Determinants of Career Commitment in Primary School Teachers in Ireland; Self-Efficacy, Stress and Job Satisfaction.

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Contents

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Abstract

The objective of this study was to explore the determinants of teacher career commitment in primary school teachers in Ireland. Investigating teacher stress (measured by the Fimian Teacher Stress Inventory), self-efficacy (measured by the Teacher Self Efficacy Scale) and job satisfaction (measured by the job satisfaction scale). This study was quantitative cross-sectional. It was a correlation study and descriptive in nature. 93 primary school teacher's responded to self administered and online questionnaires; 32 male, 61 female. Higher career commitment had a strong positive relation to job satisfaction, and a low negative relation to stress and self-efficacy. This study found a high level of career commitment is found in teachers with high job satisfaction, low stress and low self-efficacy. Career commitment decreases as years experience in education increases. These findings add new knowledge that can be used to improve future planning in education and enhance organisational practices for teacher retention and motivation.

Chapter 1: Introduction:

Introduction to literature:

The need to reorganise the education systems so that a more challenging and supportive learning environment is development is crucial in order to improve learning outcomes. The 'Organisation for Economic Co-Operation and Development' argued for a renewed focus on the incentives of efficient schooling and the mobilisation of resources to meet increased demands (OECD, 2006). However, the majority of the burden of training and upskilling educators to achieve these goals lies with the teachers working in the system (Clement, 2000). Increased emphasis and awareness of education and its importance have led to added stress and strains on teachers in the primary school system in Ireland.

Teaching is possibly one of the most stressful jobs (T.S, 1996). The effects of stress on individuals in education have been highlighted through studies. The previous research placed specific emphasis on stress. Within these studies there is a lack of research investigating teacher career commitment in primary school teachers in Ireland. The result of stress, self efficacy and job satisfaction in teachers can lead to further effects on both the teacher and the pupil. Employee dissatisfaction, decreased productivity and the effects of employee health have been explored in depth; (Guglielmi, 1998; Mc. Cormick, 1992; Borg M. &., 1991; Darmody, 2011).

Stress is one of the more researched emotions, resulting in 'overload, fragmentation and incoherence' (Fullan, 1999) in the working environment of a teacher. In an environment experiencing more cuts researchers are beginning to

focus their attention on the effect of teachers stress on the academic and social outcomes in the students. Cody, 2013, highlighted the detrimental effects of stressed adults on students in their classrooms. An American based invesgtiagtion. Shellenbarger, 2011, draws attention to the long term effect on the mental health of a child, alongside academic acheivement; '*classroom climate can shape childrens emotional wellbeing'.* Milkie, 2011 found children in '*classrooms with low academic standards, excessive adminisatraion papaerwork, rowdy behaviours, and low skill level of peers have more problems across one or more outcomes*.' Investigating teachers emotional well-being and how it effects the students increases urgency of research in the field of teacher career commitment.

Previous research found and highlighted the presence of stress among teachers (Kyriacou C. , 2001; Burke, 1996). Future curtailment including the continued research of teacher-pupil interactions have been stipulated as progress in preventing burnout. The outcomes of which can have determimental effects on childrens education and teacher mental well-being (Friedman I. , 1995). Studies of this nature have yet to be carried out among Irish primary school teachers . Long term effects on the teacher include the effect on teacher self efficacy (Friedman I. F., 1992). The way a teacher views themselves professionally and the percieved views of the education system of them result in their professional self-concept. Teacher self-concept bore a strong negative correlation to teacher burnout in this instance. This study will address the effects of the emotional reactions, including teacher self-efficacy, and its effects on career commitment in primary school teachers in Ireland.

Greater teaching commitment was generally expressed by individuals who were higher in both general and personal efficacy (Coladarci, 1992). 45% of teachers reported increased stress, according to Darmody (2011). This has been found to reduce teacher commitment and reduce job satisfaction.

98% of teachers reported that they were happy in their jobs (Darmody, 2011). Job satisfaction and Stress have been considered the foundations of teacher commitment in the past (Crossman A. &., 2006) (Chaplain, 1995). The OECD summary report hightlighted levels of self-efficacy in Irish primary school teachers as some of the highest among 'Teaching and Learning International Survery' (TALIS) countries. Of these countries Norway alone report stronger levels of self efficacy (Shiel G. P., 2009). Emphasis was drawn towards teacher self-efficacy as one of the key factors in developing effective learning environments, the other being classroom disciplinary climates. Linked with higher student ability levels when teacher self-efficacy is high. Self effiacy as an effect has yet to be investigated in relation to teacher career commitment in primary school teachers in Ireland.

The TALIS report illustrates the most up to date research on job satisfaction and teacher stress in Ireland (Shiel G. P., 2009). Similarly highlighted in The Teaching Council Report (Darmody, 2011) and research amongst newly qualified teachers (NQT's) (Morgan, 2007) . Other research was conducted internationally. The inclusion of teacher self-efficacy with the variable job satisfaction and teacher stress combines three fundamental components to teacher career commitment previous not linked, however, individually methodically explored.

Career commitment

Blau, (Blau, 1985) defines career commitment as an individual's attitude towards their chosen profession or vocation. Carson and Bedeian (1994) refer to career commitment as one's motivation to work in a chosen vocation. Career commitment involves the development of personal career goals and an identification with and involvement in those goals. Noodin, (2009) explored the professionalisation and career commitment in teachers emphasising the need for assessment of teacher career commitment as it will lend to future strategies and planning in the curriculum in future. The effect of career commitment in teaching affects both teachers and their students as highlighted in previous literature (OECD, 2005).The most evident effect could be in the level of education received by future generations.

Primary school teachers play a vital role in educating young people. As role models their perception on teacher professionalization and equally of teaching as a career will undoubtedly provide crucial information concerning their chosen career and reflect in their commitment to that career. Further research and comprehensive information is essential to relevant agencies and authorities to enable appropriate plans, strategies and policies to be established to upgrade teaching profession and to encourage more commitment to teaching within the profession. On a European level there is an increasing realisation that the provision of quality education is fundamental to the creation of a high skills, knowledge based economy that will strengthen European social and economic prosperity (Group, 2011).

Kitching (2009) investigated the impact of Affect Triggered Incidents (ATI's) and their effect on teaching commitment. This study highlights the need for a

more focused understanding of how small positive and negative events can be contribute to exert their influence on an individual's motivation to teach. Scenarios of ATI include; instances of pupil success, school support and socio-economic context, are crucially important to understanding teacher motivation. They are considered important to motivation in general (Bandura A. , 1997; Lazarus, 1991), but aside from similar work on teacher stress, these events have been given little explicit attention in research on teacher motivation, particularly in Irish research. The issue of teacher motivation and resilience is significant internationally, given the high incidence of attrition from the teaching profession. In the United States of America around 46% of newly qualified teachers (NQT's) leave the profession within five years of qualification (Ingersoll, 2004).

