

ABSTRACT

Christin A. Etchison, UNDERAPPRECIATED AND OVERWHELMED: ADDRESSING TEACHER BURNOUT AND SELF-EFFICACY THROUGH THE USE OF A SOCIAL AND EMOTIONAL PROFESSIONAL LEARNING FRAMEWORK. (Under the direction of Dr. Travis Lewis). Department of Educational Leadership, December, 2024.

Recognizing that feelings of being overworked, undervalued, and isolated contribute significantly to teacher burnout—leading to increased absenteeism and attrition—this inquiry explored the implementation of a teacher-focused SEL professional learning framework to help mitigate these negative effects. By fostering social-emotional competence through consistent training and support, teachers can create a more positive classroom climate that enhances student outcomes. Utilizing an explanatory sequential mixed methods research design grounded in improvement science, this inquiry measured teacher absences and self-efficacy following the professional learning program's implementation. Additionally, qualitative insights were gathered from teachers' experiences regarding job satisfaction and retention. The findings reveal that while the SEL framework positively impacted teachers' sense of belonging and support, contributing to a slight reduction in burnout levels and absenteeism, deeper structural issues persist. Teachers reported ongoing challenges related to work-life balance and low self-efficacy in critical areas, such as classroom management and parent engagement.

The findings also underscore the complexity of addressing teacher burnout and highlight the need for a multifaceted approach that combines social-emotional interventions with targeted professional development. Educational leaders are urged to develop strategies that specifically enhance teachers' confidence and competencies, ultimately fostering a more supportive and effective learning environment. This inquiry provides critical insights into the dynamics of teacher well-being and offers a foundation for future research and practice aimed at improving teacher retention and student outcomes. Lastly, the findings highlight the interplay between

teacher well-being and student outcomes, emphasizing that addressing teacher burnout through SEL not only enhances teachers' emotional health but also fosters a positive classroom environment conducive to student learning. For practitioners, implications of this inquiry include the need for implementing comprehensive support systems and targeted professional development to sustain teacher efficacy and retention, ultimately leading to improved educational experiences for both teachers and students.

UNDERAPPRECIATED AND OVERWHELMED: ADDRESSING TEACHER BURNOUT
AND SELF-EFFICACY THROUGH THE USE OF A SOCIAL AND EMOTIONAL
PROFESSIONAL LEARNING FRAMEWORK

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DEDICATION

This dissertation is dedicated to my incredible mom, a retired teacher whose passion for education has profoundly shaped my own journey. Your unwavering support and belief in me have been the foundation of my life. Thank you for instilling in me the values of dedication, compassion, and a love for people. Your commitment to your students and your belief in the transformative power of learning have inspired me to pursue this path. Thank you for being my greatest role model, cheerleader and the reason I strive to make a difference in education every day. Your legacy lives on through every student you touched and through my own journey in education. I love you forever.

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CHAPTER 1: INTRODUCTION

Teaching is historically known for being a stressful profession (Brasfield et al., 2019; Rumschlag, 2017). According to Kanold and Boogren (2022), the main reason for extreme teacher exhaustion is that teachers make more minute by minute decisions than brain surgeons. Teacher burnout is not a new phenomenon or feeling. It is a physiological and psychological condition that is all encompassing and causes symptoms to occur that can interfere with teacher job performance and positive student outcomes (Farber, 2000; Roloff & Brown, 2011). This inquiry focuses on teacher burnout and how it relates to teacher self-efficacy, work attendance, job satisfaction, and school climate.

Social emotional learning (SEL) is used in educational settings to help promote social and emotional skills within the school environment. Social emotional learning can either be embedded in school curriculum or completed as a separate curriculum within the school (Sandilos et al., 2022). Teachers implement social emotional learning (SEL) curricula in their classrooms for their students but they may not be engaging in SEL practices for themselves. This can lead to feelings of burnout, prolonged stress, and compassion fatigue. The COVID pandemic created an entirely new set of struggles and frustrations within the field of education, especially among teachers. Burnout is causing many dedicated and caring teachers to leave the profession. Reasons for leaving include feeling overworked, undervalued, and isolated (Kanold & Boogren, 2022). Furthermore, burnout is resulting in excessive teacher absences and prolonged stress (Bottiani et al., 2019; Johnson et al., 2005).

