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ELEMENTARY TEACHERS' SELF-EFFICACY BELIEFS RELATED TO
TEACHING STUDENTS DISPLAYING EXTERNALIZING
AND INTERNALIZING BEHAVIORS

by Vicki R. Pittman, M.Ed.

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ABSTRACT

ELEMENTARY TEACHERS' SELF-EFFICACY BELIEFS RELATED TO
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AND INTERNALIZING BEHAVIORS

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The purpose of this quantitative study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors. The participants included 145 elementary school teachers in a school district in Texas. The results of the study showed there to be statistically significant relationships between the teachers' knowledge of mental illness in children and the elementary teachers' self-efficacy beliefs in the classroom management and instructional strategies

domains when working with students displaying externalizing and internalizing behaviors. With respect to the relationship between elementary teachers' attitudes about mental illness in children, and the self-efficacy belief domains, all relationships were small and highly significant except for the instructional strategies domain (correlation was not statistically significant) when working with students displaying externalizing behaviors. The amount of training the participants received in mental illness in children yielded correlations that were small and statistically significant for teachers working with internalizing students in the classroom management and instructional strategies domains. The correlation between teachers' self-efficacy beliefs when working with students displaying externalizing behaviors and the number of students they had taught with externalizing disorders was small but statistically significant. The correlation of years of experience for participants working with students displaying externalizing behaviors was small, negative, but statistically significant. The same was true for the domain of student engagement, except the correlation was small, negative, and highly significant. These findings suggest the need for ongoing training in classroom management and student engagement techniques for teachers when working with students who display externalizing behaviors, especially for teachers in the later stages of their careers.

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CHAPTER I: INTRODUCTION

Recent legislation requires teachers to be accountable for the academic growth of all their students. However, teachers are increasingly faced with students who do not get the full benefit from the academic instruction in the classroom because they do not possess the social and emotional resources to focus in the classroom (Koller, Osterlind, Paris, & Weston, 2004). The students may have the appropriate cognitive skills, but they lack the social and emotional skills that are also vital for success in school (Patel, Flisher, Hetrick & McGorry, 2007). Therefore, teachers must address personal, social and emotional growth in students to facilitate academic success in all students..

Legislation that strongly contributed to teacher accountability of academic success in all students was the No Child Left Behind [NCLB] legislation in 2002. In a speech delivered to the Urban League in August 2001, President George W. Bush highlighted a seemingly omnipresent theme in education: accountability.

Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real (Bush, 2001, para. 18).

The No Child Left Behind Act of 2001 (NCLB) is centered on accountability in schools. Educators will need to use data and assessments to direct school improvement efforts and prompt educators to deliver student achievement at higher levels (Isaacs, 2003). Isaacs (2003) stated that accountability in schools is measured by a number of factors: student achievement on standardized tests, attendance, course selection, school safety, graduation rates, retention rates, educator training and certification in field, and

continuation in higher education. Teachers play a key role in implementing programs or developing curriculum that address all these factors to help the children in their charge.

Despite the legislation calling for increased attention to schools and the measures of their accountability in providing education to their students, there is still a large number of students who fail to complete high school (Porche, Fortuna, Lin, & Alegria, 2011). In a recent report on the number of drop-outs in the United States of America, The National Center of Education Statistics (NCES) indicates that the drop-out rate was 8.1% for individuals aged 16-24 (USDE, 2011). Kaufman (2004) and Swanson (2004) might argue that this statistic may not be entirely accurate. Kaufman (2004) noted there are different methods to report drop-out rates, and this differentiation can disguise the true depth of this educational crisis. Swanson (2004) estimated that the drop-out rate for Blacks and Latino students has increased, and that overall, as many as one third of students drop out of school.

Investigation of factors associated with school drop outs strongly indicate mental health concerns. A large number of youth with mental health concerns are at risk for dropping out of school (Koller & Svoboda, 2002). Numerous studies have investigated the factors normally associated with students dropping out of school: poor performance, family background, stressors, school engagement, etc. There has been less attention focused on mental health factors related to students dropping out of school. The National Alliance on Mental Illness (NAMI, 2015) reports that about 50% of students ages 14+ with a mental health condition will drop out. In 2001, according to the National Center for Educational Statistics, almost 45 percent of the one million people who took the General Education Development (GED) high school equivalency test in 2001 reported mental health concerns played a role in their failing courses and dropping out of school (General Educational Testing Service, 2001).

Teachers need to be sensitive to the unique needs of all students in their classrooms. Mental illness can be overlooked as a factor when considering student performance in school. Poor mental health can affect many different areas of a young person's life: lower academic achievement in school, poor sexual and reproductive health, violence and substance abuse (Patel, Flisher, Hetrick & McGorry, 2007). A significant number of youth in the United States experience mental health problems to a degree that impairs their ability to function daily. With the classification of children who have significant emotional disturbance hovering between five and nine percent, there is an increased requirement for schools to offer mental health support services to these affected students (Friedman, Katz-Leavy, Mandersheid, & Sondheimer, 1996; Morris, 2002).

Mental illness is not often mentioned when student performance is discussed; however, mental illness has been discussed as a major issue at the national levels. In a radio address in June 1999, U. S. President Bill Clinton announced the creation of the White House Conference on Mental Health. President Clinton highlighted the plight of those who are burdened with mental illness:

The hard truth is, in too many of our communities and in too many of our hearts, mental illness is misunderstood and feared. Too many people with mental illness are denied the opportunity to fully participate in American life. Bias against people with mental illness is not unique in our time or our Nation. But as a nation founded on the idea of equality, we must use our time to change it. (The White House, Office of the Press Secretary, 1999, para. 3).

After the shooting deaths of 20 students and 6 teachers at Sandy Hook Elementary in Newtown, Connecticut on December, 14, 2012, President Obama announced that he wanted to bring the issue of mental illness 'out of the shadows' and that a more robust

national discussion on mental illness was necessary. He said that he would work to let people who were affected by mental illness know they should not suffer in silence. President Obama continued by stating, "...struggling with mental illness or caring for someone who does can be isolating." (The White House, Office of the Press Secretary, 2013, para. 6). He went on to say, "It begins to feel as if, not only are you alone, but that you shouldn't burden others with the challenge and the darkness, day in and day out- what some call a cloud that you just can't seem to escape" (The White House, Office of the Press Secretary, 2013, para. 6).

Need for the Study

The identification and treatment of mental illness is very important from an education perspective. More attention is now being focused on the mental health functioning in students in school and how it may aid in learning as well as prevent the onset of negative effects linked to untreated mental health problems (Ringelisen, Henderson, & Hoagwood, 2003). Academic success is associated with mental and behavioral health and mental illness impedes learning and academic achievement (Atkins, Frazier, Adil, & Talbott, 2003; Catalano, Haggerty, Osterle, Fleming, & Hawkins, 2004).

Whether or not children with mental illness are labeled as such, often they have poor functioning in many areas, and they face more challenges than their peers, who do not have mental illness (Koivusilta, Arja, & Andres, 2003; McElhany, Russell, & Barton, 1993). Youth who have mental illness are more at risk of not finishing high school, being involved with the court system as juveniles, being in foster care, and later, as adults, having poor employment records, and also having dysfunctional relationships (Bradley, Doolittle, & Bartolotta, 2008; Gagnon & Leone, 2006; McElhany, v., 1993; Zigmond, 2006). Students with mental illness are viewed as having a poor perception of

themselves, mood swings, and lack self-control. They are considered explosive, dangerous, disruptive, and prime for dropping out of school (Rizza & Morrison, 2003).

Emotional distress causes problems for children in school. Those who report having emotional distress also report they have more problems learning in school (Roeser, 2001). Children with mental disorders, both emotional and or behavioral, are also more likely to have deficits in many areas: cognitive, academic, social, communication skills, and motivation (Pullis, 1991). Children who have mental illness will learn less information than their peers throughout their formal education (Koivusilta et al., 2003; McElhany et al., 1993). Roeser, Eccles, and Strobel (1998) concluded that academic functioning and emotional functioning are closely related and that they should be studied together.

In the past, common emotional and behavioral disorders in children and adolescents have been conceptually organized into two broad dimensions: externalizing and internalizing. Externalizing disorders are characterized by under controlled behaviors, such as aggression, hyperactivity, acting out, and antisocial behaviors (Kimonis & Frick, 2016). Internalizing disorders are characterized by over controlled behaviors, and consist of problems, such as social withdrawal, depression, and anxiety (Sander & Ollendick, 2016). Attention Deficit Hyperactivity Disorder (ADHD) and conduct disorders are most commonly diagnosed among children displaying externalizing behaviors (Furlong, Morrison & Jimerson, 2004). Internalizing behaviors are associated with diagnoses of obsession compulsive disorders, depression, selective mutism, anxiety or social withdrawal (Gresham & Kern, 2004).

Teachers face many challenges when teaching. Students displaying behaviors associated with externalizing disorders, such as anti-social behavior, hyperactivity, and aggression, have behaviors which provide difficult challenges teachers must face daily

(Brouwers & Tomic, 2000; Hastings & Bham, 2003). The disruptive behavior of students with externalizing disorders has been suggested to cause higher stress and emotional exhaustion among teachers (Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010). Lambert, McCarthy, O'Donnell and Wang (2009) posited that distractible and highly overactive student behaviors may negatively affect both the attitudes of teachers toward their teaching abilities and their self-efficacy beliefs in establishing positive relationships with difficult students.

Different from externalizing behaviors, students who display behaviors associated with internalizing disorders, such as social withdrawal, shyness, depression, anxiety, or verbal inhibition have been suggested to draw out less negative thoughts or experiences in their teachers (Rubin & Coplan, 2004). Rapport, Denney, Chung, and Hustace (2001) found that students exhibiting internalizing behaviors are at risk for poor performance in school and benefit from positive relations with their teachers. The researchers also found that students with diagnoses of internalizing disorders, such as depression and anxiety, do poorly in school since they are least likely to participate in classroom activities and may have poor achievement test scores (Rapport et al., 2001). Students with internalizing behaviors may appear to exhibit more appropriate classroom behavior given that internalizing behaviors are more subtle than externalizing behaviors (Rubin & Coplan, 2004). Internalizing students are more likely to go unnoticed or ignored than externalizing students (Coplan & Prakash, 2003). Thompson et al. (2006) found that teachers were unable to identify 9 out of 10 children who reported suicidal ideation. In the Thompson et al. (2006) study, caregiver reports of prevalence of suicidal ideation at 5.4%, and teacher reported rates of 2.9%, with the child reports actually indicating a prevalence rate of 9.8%. Teachers failed to recognize the students with reported suicidal ideation in most cases (Thompson et al., 2006).

Under the Individuals with Disabilities Education Act (IDEA), students are to be identified and then given specific rights and accommodations if it is determined that they are found to have a disabling condition, such as mental illness, which impairs their academic functioning (IDEA, 2004). Students with more severe types of mental illness have typically been served under the auspices of Special Education. Now, due to factors including mandated instruction, students are being placed in the general education classroom setting. This increases the need for the general education teacher to be prepared for issues other than academic content (Gable & Van Acker, 2000).

Even though mental illness may have an impact on academic achievement, educational systems have only recently begun to offer the psychological support and necessary interventions to youth who are at risk of dropping out of school. The services are limited; they tend to be ancillary and not prevalent in school (Rappaport, Osher, Garrison, Anderson-Ketchmark, & Dwyer, 2003). Professional development of teachers seldom provides any training in the area of mental health (Koller, Osterlind, Paris, & Weston, 2004).

According to Baker (2005), a child may have mental illness, but due to lack of its identification, may not receive any support in the community or in school. If the child's academic performance is such that he or she does not require any support, yet the student still has an unnoticed mental illness, the student may not be formally assessed by a qualified professional. Teachers are in a prime position to notify other professionals if they see symptoms of mental illness in their students, but teachers do not typically receive any training on mental illness symptoms (Baker, 2005).

Koller, Osterlind, Paris, and Weston (2004) found that, overall, both first-year baccalaureate teachers (both regular and special education) graduating from accredited colleges of education felt unprepared to recognize mental health issues in their students.

Their experienced mentors, many with graduate teaching degrees through the doctoral level, also felt unprepared to recognize and / or intervene in typical mental health issues confronting today's teachers. Koller et al. (2004) found that both the first-year teachers and their mentors unanimously agreed that knowledge of the mental health needs of students is critically important for teachers to be able address the needs of the students in their classrooms. Morris (2002) examined both pre-service and inservice teachers' knowledge about mental illness in children and found similar results as Koller et al. (2004). Both Koller et al. (2004) and Morris (2002) found that teachers reported feeling unprepared to work with students who have mental health problems. Research done by Jorm, Kitchener, Sawyer, Scales, and Cvetkowski (2010) found that training in Mental Health First Aid increased teachers' knowledge of mental health problems, intentions toward helping their students, and confidence in providing help to students and colleagues. Improvements were seen in teachers' beliefs about mental illness in students. Whitely, Smith, and Velancort (2013) found that teachers healthy emotional relationships with their students remains an important factor in increasing the students' involvement and perception in the learning process.

Without assistance, the personal and societal loss for children with mental illness is great. The World Health Organization (2004) has stated that a cost-effective aspect of prevention is early intervention. The World Health Organization (2004) posited that schools can aid students by bolstering protective factors, such as active engagement in school, positive encouragement for strong academic performance, and identification with school life. Increased academic success, improved social skills, and efficacious classroom management are research-based preventative interventions in schools that can be used to assist students with emotional and behavioral disorders (World Health Organization, 2004). Teacher self-efficacy beliefs has been linked to effective

interventions for students and have been positively correlated with teacher performance, and student social and academic success (Bandura, 1997).

Researchers examining teacher self-efficacy beliefs, defined as teachers' beliefs in their ability to bring about desired outcomes in learning and engagement of students, including those with low motivation or those who may be difficult to teach (Bandura, 1977; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), have found a positive correlation between the self-efficacy beliefs in teachers and the performance of both students and teachers. Despite the recurring requests by teachers for training in how to meet the needs of students with mental illness, pre-service preparations training programs in mental health for teachers is still insufficient (Koller & Bertel, 2006; Morris, 2002). It is understood that teachers have knowledge in their curriculum area; they may utilize the best pedagogical practices, they may understand the developmental stages of students in their charge, but do they feel competent in working with students who have emotional and behavior disorders?

Purpose of the Study

The purpose of the study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students who display externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. Based on supportive research and the results from this study, suggestions may be given to school and college administrators to consider offering training to both pre-service and inservice teachers on mental illness in children.

Theoretical Framework

In the 1970s, Albert Bandura developed what was initially called Observational Learning Theory. By the mid-1970s, Bandura then later named it Social Learning Theory. Social Learning Theory established a model for understanding how people learn by watching a behavior being modeled (Bandura, 1977). Social Learning Theory evolved into Social Cognitive Theory in the mid-1980s primarily from the work of Bandura. Since that time, Social Cognitive Theory has expanded to include agency, self-regulation, and self-efficacy (Bandura, 1997; Bandura, 2001). Social Cognitive Theory states that learning occurs in a social context: a bidirectional and reciprocal interaction of person, behavior, and environment. A person's continuous functioning is a product between behavioral, cognitive, and contextual factors (Bandura, 1997). Classroom learning provides an example of this interaction. The learning environment, especially with reinforcements experienced by self or others' learning, is a factor in shaping learning. Learning is also affected by one's thoughts, one's interpretation of the context of the classroom, and one's self-beliefs (Bandura, 1997).

One of the unique features of Social Cognitive Theory is that it includes the emphasis of social influence and its impact on reinforcement, both internal and external. Social Cognitive Theory examines how individuals learn a behavior and then maintain that behavior, while also considering the social environment in which individuals perform the behavior. A person's past experience is also taken into account as a factor in whether a behavior will occur or not (Bandura, 1986).

Core Concepts Within Social Cognitive Theory

For understanding human functioning, Social Cognitive Theory integrates numerous concepts, ideas, and sub-processes into an overall framework. Five of the central concepts will be discussed: Observational Learning/ Modeling; Outcome Expectations; Goal Setting; Self-Regulation, and Perceived Self-Efficacy (Bandura, 1986).

Observational Learning.

One core premise of Social Cognitive Theory is that people learn through observation. Often called modeling or vicarious learning, learning occurs as a result of watching a model engage in a behavior and then witnessing the consequences of that behavior. Behavior can be demonstrated live or by audio or video recordings (Bandura, 1986).

Outcome Expectations.

An outcome expectancy is defined as “a person’s estimate that a given behavior will lead to certain outcomes” (Bandura, 1977, p. 193). Outcome expectations reflect the person’s beliefs about what consequences are most likely to be experienced if the behavior is used. The outcome expectations (beliefs) are formed through their own past experiences and vicariously by watching someone else (Bandura, 1986).

Goal Setting.

Another central process in Social Cognitive Theory is goal setting (Bandura, 1986). Goals reflect cognitive representations of preferred, anticipated, or desired outcomes. According to Social Cognitive Theory, individuals not only learn, but they use forethought to think about the future, identify outcomes they would like, and develop a plan to accomplish those results. Goals are related to a person’s outcome expectations and their perceived self-efficacy. Goals are important because they provide an objective

the individual tries to achieve and also serve as a way to mark the individual's progress toward achieving the objective (Bandura, 1986).

Self-regulation.

According to Social Cognitive Theory, individuals manage their actions and thoughts so they can reach their objectives (Bandura, 1986). Social Cognitive Theory emphasizes three sub-processes: self-observation, self-judgement, and self-reaction (Bandura, 1986). Self-observation is the individual's ability to monitor their own behavior and results. Self-judgement reflects the process individuals go through to evaluate if their behaviors are effective and allows them to make headway toward reaching their goals. Self-reaction happens when individuals respond to the appraisal they have made by rewarding their behavior, modifying it, or discontinuing it (Bandura, 1986).

Perceived Self-efficacy.

Self-efficacy is an important concept in Social Cognitive Theory. It is the individual's belief that he or she can achieve a certain level of success on a certain task (Bandura, 1996). Individuals with greater self-efficacy are more confident in their ability to achieve success than others with lower self-efficacy (Bandura, 1997). In academic contexts, self-efficacy has been useful for understanding motivation and achievement in students (Bandura, 1986).

Teacher Efficacy

A teacher's efficacy belief is a judgement of his or her ability to bring about desired outcomes in learning and engagement of students, including those with low motivation or may be difficult to teach (Bandura, 1977; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). The effects of this judgment are quite powerful (Tschannen-Moran & Woolfolk Hoy, 2001). In 1993, Bandura found that teacher self-efficacy is important

for creating environments which will enable learning. Teachers with high self-efficacy will put more effort into providing instructional strategies when teaching their students. Teachers with low self-efficacy will avoid dealing with academic problems by focusing on negative outcomes and personal failings to relieve their emotional distress, and this leads to burnout (Bandura, 1993). When applied to students with mental illness, teachers require knowledge of mental illness, its implications, and the confidence to bring about learning outcomes in those students.

Research Questions

This study addressed the following questions:

RQ1: Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing behaviors and the teacher variables of years of teaching experience, past number of students taught with externalizing disorders, and past training in mental illness?

RQ 2: Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying internalizing behaviors and the teacher variables of years of teaching experience, past number of students taught with internalizing disorders, and past training in mental illness?

RQ 3: To what extent does the knowledge teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

RQ 4: To what extent does the attitude teachers have toward children with mental illness correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

Definition of Terms

Classroom management: a teacher's implementation of strategies to control disruptive behaviors in students, and calm students who are noisy or disruptive by using individualized techniques to manage student behavior (Tschannen-Moran & Woolfolk Hoy, 2001).

Elementary school teachers: teachers of students who are in kindergarten through fifth grade.

Externalizing behaviors: Externalizing behaviors are considered under controlled behaviors which are characterized by aggression, hyperactivity, acting out and antisocial behavior (Kimonis & Frick, 2016).

Externalizing disorders: Externalizing disorders in childhood and adolescence consist of two major categories of behavior problem: (1) Problems of impulsivity, inattention, and hyperactivity associated with attention-deficit hyperactivity disorder (ADHD); and (2) aggressive behavior and conduct problems associated with a diagnosis of conduct disorder or oppositional defiance disorder (ODD) (Kimonis & Frick, 2016).