Job Satisfaction

'A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (p.1304)', Locke's (1976) definition of job satisfaction. This is one of the more common used research definitions of job satisfaction. One of the most important areas to influence job satisfaction is the actual work itself which is often ignored when addressing job satisfaction (Saari, 2004). This study will discuss; job satisfaction, self efficacy and perceived stress on teachers and the relationship of these specific areas to career commitment. The purpose of this research is to examine what influences career commitment among primary school teachers and investigate if self-efficacy, self esteem and job satisfaction significantly contribute to the strength of teacher career commitment.

Individual differences affect the likelihood of job satisfactions. The affects of which are caused by a teacher's positive or negative dispositions. This is caused by an individual's emotional mood in relation to their working environment according to Judge& Kammeyer-Mueller (2008). This assumption investigated the response of an internal state to an employee's attitude regarding their job. Watson found that positive affect is a predisposition to the experience of positive emotions (1988) which lead to the idea that negative affect is a predisposition to experience negative emotions. Positive affective contributes to people feeling enthusiastic, active, alert and optimistic, similarly negative affect contributes to individuals feelings of anger, contempt, disgust, guilt, fear and nervousness (Watson D, 1988).The 'locus of control' concept, developed by Julian Rotter (1978) supports the internal/ external influences by which the individual perceives their destiny. These beliefs guide what kind of attitudes and behaviours people adopt (Passer, 2008).

An individual's behaviour is influenced by attitudes and beliefs. An individual's work ethic may occur according to job satisfaction. In education the responsibility of ensuring the curriculum is covered lays the foundations of the work, particularly enthusiastic teachers with positive affect could strive above and beyond the basic foundations in education lending to a better education system. However if the opposite is true this may be detrimental for the education system and the pupils. Job satisfaction can be an important policy issue as it is closely associated with teachers' work motivation and performance, factors that ultimately affect student learning (Ostroff, 1992). This is evidence to support the close relationship between career commitment and job satisfaction

International research shows the effects of job satisfaction will have significant consequences for the commitment of teachers, for their professional approach to teaching, for the creation of collegial relations within a school and for students academic outcomes (Crossman A. &., 2006). While this has been extensively researched internationally there is limited research in Ireland on job satisfaction among teachers. Evidence of Irish research is clear in the TALIS report for Ireland, (Shiel G. P., 2009) and the Council of Teachers' unions report (Wynne, 1991). Research on this topic is particularly relevant in light of the changing in workload as a result of many factors including; the mainstreaming of pupils with special needs, greater ethnic diversity in classrooms and the increase sizes resulting from recent expenditure cuts. This additional pressure on schools is likely to impact on job satisfaction. The importance of job satisfaction was highlighted by Darboe, *"a job is not merely a life sustaining but life-enhancing and enriching because most people continue to work even if their economic needs are met, suggesting that for most people work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from working with other people"* (2003).

Stress

Prolonged dissatisfaction with one's job may lead to teacher stress. According to Kyriacou (2001), '*Teacher stress may be defined as the experience by the teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher".* This stress can also be associated with negative emotional experience from the level of pressure and demands made on an individual. The existing coping

mechanisms available to that individual determine their resulting affect. Teacher stress can lead to strain and teacher burnout (a state of emotional, physical and attitudinal exhaustion) (2001).

Although Hans Selye (1926) did not relate stress to symptoms of the body however more recently Taylor (2009) defined stress as '*a negative emotional experience accompanied by predictable biochemical, physiological, cognitive and behaviour changes that are directed either toward altering the stressful event or accommodating its effects*' (p.147). The questionnaire used in this project is the Femian Teacher Stress Inventory (Fimian M. , 1984). It supplies information with regard to five stressors including: time management, work-related stress, professional distress, discipline/motivation and professional investment and manifestations of stress: emotional, fatigue, cardiovascular, gastronomic and behavioural manifestations of stress. Stress is a phenomenon that needs to be recognised on a more open level in teaching. Research in America found that levels of emotional exhaustion caused by stress were highest amongst teachers (Schaufeli, 1998; Putter, 2003).

Kyriacou (2001) states the main factors of stress for teachers including; teaching pupils who lack motivation, maintaining discipline, time pressures and workload, coping with change, being evaluated by others, dealing with colleagues, self esteem and stress, administration and management, role conflict and ambiguity, and poor work conditions. As mentioned previously these factors similarly influence job satisfaction.

The Association of Secondary Teachers in Ireland (ASTI), Teachers Union of Ireland (TUI) and Irish National Teachers Organisation (INTO) used a survey to explore stress among Irish teachers focussing on a number of principal

sources of stress; coping and social support; and outcomes of stress (Wynne, 1991).Teachers in Ireland were found to experience moderate to high levels of stress compared to other occupational groups. In terms of generic occupational stress, the five highest scoring items from INTO members were; workload, insufficient resources with which to work, being undervalued, equipment, and not being able to switch off at home. Specific stress associated with teaching was; lack of time to spend with individual pupils, large classes, noisy pupils, difficult classes, and pupil motivation. The top ten sources of self reported stress included; the pupil-teacher ratio, discipline, pupil motivation, inadequate resources, lack of parental support, teaching groups of differing ability, workload, parental expectations, salary, supervision/covering for absent teachers, and demands on after-school time. In the absence of more recent systematic data on teacher stress this research is likely to hold an insight into the processes involved in teacher stress (Darmody, 2011).

In addition teacher stress has both economic and personal implications. Teacher stress can lead to stress related employee absenteeism and may also result in teacher burnout and affect pupil outcomes (Kyriacou C. , 1987). A report, published by the Economic and Social Research Institute (ESRI) on behalf of the Teaching Council of Ireland, indicates that overall primary school teachers in Ireland are satisfied with their jobs (Darmody, 2011). Although in education many teachers rate their jobs as very stressful, the majority were still satisfied with their jobs (Borg M. &., 1989), highlighting that primary school teachers were more likely to experience job-related stress.

Self Efficacy

Teacher self-efficacy is the belief that one is capable of exercising personal control over ones behaviour, thinking and emotions. Bandura referred to self efficacy as an individuals' belief about their capability to carry out a particular course of action successfully (Bandura A. , 1997).

Previous research found that teachers with greater teacher stress have lower self-efficacy, poorer student- teacher relations and lower levels of effectiveness (Klassen, 2010). Teacher satisfaction is reported as a major gain from the daily activities of the classroom and overall school climate. This study reports teachers who are dissatisfied with their work display lower commitment and are therefore at a greater risk of leaving the profession. Teaching brings personal satisfaction and fulfilment. It also brings stress with demands and pressures of administration, colleagues, students and parents in addition to work overload, student misbehaviours and lack of recognition for accomplishments. Klassen found that teachers with greater classroom self-efficacy had greater job satisfaction (Klassen, 2010).

