

Chapter 4

TEACHERS' WELL-BEING, CONFIDENCE AND EFFICACY

The Summit now focuses on teachers themselves. There is a growing recognition that for teaching and learning to be at its most effective, teachers should have high levels of well-being, self-efficacy, and confidence. This mirrors increasing evidence that students' well-being, efficacy, and confidence are vital for their learning. How does teacher well-being relate to teacher effectiveness and student well-being? How should teacher well-being feature in priorities for public policy? How can governments, in partnership with teacher unions, create evidence-informed strategies on well-being, efficacy, and effectiveness as part of their teacher policies? This is the theme of the third session of the 2018 International Summit on the Teaching Profession.

Note regarding Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.



HIGH AND RISING EXPECTATIONS OF TEACHERS

Demands on teachers are high and growing. We expect them to have a deep and broad understanding of what they teach and the students they teach, because what teachers know and care about makes such a difference to student learning. That entails professional knowledge (i.e. knowledge about specific disciplines, the related curriculum and how students learn in that field) as well as knowledge about professional practice that enables teachers to create effective learning environments and foster good learning outcomes. It also requires an understanding of the research-theory-practice nexus and the inquiry and research skills that allow them to become lifelong learners and grow in their profession.

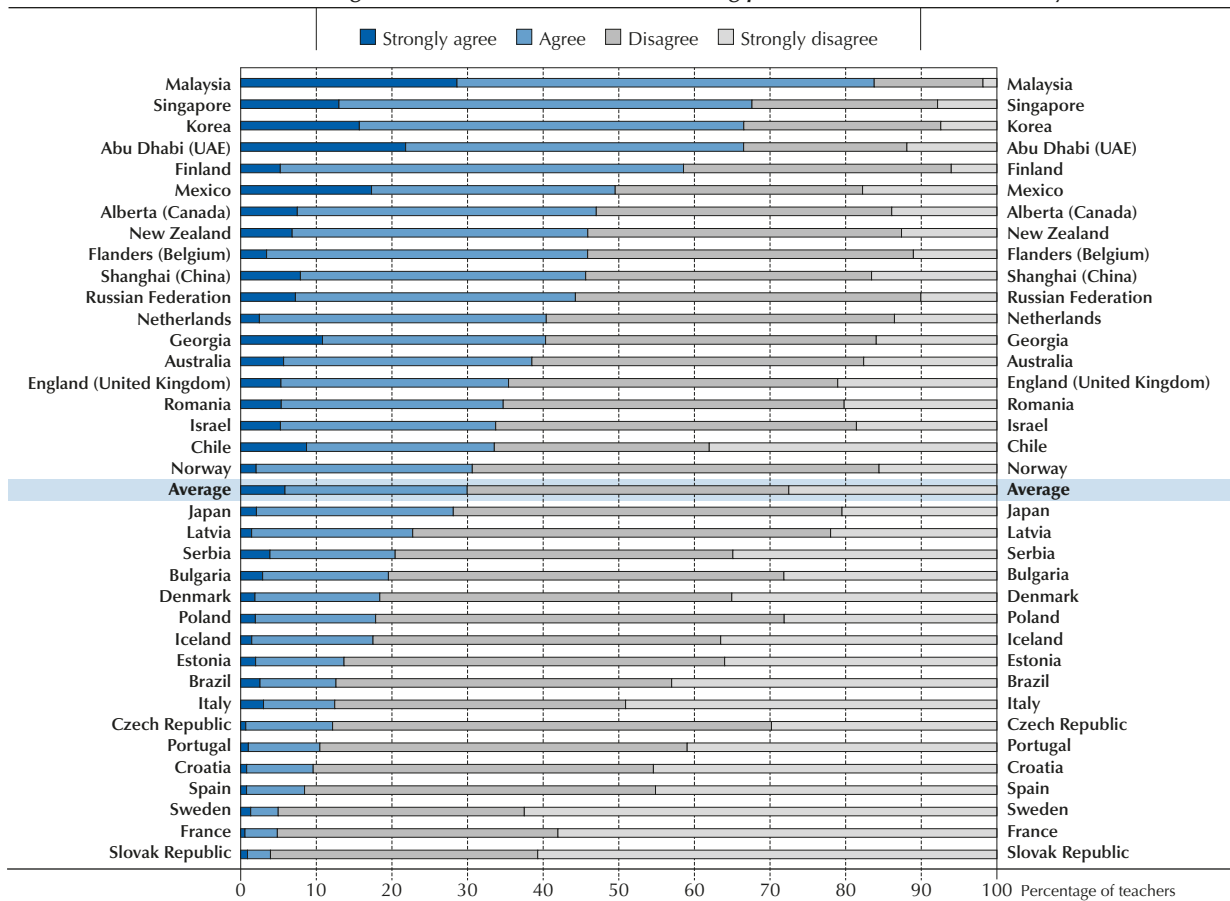
But teachers today are increasingly expected to perform tasks that fall beyond their job description. They are counted on to equip students with cognitive skills and to facilitate development of non-cognitive skills, such as student engagement, self-confidence and collaborative skills – to name just a few. Teachers are also increasingly expected to respond effectively to students' individual differences and to work collaboratively with other teachers and parents to ensure the holistic development of their students.

There are also aspects of the way of working that make the job of teachers particularly demanding. Teachers do their job in real time, with a classroom dynamic that is always unpredictable and leaves teachers no second chance to think about how to react. And whatever a teacher does, even with just a single student, will be witnessed by all classmates and can frame the way the teacher is perceived in the school from that day forward.

Figure 4.1

Teachers' view of the way society values the teaching profession

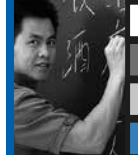
Percentage of lower secondary education teachers who "strongly disagree", "disagree", "agree" or "strongly agree" with the following statement: *I think that the teaching profession is valued in society*



Countries are ranked in descending order, based on the percentage of teachers who "strongly agree" or "agree" that they think that the teaching profession is valued in society.

Source: Based on OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.3, <http://dx.doi.org/10.1787/9789264196261-en>.

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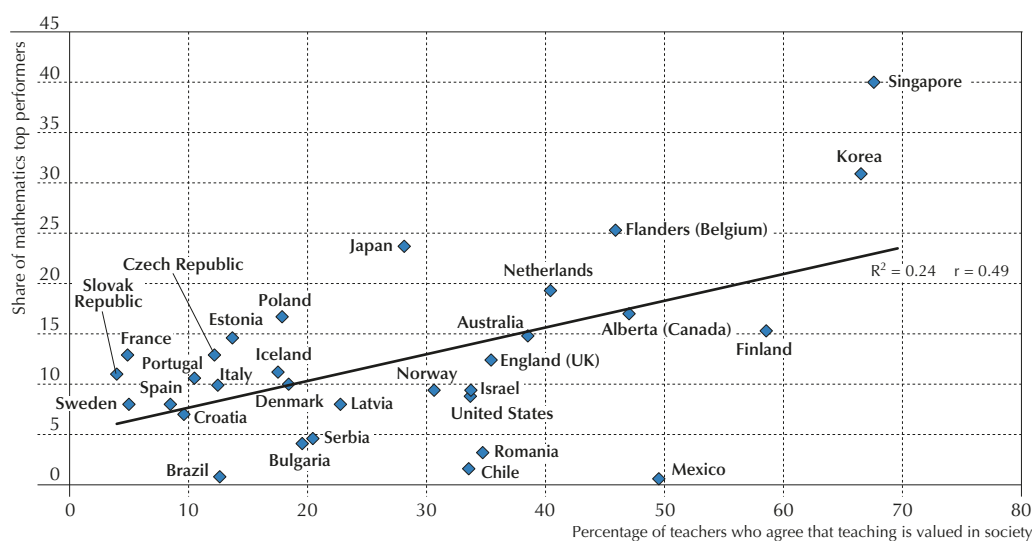
While teachers play a crucial role in a student's life, the OECD 2013 Teaching and Learning International Survey (TALIS) found that less than one-third of teachers believe that their profession is valued in society (Figure 4.1). In all but one of the countries and economies that participated in TALIS, the extent to which teachers can participate in decision-making has a strong, positive association with the likelihood of reporting that teaching is valued by society.

Importantly, evidence from the OECD Programme for International Student Assessment (PISA) and TALIS suggests that the most successful education systems are those in countries/economies where society values the teaching profession, whatever the causal nature of this relationship (Figure 4.2).

Figure 4.2

Relationship between the value of the teaching profession and the share of top mathematics performers

Relationship between lower secondary education teachers' view on the value of their profession in society and the share of top mathematics performers in PISA 2012



Source: Schleicher, A. (2015), *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches*, Figure 3.1, <http://dx.doi.org/10.1787/9789264231191-en>.

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Put all of this together and it is no surprise that teacher stress and well-being have become a prominent issue in the policy and public debate. Given the pressure teachers face to perform at high levels and due to the potential lack of support they feel (real or perceived), teachers' well-being is an issue of concern. Job satisfaction surveys applied in different countries have shown that teachers' stress resulting from their professional activities is a phenomenon to be taken seriously. For instance, a recent study reported that 41% of teachers in Australia report a high level of stress, and 46% do so in the United States, while 81% of teachers in the United Kingdom report having experienced anxiety, depression and stress (Cross, 2014). When asked what their key concerns were, 84% of teachers in England (United Kingdom) identified workload as a major issue (NASUWT, 2017). This issue is also considered seriously by policy makers in the country (Box 4.1).

Box 4.1. The Workload Challenge: Understanding teacher workload in England (United Kingdom)

According to a 2017 Labour Force Survey of Work-related Stress, Anxiety and Depression Statistics in Great Britain, 53% of education professionals have considered leaving education over the past two years. Most say that their reasons include the volume of workload and seeking a better work-life balance. Launched in 2014, the Workload Challenge invited suggestions for tackling workload in the education sector. Three major issues were identified in the consultation: ineffective marking, use of planning and resources, and data management.

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Three independent review groups were then set up to address these issues. Each group set out clear principles and made recommendations to be taken at every level in the school system. As part of the Workload Challenge, a commitment was made to undertake biennial Teacher Workload Surveys, with the first conducted in 2016 to provide additional information about how to reduce workload, for example by offering schools targeted support to help them remove unnecessary practice which does not improve pupils' life chances. Follow up research has also been undertaken as part of the ongoing work to act on emerging drivers and solutions. In addition, 11 projects received funding of up to GBP 30 000 to carry out collaborative research projects into efficient and effective approaches which remove unnecessary workload.