Internalizing behaviors: Internalizing behaviors are considered over controlled behaviors which are related to withdrawal, depression, and anxiety (Sander & Ollendick, 2016).

Internalizing disorders: Internalizing disorders in childhood and adolescence include the affective and anxiety disorders. Internalizing disorders consists of problems related to worry, low self-esteem, depression, sadness, fear, and shyness (Sander & Ollendick, 2016).

Instructional strategies: a teacher's ability to provide alternative explanations or examples for students who are confused and implement different teaching strategies to accommodate individual students (Tschannen-Moran & Woolfolk Hoy, 2001).

Mental illness: a mental health condition that affects a person's mood, thinking, feeling, and may also affect the person's behavior and his or her ability to relate to others (NAMI, 2016).

Student engagement: a teacher's implementation of strategies to foster students' beliefs that they can do well in school and to motivate students who show little interest in schoolwork (Tschannen-Moran & Woolfolk Hoy, 2001).

Teacher self-efficacy belief: a judgement of his or her ability to bring about desired outcomes in learning and engagement of students, including those with low motivation or may be difficult to teach (Bandura, 1977; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

CHAPTER II: LITERATURE REVIEW

Introduction

The purpose of the study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. This chapter will focus on teachers' self-efficacy by providing a definition of self-efficacy and further discuss self-efficacy in the academic context. Self-efficacy determines how much effort a teacher is willing to expend facilitating students' learning in the classroom by the environment they create and the strategies they use to teach students. Factors affecting self-efficacy in teachers, such as training, experience, and teacher burnout will also be discussed in this chapter.

Teachers' self-efficacy beliefs are relevant to the teachers' willingness to work with students who may be unmotivated and difficult to teach, this includes students with emotional and behavior disorders. Emotional and behavioral disorders in children using two broad classifications will also be discussed: (a) externalizing disorders and (b) internalizing disorders.

Self-Efficacy

An individual's self-efficacy is the belief in his or her ability to organize and execute actions required in various situations. Bandura (1992) described these beliefs as determinants of how we behave, think, and feel. Bandura (1986) found that an

individual's self-efficacy plays a major role in how the individual approaches the tasks, challenges, and goals ahead. Bandura (1992) posited that self-efficacy also determines how much energy we will use as we persist in the face of obstacles or difficult situations. Individuals with a strong sense of self-efficacy will view challenging problems as tasks that have to be conquered; develop a stronger and deeper sense of commitment and interest in activities of which they are a part; and, recover quickly whenever they suffer a setback. Individuals with a weak sense of self-efficacy avoid tasks that are challenging; believe they are not capable of mastering difficult tasks; focus on the negative, such as negative outcomes or personal failings; and, quickly lose confidence in their own abilities (Bandura, 1992). An individual's lack of perceived self-efficacy to make the most of one's skills and abilities can contribute to his or her poor performance in situations (Bandura, 1992). Also, if an individual's belief in their ability to cope is strengthened by acquiring additional skills and knowledge, the individual can approach situations more confidently and make better use of their skills and abilities (Bandura, 1992).

In education, the concept of teacher efficacy was originally developed by Rand researchers (Armor et al., 1976) using Rotter's (1966) research on locus of control. Rotter described the concept of locus of control as the process by which individuals attain expectancies of external or internal control over desired outcomes. The meaning of teacher efficacy was extended by Ashton, Olejnik, Crocker, and McAuliffe (1982), and Guskey (1982, 1988), but both the measurement and the meaning were close to the original Rand research. Bandura's (1977, 1986) work on Social Cognitive Theory included the definition of self-efficacy as the individual's beliefs about his or her ability to successfully perform a task that produces a desired outcome. Social Cognitive Theory was the impetus for a second conceptual strand of research on the construct of self-efficacy and was the basis for the research by Ashton et al. (1984) and Gibson and

Dembo (1984), and later, Tschannen and Hoy (1998), and others. Based on their work, the construct of efficacy continues to evolve.

Bandura stated that self-efficacy beliefs are the product of learning processes. Social relationships play an important function in the learning processes, which are based on four main sources of information: (a) mastery experiences, (b) social modeling, (c) social persuasion, and (d) physiological responses (Bandura, 1997). Information on these concepts is offered below.

Mastery experiences- These experiences are the most effective way to strengthen self-efficacy. Performing a task successfully increases self-efficacy, while failing at a task decreases self-efficacy (Bandura, 1986).

Social modeling- Seeing others with similar ability complete a task with sustained effort successfully influences efficacy because the observer believes that they, too, have the ability to succeed at a comparable activity (Bandura, 1986). When the observer perceives the model as being different in important ways, for example in terms of level of experience, training, race, or even gender, then the observer's self-efficacy beliefs may not be enhanced even though a very competent performance was witnessed (Tschannen-Moran & Woolfolk Hoy, 2007).

Social persuasion- Bandura (1986) asserted that individuals could be persuaded to believe they possess the skills and capabilities to succeed. Encouraging words work to help individuals overcome self-doubt and instead focus on putting forth effort to achieve the goal.

Physiological states- The information a person gathers from physiological states refers to bodily and emotional responses to situations, such as attention, and visceral arousal (Bandura, 1997). If an individual experiences moderate physiological changes, there will be a positive impact on self-efficacy beliefs (Bandura, 1982). If an individual

experiences high levels of emotional arousal which increases stress, the individual's performance and self-efficacy beliefs are negatively impacted (Bandura, 1982). Bandura (1986) maintained that individuals gauge their success by their physiological arousal because high arousal decreases performance. Emotional states, physical reactions, stress levels, and moods can all have an impact on how a person feels about their abilities in specific situations. Bandura (1986) posited that it is not the intensity of the person's emotional and physical reactions he or she has to a stimulus, but rather it is how the emotional and physical reactions are perceived and interpreted. Further, by learning how to elevate mood and minimize stress when facing challenging tasks, individuals can improve their sense of self-efficacy (Bandura, 1986). Of the four major influences on teachers' self-efficacy beliefs (mastery experiences, verbal persuasion, vicarious experiences, and physiological arousal), the most powerful influence is mastery experiences, which, for teachers, come from actual teaching successes with students (Bandura, 1997).

Teachers' Self-Efficacy Beliefs

In 1983, Ashton, Webb and Doda, used a mixed methods approach (i.e. survey instrument and interview of subjects) to study 48 junior high and middle school teachers to investigate teachers' sense of efficacy and the extent of their belief in that they can positively impact student learning. Ashton then published a pioneering paper, using the findings from the 1983 study with her colleagues, which extended the concept of efficacy to encompass the extent to which teachers feel confident in their ability to bring about learning outcomes in their students (Ashton, 1984). In her paper, Ashton asserted that no other teacher characteristic has exhibited such a consistent relationship to scholastic achievement in students than teacher efficacy (Ashton, 1984). Ashton (1984) identified two dimensions of efficacy in teaching: general, the extent to which a teacher believes

that his or her students can learn information; and personal, the extent to which the teacher believes, under his or her instruction that his or her students can learn. Ashton (1984) posited that teachers' beliefs about their confidence in teaching in general, and their ability to bring about learning outcomes among the students in their classrooms, play an essential role in their abilities to serve their students effectively.

Ashton (1984) reported that there are 8 dimensions of efficacy beliefs that distinguish between teachers who are high or low in their sense of efficacy. These dimensions are offered below.

A sense of personal accomplishment- The teacher must view their teaching as having an important effect. Teachers with high sense of efficacy feel that their work with students is meaningful and significant. Teachers with a low sense of efficacy feel exasperated and disheartened about teaching (Ashton, 1984).

Positive expectations for student behavior and achievement- Teachers high in efficacy expect students to develop and improve, and generally find their students meet those expectations. Teacher low in efficacy expect failure, misbehavior, and negative reactions to their teaching efforts from their students (Ashton, 1984).

Personal responsibility for student learning- Teachers high in efficacy accept that they are accountable for their students' learning, and they show commitment to survey their performance to look for strategies they can use to be more helpful. Teachers low in efficacy believe it is the students' responsibility to learn, and when their students fail, the teachers look for reasons, such as family background, students' ability, students' attitudes, or motivation (Ashton, 1984).

Strategies for achieving outcomes- Teachers high in efficacy plan for student learning, set targets for themselves, and identify strategies to achieve those targets. Teachers low in efficacy are less likely to set specific goals for their students; they are

unsure about what they want their students to attain and fail to plan teaching strategies to reach specific goals (Ashton, 1984).

Positive effect- Teachers with a high sense of efficacy feel good about themselves, their students, and their teaching ability. Teachers with a low sense of efficacy often express discouragement and negative feelings about the work they do with their students. They also experience frustration with teaching (Ashton, 1984).

Sense of control- Teachers high in efficacy believe they can have a positive effect on student learning. Teachers low in efficacy have a sense of ineffectiveness when working with their students (Ashton, 1984).

Sense of common teacher/student goals- Teachers high in efficacy develop a partnership with students to accomplish goals they have in common. Teachers low in efficacy feel like they are in a struggle with students whose goals and concerns run counter to theirs (Ashton, 1984).

Democratic decision making- Teachers with a high sense of efficacy include students in making decisions regarding targets and plans to achieve those targets. Teachers with a low sense of efficacy do not include students in decision-making regarding learning targets or the strategies to achieve them (Ashton, 1984).

Self-efficacy beliefs vary along three aspects: (a) magnitude, which refers to the level of performance the individual believes he or she is capable of achieving; (b) generality, which refers to the extent to which changes in self-efficacy beliefs extend to other behaviors and contexts; and (c) strength, which refers the resolve the individual has to perform a certain behavior (Bandura, 1997). Self-efficacy beliefs also have an effect on human functioning through four mediating processes: (a) they influence the goals individuals set for themselves and the steps that are envisioned to attain the goals, (b) they influence the motivation of individuals to persist obstacles are encountered, (c) they

influence how individuals feel when they attempt to achieve their goals, and (d) they influence the contexts people select in terms of their challenge (Bandura, 1997).

Tschannen-Moran and Woolfolk-Hoy (2007) conducted a study of 255 novice and career teachers to examine the efficacy beliefs of novice teachers (3 years or less teaching experience, $n=74$) and career teachers (4 or more years of teaching experience, $n=181$). They found a lower mean of self-efficacy beliefs among novices than among the career teachers. Tschannen-Moran and Woolfolk Hoy (2007) stated this result was not surprising given the relative inexperience of the novice teachers. Further analysis of the participants in the study showed that experienced teachers were found to have higher self-efficacy beliefs than novice teachers in efficacy for classroom management and efficacy for instructional strategies. Tschannen-Moran and Woolfolk Hoy (2007) provided one explanation for no differences being found in efficacy beliefs for student engagement between novice and career teachers and that is that the field of teaching has only started to focus on the importance of student engagement and providing strategies to develop skills in this area. In the absence of this technology, the teachers have been left to create strategies on their own via their strength of personality and creativity (Tschannen-Moran & Woolfolk Hoy, 2007). A second possibility is that instruction and classroom management issues overshadow student engagement and that student engagement is a more developmentally advanced task for teachers. Tschannen-Moran and Woolfolk Hoy (2007) also noted that novice teachers had fewer mastery experiences to draw upon and seemed to depend on other sources of self-efficacy such as vicarious experiences, verbal persuasion, and emotional arousal to assess their self-efficacy beliefs.

Teachers who begin their careers with strong efficacy beliefs tend to use the motivation and perseverance fostered by those beliefs, this, in turn, fuels their strong beliefs. On the other hand, teachers who begin their careers with weak self-efficacy are

likely to engage in self-defeating behaviors that reinforce those beliefs. Hence, they will persist in those beliefs (Tschannen-Moran & Woolfolk Hoy, 2007). Bandura (1997) asserted that self-efficacy beliefs are most in flux early in learning and tend to become rather established and resistant to change once they are set unless there is some kind of shock to cause the person to reassess their self-efficacy beliefs. Tschannen-Moran and Woolfolk Hoy (2007) posited that it is important to understand the sources teachers use when making evaluations about their capability for teaching and how novices and career teachers weigh those sources differently.

Self-Efficacy in Academic Context

A teacher's sense of efficacy is that belief that he or she has the skills and abilities to influence students' learning. Teacher efficacy has also been identified as a factor accounting for individual differences in effectiveness in teaching (Gibson & Dembo, 1984). Gibson and Dembo (1984) administered a Teacher Efficacy Scale consisting of 30 items to 208 elementary school teachers. A factor analysis yielded two factors that correspond with Bandura's (1982) two-component model of efficacy (i.e., general outcome expectancy and self-efficacy). General outcome expectancy is the individual's belief that behavior will lead to desirable outcomes, and self-efficacy is the individual's belief that the individual possesses the required skill to bring about the outcome. The first factor found by Gibson and Dembo (1984) represented a teacher's sense of teaching efficacy or the belief that the ability of any teacher to bring about change in students given such external factors as parental influence, family background, and home environment. The second factor found by Gibson and Dembo (1984) represented a teacher's sense of personal teaching efficacy or belief that he or she has the skills to facilitate student learning.

Ashton, Webb, and Doda (1983) defined teaching efficacy as the way teachers view the general relationship between teaching and learning, which is a definition that is similar to Gibson's and Dembo's (1984). According to Ashton et al. (1983), personal teacher efficacy is represented by a combination of teaching efficacy and personal efficacy, which is a more general sense of effectiveness and not situation-specific. Bandura (1977) posited that self-efficacy is specific to a particular situation and cannot be identified in general terms.

According to Bandura (1997), teacher efficacy is a blend of personal teaching efficacy and general teaching efficacy. Personal teaching efficacy refers to the teacher's beliefs in his or her own ability to teach. General teaching efficacy refers to a broad idea that teachers can facilitate learning in students despite environmental and socio-economic factors, and familial influences.

Studies have shown that personal teaching efficacy is specific to certain contexts. Raudenbush, Rowen, and Cheong (1992) and Ross, Cousins, and Gadalla (1996) used the single-item Rand measure of personal teacher efficacy to determine if teacher efficacy was stable across their different classes in their teaching schedules. The participants were secondary teachers. The study done by Raudenbush, Rown, and Cheong (1992) contained a sample of 315 teachers. The study done by Ross, Cousins, and Gadalla (1996) included a sample of 52 teachers. The results showed significant variance within teachers across their different classes. The teachers' level of personal teacher efficacy was dependent upon the subject and the specific group of students they taught in each class. The teachers were inclined to show less personal teacher efficacy for low performing classes than for regular academic classes or honors classes. Both of these studies showed support for the idea that personal teaching efficacy is specific to the context rather than a generalized expectancy. The results also offered support for the

idea that context is more specific than the school or the population the school serves in general, even though efficacy is influenced by school-level variables.

Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) integrated the ideas of Rotter (1966) and Bandura (1977) and proposed a new model for teacher efficacy.

Tschannen-Moran et al. (1998) described the cyclical nature of the formation and maintenance of teacher efficacy. Their definition of teacher efficacy is the teacher's "belief in their capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233).

According to Tschannen-Moran, et al. (1998) teacher efficacy is composed of both their beliefs about internal factors (i.e., confidence in their ability to teach) and their beliefs about external factors (i.e., beliefs about teaching context- the availability and necessity of resources to teach).

Tschannen-Moran and Woolfolk-Hoy (2001) held the view that there were persistent problems in the instruments used for measuring teacher self-efficacy. They cited teacher efficacy as an elusive construct, and so they reviewed many of the major instruments used to measure self-efficacy to inform them as they sought to develop an instrument that captures the construct of teacher self-efficacy. After conducting three separate studies, with refinement of their instrument after each of the studies, they developed an instrument called the Teacher Sense of Efficacy Scale, also known as the Ohio State Teacher Efficacy Scale (OSTES), with three subscales to measure the three factors that emerged during the development of the instrument: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. The researchers developed two forms of the instrument: a long form with 24 items and a short form with 12 items (Tschannen-Moran & Woolfolk-Hoy, 2001). This instrument is in wide use today.

Instructional Strategies and Teacher Self-Efficacy

According to Bandura (1993), the talents and self-efficacy of teachers greatly influences the task of creating environments conducive to learning. Teacher's beliefs in their instructional efficacy partly determines the classroom atmosphere. Gibson and Dembo (1984) found that teachers who have a high sense of instructional efficacy devote more time to student learning, provide students the help they need to succeed if they are having difficulty, and praise students for their accomplishments. In contrast, teachers who have a low sense of instructional efficacy spend more time on non-academic tasks, give up on students more easily when they experience problems learning, and also criticize students when they fail. According to Ashton and Webb (1986), teachers with a low sense of efficacy doubt their ability to effect student learning, and they tend to lessen their efforts or completely give up when complications are encountered. Dembo and Gibson (1985) posited that teachers develop feelings of inadequacy when they identify that they have insufficient skills and knowledge to overcome obstacles. Teachers should be prepared to deal with their feelings of inadequacy when they fail to influence students' learning. Bandura (1997), maintained that teachers are more at risk for burn out if they have a low commitment to teaching and also have low efficacy in instructional strategies. Maslach (1993) described burnout as a "psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity" (p. 20).

Researchers have examined the relationship among self-efficacy beliefs in teachers, stress, and other teacher characteristics. Using a sample of 1,430 inservice teachers from western Canada, Klassen and Chiu (2010), examined the relationships among teacher characteristics (e.g. teaching level and gender), teachers' years of experience, two types of job stress (e.g. workload and classroom stress), three domains or

factors of self-efficacy (instructional strategies, classroom management, and student engagement), and job satisfaction. Klassen and Chiu (2010) found that teachers' years of experience and classroom stress are linked to their instructional strategies self-efficacy. There was a nonmonotonic relationship with an increase in instructional strategies self-efficacy up to about 23 years of experience, then a decline as years of experience increased. The instructional strategies self-efficacy of teachers with 23 years of experience averaged 88% greater than that of new teachers. Klassen and Chiu (2010) showed that teachers' self-efficacy is influenced by experience level in a nonlinear relationship, with the three factors of teacher efficacy increasing with experience for early and mid-career stage teachers and then teachers later in their careers showing a decline. Teachers between 40 and 45 years of experience scored in the same range as teachers with around 4 years of experience.

Teachers with high self-efficacy believe they can teach all students, even those who have challenges (Guskey, 1988). Guskey (1988) investigated the relationship between teacher perceptions and teacher attitudes toward their implementation of innovative instructional strategies. There were 120 elementary and secondary teachers who participated in the study. The results indicated there is a significant relationship between teaching affect, teaching efficacy, and teaching self-concept and attitudes with respect to congruence, difficulty of the strategy and the recommended practices' importance. In his discussion of the results, Guskey (1988) noted that teachers with high self-efficacy have a strong belief that they can teach all children, including those who are difficult to teach and those who lack motivation. They do not give up on students who are low achieving.

Research has shown there to be a relationship among self-efficacy beliefs, humor, and stress levels in teachers. Palmer-Evans (2010) studied the relationship of 354 art

teachers (K-12th grade) in public schools. She administered three surveys measuring sense of humor, self-efficacy beliefs, and perceived stress. Through correlation and multiple regression analysis, she found that there was a positive relationship between high humor perceptions and effective instruction. Her results indicated that as perceived stress escalated, instructional efficacy declined. Palmer-Evans (2010) found that teachers with an orientation high in humor, and those with strong efficacy beliefs, are divergent thinkers. They use innovative instructional techniques, and they are able to socially connect with others. They spend quality time with students, and they possess emotional, affective, and cognitive capabilities which are heightened. Palmer-Evans (2010) noted that teachers with high efficacy beliefs persevere longer, even when their students are challenging to teach; they have positive and strong opinions about their students and themselves.

Students with problem behaviors may receive less extensive instruction. Carr, Taylor, and Robinson (1991) conducted an empirical study of 12 pre-service teachers who were asked to teach four pairs of children. The pairing of children consisted of a child who exhibited problem behaviors (i.e., aggression, tantrums, and self-injury), and a child who exhibited prosocial behavior, showing little or no problem behavior at any time. The researchers found that when the pre-service teachers worked with the problem child, the extensiveness of the instruction was more restricted, and the instruction involved tasks related with lower rates of behavior problems.