People who have strong self-efficacy beliefs are generally more satisfied with their jobs (Trentham, 1985), they demonstrate more commitment, and have lower absenteeism (McDonald, 1993). A teacher's career commitment is reflected in perceived stress levels, job satisfaction levels and in the level of self efficacy. Stronger self-efficacy will be reflected in a teachers approach where they are more likely to use new teaching approaches (Gibson S. &., 1984), take

more risks with the curriculum (Gukey, 1988) and gain the response and attention of more motivated students (Midgely, 1989).

According to Bandura (1995) the task of creating environments conductive to learning relies on the talents and self-efficacy of teachers. For teachers there are at least four kinds of self-efficacy (Gibbs, 2002). Each are important indicators of teacher effectiveness; 'Behaviour Self-Efficacy as a Teacher' is the self-belief in ones capability as a teacher to perform specific actions to deal with specific situations; 'Cognitive self-efficacy' as a teacher is the self-belief in ones capability as a teacher to exercise control over ones thinking in specific teaching situations; 'Emotional Self-Efficacy' as a teacher is the self-belief in ones capability as a teacher to exercise control over ones emotions in specific teaching situations and lastly 'cultural Self-Efficacy' as a teacher is the self-belief in ones capability as a teacher to perform specific actions in a culturally-appropriate manner. Gibbs expands upon these four types of self-efficacy and emphasises the interaction of them in a teachers' profession. They are not independent of one another (2002).

Friedman & Kass's 'Classroom and School Context' (CSC) model of self efficacy is detailed and relates to a variety of teacher functioning (Friedman I. &., 2002). Focusing on two domains: the class and the school; as the two areas of functioning for a teacher. These specific areas are highlighted in their effect on the teacher as an employee. Research shows the influence of teacher's self-efficacy on both the motivation of the teacher and the motivation of the student to achieve (Tschannen-Moran, 1998; Skaalvik, 2007).

Summary

Society will always continue to rely on teachers to educate the following generations. The education system is determined by teachers, teachers are the "vehicle" that determines its success. Policy-makers and the educational administration at state and federal levels must work diligently to increase the levels of career commitment of the teachers. Emphasis to reduce the number of teachers that are leaving the profession (Fauziah Noordin, 2009). Career commitment has been related to teacher self efficacy, teacher stress and job satisfaction. By elaborating on the relationship and influence of job satisfaction, perceived stress and self-efficacy of a teacher on their career commitment the necessary foundations of planning and classroom management can be assessed. The education and motivation of students is influenced by teacher stress levels, job satisfaction levels and self efficacy of the teacher. General and personal efficacy emerged as two of strongest predictors of teaching commitment, prompting the question; *'suppose you had it to do all over again: In view of your present knowledge, would you become a teacher?'* (Nias, 1981).

Teachers are essential for the effective functioning of education systems and for improving the quality of learning processes. They are the most significantly visible profession in the world, with all other professions based from teaching. It is the basis of development of a country, constructing a personality and shaping decisions of future generations. Teacher's mental health and welfare are influenced by job satisfaction, stress and self-efficacy. The welfare of the educator, for professional maintenance and enhancement, is essential. Research draws emphasis for the focus to be towards incoming teachers, the need for higher quality and commitment reflected in the next generation of teachers. The

profession of teaching becomes more complex alongside the expectations on teachers from society, the state, students and parents. '*Teachers are in daily contact with the students who potentially form the next generation of teachers, the enthusiasm and morale of the current teacher workforce are important influences on future teacher supply*' (OECD, 2005, pg.2).

Aims and Hypothesis

The area of education has been thoroughly researched both internationally and in Ireland. Specific areas of research include job satisfaction, stress and self-efficacy have been studied in isolation. In conjunction with career commitment the outcomes of previous research reflect the combination of what was previously significant findings in education and the impact it has on educators.

Teacher's workloads are changing due to numerous factors, the economy, mainstreaming of pupils with special needs, larger ethnic diversity, class size increase, and general withdrawal of supports as a result of the expenditure cuts from the Department of Education and Skills in Ireland.

A review of literature highlights the lack of research carried out in Ireland relating to self-efficacy, stress and job satisfaction. A substantial vacuum is evident in terms of research investigating Career commitment in primary school teachers, particularly in Ireland.

Career Commitment impacts both the teachers and the education, as highlighted in previous literature, for this reason it is important to identify the various dimensions of career commitment and factors which influence its strength. This provides a convincing rationale to undertake further

investigation into examining the relationship between teacher's self- efficacy, stress and job satisfaction and its relationship with career commitment in primary school teachers in Ireland.

The purpose of this study is to examine the determinants of teacher career commitment investigating teacher stress, teacher self-efficacy and job satisfaction. Investigating these relationships can significantly contribute to a better understanding of teacher career commitment. This is the main objective of this project.

A sample of 93 Primary School Teacher's were used to investigate; teachers stress, self-efficacy and job satisfaction in relation to career commitment in teachers.

This study hypothesized the following:

1. Lower perceived Stress will positively correlate with Teacher Career Commitment.
2. Higher Self-Efficacy will positively correlate with Teacher Career Commitment.
3. Higher Job Satisfaction will positively correlate to Teacher Career Commitment.
4. There will be a significant difference between Stress, Self Efficacy, Job Satisfaction, Career Commitment and Years Experience in Education.

Chapter 2: Methods

Materials

The following questionnaires were anonymous and self-administered. A combination of paper and pen questionnaires which were handed out in booklet form and interactive questionnaire with the same content were anonymously completed on 'Google. docs'. An explanatory cover letter was attached to the front of each booklet and on the interactive questionnaire also.

The Job Satisfaction Survey (JSS) (Spector P. , 1997) was used to assess the levels of job satisfaction in primary school teachers. The job satisfaction survey examines nine facets of job satisfaction; pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of the work, communication. In addition overall job satisfaction is also assessed.

The questionnaire consisted of a set of 36 items. Each of the items is equally weighted in value. The participants were asked to respond to each item in terms of how true the statement was. The scale was rated on a six point likert scale; from disagree very much to agree very much. The purpose behind this questionnaire was to stimulate the participant's thoughts about the level of satisfaction they feel in their current occupation.

The *Fimian Teacher Stress Inventory (FTSI)* was originally developed in 1984 to assess teacher's perception of stress in relation to their occupation (Fimian M. , 1984). It is broken into three sub sections. Section A contains the basic demographics such as age, gender and years experience as a teacher. Section B contains 49 stress-related questions. These questions address factors

that could cause a build up of stress in teachers. Section C contains eight questions; this section is more personal as it attains the stress levels and intensity of which stress is experienced by the individual teacher.