This chapter will include information on the background of the focus of practice, the context of the inquiry, a statement of the focus of practice, the inquiry guiding questions, an overview of the inquiry, the inquiry partners with whom I will be collaborating, the theoretical

framework within which this inquiry is grounded, definitions of key terms being used in the inquiry, the assumptions, scope, delimitations, and limitations of the inquiry, the significance of this inquiry, and ways the findings of this inquiry may help advance practice as well as issues of equity and social justice. This chapter will end with a summary and a brief preview of the remaining chapters of this inquiry.

Background of the Focus of Practice

Burnout can cause issues for teachers that include, but are not limited to: high teacher attrition/low teacher retention, low job satisfaction and self-efficacy, and an increase in teacher absences (Herman et al., 2018). Teacher burnout was a major concern during and after COVID-19. A study conducted by Yang (2021) found that one in five teachers were more likely to leave their jobs after the 2020-2021 academic year than they were before the COVID-19 pandemic. Researchers have also found that white teachers, female teachers, and teachers in low-income schools reported higher stress and burnout (Rumschlag, 2017). In contrast, there was a lower level of stress and burnout among teachers reporting higher self-efficacy, affiliation with colleagues, and student emphasis on their academics. Teacher cooperation, a feasible workload and student discipline all were positively associated with teacher job satisfaction according to some research (Maslach & Leiter, 2008). One study found that exposure to professional learning positively impacts job satisfaction (Rodgers & Skelton, 2014). Research has also shown that teachers who view SEL for teachers as important reported lower stress levels and higher job satisfaction (Brackett et al., 2012). This result could be because being confident, supported, and committed to professional growth can make work less stressful and more enjoyable for educators.

Preventing burnout and incorporating SEL into teachers' lives could lead to the retention of highly effective teachers. Teachers need care and attention so they can effectively educate students. By not addressing teacher burnout, it will continue to plague education. There will be a loss of effective teachers to other professions that are less stressful and emotionally exhausting resulting in a loss to the education system. School districts will struggle to recruit effective teachers, and teacher absences will likely continue to rise as teachers lack the self-efficacy and job satisfaction to want to come to school each day. Students may struggle academically and in building positive relationships with teachers as a result of having teachers who are absent frequently, burned out, and stressed for extended periods of time. Teachers will not be able to adequately incorporate SEL into their curriculum for their students if their own needs are not met.

A potential outcome of this inquiry was to decrease teacher attrition and increase teacher retention. Further, this inquiry provided insight into the type of personalized, targeted, and relevant professional learning opportunities that teachers would find beneficial. This inquiry's aim was to investigate teachers at risk of being habitually absent due to low job satisfaction, high levels of teacher burnout, and low teacher self-efficacy.

Context of the Inquiry

This inquiry took place at Rising Rainbow Cove Middle School (RRCMS; a pseudonym), located in Rainbow County (also a pseudonym), North Carolina. RRCMS served students in grades sixth through eighth. A point of emphasis for the administration, faculty, and staff was to make RRCMS a school to home partnership in order to support the success of all students. In addition, RRCMS focused on student leadership and personal accountability. There were also many clubs, arts, and sports within RRCMS that students in each grade had available to

supplement their classroom education. This was intended to create more well-rounded students upon promotion to their high school journey. The teachers all varied in experience and backgrounds. Groups were created in the data to reflect varying types such as: international teachers, lateral entry, four-year teaching degree, etc.