Less efficacious teachers may lack confidence in instructing aggressive children. Arbeau and Coplan (2007) studied 202 kindergarten teachers from 4 provinces in Canada. In their study, Arbeau and Coplan (2007) explored teachers' attitudes, beliefs, and responses toward different hypothetical children displaying specific classroom behaviors (i.e., aggression vs. social withdrawal). The teachers in the study had the most

negative reactions to the hypothetical aggressive children. They felt less confident and effective in involving these students in instructional interactions of higher quality and would consequently resort to punitive and controlling behaviors toward these students.

One research study investigated teacher self-efficacy and its relationship to problem behaviors in their students, including internalizing behaviors. Liljequist and Renk (2007) conducted a study of 104 teachers enrolled in a graduate study at the college of education of a large southeastern university in the U. S. to examine the relationship among teachers' perceptions of problem behaviors in students, and their perceptions of their self-efficacy beliefs and psychological symptoms. Their findings among their sample of teachers indicated that teachers were more bothered by externalizing behaviors than internalizing behaviors of their students. The teachers' also believed their students had greater control over externalizing behaviors. In addition, Liljequist and Renk (2007) found that teachers who were high in their self-efficacy beliefs were more significantly concerned by students' internalizing behaviors than the less self-efficacious teachers in the study. Liljequist and Renk (2007) posited that without experience and this essential knowledge, teachers may feel less responsible and less worried about their students' internalizing behaviors and less affected in their self-efficacy beliefs when dealing with them. In contrast, when teachers experience that their instructional strategies are unsuccessful in engaging students who present internalizing behaviors, lowered self-efficacy beliefs among teachers are likely to develop (Liljequist & Renk, 2007).

Gibson and Dembo (1984) administered a Teacher Efficacy Scale consisting of 30 items to 8 elementary school teachers. Four teachers high in efficacy and 4 teachers low in efficacy were chosen from an initial sample of 208 teachers. The results showed that efficacious teachers persevere in trying to teach students who are at risk of failing in school. Gibson and Dembo (1984) found that efficacious teachers spend more time

monitoring and facilitating seatwork, and they spend more time providing instruction to the whole group of students in the classroom. The researchers also found that efficacious teachers use a wide array of instructional techniques to facilitate learning in their students; they also appear to be more flexible with students, and more responsive to their needs (Gibson & Dembo, 1984). The results also showed that efficacious teachers persevere in trying to teach students who are at risk and they work longer with students who are struggling to learn. Gibson and Dembo (1984) also found that efficacy, in general, was related to student achievement.

Classroom Management and Teacher Self-Efficacy

According to Ashton and Webb (1986) a teacher with high efficacy believes that all students can learn. They also found that high efficacy teachers demonstrate pride in helping low achieving students learn. A teacher with low efficacy believes that some students cannot or will not learn in school and there is nothing a teacher can do to prevent it. With that, the teacher is unable to increase the achievement level in those students. Additionally, Ashton and Webb (1986) recognized that a teacher's sense of personal efficacy influences the types of instructional strategies and classroom management they use. A teacher who has low efficacy in classroom management skills may avoid situations in which he or she doubts their personal competence in controlling the behavior of their students. Teachers who doubt their abilities in the classroom will experience higher levels of stress (Ashton & Webb, 1986). According to Erdem and Demirel (2007), teacher efficacy beliefs are very important in terms of decisions regarding classroom management, organizing courses, teaching, motivating students for learning and communicating with students effectively.

There may be evidence to suggest a high level of self-efficacy is important in teachers' utilization of techniques to manage challenging behaviors in students. Baker

(2002) surveyed 345 teachers and examined their beliefs about their interpersonal self-efficacy regarding general classroom management skills and their ability and willingness to implement specialized behavior management techniques for individual students who exhibited challenging behaviors. Baker found that as teachers' self-efficacy levels for classroom management in their classrooms increased, so did the teachers' willingness, ability, and readiness for managing challenging student behaviors. Baker (2002) concluded that facilitating the development of a strong sense of self-efficacy is a critical component for successful employment of specialized behavior management techniques for challenging students. Baker (2002) also found that teachers who held licensure in special education had higher readiness means than the general education teachers in the study; however, no significant differences were indicated. Baker concluded the level and type of experience among the participants may have neutralized the influence of the general education and special education license categories. Further, Baker (2002) found that not only were general education teachers unprepared for supporting the behavioral needs of more challenging students, but that so were the special educators with generalized backgrounds. Only teachers with training specific to the field of emotional and behavior disorders demonstrated any significant differences in their readiness for employing specialized behavior management techniques for difficult student behaviors (Baker, 2002).

Students who have emotional and behavioral problems may be problematic for teachers. Poulou (2005) provided that teachers are very concerned about students with emotional and behavioral difficulties and found that students with emotional and behavior difficulties can threaten a teacher's view of their ability to achieve academic goals with their students. Poulou (2005) maintained that schools should promote children's success in the social and academic domains while at the same time prevent the

development of student behaviors that are unhealthy. In her 2005 study, Poulou sought to explore the inservice teachers' perceptions of the most important emotional, social, and cognitive skills students should have, in order to prevent the occurrence of emotional and behavioral difficulties. A sample of 427 inservice elementary school teachers in Athens, Greece were asked to rate 17 basic emotional, social and cognitive skills which were considered to be the most important elements for the promotion of healthy relationships and the well-being of students. Poulou (2005) found that teachers highlighted the importance of emotional skills for students. The number one skill among emotional skills was to recognize and identify emotions followed by expression of emotions, then assessment of emotional intensity. Perceived least important by the teachers were non-verbal and verbal skills. Poulou (2005) acknowledged the importance of the teachers' role in social and emotional learning of students, and further advocated that teachers be involved in both the design and implementation of programs teaching and fostering cognitive, social, and emotional skills in students.

Research has shown that the behavior of teachers may influence the perceptions students have of their relationships with their teachers. Poulou (2015) sought to find out which teacher-student interpersonal behaviors or students' emotional and social skills relate to students' behavioral and emotional difficulties. Nine hundred sixty-two fifth and sixth grade students in Greece were studied. Poulou (2015) administered instruments to obtain information about the students' perceptions of their teacher-student relationships, self-reports of students on their possession of social and emotional skills, and a screening inventory used to detect and treat child behavioral problems, which was completed by the students. Poulou (2015) found that students' inappropriate assertiveness is influenced by teachers' behavioral dimensions of admonishing behavior, uncertain behavior, and dissatisfied behavior. Also, inappropriate assertiveness among

students influences emotional problems, conduct problems, hyperactivity and peer problems. Poulou (2015) found that students' appropriate social skills are influenced by teachers' positive leadership behavior and helping/ friendly behavior. Further, results showed that teachers' dissatisfied behavior influences students' emotional problems, conduct problems, hyperactivity, and peer problems. Teachers' uncertain behavior negatively relates to the student's possession of social skills (Poulou, 2015).

Students with emotional problems have been considered by teachers to be one of the chief challenges they face at work. Lambert, McCarthy, O'Donnell and Wang (2009) examined teacher stress in a sample of 521 elementary teachers attempting to capture the situationally specific nature of stress among teachers by examining their subjective experiences of both demands in the classroom and the resources provided by the school. Among the most challenging aspects of their jobs reported by the teachers were administrative demands such as paperwork and testing, and children with problem behaviors. One of the findings of their research is that behavior problems in the classroom can contribute to teachers having a more critical attitude toward their ability to teach and undermine the self-efficacy of the teachers (Lambert, McCarthy, O'Donnell and Wang, 2009).

When teachers receive training in behavior management and adaptations they can use with students who have disabilities, it may help teachers feel more confident in their abilities. Brownell and Pajares (1999) conducted a quantitative study that examined teacher efficacy and perceived success in mainstreaming students with behavior and learning difficulties. They studied 128 second grade general education teachers in a large school district. The teachers in the study were asked to complete the survey instrument called Working with Diverse Students: The General Educator's Perspective. The results from their study revealed that the teachers in the study who had taken part in both

preservice and inservice programs containing information on special education perceived their efforts to include and teach students with disabilities as more successful when they had participated in inservice programs. The inservice programs included information about (a) the special needs of students with disabilities, (b) behavior management techniques for students with learning and behavior disabilities, and (c) curricular and instructional adaptations for students. Additionally, the teachers felt confident that they could successfully teach and manage students with learning and behavior problems when they participated in preservice training that addresses the same items (Brownell & Pajares, 1999).

There may be evidence to suggest that when teachers collectively believe they can address challenging behavior in the classroom, teachers may be more successful in working with students through those challenges. Gibbs and Powell (2012) surveyed 197 nursery and elementary school teachers in the North East of England about their personal and collective efficacy beliefs. In their study, Gibbs and Powell found that classroom management is the area in which teachers hold the highest efficacy beliefs among the three self-efficacy domains: classroom management, student engagement, and instructional strategies. Collective efficacy beliefs were categorized as: Efficacy for Teacher Skill, Efficacy for Motivating Pupils, and Efficacy for Addressing External Influences. The collective efficacy belief category, 'Efficacy for Addressing External Influences', was the category in which the participating teachers overall believed they had the least efficacy. However, the teachers' collective belief in the abilities to address the effects of 'External Influences' was significantly inversely related to the number of children who were expelled from each school. Gibbs and Powell (2012) posited that when the teaching staff collectively believes it can address influences that might

undermine instruction in the classroom, teachers may be more successful in avoiding the expulsion of students as a means to solving behavior problems.

Past research suggests that when teachers have strong self-efficacy beliefs, they are more likely to experience success when dealing with students who have challenging behavior and to persist longer than teachers who do not have those beliefs. Almog and Shechtman (2007), studied 33 teachers first through third grade teachers in Israel, who taught inclusive classrooms. They examined how teachers actually cope with behavioral problems of included students by looking at the relationship between their coping strategies and their self-efficacy. The data were collected via observations in classrooms, interviews with teachers, and questionnaires. Through their interviews with the teachers, Almog and Shechtman (2007) found that the teachers preferred helpful strategies as a solution to behavior problems; however, the classroom observations of the teachers showed that the teachers actually used more restrictive strategies. Positive correlations were found among teacher efficacy and the use of helpful strategies for use with students who had behavioral difficulties.

Student Engagement and Teacher Self-Efficacy

There may be evidence to suggest that teachers with higher self-efficacy beliefs engage students in activities where higher order thinking is necessary. Wahlstrom and Louis (2008) studied how teachers experience principal leadership. The roles of the professional community, trust, efficacy, and shared responsibility were examined. The data source for this study was 4,165 completed surveys developed for the Learning from Leadership research project located in a database with responses from K-12th grade teachers from a sample of schools across the United States. In addition to their findings of how teachers experienced principal leadership, the researchers noted that three types of instructional behaviors emerged as strong factors which operationally described effective

teacher practices: (a) Focused Instruction (maintaining student engagement on particular activities that facilitate higher-order thinking), (b) Flexible Grouping Practices (cooperative learning), and (c) Standard Contemporary Practice (presentation of material in small, linked steps, provide questioning, and describe application of new content). Wahlstrom and Louis (2008) found that self-efficacy strongly predicted Focused Instruction, but it had less value as a predictor for the other two instructional behaviors.

Investigating the relationship stress has with self-efficacy in relationship building with their students, Yoon (2002) conducted a study with 113 elementary (K-5th) teachers in a metropolitan area in the United States. The researcher used a questionnaire which contained scales measuring teacher stress, self-efficacy in relationship building and behavior management, negative affect, and student-teacher relationships. The purpose of the study was to determine if the teachers' reports of stress, self-efficacy, and negative affect predicted the quality of the relationships between students and teachers. Yoon (2002) found that teachers' stress was correlated with self-efficacy, negative relationships with students, and negative affect. Further, the results showed that teachers' stress levels did predict the number of students with whom they had relationships characterized as negative. This seems to indicate that teacher stress is likely to influence the quality of the relationships they have with their students. The correlations among negative affect, negative relationships and teacher stress may demonstrate the fact that teacher stress may cause an increase in the teachers' display of negative affect, which may be perceived by their students as adversarial (Yoon, 2002).

Conflictual relationships between students and teachers may affect student achievement. Stipek and Miles (2008) in a longitudinal study, followed 403 students from kindergarten or first grade through fifth grade. The teachers in the study were teachers who had any of the 403 students at any grade level from kindergarten through

fifth grade. The teachers were asked to respond to questionnaires regarding an individual child's aggression, school engagement, and student-teacher conflict. Achievement in students was measured by math and literacy skills tests administered to the students in kindergarten, first, third, and fifth grades. Stipek and Miles first calculated the correlations among all the variables. Wanting to take advantage of the longitudinal data, the researchers then conducted a growth curve analyses using HLM 6.21. The researchers examined different explanations for negative associations between aggression and student achievement. Stipek and Miles (2008) found that "changes in aggression significantly predicted changes in the amount of teacher-child conflict, which in turn predicted changes in student' engagement, which predicted changes in students' achievement" (p. 1731). Stipek and Miles (2008) posited that there are many reasons why developing a conflictual relationship with the teacher might affect learning in children. Children who have numerous amounts of conflicts with their teachers may develop negative feelings about the school and the teachers, leading to lack of motivation to positively engage and do their assignments. The teachers may discipline students with whom they have a conflictual relationship, and the frequent discipline experiences may contribute to the negative feelings children have and also take them away from their school work (Stipek & Miles, 2008).

Baker (2006) studied 1310 kindergarten through fifth grade students from four elementary schools and also 68 teachers from the same schools. The sample was drawn from a larger three-year study which included longitudinal cohorts of participants. The participating school district had a large number of at-risk students. Baker (2006) tried to determine if a beneficial effect could be found from the teacher-child relationship. Measures of teacher-child relationship quality, a standardized behavior rating scale, and two measures of academic achievement were used (reading marks on report cards and

reading scores on a standardized achievement test) along with a classroom adjustment measure using the social development and positive work habit marks from the students' report cards. Baker found that children who had behavior and learning problems performed more poorly in school than their peers with more typical development. Baker (2006) also found that children with behavior problems who also had a supportive teacher relationship significantly increased their performance in school as compared to peers with similar learning and behavior problems who did not have a close teacher relationship. Baker's study demonstrated that for students who have significant behavior problems, a close teacher relationship can have a protective effect. Baker also found that students with significant learning problems did not show a differential benefit provided for by a close teacher relationship when learning-related outcomes were taken into account. Baker posited that children who have significant academic problems must have targeted instruction and remediation to improve school adjustment. According to Baker (2006), the close teacher relationship did provide a protective effect for children with significant academic problems when predicting social behavior, meaning that children with learning problems may benefit with respect to non-academic outcomes, such as social and behavioral outcomes.

Yeo, Ang, Chong, Huan, and Quek (2008) studied the efficacy of 55 teachers who taught low achieving adolescent students in Singapore. Teacher self-efficacy instructional strategies, classroom management, and student engagement using the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) were examined in relation to teacher-student relationships using the Teacher-Student Relationship Inventory (TSRI), which included the dimensions of Instrumental Help, Satisfaction, and Conflict (Ang, 2005). Yeo et al. (2008) found that conflict in the teacher-student relationship inversely predicted teacher efficacy in the dimensions of instructional strategies and

classroom management. Furthermore, they posited that teachers who have a relationship with students that is low on conflict is expected to enhance a teacher's efficacy in managing the classroom and teaching low achieving students (Yeo et al., 2008).

Self-efficacy has been associated with the types of suggestions teachers make in helping students who are challenging to teach. Soodak and Podell (1994) examined teachers' decisions regarding difficult-to-teach students. The teachers were given a case study on a difficult-to-teach student and were asked to indicate (a) suggestions on how the student's needs could be met, (b) which suggestions would be effective, (c) what they believed was the cause of the student's difficulties. The teachers suggested more non-teacher-based strategies than teacher-based ones. The teachers who made more teacher-based suggestions were found to have significantly higher personal efficacy than those who made more non-teacher based suggestions. The teachers who made more teacher-based suggestions had a significantly higher rate of confidence in their ability to effect change in their students than did teachers whose suggestions were more non-teacher-based. The researchers found that personal teacher efficacy mattered in the decisions they made about the student.

Self-efficacy may predict the type of interventions teachers use with students who display problem behaviors. Hughes, Barker, Kemenoff, and Hart (1993) performed a qualitative study of 55 regular classroom teachers using vignettes of students with behavior problems. Their purpose was to determine the teachers' causal attributions for student problem behaviors, perceptions of their control over the problem, their self-efficacy for resolving the problem, and their choice of intervention: handling the problem on their own, consultation, or referral to special education. The researchers found that teachers' self-efficacy in resolving the problem predicted their intervention

decisions. Teachers with higher self-efficacy were more likely to handle the problem on their own rather than seek consultation or refer.

Personal and teacher efficacy beliefs may affect referral and placement decisions of students in special education. Soodak and Podell (1993) investigated the influence of teacher efficacy beliefs and student problems in general education and special education teachers' placement and referral decisions. The researchers wanted to determine if teachers with different professional experience and training judge students differently. The sample consisted of 192 teachers (96 special education teachers and 92 regular education teachers). The study involved their reading a case study about a student who had a learning and/or behavior problem. They were asked to decide (a) if the student was correctly placed in regular education and (b) if they would refer this student to special education. In looking at both personal and teaching efficacy (Gibson & Dembo, 1983), the results indicated that regular and special educators who were high in personal and teaching efficacy were most likely to agree with regular class placement. Regular education teachers who were higher in personal teacher efficacy were more likely to agree with regular education placement than those teachers with lower personal efficacy. The findings of the study indicated that when teachers feel that they can be effective with a student, they more readily believe that atypical students can remain in their classes. Soodak and Podell (1993) also found that students who had both behavior and learning problems were most likely referred to special education.

Teacher Training, Knowledge and Self-Efficacy

Woolfolk Hoy and Burke Spero (2005) examined changes in the self-efficacy beliefs of teachers from entry into their teacher preparation program through their first year of teaching. Twenty-nine prospective teachers participated in this longitudinal study where measures of efficacy were taken three times using four instruments each time. The

scores on the efficacy instruments increased during student teaching and then decreased in the participants' first year of teaching. The researchers believed self-efficacy increased during student teaching because of the support of the mentoring teacher. Their experiences were buffered during their student teaching experience. Woolfolk Hoy and Burke Spero (2005) also found that efficacy in the participants fell during their first year of employment as a teacher, when the support they experienced during student teaching with their mentor was withdrawn. Woolfolk Hoy and Burke Spero (2005) posited the reason for the decline in efficacy is that the first year of teaching is when new teachers gather information about their personal capabilities as a teacher. Prospective and novice teachers often underestimate how complex teaching is and also how to manage many agendas simultaneously. The novice teacher can use self-protective strategies whereby they lower their standards to reduce the gap between their perceptions of their competence and the requirements of excellent teaching.

The self-efficacy beliefs of teachers may be affected by training in content areas. The Swackhamer, Koellner, Basile, and Kimbrough (2009) study explored whether inservice teachers' levels of personal efficacy (teacher's belief about their own skill and ability to impact student achievement positively) and /or outcome efficacy (teacher's belief that the educational system benefits all students, regardless of external influences) changed when completing courses that contained content-specific knowledge and pedagogy. Eighty-eight teachers (K-12th) participated in this mixed methods study. The researchers used a survey instrument called the Science Teaching Efficacy Belief Instrument (STEBI-B) developed by Riggs and Enochs (1990). It was built upon the Gibson and Dembo (1984) Teacher Efficacy Scale to measure science teachers' self-efficacy. The researchers modified the STEBI-B to include math as well as science. The post course survey instrument was developed by the researchers to analyze the

effectiveness of the courses which were provided. The post course survey afforded qualitative information about the teachers' perceived benefits of the coursework. The inservice teachers' outcome efficacy was significantly higher in teachers who took four or more science or math content courses than those who had taken one to three courses. Swackhamer et al. (2009) wanted to know why content courses would increase a teacher's level of outcome efficacy and not change their personal efficacy. Their personal efficacy was high; however, the researchers found the group of teachers studied were mostly experienced teachers, who, due to their level of content knowledge, lacked the belief in their skills to reach all students. The demonstration of the teaching methods and increasing the teachers' level of content knowledge contributed to the increase of levels of outcome efficacy.