Section B of The Fimian Teacher Stress Inventory is further sub sectioned: 1. *Stress Factors;* Time –management, work related stressors, professional stressors, discipline and motivation and professional investment. 2. *Manifestations of Stress:* emotional manifestations, fatigue manifestations, cardiovascular manifestations, gastronomic manifestations and behaviour manifestations.

Participants were asked to read the statements and indicate their agreement or disagreement on a five point likert scale; ranging from not noticeable to extremely noticeable. The scale ranged from; strongly disagree, disagree, neutral, agree and strongly agree. A Cronbach's Alpha co-efficient indicated a good consistency within this sample ($\propto = .952$).

The Teacher Self-Efficacy Scale (TSES) assesses teacher's sense of self-efficacy in their work environment (Hoy, 1993). Previous research indicated that measures of the TSES, short and long form, show reliability and validity for the broad scales and their sub scales. Cronbach co-efficient for this study result in (α=.877). Participants responded to twelve items using a likert scale; ranging from 1=strongly disagree to 6=strongly agree. Higher scores indicate higher levels of self-efficacy.

Participants

A total of ninety three participants (N=93) participated in this study. A combination of online surveys and self administered surveys were distributed. The online surveys were compiled using Google.docs, they were distributed via email. There were forty responses to the online survey and fifty-three to the self administered surveys. Questionnaires were distributed to both male and female teachers, responses of which were thirty-two male (35%) and sixty-one female (65%). Age ranges from 20 years to 61+ years old.

Participation was voluntary and without any incentive or reward. The convenience sample consisted of Irish primary school teachers. The demographics of respondents are represented in Table 1.

Table 1: *Sample Demographics*

Variable	Frequency	%
Gender:		
Male	32	43.4
Female	61	65.6
Years of Teaching Experience		
1-5 years	29	31.2
6-20 years	29	31.2
21-31+ years	34	98.9
Age in Years		
20-30 years	41	44.1
31-40 years	24	25.8
41-50 years	11	11.8
51-60 years	12	12.9
61+ years	5	5.4

Ethics

Ethical approval was granted for this study by the Psychology Department of Dublin Business School Ethics Committee. Participation in this study was voluntary and participants were reminded, in the cover letter, that they could withdraw from the study at any time. Participants were assured that strict guidelines of confidentiality and anonymity would be followed at all times. Respondents were asked not to leave any identifying marks on the questionnaire.

Design

This study adopted a quantitative cross-sectional design. It was a correlation study which is descriptive in nature. No treatment interventions were conducted during the course of this study. Variables in this correlation research included demographic variables such as gender, age, years of teaching experience. Predictor variables were job satisfaction, self-efficacy and teacher stress. The criterion variable was career commitment.

Procedure

The purpose of this study was explained on the cover page on the questionnaires both self administered and online. The participants were reminded that the strictest levels of anonymity will be upheld and that they could withdraw from the study at any time. When ethical approval was granted for this study by the Psychology department of Dublin Business School Ethics Committee the online survey was emailed and the self-administered questionnaires (see Appendix) were handed to primary school teachers. The self-administered questionnaire were handed out in envelopes with no identification marking, when complete the envelope would be sealed and left to the office for collection. Completed questionnaires were gathered in bulk from the school office and collected by the researcher to maintain anonymity.

Chapter 3: Results

Descriptive statistics

The purpose of this study was to investigate if there is a relationship between career commitment, teacher self-efficacy, teacher stress and job satisfaction. Descriptive statistics were carried out on the variables job satisfaction, teacher stress, self efficacy and career commitment. Mean and Standard deviation results for job satisfaction, teacher stress, teacher self-efficacy and career commitment are presented in table 2. Due to technical difficulties while importing data the results of the teacher self-efficacy scale, skewed data was produced. For this reason analysis on the teacher self-efficacy scale was kept to a minimum and results will be viewed with consideration of the difficulties encountered.

Table 2: Descriptive statistics for job satisfaction, teacher stress, teacher self-efficacy and career commitment.

	N	Mean	SD
Job Satisfaction	93	3.75	.441
Teacher Stress	93	2.83	.702
Teacher Self-Efficacy	93	1.74	.609
Career Commitment	93	6.77	2.498

Correlation

The objective of this study was to investigate the strength of the relationship between career commitment and teacher stress, self efficacy and job satisfaction.

Using Spearman Rho a strong negative significant correlation was found between teacher stress and Job satisfaction (Rho(93)=-.526, P<.01). This indicated that as teacher stress increases job satisfaction decreases. There was no significant relationship with teacher stress and self-efficacy (Rho(93)=-.19, P>.01).

A strong negative significant correlation was also found between teacher stress and career commitment (Rho(93)=-.436, P<.01). These results obtained from the Spearman Rho correlation test indicate a significant difference between stress and career commitment, when stress increases career commitment decreases, in agreement with the first hypothesis; lower stress will positively correlate with career commitment.

The second hypothesis was not supported by the results of Spearman Rho, that higher self efficacy will correlate with career commitment, (Rho(93)=-.236, P>.01) thus indicating a negative relationship. This indicates that when teacher self efficacy is high career commitment is low. Constraints on data are to be considered with self-efficacy results as they contradict previous research (Nias, 1981) in which self efficacy was found to be one of the main predictors of career commitment in teachers.

Using a Spearman Rho the relationships between job satisfaction and career commitment resulted in a strong positive correlation (Rho(93)=.334, P<.01). Agreeing with the third hypothesis; higher job satisfaction will positively correlate with career commitment. The relationship between job satisfaction and self efficacy also shows a positive correlation (Rho(93)=.053, P<.01).

With regard to the fourth hypothesis Mann Whitney U test was conducted to explore the statistical significant of the following variables. The dependant variable was career commitment, teacher stress, teacher self efficacy and career commitment. The independent variable was years experience in education. Independence of observations was achieved by splitting the years experience into three categories, 1-5years experience, 6-20 years experience and 21-31+ years experience in education. This was conducted three times with three defined grouping variables (1-5years; 6-20years) (1-5years; 21-31+) (6-20years; 21-31+) in agreement with previous literature about career commitment in years experience in schools (Plus, 2009; Ingersoll, 2004).

Significant difference was found between 1-5 years experience with a mean rank of 39.59 and 21-31+years experience with mean rank of 25.53. Career commitment is highest in teachers with years experience ranging from 1-5 years and lowest in teachers with 21-31+years experience. Stress follows this pattern also with teachers 1-5years experiencing the lowest level of stress, 27.57 and teachers of 21-31+years experiencing the highest level of stress(33.28). Teacher Self efficacy resulted in similar significance, 1-5years experience the lowest level of self efficacy (23.00) and 21-31+ experience the highest level of self efficacy (39.68). Finally job satisfaction is highest in the later

year's experience 21-31+ years (36.78) and lowest in the middle age range 6-20 years experience (23.36). Results are presented in table 3.