Demographics

The 2023-2024 school year began with RRCMS having 1,141 students enrolled. There were 551 female students and 590 male students. The demographic breakdown of students was as follows: 2.0% American Indian or Alaskan Native (AM), 1.0% Asian (AS), 9.0% Multi race, 13.0% Hispanic/Latino, 46.0% White (WH), and 29.0% Black or African American (BL) as indicated in Figure 1. Additionally, 3.0% of students were classified as English Language Learners (ELL), 19.0% of students were classified as Exceptional Children (EC), and 78.0% of students were on a regular education plan as indicated in Figure 2. This information is relevant to this inquiry because it allowed us to understand which demographics and educational tracks of students are potentially impacted most by teacher burnout.

Additionally, the 2023-2024 school year began with RRCMS employing 80 teachers, 50 of which were considered “veteran” teachers due to the fact that they have been teaching 10 years or longer. There were only 10 teachers at RRCMS that were considered beginning teachers (i.e., those with four or less years of experience in teaching). There were 17 male teachers accounting for 21.0% of the total teacher population and 63 female teachers accounting for 79.0% of the total teacher population (see Figure 3). At RRCMS, 4.0% of teachers were Hispanic/Latino, 65.0% were White (WH), and 31.0% were Black or African American (BL) teachers (see Figure 4).