Source: HSE (Health and Safety Executive) (2017), *Work-related Stress, Depression or Anxiety Statistics in Great Britain 2017*, HSE, Merseyside, www.hse.gov.uk/statistics/causdis/stress/stress.pdf; www.gov.uk/government/publications/reducing-teachers-workload.

Stressful working environments may affect teachers' motivation, self-efficacy and job commitment, which can in turn affect the educational system as a whole. Indeed, the well-being of teachers can have direct implications on education providers through efficiency costs, since high levels of burn-out and stress can lead to frequent turnover and necessitate the training of new teaching professionals. In Sweden, one in four teachers report feeling stressed out at school and have seriously considered changing profession and/or workplace (Box 4.2). Likewise, the 2017 NASUWT Big Question survey in England (United Kingdom) revealed that 61% of teachers are thinking of quitting the profession altogether (NASUWT, 2017). Evidence from the United States is equally worrying. A recent study shows that teacher stress is linked to high turnover, which can result in lower achievement for students and higher costs for school districts (Robert Wood Johnson Foundation and Pennsylvania State University, 2016).

Box 4.2. National Gathering for the Teaching Profession: A bill to attract teachers in Sweden

According to the Swedish National Agency for Education (Skolverket), 227 000 teachers must be trained and certified between 2017 and 2031 to meet recruitment needs. But only 145 000 teachers are expected to be certified, leading to a shortage of some 80 000 teachers in 2031. Moreover, according to an Attitudes' Survey conducted by the Swedish National Agency for Education every three years, one in four teachers in Sweden have seriously considered changing profession and/or workplace, and feel stressed at school, and one in five teachers have been subjected to violence or threats in their workplace during the last year. To address these issues, the government introduced the National Gathering for the Teaching Profession (Government Bill 2014/15:1), which proposed:

- a government programme to improve schools through a more attractive teaching profession, which provides suggestions on how to improve the working conditions of teachers and school leaders (e.g. removing administrative burdens)
- national certification for teachers
- government grants to improve career possibilities for teachers and to improve teachers' salaries
- alternative pathways to teaching, such as further training for people who work as teachers but do not have a teacher certificate, shortening initial teacher education and providing pedagogical training and financial support for people with a PhD in mathematics and science
- an information campaign called "Pass it on" to attract more people to the teaching profession and boost the status of the profession.

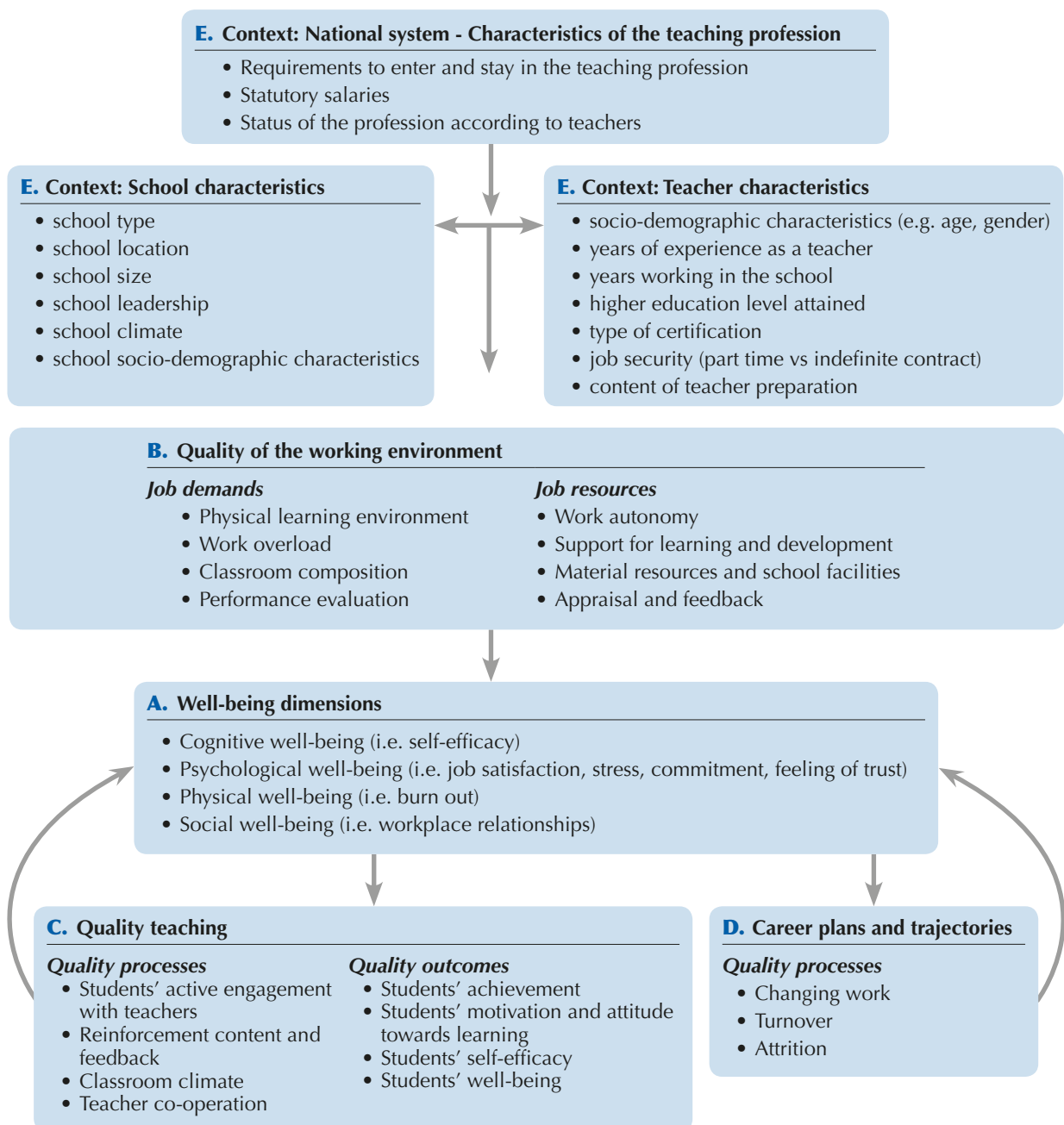
Sources: Skolverket (Swedish National Agency for Education) (2016a), *"Redovisning av uppdrag att ta fram återkommande prognoser över behovet av förskollärare och olika lärarkategorier"* [Reporting assignments to produce recurring forecasts about the need for preschool teachers and different teacher categories], Skolverket, Stockholm, www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf3876.pdf%3Fk%3D3876; Skolverket (2016b), *"Attityder till skolan 2015"* [Attitudes towards school 2015], Skolverket, Stockholm www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf3654.pdf%3Fk%3D3654; Ministry of Finance (2015), *"Budgetpropositionen för 2015"* [Budget bill for 2015], Ministry of Finance, Stockholm, www.regeringen.se/rattsdokument/proposition/2014/10/prop.-2014151/.



The quality of teachers' instruction and practice is also at risk, as stressed or burnt-out teachers can hardly operate effectively in the classroom. While evidence is more limited on this aspect, a small-scale study undertaken 2015 in the United States suggests that teacher stress and depression symptoms are linked to lower gains in student achievement in third-grade maths (McLean and Connor, 2015). Thus, in examining the quality of teaching, it is necessary to explore how the quality of teachers' working conditions can affect their performance. The OECD is currently developing a conceptualisation of those relationships as part of a new project on supporting teachers' professional learning and well-being for quality teaching (Figure 4.3).

Figure 4.3

Teachers' well-being and quality teaching



Note: Work in progress.

Source: Upcoming OECD project on Supporting Teachers' Professional Learning and Well-being for Quality Teaching.



Teacher well-being is connected in many different ways with educational processes and outcomes and is in itself a complex construct with multiple dimensions. It includes cognitive well-being, which refers to the set of skills and abilities teachers need to have to tackle their work effectively. This can be mirrored in teachers' self-efficacy (i.e. teachers' beliefs in their abilities to perform). Another aspect is psychological well-being, which relates to teachers' emotions regarding their work. A third aspect is physical well-being, which includes levels of health associated with teachers' working conditions. A key concept for health issues is burn-out, which can be understood as physical exhaustion of teachers caused by their job demands. Finally, social well-being is important, and the level of collaboration and support from colleagues has been shown to be associated with teachers' overall job satisfaction and the quality of their instruction.

HOW CONFIDENT ARE TEACHERS IN THEIR ABILITIES AS TEACHERS, AND HOW DOES THIS RELATE TO THEIR JOB SATISFACTION?

Given the importance of teacher well-being, it is surprising how limited the evidence-base on this remains. While TALIS 2018 will shed some light on issues of teacher stress, it will not be until 2021 that the OECD will be able to provide a comprehensive empirical foundation for how working conditions and teacher-related characteristics are related to teachers' well-being and how teachers' well-being may be associated with the quality of teaching and student outcomes.¹

The importance of teacher self-efficacy

The part of teacher well-being that has been most extensively studied at the international level concerns teacher self-efficacy. According to Bandura's social cognitive theory, self-efficacy refers to individuals' beliefs about their capabilities to successfully accomplish a particular course of action. The remainder of this chapter focuses on this aspect.

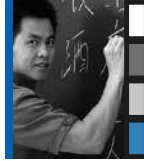
In education, research has shown that students' self-efficacy has an important influence on their academic achievement and behaviour. There is increasing evidence that teachers' sense of self-efficacy (efficacy in instruction, student engagement and classroom management) is also an important factor in influencing academic outcomes of students, and that it simultaneously enhances teachers' job satisfaction. Research shows that while teachers are generally satisfied with the aspects of their jobs that relate to their teaching work (such as work tasks and professional growth), they tend to be more dissatisfied with other aspects surrounding the performance of their job, such as working conditions, interpersonal relations and salary.

A number of studies have demonstrated positive associations between teachers' self-efficacy and higher levels of student achievement and motivation, as well as positive associations between teachers' self-efficacy and teachers' instructional practices, enthusiasm, commitment, job satisfaction and teaching behaviour (Skaalvik and Skaalvik, 2007; Tschannen-Moran and Woolfolk Hoy, 2001; Tschannen-Moran and Barr, 2004). Lower levels of teachers' self-efficacy, on the other hand, have been linked to teachers experiencing more difficulties with student misbehaviour, being more pessimistic about student learning and experiencing higher levels of job-related stress and lower levels of job satisfaction (Caprara et al., 2006; Klassen and Chiu, 2010; Collie, Shapka and Perry, 2012). Furthermore, teachers' self-efficacy appears to be a valid construct across countries differing in language and culture, and there is evidence that teachers' self-efficacy shows a similar positive relationship with teachers' job satisfaction across cultural settings (Klassen et al., 2009; OECD, 2009).

