

**THE MEDIATING EFFECT OF LEADERSHIP AND SELF-EFFICACY ON  
EDUCATOR BURNOUT**

by

Christina A.C. McInenly

A Paper

Presented to the School of Education and Leadership

In Partial Fulfillment of the Requirements

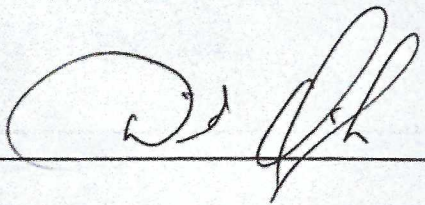
For the Degree of Master of Education


EEA650 Leadership Capstone Project

September 2022

**The Mediating Effect of Leadership and Self-Efficacy on Educator Burnout**

APPROVED:

  
\_\_\_\_\_ David Quick, Faculty Supervisor

  
\_\_\_\_\_ Heather Henderson, Canadian  
Director, Master of Education in Leadership Program

### **Dedication**

As I reflect on the evolving process of this writing, I have to acknowledge the influence of many people that inspired me. This work is dedicated to my husband, who inspired my journey by seeking out further education for himself. His commitment and growth validated my curiosity to seek more knowledge. I further dedicate this work to my family, who acknowledged the change in my time commitments and consistently applauded my efforts, motivating me to focus on the acquisition of theory. My friends continually inquired about my progress and celebrated each small victory, and my peers challenged me to question my bias, enlightened my thinking with a different perspective, and assertively reminded me that perfection is an illusion. Lastly, this is dedicated to the faculty, who took their time to foster young leaders' growth with enthusiasm and dedication. In essence, the circle of support around me has taught me to never worry about the weight of the branch underneath me, as I have the strength in my wings to fly on my own if it breaks.

### **Abstract**

This capstone aimed to examine the relationship between educator burnout, self-efficacy, and leadership practices to foster efficacy in teachers. Drawing on self-efficacy theory by Bandura (1995) and burnout theory by Maslach (1981, 2001, 2016), a literature review summarizes the current research on the development and application of the theories in education. Multiple studies have supported the connection between teacher self-efficacy and educator burnout, with transformational leadership practices positively affecting the mediating role of efficacy in burnout. Four sources of efficacy development are highlighted as focus areas for leaders: mastery experiences, vicarious learning, social persuasion and psychological and emotional states. Staff's efficacy and burnout affect educational stakeholders, such as students, teachers, and leaders. Ensuring teachers' emotional well-being is crucial for classroom effectiveness and engagement.

*Keywords:* educator burnout, self-efficacy, teacher attrition, transformational leadership

**Table of Contents**

|  |     |
|--|-----|
| Dedication .....   | iii |
| Abstract .....   | iv  |
| Chapter 1: Introduction to the Study.....                      | 1   |
| Introduction.....  | 1   |
| Background Information.....                                    | 1   |
| Statement of the Issue/Problem.....                            | 2   |
| Purpose of the Paper/Study.....                                | 4   |
| Research Question .....  | 4   |
| Significance of the Study .....                                | 4   |
| Scope of the Study .....                                       | 5   |
| Summary.....   | 5   |
| Outline of the Remainder of the Paper.....                     | 5   |
| Chapter 2: Literature Review.....                              | 7   |
| Introduction.....  | 7   |
| Definition of Terms.....                                       | 7   |
| Purpose of Literature Review .....                             | 8   |
| Theoretical Framework.....                                     | 8   |
| Review of Research Literature.....                             | 12  |
| Educator Burnout and Self-Efficacy .....                       | 12  |
| Variables of Educator Burnout and Perceived Self-Efficacy..... | 14  |
| Leadership.....  | 19  |
| Summary .....  | 24  |
| Chapter 3: Summary, Recommendations and Conclusions.....       | 26  |
| Summary of Findings.....                                       | 26  |
| Implications.....  | 26  |
| Recommendations.....   | 27  |
| Mastery Experiences.....                                       | 28  |
| Vicarious Learning .....                                       | 29  |
| Social Persuasion .....  | 30  |
| Psychological and Emotional States .....                       | 31  |
| Conclusions.....   | 32  |
| References.....  | 34  |

## **The Mediating Effect of Leadership and Self-Efficacy on Educator Burnout**

### **Chapter 1: Introduction to the Study**

#### **Introduction**

Education can foster students' spiritual, personal, social, and intellectual growth through a student-centered, relationship-focused environment. By creating an atmosphere which prioritizes social and emotional well-being, educators support students' development (Oberle et al., 2014). In fact, "the school context is a critical development context...because it can be an important source of connectedness and belonging emerging from positive and supportive relationships with teachers" (Oberle et al., 2014, p. 307), even more so than family support. However, to ensure that this vision is fulfilled, educational leaders must attend to the health and wellness of educators, as emotionally exhausted teachers can affect the achievement of students (Klusmann et al., 2016, p. 1199). When teachers can bring their best selves into the classroom, students reap the benefits, as teachers' occupational stress is linked to students' stress regulation (Oberle & Schonert-Reichl, 2016). Educational leaders must prioritize the well-being of staff to improve student learning (Lambersky, 2016).

#### **Background Information**

The teaching profession has been identified as one of the most stressful occupations with the potential to cause poor health (Arvidsson et al., 2019). Inclusive practices were initially researched with a focus on implementing Individual Student Plans (ISP) to identify possible stressors. This research reflected that "many situational factors affect teachers' preparedness to implement inclusive education" (Chu et al., 2020, p. 212), including their ability to respond effectively to the increasing demands of the profession. The issue presented was not the ability of teachers to implement a student ISP but rather a reduced initiative to complete professional tasks, reduced desire to help colleagues in a co-teaching atmosphere, and mental exhaustion, all of

which are the main burnout symptoms recognized in teachers (Kendrick, 2021, p. 18).

Consequently, the concern presented was not that of proper programming implementation but the inquiry of underlying factors that may lead to educator burnout. Burnout has been defined as a “psychological syndrome in response to chronic interpersonal stressors on the job” (Maslach et al., 2001, p. 399).

Previous research examined protective factors and internal resources that shield burnout and identified several intrapersonal antecedents to understand how some teachers cope with stress through problem-solving, collaborating with others, seeking more information, or adopting new teaching strategies (Skaalvik & Skaalvik, 2007). One of the intrapersonal factors highlighted in the research was perceived self-efficacy, which is the “appraisal of one’s capabilities to successfully carry out a particular course of action” (Arvidsson et al., 2019, p. 2). A leader can affect teachers' self-efficacy beliefs because self-efficacy can be enhanced through the guidance of an effective leader (Menon & Lefteri, 2021, p. 47). The exploration of inclusive practices leads to the inquiry of foundational preparedness, predictably of burnout, development of protective factors, such as self-efficacy, and further examination of the effects of leadership behaviors on teacher self-efficacy.

### **Statement of the Issue/Problem**

In a recent study conducted by the Alberta Teachers Association, Kendrick (2021) noted that 90% of respondents had experienced at least one symptom of burnout, most notably lack of energy in their job, and 85% reported physical and mental exhaustion. Similarly, Koenig et al. (2017) completed a study in Ontario, noting that over 40% of educators were experiencing high levels of emotional exhaustion, supporting the negative consequences of burnout on educators.