Training that allows for information exchange and reflective analysis of teaching practices can contribute to a stronger sense of self-efficacy among teachers. Gaudreau, Royner, Frenette, Beaumont, and Flanagan (2013) examined the efficacy beliefs of teachers in relation to a training program in classroom management. The participants in the study were 27 Quebec City elementary school teachers. A quasi-experimental design was used with one pre-test, two post-tests, and a wait-list control group. The participants attended 8 three-hour training sessions on classroom management. The researchers' goal was to determine if professional development supported the development of strong efficacy beliefs in teachers who participated. The training they provided the teachers centered on classroom and behavior management and was linked to the teachers developing a greater understanding of students with behavioral difficulties, and effective interventions for working with those students (Gaudreau et al., 2013). The training program specifically addressed emotional management within the milieu of intervention. In the context of classroom management, the researchers found that activities that allow

for reflective analysis of one's practice and for information exchange are important factors in the development of strong efficacy beliefs in classroom management. This can serve to help teachers gain perspective on classroom situations that can be stressful (Gaudreau et al., 2013).

The training format may make a difference in the contribution it makes to teacher's self-efficacy. Tschannen-Moran and McMaster (2009) examined the relationship of four professional development formats and their relationship to self-efficacy and the implementation of a new teaching strategy. The participants were 93 primary teachers in 9 schools. Four professional development formats were investigated: (a) information; (b) information and modeling; (c) information, modeling, and practice; and (d) information, modeling, practice and coaching. While all four formats were associated with increasing the self-efficacy beliefs of teachers in the study, the fourth format (information, modeling, practice and coaching) had the most effect. The mastery experiences the teachers gained by using the strategies they were taught with coaching significantly increased the teachers' self-efficacy. The study showed that receiving coaching while implementing the new strategy showed a greater effect on teacher self-efficacy than learning new knowledge or even practicing the strategy in a protected environment. Tschannen and McMaster (2009) noted that only in a real classroom setting can a teacher experience a true test of his or her capabilities. As the teachers' increased self-efficacy supported the implementation of the new reading strategy taught to them during the program with their students, the implementation experience becomes the mastery experience, and that mastery experience then contributes to the self-efficacy assessment performed by the participant in the future. These findings are in alignment with Bandura (1997) who found that the authentic task-specific mastery

experience and individualized verbal persuasion is important in raising self-efficacy beliefs and supporting teachers in the implementation of new teaching strategies.

To determine the impact of training on elementary teachers' perception of and self-efficacy in working with children who have childhood anxiety. Using a mixed method design, Dame (2016) measured perception and self-efficacy before and after administering an on-line training module on anxiety. The participants were experienced elementary teachers; 30 were randomly assigned to the treatment group, and 20 were assigned to the control group. The treatment group was asked to complete the on-line training module covering childhood anxiety. The researcher found that training positively impacted perception but change in the self-efficacy of the teachers in the sample was not statistically significant after training. During the closing interviews, data collected from the teachers then described their expanded knowledge leading to greater empathy for the children with anxiety.

The research of Ohan, Cormier, Hepp, Visser, and Strain (2008) examined the knowledge teachers have about attention-deficit/hyperactivity disorder (ADHD) and its impact on their behavior toward, and their perceptions of, students with ADHD. One hundred forty elementary teachers (K-6) from Melbourne, Australia made up the sample in the study. The teachers' knowledge level of ADHD was assessed, and the teachers were then asked to read vignettes about students with ADHD symptoms and rated their reactions to the students in the vignettes. Teachers who scored high to average in knowledge about ADHD in children reported more helpful behaviors toward their students. Also, their perceptions of the ADHD students was higher. Ohan and her colleagues (2008) also found that teachers with high and average knowledge about ADHD in children also predicted these students would be more disruptive in the classroom. They also reported having less efficacy in managing these students.

Sharp, Brandt, Tuft, and Jay (2016) conducted research on the relationship of self-efficacy and knowledge in elementary teachers. The 70 pre-service teachers were participants who were drawn from a large university in the western United States. All of the pre-service teachers started in the study when they were taking a Literacy Methods I course while enrolled in the second semester of their junior year. The participants went on to take Literacy Methods II in the first semester of their senior year, and then student teaching in the second semester of their senior year. The researchers conducted the study to examine three questions. First, over time, as knowledge constructs are built, does self-efficacy change over time? The researchers found that while the pre-service elementary teachers self-efficacy ratings taken before their courses began were high, but with that, self-efficacy changed significantly over time. Second, does teacher knowledge predict self-efficacy in prospective teachers? The researchers found that teacher knowledge did not predict self-efficacy. Third, does teachers' self-efficacy predict their knowledge in literacy? The researchers found that self-efficacy did not predict their knowledge literacy. The researchers described the training in the courses and the student teaching experience in which the prospective teachers took part. The training seemed to contain all of the sources of information Bandura (1977) cited as the sources of self-efficacy: Mastery experiences; vicarious experiences; verbal persuasion or feedback; and the physiological state (e.g., relaxed, stressed, overwhelmed, in control).

In looking at how the beliefs teachers have influence their perceptions and judgements, which then affect their behavior in the classroom, the research of Megay-Nespoli (2001) examined the teaching beliefs of 64 pre-service elementary teachers toward academically talented students during their student teaching semester. The subjects were given a pre-test, participated in a one of two 3-hour workshops, and then given a post-test. One workshop (the differentiation workshop) was designed to

introduce pre-service teachers to the needs of their academically talented students to assist preservice teachers in thinking about instructional differentiation, and to provide them with materials and instructional strategies to meet the needs of their academically talented students. The other workshop (Year One workshop) was given to the comparison group. It consisted of topics, such as parent-teacher conferences, classroom management techniques, and creating assessment tools. The study demonstrated that participation in the differentiation training improved preservice teachers' attitudes toward their academically talented learners and improved their confidence level in working with their students compared to the comparison group.

Teacher Attitudes

Teachers' views of their students may affect the type of interactions classroom teachers have with them. That is, teachers may differentially interact with their students according to the teachers' expectations of the students' capability to respond (Jordan, Lindsay & Stanovich, 1997). The researchers looked at the interactions between teachers and students who are typically achieving, exceptional, and at risk in the general education classroom. The participants in the study were nine elementary school teachers who taught third grade. The study also included 54 of their students. The researchers observed the teachers and the types of conversational interactions they had with their students in the classroom. The teachers were classified into three groups: Interventionist (INT); Pathognomonic (PATH); and Mid (MID). Interventionists held the most interventionist perspectives, the Pathognomonic teachers held the more pathognomonic perspectives, and Group MID held perspectives that were in between the INT and PATH groups, but closer to the PATH group. The teachers who saw themselves as instrumental in effective inclusion engaged in more academic versus nonacademic interactions with their students. They also made use of more techniques to extend students' thinking,

compared to the PATH and MID teacher groups. The INT teachers interacted more with their students who were at-risk and exceptional than with their typically achieving students than did the other teachers. The INT teachers also interacted with their at-risk and exceptional students at higher levels of cognitive extension than did the other teachers. The PATH and MID groups of teachers seldom interacted with their students who were at-risk or exceptional.

Seeking to further the research on the goals and expectations teachers have for their students, Cameron and Cook (2013) interviewed seven inclusive classroom teachers about their goals and expectations for their included students with mild and severe disabilities (e.g., learning and behavioral disabilities). Each teacher was asked to respond about one student with mild disabilities and one student with severe disabilities. From their research, their findings included two trends regarding the different goals that teachers held for their mildly and severely disabled students. First, participants reported that for students with severe disabilities, the primary goal was social development; for students with mild disabilities, the teachers' goals mainly addressed behavior and classroom skills. Second, when discussing students with mild disabilities, the emergent goal was to improve the students' self-confidence in academics. For students with severe disabilities, the teachers saw goals of increasing academic performance to be of little importance. Cameron and Cook (2013) applied a differential expectation model to help explain how teachers' expectations and goals for students with mild and severe disabilities differ. They suggested that the teachers' goals and expectations adapt to the perceptions they have of the obviousness of the student's disability. The researchers suggested it follows that teachers believe they have little to offer students with severe disabilities beyond socializing with the other students. Cameron and Cook (2013) do agree that students with differing abilities should have different goals and expectations

set for them, the findings that the teachers' expectations and goals set for students with severe disabilities focused so narrowly on social development that that may lessen the learning opportunities in other areas for these students.

Cook and Cameron (2010) studied inclusive teachers' concern and rejection toward their students. The researchers conducted two separate but related studies. In the first study, the teacher-student interactions were correlated with the concern and rejections ratings of fourteen inclusive teachers toward twenty-six students with disabilities (n =13 for mild disabilities. n =13 for severe disabilities) Teachers and students from six elementary and three middles schools in northeastern Ohio participated in the study. The participating teachers also rated each student on a scale of 1 to 4 as to the truth of two items along the concern or rejection attitudinal categories. Teachers were asked to rate the students' severity of disability. Data was then collected by observing the type of interactions the teachers had with the concern and rejection students over a 14-week period. The results for the study indicated that the teachers' concern ratings toward students with disabilities corresponded significantly with instructional-academic interactions. The researchers also found that noninstructional-behavioral interactions corresponded significantly with rejections ratings by teachers.

In the second study, Cook and Cameron (2010) compared the teachers' concern and rejection ratings of 188 included students with various disabilities and also with student having no disabilities (n=1153) in 65 inclusive elementary classrooms from 16 elementary schools in northeastern Ohio. The teachers in the participating classrooms were then asked to mark the classroom roster of their students on a scale of 1 to 4 as a concern or rejection student. The disabilities used in the comparison were: Learning Disability (LD, n = 77); Cognitive Disability (CD, n = 44); Attention-Deficit Disorder (ADD, n = 20); Behavior Disorder (BD, n = 19); and Nondisabled (n = 1153). The

results indicated that included students with LD, CD, ADD, and BD all received higher ratings of concern than their nondisabled peers. This meant that all included students in the disability categories received significantly higher concern ratings than students without disabilities. The second finding was that included students with BD and LD received higher rejection ratings than their nondisabled peers. Also, BD students received higher rejection ratings than did students with CD.

The research by Scanlon and Barnes-Holmes (2013) examined the attitude of pre-service and inservice teachers in the Leinster region of Ireland toward their students with emotional and behavioral difficulties (EBD). The sample size was 25 teachers. When teachers in the sample were found to have negative attitudes toward their EBD students compared to typically developing pupils, the teachers were given a combined behavior intervention (BI) and stress management intervention (SMI) training. The researchers took pre and posttest measurements. The researchers found that SMI enhanced the teachers' implicit positivity toward their EBD students; this result was greater than that found with BI. The pre-service teachers' implicit negativity toward students with EBD marginally decreased after the BI and SMI training. After the BI and SMI training, the teachers' showed significant differences in their attitudes toward inclusion and their efficacy. Scanlon and Barnes-Holmes (2013) also found significant effects for pre-service teachers in relation to their attitudes having a student with EBD and having a previously excluded EBD student in their classrooms. For the pre-service teachers, the researchers recorded less stress, anxiety and depression among them, and the researchers found an increase in their psychological flexibility.

Green, Guzman, Didaskalou, Harbaugh, Segal, and LaBillios (2018) conducted a study that investigated teacher identification of student behavioral and emotional challenges and the support provided to these students. The participants were made up of

172 elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12) teachers from a Northeastern school district. The teachers were asked to read vignettes; for the internalizing problem, a female with depression was selected; for the externalizing problem, a male with Attention Deficit/ Hyperactivity Disorder (ADHD) was selected for the elementary teachers, and a male with Oppositional Defiant Disorder (ODD) was selected for middle and high school teachers. A total of four vignettes were used; for each externalizing and internalizing vignette, a vignette depicting a “moderate” level of the disorder and a “severe” level of the disorder was used. The results showed that teachers were more concerned about the severe vignettes than the moderate vignettes. The teachers in the sample were more concerned about the females with internalizing behaviors than the males with externalizing behaviors. Elementary teachers rated the vignettes as less concerning than the middle school teachers; middle school teachers rated the male externalizing vignette as more concerning than the elementary teachers. Elementary teachers said they would provide more classroom-based emotional and behavioral supports than middle or high school teachers. High school teachers in the sample said they would reduce the expectations and refer more than the teachers of younger students.

Morris (2002) conducted a study to determine: (a) If preparation level of teachers influence the combined knowledge of mental health information and the attitudes about mental illness in preservice and inservice elementary school teachers; (b) If the level of teacher preparation influences mental health knowledge information; (c) if the level of teacher preparation influences attitudes about mental illness. All preservice teachers in the study were from two universities in the mid-western United States studying elementary teacher education. All inservice teachers in the study were from two targeted states. The preservice teachers were divided into two groups, preservice teachers in their

first two years of college coursework (n = 93), and preservice teachers in the last two years of college coursework (n = 95). The third group was comprised of inservice teachers (n = 66). Results of the study indicated a significance difference between the inservice and preservice groups in their attitudes and knowledge about mental illness in children. Morris (2002) did not find a significant difference between the two preservice groups. The researcher suggested that current teacher preparation failed to impact the attitudes or the knowledge the two preservice groups had about children's mental illness Morris (2002). The researcher indicated that all groups in the study recognized a need for more preparation in the area of children's mental illness.

Experience and Teachers' Self-Efficacy

Of the four major influences on teachers' self-efficacy beliefs (mastery experiences, verbal persuasion, vicarious experiences, and physiological arousal), the most powerful is mastery experiences, which comes from actual teaching successes with students for teachers (Bandura, 1997). According to Tschannen-Moran and Woolfolk-Hoy (2007) and Wolters and Daugherty (2007), teachers' self-efficacy is believed to be the most pliable in the early stages of their careers and then increase and become more strongly established as they gain more experience. Bandura (1997) asserted that self-efficacy beliefs are most in flux early in learning and tend to become rather established and resistant to change once they are set unless there is some kind of shock to cause the person to reassess their self-efficacy beliefs.

In their study of 1,024 Texas teachers of all grade levels, Wolters and Daugherty (2007) examined goal structures and teachers' sense of efficacy and their relationship to teaching experience and academic level. Two goal structures were emphasized in this study: students' mastery of goals structure and students' performance structure. Their research sought to determine if there were differences in teachers' sense of efficacy or the

two types of goal structures the teachers reported on the basis of their years of classroom experience. Their research also sought to determine if there were differences in teachers' sense of efficacy or the two types of goal structures the teachers reported on the bases of whether they taught in elementary, middle, or high school. Lastly, their research also sought to determine if teachers' sense of efficacy could be used to predict the goal structures they reported using in their classrooms. They found that teachers with more teaching experience were more confident in their ability to use teaching and instructional evaluation methods that would benefit hard to reach students. In addition, the researchers found that teachers with more experience had greater confidence in their ability to maintain order or avoid disturbances that might make teaching and learning more difficult in the classroom. One explanation Wolters and Daugherty (2007) used for their findings with regard to teaching experience was that experienced teachers received additional and distinctive training so they could meet their professional responsibilities. Another explanation for self-efficacy to be higher among teachers with more experience was offered by Wolters and Daugherty (2007) based on Bandura (1997) who said that those who decide to leave a profession are generally less confident in their abilities and are less skilled. Wolters and Daugherty (2007) said that the attrition pattern means that groups of teachers with more experience would tend to report higher levels of abilities and confidence than groups of less experienced teachers. Wolters and Daugherty (2007) stated a third explanation was that teachers with more experience have had more opportunities to develop skills and increase their confidence because of the previous exposure to challenging situations. With respect to a teachers' sense of efficacy and academic level, Wolters and Daugherty (2007) found that teachers of higher grades tended to report less confidence in their capabilities to engage students in meaningful ways in the learning process. They also found that teachers who reported greater

confidence in their ability to adapt their teaching and assessment strategies to fit student needs also tended to report using teaching practices that focus on improvement, learning as much as possible, and overcoming obstacles, which is associated with a mastery structure rather than a performance structure (Wolters and Daugherty, 2007).

The self-efficacy beliefs of teachers may change over time. Swan, Wolf, and Cano (2011) conducted a longitudinal study to examine changes in teacher self-efficacy from the student teaching experience to the third year of teaching. Of the 34 individuals who began the study, only 17 went on to become teachers of agriculture. The researchers used the Teacher Sense of Efficacy Scale (Tschannen-Moran and Woolfolk-Hoy, 2001) to measure the individuals' self-efficacy four different times: at the end of their student teaching experience and then again at the ends of their first, second, and third years of teaching. The participants reported the highest levels of teacher self-efficacy at the end of their student teaching experience and the lowest levels at the end of their first year of teaching. The participants reported the lowest levels of teacher efficacy in the student engagement domain in each of the assessments. This finding has been supported in previous research where teacher self-efficacy declines during the first year of teaching, which is possibly due to the absence of a supportive mentor or the cooperating teacher (Woolfolk Hoy & Burke Spero, 2005). Researchers have noted that this drop in self-efficacy is worrying and could explain why some teachers leave the profession after their first year (Darling-Hammond, Chung, & Frelow, 2002). The increase in teacher self-efficacy from the first to the second year of teaching is encouraging. It could mean that individuals who do continue teaching become more confident in their teaching abilities and are therefore more efficacious (Swan, et al., 2011).

Feuerborn and Chinn (2012) sought to study the perceptions and practices of teachers in assessing their students' needs (i.e., social, emotional, and behavioral) and the

methods they use to address those needs. Feuerborn and Chinn (2012) conducted a qualitative study of 69 preservice and practicing teachers wherein the teachers were asked to read four different scenarios containing descriptions of different students and then discuss their perceptions and then the practices with respect to the students' needs. The scenarios presented a picture of four different students who exhibiting a variety of social, behavioral, and emotional challenges- from mild internalizing behaviors, such as social withdrawal, depression, and anxiety, to disruptive externalizing behaviors, such as aggression, hyperactivity, acting out, and antisocial behavior. Feuerborn and Chinn (2012) found that pre-service and novice teachers used more "emotionally-laden" statements, such as, "It could be difficult to continue to love her if she is repeatedly disrespectful," to describe student behaviors, especially with respect to externalizing behaviors (p. 226). The researchers also found that the novice and pre-service teachers seemed to be more affected by externalizing behaviors, seeing them as more disruptive in the instructional process than their experienced coworkers.

In their same study, Feuerborn and Chinn (2012) found that experienced teachers deemed internalizing behaviors of students to be concerning and worthy of receiving attention and intervention. The reason the experienced teachers in the study expressed concern for students with internalizing behaviors was the lack of attention these students receive during the school day. One experienced teacher in the study said, "Others will get help... This student is typically overlooked. She is withdrawn and that is the hardest to deal with in the busy life of a fourth grade teacher" (p. 226). The researchers also found that preservice and less experienced teachers did not express concern for internalizing behaviors in students. Feuerborn and Chinn (2012) maintained that more training may be necessary to increase the awareness of internalizing behaviors in students

in preservice and new teachers' awareness of internalizing behaviors for students and provide effective intervention strategies for these teachers.

As noted earlier, Klassen and Chiu (2010) showed that teachers' self-efficacy is influenced by experience level in a nonlinear relationship, with the three factors of teacher efficacy increasing with experience for early and mid-career stage teachers and then teachers later in their careers showing a decline. Teachers between 40 and 45 years of experience scored in the same range as teachers with around 4 years of experience.

Teacher Burnout and Teachers' Self-Efficacy

Research has shown that there may be a strong correlation between teacher burnout and the self-efficacy beliefs of teachers. Burnout is a phenomenon of significant importance in education. Teachers with high teacher efficacy are less susceptible to problems of teacher burnout (Brouwers & Tomic, 2000). Maslach (1993) defined burnout below.

A psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one's emotional resources. Depersonalization refers to the negative, callous, or excessively detached response to other people, who are usually the recipients of one's services or care (Maslach, 1993, pp. 20-21).

Reduced personal accomplishment is described as a person's negative evaluation of his or her job performance (Maslach, 1993). In their research on the direction and time-frame relationships between perceived efficacy in classroom management and the three dimensions of teacher burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment), Brouwers and Tomic (2000) conducted a longitudinal study using 243 teachers in 15 schools in the Netherlands. The teachers in the study were given

two surveys at separate times, five months apart. The survey used to measure burnout was the Dutch version of the Maslach Burnout Inventory for teachers. The perceived teacher self-efficacy in classroom management was measured using given a survey called the Dutch version of the Self-efficacy scale for Classroom Management and Discipline which was developed by Emmer and Hickman (1991). First, Brouwers and Tomic (2000) found that perceived self-efficacy in classroom management has a longitudinal effect on the depersonalization dimension of burnout. Brouwers and Tomic cited their previous research from 1998 where they found the possible explanation for this is that teachers who doubt their capability to manage students who are disruptive can blame students for those doubts. Sooner or later, the consequence is that they develop a negative attitude toward their students.