This positive relationship between teachers' self-efficacy and job satisfaction is particularly important because there is empirical evidence supporting the positive association between job satisfaction and job performance across a wide range of work settings (Judge et al., 2001). Job commitment has been found to have an important role in this relationship, as job satisfaction leads to enhanced commitment, which in turn leads to better job performance. Moreover, job satisfaction plays a key role in teachers' attitudes and efforts in their daily work with children. Exploring the relationship between teachers' self-efficacy and job satisfaction may therefore have implications for retention of teachers and their commitment to the school, job performance and, by extension, the academic achievement of students.

The TALIS 2013 survey measured three aspects of teacher self-efficacy and related aspects of job satisfaction (Box 4.3).

The individual items that make up the indices discussed in Box 4.3 are interesting in and of themselves. Table 4.1 shows that, in the majority of the countries and economies that participated in TALIS, most teachers reported holding beliefs that suggest high levels of self-efficacy. On average across countries, between 80% and 92% of teachers reported that they can often get students to believe they can do well in school, help students value learning, craft good questions for students, control disruptive behaviour in the classroom, make clear their expectations for student behaviour, help students think critically, get students to follow classroom rules, calm a student who is disruptive, use a variety of assessment strategies, and provide alternative explanations when students are confused.² In comparison, motivating students who show low interest in school work (70%) and implementing alternative instructional strategies (77%) both seem relatively more difficult for teachers across the countries/economies participating in TALIS to achieve.



Box 4.3. Teacher self-efficacy and job satisfaction indices

TALIS measures three aspects of teacher self-efficacy (classroom management, instruction and student engagement) and two aspects of teachers' job satisfaction (satisfaction with the profession and satisfaction with the current work environment).

To measure efficacy, teachers were asked "In your teaching, to what extent can you do the following? Not at all/To some extent/Quite a bit/A lot". Scales were then constructed by grouping questions as follows:

Efficacy in classroom management

- Control disruptive behaviour in the classroom.
- Make their expectations about student behaviour clear.
- Get students to follow classroom rules.
- Calm a student who is disruptive or noisy.

Efficacy in instruction

- Craft good questions for my students.
- Use a variety of assessment strategies.
- Provide an alternative explanation, for example, when students are confused.
- Implement alternative instructional strategies in my classroom.

Efficacy in student engagement

- Get students to believe they can do well in school work.
- Help their students value learning.
- Motivate students who show low interest in school work.
- Help students think critically.

To measure satisfaction, teachers were asked: "How strongly do you agree or disagree with the following statements? Strongly disagree/Disagree/Agree/Strongly agree". Scales were then constructed by grouping questions as follows:

Satisfaction with current work environment

- I would like to change to another school if that were possible.
- I enjoy working at this school.
- I would recommend my school as a good place to work.
- All in all, I am satisfied with my job.

Satisfaction with profession

- The advantages of being a teacher clearly outweigh the disadvantages.
- If I could decide again, I would still choose to work as a teacher.
- I regret that I decided to become a teacher.
- I wonder whether it would have been better to choose another profession.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, <http://dx.doi.org/10.1787/9789264196261-en>.

Yet in some countries, teachers seem to believe significantly and consistently less in their abilities in these domains, compared to the TALIS average. Notably, teachers in Japan reported lower levels of confidence in their ability across domains than the TALIS average. The averages range from a low of only 16% of teachers in Japan who believe that they can often help students to think critically to a high of 54% who think that they can provide alternative explanations when students are confused. Teachers in the Czech Republic also reported less confidence in their abilities in some areas. For example, only 30% of teachers in the Czech Republic believe that they can motivate students who show low interest in school work, while 39% think that they can help students value learning. The patterns are less consistent among teachers in Croatia, Norway and Spain, but in each of these countries, 53% of teachers or less responded positively to one or more of the statements used to measure self-efficacy.



Table 4.1

Teachers' self-efficacy

Percentage of lower secondary education teachers who feel they can do the following "quite a bit" or "a lot"

| | Get students to believe they can do well in school work | Help my students value learning | Craft good questions for my students | Control disruptive behaviour in the classroom | Motivate students who show low interest in school work | Make my expectations about student behaviour clear | Help students think critically | Get students to follow classroom rules | Calm a student who is disruptive or noisy | Use a variety of assessment strategies | Provide an alternative explanation for an example when students are confused | Implement alternative instructional strategies in my classroom |
|------------------------------|---|---------------------------------|--------------------------------------|---|--|--|--------------------------------|--|---|--|--|--|
| | % | % | % | % | % | % | % | % | % | % | % | % |
| Australia | 86.9 | 81.3 | 86.0 | 86.7 | 65.8 | 93.4 | 78.4 | 89.4 | 83.6 | 86.3 | 94.0 | 82.7 |
| Brazil | 96.5 | 94.8 | 97.5 | 89.7 | 87.6 | 96.8 | 95.1 | 91.7 | 90.2 | 91.3 | 97.7 | 87.9 |
| Bulgaria | 91.7 | 94.9 | 82.3 | 86.4 | 67.8 | 97.1 | 82.5 | 96.1 | 87.9 | 87.8 | 95.9 | 69.6 |
| Chile | 90.6 | 91.0 | 91.3 | 90.7 | 82.9 | 93.3 | 90.2 | 92.8 | 89.2 | 89.3 | 95.3 | 88.9 |
| Croatia | 68.6 | 52.1 | 90.3 | 83.0 | 50.7 | 93.6 | 77.9 | 83.1 | 81.2 | 84.6 | 96.4 | 92.3 |
| Czech Republic | 50.5 | 39.0 | 70.9 | 77.1 | 30.0 | 71.9 | 51.8 | 76.4 | 77.1 | 72.0 | 85.2 | 52.2 |
| Denmark | 99.0 | 96.6 | 96.3 | 96.3 | 82.5 | 98.8 | 92.8 | 94.9 | 94.3 | 79.5 | 98.0 | 86.6 |
| Estonia | 81.3 | 86.0 | 74.4 | 76.7 | 75.0 | 86.9 | 74.8 | 83.5 | 73.9 | 72.3 | 78.6 | 59.8 |
| Finland | 83.9 | 77.3 | 90.1 | 86.3 | 60.4 | 92.7 | 72.8 | 86.6 | 77.1 | 64.2 | 76.9 | 68.2 |
| France | 95.2 | 87.1 | 93.8 | 94.6 | 76.6 | 97.7 | 88.7 | 98.2 | 94.9 | 88.3 | 98.5 | 82.2 |
| Georgia | 84.8 | 86.0 | 88.6 | 82.4 | 66.6 | 90.5 | 86.3 | 90.9 | 84.0 | 86.4 | 85.8 | 83.7 |
| Iceland | 88.6 | 82.5 | 96.1 | 89.9 | 72.1 | 91.2 | 74.6 | 92.1 | 88.2 | 85.7 | 91.8 | 77.4 |
| Israel | 92.1 | 85.4 | 89.8 | 85.0 | 74.9 | 94.1 | 77.6 | 86.6 | 81.0 | 75.0 | 92.5 | 77.8 |
| Italy | 98.0 | 95.6 | 93.8 | 93.5 | 87.3 | 93.4 | 94.9 | 96.7 | 89.7 | 90.9 | 98.3 | 91.3 |
| Japan | 17.6 | 26.0 | 42.8 | 52.7 | 21.9 | 53.0 | 15.6 | 48.8 | 49.9 | 26.7 | 54.2 | 43.6 |
| Korea | 78.7 | 78.3 | 77.4 | 76.3 | 59.9 | 70.5 | 63.6 | 80.5 | 73.1 | 66.6 | 81.4 | 62.5 |
| Latvia | 91.0 | 78.6 | 93.5 | 85.2 | 64.8 | 94.3 | 83.0 | 92.0 | 81.2 | 90.1 | 91.4 | 62.1 |
| Malaysia | 95.9 | 98.0 | 95.8 | 96.3 | 95.2 | 92.2 | 91.9 | 98.0 | 96.8 | 88.6 | 95.8 | 89.5 |
| Mexico | 87.8 | 91.0 | 85.2 | 86.0 | 79.1 | 87.4 | 88.8 | 85.0 | 78.0 | 83.9 | 93.7 | 87.5 |
| Netherlands | 90.0 | 70.2 | 88.2 | 89.2 | 62.5 | 95.3 | 77.8 | 90.6 | 86.7 | 66.7 | 93.0 | 62.2 |
| New Zealand | 90.5 | 86.1 | 85.1 | 86.9 | 70.2 | 94.3 | 83.4 | 90.3 | 85.2 | 81.3 | 96.0 | 82.3 |
| Norway | 79.9 | 60.9 | 79.0 | 83.8 | 38.8 | 89.7 | 66.6 | 85.6 | 84.3 | 73.4 | 87.8 | 66.0 |
| Poland | 80.7 | 67.7 | 79.4 | 88.3 | 59.8 | 94.6 | 77.5 | 91.3 | 87.2 | 86.7 | 87.4 | 66.0 |
| Portugal | 98.9 | 99.0 | 98.2 | 96.1 | 93.8 | 96.9 | 97.5 | 97.5 | 95.2 | 98.3 | 99.2 | 95.9 |
| Romania | 97.9 | 95.1 | 98.9 | 97.8 | 88.7 | 98.5 | 93.4 | 97.7 | 97.7 | 98.0 | 99.4 | 93.2 |
| Russian Federation | 97.4 | 93.7 | 95.2 | 92.4 | 90.1 | 94.1 | 90.6 | 96.6 | 95.3 | 96.7 | 97.3 | 92.2 |
| Serbia | 84.9 | 76.1 | 90.0 | 86.1 | 63.4 | 91.9 | 84.3 | 91.1 | 85.6 | 86.3 | 95.3 | 74.1 |
| Singapore | 83.9 | 81.5 | 81.2 | 79.5 | 72.1 | 89.0 | 74.9 | 83.5 | 75.3 | 71.6 | 88.5 | 72.8 |
| Slovak Republic | 92.5 | 88.5 | 94.5 | 91.1 | 84.9 | 96.9 | 90.2 | 95.3 | 92.2 | 92.0 | 95.1 | 80.6 |
| Spain | 71.1 | 74.1 | 86.3 | 81.5 | 53.4 | 90.1 | 78.9 | 83.8 | 73.7 | 87.0 | 96.5 | 83.2 |
| Sweden | 93.9 | 76.6 | 82.0 | 84.9 | 64.1 | 90.6 | 75.1 | 86.5 | 82.7 | 81.4 | 95.1 | 71.7 |
| Sub-national entities | | | | | | | | | | | | |
| Abu Dhabi (UAE) | 96.3 | 95.4 | 94.8 | 94.4 | 94.9 | 96.7 | 93.1 | 96.5 | 93.4 | 93.2 | 96.6 | 95.1 |
| Alberta (Canada) | 87.0 | 79.2 | 84.1 | 86.9 | 60.6 | 95.4 | 82.2 | 91.1 | 84.7 | 86.1 | 94.3 | 84.0 |
| England (UK) | 93.0 | 87.0 | 89.8 | 88.7 | 75.7 | 95.6 | 81.4 | 93.3 | 86.3 | 90.2 | 96.7 | 84.6 |
| Flanders (Belgium) | 93.1 | 81.6 | 95.1 | 96.4 | 77.7 | 97.2 | 87.4 | 96.6 | 95.4 | 80.7 | 97.7 | 73.2 |
| Shanghai (China) | 80.6 | 79.3 | 87.2 | 89.6 | 79.6 | 92.4 | 79.6 | 93.0 | 92.1 | 80.8 | 91.6 | 89.2 |
| Average | 86.4 | 83.7 | 88.1 | 87.0 | 74.8 | 90.6 | 82.4 | 89.3 | 85.7 | 84.6 | 92.8 | 82.0 |
| United States | 83.7 | 74.9 | 88.0 | 86.2 | 61.9 | 94.9 | 83.0 | 89.3 | 81.6 | 82.6 | 92.9 | 82.5 |

Notes: The data from the United States are located below the line and are not included in the calculations for the international average. This is because the United States did not meet the international standards for participation rates.