Furthermore, respondents also articulated concerns about the lack of acknowledgment

that they were essential workers valued by society. They were further concerned about cognitive changes, such as memory problems, reduced initiative to complete tasks, and reduced desire to help colleagues and students (Kendrick, 2021). Additionally, many beginning teachers leave the profession after their fourth year of teaching (Clandinin, 2009), which may result from burnout associated with the isolation of alienation that occurs in the education profession (Clandinin, 2009). It isn't easy to develop seasoned teachers if attrition rates continue to be high in the first five years of teaching. Moreover, the well-being of educators is directly linked to the well-being of students. Arens and Morin (2016) reported that higher levels of teacher stress are related to higher stress levels among primary school students and lower achievement and academic disengagement.

Clandinin et al. (2015) noted that many beginning teachers would take on any job offered to them to secure a profession in the field, even if the teaching assignment was outside of their expertise or experience (p. 8). As beginning teachers begin to create the narrative of their teaching profession, they may not be able to start with confidence because their perception of capabilities does not match the responsibilities and expectations of the job. Arvidsson et al. (2019) reported that low self-efficacy was strongly associated with high burnout in educators (p. 2), which reflects the notion that early career teacher attrition was mainly situated within the individual (Clandinin et al., 2015). Burnout strongly predicts a teacher-level intention to leave the profession (Ford et al., 2019, p. 624).

Ignoring the mental health problems associated with burnout in education workers could have negative long-term consequences, such as a decreased workforce, increasingly difficult recruitment since younger teachers abandon the profession, and poor academic success (Kendrick, 2021, p. 19).

**Purpose of the Paper/Study**

This capstone project explored the causes of educator burnout and the link between self-efficacy and the implications of burnout to highlight leadership practices that support the prevention of burnout among educators. This qualitative study studied, analyzed, and interpreted the research of others.

**Research Question**

For this capstone project, the most important and relevant questions were:

1. What is educator burnout?
2. How does an educator's perceived self-efficacy affect antecedents to burnout?
3. What leadership practices support efficacy building in educators?

**Significance of the Study**

The researcher aimed to explore the causes of and patterns contributing to the development of burnout among educators and its link to self-efficacy to identify leadership practices that ease these challenges. Because of the “significant and concerning evidence of mental and emotional distress across all educational work roles, with the highest levels of stress and distress felt by education workers who work primarily with children and youth (Kendrick, 2021, p.11), this research hopes to encourage intentional leadership in school administration to take measures to prevent the initial onset of burnout in teachers. The importance of leadership in burnout cannot be underestimated, as school leaders can “affect the very internal states that can either sustain the emotional labor of teaching or undermine it through burnout” (Lambersky, 2016, p. 383).

Leaders can strengthen teachers' belief that they have what it takes to succeed.

Consequently, the research can benefit teachers by enhancing their response to such challenges and recognizing burnout symptoms before deciding to leave the profession. Similarly,

the findings can help school leaders implement structures, processes, and procedures that target the symptoms of burnout and provide time and resources to facilitate genuine support for teachers. Ideally, protecting teachers' emotional well-being will improve classroom effectiveness and engagement, increasing students' growth (Klusmann et al., 2016).

### **Scope of the Study**

Educator burnout is a complex, multifaceted phenomenon with many causes and consequences. For this reason, the relationship between self-efficacy and burnout is highlighted with a specific focus on leadership that supports teachers' self-efficacy to prevent burnout symptoms.

### **Summary**

The dimensions of burnout, including emotional exhaustion, depersonalization, and lack of personal accomplishment, affect teacher attrition and self-efficacy. This study examined the causes and effects of educator burnout and self-efficacy, highlighting their implications on the field of education. Consequently, leadership strategies are suggested to create and strengthen teacher self-efficacy and prevent educator burnout.

### **Outline of the Remainder of the Paper**

This capstone study examined the importance of preventing educator burnout and identified leadership strategies adopted to provide positive support for teachers and encourage the development of self-efficacy. Chapter 2 reviews the literature on burnout and self-efficacy as they relate to the field of education and their implication for students, teachers, and school districts. Research on burnout, emotional exhaustion, teacher self-efficacy, and leadership provides knowledge for education stakeholders. Chapter 3 offers recommendations on how

school leaders can lead and inspire teaching staff in order to prioritize the prevention of burnout while maintaining a professional and positive school culture focused on students' success.

## Chapter 2: Literature Review

### Introduction

Chapter 2 begins with a definition of terms associated with the study, followed by a review of theoretical foundations associated with burnout and self-efficacy. Next, the literature review is organized to reflect the three main research foci, the connection between educator burnout and self-efficacy, variables of educator burnout and perceived self-efficacy, and leaders' provision of knowledge to support teacher self-efficacy.

The initial foundational theories of burnout and self-efficacy were analyzed and described over three decades ago. Historical work is introduced to explore the theories applied in more current research studies on current issues in education to understand the development of these concepts.

### Definition of Terms

*Burnout.* “A psychological syndrome in response to chronic interpersonal stressors on the job characterized by three dimensions, exhaustion, depersonalization, and lack of accomplishment” (Maslach et al., 2001, p. 399).

*Depersonalization/Cynicism.* “Negative, callous, or excessively detached response” (Maslach et al., 2001, p. 399).

*Exhaustion.* “Feelings of being overextended and depleted of one’s emotional and physical resources” (Maslach et al., 2001, p. 399) and “wearing out, loss of energy, depletion, debilitation, and fatigue” (Maslach & Leiter, 2016, p. 103).

*Lack of Accomplishment/Professional Inefficacy.* “Feelings of incompetence and a lack of achievement and productivity” (Maslach et al., 2001, p. 399) and “reduced productivity or capability, low morale, and an inability to cope” (Maslach & Leiter, 2016, p. 103).

*Self-Efficacy*. “Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995, p. 2).

*Collective Efficacy*. “The belief system a group creates to work together with a sense of purpose to believe in their capabilities to surmount obstacles to attainments” (Bandura, 1993, p. 185).

*Transformational Leadership*. “A process where leaders and followers raise one another to higher levels of motivation and morality” (Menon & Lefteri, 2021, p. 46).

### **Purpose of Literature Review**

This research aimed to review the existing literature and studies on the factors associated with educator burnout, perceived self-efficacy, leadership, and the relationship between the three variables. Provincial, national, and international studies were compared to examine their application of the theoretical framework, highlighting their approaches and findings to illustrate the effect of self-efficacy on educator burnout and describe leadership behaviors that can be proactively implemented to support the creation of efficacy.

### **Theoretical Framework**

#### ***Burnout***

Maslach and Jackson (1981) developed the Maslach Burnout Inventory (MBI) to measure three dimensions of burnout and the “personal, social and institutional variables that either promote or reduce the occurrence of burnout” (p. 112). This assessment instrument has been applied and used in various research studies.