The second result Brouwers and Tomic (2000) found was that perceived self-efficacy had a synchronous effect on the personal accomplishment dimension of burnout. One explanation they offered is that when teachers have little confidence in their classroom management ability, they will likely capitulate in the face of continuous unruly behavior. The consequence of that is their feeling of ineffectiveness with maintaining order in the classroom. Teachers who have low efficacy scores will do less to solve the problem of disruptive behavior in the classroom. The third result found by Brouwers and Tomic (2000) was that emotional exhaustion had a synchronous effect on perceived self-efficacy. The researchers cited Bandura's research from 1986, which provided a possible explanation for the effect of emotional exhaustion on perceived self-efficacy in two sources of self-efficacy beliefs, including affective and physiological states and enactive mastery experiences. Brouwers and Tomic (2000) stated that the number of enactive mastery experiences would most likely decrease as a consequence of emotional exhaustion. The more emotionally exhausted teachers become, the more likely

it is that their performance will be poor. Because teachers generally base their self-efficacy beliefs on the evaluation of their attempts to manage disruptive behavior in the classroom, their perceived self-efficacy in classroom management will likely decrease because of their diminished performances. Brouwers and Tomic (2000) cited (Maslach and Leiter, 1997) when they stated that emotional exhaustion is a long-term stress reaction. Bandura (1997) posited that affective and physiological arousal merged with job stress can function as an indicator of low capability, which then negatively influences perceived self-efficacy (Bandura, 1997).

Experienced teachers may be less disturbed by challenging student behaviors. Kokkinos, Panayiotou, and Davazoglou (2005) studied 465 primary school teachers and 141 pre-service teachers enrolled in an undergraduate teacher preparation program in and around Thrace, Greece, to determine if teacher personality and burnout were linked to their perceptions of the severity of 24 undesirable student behaviors. The results indicated that student gender, teaching experience, and type of behavior were important influential factors in their perceptions. In further analysis of their findings, Kokkinos et al. (2005) suggested that more experienced teachers perceive challenging student behavior as less disturbing and more controllable in the classroom. The researchers also found that burnout had a significant effect on the ratings of severity of oppositional/defiant and antisocial behaviors. The researchers noted that the findings seem to suggest that the more stressed teachers are, the less tolerant they are of aversive and challenging student behaviors.

Skaalvik and Skaalvik (2007) conducted a study using 244 first through tenth grade teachers in a large region in Norway. The authors' main purpose in the study was to develop and factor analyze the Norwegian Teacher Self-Efficacy Scale. They examined relations among perceived collective teacher efficacy, external control

(teachers' general beliefs about limitations to what can be achieved through education), teacher burnout, strain factors, and teacher self-efficacy. The strain factors were derived from analysis of conversations with 24 teachers who revealed strain factors to be conflicts with parents, students with behavior problems, conflicts among teachers, and having to organize teaching in ways they did not believe were best.

Skaalvik and Skaalvik (2007) found a strong correlation between teacher self-efficacy and teacher burnout. In their discussion, the researchers noted that the relation between the two constructs is likely to be reciprocal. People with low self-efficacy tend to dwell on their deficiencies in coping and magnify the severity of possible fears (Bandura, 1997). Skaalvik and Skaalvik (2007) posited that such analysis of new situations as menacing may lead to increased anxiety, which is energy draining on its own. The researchers also maintained that low mastery expectations may be particularly taxing for the teacher because they may be paired with expectations of disciplinary problems and lower student achievement. These expectations may also represent a threat to an individual's professional identity as a teacher and may elicit defensive mechanisms that heighten emotional fatigue and depersonalization. Skaalvik and Skaalvik (2007) further discussed how the two constructs might be reciprocal. They posited that self-efficacy beliefs are built largely on the basis of one's mastery experiences. Therefore, emotional exhaustion may result in reduced successes, which may negatively affect self-efficacy.

In an effort to determine if stress, burnout, and self-efficacy were related, Stephenson (2012) studied the relationship of stress, burnout, and self-efficacy in teachers of all grades: elementary (K-6th grades) and high school teachers (7th-12th grades). The participants were inhabitants of the Turks and Caicos Islands who were either local or expatriates. The independent variables in the study were burnout and

teacher stress, and the dependent variable was teacher self-efficacy. The researcher found that teachers with higher levels of self-efficacy tend to be less depersonalized, be less emotionally exhausted, and possess a stronger sense of personal accomplishment than teachers with lower levels of self-efficacy. Stephenson (2012) also found that teachers who experience more stress have lower levels of self-efficacy.

Elementary classrooms are important to the social development of children (Lambert, McCarthy, O'Donnell & Wang, 2009). Teachers who experience high rates of stress and burnout may be less proficient in creating positive environments for children. Teachers may even become poor role models for negative social behaviors, especially when they experience emotional exhaustion. Lambert et al. (2009) posited that children can contribute to the negative perceptions teachers have of their working conditions.

Externalizing and Internalizing Behaviors

The links between children's classroom relationships and their interpersonal behaviors have been explored in several studies about school adjustment in children. Peer relationships have been studied, but many have also focused the relationship children have with their teachers, a significant figure in the school environment.

Sanchez Fowler, Banks, Anhalt, Hinrichs Der, and Kalis (2008) examined the relationship between student's classroom behavior and teacher-student relationship quality among young children in urban elementary schools and found that there were significant correlations between them. Data were collected from 20 teachers and 230 students in two high-poverty, low-performing schools in a large mid-western urban school district. The teachers were asked to describe their relationships with their students using a student-teacher relationship scale. The responses ranged from total positive relationship to conflict. The teachers were also asked to complete a rating scale rating their students' mathematical thinking and literacy skills. The teachers also completed a

child behavior checklist presenting a broad range of behavioral and emotional problems in children. The teachers were also asked to complete a brief questionnaire in order to rate the prosocial behavior in their students. An analysis of the results showed there was a positive correlation between conflict in the teacher student relationship and externalizing behaviors in the students. When closeness in the teacher-student relationship was examined, there was a negative correlation. Sanchez Fowler et al. (2008) also found the relationship between externalizing behaviors and the overall total positive relationship between the student and the teacher to have a negative correlation. Externalizing student behaviors seemed to lessen the overall quality of the student-teacher relationship and increase the degree of conflict between the student and the teacher as measured on the rating scale by the teachers in this study.

Baker, Grant and Morlock (2008) conducted a study to determine to what degree the affective qualities of conflict and closeness within the teacher-student relationship could predict the school adaptation of elementary school children with significant behavior problems. The study was located in one school district in a small city in the Southeastern United States and consisted of 423 kindergarten through fifth grade students who were from four different elementary schools. The sample of students used in this study had participated in a larger study, which included a larger sample; however, they were selected for the Baker et al. (2008) study based on their behavior rating scale scores. The school district had a large population of at-risk students. About 70% of the district's students participated in the free- or reduced- lunch cost program. The on-time graduation rate from high school in the district was less than 50 percent. Sixty-eight teachers participated in the study for at least one year.

The teachers in the Baker et al. (2008) study completed a standardized rating scale for each child in their classroom who participated in the study. The students were then

divided into three groups: Average group if their standard score fell within one half standard deviation of the mean scores for Externalizing or Internalizing. A random sample of 171 students was selected from the pool of students whose scores fell in this range. This group also had mean scores of 49 on both the Externalizing and Internalizing scales. To form the other two groups labeled as “pure” behavior problems, the students had to score at least one standard deviation above the mean on the Externalizing composite score and their Internalizing composite score was at or below average to be included in the Externalizing group (N=172). Their level of impairment was considered significant for externalizing behavior. Baker et al. (2008) selected the Internalizing group using composite T scores. Eighty students with above average composite T scores and average or below average composite T scores were selected for the Internalizing group.

Baker et al. (2008) had teachers complete the ratings of their students on their behavior and other study measures at the end of each school year. The teachers completed a scale to measure teacher-student relationship quality using two factors (i.e., closeness and conflict). Achievement measures were collected from school records. The grades in social development and positive work habits were collected from the children’s report cards. Lastly, the teachers used a school appropriate behavior scale to provide a measure of classroom adjustment (i.e., adjustment to norms, routines, and expectations of the classroom environment).

Baker et al. (2008) found that the qualities of the teacher-student relationship did predict the children’s successful school adjustment. Teacher-student relationships characterized by warmth, low degrees of conflict, and trust were associated with positive school outcomes. Baker et al. (2008) cited the work of Capara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) who concluded that the ability to form close relationships

with nonfamilial adults may also signify the level of underlying social proficiency children have, which is associated with good school performance. Baker et al. (2008) also found that being in the externalizing group was negatively related to school adaptation. Relative to their peers without problems, children in the externalizing group are disadvantaged in academic achievement and in their behavioral adaptation to the classroom environment. Students belonging to the externalizing group who also showed high degrees of conflict showed poorer school adaptation than internalizing students who had less conflict in their relationships with their teachers. Baker et al. (2008) posited that relational negativity with teachers may indicate self-regulatory and social-emotional problems that can predict later school problems.

Henricsson and Rydell (2004) conducted a study of 95 first grade students and their teachers over three years in a mid-sized city in Sweden who exhibited internalizing behavior problems (N=8 boys, N=17 girls), externalizing behavior problems (N=20 boys, N=6 girls), and children with classified as having no behavior problems (N=21 boys, N=23 girls). The 95 students were selected from a sample of 526 students, which represented forty percent of the city's first graders). In this study, the students kept their same teachers all three years. The researchers set out to study teacher-child relations and the children's self-perception in children with internalizing and externalizing problem behaviors as compared to problem-free children. Henricsson and Rydell (2004) posited that self-perceptions are formed in social interactions. Children whose behavior problems may decrease positive interactions with others would seem to be at risk for developing negative self-perceptions. Henricsson and Rydell (2004) expected children with externalizing behavior problems to have more conflicts and less positive interactions with teachers, and more dependent, negative, conflictual, or less close relationships as perceived by both teachers and students than do students with internalizing behavior

problems or problem-free students. The researchers also expected children with internalizing problems to have more conflictual, dependent, and less close teacher-rated relationships than problem-free children. The researchers did not know what to expect in terms of actual interactions and the students' perceptions of their relationships with their teachers. Henricsson and Rydell (2004) also could not form a hypothesis about problematic students' self-perception from the existing knowledge.

Henricsson and Rydell (2004) had the teachers rate their students in the spring of their first grade year using a behavior questionnaire for children. From these ratings, the children were identified as having internalizing, externalizing behavior problems, or being problem free. During the spring of the second grade year, the researchers performed classroom observations to observe teacher and student behaviors. In the fall of the 3rd grade, the researchers interviewed the children individually about their relationship with their teacher and their self-perception. The teachers also answered questionnaires about their perceptions of the student's relationship with them. The researchers found that the children with externalizing behavior problems have more negative attitudes in their relationships with their teachers, more conflicts with their teachers, and they have less positive self-perceptions than the other children. Henricsson and Rydell (2004) also found that children with internalizing problems had more conflictual and dependent relationships than did the problem free children. Compared to the problem free children, the children with internalizing behavior problems were less close to their teachers, but there were few other differences.

Birch and Ladd (1998) conducted a longitudinal study which consisted of kindergartners (N=199) and their teachers (N=17) from seven public elementary schools in three communities in Midwestern states within the United States. Two premises were articulated for this study: (a) the behavioral tendencies that children exhibit early in

kindergarten are associated with the quality of the relationships they have with their teachers later; and (b) some of the same types of behaviors that have been found to predict the quality of the children's peer relationships also forecast features of the relationships children have with their teachers later. The researchers set out to study the relations between the students' behavioral orientations and features of the teacher-child relationships (i.e., dependency, conflict, closeness). The three types of behavioral orientations studied were characterized as antisocial, asocial, and prosocial. Birch and Ladd (1998) wanted to examine the following propositions: (a) children's behaviors affect the relationships they have with their teachers; (b) features of the children's relationships they have with their teachers affect the children's behavioral adjustment; or (c) both. The data used in the study were gathered at two points in time, during the fall of the kindergarten year and then again near the completion of the first grade year.

Birch and Ladd (1998) used a behavior rating scale on which teachers were asked to rate the children on their behavior with their peers in school. The five subscales used were: (a) aggressive behavior, (b) anxious-fearful behavior, (c) hyperactive-distractible behavior, (d) prosocial behavior, and (e) asocial behavior. Data on peer behavior were obtained by asking students to classify students who exhibited physical aggression and verbal aggression. To assess the student-teacher relationships, Birch and Ladd (1998) asked teachers to rate the relationships they had with their students along the dimensions of dependency, conflict, closeness.

The results of the Birch and Ladd (1998) study showed that early styles of interpersonal interactions have significant implications for the social-psychological adjustment of children by revealing how early behavioral orientations of children are related to the relationships they develop with significant adults in school. Early antisocial behavior (e.g., externalizing behaviors) in kindergarten was associated with lower levels

of closeness and higher levels of conflict in children's teacher-child relationships in kindergarten and first-grade. Early asocial behavior (e.g., internalizing behavior) was uniquely related to dependency the next year. Birch and Ladd (1998) posited that asocial behaviors may be important markers of relational outcomes in the future. They went on to say that children exhibiting asocial behaviors may require more management and care to deal with their fragile emotional states, which perhaps may lead teachers to perceive these children as being more dependent, thus invoking more adult intervention for solutions to interpersonal dilemmas. Further, children who exhibit early asocial behavior may be less ready to encounter the demands of school, which includes developing and preserving relationships with their teachers. Early prosocial behavior was associated with but not uniquely related to any of the three features of first grade teacher-child relationships (Birch & Ladd, 1998).

Birch and Ladd (1998) also examined the associations between the early teacher-child relationship and the changes in children's behavioral orientations over time. The study revealed that conflict in the kindergarten children's relationship with their teachers was related to a degeneration in children's prosocial behavior over time. Also, conflict in the kindergarten's teacher-child relationship was associated with gains in aggressive behavior as perceived by peers over time. The researchers posited that there may be processes that work within the teacher-child relationship (e.g., conflict) which have negative outcomes in terms of later interpersonal behaviors that children exhibit. Further, conflictual relationships with teachers may act to suppress behavior that is considered prosocial and exacerbate the use of behaviors which are perceived by peers as aggressive. According to Birch and Ladd (1998), children who have relationships with their teachers which are characterized as being conflictual may be less motivated to use prosocial behaviors, or the children may feel that their options for behavior are restricted

by the aversive make-up of the relationships with their teachers. If children are displaying less prosocial behavior over time, this may affect their ability to develop and preserve positive relationships with others.

Presented in chapter two was a summary of research literature pertaining to the self-efficacy domains of instructional strategies, classroom management, and student engagement. Research literature about factors affecting self-efficacy, such as teacher training, teaching experience, and teacher burnout was included along with literature discussing both internalizing and externalizing disorders in children.

By examining elementary school teachers' perceptions of mental illness among their students and their perceived ability to effectively teach and manage students displaying externalizing and internalizing behaviors, it can be determined if there is a need to offer training in mental illness so that they can support and provide assistance to the children they teach. Efficacious teachers strive to teach all students in their charge by creating a classroom conducive to learning, employing instructional strategies, and fostering meaningful teacher-student relationships. Ginott's (1972) summarized the importance of teaching in his statement:

I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be an instrument of inspiration or a tool of torture. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized. (p. 15)

CHAPTER III: METHODOLOGY

This study used a non-experimental research design using quantitative data to determine if a correlation existed among the independent and dependent variables. The purpose of the study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. This section describes the methodology that was used in conducting the study: (a) the research design, (b) the research questions, (c) the participants, (d) the operational definitions and measurement of variables, (e) the instrumentation, (f) the procedures, (g) the data analysis, and (h) the ethical issues.

Research Design

A non-experimental quantitative research design was used to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors. According to Johnson and Christiansen (2008), nonexperimental design

allows the researcher to study what occurs naturally, and then determine to what degree variables are related.

Research Questions

This study focused on four research questions:

RQ1: Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing behaviors and the teacher variables of years of teaching experience, past number of students with externalizing disorders taught, and past training in mental illness?

Null H₁: There is no relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing behaviors and the teacher variables of years of teaching experience, past number of students with externalizing disorders taught, and past training in mental illness.

RQ 2: Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying internalizing behaviors and the teacher variables of years of teaching experience, past number of students with internalizing disorders taught, and past training in mental illness?

Null H₂: There is no relationship between teacher reported self-efficacy beliefs when working with students displaying internalizing behaviors and the teacher variables of years of teaching experience, past number of students with internalizing disorders, and past training in mental illness.

RQ 3: To what extent does the knowledge teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

Null H₃: There is no correlation between the knowledge teachers have about mental illness and their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors.

RQ 4: To what extent does the attitude teachers have toward children with mental illness correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

Null H₄: There is no correlation between the attitude teachers have toward children with mental illness and their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors.

To answer these research questions, an inferential correlational design was used to determine if a relationship existed among the variables being measured.

Participants

The sample consisted of 145 elementary teachers in a school district in Texas. For the purpose of this study, the school district was referred to by the pseudonym SISD. The teachers were thought to be a valid sample for the study because most of the participants have taught students who have displayed externalizing or internalizing behaviors. The teachers were also thought to be a valid sample because all teachers have gone through training covering the development of children and also have knowledge of children in a school environment.

At the time the data were collected, the school district chosen for the study, SISD, encompassed 105 square miles in southeast Texas and served a population of more than 217,000 citizens and administered 44 modern neighborhood schools with an approximate enrollment of almost 40,000. For the 2013-14 school year, the school district received a “Met Standard” rating in the State of Texas (Texas Education Agency [TEA], 2014).

At the time the data were collected, the students who attended school in SISD were from various demographic categories. Caucasians made up 50.1% of the student population, and Hispanics, Asians, and African Americans made up 28%, 9.8%, and 8.2%, respectively. In the student population of SISD, 27.5% were considered Economically Disadvantaged (Texas Education Agency [TEA], 2014).

At the time the data were collected, the teachers in SISD were also from various demographic categories. Caucasians represented 82.3% percent of the teacher workforce in SISD. Hispanics, African Americans, and Asians made up 10.7%, 4.2%, and 1.4% respectively. Not surprisingly, female teachers represented 80.5% and males represented 19.5% of the teaching workforce. In terms of teaching experience, teachers having 1 to 5 years of experience represented 26.1% of the SISD teacher workforce, followed by teachers having 6 to 10 years at 22.1% and then 11 to 20 years at 30.1%. Beginning teachers represented 5.4% of the workforce, and teachers with more than 20 years of experience represented 16.1% of the workforce in SISD (Texas Education Agency [TEA], 2014).

Operational Definitions and Measurement of Variables

The researcher of the present study attempted to add to the current body of knowledge by determining if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. Two questionnaires were utilized to gather quantitative data on the independent variables: (a) demographic data using a

demographic questionnaire, and (b) knowledge of mental health and attitudes about mental illness using the Teacher Mental Health Opinion Inventory. One questionnaire was used to measure the dependent variable of teacher self-efficacy beliefs using three subscales: (a) classroom management, (b) student engagement, and (c) instructional strategies.

Demographic questionnaire

Teacher experience level: Teacher experience level served as an independent variable in this study. Total number of years taught represented teacher experience. The years of experience were recorded as ratio data.

Past number of students taught with externalizing disorder: Past number of students taught with an externalizing disorder served as an independent variable. The number of students were recorded as ratio data.

Past number of students taught with internalizing disorder: Past number of students taught with an internalizing disorder served as an independent variable. The number of students were recorded as ratio data.

Past training in mental illness: The number of hours of training in mental illness the teacher received was recorded as ratio data. Past training in mental illness served as an independent variable.

Teacher Mental Health Opinion Inventory

Knowledge of mental health information and attitude about mental illness: Knowledge of mental health information and attitude about mental illness were measured using composite scores from the knowledge and attitude subscales. Morris' Teacher Mental Health Opinion Inventory. Knowledge level and attitude, as measured on the Teacher Mental Health Opinion Inventory served as independent variables.

