Newer teachers with less experience are more prone to leaving the profession due to a lack of self-efficacy. High teacher attrition has been shown to have a negative impact on student academic performance. The relationship between teacher self-efficacy, teacher retention, and student outcomes creates the need to address teacher self-efficacy—especially for newer teachers. This study examined the effect of the universal preventive intervention, the PAX Good Behavior Game (PAX GBG) on teachers’ self-efficacy when delivered as a professional development training to practicing teachers.

Research has shown that self-efficacy in teachers predicts performance, retention, stress, and job burnout. Knowing this, increasing TSE should be an administrative goal in all schools. With increased self-efficacy, teachers are more able to remain in the “positive” teacher quadrants, thus decreasing the likelihood of negative interactions with students and increasing the likelihood of positive interactions that then compound. These positive interactions can serve as protective factors for students far beyond their schooling and into adulthood.

In this quasi-experimental one-group pretest-posttest study, 26 elementary teachers completed all six hours of PAX training in sequence. Participants completed the Teachers’ Sense of Efficacy Scale (TSES) before and after the training to determine the effect of PAX GBG training.

Paired t-tests revealed statistically higher efficacy from pretest to posttest (161.3 vs. 178.7) and student engagement (52.7 vs. 58.5). Candidates also showed substantially higher efficacy in instructional strategies (54.7 vs. 58.5), and classroom management (54.3 vs. 56.3).