Table 3: Mann Whitney U Results between Years Experience with Career Commitment, Teacher Stress, Teacher Self-efficacy and Job Satisfaction.

Years experience		Career commitment	Teacher Stress	Teacher Self-efficacy	Job Satisfaction
1-5 years; 21-31+ years	U=	273.0	449.5	232.0	428.0
	P=	-3.071	-.600	-3.603	-.897
1-5 years; 6-20 years	U=	343.5	364.5	277.0	242.50
	P=	-1.218	-.871	-2.234	-2.769
6-20 years; 21-31+ years	U=	328.5	476.5	363.0	330.50
	P=	-2.29	-.228	-1.795	-2.241

A Kruskal Wallice test indicated a significant difference between 1-5years experience (M=56.74) and 21-31+ years experience (M=35.19) in levels of career commitment (H(2)=10.936, p=.004). With the highest level of career commitment in the earliest years experience, 1-5 years, and the lowest level of career commitment in the later years experience, 21-31+ years.

Kruskal Wallice test concluded that there is a difference in the median test scores (and hence the mean test scores) among the three age levels. Job Satisfaction being at its highest in the early years experience (M=54.88; 1-5 years experience; (H(2)=8.861, p=.012). Self Efficacy at its highest in the latest years (M=58.00; 21-31+years)(H(2)=14.259, p=.001) and Stress at its highest in the middle years (M=49.00; 6-20years)(H(2)=.763, p=.683). Career commitment indicated its highest mean rank in the early years 1-5 years; M=56.74; (H(2)=10.936, p=.004) indicating a difference between career commitment in the early years and in later years experience, 21-31+ years (M=35.19), a decline in career commitment as years experience increase.

According to these results in relation to the fourth hypothesis there is a significant difference evident in career commitment, job satisfaction and self efficacy with years experience in education (p=<0.05). Stress does not result in a significant difference, p=.683, therefore is not supporting the fourth hypothetical statement. There is no significant difference between stress and years experience in education evident.

Chapter 4: Discussion

The overall aim of this study was to investigate the determinants of career commitment in primary school teachers. Teacher stress, teacher self-esteem and job satisfaction were assessed as the three main factors, as per the focus of previous literature. (T.S, 1996; Friedman I. F., 1992; Shiel G. P., 2009).

Previous literature highlights each of these factors; teacher stress, self-efficacy and job satisfaction individually. Using the Fimian Teacher Stress Scale (Fimian M. , 1984), Hoy and Woolfolk's Teacher Self Efficacy Scale (Hoy, 1993) and Spector's job Satisfaction Scale (Spector P. , 2001). Along with a demographic data survey. The demographic data survey addressed the following areas; gender, age, years experience in teaching, the choice on a likert scale of questioning if you would return to teaching if you had the option to start over, and the choice on likert scale of; will you be teaching in ten years time (the likert ranged from 1-5, from strongly disagree to strongly agree).

Objectives:

The first aim of this study was to investigate if lower perceived stress will positively correlate with teacher career commitment. The second aim was to investigate if higher self-efficacy will positively correlate with teacher career commitment. The third aim was to investigate if higher job satisfaction would positively correlate to teacher career commitment. The final aim was to assess if there is a significant difference between stress, self efficacy, job satisfaction, career commitment and years experience in education.

First hypothesis:

Results obtained from a Spearman's rho correlation test indicate a significant difference between stress and career commitment. The results agree with the first hypothetical statement of the study; lower perceived stress will positively correlate with teacher career commitment. A strong negative significant correlation was found, ($Rho(93)=-.436$, $p<.01$), when stress increases career commitment decreases; lower stress will positively correlate with career commitment. This result is similar to previous research indicating lower perceived stress relates to higher career commitment (Borg M. &., 1991).

Stress has been highlighted in previous studies as effecting teachers and leading to employee dissatisfaction, decreased productivity and having negative effects on an employee's health (Guglielmi, 1998; Darmody, 2011; Mc. Cormick, 1992). These negative effects have been reflected in the results of the first hypothesis. The changing environments of the classroom; monetary cuts, increased class sizes and mainstreaming special needs, leads to teacher 'overload' (Fullan, 1999). This is closely associated with 'burnout' which is frequently investigated in teachers (Burke, 1996; Friedman I. , 1995; Friedman I. F., 1992; Guglielmi, 1998; Kyriacou C. , 1987; T.S, 1996).

The perspective of the child has been highlighted, particularly in American research. Cody (2013), Milkie (2011) and Shellenbarger (2011) have found that a classroom with a stressed teacher (both in secondary and primary schools; as per research) leads to detrimental effects on the students. Teachers in classrooms with; disruptive behaviour, lack of control, low attainment skill level see resulting effects as an overall lower academic standard in students and increased stress levels in the teachers (Troman, 2000).

The ‘active classroom’ is a fundamental aspect of the current Primary School Curriculum (NCCA, 1999). The literature reviewed highlighted teacher-pupil interactions as one of the main stressors of teachers (Burke, 1996; Kyriacou C. , 2001), as well as teacher parent interactions and excessive administration paperwork (Milkie, 2011; Prakke, 2007). Descriptive statistics indicated using the Fimian teacher Stress inventory subscales that professional distress (M=3.56) was the most stressful element of teaching. Saari (2004) found the main stress effect on teachers was the actual work itself. Although the main stressor in that research was found to be the actual work itself this contradicts other research which attain the most rewarding element of teaching is the actual work itself (Nias, 1981). Saari determined this stressor to have negative impact on job satisfaction in their research also (2004).

Following these time management (M=3.37) is ranked the second highest stressful element of teaching. Darmody, (2011), indicate that 45% of teachers and 70% of principals experience occupational stress in the primary school system in Ireland. Putter, L. found greater levels of stress in teachers the U. S. A (2003). Among Irish literature the more prominent determined effector of a productive learning environment was classroom management and particularly classroom discipline, in turn these elements of the classroom impacted on the stress levels of the teacher (Shiel G. P., 2009).

Second Hypothesis:

Using Spearmans Rho correlation test a negative correlation was found between self efficacy and teacher career commitment ($Rho(93)=-.236$, $p<0.05$). This is not in agreement with the hypothetical statement; higher self-efficacy will positively correlate with career commitment.

Using a Kruskal Wallice test it is evident that self efficacy increases with age, previous literature support this idea with emphasis on experience and maturity contributing to self-efficacy (Rowe, 1997; Grembowski, 1993).Ingersoll (2004) highlights the relation of self-efficacy with career commitment. In this research a 46% attrition rate was found in teachers with 1-5 years experience. The is consistent with the results of a Kruskal Wallice test which shows statistical significance between 1-5 years experience (Mean Rank=32.55) and 21-31+ years experience (Mean Rank=58.00) with significant difference ($H(93)=14.259$, $p=.001$). Teacher self-efficacy increases with years experience in teaching according to these results.