Teacher Sense of Efficacy Scale (TSES) short form (modified version)

Teacher self-efficacy level: Teacher self-efficacy was measured using scores from the instructional strategies, classroom management, and student engagement subscales on the Teacher Sense of Efficacy Scale (TSES) short form (modified version). Teacher self-efficacy level on the three subscales served as the dependent variables in this study.

Instrumentation

The Teacher Mental Health Opinion Inventory (TMHOI) created by Morris was used in the present study (Morris, 2002) (see Appendix A for the survey instrument). The survey instrument was designed to measure the following: (1) the teacher's basic knowledge about mental health; (2) the teacher's attitudes toward mental illness in students, including the availability of mental health services; and their perception of their academic preparation in the area of mental illness. The modified version of the Teacher Sense of Efficacy Scale (TSES) short form (12 items) (Tschannen-Moran & Woolfolk Hoy, 2001) measured the teachers' perceived self-efficacy level. The TSES contained three subscales to measure three domains of teacher self-efficacy: (a) instructional strategies, (b) classroom management, and (c) student engagement (see Appendix B for the survey instrument). The survey instrument also collected demographic information from the teachers, such as age, sex, race/ethnicity, educational level, years of teaching experience, past number of students taught with internalizing and externalizing disorders, and past training in mental illness.

Reliability is the degree to which an instrument consistently measures what it is expected to measure (Salkind, 2008). A reliable instrument is one that gives consistent, dependable, and predictable results (Salkind, 2008). It is recommended to determine the reliability of the instrument by using the internal consistency measure of Cronbach's

alpha within the Statistical Package for the Social Sciences (SPSS). Cronbach's alpha is usually a positive number ranging from 0 to just under 1.0, with the larger values suggesting increased levels of internal consistency. Alpha scores at or above .70 suggest an acceptable degree of reliability (Salkind, 2008). The Teacher Mental Health Opinion Inventory used a 1-5 Likert Scale. Cronbach's Alpha was used by Morris to analyze the reliability of the instrument, which was calculated to be .6599 (Morris, 2002). The Teacher Sense of Efficacy Scale short form (Tschannen-Moran & Woolfolk-Hoy, 2001) also used a 1-9 Likert Scale with 1 representing *nothing* and 9 representing a *great deal*. The reliabilities of the TSES short form subscales were $r = .91$ for instructional strategies, $r = .87$ for student engagement, and $r = .90$ for classroom management.

Bandura (1997) recommended that teacher self-efficacy beliefs be assessed with a level of specificity which corresponds to the task being assessed and the context in which it is performed. In previous studies the TSES was used to assess teacher self-efficacy beliefs in working with all students, however, this study focused on students who displayed externalizing and internalizing behaviors. The TSES was modified for this study. No changes were made to the questions so that alterations to the instrument could be minimized. In this study, the scale was introduced by providing the definition of externalizing and internalizing disorders and the following phrase: For externalizing behaviors, "Please think specifically of students who display externalizing behaviors when answering the following questions." For internalizing behaviors, "Please think specifically of students who display internalizing behaviors when answering the following questions."

Procedures

The researcher surveyed teachers in the sample described previously in the study. First, the researcher completed and submitted the University of Houston-Clear Lake

Committee for the Protection of Human Subjects (CPHS) for approval (see Appendix C). Upon approval, the researcher contacted the Director of Assessment for SISD to seek approval to conduct the study in SISD. The researcher completed and submitted the Institutional Review Board (IRB) form to SISD. Upon approval, the researcher contacted the building principals of all 26 elementary schools in SISD to ask for their permission to invite their teachers to participate in the study by answering the questionnaires. Twenty-one of the twenty-six principals gave their approval. Via Survey Monkey, the researcher sent the questionnaires to 1154 elementary teachers in the 21 elementary schools where principal permission had been obtained. A two-month window of time was given for the teachers to respond to the questionnaires. Approximately 157 participants responded to the questionnaires. The questionnaires included the Teacher Mental Health Opinion Inventory, the modified Teacher Sense of Efficacy Scale, and the demographic survey. The data collected from the returned questionnaires were entered into the Statistical Package for Social Sciences (SPSS) for statistical analysis.

Data Analysis

The data from the modified Teacher Sense of Efficacy Scale- short form (Tschannen-Moran & Woolfolk-Hoy, 2001) were analyzed to determine the extent of the relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and teacher variables of years of teaching experience, past number of students taught who had externalizing and internalizing disorders, and past training in mental illness. The data from the Teacher Mental Health Opinion Inventory (Morris, 2002) were analyzed to determine the extent to which knowledge and attitude were related to teachers' self-efficacy beliefs in working with students who display externalizing and internalizing behaviors.

Research Question One

The first research question: Is there a relationship between teacher reported self-efficacy beliefs when working with students who display externalizing behaviors and the teacher variables of years of teaching experience, past number of students with externalizing disorders taught, and past training in mental illness? This question was divided into six specific research questions pertaining to one of the three factors of the TSES, classroom management, student engagement, and instructional strategies. A Pearson Correlation was utilized to determine if a relationship exists. The independent variables were the continuous variables of past number of students taught with externalizing disorders, past training in mental illness, and experience level in years. The dependent variables were scores on the three subscales of the Teacher Sense of Efficacy Scale (TSES) short form (modified version).

Research Question Two

Is there a relationship between teacher reported self-efficacy beliefs when working with students who display internalizing behaviors and the teacher variables of years of teaching experience, past number of students taught with internalizing disorders, and past training in mental illness? This question was divided into six specific research questions pertaining to one of the three domains of the TSES, classroom management, student engagement, and instructional strategies. A Pearson Correlation was utilized to determine if a relationship exists. The independent variables were the continuous variables of past number of students taught with internalizing disorders, past training in mental illness, and experience level in years. The dependent variables were the scores on the three subscales of the Teacher Sense of Efficacy Scale (TSES) short form (modified version).

Research Question Three

To what extent does the knowledge teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors? A Pearson Correlation was utilized to determine what correlation exists between the knowledge teachers have about mental illness in students and their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors. The independent variable was the knowledge teachers have about mental illness in students, as measured on the Teacher Mental Health Opinion Inventory knowledge subscale, and the dependent variables were scores on the three subscales of the Teacher Sense of Efficacy Scale (TSES) short form (modified version).

Research Question Four

To what extent does the attitude teachers have toward children with mental illness correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors? A Pearson Correlation was utilized to determine what correlation exists between the attitude teachers have toward mental illness, as measured on the Teacher Mental Health Opinion Survey, and their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors. The independent variable was the attitude teachers have about mental illness, and the dependent variables were scores on the three subscales of the Teacher Sense of Efficacy Scale (TSES) short form (modified version).

Ethical Issues

When dealing with human subjects there is always a potential for harm; however, the researcher limited existing threats by allowing the teachers to withdraw from participation in the survey at any time without penalty. The teachers were informed they could also decline to answer any question. Teacher participation was voluntary. There

was no cost for participating in the survey. The researcher did not ask the participants to give their names to ensure that participants' identifying information would not be known to anyone. There were no known risks for the teachers participating in the study.

Individuals from the University of Houston-Clear Lake and the Institutional Review Board were allowed to inspect the data, if it was found to be necessary. The results from the research were shared as aggregate data only. The data from the study was secured and will remain in a locked storage area for three years after the completion of the study.

CHAPTER IV:

RESULTS

The purpose of this study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors. This chapter describes the demographics of the participants, as well as the results for each research question examined in this study. The quantitative data for this study was collected by using three questionnaires.

Participant Demographics

The participants for this study consisted of a sample of elementary teachers employed in SISD. A total of 157 elementary teachers responded to the on-line questionnaires. A summary of the racial or ethnic identity designations of the participants is presented in Table 4.1.

Table 4.1

Demographic Summary Teacher Participants

Race or Ethnicity	n	% teacher participants
African American	2	1.4 %
White	128	90.1 %
American Indian	0	0 %
Asian	1	.7 %
Pacific Islander	0	0 %
Two or More Races	5	3.4 %
Other	6	4.2 %
Total	142	97.9 %
Missing	3	2.1 %

Most of the participants identified as being White and comprised 90.1 % (n=128) of the sample. The next largest group of participants identified their race as Other and represented 4.2 % (n=6) of the sample. Representing 3.4 % (n=5) of the sample were participants who identified as Two or More Races, followed by African Americans representing 1.4 % (n=2) of the sample.

Additional demographic data were obtained, with respect to sex of the participants, females numbered at 143, representing 98.6 % of the sample. Males (n=2) represented 1.4 % of the sample. In the sample, eighty-five participants held a Bachelor's degree, fifty-six participants held a Master's degree, and one participant held a Doctorate.

Participants were asked to report their years of experience in teaching elementary school children (K-6). Table 4.2 contains that data.

Table 4.2

Teaching Experience at Elementary School Level

Years of experience	n	% teacher participants
1-5	23	15.9 %
6-10	34	23.4 %
11-15	23	15.9 %
16-20	21	14.6 %
21-25	23	15.9 %
26-30	8	5.6 %
over 30	13	9 %
Total	145	

Data Preparation

The quantitative data were retrieved from Survey Monkey in the form of a Microsoft Excel spreadsheet. The data were inspected for missing data and data believed to be outliers. Some items on the Teacher Mental Health Opinion Inventory required reverse scoring. The data for those items were transformed. In some cases, participants responded with more data than was asked, such as in the case where participants were asked to estimate how many students they had taught whom they suspected of having an externalizing disorder. Some participants answered in the following ways: 100+, more than 200, etc. In cases like these, the researcher used the closest whole number to the supplied response. In the cases where the participants gave a response, such as “about 5 students every year,” the researcher multiplied 5 times the number of years of experience the participant reported to determine the value to be used in the study.

Further data preparations included determining what to do with missing data. The replacement procedure used in the present study was the valid mean substitution (VMS) procedure (Raaijmakers, 1999). To determine a knowledge value on the Teacher Mental Health Opinion Inventory (Morris, 2002), the researcher calculated the sum of the 26 questions determined to measure the participant's knowledge of mental illness in children. If the participant answered 25 of the knowledge questions only, the missing piece of data was found by determining the mean of the 25 answers which were supplied, and then using that mean value in the place of the missing value. For the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk-Hoy, 2001), the subscales measuring Classroom Management, Instructional Strategies, and Student Engagement were determined by finding the mean of the items representing those constructs. In the case of missing data on the TSES subscales, the mean value of the subscale was calculated by taking the mean without the missing value being included in the calculation. That mean value was substituted for the missing value, and the new mean was calculated.

The last part of the data preparation was a visual inspection to identify outliers in the demographic portion of the data. When the values were considered extreme, or not being in the proximity of the other participants' responses, the participants' responses were removed entirely from the study. An example of outlying data from one of the respondents follows: When asked how many years of experience do you have teaching, the answer provided by the respondent was 1000 years. There were originally 157 respondents; after removing the data of the participants who provided data determined to be outliers, the number of participants who supplied data considered to be valid numbered at 145.

Findings

The purpose of this study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. All four research questions in this study were answered using Pearson Correlation to determine if a relationship existed between the variables. In total, there were 30 pairings of variables in the data analysis. The independent variables in the study were the teacher variables of education level, years of teaching experience, past number of students with externalizing and internalizing disorders taught, and past training in mental illness. The dependent variables were teacher self-efficacy beliefs in classroom management, instructional strategies and student engagement as they related to students displaying externalizing and internalizing behaviors. Only the correlations determined to be statistically significant will be discussed.

Research Question One

The first research question: Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing behaviors and the teacher variables of years of teaching experience, past number of students with externalizing and internalizing disorders taught, and past training in mental illness?

The statistically significant Pearson Correlations for research question one are presented in Table 4.3.

Table 4.3

Pearson Correlations between TSES (Externalizing Behaviors) and Teacher Variables

TSES Externalizing	Teacher Variable	Correlation	n	Significance
Classroom Management	Years of Experience	-.19*	145	.022
Instructional Strategies	No. of Students with Externalizing Disorders	.19*	141	.027
Student Engagement	Years of Experience	-.25**	145	.002

Note: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

There were three pairings of variables which yielded statistically significant Pearson correlations. There was a small negative correlation between the teachers' self-efficacy beliefs in classroom management of students displaying externalizing behaviors and number of years of teaching experience in elementary school, $r = -.19$. Analysis of the data also showed there was a small positive correlation between the teachers' self-efficacy beliefs in their use of instructional strategies with students displaying externalizing behaviors and the past number of students taught with externalizing disorders, $r = .19$. Further, there was a small negative correlation between the teachers' self-efficacy beliefs in their engagement of students displaying externalizing behaviors and the teachers' years of experience, $r = -.25$.

Research Question Two

Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying internalizing behaviors and the teacher variables of years of teaching experience, past number of students with internalizing disorders taught, and past training in mental illness?

The statistically significant Pearson Correlations for research question two are presented in Table 4.4.

Table 4.4

Pearson Correlations between TSES (Internalizing Behaviors) and Teacher Variables

TSES Internalizing	Teacher Variable	Correlation	n	Significance
Classroom Management	No. of Hours of Training in Mental Illness	.20*	133	.019
Instructional Strategies	No. of Hours of Training in Mental Illness	.17*	133	.048

Note: *. Correlation is significant at the 0.05 level (2-tailed).

There were two pairings of variables which yielded statistically significant Pearson correlations. There was a small positive correlation between the teachers' self-efficacy beliefs in classroom management of students displaying internalizing behaviors and number of hours of training in mental illness in children, $r=.20$. Analysis of the data also showed there was a small positive correlation between the teachers' self-efficacy beliefs in their use of instructional strategies with students displaying internalizing behaviors and the number of hours in training in mental illness, $r=.17$.

Research Question Three

To what extent does the knowledge teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

The statistically significant Pearson Correlations for research question three are presented in Table 4.5.

Table 4.5

Pearson Correlations between TSES and Knowledge of Mental Illness in Children

TSES	Teacher Variable	Correlation	n	Significance
Classroom Management (Externalizing Behaviors)	Knowledge of Mental Illness in Children	.22*	145	.009
Instructional Strategies (Externalizing Behaviors)	Knowledge of Mental Illness in Children	.27**	145	.001
Classroom Management (Internalizing Behaviors)	Knowledge of Mental Illness in Children	.18*	145	.031
Instructional Strategies (Internalizing Behaviors)	Knowledge of Mental Illness in Children	.30**	145	.000

Note: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

There were four pairings which yielded statistically significant Pearson correlations. There was a small positive correlation between the teachers' self-efficacy beliefs in classroom management of students displaying externalizing behaviors and the teachers' knowledge of mental illness in children, $r=.22$. There was a small positive correlation between the teachers' self-efficacy beliefs in their use of instructional strategies for students with externalizing behaviors and the teachers' knowledge of mental illness in children, $r=.27$. Further analysis of the data also showed there was a small positive correlation between the teachers' self-efficacy beliefs in classroom management of students displaying internalizing behaviors and the teachers' knowledge of mental illness in children, $r=.18$. Additionally, there was a small positive correlation between teachers' self-efficacy beliefs in their use of instructional strategies for students

displaying internalizing behaviors and the teachers' knowledge of mental illness in children, $r=.30$.

Research Question Four

To what extent does the attitude teachers have toward children with mental illness correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?

The statistically significant Pearson Correlations for research question three are presented in Table 4.6.

Table 4.6

Pearson Correlations between TSES and Attitude about Mental Illness in Children

TSES	Teacher Variable	Correlation	n	Significance
Classroom Management (Externalizing Behaviors)	Attitude about Mental Illness in Children	.28**	145	.001
Student Engagement (Externalizing Behaviors)	Attitude about Mental Illness in Children	.25**	145	.003
Classroom Management (Internalizing Behaviors)	Attitude about Mental Illness in Children	.33**	145	.000
Instructional Strategies (Internalizing Behaviors)	Attitude about Mental Illness in Children	.25**	145	.003
Student Engagement (Internalizing Behaviors)	Attitude about Mental Illness in Children	.26**	145	.002

Note: **. Correlation is significant at the 0.01 level (2-tailed).

There were five pairings which yielded statistically significant Pearson correlations. There was a small positive correlation between the teachers' self-efficacy

beliefs in their classroom management of students displaying externalizing behaviors and the teachers' attitudes about mental illness in children, $r=.28$. There was a small correlation between the teachers' self-efficacy beliefs in their engagement of students displaying externalizing behaviors and the teachers' attitudes about mental illness in children, $r=.25$. Data analysis revealed there was a moderate positive correlation between the teachers' self-efficacy beliefs in their classroom management of students displaying internalizing behaviors and the teachers' attitudes about mental illness in children, $r=.33$. Further, there was a small correlation between the teachers' self-efficacy beliefs in their use of instructional strategies for students displaying externalizing behaviors and the teachers' attitudes about mental illness in children, $r=.25$. Additionally, there was a small correlation between the teachers' self-efficacy beliefs in their engagement of students displaying internalizing behaviors and the teachers' attitudes about mental illness in children, $r=.26$.

This chapter described the demographics of the participants, as well as the results found to be statistically significant for each research question examined in this study. The quantitative data for this study were collected by using the responses to the questionnaires of 145 elementary school teachers in SISD. A discussion of the results will follow in Chapter V.

CHAPTER V: SUMMARY, IMPLICATIONS, AND CONCLUSIONS

This chapter presents a discussion of the results of this qualitative study including examination of the results for each of the four research questions. This chapter includes a summary, implications of the study, future research recommendations, and limitations of the study followed by a conclusion.

Summary of Findings

Teachers face a multitude of challenges when they are teaching. Students who display internalizing behaviors related to internalizing disorders, such as shyness, anxiety, verbal inhibition, or withdrawal have been found to elicit less negative thoughts or experiences in their teachers (Rubin & Coplan, 2004). Researchers, Rapport, Denney, Chung, and Hustance (2001) found that students who exhibit internalizing behaviors are at risk for performing poorly in school and benefit from having relationships with their teachers that are positive. Internalizing behaviors are more likely to go unnoticed or be ignored than those exhibited by students who display externalizing behaviors (Coplan & Prakash, 2003). Thompson et al. (2006) found that teachers failed to recognize students with reported suicidal ideation in most cases.

Different from internalizing behaviors, students displaying externalizing behaviors, such as anti-social behavior, hyperactivity, and aggression provide challenges for their teachers, as well (Brouwers & Tomic, 2000; Hastings & Bham, 2003). Due to the disruptive nature of the behavior of students with externalizing disorders, the disruptive behaviors have been suggested to cause stress and emotional exhaustion among teachers (Tsouloupas et al., 2010). McCarthy et al. (2009) found that the behavior of students considered to be distractible and highly overactive negatively affected both

the attitudes of teachers toward their abilities to teach and also their self-efficacy beliefs in forming positive relationships with difficult students.

This study sought to determine if there is a relationship between teacher reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past training in mental illness in children, and past number of students taught with externalizing and internalizing disorders. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students who display externalizing and internalizing behaviors. The subscales of classroom management, instructional strategies, and student engagement were used in the analysis.

The 14 variable pairings which yielded statistically significant Pearson Correlations is presented in Table 5.1.

Table 5.1

Statistically Significant Pearson Correlations for Research Questions 1-4.

Dependent Variable	Independent Variable	With Externalizing or Internalizing Students	Correlation	n	Significance
Classroom Mgmt	Years of Experience	Externalizers	-.19*	145	.022
Instructional Strategies	No. of Students w Externalizing Disorders	Externalizers	.19*	141	.027
Student Engagement	Years of Experience	Externalizers	-.25**	145	.002
Classroom Mgmt	No. Hrs. MI Training	Internalizers	.20*	133	.019
Instructional Strategies	No. Hrs. MI Training	Internalizers	.17*	133	.048
Classroom Mgmt	Knowledge of MI	Externalizers	.22*	145	.009
Classroom Mgmt	Knowledge of MI	Internalizers	.18*	145	.031
Instructional Strategies	Knowledge of MI	Externalizers	.27**	145	.001
Instructional Strategies	Knowledge of MI	Internalizers	.30**	145	.000
Classroom Mgmt	Attitude About MI	Externalizers	.28**	145	.001
Classroom Mgmt	Attitude About MI	Internalizers	.33**	145	.000
Instructional Strategies	Attitude About MI	Internalizers	.25**	145	.003
Student Engagement	Attitude About MI	Externalizers	.25**	145	.003
Student Engagement	Attitude About MI	Internalizers	.26**	145	.002

Note: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Research Question One

Research question one was answered by conducting Pearson Correlations. A Pearson Correlation was determined in the relationship between years of teaching experience and the elementary teachers' reported self-efficacy beliefs when working with students displaying externalizing behaviors. With respect to classroom management, a small, negative, but statistically significant correlation was found between the variables. This finding is supported by the research of Klassen and Chiu, (2010) who found that teachers' self-efficacy beliefs were influenced by experience level in a non-linear way. They found that teacher self-efficacy beliefs increased with experience for teachers in the early and mid-career stages, but teachers in the later stages of their careers showed a decline. Teachers having between 40 to 45 years of experience scored in the same range as teachers with 4 years of experience. In contrast, Walters and Daugherty (2007) found that teachers with more experience had greater confidence in their teaching and instructional evaluation methods, which would benefit hard to reach students. They also found that teachers with more experience had greater confidence in their classroom management abilities. Kokkinos et al. (2005) suggested that teachers with more experience perceive challenging behaviors among students as less disturbing and more controllable in the classroom.