To understand the causes of burnout, becoming familiar with the nature of burnout itself is crucial. Maslach et al.’s (2001) research illustrated that burnout is a “psychological syndrome in response to chronic interpersonal stressors on the job” (p. 399). Through a critical analysis of research, Maslach et al. (2001) reiterated the three key dimensions of the response to burnout,

exhaustion, cynicism or depersonalization, and a sense of ineffectiveness and lack of accomplishment (p. 399). It is important to note that the terms depersonalization and lack of accomplishment were original terms specific to human services; however, in recent years, cynicism and professional inefficacy have been suggested, respectively (Maslach & Leiter, 2016, p. 104). These terms are used interchangeably depending on the publication date of the articles. From an educational perspective, each dimension and its perceived cause are described below.

The first dimension of burnout is exhaustion, an individual stress dimension.

The emotional demands of work in education can produce feelings of being overextended and depleted of one's emotional and physical resources (Maslach et al., 2001, p. 403) and, therefore, "prompt action to distance oneself emotionally and cognitively from one's work" (Maslach et al., 2001, p. 403). Furthermore, a recent ATA study identified a lack of energy and physical and mental exhaustion as the main burnout symptoms (Kendrick, 2021). Skaalvik and Skaalvik's (2020) analysis of the relations between dimensions of burnout reflected the depletion of one's resources in time resources, as time pressures appeared to have the strongest effect on emotional exhaustion (p. 612). Furthermore, exhaustion is the "dimension of burnout that affects teacher motivation and well-being most strongly" (Skaalvik & Skaalvik, 2020, p. 612).

The second dimension of burnout is depersonalization, which reflects an interpersonal context dimension of burnout and is a negative or excessively detached response. To depersonalize is to "put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people" (Maslach et al., 2001, p. 403). Doing so makes job demands more cognitively manageable because they are considered impersonal objects (Maslach et al., 2001, p. 403). Depersonalization "manifests in education workers

through a reduced desire to help colleagues or other staff, and apathy of lack of commitment to work” (Kendrick, 2021, p. 19).

The third dimension of burnout is a feeling of ineffectiveness or lack of accomplishment, which reflects the self-evaluation dimension of burnout. Maslach and Jackson (1981) explained this as a tendency to evaluate oneself negatively and feel unhappy and dissatisfied (p. 99). In 2001, Maslach et al. (2001) expanded this description, adding that feelings of incompetence and productivity are associated with this dimension (p. 403). From an educational perspective, low student motivation may prevent teachers from achieving their goals and affect their accomplishment or professional efficacy (Skaalvik & Skaalvik, 2020).

### *Self-Efficacy*

When examining the relationship between teacher burnout and self-efficacy, the work of Albert Bandura, an influential contributor to the understanding of self-efficacy, provided a solid foundation. In his work, *Self-Efficacy in Changing Societies* (1995), Bandura explained that “perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (p. 2). Morris et al. (2017) reflected on the foundational work of Bandura in their work by defining teachers’ self-efficacy beliefs as “the beliefs teachers hold about their capabilities to carry out their professional tasks” (p. 796), whereas Simões and Calheiros (2019) focused on interpersonal resources, defining teacher self-efficacy as “as teachers’ beliefs in their ability to influence valued student outcomes” (p. 994).

Bandura (1995) explained four sources of efficacy beliefs that humans embody. First, mastery experiences are the most effective way of creating a strong sense of efficacy, connecting personal experiences with a task (Bandura, 1995). Experiences offer opportunities to acquire the “cognitive, behavioral, and self-regulatory tools for creating and executing appropriate courses

of action to manage ever-changing life circumstances” (Bandura, 1995, p. 3). Succeeding in a task builds efficacy while failing at a task can undermine efficacy. Therefore, a resilient sense of efficacy requires experience in overcoming obstacles through perseverance (Bandura, 1995). For teachers, general appraisals of their past performance are important in developing self-efficacy, but they only serve as interpretations of existing information, not sources of efficacy (Morris et al., 2017). Mastery experiences, such as achieving goals through direct action and managing student behavior and engagement, serve as experiential sources of building efficacy (Morris et al., 2017, p. 812).

The second source of efficacy is vicarious experiences, which refer to seeing others succeed or fail in a particular task. In fact, “seeing similar people succeed by the perseverance of effort raises observers’ beliefs that they too possess the capabilities to master comparable activities” (Bandura, 1995, p. 3). Role models with proficiency and competency share knowledge and teach observers effective skills and strategies to manage demands. This acquisition of better means increases efficacy (Bandura, 1995).

Third, social persuasion is another source of efficacy that can be formal or informal. For example, “people who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise” (Bandura, 1995, p. 4). This persuasion leads people to try hard to succeed, promoting the development of skills and a sense of efficacy. However, social persuasion is more than simply positive appraisals. Intentional situations must be created to help others succeed, and situations in which people are likely to fail must be avoided. Encouragement of measuring success in terms of self-improvement is more important than triumphs over others (Bandura, 1995, p. 4). As illustrated in education, social persuasion is

seen in effective leader-mentor coaching, evaluative feedback from students, and support from school community members (Morris et al., 2017, p. 814).

Psychological and emotional states, i.e., the interpretation of stress reactions, mood, and beliefs, are the final sources of efficacy. A positive mood enhances perceived self-efficacy, while a gloomy mood diminishes it. Comparatively, individuals with low self-efficacy may interpret stress and tension as signs of vulnerability and poor performance (Bandura, 1995, p. 4).

Educational research has shown that the ways in which individuals cope with those states moderate the “influence of physiological and affective states on teaching self-efficacy” (Morris et al., 2017, p. 816). Effective teachers develop adaptive ways to manage emotional states in professional tasks through self-regulation and awareness of their emotions (Morris et al., 2017, p. 816).

## **Review of Research Literature**

### **Educator Burnout and Self-Efficacy**

Research studies seeking to identify the role of self-efficacy as an intrinsic characteristic in burnout have consistently found a strong correlation between teacher self-efficacy and teacher burnout (Arvidsson et al., 2019; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik; 2007). From an educational perspective, “teacher self-efficacy may be conceptualized as individual teachers’ beliefs in their abilities to plan, organize, and carry out activities required to attain educational goals” (Skaalvik & Skaalvik. 2007, p. 612). Self-efficacy is important in education as “a strong sense of competence facilitates cognitive processes and performance in various settings, including quality of decision making and academic achievement” (Schwarzer & Hallum, 2008, p.153).

Through summarizing quantitative and qualitative studies, Arvidsson et al. (2019) found a link between low self-efficacy and high burnout in educators. The perception of low self-efficacy, high job demands, and poor leadership were all factors strongly associated with high burnout (Arvidsson et al., 2019). Job demands were found to be the underlying cause of the perception of a heavy workload, including increased time pressures, frequent meetings, administrative paperwork, and constant reforms (Arvidsson et al., 2019).

Increased burnout was associated with increased demands and decreased control of a situation called decision latitude (Arvidsson et al., 2019, p.12). While it is difficult to influence an inherent quality such as self-efficacy, this study suggested that principals can take actions to provide emotional and informational support, reduce work tasks by increasing resources with support from administrative staff, and prioritize clear goals (Arvidsson et al., 2019, p.12).