A consideration of the teacher self efficacy findings is the difficultly involved with the data transfer from Google, through Excel, and into SPSS. This considerable difficultly affects all results involving self-efficacy therefore no further analysis was done involving teacher self-efficacy.

Third Hypothesis:

The third hypothetical statement outlines that higher job satisfaction will positively correlate with teacher career commitment. Using Spearman's Rho correlation a strong positive correlation was found between job satisfaction and career commitment (H(93)=.334, p=.001). This is in agreement with the third hypothesis, supporting previous research in the argument that higher job satisfaction relates to higher career commitment (Passer, 2008; Ostroff, 1992).

Previous research highlighted the effect of an individual's beliefs and ethics with regard to their level of job satisfaction (Ostroff, 1992). An individual's job satisfaction effects their motivation, professional approach and ultimately the academic outcomes of the students (Crossman A. &., 2006).

As mentioned previously the research in job satisfaction and career commitment with regard to student's academic achievement is scarce. However increased administration paper work required by the School Self-evaluation for Primary schools (Science, 2012) in accordance with the Teacher Development Service for Teachers (PDST), may affect job satisfaction in a negative way. In addition to paper work, an increase in class sizes, mainstreaming special needs and decrease in Special Needs Assistants (SNA's) is reflected in the mean rank=3.19 found in the subscale for teacher promotion. This was the lowest subscale of job satisfaction reflected in descriptive statistics. It draws attention to the dissatisfaction with current promotion benefits. Also highlighted by Chaplain, R. who found that job satisfaction was a main predictor of the level of career commitment in an individual.

Darboe, 2003, highlighted the importance of job satisfaction in particular in teachers as it is a 'life enhancing' job, with fulfillment primarily attained from

working with other people. This in turn is verified as the highest scoring subtotal of job satisfactin scale is 'nature of the work' with a mean rank= 4.31. The nature of the work is the most satisfying aspect of teaching as per the job satisfaction results. This supports research by Nias (1981), however contradicts results from Saari (2004). Further research is necessary in this area.

Mann Whitney U test showed a strong positive relationship between job satisfaction and career commitment, (Rho(93)=.334, p=.001). Previous research attribute increased stress in a job with low job satisfaction (Kyriacou C. , 2001). Teacher turnover, around their fifth year in education, is connected with job dissatisfaction, leading to a 'revolving door' (pg2) staff. In this scenario staff turnover is frequent, with whole staff being effected by changes it likely that student academic acheievement would suffer. The American policy, 'no child left behind' focus lies on low teacher retention rates for the reason on turnover and teacher dissatisfaction (Ingersoll, 2004). Pierce (2004), draws attention to the importance of job satisfaction as it is formed from an individuals self-esteem, this in turn is refleced in organisation based self esttem and plays a significant role shaping employee satisfaction. Job satisfaction and stress have been linked to the foundations of positive career commitment (Crossman A. &., 2006). Job satisfaction has also been connected with self efficacy lending to lower absenteeism in primary schools (McDonald, 1993).

Fourth Hypothesis:

The fourth hypothetical statement was assessed using a MannWhitney U test. Test variable list included career commitment, stress, self efficacy and job satisfaction totals, and the grouping variable was years experience in education. The groups were defined as 1-5 years;6-20 years, 1-5years; 21-31+ years and 6-20years;21-31+ years.

Using a Mann Whitney U test a significant difference was found between Career commitment and Years experience in education; early years 1-5 and late years 21-31+, (U=273.0, p=.002). This strong significance is reiterated in literature as career commitment declines in later years (M=25.53). Whereas in early years teaching experience; as mentioned in R. Ingersoll's review of American education, enthusiasm and career commitment are abundant (Ingersoll, 2004,pg.2).

In line with the previous results there was a significant difference between self efficacy and career commitment in the early (1-5 years: M=23.0) and late (21-31+ years: M=39.68) teachers. Mann Whitney U test conducted shows a significant difference; U=232.000, P=.000, this result is conducive to previous research which established a natural growth in self efficacy with age (Dendinger, 2005)directly linking self efficacy growth with retirement and a significant decline in career commitment. As self efficacy rises, career commitment falls around the 21-31+ years in education according to these results.

There is a significant difference between job satisfaction and years experience in education. A Mann Whitney U test affirmed a significant difference between early years (1-5 years: M=35.64) and middle years (6-20 years: M=23.36) and levels of job satisfaction. A decline in job satisfaction is evident from the mean rank of the two groups (U=242.500, P=.006). This decline is parallel to the decline in career commitment in the same year's experience as shown in Mann Whitney U results. Teacher self efficacy is also rising from early years (1-5 years, M=24.55) to middle years (6-20years, M=34.45). Bandura(1995) suggests that the rise with time may be linked to familiarity in ones environment, comfortable in ones surroundings. However lower levels of self-efficacy is linked to lower student-teacher relations and lower levels of teacher effectiveness (Klassen, 2010).

The concluding Mann Whitney U is consistent with current findings, middle years (6-20years) and later years(21-31+years) experience shows a significant difference in stress, self efficacy and job satisfaction. Career commitment decreases from middle years; M=1092.50, to later years; M=923.50. This is in agreement with the fourth hypothetical statement that there is a difference between years experience in teaching and teacher career commitment. Career commitment decline in later years (U=328.500, P=.022).

Self-efficacy rises with mean rank 27.52 in middle years(6-20 years) rising to 35.82 in later years(21-31+ years) teaching experience. Finally job satisfaction is at its highest in late years (M=1250.50), rising from 765.50 in the middle years. In later years relations with career commitment are at their lowest, self efficacy is at its highest and job satisfaction is also at its highest. This

is an interesting outcome, with stress not indicating significance in relation to years experience in education.

Results have shown a significant difference with self efficacy, job satisfaction, career commitment with years experience in education. These agree with the fourth hypothetical statement. However, there was no significant difference with stress and years experience in education, this does not agree with the fourth hypothetical statement.

Limitations and future research

The significant limitation in this research has been the use of Google for data collection. Due to technical difficulties the outcome of self-efficacy data was incorrect as the majority of the original data was missing. This hindered progress significantly. For this reason further investigation on self efficacy as a determinant of career commitment would be a future recommendation as the results found are likely to be unreliable. In consideration of this limitation there were few other limitations in this research.

As with any other research there were restrictions with time and population. A broader field of demographics, with equal gender ratios and varying socio economic status, would be beneficial to this research. A larger sample of male and female populations would be an interesting dynamic. Particularly with regard to gender differences, investigating job satisfaction and self efficacy with decreased career commitment in later year's experience. Restricting the method to self administered questionnaires would be

recommended due to data mistakes encountered in the interactive parts of this study.