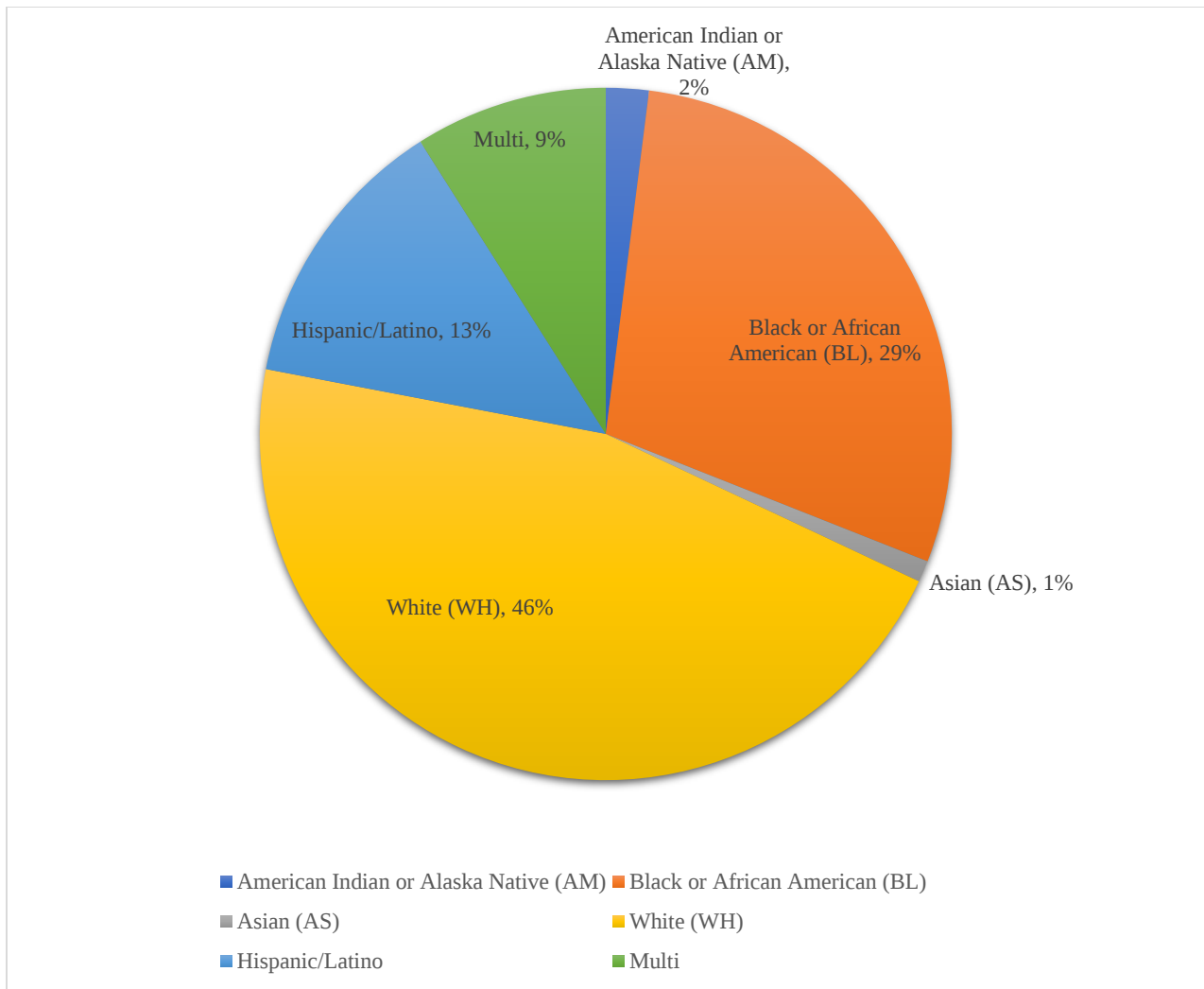


Figure 1. Demographics for Rising Rainbow Cove Middle School students for 2023-2024.

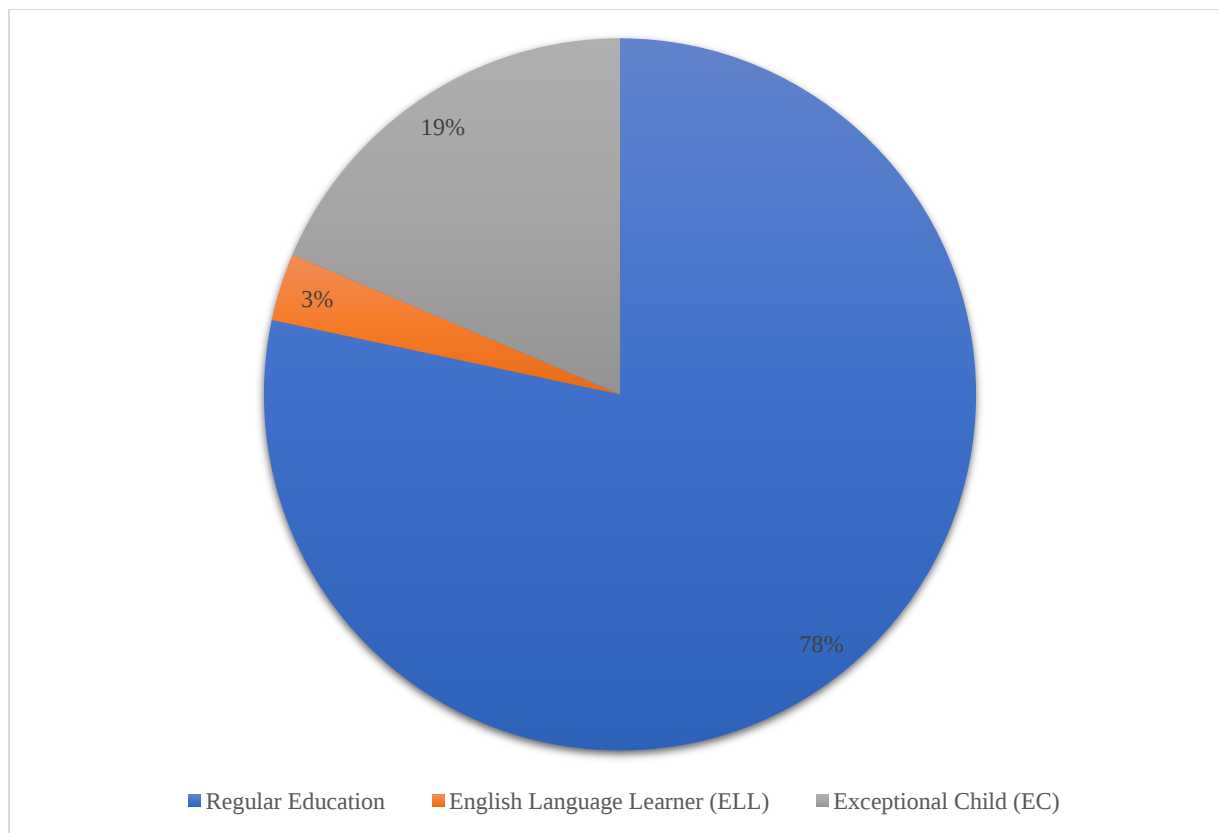


Figure 2. Educational tracks for Rising Rainbow Cove Middle School students in 2023-2024.

