

Burnout and Self- Efficacy: A Study on Teachers’ Beliefs When Implementing the School-Wide Positive Behavior Intervention and Support in Greek ECEC Settings*

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Abstract

The school-wide positive behavior intervention and support (SWPBS) is a three-tier framework, aiming to (a) prevent problem behavior from occurring and (b) intervene effectively with evidence-based strategies when problem behavior occurs. SWPBS has its roots in the theory of Applied Behaviour Analysis (ABA), which asserts that each individual’s behavior is determined by past and current experiences within the environment they live. The approach focuses on changing the teachers’ behavior with respective modifications within the preschool environment to encourage a positive change in children’s behavior. Therefore, the purpose of this study is to initially explore ECEC staff views on their self-efficacy and burnout levels and to investigate its association. A sample of 93 ECEC staff from 33 Greek preschool settings participated in this study. The measures used were the Teachers’ Sense of Efficacy Scale (TSES), the Teachers’ Social Self-Efficacy Scale (TSESS), and the Maslach Burnout Inventory (MBI). The results suggest that teachers overall perceive high levels of general and social self-efficacy and low levels of burnout. Focusing on specific burnout dimensions, self-efficacy beliefs (TSES and TSESS) have a negative effect on emotional exhaustion and depersonalization and parallel a positive effect on personal accomplishment. These findings highlight the need for longitudinal research that advances knowledge on the causality of self-efficacy beliefs on burnout dimensions.

Keywords: SWPBS; Teachers’ Self-efficacy; Teachers’ Burnout; Early Childhood Education and Care; European Project

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