Source: Based on OECD (2014), *TALIS 2013 Result: An International Perspective on Teaching and Learning*, Table 7.1, <http://dx.doi.org/10.1787/9789264196261-en>.

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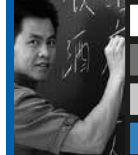
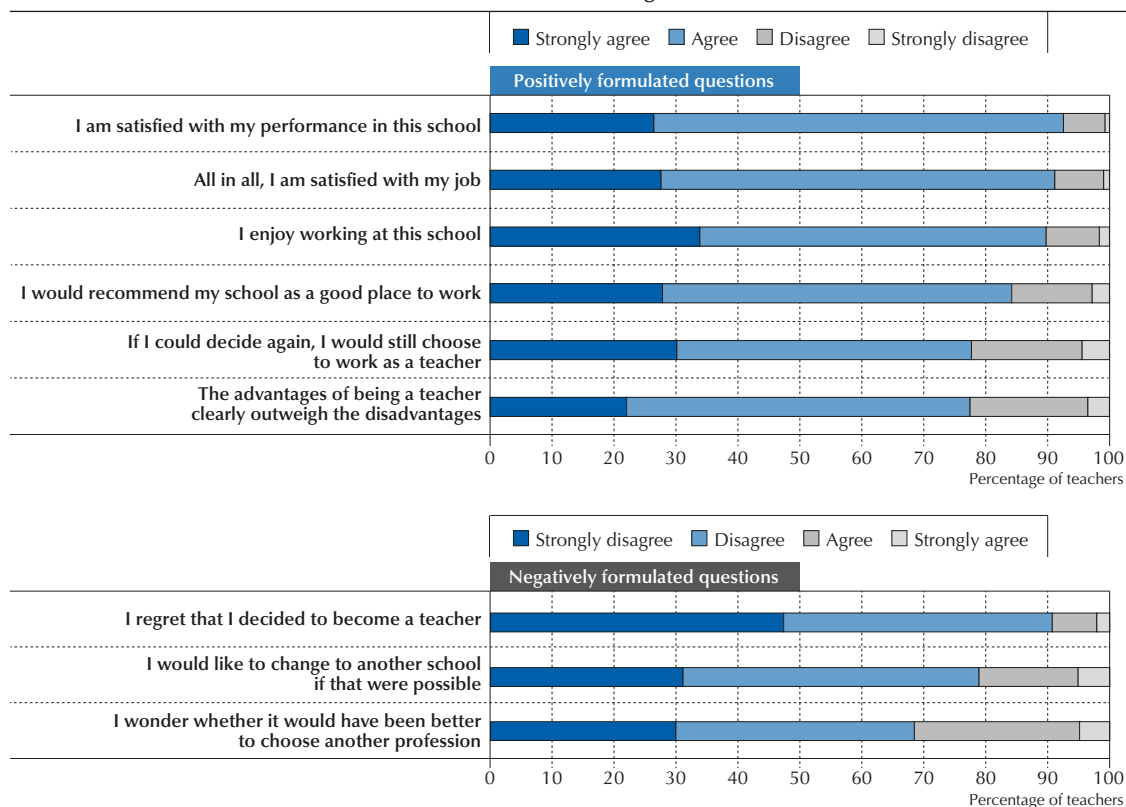


Figure 4.4

Teachers' job satisfaction

Percentage of lower secondary education teachers who "strongly disagree", "disagree", "agree" or "strongly agree" with the following statements



Items are ranked in descending order, based on the percentage of teachers who "strongly agree" or "agree" with the statement for positively formulated questions. For negatively formulated questions the order is reversed, meaning it is in descending order based on the percentage of teachers who "strongly disagree" or "disagree" with the statement.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.2, <http://dx.doi.org/10.1787/9789264196261-en>.

StatLink  <http://dx.doi.org/10.1787/888933042200>

The extent to which teachers across countries hold beliefs that are related to job satisfaction is shown in Figure 4.4. On average, 91% of teachers across countries reported overall satisfaction with their job; 93% of all teachers reported being satisfied with their performance in their current school; 84% would recommend their school as a good place to work; and 90% reported that they enjoy working at their current school. However, consistent with the findings for elements measuring self-efficacy, only 50% of teachers in Japan reported being satisfied with their performance in their current school, and 62% would recommend their school as a good place to work. Nevertheless, 78% of teachers in Japan reported that they enjoy working in their current school. While an average of around 77% of teachers in all countries/economies that participated in TALIS reported that the advantages of being a teacher clearly outweigh the disadvantages, in Brazil, the Czech Republic, France and the Slovak Republic, only 60% of teachers or less reported that they believe this.

Yet these results did not dissuade teachers in these four countries from reporting that they would choose to become a teacher if they had to make the decision again. Some 70% of teachers or more in these countries reported that if they had to decide again, they would still choose to work as a teacher (the TALIS average is 78%).

As noted above, fewer than one in three teachers, on average across countries/economies, believe that teaching is a valued profession in society (Figure 4.1). This is a significant finding on its own, since even the perception of whether a profession is valued can affect the recruitment and retention of candidates in the profession. However, large variations are observed among the countries and economies participating in TALIS. This perception is particularly pervasive among teachers in Croatia, France, the Slovak Republic, Spain and Sweden, where less than 10% of teachers believe



that teaching is valued. In Korea, Malaysia, Singapore and Abu Dhabi (United Arab Emirates), however, the majority of teachers feel differently: at least two out of three teachers in these countries/economies reported that their society values teaching as a profession.

Additional analyses shed more light on the factors that might influence teachers' perceptions in this area.³ The association with gender appears to be weak, as male teachers are more likely than female teachers to perceive teaching as a valued profession in only nine countries. Experience may play a role in shaping this belief: in 13 countries, teachers with more than five years of teaching experience perceive their profession to be less valued than do their less-experienced colleagues (OECD, 2014, Table 7.3).

Interestingly, in 28 of the countries and economies that participated in TALIS, the extent to which teachers can participate in decision-making has a strong association with the likelihood of teachers reporting that they believe teaching is valued by society. In Bulgaria, Croatia and Latvia, when teachers are part of decision-making processes in their school, they were three times more likely to report that teaching is a valued profession in society, while teachers in Chile were more than five times more likely to do so.

Many countries have enacted policies to increase the prestige of the teaching profession in order to avoid the deleterious effects of negative perceptions about teaching. Countries may want to conduct further analyses to look at the origins of these negative perceptions, to identify what it is specifically about the teaching profession that engenders them.

Teachers' self-efficacy and job satisfaction as related to classroom environment

Certain classroom characteristics can make a teacher's work more challenging. Teaching classes in which a large proportion of students have different achievement levels, special needs or behavioural problems can affect a teacher's self-efficacy and job satisfaction, especially if the teacher is not properly prepared or supported (Major, 2012). Most of the empirical evidence in this area comes from studies focused on teachers of students with special needs. TALIS finds that teaching special-needs students is one of the areas in which teachers reported that they need professional development the most. Other studies have shown that teachers of special-needs students tend to report less job satisfaction and poor self-efficacy and have a greater chance of leaving their schools than do their colleagues who teach classes without such students. This is especially the case if they teach students with behavioural and emotional problems (Emery and Vandenberg, 2010; Katsiyannis, Zhang and Conroy, 2003). In addition, many of those who teach emotionally challenged children must also handle some degree of stress due to a lack of the specific skills and/or experience needed to teach children with these problems (Henderson et al., 2005).

This section investigates the associations between both teacher self-efficacy and job satisfaction, and class size and challenging classroom characteristics. Classrooms are considered to be challenging if more than 10% of students in the class are low achievers or more than 10% of students have behavioural problems.⁴ Classrooms in which 10% or more of the students are academically gifted are also included in this category, as teaching to a wide range of student abilities in one class can also be a challenge (Major, 2012).

Perhaps surprisingly, class size seems to have only a minimal effect on either teaching efficacy or job satisfaction, and in just a few countries (OECD, 2014, Tables 7.6 and 7.7). Other TALIS data indicate that it is not the number of students in a class but the type of students that has the largest association with the teacher's self-efficacy and job satisfaction. An example of this is provided in Figure 4.5, where the minimal effect of class size on teachers' job satisfaction is contrasted with the stronger influence of teaching students with behavioural problems.

The associations between challenging classroom characteristics and teachers' self-efficacy and job satisfaction tell an interesting story across the countries and economies that participated in TALIS. In many countries/economies, teachers who teach classes where more than one in ten students are low achievers or have behavioural problems reported significantly lower self-efficacy and less job satisfaction (OECD, 2014, Tables 7.6 and 7.7). The negative association between teaching more low achievers and self-efficacy is observed in only 9 countries, but the negative association between teaching these types of students and job satisfaction is observed in 24 countries. Teaching classes composed of more students with behavioural problems is associated with lower self-efficacy in 16 countries and with less job satisfaction in 29 countries. These associations with self-efficacy are at least moderately strong in 7 countries, while the associations with job satisfaction are at least moderately strong in 24 countries (OECD, 2014, Tables 7.6.Web and 7.7.Web). In contrast, teaching in classrooms where more than one in ten students are academically gifted is related to greater teacher self-efficacy in 17 countries and greater job satisfaction in 23 countries.