Schwarzer and Hallum (2008) conducted an international study in Germany and Syria to identify the relationship between teacher self-efficacy and burnout, specifically if one precedes the other. The results revealed that individuals with “low general self-efficacy might be more vulnerable to a chain of events, that is, low teacher self-efficacy might translate into job stress experience (and subsequent burnout)” (Schwarzer & Hallum, 2008, p.163). Self-efficacy is a protective factor and an internal resource to cope successfully with teaching requirements and adversity. Importantly, a “lack of efficacy seems to arise more clearly from a lack of relevant resources, whereas exhaustion and cynicism emerge from the presence of work overload and social conflict” (Maslach et al., 2001, p. 403).

Another study on self-efficacy by Skaalvik and Skaalvik (2007) focused on relationships between teacher self-efficacy, perceived collective teacher efficacy, external control, and teacher burnout by creating subscales to measure self-efficacy as a multidimensional construct. The

notion of collective self-efficacy was a substantial contribution of this research study, which illustrated that teacher self-efficacy and perceived collective teacher efficacy are positively and strongly related, noting that “high collective self-efficacy leads to challenging goals and persistence in teachers’ efforts to meet those goals” (Skaalvik & Skaalvik, 2007, p. 621). The motivation, engagement, and achievement at a group level enhance individual teachers’ efficacy. Furthermore, efficacy may be an effect of vicarious experiences, such as observing colleagues manage different aspects of teaching through collaboration and observations (Skaalvik & Skaalvik, 2007).

It is important to note that Skaalvik and Skaalvik (2007) replicated the effect of experiences, explaining that self-efficacy beliefs are constructed largely based on one’s prior mastery experiences. Therefore, emotional exhaustion from lack of experience may reduce achievement, negatively affecting self-efficacy (Skaalvik & Skaalvik, 2007).

### **Variables of Educator Burnout and Perceived Self-Efficacy**

#### ***Organizational***

A study conducted in Finland by Saloviita and Pakarinen (2021) examined teacher, student, and organizational burnout. For teacher burnout, teachers with higher rates of burnout also had low self-efficacy and reported less relatedness with their students. Furthermore, these teachers felt support was insufficient and often experienced mistrust when receiving extra help (Saloviita & Pakarinen, 2021). Concerning teacher burnout, teachers with higher burnout were less positive toward inclusion, which may have led them to see their resources as insufficient (Saloviita & Pakarinen, 2021, p.12). Teachers with this mindset shared that they wished to reintroduce ability grouping, which is the use of different curricula with changing levels of difficulty, into schools (Saloviita & Pakarinen, 2021, p.11).

From the perspective of students, burnout in teachers increased with a rising number of students who required support (Saloviita & Pakarinen, 2021). With the social support of a paraprofessional, specifically a teacher's assistant, an increase in burnout was fully compensated until the number of supported students rose above five. Furthermore, teachers preferred to receive help from special education teachers with more expertise and qualifications to support complex students (Saloviita & Pakarinen, 2021, p.12). This aligns with the notion that vicarious experiences, such as learning from a colleague, affect self-efficacy. The preference for expert help was associated with a higher teacher burnout rate, indicating that paraprofessional assistance is sometimes counterproductive (Saloviita & Pakarinen, 2021, p.13).

At an organizational level, the dynamics of the classroom setting affected various measurements of the three dimensions of burnout. The participating teachers scored high on all three factors of burnout, whereas classroom teachers scored higher on exhaustion and special education teachers scored higher on depersonalization (Saloviita & Pakarinen, 2021, p.12). The teachers in this study circulated in several classrooms, having significantly more students compared to other teachers, leading to a greater sense of distance from students and a lower sense of accomplishment (Saloviita & Pakarinen, 2021). Class size was another organizational variable associated with, albeit with small effect size, slightly higher rates of exhaustion compared to smaller class sizes, but it had a non-significant effect on overall burnout (Saloviita & Pakarinen, 2021, p.12).

Bettini et al. (2020) examined special educators' perception of adequate working conditions and their effect on stress, emotional exhaustion, and intent to leave. Their findings were consistent with those of Pakarinen and Saloviita (2020), who revealed that paraprofessionals did not necessarily influence workload manageability. The supervision of

paraprofessionals affected “weaker workload manageability, greater stress and emotional exhaustion, and reduced intent to stay” (Bettini et al., 2020, p. 222). The opposite may occur with the intent to decrease teacher workload by providing an educational assistant. If education conceptualizes “paraprofessionals as a social resource, supervising them may instead be a demand” (Bettini et al., 2020, p. 222).

Both studies also found that teachers had a comparable mindset of inclusion. Bettini et al. (2020) reported that teachers instructing homogeneous groups are more likely to rate workloads as manageable (Bettini et al., 2020, p. 222). While homogeneous groups are not realistic in education today, it is important to consider that when teachers feel that workloads are manageable, they experience more positive affective responses and reduced emotional exhaustion. In fact, “emotional exhaustion explained the relationship between workload manageability and intent” (Bettini et al., 2020, p. 223), as exhausted teachers may seek another job. This form of exhaustion reflects the psychological and emotional status as a self-efficacy factor.

The underlying factor in working conditions was represented through administrative support, as it predicted ratings of other conditions, including resources, paraprofessional training, culture, and workload manageability (Bettini et al., 2020, p. 223). These conditions can enhance teachers' perspectives of their capabilities

### ***Complex Students***

To investigate the factors that lead to educator burnout, Boujet et al. (2016) conducted a study in France comparing the experiences of teachers instructing students with autism spectrum disorder (ASD) in different classroom settings and examining a link between burnout and the classroom setting. The study compared specialized teachers instructing students with ASD,

general teachers working with students with ASD, and a control group of general teachers without ASD students. Interestingly, teachers in regular classes (with ASD) students did not differ from the control group (without ASD students) in the dimensions of burnout scores (Boujet et al., 2016, p.12). They differed in perceived stress and social support but not in burnout.

A significant difference was found between general teachers working with students with ASD and specialized teachers. Reflections of general teachers showed that a “lack of perceived social support and emotion-focused coping were linked to more burnout” (Boujet et al., 2016, p. 13). Due to the lack of understanding and support, a teacher may develop negative attitudes towards students, which is associated with emotional exhaustion and depersonalization (Boujet et al., 2016, p. 13). Conversely, specialized teachers “felt they received more social support from colleagues and professionals, used more problem-focused coping strategies, and experienced less burnout” (Boujet et al., 2016, p. 12).

The study concluded that the number of students with ASD in the classroom and the severity of the disorder were not as influential as the teacher’s experience and training (Boujet et al., 2016). Specialized teachers were generally better prepared and trained with more access to human resources through multidisciplinary teams; therefore, their perceived competency was higher (Boujet et al., 2016, p. 12). Perceived social support and adequate training affect self-efficacy through mastery of self-experiences and social persuasion.

Evers et al. (2004) completed a comparative study to explore students’ and teachers’ perceptions of teacher burnout in relation to disruptive student behavior. By administering the same questionnaire to both students and teachers, the findings showed that students’ perceptions of their teachers’ burnout were greater than the teachers’ perceptions of their burnout (Evers et

al., 2004). The results further revealed that “teachers' competence to cope with disruptive behavior was significantly related to each dimension of burnout” (Evers et al., 2004, p. 145). Furthermore, the data illustrated that the teachers who believe they are sufficiently competent in dealing with disruptive student behavior also reported high levels of personal accomplishment. When the levels of personal accomplishment decrease, emotional exhaustion and depersonalization increase (Evers et al., 2004, p. 145). Teachers' perceptions of their ability to manage student behavior indicate effective teaching.

