Give Me a Break: Daily Teacher Recovery

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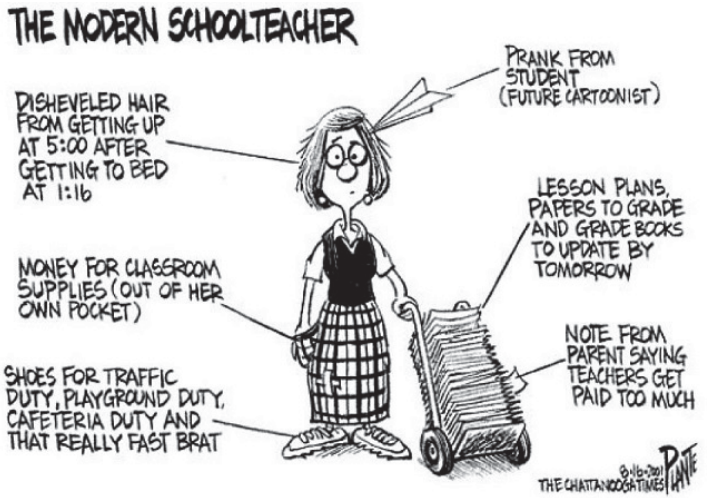
Teachers

- 3.7 million elementary and secondary school teachers
- Higher stress than other client-oriented professions
- Burnout and turnover are occupational problems
- Budgets are strained



Stress

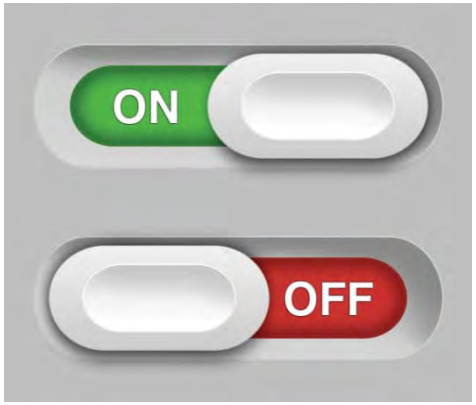
- Stressful work leads to poor health outcomes
- Resource loss, strain to individuals
- Lack of longitudinal studies

Purpose of Study

- Investigate daily fluctuations in strains
  - What recovery strategies may be effective in reducing negative outcomes ? Increasing positive outcomes?

Recovery

- Effort-recovery (Schaufeli & Bakker, 2004).
- Modes of Recovery
- Recovery Activities
- Opportunities for recovery



Recovery

- Conservation of Resources—individuals are limited by available resources and strive to retain, replenish, and conserve these resources
  - Loss of resources results in stress and eventual strains to the individual
  - Constant exposure inhibits resource replenishment

Recovery and Energy

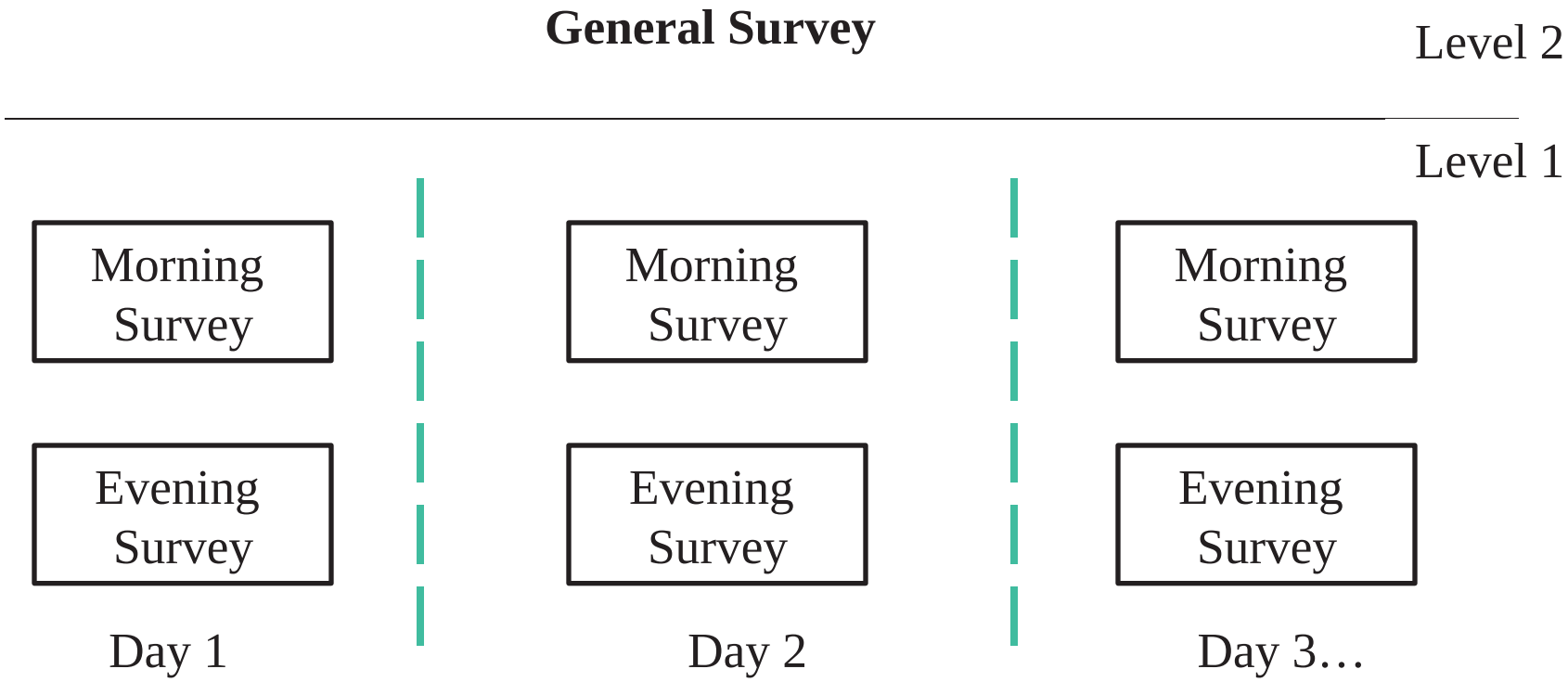
- Recovery = Processes of returning taxed systems to baseline levels
- Subjective State Energy = Resources an individual perceives him or herself to have for mental, physical, and emotional tasks at a particular time