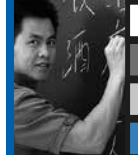
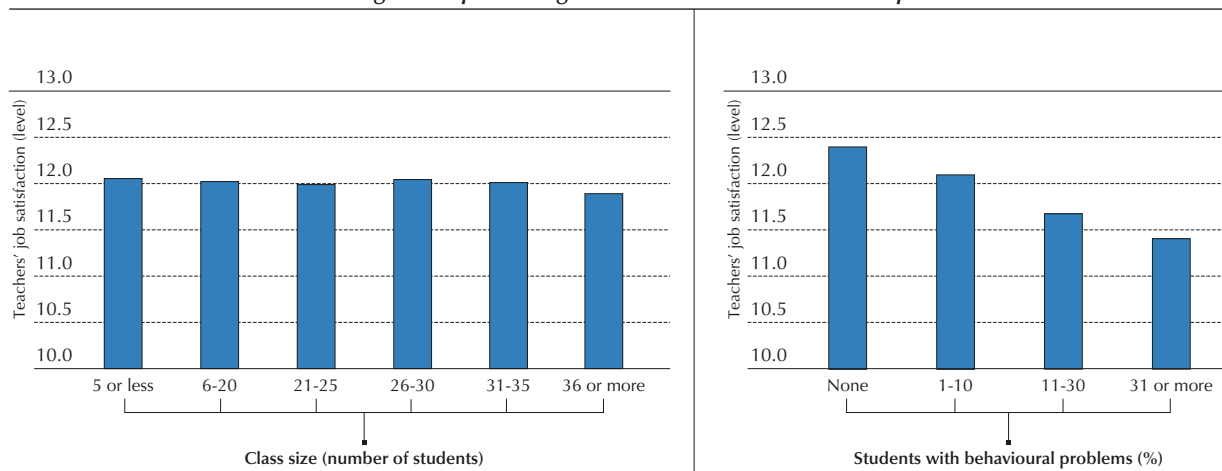


Figure 4.5

Teachers' job satisfaction and class composition

Teachers' job satisfaction level in lower secondary education according to the number of students in the classroom and according to the percentage of students with behavioural problems¹



1. Data on class size and students with behavioural problems are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.6, <http://dx.doi.org/10.1787/9789264196261-en>.

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Teachers' self-efficacy and their relations with colleagues and students

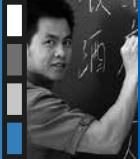
Teachers' perceptions of school climate, the collaborative culture in school, and school leadership greatly affect their levels of stress, self-efficacy and job satisfaction (Collie, Shapka and Perry, 2012; Demir, 2008). For example, stress due to students' behaviour has been found to be negatively related to teachers' self-efficacy, and stress related to workload and teachers' self-efficacy appears to be directly related to teachers' job satisfaction (Collie, Shapka and Perry, 2012; Klassen and Chiu, 2010; Taylor and Tashakkori, 1994). These relationships are further reinforced by instructional leadership and by distributed leadership, which also serve to reduce teachers' sense of isolation and increase their commitment to the common good (Wahlstrom and Louis, 2008; Pounder, 1999).

Yet, even more important than principal leadership styles are the relationships teachers have with other teachers (in the TALIS questionnaire, this is measured by different ways of co-operating), their school leaders and their students (Louis, 2006). Next to teachers' sense of self-efficacy in their ability to manage their class, having good relations with their colleagues and students seems to be the most crucial factor affecting teachers' job satisfaction and self-efficacy (Holzberger, Philipp and Kunter, 2013; Caprara et al., 2006; Klassen and Chiu, 2010).

In this section, teacher-leader relations are examined separately from teacher-teacher and teacher-student relations. Two aspects of the teacher-leader relationship are studied: the extent to which teachers are given opportunities to participate in decision-making in their schools and the instructional leadership that school principals provide. The impact that these relationships can have on the associations between challenging classrooms and self-efficacy and job satisfaction is also discussed (OECD, 2014, Tables 7.6 and 7.7).

In all countries, when teachers reported more positive relationships with students and collaborative relationships with other teachers, they also reported significantly higher levels of self-efficacy (OECD, 2014, Table 7.8). The association appears to be stronger for teacher-teacher relations than for teacher-student relations in many countries.

Teacher-teacher collaborative relationships are also weakly-to-moderately associated with greater job satisfaction (OECD, 2014, Table 7.9), while teacher-student relations are strongly related to greater job satisfaction. In fact, in many cases, the teacher-student association is two to three times more strongly related to job satisfaction than the teacher-teacher relationship. In general, then, teachers' positive relationships with other teachers in the school seem to be particularly important for improving teachers' feelings of self-efficacy, while teachers' positive relationships with their students appear to have the greatest impact on their satisfaction with their job.

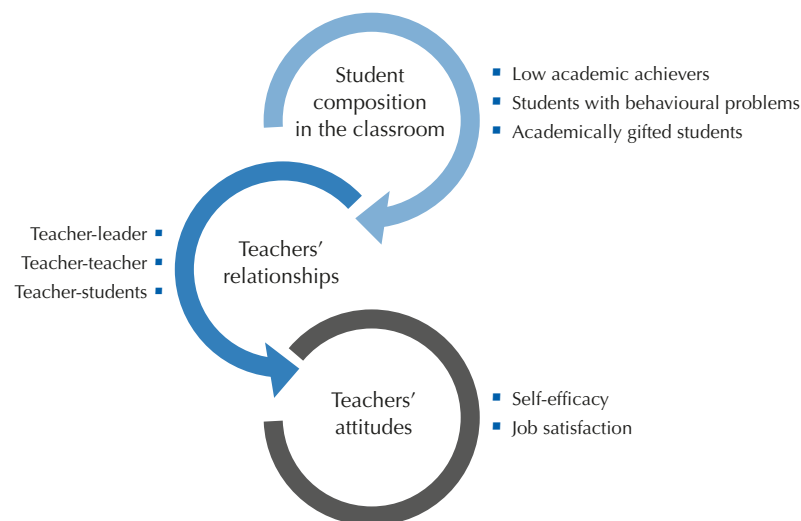


In 20 countries, teachers who agreed that the staff members at their school are given opportunities to participate in decision-making reported greater self-efficacy (OECD, 2014, Table 7.8). An even more consistent and stronger relationship is observed between decision-making at school and teachers' job satisfaction. The ability to participate in decision-making at school is significantly related to a strong increase in teachers' job satisfaction across all countries (OECD, 2014, Table 7.9). Surprisingly, in contrast to the literature reviewed in this section, instructional leadership, as measured in TALIS, appears to be weakly associated with teachers' self-efficacy and job satisfaction.

Good relations between teachers and their colleagues and between teachers and their students can mitigate the negative effects of challenging classrooms on teachers' self-efficacy and job satisfaction (OECD, 2014, Tables 7.6 and 7.7). Figure 4.6 illustrates the relationships that are discussed below.

Figure 4.6

The influence of class composition on teachers' attitudes and relationships



Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.7, <http://dx.doi.org/10.1787/9789264196261-en>.

The finding that teachers who work in classrooms where at least 10% of students are low achievers tended to report lower self-efficacy and less job satisfaction still holds after accounting for these in-school relationships. But in many countries, the association is weakened (OECD, 2014, Tables 7.8.Web.1 and 7.9.Web.1 for teacher-student and teacher-teacher relationships, and OECD, 2014, Tables 7.8.Web.2 and 7.9.Web.2 for teacher-leader relationships [columns highlighted in light blue]).

When it comes to job satisfaction, the strength of the association is reduced in nearly all countries. In these cases, the relationships teachers have with their principal, their colleagues and their students can help to mitigate the adverse effects on self-efficacy and job satisfaction associated with working in classrooms with larger proportions of low-achieving students.

In general, teachers' in-school relationships do not seem to affect the strength of the associations between teaching classes with a large proportion of students with behavioural problems and teachers' self-efficacy. But in nearly all countries where teaching classes with a large proportion of students who misbehave was significantly associated with less job satisfaction, positive in-school relationships seem to reduce the strength of this association (OECD, 2014, Tables 7.8.Web.1, 7.8.Web.2, 7.9.Web.1 and 7.9.Web.2).

Teachers' self-efficacy and their professional development

In summarising research on effective teacher professional development, Darling-Hammond and Richardson (2009) contend that successful programmes are sustained over time, are collaborative and focused on the content to be taught, and provide multiple opportunities for classroom application. Since teachers' beliefs, such as self-efficacy, are an important factor in facilitating student learning, they have recently become the target of professional development activities. Studies have shown that professional development activities that are focused on the three components of teachers' self-efficacy,



classroom management, instruction and student engagement, strengthen teachers' beliefs in those areas as well as teachers' beliefs about student learning (Rosenfeld and Rosenfeld, 2008; Ross and Bruce, 2007; Powell-Moman and Brown-Schild, 2011; Karimi, 2011).

Studies remain equivocal as to whether the duration of the professional development programme or teachers' years of work experience contribute to any impact that a professional development programme might have on teachers' self-efficacy and students' achievement (Lumpe et al., 2012; Wayne et al., 2008; Powell-Moman and Brown-Schild, 2011; Rosenfeld and Rosenfeld, 2008). When mentoring is considered, however, it seems that, especially for new teachers, time spent with a mentor, participation in mentor-facilitated professional development activities and the quality of mentors' interactions are significantly related to teachers' self-efficacy and to the development of effective collaborative relationships (LoCasale-Crouch et al., 2012).

There are several types of professional development activities. Formally organised professional development activities could include induction programmes, mentoring programmes, classroom observations, workshops and conferences. More informally organised activities could also include a mentoring relationship in which a teacher can be either the mentor or the mentee in the relationship (Boxes 4.4 and 4.5). This section examines the relationship between teachers' participation in different types and aspects of professional development, and their self-efficacy and job satisfaction.

Box 4.4. Teacher Professional Development Law: Linking teacher well-being with teacher professionalism in Chile

In 2014, *Plan Maestro* was developed by civil society (teachers' unions, parents, students, research institutes and NGOs) to inform the development of the Teacher Professional Development Law (2016). The issues addressed in the 12 proposals of *Plan Maestro* included: better working conditions and remuneration for teachers, especially in disadvantaged areas; more professional development opportunities; and quality initial teacher education. The new law raised the requirements for entry into initial teacher education (ITE), introduced quality assurance mechanisms into ITE programmes (compulsory accreditation and a diagnostic external exam one year prior to graduation), and established induction programmes for new teachers, specific preparation for mentors and free professional development opportunities. The new law also brought teachers' salaries in line with similar professions, introduced salary increments every two years and improved the ratio of teaching/non-teaching time. It also introduced performance assessments based on content and pedagogical knowledge and portfolios, with evidence of school work, collaboration with colleagues and parents, innovative work and professional development.

