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**The *Engaged Teachers Scale* (ETS):
The development and validation of an engagement scale for teachers**

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Description of the project: Professor Robert Klassen (The University of York, UK) worked with two ACME graduate students at the University of Alberta who were interested in teachers’ work engagement. The purpose of this study was to develop and validate an engagement scale for practicing teachers.

Procedure: We collected data in 2012 from three separate samples of practicing teachers (total of 810) in attendance at compulsory teacher conventions within two Canadian provinces. By following five steps, we were able to successfully develop and validate the Engaged Teachers Scale (ETS) – a 16-item, 4-factor scale of teacher engagement that shows evidence of reliability, validity, and practical usability for further research.

Data summary: The remainder of this document is intended as feedback to our participants. Thank you so much for your willingness to contribute responses to our engagement items via paper-and-pencil questionnaires. We hope you find this summary interesting and informative.

If you would like to receive additional details, please contact: Professor Klassen at robert.klassen@york.ac.uk

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Description of Participants

Three separate yet statistically similar samples of practicing teachers (total of 810) participated in this study. The majority were **female** with an **average age of 40**. For example, see Table 1 for demographics and characteristics collected from the 224 teachers in Sample 1.

Age	Average age of 40.73 Ages ranged from 23 to 65 years
Gender	Female (74.6%)
Highest educational degree	Undergraduate (73.4%) Master's (22.5%) Doctorate (0.9%) Unspecified (3.2%)
Employment status	Full-time (84.8%)
School setting	Elementary (43.3%) Middle/Junior (17%) Secondary (28%) Multiple (9%)
Class size	Mean of 26.6 students
Students' Socioeconomic Status at School (Estimated)	Low to Average (67.9%) Average-High to High (26.7%) 5.4% varied/unknown
Teaching experience	0 to 38 years of teaching experience Mean of 13.42 years of experience (SD = 9.79)
Years at current school	An average of 5 years

Table 1. Demographics and characteristics of 224 teachers (Sample 1).

Summary of ETS Study

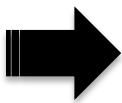
Recent discussions about ways to improve social and educational outcomes have focused on the critical role played by teachers. From a psychological viewpoint, **effective teaching is dependent on teachers who are motivated**: fully engaged in their work, and engaged not just cognitively and emotionally, but also socially.

Our study's aim was to respond to the call for **better understanding of teacher engagement** by creating a **reliable, valid, and usable multi-dimensional measure** of work engagement that was **specifically targeted** at the work carried out by **teachers in schools**.

Our five step analysis revealed four factors of engagement: cognitive, emotional, social engagement (students), and social engagement (colleagues). By testing our questionnaire items with three samples of teachers and with rigorous statistical procedures, we were able to reduce our initial 56-item questionnaire to a 16-item measure. The resultant **Engaged Teachers Scale** consists of four items for each of the four factors (on a scale of 0 = *Never* to 6 = *Always*). For example:

1. **Cognitive Engagement**: “While teaching, I work with intensity”
2. **Emotional Engagement**: “I am excited about teaching”
3. **Social Engagement (Students)**: “In class, I am aware of my students’ feelings”
4. **Social Engagement (Colleagues)**: “At school, I care about the problems of my colleagues”

Initially, we tested a fifth factor, *physical engagement*, but we did not find clear support for the separation of physical and cognitive engagement dimensions, and propose that for teachers, the line between the two is blurred. For example, we labeled “I try my hardest to perform well while teaching” and “While teaching, I really ‘throw’ myself into my work” as examples of cognitive engagement, but the demands of individual teachers’ classroom work may determine the relevance of particular dimensions for teachers.



More work is needed to understand how engagement is fostered in teachers, and especially how the specific dimensions—**emotional, cognitive, social, and perhaps physical engagement**—develop through teacher training and into professional practice. Creation of the **Engaged Teachers Scale** may be a useful point of departure for better understanding teacher engagement, and by extension, student engagement and learning.

Data summary based on:

Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). *Measuring Teacher Engagement: A Validation of the Engaged Teacher Scale (ETS)*. Manuscript in review.