The Pearson Correlation between years of experience and the self-efficacy subscale of instructional strategies when working with students displaying externalizing behaviors was determined for the sample. A small, positive and statistically insignificant result was found. Research by Tschannen-Moran and Woolfolk Hoy (2007) found that experienced teachers were shown to have higher self-efficacy beliefs than novice teachers in their self-efficacy beliefs for classroom management and instructional strategies. Kokkinos et al. (2005) suggested that more experienced teachers generally felt that

disruptive behavior in the classroom was less challenging to manage. The findings in the present study might be explained by the research of Klassen and Chiu (2010). They found that teachers' years of experience and classroom stress were linked to their self-efficacy beliefs in their use of instructional strategies. They found a nonmonotonic relationship with teachers showing an increase in instructional strategies up to 23 years of experience, and then a decline was shown as years of experience increased.

The Pearson Correlation measuring the relationship between years of experience and the elementary teachers' self-efficacy beliefs in student engagement when working with students displaying externalizing behaviors was found to be negative and small but highly significant. Walters and Daugherty (2007) found that teachers in higher grade levels reported having lower self-efficacy beliefs than teachers of the lower grade levels. The inverse relationship between teaching levels and self-efficacy beliefs for elementary teachers in comparison to middle and high school teachers was especially marked. Similarly, Klassen and Chiu (2010) found that teachers who taught the higher-grade levels had lower self-efficacy beliefs, but the grade level dependence pattern was also found within teaching levels, at least in the younger elementary grades. The teachers of the youngest students had higher levels of self-efficacy than the teachers of the older students within elementary schools for classroom management and student engagement, but not for instructional strategies. In contrast, Tschannen-Moran and Woolfolk Hoy (2007) found that more experienced teachers had higher self-efficacy beliefs than novice teachers in the areas of classroom management and instructional strategies. They did not find this to be true for student engagement citing that the field of teaching has only started to focus on significance of student engagement and providing skill development in this area.

A small negative and statistically insignificant Pearson Correlation was found between the number of students with externalizing disorders the teachers had taught and the classroom management self-efficacy beliefs of elementary teachers when working with students displaying externalizing behaviors. Bandura (1997) described four major influences on teachers' self-efficacy beliefs: Mastery experiences, vicarious experiences, physiological arousal, and verbal persuasion. Bandura (1997) found the most powerful influence to be mastery experiences, which, in the case of teachers, comes from teaching successes with students. In their exploration of teachers' attitudes, beliefs and responses toward hypothetical children with aggressive behaviors, Arbeau and Coplan (2007) found that the teachers in the study had the most negative reactions to the aggressive students. The teachers felt less confident and effective with these students. In the present study, it cannot be determined if the teachers characterized their experiences with the students they had taught with externalizing disorders as being successful experiences, as they were only asked how many students they had taught with externalizing disorders.

A Pearson Correlation characterized as small and positive but statistically significant was found between the elementary teachers' self-efficacy beliefs in instructional strategies when working with students displaying externalizing behaviors and the number of students with externalizing disorders they had taught. This finding is supported by Gibson and Dembo (1984) who found that efficacious teachers use an array of instructional techniques to foster learning in their students. Efficacious teachers appear to be more flexible and more responsive to their students' needs. Efficacious teachers persevere in trying to teach students who are at risk and they work longer with students who struggle to learn (Gibson & Dembo, 1984).

The Pearson Correlation measuring the relationship between number of students taught with externalizing disorders and the elementary teachers' self-efficacy beliefs in

student engagement when working with students displaying externalizing behaviors was found to be small, positive, and statistically insignificant. It was expected that the findings in the present study would be supported by results Bandura found when studying influences on self-efficacy. Mastery experiences, which for teachers come about via successful experiences with students, have the most influence on self-efficacy in teachers (Bandura, 1997). The research by Lambert et al. (2009) seems to support the findings in the present study. They posited that behavior problems among students in the classroom can contribute to teachers having a more critical attitude about their teaching abilities and undermine the self-efficacy beliefs of teachers. Further, Yoon (2002) found that teachers' stress was correlated with self-efficacy, negative relationships with students, and negative affect. The results showed that teachers' stress levels did predict the number of students with whom they had negative relationships (Yoon, 2002).

A small, negative and statistically insignificant Pearson Correlation was found between the number of hours of training in mental illness in children and the classroom management self-efficacy beliefs of elementary teachers when working with students displaying externalizing behaviors. It was expected that the relationship examined here would be statistically significant, which is supported by Baker (2002) who found that only teachers with training specific about emotional and behavior disorders demonstrated any significant difference in their readiness for using specialized behavior management techniques for students displaying difficult behaviors. The research by Scanlon and Barnes-Holmes (2013) supported the findings in the present study to a certain extent, meaning their study yielded mixed results. In their study, where behavior intervention training was given, pre and post-test efficacy measures were taken; the inservice teachers showed improvement in self-efficacy, but the pre-service teachers in the study did not. The findings from the study by Gaudreau et al. (2013) indicated that training that allows

for reflective analysis of one's practice and for information exchange are factors which are important in the development of strong efficacy beliefs in classroom management. In the present study, the sample of teachers was not asked about the type of training they had, thus this limitation will be mentioned at the end of this chapter.

A Pearson Correlation characterized as small and positive but statistically insignificant was found between the elementary teachers' self-efficacy beliefs in instructional strategies when working with students displaying externalizing behaviors and the number of training hours they had received in mental illness in children. Brownell and Pajares (1999) found that when teachers participated in preservice and inservice training, they felt confident that they could successfully teach and manage students with behavior and learning problems. The inservice training program in their study included information about (a) curricular and instructional adaptations for students; (b) behavior management techniques for students with learning and behavior disabilities, and (c) the special needs of students with disabilities. The result of the present study is supported by Scanlon and Barnes-Holmes (2013) who found that the behavior intervention training they gave to pre-service and inservice teachers helped improve the inservice teachers' efficacy, but not the pre-service teachers' efficacy. In the present study, the sample of teachers was not asked about the specific content of the training they had received, thus this limitation will be mentioned at the end of this chapter.

The Pearson Correlation measuring the relationship between number of hours of training the teachers received in mental illness in children and the elementary teachers' self-efficacy beliefs in student engagement when working with students displaying externalizing behaviors was found to be small, positive, and statistically insignificant. Tschannen-Moran and McMaster (2009) found that the type of training format was important. Of the four formats investigated in their study: (a) information; (b)

information and modeling; (c) information, modeling, and practice; and (d) information, modeling, practice and coaching, the last model mentioned had the most effect.

Tschannen-Moran and McMaster (2009) found that the mastery experiences the teachers gained by using the new strategies they were taught while receiving coaching significantly increased the teachers' self-efficacy. The result of the present study was supported by Scanlon and Barnes-Holmes (2013) in that they received mixed results in their study. They found that inservice teacher efficacy improved for teachers after behavior intervention training, but efficacy did not improve for preservice teachers receiving the same training (Scanlon & Barnes-Holmes, 2013).. In the present study, the sample of teachers was not asked about the training format used when they received their instruction in mental illness in children. This limitation will be mentioned at the end of this chapter.

Research Question Two

Research question two (*Is there a relationship between teacher reported self-efficacy beliefs when working with students displaying internalizing behaviors and the teacher variables of years of teaching experience, past number of students taught with internalizing disorders and past training in mental illness?*) was answered by conducting Pearson Correlations.

A Pearson Correlation was conducted to determine the relationship between the experience levels of the teachers and the self-efficacy beliefs of teachers in classroom management when working with students displaying internalizing behaviors. A small, positive and statistically insignificant relationship was found. It was expected that the result would be in alignment with what Walters and Daugherty (2007) found in their research. In their findings, teachers who had more experience reported having higher self-efficacy beliefs in their teaching and classroom management abilities. The result

found for the relationship explored in the present study is supported by the research of Klassen and Chiu (2010) who found that the self-efficacy beliefs of teachers increased with experience level for teachers in the early and mid-stages of their careers, but there was a decline in self-efficacy beliefs in the later stages of their careers. Teachers who had between 40 to 45 years of experiences scored the same as teachers who had only 4 years of experience.

The relationship between the experience levels of the teachers and their self-efficacy beliefs in instructional strategies when working with students displaying internalizing behaviors was analyzed using the Pearson Correlation. The relationship was found to be small, positive, and statistically insignificant. Research by Tschannen-Moran and Woolfolk Hoy (2007) found that teachers with more experience were found to have higher self-efficacy beliefs than neophyte teachers in their self-efficacy beliefs in the domains of classroom management and instructional strategies. In the present study, the findings might be explained by the research of Klassen and Chiu (2010). They found that teachers' level of experience and classroom stress were linked to their self-efficacy beliefs in the domain of instructional strategies. Klassen and Chiu (2010) found a nonmonotonic relationship with teachers showing an increase in instructional strategies up to 23 years of experience, and then a decline followed as experience levels increased.

The Pearson Correlation was used to determine the relationship between the experience level of the teachers and their self-efficacy beliefs in student engagement when working with students displaying internalizing behaviors. A small, positive, but statistically insignificant relationship was found in the present study. It was expected the results would be in alignment with Wolters and Daugherty (2007) who found that teachers with more experience were more confident in their ability to use teaching and instructional methods that would help students who were harder to reach. The results in

the present study might be explained by Klassen and Chiu (2010) who found that the self-efficacy beliefs of teachers increased with their experience in the early and mid-stages of their careers but showed a decline in the later stages of their careers.

The Pearson Correlation measuring the relationship between number of students previously taught with internalizing disorders and teacher reported self-efficacy beliefs in classroom management when working with students displaying internalizing behaviors was found to be small, positive, but statistically insignificant. Bandura (1997) posited there were four major influences on the self-efficacy beliefs of teachers: Mastery experiences, vicarious experiences, physiological arousal, and verbal persuasion. According to Bandura (1997), the most powerful influence is mastery experiences, which for teachers, comes from successful teaching experiences with students. Different from externalizing behaviors, students with internalizing behaviors have been suggested to induce less negative thoughts or difficult experiences for teachers (Ruban & Coplan, 2004). The internalizing students' behavior difficulties may be subtler than the behavior difficulties displayed by externalizing students, which tend to appear like more appropriate classroom behavior and propriety. With that, internalizers are more apt to go unnoticed or be ignored by their teachers than students with externalizing disorders (Coplan & Prokash, 2003). Internalizing students may have little or no influence on the self-efficacy judgement of teachers toward them. The research of Ruban and Coplan (2004) and Coplan and Prokash (2003) may help to explain the findings in the present study.

A Pearson Correlation was determined in the relationship between number of students with internalizing disorders the teacher had taught and the elementary teachers' reported self-efficacy beliefs when working with students displaying internalizing behaviors. With respect to the domain of instructional strategies, a small, positive, but

statistically insignificant, correlation was found between the variables. Liljequist and Renk (2007) found that teachers tend to be more worried about students with externalizing behaviors than internalizing behaviors. They also found that teachers rating higher in their self-efficacy beliefs were more significantly concerned by students' internalizing behaviors than the less efficacious teachers in their study. Liljequist and Renk (2007) suggested that without experience and essential knowledge, teachers may feel less responsible and less worried about students' internalizing behaviors. The teachers may be less affected by the self-efficacy beliefs when working with students with internalizing behaviors. However, when teachers find that their instructional strategies are unsuccessful in engaging students who present internalizing behaviors, the teachers are likely to develop lowered self-efficacy beliefs (Liljequist and Renk, 2007).

A small, positive, but statistically insignificant Pearson Correlation was found between the number of students the teachers had previously taught with internalizing disorders and their self-efficacy beliefs in the domain of student engagement when working with students displaying internalizing behaviors. As discussed earlier, Bandura (1997) posited that mastery experiences had the most influence on teacher self-efficacy beliefs, which for teachers, comes from successful teaching experiences with students. Feuerborn and Chin (2012) found that experienced teachers deemed internalizing behaviors in students to be concerning. Experienced teachers also found students with internalizing behaviors to need attention and intervention, expressing concern for these students due to the lack of attention they receive during the day. The researchers also found that preservice and less experienced teachers did not express concern for the internalizing behaviors in students (Feuerborn & Chin, 2010). Liljequist and Renk (2007) found that teachers are likely to develop lower self-efficacy beliefs if they find that the strategies they are using with students are unsuccessful in engaging them. A

limitation of the present study is found here, in that the sample of teachers was not asked if they considered the experiences they had with the number of students they had taught with internalizing disorders as being successful.

The Pearson Correlation measuring the relationship between number of training hours in mental illness and teacher reported self-efficacy beliefs in classroom management when working with students displaying internalizing behaviors was found to be small, positive, and statistically significant. This finding is supported by research from Baker (2002) which found that only teachers with training that was specific to the field of emotional and behavior disorders showed any significant difference in their readiness for working with students who displayed difficult behaviors. The findings from the study by Gaudreau et al. (2013) indicated that training that allows for reflective analysis of one's practice and for information exchange are factors which are important in the development of strong efficacy beliefs in classroom management.

The Pearson Correlation measuring the relationship between number of training hours in mental illness and teacher reported self-efficacy beliefs in instructional strategies when working with students displaying internalizing behaviors was found to be small, positive, and statistically significant. This finding is supported by the research of Swackhamer et al. (2009) who found that self-efficacy increased as knowledge increased.

A small, positive, but statistically insignificant Pearson Correlation was found between the number of training hours in mental illness and teacher reported self-efficacy beliefs in student engagement when working with students displaying internalizing behaviors. It was expected that the relationship between the variables here would be supported by the previous research mentioned from Baker (2002) and Swackhamer et al. (2009); however, that was not the case. Dame (2016) provided training to a sample of

teachers and found that while the training positively impacted the teachers' perceptions, the changes in the teachers' self-efficacy ratings were statistically insignificant.

Research Question Three

Research question three (*To what extent does the knowledge teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?*) was answered by conducting Pearson Correlations.

A Pearson Correlation was conducted to determine the relationship between the knowledge elementary teachers have about mental illness in children and their self-efficacy beliefs in the domain of classroom management when working with students displaying externalizing behaviors. The correlation between the variables was small, positive, and highly statistically significant. This finding was expected and is supported by the research of Baker (2002) who found that significant differences in their readiness for implementing specialized behavior management techniques for students with difficult behaviors was found only in teachers with training specific to the field of behavior and emotional disorders. The study by Ohan et al. (2008) supports the finding in the present study, as well. In their study, elementary teachers who scored high to average in their knowledge of ADHD in children reported being more helpful with students having ADHD. The results of the research of Scanlon et al. (2013) indicated that after teachers received training in behavior intervention and stress management, teachers were more accepting of students with emotional and behavior disorders.

Pearson Correlation measuring the relationship between the elementary teachers' knowledge of mental illness and teacher reported self-efficacy beliefs in instructional strategies when working with students displaying externalizing behaviors was found to be small, positive, highly statistically significant. This finding was expected and is

supported by the research of Brownell and Pajares (1999) who found that specific training about students with learning and behavior disabilities increased the confidence of the teachers who received training about (a) the special needs of students with disabilities; (b) behavior management techniques for students with behavior and learning disabilities, and (c) instructional and curricular modifications for students. The study by Ohan and colleagues (2008) found that teachers who scored high to average in their knowledge of students with ADHD reported they were more helpful to students with ADHD.

A small, positive, but statistically insignificant Pearson Correlation was found between the knowledge of mental illness and teacher reported self-efficacy beliefs in student engagement when working with students displaying externalizing behaviors. It was expected that the relationship would be statistically significant based on the research of Brownell and Pajares (1999). The unexpected finding might be explained by Bandura (1977) who suggested that self-efficacy is not reliant on actual knowledge, rather self-efficacy is based on a person's perceived belief in one's ability to be successful. The unexpected finding is also supported by Ohan et al. (2008) who found that teachers who scored high to average in their knowledge of ADHD in students predicted the students would be more disruptive in the classroom. The teachers also reported they had less efficacy in their ability to manage these students.

A Pearson Correlation was conducted to determine the relationship between the knowledge elementary teachers have about mental illness in children and their self-efficacy beliefs in the domain of classroom management when working with students displaying internalizing behaviors. The results from the present study indicate a small, positive, and statistically significant relationship exists between the variables. This finding is supported by Swackhamer and colleagues (2009) who found that self-efficacy

increased as more content knowledge in the subject was gained. Dame (2016) found that training in anxiety in children led to greater empathy in the teachers when dealing with their students.

The Pearson Correlation measuring the relationship between the elementary teachers' knowledge of mental illness and teacher reported self-efficacy beliefs in instructional strategies when working with students displaying internalizing behaviors was found to be small, positive, highly statistically significant. This finding is supported by Swackhamer et al. (2009) found that self-efficacy of the individuals increased as more content knowledge in the subject increased.

A small, positive, but statistically insignificant Pearson Correlation was found between the knowledge of mental illness and teacher reported self-efficacy beliefs in student engagement when working with students displaying internalizing behaviors. It was expected that knowledge would have a statistically significant relationship to self-efficacy, as supported by Swackhamer et al. (2009) and Brownell and Pajares (1999). The unexpected results found here can possibly be explained by Dame (2016) who found that after receiving training in childhood anxiety, the changes in teacher self-efficacy did not reach statistical significance. Another explanation can be found in Bandura (1977) who suggested that self-efficacy is not reliant on actual knowledge, but rather it is based on one's belief in their ability to be successful.

Research Question Four

Research question four (*To what extent does the attitude teachers have about mental illness in children correlate with their self-efficacy beliefs in working with students displaying externalizing and internalizing behaviors?*) was answered by conducting Pearson Correlations.

A Pearson Correlation was conducted to determine the relationship between the attitude elementary teachers have about mental illness in children and their self-efficacy beliefs in the domain of classroom management when working with students displaying externalizing behaviors. In the present study, the results indicate a small, positive, and highly statistically significant relationship exists between the variables. This finding is supported by Liljequist and Renk (2007) who found that teachers with higher self-efficacy ratings were less disturbed by the emotional and behavioral problems in their students. The teachers' self-efficacy was also linked to the perceptions they had about the degree of control the students had over their behaviors and how much the responsibility the teachers felt for the behavioral and emotional challenges their students faced. The results of research of Scanlon et al. (2013) indicated that after teachers received training in behavior intervention and stress management, teachers more readily accepted students with emotional and behavior disorders.

Pearson Correlation measuring the relationship between the elementary teachers' attitudes about mental illness and teacher reported self-efficacy beliefs in instructional strategies when working with students displaying externalizing behaviors was found to be small, positive, but statistically insignificant. The unexpected finding here is supported by Ohan et al. (2008) who found that teachers who scored in the high to average range in their knowledge of ADHD said they would be helpful to students with ADHD. This same group of teachers predicted that students with ADHD would be more disruptive in class, and they reported having less self-efficacy in dealing with students who had ADHD. The finding in the present study is partially supported by Cook and Cameron (2010). In their research, they found that the teachers' "concern" ratings toward students with disabilities corresponded significantly with instructional academic interactions. The

teachers' "rejection" ratings toward students with disabilities corresponded significantly with non-instructional behavior interactions (Cook & Cameron, 2010).