Results of this study suggest the main determinants of career commitment include years experience in education, self efficacy and job satisfaction. A further limitation leading to future research may be the closer investigation of the relationship between stress and career commitment. Stress is widely researched and is suggested to impact career commitment (Kyriacou C. , 1987), job satisfaction (Kyriacou C. , 2001) and self efficacy (Klassen, 2010). However specific studies in Irish Primary School teachers with these factors are limited. Higher stress is closely associated with increases in pupil-teacher ratios, (Prakke, 2007) increased class sizes, insufficient resources, salary, lack of promotion, teacher-parent interaction, and pupil motivation (Wynne, 1991). Particularly job related strressors (Borg M. &., 1989).

Continued research in this area of career commitment includes follow up research to track teacher retention, investigation of the professional commitment and teacher turnover in Irish primary schools. Current concerns about the attractiveness of teaching as a career due to teachers relative salaries declining in most countries and the long term trends in the composition of the incoming workforce, with fewer males and fewer 'higher achievers' (OECD , 2005). Leading to imperitive research on the effects of career commitment and its determinants on students academic achievments. Further research on this topic may lead on to include the link to pupil-teacher interaction which effects teacher stress and burnout (Burke, 1996).

Career commitment declines and job satisfaction increased throughout years experience in teaching. Isolated research investigating the determinants of job satisfaction in primary school teachers in Ireland including the factors of career commitment could contribute to methods of enhancing both job satisfaction and career commitment in teachers. This would result in a positively enhanced education system. Job satisfaction and career commitment are both connected with a more productive, fulfilled educator (Ostroff, 1992). The decline in career commitment towards later years in teaching may relate to retirement, expectations or knowledge of the educational system. Further research in relation to career commitment could verify determinants of lower career commitment in later years experience as a teacher. By enabling predictions future strategies could avoid the 'plateau' effect (Ingersoll, 2004). Assesment of career commitment in prinicpals would contribute to the larger sample population of this topic. In light of current changes in the Education system in Ireland, with Croke Park negociations underway, career commitment is likely to become a popular topic in education.

Practical implications and Conclusion

Where teachers report lower job satisfaction, higher self efficacy and higher stress they also report lower career commitment. In contrast to Coladarci, T (1992) research where higher career commitment is related to higher self-efficacy. Results in this study did not support Coladarci's outcomes.

Job satisfaction and stress were considered the foundation values of career commitment in both Chaplain, R (1995) and Crossman, A (2006) studies. In these studies the student outcomes directly reflect on the higher teacher career commitment. This study indicated high job satisfaction and low stress lead to career commitment. The importance of this is indicated by the effects of student education, socially and academically the outcomes of student progress and directly linked with teacher career commitment.

Modern approaches (Gibson, S, 1994) and professional self concept are key foundations to student success (Friedman, I. F, 1992). However the burden for professional development falls directly on the individual teacher (Clement, M.V, 2002). This burden leads to increased stress which in turn leads to decrease in career commitment.

Future curricular planning, policies and developmental strategies should account for the significant effects of job satisfaction, self efficacy and stress on teachers. When teachers believe they can make a difference, in educational settings, that's when they do make a difference (Gibson S. &., 1984). However results indicate a relationship between a high level of self efficacy and low level of career commitment which would not support an effective learning environment. However further research in teacher self-efficacy is necessary.

Implementing internal support services within schools could be used to help manage and solve problems such as increases in stress, decreased job satisfaction and low levels of self-efficacy. Personal development and maintenance needs to address these areas of concern as their influence on the education system is vast. The re-evaluation of the education system to maintain

both teacher and student emotional health with particular focus on the four areas of self-efficacy; behavioural, cognitive, emotional and cultural (Gibbs, 2002). This would benefit both student and teacher. Simultaneously monitoring sources of stress, therefore isolating and enabling awareness could prevent a rise in teacher burnout.

Information concerning incoming student teachers reflects on a teacher's career commitment. Ethics and beliefs have high impact of job satisfaction. Further studies on coping mechanisms, dispositional effects and teacher motivations in primary school teachers in Ireland would enable vast insight into future career commitment of that individual and in turn its effects on that teachers students.

Since stress did not report significant difference with years experience in education, further recommendation to investigate both gender dynamics and isolated ages with reference to stress should be addressed. A large portion of research indicates a strong relationship with stress and burnout in teachers (Burke, 1996). Self-efficacy and job satisfaction have similar been highlighted. However in light of the rising level of stress; 45% of Irish teachers (Darmody, 2011), enhancing awareness and strategies to combat rising stress levels is essential. By enabling strategies for managing stress in teachers the belief in ones teaching capabilities will rise to enhance the current education system to meet demands.

In conclusion, this research proposed to examine the determinants of career commitment among primary school teachers in Ireland. The study

investigated the relationship of career commitment with teacher stress, self-efficacy and job satisfaction reported by teachers.

Previous literature outlines the relationship between each isolated factor and career commitment, and their importance in education. Job satisfaction has considerable effect on career commitment and stress. Self-efficacy is affected by stress and job satisfaction. High levels of teacher self-efficacy are evident in higher academic outcomes in students and higher level of job satisfaction in teachers. Higher attrition is related to higher levels of stress.

Career commitment is affected by each variable in an isolated manner. In turn stress, job satisfaction and self-efficacy relate to each other and impact on teacher career commitment. Higher job satisfaction indicates a high level of career commitment. Low level of career commitment is related to high levels of stress and high levels of self-efficacy. Career commitment is likely to have significant consequence for teacher retention and motivation in the future. The implications of this study are numerous and diverse. A greater understanding of career commitment and its determinants significantly contribute to future educational planning and teacher welfare.

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Appendix

Appendix 1: Cover letter for participants

January, 2012

Dear Participant,

My name is Ann-Marie Chapman and I am a final year student on BA (Hons) Psychology at Dublin Business School. As part of my final year project I am conducting an investigation into the effect of job satisfaction, perceived stress and self efficacy on career commitment in teachers. I would appreciate your contribution to this study and so am inviting you to take part. The questionnaire should take you approximately 15-20 minutes to complete.

The questionnaire is anonymous and the data collected will be treated sensitively and in a confidential manner. Data may be used in other research projects, publications or at conference presentations; however there will be no way of identifying any students from any publication of the results.

If you wish to withdraw from the study at any time, you may do so without penalty. To facilitate withdrawal at a future date you may create a code of your choice at the beginning of the questionnaire. To withdraw after submission of your answers, please contact the researcher quoting this unique code word.

If you require any more information about the study you can contact me by

emailing [redacted] or you may contact my supervisor, Dr Anne Davis ([redacted]).