In another study, Gilmour et al. (2021) identified three levels of burnout. First, flourishing was characterized by the highest level of personal accomplishment and lowest levels of emotional exhaustion and depersonalization. Second, struggling was characterized by the lowest levels of personal accomplishment and highest levels of emotional exhaustion and depersonalization. Third, buffering was characterized by a high personal accomplishment, high emotional exhaustion, and low depersonalization. The buffering group showed potential for high personal accomplishment to protect against concurrently high levels of emotional exhaustion.

Special education teachers and general education teachers did not have different probabilities of being part of the flourishing, buffering, or struggling profiles (Gilmour et al., 2021, p. 8); instead, the “characteristics of students that teachers instruct have a greater influence on burnout than the roles they fulfill within a school” (Gilmour et al., 2021, p. 9) and the ability to respond to those characteristics. To clarify, general education teachers may not have sufficient training to manage students with emotional and behavioral disorders and have students in their classrooms with less significant needs, whereas special education teachers may have more training and resources to support students with more significant needs. The importance of mastery experiences and personal accomplishment is highlighted in the attempt to prevent

educator burnout.

### ***Occupational Distress***

In 2020, the Alberta Teachers' Association and the Alberta School Employee Benefit Plan (ASEBP) sponsored a study on compassion fatigue, emotional labor, and educator burnout among Alberta teachers. Using a two-part quantitative study and qualitative interviews, they summarized the key findings through an executive summary completed by Kendrick (2021). Since this study was completed by a special interest group, the findings need to be interpreted cautiously, considering any bias that may have occurred, such as using a HEARTcare planning framework funded by the study's sponsors.

The ATA study provided significant evidence of occupational distress among Alberta teachers by illustrating that “90 percent had experienced at least one symptom of burnout” (Kendrick, 2021, p. 15). The main burnout symptoms included physical and mental exhaustion, reduced initiative to complete tasks, and a reduced desire to help colleagues and students (Kendrick, 2021). Factors of occupational health distress that preceded burnout were identified, including a toxic workplace that lacked responsive leadership and limited training and preparedness (Kendrick, 2021, p. 23). Consistent with the previous literature, leadership and training can buffer the effects of the antecedents of burnout.

### **Leadership**

#### ***Teachers' psychological needs***

Ford et al. (2019) sought to examine how leaders have the potential to bring about positive teacher outcomes by meeting teachers' psychological needs at intrapersonal, interpersonal, and organizational levels. They emphasized that school leaders are influential shapers of school conditions and processes and play a central role in addressing the

psychological needs of teachers (Ford et al., 2019), as the findings revealed that the emotional support leaders provide to teachers influences feelings of burnout, affective organizational commitment, and teachers' decisions to leave school (Ford et al., 2019). A supportive school climate with school-wide trust, explained substantial school-level variation in teacher burnout and commitment but only to the degree that the focus was serving to build collective teacher efficacy (Ford et al., 2019).

Ford et al.'s (2019) findings indicated that interpersonal support for organizational commitment and intrapersonal support for burnout affect teachers' intention to leave the profession (p. 626). Therefore, leaders should reflect on how they support individuals' needs for competence and autonomy and adapt school-level structures to empower teachers' voices and choices (Ford et al., 2019, p. 626). Additionally, leaders can prioritize efforts to "improve the quality and frequency of their supportive interactions with teachers around their learning and development" (Ford et al., 2019, p. 626). By working with teachers one-to-one and jointly, educational leaders can build social resources to meet teachers' psychological needs and ensure they will continue to thrive in their profession (Ford et al., 2019).

### ***Effect on Teacher Emotion***

Lambersky (2016) completed a qualitative interview study with teachers to understand the principals' effects on teachers' emotions, specifically morale, self and collective efficacy, stress, and commitment. Four effects were noted for self and collective efficacy, including appropriate professional development, changes to working schedules (Lambersky, 2016, p. 392), perception of principal support, and teacher comparisons (Lambersky, 2016, p. 393).

To connect theory to practice, Bandura (1995) noted that efficacy builders must encourage personal growth without comparison to others (p. 4). This was evident in Lambersky's

study (2016), as participants shared that “their sense of efficacy was negatively impacted through unhelpful and demeaning comparisons with other faculty” (Lambersky, 2016, p. 393).

Furthermore, by creating opportunities for appropriate professional development, mastery experiences are at the forefront, ensuring teachers can reach the students and feel confident that they can improve student performance (Lambersky, 2016, p. 392). Further supporting Bandura’s work (1995), when principals verbally questioned teaching practices or skills in maintaining discipline in front of their students, their self-efficacy decreased (Lambersky, 2016).

This study contributes to the idea that “school leadership needs to be understood as, at least partly, if not mainly, a social endeavor, infused with emotion on the parts of the leaders and the led” (Lambersky, 2016, p. 395). It suggests that “principals who lead through emotionally responsive and responsible leadership behaviors are likely to improve teacher performance” (Lambersky, 2016, p. 400), which reflects a transformational approach. Practical recommendations for principals to address emotionally responsive leadership were suggested. These include showing professional respect, encouraging and acknowledging teacher effort and results, providing appropriate protections, allowing teachers' voices, and communicating the principal vision (Lambersky, 2016, p. 400).

### ***Transformational Leadership***

Leithwood et al. (1999) highlighted the effects of transformational leadership on burnout and self-efficacy through a literature review and data analysis. “When teachers judge their capacities to respond to the challenges they face as inadequate, they are likely to experience a reduced sense of personal accomplishment,” wrote Leithwood et al. (1999, p. 110). This finding highlights the connection between the burnout dimension, personal accomplishment, and self-efficacy. Regarding personal factors, capacity beliefs had the largest effect on burnout; however,

leadership's effects on burnout were considerably stronger than personal factors (Leithwood et al., 1999). The authors suggested that transformational leadership can buffer these effects by enhancing teachers' sense of personal accomplishment through providing feedback, rewarding them for their successful practices, and taking risks associated with efforts to improve practice (Leithwood et al., 1999).

An overview of research by Menon and Lefteri (2021) offered additional support for a transformational leadership approach to sustain the promotion of efficacy in teachers. They shared that transformational leadership, originally defined by Burns in 1978, is “a process where leaders and followers raise one another to higher levels of motivation and morality” (Menon & Lefteri, 2021, p. 46). Multiple studies highlighted a positive association between transformational school leadership and teacher self-efficacy (Menon & Lefteri, 2021, p. 49). All behaviors related to transformational leadership, including modeling behavior, trusting teachers, inspiring group vision, promoting teacher empowerment, providing professional support, promoting teamwork, and encouraging continued growth (Menon & Lefteri, 2021), contribute to increased teacher efficacy. Schools with high levels of transformational leadership had higher collective teacher efficacy, greater commitment to the school mission and community, and higher student achievement (Menon & Lefteri, 2021). This leadership practice is likely to directly affect processes associated with teacher practices, motivation, and satisfaction, which in turn indirectly affect student outcomes (Menon & Lefteri, 2021).