A small, positive, but highly statistically significant Pearson Correlation was found between the elementary teachers' attitudes about mental illness and teacher reported self-efficacy beliefs in student engagement when working with students displaying externalizing behaviors. This finding is supported by the research of Jordan et al. (1997). In their study, Jordan et al. (1997) divided teachers into three groups: Interventionists (INT-had more interventionist perspectives), Pathognomic (PATH-had more pathognomic perspectives), and Mid (MID-had perspectives in between pathognomic and interventionist perspectives). The INT group of teachers interacted more with their students who were at-risk and exceptional than their typically achieving students compared to the PATH and MID teacher groups. The INT teachers intervened with higher levels of cognitive extension than did the PATH and MID teacher groups. The PATH and MID teacher groups seldom interacted with at risk or exceptional students.

A Pearson Correlation was conducted to determine the relationship between the attitude elementary teachers have about mental illness in children and their self-efficacy beliefs in the domain of classroom management when working with students displaying internalizing behaviors. In the present study, the results indicate a small, positive, and highly statistically significant relationship exists between the variables. This finding is supported by Liljequist and Renk (2007). In their study they found that teachers with higher self-efficacy ratings were less disturbed by the emotional and behavioral problems in their students. The teachers' self-efficacy was also related to the perceptions they had about the degree of control the students had over their behaviors and how much the teachers felt responsible for the behavioral and emotional problems their students faced

(Liljequist & Renk, 2007). The results of research of Scanlon et al. (2013) indicated that after teachers received training in behavior intervention and stress management, teachers more readily accepted students with emotional and behavior disorders.

Pearson Correlation measuring the relationship between the elementary teachers' attitudes about mental illness and teacher reported self-efficacy beliefs in instructional strategies when working with students displaying internalizing behaviors was found to be small, positive, but highly statistically significant. This finding is partially supported by the research of Cook and Cameron (2010). In their study, the teachers' instructional academic interactions corresponded significantly with the teachers' "concern" ratings toward students with disabilities. The non-instructional behavior interactions corresponded significantly with teachers' "rejection" ratings toward students with disabilities. Gibson and Dembo (1984) posited that teachers with high self-efficacy spent more time monitoring and facilitating seatwork. They went on to say that efficacious teachers used a wide variety of instructional strategies, were more flexible, and more responsive to the needs of their students (Gibson & Dembo, 1984).

A small, positive, but highly statistically significant Pearson Correlation was found between the elementary teachers' attitudes about mental illness and teacher reported self-efficacy beliefs in student engagement when working with students displaying internalizing behaviors. This finding is supported by the research of Jordan et al. (1997). In their study, Jordan et al. (1997) divided teachers into three groups according to the type of perspectives they held. Pathognomic (PATH-had more pathognomic perspectives), Interventionists (INT-had more interventionist perspectives), and Mid (MID-had perspectives in between PATH and INT teachers. The MID and the PATH teachers seldom interacted with exceptional or at-risk students. The INT group of teachers interacted more with their students who were exceptional and at-risk than their

typically achieving students compared to the MID and PATH teachers. The INT teachers intervened with higher levels of cognitive extension for their students than did the MID and PATH teacher groups.

Implications

Research regarding self-efficacy of teachers abounds. There is little research, however, on the self-efficacy beliefs of teachers who work with children who display externalizing and internalizing behaviors. Further, there is little research on the self-efficacy beliefs of teachers working with students who display externalizing and internalizing behaviors and how they are correlated with the teacher variables of years of experience, number of students previously taught who had externalizing or internalizing disorders, and training in mental illness in children. There has also been little research on the self-efficacy beliefs of teachers and their knowledge and attitudes about mental illness in children.

This study has contributed to the current body of research by examining the relationship of elementary teachers' self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the independent variables of knowledge and attitudes on mental illness in children, number of students previously taught with internalizing and externalizing disorders, teaching experience, and training in mental illness in children.

The findings of this study could provide colleges and universities with practical information to use as they prepare future teachers to interact with and instruct students who display externalizing and internalizing behaviors. Teachers need to be sensitive to the needs of all students in their charge, even those displaying externalizing and internalizing behaviors. The teachers' understanding of the challenges and needs of these students could potentially aid their students toward a better academic outcome. The

results of this study could also benefit school districts with important information needed to improve existing options for professional development. Training that includes mastery experiences for teachers would contribute most to their self-efficacy beliefs.

Limitations

There are many limitations in the present study which may make it difficult to generalize the results. First, the data in the study are based on teacher self-reported data; no objective data was used. This means the data cannot be independently verified. Also, the participants could have answered questions in a way they thought might make them appear more favorable and thereby lessen the validity of the research findings. Second, the teachers in the sample are employed in a large suburban school district in Texas. The opinions and responses of the participants may differ from those in other school districts having a different size or geographic location. Third, the study was a quantitative study, so no discussion could take place with participants in case follow up questions or extensions of ideas or other themes warranted exploration. Without the ability to clarify responses, this makes it difficult to be sure the data collected were accurate. Fourth, the researcher asked the teachers simply the number of students they had previously taught with internalizing or externalizing disorders. The researcher could have constructed a better question to determine if mastery experiences characterized the interactions the teachers had with their students. Bandura (1986) posited that mastery experiences are the most effective way to strengthen self-efficacy beliefs. Successfully performing a task increases self-efficacy, while failing at it decreases self-efficacy (Bandura, 1986). Fifth, the teachers were not asked their opinion about the effectiveness of the training they had previously received in mental illness in children. With respect to training, the only data elicited from the teachers in the sample was simply the number of hours of training in mental illness in children they had received. Sixth, the knowledge questions used on the

Teacher Mental Health Opinion Inventory (Morris 2002) were based on information from the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (DSM 4). The Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM 5) is currently in use; therefore, responses from the “knowledge” questions on the TMHOI (Morris, 2002) have to be viewed with caution. Seventh, Morris (2002) calculated the reliability of the Teacher Mental Health Opinion Inventory (TMHOI) using Cronbach’s Alpha; the reliability of the TMHOI was .6599. This Cronbach’s Alpha reliability measurement fell below the acceptable range of .70 (Salkind, 2008). This may have provided one explanation for the small Pearson Correlations for some pairings of variables in the study when data from the TMHOI were used. Eighth, there are assumptions about the data which must be met to use a Pearson Correlation. One of the assumptions is that the data must have a linear relationship. Klassen and Chiu (2010) showed there to be a nonlinear relationship between teachers’ self-efficacy and experience level. This non-linear relationship violated an assumption of the Pearson Correlation and could have weakened the validity of the results when the correlation of years of teaching experience and domains of teacher self-efficacy were being measured. Ninth, the majority of the participants were Caucasians; therefore, care must be given when interpreting the results in areas with more diversity. Lastly, the researcher did not include the Hispanic category for the participants to be able to choose to describe their race or ethnicity in the demographic portion of the questionnaire. The participants were provided with the category of “Other” however. This omission may weaken the generalizability of the results of the present study.

Future Research

Future research should focus on improving the training pre-service and inservice teachers receive in mental illness in children. Teacher pre-service and inservice

programs should also focus on classroom management, student engagement, and instructional strategies to use with students who have internalizing and externalizing disorders, as well as mental illness in children in general. The research should address mental illness that disrupts learning and provides teachers with specific information on how to identify and work with students who have these disorders.

Another suggestion of future research would be to conduct a longitudinal study so it could be determined how self-efficacy beliefs in teachers change over time when working with students who display externalizing and internalizing behaviors. It could also provide data on the optimum times to offer training to teachers depending on their years of experience, especially when dealing with students displaying externalizing behaviors, as the findings from the present study suggested.

Conclusions

The purpose of the study was to determine if there is a relationship between teacher-reported self-efficacy beliefs when working with students displaying externalizing and internalizing behaviors and the teacher variables of teaching experience, past number of students taught with externalizing and internalizing disorders, and past training in mental illness. The study also examined the extent to which the teachers' knowledge and attitudes about mental illness are correlated with their self-efficacy beliefs in working with students displaying internalizing and externalizing behaviors.

The results of the study showed there to be statistically significant relationships between the independent variables of knowledge of mental illness in children and the elementary teachers' self-efficacy beliefs in the classroom management and instructional strategies domains when working with students displaying externalizing and internalizing behaviors. With respect to the relationship between elementary teachers' attitudes about

mental illness in children, and the self-efficacy belief domains, all relationships were small and highly significant except for the instructional strategies domain (correlation was not statistically significant) when working with students who display externalizing behaviors.

As for the amount of hours the participants received in mental illness in children, the correlations were small and statistically significant for teachers working with internalizing students in the classroom management and instructional strategies domains. In looking at the relationship between teachers' self-efficacy beliefs when working with students displaying externalizing behaviors and the number of students they had taught with externalizing disorders, the result was small but statistically significant.

With respect to years of experience, for participants working with students displaying externalizing behaviors, there was a small, negative, but statistically significant correlation. The same was true for the domain of student engagement, except the correlation was small, negative, and highly significant. These findings suggest the need for ongoing training in classroom management and student engagement techniques for teachers when working with students displaying externalizing behaviors, especially for teachers in the later stages of their careers.

The findings in the present study suggest the need to offer inservice teachers effective training in mental illness in children with strategies for engaging students, classroom management techniques, and instructional strategies. Tschannen-Moran and McMaster (2009) found that professional development format that contained: information, modeling, practice and coaching had the most effect in increasing teachers' self-efficacy. The additional knowledge the training provides could help change teachers' attitudes about working with students with emotional and behavior disorders (D'Alonzo et al., 1996). Megay-Nespoli (2001) found that training does have an effect on

teachers' knowledge about identifying and differentiating instruction for their students. Megay-Nespoli (2001) also found that training and knowledge does have an effect on the attitudes teachers have toward their students. Bandura (1986) suggested that teachers who believe they lack knowledge and self-efficacy in teaching students are not likely to invest energy where they do not feel confident.

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APPENDIX A:
TEACHER MENTAL HEALTH OPINION INVENTORY

For each statement, choose the one answer that best describes your opinion.

1. Cultural differences account for some variations in childhood behavior?

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

2. People with attention-deficit/ hyperactivity disorder (AD/HD) have changes in behavior and thinking.

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

3. Children (K-6) with epilepsy carefully controlled by medication can perform as well in school as their peers.

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

4. Alzheimer's disease is common in elementary (K-6) school children.

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

5. Elementary (K-6) school age students do not commit suicide.

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

6. I am not comfortable being around children (K-6) who have a mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree
☐ ☐ ☐ ☐ ☐

7. Elementary (K-6) school teachers should not be expected to work with parents of children with mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

8. Prevention programs can aid in early identification of mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

9. Elementary (K-6) students can be diagnosed with depression.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

10. Children (K-6) respond just like adults to psychiatric medications.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

11. Many psychiatric conditions are due to bio-chemical imbalances in the brain.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

12. Fecal soiling (inability to control bowels) is usually diagnosed before three years of age.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

13. Schools cannot afford to pay for the mental health services that children need.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

14. Low intelligence can be improved with medicine.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

15. Other elementary (K-6) students need to be protected from peers with mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

16. Thorough assessments for children (K-6) with mental illness consider strengths and needs, as well as deficits.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

7. Bullying is a warning sign of mental illness in elementary (K-6) school students.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

18. Mental health workers use too much jargon.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

19. Mental health workers fail to hold children (K-6) accountable for their behavior.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

20. Stammering or stuttering may be due to emotional reasons.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

21. Mental disorders are health conditions that are characterized by alterations in thinking, mood, or behavior associated with distress and/ or impaired functioning.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

22. There is no "one size fits all" treatment for mental disorders.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

23. Nearly half of all Americans who have a mental illness do not seek treatment.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

24. Mental illness is the second leading cause of disability and early death in the United States.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

25. Adolescent males (15-19) are at high risk of suicide.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

26. Most people occasionally have thoughts or feelings similar to people with a diagnosable mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

27. Teachers (K-6) are not paid enough to have to teach children with mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

28. The symptoms of separation anxiety are normal in early childhood but are signs of distress in later childhood and beyond.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

29. Mental illness is difficult to understand because of the overuse of specialized terms.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

30. Children (K-6) with AD/HD are skilled at organizing their classroom work.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

31. Students (K-6) with mental illness are poorly motivated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

32. Children (K-6) with mental illness are frightening to other students.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

33. Most mental illness can be linked to a specific gene.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

34. A tic is a sudden, recurrent, stereotyped motor movement or vocalization.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

35. Children (K-6) with an oppositional defiant disorder have a pattern of negativistic and hostile behavior lasting at least 6 months.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

36. Other students (K-6) do not accept peers with mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

37. Working with elementary (K-6) students with mental illness puts teachers in the role of a therapist.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

38. Teachers (K-6) need to be careful what they say around students with mental illness.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

39. Tourette's Disorder is caused by the direct physiological effects of substance abuse.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

40. Teachers (K-6) are asked to teach some children who should not even be in public school.

Strongly Disagree Disagree Neutral Agree Strongly Agree

☐ ☐ ☐ ☐ ☐

APPENDIX B:
TEACHER SENSE OF EFFICACY SCALE (MODIFIED)

This part of the questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Again, your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by choosing any one of the nine responses, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position

When answering the next 12 questions, please think specifically of students who display externalizing disorders, such as ADHD or Conduct Disorder (externalizing disorders, or under controlled behaviors, are characterized by aggression, hyperactivity, acting out, and antisocial behavior).

1. How much can you do to control disruptive behavior in the classroom?

Not at all ☐ Very Little ☐ Some Degree ☐ Quite a Bit ☐ A Great Deal ☐

2. How much can you do to motivate students who show low interest in school work?

Not at all ☐ Very Little ☐ Some Degree ☐ Quite a Bit ☐ A Great Deal ☐

3. How much can you do to calm a student who is disruptive or noisy?

Not at all ☐ Very Little ☐ Some Degree ☐ Quite a Bit ☐ A Great Deal ☐

4. How much can you do to help your students value learning?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

5. To what extent can you craft good questions for your students?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

6. How much can you do to get children to follow classroom rules?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

7. How much can you do to get students to believe they can do well in school work?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

8. How well can you establish a classroom management system with each group of students?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

9. To what extent can you use a variety of assessment strategies?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

10. To what extent can you provide an alternative explanation or example when students are confused?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

11. How much can you assist families in helping their children do well in school?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

12. How well can you implement alternative teaching strategies in your classroom?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

When answering the next 12 questions, please think specifically of students who display internalizing disorders (internalizing disorders, or over controlled behaviors, are characterized by such behaviors as social withdrawal, depression, and anxiety).

1. How much can you do to control disruptive behavior in the classroom?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

2. How much can you do to motivate students who show low interest in school work?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

3. How much can you do to calm a student who is disruptive or noisy?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

4. How much can you do to help your students value learning?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

5. To what extent can you craft good questions for your students?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

6. How much can you do to get children to follow classroom rules?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

7. How much can you do to get students to believe they can do well in school work?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

8. How well can you establish a classroom management system with each group of students?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

9. To what extent can you use a variety of assessment strategies?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

10. To what extent can you provide an alternative explanation or example when students are confused?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

11. How much can you assist families in helping their children do well in school?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐

12. How well can you implement alternative teaching strategies in your classroom?

Not at all Very Little Some Degree Quite a Bit A Great Deal

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

APPENDIX C:
DEMOGRAPHIC QUESTIONNAIRE

1. What is your age in years? (type your response in the box below)
2. What is your sex? (type your response in the box below)
3. What is your ethnic or racial identity?
 - ☐ African American
 - ☐ White
 - ☐ American Indian
 - ☐ Asian
 - ☐ Pacific Islander
 - ☐ Two or More Races
 - ☐ Other
4. What is the total number of years you have taught at the elementary school level, including the 2018-19 school year? (type your response in the box below)
5. What is the highest college degree you have earned?
 - ☐ Bachelor's degree
 - ☐ Master's degree
 - ☐ Doctoral degree

This study is designed to gather information related to students who display internalizing or externalizing disorders. Externalizing disorders, or under controlled behaviors, are characterized by such behaviors as aggression, hyperactivity, acting out, and antisocial behavior. Internalizing disorders, or over controlled behaviors, are characterized by such behaviors as social withdrawal, depression, and anxiety.

6. Including the 2018-19 school year, approximately how many students have you taught whom you suspected or knew of having one or more externalizing disorders, such as ADHD or Conduct Disorder? (type your response in the box below).

7. Including the 2018-19 school year, approximately how many students have you taught whom you suspected or knew of having one or more internalizing disorders, such as Depression or Anxiety? (type your response in the box below)

8. Approximately how many clock hours of formal training have you had in mental illness in children whether it be in a professional learning environment or in a college level course (note, a 3 hour college course equates to approximately 45 clock hours of instruction). Please type your response in the box below.

9. If you were given the opportunity to receive free training in effective teaching strategies for children who have externalizing disorders in a one-day professional development seminar during the work week, which of the following best describes your answer?

- ☐ I would attend the one-day professional development seminar.
- ☐ I would not attend the one-day professional development seminar.

10. If you were given the opportunity to receive free training in effective teaching strategies for children who have internalizing disorders in a one-day professional development seminar during the work week, which of the following best describes your answer?

- ☐ I would attend the one-day professional development seminar.
- ☐ I would not attend the one-day professional development seminar.

RÉSUMÉ

Vicki R. Pittman

P. O. Box 58402, Webster, TX 77598

SUMMARY

Professional background reflects successful experiences in Counseling Field complemented by teaching and managerial skills.

WORK HISTORY

2007- present- Lead Counselor/ Director of College Counseling, Clear Creek ISD

Manage counseling staff and counseling support staff who provide services for 2300+ students. Coordinate counseling services for students, parents, and staff. Orchestrate large processes such as course selection for our campus as well as our feeder intermediate schools, Manage student orientation to various software available. Coordinate AP testing and Dual Credit registration. Research policy, current procedure and precedent before taking action.

1997-2007- Counselor, Clear Creek Independent School District

Provide counseling, college/career planning, give guidance on appropriate course progression for graduation for a student load of 500+ students. Utilize software to aid students in career testing and college selection. Provide referrals to students and families for related mental health and tutorial services. Counsel students with disabilities; provide information about disabilities to teachers and families. Produce and deliver presentations on various topics such as suicide awareness, college admission, and study skills. Coordinate TAAS testing for campus (1997-2002).

1991-1997- Counselor, Dickinson Independent School District

Facilitate individual and group counseling sessions. Provide college and career planning information, conducted scheduling on individual basis. Implement state mandated testing program. Plan/provide instruction for students, staff, and community. Coordinate TAAS and AP testing for campus. Serve as Chief Examiner for G.E.D. testing program.

1989-1991- Counselor, Private Counseling Practice

Conduct individual and group counseling sessions. Focus on depression and grief counseling with young adults.

1986-1991- Teacher, Nederland Independent School District

Mathematics and Psychology instruction for 125-150 students in high school curriculum. Utilize various teaching methods such as lecture, demonstration, presentation. Use fair and appropriate grading and assessment practices. Prepare course work; conduct student/parent conferences.

EDUCATION

2019: Doctor of Educational Leadership, University of Houston-Clear Lake

1989: Master of Education Degree in Guidance/Counseling, Lamar University

1985: Bachelor of Science Degree in Education, Lamar University

1990: Associate Degree of Science in Substance Abuse, Lamar University

LICENSES & CERTIFICATES

National Organization for Victim's Assistance (NOVA) certification, 1998

Licensed Professional Counselor in Texas, 1995

Reality Therapy Certification, 1995

Mediation Certification, 1994

Mediation Trainer Certification, 1994

Professional Counselor Certification, 1991

High School Mathematics Certification, 1987

High School Psychology Certification, 1985

SPECIAL SKILLS AND INTERESTS

Mediation Trainer- Conducted training in mediation for over 100 high school students and teachers.

Research- Conducted research on the relationship among mild depression, stress and coping for partial fulfillment of a graduate level course in research and statistics.

Substance Abuse Counseling- Completed courses and practicum for the Licensed Chemical Dependency Counselor. Counseled high school students who were abusing substances. Counseled the families of the students.

Student Research Conference Co-Coordinator in April, 2004, University of Houston-Clear Lake- Served as co-coordinator for student research conference with over 100 participants from several states and foreign countries.

AFFILIATIONS

Bay Area Counseling Association (President, 2004-2005)

Texas Mental Health Counseling Association

Texas Counseling Association

Texas Association for College Admissions Counseling