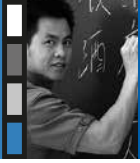
Source: MINEDUC (Ministry of Education of Chile) (2017), "*Sistema de desarrollo profesional docente*" [Teacher Professional Development System], MINEDUC, Santiago, www.ayudamineduc.cl/ficha/sistema-de-desarrollo-profesional-docente.

Box 4.5. Teacher development in Finland

In Finland, professional development for teachers is seen as a comprehensive process which begins with initial teacher education. Teacher education has been available in universities since 1971, and a master's degree is a requirement, including a master's thesis. With this kind of research-based initial teacher education teacher, teachers become reflective professionals who actively develop their own work and professional skills and methods.

Finland does not have a nationally organised induction system. Education providers and individual schools have autonomy over arranging support for new teachers, which leads to notable differences between schools in how they implement induction. However, there is awareness of the increasing need for support for new teachers, and many different applications of mentoring practices are already in place. A specific model of peer-group mentoring has been developed and is being disseminated by the Finnish Network for Teacher Induction (*Osaava Verme*), which is part of a seven-year national Osaava programme (2010-16), funded by the Ministry of Education and Culture. The objective of the programme is to motivate education providers and individual institutions to take greater responsibility and a proactive approach to their own staff development activities with the help of networking activities and mutual co-operation.

Source: Ministry of Education and Culture of Finland (2014).



In around one of four countries, teachers who reported that they have participated in mentoring activities also reported greater job satisfaction. In seven countries, teachers who reported that they were mentees reported greater job satisfaction, while in eight countries, being a mentor was related to greater job satisfaction (OECD, 2014, Table 7.11). The strength of the association between being a mentor and greater job satisfaction is moderate in six of these countries and strong in Sweden.

In 14 countries/economies, participating in mentoring, observation or coaching programmes as part of a formal school arrangement is positively associated with self-efficacy. In seven countries, there is only a weak, albeit positive, relationship between this form of professional development and job satisfaction.

These findings suggest that being either a mentor or a mentee is associated with an improvement in teachers' job satisfaction, while these activities do not show a consistent association with teachers' self-efficacy across countries. Professional development activities that are part of a formal school arrangement are positively related to job satisfaction in only a few countries, although they relate positively to teachers' self-efficacy in twice as many countries.⁵

Teachers' self-efficacy and the appraisal and feedback they receive

Teacher appraisal and feedback can be used to recognise and celebrate teachers' strengths while simultaneously challenging teachers to address weaknesses in their pedagogical practices. Appraisal and feedback can have a significant impact on classroom instruction, teacher motivation and attitudes, as well as on student outcomes. Specifically, appraisal and feedback can play an important role in teachers' job satisfaction and self-efficacy. Although no research has directly investigated this yet, the impact of feedback and appraisal is expected to vary greatly, depending on the source. For example, while teachers say they derive little value from student ratings, teacher-solicited feedback is generally regarded as the most useful for improving teaching practices (Winger and Birkholz, 2013; Ross and Bruce, 2007; Michaelowa, 2002).

There are many methods and approaches that can be used to appraise and provide feedback to teachers. It is important to look at the types of feedback teachers receive, such as results from student surveys or students' test scores, or feedback on classroom management and whether the feedback comes from more than one appraiser. Teachers' perceptions of the impact of the appraisal are also relevant. For example, do teachers regard appraisals as having a concrete impact on their teaching or as simply an administrative exercise (Boxes 4.6 and 4.7).

Box 4.6. The power of an authentic observation with specific recommendations

For Souad Belcaid, an elementary teacher in United States, the feedback that has had the greatest impact on her teaching was that received from the head of her school, who was also her supervisor at the time. According to Ms Belcaid, the method of evaluation her supervisor used was particularly beneficial. Her supervisor would observe her class three times a year and take copious and detailed notes. After the observation, her supervisor would go over the notes with Ms Belcaid to explain her each observation and why it mattered. She would pinpoint Ms Belcaid's areas of strength and mention some areas for improvement. Such an approach was extremely helpful. However, in order for this type of detailed feedback to have real meaning, there needs to be a strong level of trust between the teacher and the evaluator. Ms Belcaid noted that while this type of formative feedback helped her become a more powerful and effective teacher, her evaluator's method was unfortunately quite rare. Once her school's administration changed, feedback was reduced to being a checklist that was used in a punitive rather than helpful way.

Source: OECD (2018), *Teaching for the Future*.

In 13 of the countries/economies that participated in TALIS, teachers who reported having at least two evaluators also reported greater self-efficacy (OECD, 2014, Table 7.12). In 23 countries, teachers who reported having at least two evaluators also reported greater job satisfaction (OECD, 2014, Table 7.13). The association is weak-to-moderate in most cases. Receiving feedback from student surveys is associated with greater self-efficacy in almost all countries and economies participating in TALIS, and with job satisfaction in 20 countries. These findings could be interpreted in two ways. Teachers might receive feedback from student surveys that helps them to feel more confident in their abilities and more satisfied with their jobs. Alternatively, it might be that the teachers who are more confident and content with their roles are those who conduct student surveys in the first place.



Box 4.7. The use of teacher and student feedback in Norway

Following several years of collaboration, the Norwegian Student Organisation and the Union of Education Norway have developed a number of recommendations for teacher appraisal. The purpose of their collaboration was to develop a set of agreed principles that can form the basis for a student survey on teaching in particular classes, with the possibility of adapting it locally. Their recommendations suggest that the survey should:

- focus on teaching practice rather than the teacher as an individual
- include the students' own self-assessment and assessment of peers to enable analysis of how student effort and motivation influence the learning environment;
- feature questions on teaching approaches that are relevant for student learning (such as adapted education and feedback to students) as well as questions on the general framework for teaching (such as materials and physical conditions)
- be carried out anonymously to ensure that students give honest answers
- be analysed by the teacher and students together with a view to improving the classroom environment and learning outcomes.

This should be followed up with a joint report by the teacher and student group on their analysis of results and agreed future changes. This report, together with relevant data, should be submitted to the teachers' closest supervisor.

Source: Norwegian Directorate for Education and Training (2011), cited in Nusche, D. et al. (2011), *OECD Reviews of Evaluation and Assessment in Education: Norway 2011*, <http://dx.doi.org/10.1787/9789264117006-en>.

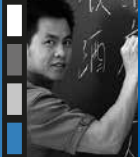
In 24 countries, teachers who receive feedback from student test scores reported greater self-efficacy (OECD, 2014, Table 7.12). This type of feedback is also related to greater job satisfaction in 17 participating countries/economies (OECD, 2014, Table 7.13). Receiving feedback on classroom management is positively related to self-efficacy in 17 participating countries. In 23 countries, teachers who receive feedback on classroom management also reported greater job satisfaction, and the association is strong in half of these countries.

In ten participating countries and economies, teachers who reported that feedback affects their teaching also reported greater self-efficacy (OECD, 2014, Table 7.12). The perception that appraisal and feedback influence teaching practices is also positively related to job satisfaction in nearly all countries and economies surveyed (OECD, 2014, Table 7.13). In contrast, in 14 countries/economies, when teachers regarded their appraisal and feedback as only an administrative exercise, they tended to report lower self-efficacy; in all participating countries/economies, teachers who regarded appraisal and feedback in this way reported less job satisfaction. This negative association with job satisfaction is strong in most countries; only in Brazil is it weak.

Teachers' self-efficacy and their beliefs and practices

To equip students with the skills and competencies needed in the 21st century, teachers around the world are being encouraged to use a variety of teaching practices, ranging from more traditional practices (such as direct transmission of information) to more recently conceived, constructivist practices. The latter forms of teaching and learning help to develop students' skills to manage complex situations and learn both independently and continuously. It has also been argued that these practices enhance students' motivation and achievement (Nie and Lau, 2010; Guthrie, Wigfield and VonSecker, 2000; Hacker and Tenen, 2002; Nie et al., 2013). Research advocating constructivist approaches also suggests that teachers' self-efficacy is greater among those teachers who use constructivist instruction techniques than among those who use reception or direct transmission instruction techniques (Luke et al., 2005; Nie et al., 2013). Using TALIS 2008 data, Vieluf et al. (2012) reported that the impact of direct transmission versus constructivist approaches depends on different factors, such as the subjects taught and classroom variables. In fact, it was not the use of one kind of practice rather than another per se, but the variety of practices employed that was found to be related to greater teacher self-efficacy, among other things.

TALIS data indicate that, in most countries, constructivist beliefs are positively related to greater self-efficacy and job satisfaction among teachers (OECD, 2014, Tables 7.14 and 7.15). Teachers who reported more highly constructivist beliefs also reported greater self-efficacy and slightly more job satisfaction.



The number of hours spent teaching in a typical work week is more strongly associated with teachers' self-efficacy than with job satisfaction, although in opposite ways. All of these associations are weak (OECD, 2014, Tables 7.14.Web.2 and 7.15.Web.2).

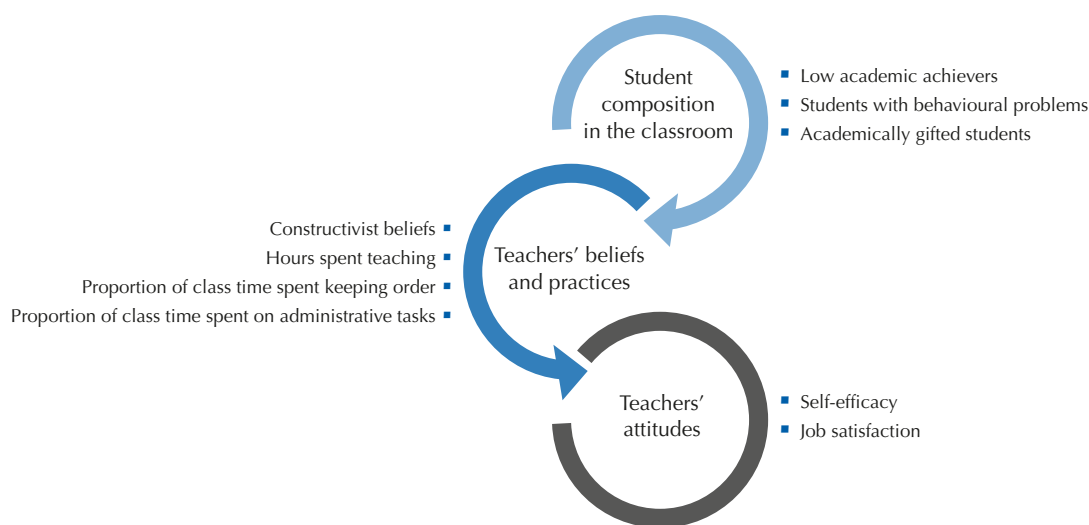
In almost all countries/economies, the more time teachers spend on keeping order in the classroom, the less self-efficacy and less job satisfaction they reported. Meanwhile, the proportion of time spent on administrative tasks in the classroom seems to be weakly and negatively associated with job satisfaction in about half of the countries surveyed, while it relates negatively to self-efficacy in 12 countries (OECD, 2014, Tables 7.14.Web.4 and 7.15.Web.4).