In another study, Eyal and Roth (2010) investigated the relationship between educational leadership and teachers' motivation, highlighting the positive impact of transformational leadership on teachers' motivation. In the questionnaires administered to teachers in Israel, Eyal and Roth (2010) first defined motivation, explaining that a “person becomes motivated when he

or she believes that engaging in the behavior will result in some desired experience or outcome” (p. 258). Specifically, autonomous or intrinsic motivation tends to be associated with higher performance, greater well-being, and low burnout (Eyal & Roth, 2010).

Their analysis revealed that transformational leadership was negatively associated with teachers’ burnout, implying that this form of leadership helps prevent burnout in teachers as it is associated with developing autonomous motivation in teachers (Eyal & Roth, 2010, p. 266). Intrinsic motivation is also connected to the ability to adapt to the environment; therefore, with the dynamics of complex school environments, teachers who possess intrinsic motivation are more equipped to respond to stressful situations more positively (Eyal & Roth, 2010).

Furthermore, transformational leadership offers teachers a supportive workplace where principals help create a shared vision and mission while providing teachers with the autonomy to define their roles and purposes, increasing engagement. With this sense of autonomy, they may experience less exhaustion and tolerate negative experiences that would have otherwise led to burnout (Eyal & Roth, 2010).

Comparatively, Lin et al. (2022) further confirmed the significant effect of transformational leadership on teacher self-efficacy in a quantitative study in China comparing school-related factors, such as transformational leadership, and teacher-related factors, such as teachers’ self-efficacy in sustainable professional development. Transformational leadership had a stronger effect on self-efficacy than teachers’ growth mindset, and it was directly related to teachers’ professional attitudes towards classroom teaching and the adoption of effective teaching strategies (Lin et al., 2022).

The influence of interpersonal factors, illustrated as transformational leadership practices, significantly affected teacher self-efficacy (Lin et al., 2022). Practices include fostering teacher

participation in decision-making, modeling desirable values for teachers, and adjusting development goals to reflect teachers' needs (Lin et al., 2022). Most importantly, "principals should create strong supportive relationships among colleagues with communicated, open-hearted, and cooperative goals" (Lin et al., 2022, p. 10).

In a recent online survey of teachers in China by Tsang et al. (2022), one of the hypotheses tested was that transformational leadership would be negatively correlated with teacher burnout. The effects of psychological empowerment on the relationship between transformational leadership and teacher burnout were also examined (Tsang et al., 2022). The results indicated that all three variables were significantly correlated with one another (Tsang et al., 2022). Two findings are pertinent to this study. First, transformational leadership was positively related to the meaning, self-determination, and competence dimensions of psychological empowerment (Tsang et al., 2022). Second, the psychological empowerment dimensions may alleviate teacher burnout and facilitate the development of teacher resilience and positivity needed to cope with job burnout (Tsang et al., 2022).

Within the focus of transformational leadership, Tsang et al. (2022) explained that transformational leadership did, in fact, negatively correlate with teacher burnout and "may have alleviated teacher burnout through enhancing teacher's meaning, self-determination, and competence, and encouraging them to approach their work with a positive attitude. In addition, transformational leadership directly affected teachers by making them feel a sense of accomplishment and satisfaction from their work" (p. 8).

## **Summary**

In summary, based on the presented literature review, burnout is a response to chronic interpersonal stressors of a job, manifested through exhaustion, depersonalization, and lack of

accomplishment (Maslach et al., 2001), with emotional exhaustion affecting educators more significantly (Skaalvik & Skaalvik, 2020). Followed by the explanation of self-efficacy as the belief in one's capabilities to manage prospective situations (Bandura, 1995, p. 2), four sources of efficacy were illustrated, mastery experiences, vicarious experiences, social persuasion, and psychological and emotional states (Bandura, 1995), with current reflections on how they are perceived in education.

Second, Arvidsson et al. (2019), Skaalvik and Skaalvik (2007), and Schwarzer and Hallum (2008) solidified the influence of self-efficacy on educator burnout and highlighted the importance of recognizing teachers' perceptions of competence and experience. Organizational, teacher, and student variables mediated the relationship between teachers' self-efficacy sources and educator burnout. Saloviita and Pakarinen (2021) and Gilmour et al. (2021) highlighted the importance of vicarious experiences, Bettini et al. (2020) demonstrated the importance of workload management and administration support, and Boujet et al. (2016) reiterated the significance of social support and social persuasion. Evers et al. (2004) considered perceived abilities, weaving together the educational variables that affect self-efficacy and, consequently, educator burnout.

Finally, with the understanding of the significance of self-efficacy as a predictor of burnout, teachers' emotional (Lambersky, 2016) and psychological (Ford et al., 2019) responses were addressed from a leadership perspective. Within this foundation, a transformational leadership approach demonstrated the characteristics of leadership behaviors that mediate and support the prevention of burnout by intrinsically inspiring teachers (Menon & Lefteri, 2021; Eyal & Roth, 2010; Leithwood et al., 1999; Lin et al., 2022; Tsang et al., 2022).

### **Chapter 3: Summary, Recommendations and Conclusions**

#### **Summary of Findings**

Educator burnout is a multifaceted issue. One significant factor affecting burnout is the educators' self-efficacy in their teaching roles. Sources of self-efficacy in education included vicarious experiences of observing and collaborating with other teachers, workload management, administrative and social support, and personal perception of abilities. From a leadership perspective, transformational leadership behaviors offer the opportunity for leaders to help teachers build efficacy.

#### **Implications**

Drawing on the research presented in Chapter 2, the findings and recommendations can influence students, teachers, educational leaders, and senior administrators. First, students are the heart of education. Teachers with high individual and collective efficacy are motivated to improve student performance (Lambersky, 2016, p. 392). With the capacity to enhance accomplishments, sustain the effort, and take on challenging tasks confidently, teachers can prioritize students' growth and well-being by attending to their own.

Second, effective teachers are imperative in education. With the dynamics of education consistently shifting, where external factors are out of one's control, teachers must recognize their self-efficacy to alleviate the negative effects of the antecedents of burnout. As teachers' beliefs play an "extremely important role in the behavior, motivation and efforts to improve student learning" (Menon & Lefteri, 2021, p. 50), the research previously highlighted and recommendations suggested in this chapter, will contribute to fostering efficacy in staff.

Third, educational leaders in Alberta must show commitment to the health and well-being of teachers, reflected in a genuine concern and empathy for others in an inclusive learning

environment where staff and students are welcomed, respected, and safe (Alberta Education, 2020, pp. 3-4). As teachers' self-efficacy is crucial for preventing educator burnout, building efficacy is a significant aspect of teachers' well-being. The recommendations provided below have significant implications for leadership approaches, as leaders must be able to inspire confidence in their staff and support them before they reach the point of burnout.

Lastly, senior administrators in school divisions need to recognize the role of self-efficacy in teacher burnout, specifically when they reflect on hiring, transfer, and allocation practices.

Placing teachers in a role for which they are unprepared just to fill space can profoundly affect all stakeholders involved. Furthermore, requirements to obtain a permanent contract within the first years of a teacher's career must be considered to prevent novice teachers from taking on additional responsibilities. The intent of accepting a higher workload may be to create an impression of commitment and work ethic, however, it may lead to emotional exhaustion, decreased accomplishment, and eventual burnout that can be profound under poor leadership (Lambersky, 2016).

