MEASURING PERCEIVED SELF-EFFICACY OF TEACHERS’ COMPREHENSIVE RESPONSE TO YOUTH SUICIDE

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ABSTRACT

This study aimed to develop a high quality measure to gauge secondary teachers’ self-efficacy to comprehensively respond to youth suicide and evaluate its psychometric properties and determine its relationship to teachers’ enactive experiences. The exploratory factor analysis revealed a single factor structure accounting for 60.402% of the variance. The Cronbach’s alpha for internal consistency was 0.982. The Pearson r for test-retest reliability indicated a strong relationship between the first and second administrations of the SEOSP (Pearson r= .8537). A standard multiple regression was conducted with the following predictor variables: sum of the teachers’ experiences with suicidal students and hours of professional development, with the sum of the SEOSP score as the outcome variable. Both sum of teachers’ experiences with suicidal students and professional development were found to be significantly and positively related to the Sum of the SEOSP scores.