How teachers' beliefs and practices mediate the impact of classroom composition on their sense of self-efficacy and job satisfaction

The proportion of time spent keeping order in the classroom plays the most crucial role in the relationships between classroom composition and teachers' self-efficacy and job satisfaction (OECD, 2014, Table 7.14.Web.3). Among teachers who teach larger proportions of low achievers and who reported less self-efficacy, the proportion of time these teachers reported spending on keeping order in the classroom accounts fully for that negative association in Italy, Serbia, Spain and Sweden, and it reduces the strength of that association in Brazil, France, Mexico, Portugal and Romania. In other words, it is not that these teachers teach in classrooms with more low achievers that is related to their lower levels of self-efficacy; rather, it is the larger proportion of time that they spend on keeping order in the classroom that undermines their feelings of self-efficacy.

Figure 4.7

The influence of class composition on teachers' attitudes, beliefs and practices

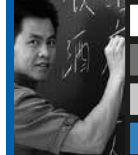


Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.8, <http://dx.doi.org/10.1787/9789264196261-en>.

A similar finding emerges among teachers who work in classrooms with larger proportions of students with behavioural problems and who reported lower levels of self-efficacy. The proportion of time these teachers spend keeping order in the classroom accounts fully for this negative association in ten countries. In Poland, Romania and Abu Dhabi (United Arab Emirates), the association is weakened after considering the proportion of time spent keeping order in class. What this means is that, in many countries, the relationship between teaching in challenging classrooms (i.e. classrooms containing more low achievers or students with behavioural problems) and teacher self-efficacy can be explained by the amount of time that a teacher spends keeping order in the class (OECD, 2014, Table 7.15.Web.3).

Teachers' self-efficacy and their professional collaborative practices

Formal collaborative learning generally entails teachers meeting regularly to share responsibility for their students' success at school (Chong and Kong, 2012). Although an increasing number of professional development activities for teachers are structured around collaboration, evidence on conditions for successful collaboration and positive outcomes related



to collaborative practices remains relatively scarce and inconclusive (Nelson et al., 2008). Yet researchers have described a myriad of different structures and processes to create a collaborative culture among teachers in schools (Erickson et al., 2005; Nelson et al., 2008).

Empirical evidence shows that collaboration among teachers may enhance their efficacy, which, in turn, may improve student achievement and sustain positive teacher behaviours (Liaw, 2009; Puchner and Taylor, 2006). In a meta-review of empirical studies, Cordingley et al. (2003) reported that collaborative professional development is related to a positive impact on teachers' range of teaching practices and instructional strategies, to their ability to match these to their students' needs, and to their self-esteem and self-efficacy. There is also evidence that such collaborative professional development activities are linked to a positive influence on student learning processes, motivation and outcomes.

TALIS examines the associations between several collaborative practices and teacher self-efficacy and job satisfaction. Specifically, the following indicators for collaborative practices were used: teaching jointly in the same class; observing and providing feedback on other teachers' classes; engaging in joint activities across different classes and age groups; and taking part in collaborative professional learning. Teachers who reported that they engage in these kinds of activities five times a year or more are compared with those who reported engaging in them less frequently.

In almost all countries, teachers who reported that they engage in these kinds of collaborative activities five times a year or more also reported greater self-efficacy. In half of the countries, this relationship is moderately strong (OECD, 2014, Table 7.16). Particularly strong associations are observed in Bulgaria, Chile, Estonia, Finland, Israel and Korea.

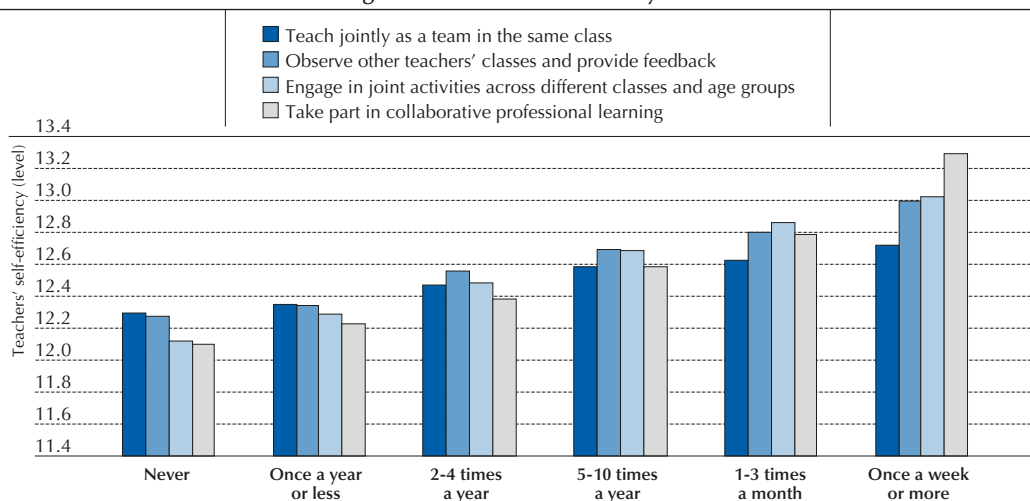
Similar to the results for teacher self-efficacy, almost all countries showed a positive relationship between teacher collaboration and job satisfaction (OECD, 2014, Table 7.17). Some relationships are particularly strong. For example, teachers in Chile and Estonia who jointly teach classes with other teachers reported greater job satisfaction (OECD, 2014, Table 7.17). In eight countries, teachers who observe other teachers' classes also reported greater job satisfaction. This association is moderately strong in these countries. The strongest association with teachers' job satisfaction appears to be participating in collaborative professional learning activities five times a year or more. In two-thirds of the countries/economies surveyed, such participation is related to significantly greater job satisfaction. Of these, 12 countries show moderately strong associations, and exceptionally strong associations are observed in Brazil and Chile. This means that teachers who take part in collaborative learning activities more frequently also reported much greater job satisfaction than those who do not.

The relationships between collaborative practices and teachers' self-efficacy and job satisfaction, on average across countries, are illustrated in Figures 4.8 and 4.9. When looking at all TALIS countries and economies, the more frequent the participation in collaborative practices, the greater the teachers' sense of self-efficacy.

Figure 4.8

Teachers' self-efficacy and professional collaboration

Teachers' self-efficacy level according to the frequency of teacher professional collaboration for the following items for lower secondary education teachers



Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.9, <http://dx.doi.org/10.1787/9789264196261-en>.
StatLink <http://dx.doi.org/10.1787/888933042295>

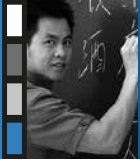
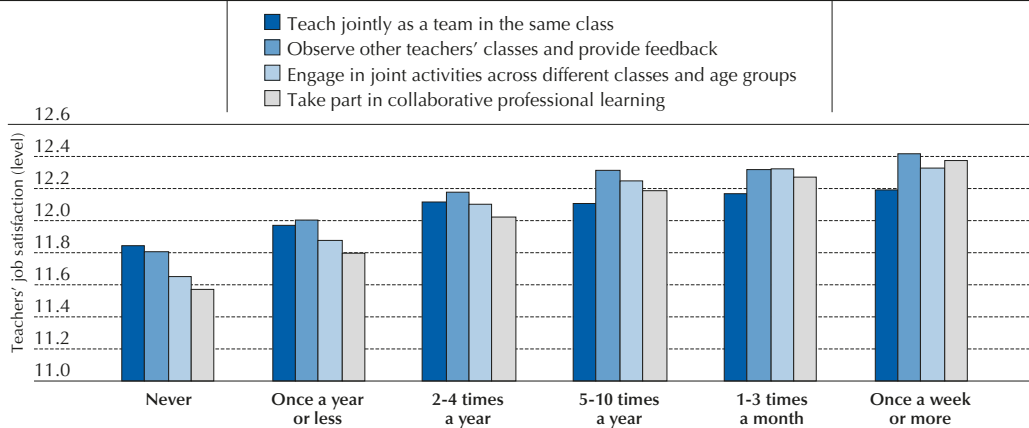


Figure 4.9

Teachers' job satisfaction and professional collaboration

Teachers' job satisfaction level according to the frequency of teacher professional collaboration for the following items for lower secondary education teachers



Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.10, <http://dx.doi.org/10.1787/9789264196261-en>.
StatLink <http://dx.doi.org/10.1787/888933042314>

The strength of the association with job satisfaction appears to level off as teachers participate more frequently in collaborative activities. In general, however, more frequent engagement in collaborative practices seems to be associated with greater self-efficacy and job satisfaction among teachers across all the countries and economies that participated in TALIS.

In light of these positive effects of collaboration, a number of countries have adopted initiatives to promote teacher collaboration within schools and with local stakeholders, although the specific approaches followed vary to a large extent (Boxes 4.8, 4.9 and 4.10).

Box 4.8. Collaborative evaluation in Denmark

In Denmark, teacher appraisal is not regulated by law, and no national requirements exist to evaluate the performance of teachers. Actual teacher-appraisal practices are determined locally with the possible influence of municipal requirements or guidelines. According to the *Folkeskole* (primary schools) Act, the school principal is responsible for the quality of teaching at the school as well as the overall administrative and pedagogical management of the school, including professional development of teachers. As a result, the main responsibility for designing, introducing and organising teacher-appraisal procedures within the school lies with the school principal. Actual teacher-appraisal practices in Danish schools seem to be based on a culture where school leaders show confidence in their teachers, appraisal is conducted as a school-teacher or teacher-teacher dialogue and procedures are defined in collaboration with the teachers.