## **Recommendations**

### ***Recommendations for Teachers***

Understanding the theory and impact of self-efficacy can have a significant impact on teachers' self-awareness in their profession. Efficacy does not necessarily develop in a linear, step-by-step order but through acquiring skills, knowledge, and experiences over time. Teachers can intentionally focus on internal factors complementing the suggested leadership behaviors to achieve this acquisition process. These recommendations include creating boundaries in the amount of time spent on work tasks, fostering and creating authentic relationships with leaders, and placing value on having transparent, honest conversations about work responsibilities.

Seeking appropriate professional development and recognizing available resources is crucial in goal setting. Lastly, teachers must become familiar with the effects of self-efficacy on burnout to create a foundation for teaching and learning that will foster a positive work experience.

### ***Recommendations for Leaders***

Leaders must support self-efficacy in teachers to strengthen both individuals and the collective team, benefiting teachers' well-being (Arvidsson et al., 2019, p. 12). Efficacy develops from a combination of mastery experience, vicarious experience, social persuasion, and physiological and emotional states (Bandura, 1993); therefore, recommendations for leaders reflect these four sources of efficacy.

#### **Mastery Experiences**

Many facets of mastery experiences are fostered and developed through daily teaching experiences, collaboration, and interactions with students and parents. Pre-service teachers can develop their mastery experiences through practicums in their undergraduate degrees; however, without additional classroom responsibilities, success in teaching may be temporary. Leaders must recognize that mastery experiences continue throughout a teacher's career. From an organizational standpoint, leaders can provide opportunities for positive mastery experiences through professional development by adjusting goals to cater to teachers' professional needs (Lin et al., 2022).

Encouraging teacher autonomy in professional development is one way a leader can support teachers in creating mastery experiences for themselves. To create intrinsic motivation (Eyal & Roth, 2010), leaders need to set up professional learning workshops that weave elements of collaboration, positivity, and autonomy. Effective professional development is a broad suggestion that has multidimensional factors. Within the focus on self-efficacy, autonomy, and

individualized ability to choose the basis of their learning, a leader must acknowledge that a blanket approach to a school's professional development does not consider building efficacy. For example, one teacher may benefit from collaborating with teachers of other subjects to enhance learning (Ford et al., 2019, p. 618), while another may benefit from attending a conference on a specific topic of interest.

Teacher autonomy promotes individual selection and the creation of goals that enhance pedagogical knowledge. Working towards goals with sustained effort through professional development will build the academic content efficacy necessary to master teaching.

### **Vicarious Learning**

To support self-efficacy in teachers, leaders need to consider providing consistent opportunities for educators to observe colleagues managing different aspects of teaching. As Skaalvik and Skaalvik (2007) noted, this vicarious experience increases efficacy, especially when teachers work in teams and have ample opportunities to observe each other. Observation opportunities could be offered to teachers at all educational levels and work experiences. For instance, a common form of mentorship is between a beginning teacher and a veteran teacher. This can help new teachers build informational support and collective efficacy. However, not just beginning teachers could benefit from an observational process. Additional opportunities must be considered for teachers with complex students who do not have experience teaching, teachers stepping into a new curriculum level or subject, and teachers who would benefit from building classroom management systems to respond to students.

First, when teachers have complex students in their classrooms, they can benefit from collaborating with another teacher to learn to respond to all students to ensure success. Teachers can build confidence by observing, planning, and reflecting on the teaching content and their

experiences together. Leaders need to understand that having a certified teacher in the room at scheduled times is more impactful and welcomed than a teacher's assistant when the focus is on building efficacy in their practice (Saloviita & Pakarinen, 2021).

Second, when teachers broaden their experience by moving to a new grade level or subject area, the opportunity to observe and collaborate with another teacher in a similar role can help build their confidence in the content and processes for which they are responsible. Depending on the school environment, a leader should develop an appropriate collaborative relationship with the teacher. With the enhancement of online collaboration, necessary and beneficial professional partnerships have the potential to be created.

Lastly, teachers would benefit from observing others, focusing intentionally on classroom management. Instructing complex students can result in high emotional exhaustion (Boujet et al., 2016); therefore, for teachers to consider the dynamics of a classroom as a challenge to be taken rather than a threat to be avoided, the observation of teachers who have experienced a diverse classroom can foster intrinsic motivation to continue to learn and experience various classroom management approaches.

### **Social Persuasion**

Consistently supporting efficacy through social persuasion is an important element of a leadership approach to preventing burnout. Intentional situations must be created so others can succeed (Bandura, 1995, p. 4), and one way of doing that is to focus on effective feedback processes (Maslach et al., 2001 & Morris et al., 2017) through social interactions. These may include but are not limited to classroom walk-throughs with a low-stakes conversation that would facilitate the creation of professional learning communities for teachers who could provide feedback to each other and obtain coaching from a leader or mentor.

Another important aspect of social persuasion is focusing on individual teachers' as a metric of success rather than their comparison. By providing teachers time for formal conversations to share and explain their professional growth plan, leaders can intentionally observe the aspects of growth that teachers identified. Targeted follow-up and year-end meetings would ensure instructional support through meaningful interactions between principals and teachers (Ford et al., 2019). Social support from others reaffirms a person's membership in a group with shared values (Maslach et al., 2001), building collective efficacy between staff.

### **Psychological and Emotional States**

Teachers' psychological and emotional states can be supported by weaving transformational leadership approaches into school leaders' daily practices. First, educational leaders must be emotionally supportive and provide informational support (Arvidsson et al., 2019). By doing so, leaders create clear, predictable environments which enable teachers to maintain a resilient sense of efficacy, predicting and developing ways to control factors that affect their profession (Bandura, 1993, p. 6). Leaders may also consider school-wide decision-making, such as resource allocation, which may further affect teachers' judgment of self-efficacy in teaching (Lin et al., 2022, p. 9).

Second, leaders should also prioritize the practice of recognition of their teachers. Teachers' efforts and accomplishments must be encouraged and acknowledged (Lambserky, 2016) to ensure that attainable visions are created in collaboration with teachers to understand the purpose of their work (Tsang et al., 2022). Leaders must genuinely care for the teachers' well-being and model desirable values themselves (Lin et al., 2022).

Third, to support psychological and emotional states, leaders need to encourage transparent communication with teachers to identify teachers that may be showing different

attributes of burnout to direct resources to specific groups of teachers (Gilmour et al., 2021). For instance, teachers with low levels of personal accomplishment and high emotional exhaustion need to be targeted first to strengthen their optimistic self-beliefs through improved teaching skills as a preventative measure to further burnout (Schwarzer & Hallum, 2008).

## **Conclusions**

Educator burnout is a complex construct affected by several determinants, such as lack of time, role ambiguity, pressures of roles, inadequate resources and working conditions, lack of recognition and autonomy, the conflict between values, lack of communication and student misbehavior (Simões & Calherios, 2019). One significant determinant of educator burnout is teachers' self-efficacy (Arvidsson et al., 2019; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2007) built on sources of mastery experiences, vicarious learning, social persuasion, and psychological and emotional states. Teachers' development of self-efficacy through these sources mediated antecedents to burnout, with attention to the impact of transformational leadership practices, including setting directions, developing teachers and intentionally designing processes to reflect the growth of teacher efficacy.