Thank you for taking the time to complete this Questionnaire, your participation is greatly appreciated. Please place the completed Questionnaire in the envelope provided, seal it, and return it to the school office for collection.

Sincerely,

Ann-Marie Chapman.

Appendix 2: Questionnaire

Section A: Demographic Variables

Please CIRCLE the block applicable to you:

1. Gender:

Male	Female

2. Years of experience as a teacher:

1-5	6-10	11-20	21-30	31+

3. Age in years:

20-30	31-40	41-50	51-60	61+

4. How likely is it that you will be teaching in ten years time?

Very unlikely	Fairly unlikely	Neither likely nor unlikely	Fairly likely	Very likely

5. How likely is it that you would choose teaching again as a career if you were to start your working life over again?

Very unlikely	Fairly unlikely	Neither likely nor unlikely	Fairly likely	Very likely

Section B:

PLEASE CIRCLE THE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	**Disagree very much**	**Disagree moderately**	**Disagree slightly**	**Agree slightly**	**Agree moderately**	**Agree very much**
I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
There is really too little chance for promotion on my job.	1	2	3	4	5	6
My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
I am not satisfied with the benefits I receive.	1	2	3	4	5	6
When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
I like the people I work with.	1	2	3	4	5	6
I sometimes feel my job is meaningless.	1	2	3	4	5	6
Communications seem good within this organization.	1	2	3	4	5	6
Raises are too few and far between.	1	2	3	4	5	6

Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
My supervisor is unfair to me.	1	2	3	4	5	6
The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
I do not feel that the work I do is appreciated.	1	2	3	4	5	6
My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
I like doing the things I do at work.	1	2	3	4	5	6
The goals of this organization are not clear to me.	1	2	3	4	5	6
I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
People get ahead as fast here as they do in other places.	1	2	3	4	5	6
My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
The benefit package we have is equitable.	1	2	3	4	5	6
There are few rewards for those who work here.	1	2	3	4	5	6

I have too much to do at work.	1	2	3	4	5	6
I enjoy my co-workers.	1	2	3	4	5	6
I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
I feel a sense of pride in doing my job.	1	2	3	4	5	6
I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
There are benefits we do not have which we should have.	1	2	3	4	5	6
I like my supervisor.	1	2	3	4	5	6
I have too much paperwork.	1	2	3	4	5	6
I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
I am satisfied with my chances for promotion.	1	2	3	4	5	6
There is too much bickering and fighting at work.	1	2	3	4	5	6
My job is enjoyable.	1	2	3	4	5	6
Work assignments are not fully explained.	1	2	3	4	5	6

Section C:

Please identify the factor which causes you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate rating on the 5-point scale.

If you have not experienced this feeling, or if the item is not appropriate for your position, circle number 1 (no strength; not noticeable).

	Not noticeable	**Barely noticeable**	**Moderately noticeable**	**Very noticeable**	**Extremely noticeable**
I easily over-commit myself	1	2	3	4	5
I become impatient if others do things too slowly.	1	2	3	4	5
I have to try doing more than one thing at a time	1	2	3	4	5
I have little time to relax/ enjoy the time of day.	1	2	3	4	5
I think about unrelated matters during conversations.	1	2	3	4	5
I feel uncomfortable wasting time.	1	2	3	4	5
I rush in my speech	1	2	3	4	5
There is little time to prepare for my lessons/ responsibilities.	1	2	3	4	5
There is too much work to do	1	2	3	4	5
The pace of the school day is too fast.	1	2	3	4	5
My caseload/ class is too big	1	2	3	4	5
My personal priorities are being shortchanges due to time demands	1	2	3	4	5
There is too much administrative paperwork in my job	1	2	3	4	5

I lack promotion and/ or advancement opportunities	1	2	3	4	5
I am not progressing my job as rapidly as I would like	1	2	3	4	5
I need more status and respect on my job.	1	2	3	4	5
I receive an inadequate salary for the work I do.	1	2	3	4	5
I lack recognition for the extra work/ and good teaching I do.	1	2	3	4	5
I feel frustrated because of discipline problems in my classroom	1	2	3	4	5
I feel frustrated having to monitor pupil behaviour.	1	2	3	4	5
I feel frustrated because some students would better if they tried	1	2	3	4	5
I feel frustrated attempting to teach students who are poorly motivated.	1	2	3	4	5
I feel frustrated because of inadequate/ poorly defined discipline problems.	1	2	3	4	5
I feel frustrated when my authority is rejected by pupils/ administration.	1	2	3	4	5
My personal opinions are not sufficiently aired.	1	2	3	4	5
I lack control over decision made about classroom/ school matters.	1	2	3	4	5
I am not emotional/ intellectually stimulated on the job.	1	2	3	4	5
I lack opportunities for professional improvement	1	2	3	4	5
I respond to stress by feeling insecure	1	2	3	4	5
I respond to stress by feeling vulnerable	1	2	3	4	5
I respond to stress by feeling unable to cope	1	2	3	4	5

I respond to stress by feeling depressed	1	2	3	4	5
I respond to stress by feeling anxious	1	2	3	4	5
I respond to stress by sleeping more than usual	1	2	3	4	5
I respond to stress by procrastinating	1	2	3	4	5
I respond to stress by becoming fatigued in a very short time	1	2	3	4	5
I respond to stress with physical exhaustion	1	2	3	4	5
I respond to stress with physical weakness	1	2	3	4	5
I respond to stress with feelings of increased blood pressure	1	2	3	4	5
I respond to stress with feeling of heart pounding or racing	1	2	3	4	5
I respond to stress with rapid and/ or shallow breath	1	2	3	4	5

I respond to stress with stomach pain of extended duration	1	2	3	4	5
I respond to stress with stomach cramps	1	2	3	4	5
I respond to stress with stomach acid	1	2	3	4	5
I respond to stress by using over the counter drugs	1	2	3	4	5
I respond to stress by using prescription drugs	1	2	3	4	5
I respond to stress by using alcohol	1	2	3	4	5
I respond to stress by calling in sick	1	2	3	4	5

Section D: **Please indicate your opinion about each of the statements below by circling the appropriate number.**	**Nothing**		**Very little**		**Some Influence**		**Quite a bit**		**A Great Deal**
How much can you do to control disruptive behaviour in the classroom?	1	2	3	4	5	6	7	8	9
How much can you do to motivate student who show low interest in school work?	1	2	3	4	5	6	7	8	9
How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
How much can you do to help	1	2	3	4	5	6	7	8	9

your student's value learning?									
To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
How much can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9

To what extent can you provide an alternative explanation for example when students are confused?	1	2	3	4	5	6	7	8	9
How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7	8	9

Thank you for taking the time to complete this questionnaire. Please put your questionnaire in the envelope provided making sure there is no identifying marks on the questionnaire, seal the envelope and return it to the school office.

Your time and patience is greatly appreciated.