

# Effects of Positive Behavior Intervention and Supports on Teacher Self-Efficacy and Teaching Anxiety

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## Abstract

Positive Behavior Intervention and Supports (PBIS), for improving behavior and achievement is well established. The impact PBIS has on teaching anxiety and self-efficacy levels is unknown. Research indicates that both attributes affect students' performance. This study examined how the implementation of PBIS affects teachers' levels of teaching anxiety and self-efficacy.

## Problem

Researched-based programs are required to be used in Arizona schools. Most programs focus on student achievement and do not assess how they affect a Teacher's level of teaching anxiety or teacher self-efficacy.

This research, studies the relationship PBIS has with teaching anxiety and teacher self-efficacy, which could provide a better understanding of the relationship between the implementation of a PBIS program and two measures related to teachers' social and emotional health: teaching anxiety and self-efficacy.

## Purpose

The purpose of this research is to investigate how PBIS affects the level of a teacher's teaching anxiety and self-efficacy.

Because a teacher's teaching anxiety and self-efficacy have been shown to be mirrored in their students, it is posited that research-based programs for improving student achievement and reducing disruptive behavior should also be assessed for how they are related to teacher's functioning and performance.

## Relevant Literature

### Theoretical Framework

Positive Behavior Intervention Supports is a researched based method that is based on both behaviorism and cognitive therapy, hence cognitive behaviorism, (Siegel, 2008).

### Research Studies

For any intervention to be effective, it needs the teachers and school administrators to embrace it as well. PBIS addresses student behavior through a three tier approach and has been shown to increase administration support (Pelham, Massetti, Wilson, Kipp, Myers, Newman Standley, et al., 2005; Brown-Chidsey & Steege, 2005; Polirstok & Gottlieb, 2005).

Klassen and Chiu (2010) and Moe, Pazzaglia, and Ronconi (2010) showed that the level of teachers' teaching anxiety and teacher self-efficacy reflects in their students. High teaching anxiety in teachers, tends to cause high learning anxiety in their student. High teachers' self-efficacy tends to be reflected in their students in higher learning self-efficacy.

PBIS improved classroom management and reduced referrals for disruptive behavior and has been linked to lower teaching anxiety and higher teaching self efficacy (Feinstein, 2003; Flannery, Sugai, & Anderson, 2009; Siegel, 2008; Sugai & Horner, 2009).

## Research Questions

Is it possible for PBIS to be related to the level of teachers' teaching anxiety?

Is it possible for PBIS to be related to the level of a teacher's self-efficacy for teaching?

## Procedures

### Design

- A quasi-experimental, pre-post test design

### Sample

- 136 teachers, employed at a single school planning to implement PBIS.

### Instrumentation

- *Teaching Anxiety Scale* (5 point Likert scale)
- *Teacher Sense of Self Efficacy Scale* (9 point Likert scale)

### Procedure

- Data were collected from teachers by delivering the 2 instruments to their staff mailboxes before and after PBIS implementation.

## Data Analysis

Descriptive statistics were calculated for self-efficacy and teaching anxiety.

A **one way ANOVA** was used to compare the means from the results before implementation of PBIS to the results obtained after implementation of a PBIS program.

## Findings

A significant effect was found for **teaching anxiety**,  $F(15, 26) = 2.594, p = .02$ .

- Teaching anxiety was found to be **statistically lower** post implementation of PBIS ( $M = 2.10$ ) then it had been pre implementation of PBIS ( $M = 2.23$ ).

Similarly, **teacher self-efficacy** was statistically significant,  $F(31, 10) = 2.778, p = .045$ .

- **Teaching self-efficacy was statistically higher** post implementation of PBIS ( $M = 6.99$ ) then it had been pre implementation of PBIS ( $M = 6.87$ )

## Limitations

The study was limited in

- Length of time between pre and post data collection
- Sample size
- Number of schools involved
- Cause and effect cannot be established

## Conclusions

Positive Behavior Interventions and Supports had not previously been evaluated as to their relationship to teaching anxiety or teacher self-efficacy.

Programs being implemented due to their proven success for improving student achievement are only good as long as teachers trained in the program remain teaching in the school.

The results of the study in fact, showed that PBIS does have a **significant relationship for:**

- **Reducing teaching anxiety**
- **Increasing teacher self-efficacy**

## Social Change Implications

**This study established PBIS as having a relationship with reducing teaching anxiety and increasing teaching self-efficacy.** This research assessed PBIS' relationship with teaching anxiety and teacher self-efficacy for both new and veteran teachers. This research advances PBIS as a program that is beneficial for the mental health of teachers, thereby reducing teacher burnout and retaining trained teachers longer in the profession.

## Committee

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