Further research on the development of self-efficacy should explore the effects of vicarious learning using alternate platforms other than a mentor, leader, or colleague. With the advances in online platforms, self-efficacy may also be developed through virtual professional development, online mentors, and virtual working groups. The effect of learning from books, social media, and blogging is also a significant area linked to vicarious learning.

The findings showed teachers' hesitancy to take action if they are unsure of their ability to implement inclusive student planning and provide support to a team to create an effective student plan. It leads to a question of how certain teachers persevere and others falter, initiating the path

of discovery about self-efficacy and its effect on teachers' experiences in the classroom and their longevity in the profession. With external, systemic changes constantly evolving, the confidence in oneself to respond is powerful, but even more compelling is the power of an effective leader to inspire those they are called to serve.

## References

- Alberta Education. (2020). *Leadership quality standards*.  
<https://www.alberta.ca/assets/documents/ed-leadership-quality-standard-english.pdf>
- Alberta Teachers' Association (ATA). (2020). *Compassion fatigue, emotional labour and educator burnout: Research Study*.  
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-30%20Compassion%20Fatigue%20Study.pdf>
- Arens, A.K., & Morin, A.J.S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology* 108(6), 800–813.
- Arvidsson, I., Leo, U., Larsson, A., Håkansson, C., Persson, R., & Björk, J. (2019). Burnout among school teachers: Quantitative and qualitative results from a follow-up study in southern Sweden. *BMC Public Health*, 19. <http://dx.doi.org/10.1186/s12889-019-6972-1>
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148. [https://doi.org/10.1207/s15326985ep2802\\_3](https://doi.org/10.1207/s15326985ep2802_3)
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in Changing Societies* (pp. 1-13). Cambridge University Press. <http://catdir.loc.gov/catdir/samples/cam034/94049049.pdf>
- Bettini, E., Cumming, M. M., O'Brien, K. M., Brunsting, N. C., Ragnathan, M., Sutton, R., & Chopra, A. (2020). Predicting special educators' intent to continue teaching students with emotional or behavioral disorders in self-contained settings. *Exceptional Children*, 86(2), 209-228. <https://doi.org/10.1177/0014402919873556>
- Boujut, E., Dean, A., Grouselle, A., & Cappe, E. (2016). Comparative study of teachers in regular schools and teachers in specialized schools in France, working with students with

- an autism spectrum disorder: Stress, social support, coping strategies and burnout. *Journal of Autism and Developmental Disorders*, 46(9), 2874-2889.  
<https://doi.org/10.1007/s10803-016-2833-2>
- Clandinin, D. J., Downey, C. A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific Journal of Teacher Education*, 37(2), 141–154. <https://doi.org/10.1080/13598660902806316>
- Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., McKenzie Robblee, S. & Wnuk, S. (2015). Early career teacher attrition: Intentions of teachers beginning. *Teaching Education*, 26(1), 1-16.
- Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International*, 25(2), 131–148.  
<https://doi.org/10.1177/0143034304043670>
- Eyal, & Roth, G. (2011). Principals' leadership and teachers' motivation. *Journal of Educational Administration.*, 49(3), 256–275. <https://doi.org/10.1108/09578231111129055>
- Ford, T. G., Olsen, J., Khojasteh, J., Ware, J., & Urlick, A. (2019). The effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration*, 57(6), 615-634. <https://doi.org/10.1108/JEA-09-2018-0185>
- Gilmour, A. F., Sandilos, L. E., Pilny, W. V., Schwartz, S., & Wehby, J. H. (2021). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of Emotional and Behavioral Disorders*.  
<https://doi.org/10.1177/10634266211020258>

Kendrick, A. (2021). Compassion fatigue, emotional labour and educator burnout: Executive Summary. *The Alberta Teachers' Association*.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-30-7%20Compassion%20Fatigue-Executive%20Summary.pdf>

Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology, 108*(8), 1193-1203. <https://doi.org/10.1037/edu0000125>

Koenig, A., Rodger, S., & Specht, J. (2018). Educator burnout and compassion fatigue: A pilot study. *Canadian Journal of School Psychology, 33*(4), 259–278.

<https://doi.org/10.1177/0829573516685017>

Lambersky, J. (2016) Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress, and commitment, leadership and policy in schools, *15*(4), 379-405. doi: 10.1080/15700763.2016.1181188

Leithwood, K.A., Menzies, T., Jantzi, D. & Leithwood, J. (1999). Teacher burnout: A critical challenge for leaders of restructuring schools. In R. Vandenberghe & A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 85-114). Cambridge University Press.

Lin, W., Yin, H., & Liu, Z. (2022). The roles of transformational leadership and growth mindset in teacher professional development: The Mediation of Teacher Self-Efficacy.

*Sustainability, 14*(11), 6489. <https://doi.org/10.3390/su14116489>

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior, 2*(2), 99–113. <https://doi.org/10.1002/job.4030020205>

- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry: Official Journal of the World Psychiatric Association (WPA)*, 15(2), 103–111. <https://doi.org/10.1002/wps.20311>
- Menon, M. E., & Lefteri, A. (2021). The link between transformational leadership and teacher self-efficacy. *Education.*, 142(1), 42–52.
- Morris, D. B., Usher, E. L., & Chen, J. A. (2017). Reconceptualizing the sources of teaching self-efficacy: A critical review of emerging literature. *Educational Psychology Review*, 29(4), 795-833. <https://doi.org/10.1007/s10648-016-9378-y>
- Oberle, E., Schonert-Reichl, K., Guhn, M., Zumbo, B. D., & Hertzman, C. (2014). The role of supportive adults in promoting positive development in middle childhood: A population-based study. *Canadian Journal of School Psychology*, 29(4), 296-316.  
<https://www.proquest.com/scholarly-journals/role-supportive-adults-promoting-positive/docview/1635064739/se-2>
- Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social science & medicine (1982)*, 159, 30–37.  
<https://doi.org/10.1016/j.socscimed.2016.04.031>
- Saloviita, Timo & Pakarinen, Eija. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and Teacher Education*. 97. 1-14.  
<https://doi.org/10.1016/j.tate.2020.103221>
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress

and burnout. *Applied Psychology: An International Review*, 57, 152-171.

<http://dx.doi.org/10.1111/j.1464-0597.2008.00359.x>

Simões, F., & Calheiros, M. M. (2019). A matter of teaching and relationships: Determinants of teaching style, interpersonal resources and teacher burnout. *Social Psychology of Education: An International Journal*, 22(4), 991-1013. <https://doi.org/10.1007/s11218-019-09501-w>

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611-625. <http://dx.doi.org/10.1037/0022-0663.99.3.611>

Skaalvik, E. M., & Skaalvik, S. (2020) Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26:7-8, 602-616, doi: 10.1080/13540602.2021.1913404

Tsang, K. K., Du, Y., & Teng, Y. (2022). Transformational leadership, teacher burnout, and psychological empowerment: A mediation analysis. *Social Behavior and Personality*, 50(1), 1-11. <https://doi.org/10.2224/sbp.11041>