacy and burnout. Of great concern was the finding that teachers' burnout continued to increase over time despite potential protective factors while efficacy did not. Additional longitudinal research is needed to identify a wider variety of potential risk and protective factors for teachers and how these factors in turn relate to effective classroom management, job satisfaction, and retention. Preventive interventions should be developed which target these teacher factors in order to improve student outcomes.