Work in Danish schools is increasingly organised in a way that encourages teamwork. Schools often structure work around teams of teachers (e.g. class team, form team, section team, subject team) that share responsibility for organising their work. This development has led to growing co-operation among teachers and a more formal dialogue between school leaders and teams of teachers. This also provides a context in which some schools organise teacher appraisal mostly within teams. In this situation, teachers co-operate on promoting the quality of the teaching in the school. It is a widespread practice in the *Folkeskole* that planning, learning and knowledge sharing take place in teacher teams. Other typical activities among teachers include supervising one another within a team and jointly discussing the progress and development of an individual student. According to the *Folkeskole* Act, the school leader is responsible for the quality in his/her school within the limits imposed by the decisions of the city council and the school board.

Source: Shewbridge, C. et al. (2011), *OECD Reviews of Evaluation and Assessment in Education: Denmark 2011*, <http://dx.doi.org/10.1787/9789264116597-en>.



Box 4.9. Unions as agents of change to foster teachers' well-being and school improvement in the United States

For nearly 20 years, the Center for School Improvement (CSI) of the American Federation of Teachers (AFT) has led the way in creating a forum for the union and school administrators to work together in innovative ways to improve teaching quality and student performance. Case studies of a number of participating districts reveal that these partnerships create a culture of inclusion and involvement; respect for teachers; collaborative planning, problem solving and decision-making at the school level; mentoring programmes that involve teacher leaders; and opportunities for joint learning and building the professional capacity of administrators and teachers.

Collaboration does not eliminate all of a district's problems, but it enables everyone connected to a school to develop processes that lead to joint solutions to problems, creating a sense of shared responsibility and agency. The CSI facilitates building this kind of relationship by providing technical assistance and professional development. It is precisely this type of purposeful and solution-driven approach to promoting a positive school climate that helps educators improve student success, while minimising the inevitable stresses associated with the profession and their negative impact on the well-being of educators themselves.

The 2017 Educator Quality of Work Life Survey carried out by the AFT and the Badass Teachers Association (BAT) suggests that unions can play a role in mitigating stress and fostering teachers' well-being. Indeed, the survey was administered not only to a random sample of AFT members throughout the United States, but also to all teachers and staff in the public schools of two New York school districts (Solvay and North Syracuse), which have participated for many years in the CSI programme and where local unions and districts have forged strong collaborative partnerships. The survey results show that educators in these two districts were less likely to find work "always" stressful, felt more respected by their supervisors, slept about 15 minutes more each night, felt better about their work-life balance and were less likely to say they planned to leave the profession, especially among young teachers, compared to respondents to the general survey.

Source: AFT (American Federation of Teachers) and BAT (Badass Teachers Association) (2017), *2017 Educator Quality of Work Life Survey*, AFT, Washington, DC, www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf.

Box 4.10. Preparing teachers to lead improvement in Japan

The Japanese tradition of lesson study, in which groups of teachers review their lessons and how to improve them (in part by analysing student errors) is one of the most effective mechanisms for teachers' self-reflection, as well as a tool for continuous improvement. Observers of Japanese elementary school classrooms have long noted the consistency and thoroughness with which maths concepts are taught and the way teachers lead discussions of mathematical ideas – both correct and incorrect – so that students gain a firm grasp on the concept. This school-by-school lesson study often culminates in large public research lessons. For example, when a new subject is added to the national curriculum, groups of teachers and researchers review research and curriculum materials and refine their ideas in pilot classrooms over a year before holding a public research lesson, which can be viewed electronically by hundreds of teachers, researchers and policy makers.

The tradition of lesson study in Japan also means that Japanese teachers are not alone. They work together in a disciplined way to improve the quality of the lessons they teach. That means that teachers whose practice lags behind that of the leaders can see what good practice is. Because their colleagues know who the poor performers are and discuss them, poor performers have both the incentive and the means to improve their performance. Since the structure of the East Asian teaching workforce includes opportunities to become a master teacher and move up a ladder of increasing prestige and responsibility, it also pays for a good teacher to become even better.

Source: OECD (2011), *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*, <http://dx.doi.org/10.1787/9789264096660-en>.



POLICY IMPLICATIONS

It is disappointing how little systematic evidence is actually available about the well-being of teachers, beyond the aspects of self-efficacy explored in this chapter. Nevertheless, the concept of teacher self-efficacy seems more important for policy than a superficial reading might indicate. It is not just about making sure that teachers are happy and feel good about themselves and their teaching, although, of course, that is important as well. There seem to be positive associations between both self-efficacy and job satisfaction and student achievement, whatever the causal nature of these relationships. High levels of teacher self-efficacy are also associated with student motivation and other positive teacher behaviours. Conversely, low levels of self-efficacy can be linked to greater stress and problems dealing with students who misbehave. TALIS data also demonstrate that, in most countries, improving teachers' sense of self-efficacy is slightly more likely to result in greater job satisfaction than the other way around. Job satisfaction is important in itself, as it relates to teachers' level of commitment to the profession and, in turn, to schools' ability to retain the best teachers.

As reported above, nine out of ten teachers are satisfied with their job, and 70% to 92% of teachers are confident in their abilities in the areas measured. The biggest differences come at the country level. Differences in reported levels of efficacy and job satisfaction come from a variety of sources, depending on the country, but across countries/economies, challenging classrooms play a large role. This is hardly a surprise, given the amount of time teachers spend in their classrooms and the importance of the work that is done – or should be done – there. If a teacher spends an inordinate amount of time keeping order, or if a large proportion of the students misbehave, it is natural to think that this teacher might feel less confident in his or her abilities or feel less positive about his or her job. The TALIS data support this.

Fortunately, TALIS data also identify the positive influences on teachers' sense of self-efficacy and job satisfaction that can aid in policy or programme development in these areas.

Empower teachers to play a role in decision-making at the school level

Teacher leadership is important for many reasons. Teachers who report that they are provided with opportunities to participate in decision-making at the school level have higher reported levels of job satisfaction in all TALIS countries and higher feelings of self-efficacy in most countries. In addition, in almost all TALIS countries, the extent to which teachers can participate in decision-making has a strong positive association with the likelihood of reporting that teaching is a valued profession in society. The concept of distributed leadership is not only important for helping to alleviate some of the burden school leaders face, but it can be beneficial to teachers as well. Furthermore, teachers are uniquely placed to aid in school-level decision-making because they might be closer to students and parents, more familiar with how curriculum is implemented and more able to discuss student assessments and results than their school principals. Thus, it is not only worth school principals devolving some of the responsibility for school-level decisions to teachers, but policy makers should consider providing guidance on distributed leadership and distributed decision-making at the system level.

Build teachers' capacity to handle misbehaving students

TALIS data indicate that as the proportion of students with behavioural problems grows, teachers report less job satisfaction. In addition, in most countries/economies, teachers who spend more time keeping order in the classroom reported lower levels of self-efficacy and job satisfaction. When these relationships are examined further, the analyses find that these negative relationships between both self-efficacy and job satisfaction and specific classroom factors can also be elucidated by a teacher's reports of how much time he or she spends keeping order in class. In other words, it is not the proportion of students with behavioural problems or low achievers in a class that is the most important influence on a teacher's self-efficacy or job satisfaction. Rather, it is the time the teacher spends dealing with the classroom-management issues related to these or other students.

Though it is impossible to identify cause and effect, the analyses reported here make a case for building teacher capacity, so that the impact of students' behavioural problems on teaching and learning can be mitigated. This could benefit not only the teacher, but also all of the students in the class. Professional development activities that focus on classroom management or instruction strategies might be useful, particularly for newer teachers, as they would be providing additional classroom or pedagogical support for teachers who teach particularly challenging classes. It is equally important to be sure that teachers have several sufficiently long periods of teaching practice in a variety of schools during initial teacher education, to ensure that beginning teachers do not enter the profession until they have developed adequate classroom competencies. More flexible classroom situations, such as team teaching, might also allow teachers to share the tasks of teaching and disciplining students.



Support the development of interpersonal relationships within the school

TALIS shows that the interpersonal relationships in a school have powerful mediating effects on some of the challenging classroom circumstances that teachers might face. In addition, the relationships that teachers have with their students have a strong association with teachers' job satisfaction.

School leaders need to provide opportunities and support for building these relationships at school. The support could be in the form of resources, such as a physical space in which teachers can meet with one another, or time away from class or other administrative work to allow teachers to meet and develop relationships with students and colleagues. The leadership team needs to make itself available to its teaching staff as well. Government policies can also offer school leaders the organisational freedom to develop strategies in these areas and to make changes in the school day or school building to help. Perhaps most important, teachers need to be open and willing to engage with their colleagues, their administration and their students.

Institute meaningful systems of appraisal and feedback that have connections with teachers' practice

In all countries and economies participating in TALIS, teachers' perception that appraisal and feedback lead to changes in their teaching practice is related to greater job satisfaction, while their perception that appraisal and feedback are only administrative exercises is related to less job satisfaction.

Policy makers and schools should thus support the development of teacher appraisal and feedback systems that are actually linked to improving teaching.

Encourage collaboration among teachers, either through professional development activities or classroom practices

Collaboration among teachers is important not just for building the interpersonal relationships among staff that are shown have an impact on teachers' self-efficacy and job satisfaction, but because collaboration is valuable in and of itself. It is clear from the TALIS data that teachers benefit from even minimal amounts of collaboration with colleagues. The data show that participating in collaborative professional development activities or engaging in collaborative practices five times a year or more has a positive relationship with both teacher self-efficacy and job satisfaction. Many of the collaborative practices mentioned in TALIS, such as observing other teachers' classes and providing feedback, or teaching as a team in the same class, could – and should – be introduced at school. School leaders could make schedules more flexible to allow for team teaching, for example. These activities serve a variety of purposes, including providing professional development for teachers where they work and offering teachers another source of feedback on their work.



Notes

1. Upcoming OECD project on Supporting Teachers' Professional Learning and Well-being for Quality Teaching.
2. Teachers responded that they could perform these actions "quite a bit" or "a lot", which has here been summarised as "often".
3. These analyses were made up of binary logistic regressions conducted for each country separately. The combined Strongly Disagree-Disagree group was chosen as a reference category for the analysis examining the extent to which teachers feel that teaching is a valued profession in society
4. Similarly, the cut-off points were determined by reviewing the distribution of responses and selecting a point where both representation of the responses and sufficient variability to be meaningful were maintained.
5. In supplementary analyses (not discussed here), there do not appear to be consistent or significant changes in classroom composition correlations with self-efficacy or job satisfaction after accounting for professional development.

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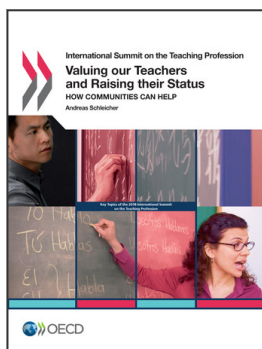
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