Teaching self-efficacy

- Defined as the "extent to which the teacher believes he or she has the capacity to affect student performance"

- Teaching self-efficacy may be thought of as a resource, thus, an outcome of recovery (via increased state energy).

Study Design



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Hypotheses

- **Hypothesis 1:** At work recovery interacts with evening recovery activities to predict next day morning energy, such that teachers who have both high at-work recovery and more evening recovery activities have the highest next day morning energy.
- **Hypothesis 2a:** Morning energy is positively related to same-day (morning) subjective wellbeing
- **Hypothesis 2b:** Morning energy is negatively related to same-day (morning)physical symptoms.
- **Hypothesis 2c:** Morning energy is positively related to same day (evening) work engagement
- **Hypothesis 3:** Evening energy is positively related to next morning teaching self-efficacy.

Participants, Procedure, and Design

- Participants
  - 281 retained using both peer-nomination and superintendent recruitment
  - Mostly female (89%), white (91.5%), 66.2% worked 40-60 hrs/week, 40.9 (SD=10.6), public school (96.8%), classroom teachers (66.2%).
  - General survey followed by 6 consecutive days of morning and evening surveys (online)
  - $40 incentives for completing 6 of 12 surveys

Measures-Morning Survey

- **Subjective state energy** (α = .96, Britt et. al, 2013).
  - 12 items, Ex., *Teach a student a complex lesson*
- **Psychological well-being** (α = .85 , Banks, et al, 1980)
  - 7-items, Ex., *Please indicate how often you have been able to concentrate on what you're doing*
- **Physical symptoms check-list** (Emmons, 1991)
  - 9 items, Ex., *Today, did you experience headaches?*
- **Teaching self-efficacy** (α = .90, Skaalvik and Skaalvick (2010)
  - 12 items, Ex., *Get all students in class to work hard with their schoolwork*

Measures- Evening Survey

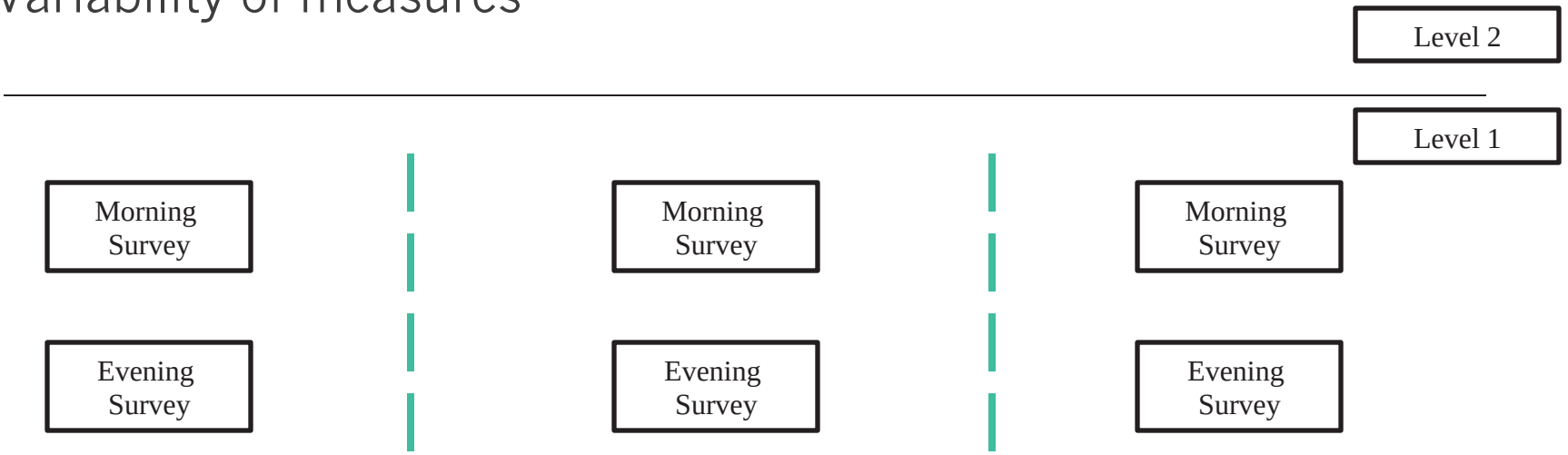
- **Subjective state energy** (α = .94), Same as used in morning
- **Work-day recovery (break-time)**
  - Minutes spent relaxing were standardized and used as the indicator of at-work recovery.
- **Recovery experiences** (α = .88-.95, Sonnentag and Fritz, 2007)
  - 16-item measure, Four dimensions : psychological detachment, relaxation, mastery, and control.
  - E.g., This evening, I forgot about work.
- **Work engagement** (α = .80-.83, Schaufeli, Bakker, and Salanova, 2006)
  - 6 items, Three dimensions: Dedication, Absorption, Vigor
  - E.g., At my work, I felt bursting with energy, today.

Measures-General Survey

Demographic information and inclusion criteria were assessed.

Analysis

- 2 Levels of data (Within and between persons)
- Variability of measures



Results

- **(PS) Hypothesis 1:** At work recovery interacts with evening recovery activities to predict next day morning energy, such that teachers who have both high at-work recovery and more evening recovery activities have the highest next day morning energy.

✓**Hypothesis 2a:** Morning energy is positively related to same-day (morning) subjective wellbeing

✓**Hypothesis 2b:** Morning energy is negatively related to same-day (morning)physical symptoms.

✓**Hypothesis 2c:** Morning energy is positively related to same day (evening) work engagement

✓**Hypothesis 3:** Evening energy is positively related to next morning teaching self-efficacy.

- **(PS) Hypothesis 1**—At work-break time interacts with evening recovery activities to predict next day morning energy, such that teachers who have both high at-work break time and more evening recovery activities have the highest next day morning energy.
  - The effect of at-work recovery (break time spent relaxing) on next day morning energy was not significant, β =.11, p > .05.
  - Of the recovery activities (detachment, relaxation, mastery, and control), **only relaxation** (β = .13, SE = .04, p <.01) and **control** (β = .10, SE = .05, p <.05) were significant predictors of next day morning energy.
  - Small sample size issue

- ✓ **Hypothesis 2a—**Morning energy is positively related to same-day (morning) subjective wellbeing (β = .21 *SE* = .02, $p < .001$)
- ✓ **Hypothesis 2b—**Morning energy is negatively related to same-day (morning) physical symptoms. (β = -.18, *SE* =.04, $p < .001$)
- ✓ **Hypothesis 2c**– Morning energy is positively related to same day (evening) work engagement: Absorption, (β = .07, *SE* = .03, $p < .05$), Dedication (β = .13, *SE* = .03, $p < .001$), and Vigor (β = .22, *SE* =-.30, $p < .05$)

Hypothesis 3—Evening energy is positively related to next morning teaching self-efficacy, (β = .08, *SE* = .03, $p < .01$).

Morning Energy as Mediator

- Relationship **evening energy** and **next day teaching self-efficacy** became non-significant after controlling for **morning energy** (β = .03, p > .05). (Full Mediation)

- Relationship between **evening relaxation** and next morning **psychological well-being** was significantly weaker when accounting for morning energy (β = .04, p < .05). (Partial Mediation)

Discussion

- Constructs of interest are highly variable within individuals
- Subjective state energy may serve as indicator of resources and need for recovery

Practical Implications

- Relaxation maybe more important than other forms of recovery
- Teachers may have even more difficulty engaging in other recovery behaviors
- Increasing morning energy may increase engagement throughout the day and improve indicators of well-being
- Teaching self-efficacy as intervention target

Future Directions

- What else influences morning energy?

- How might superintendents help improve energy and opportunity for recovery?

Thank you!
Questions?

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15th Annual
Pilot Research Project Symposium
October 9-10, 2014

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