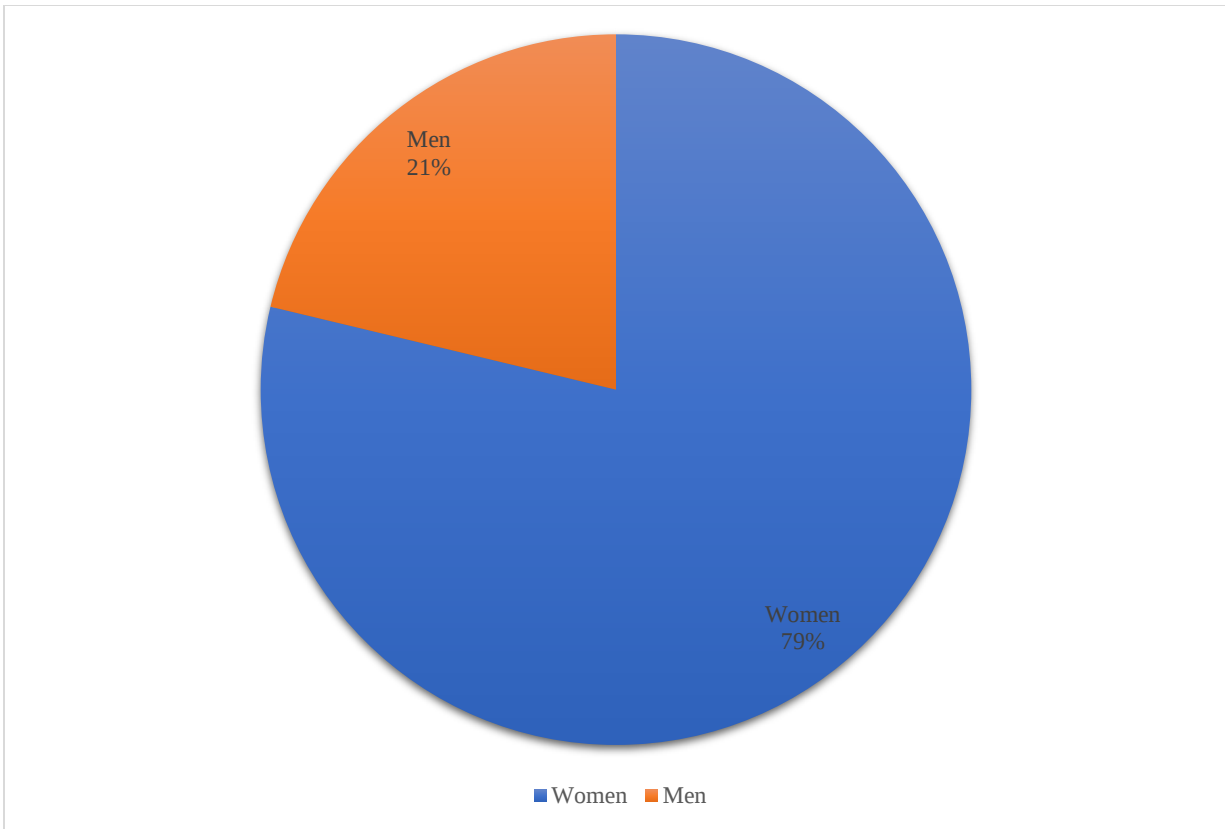


Figure 3. Rising Rainbow Cove Middle School teacher gender in 2023-2024.

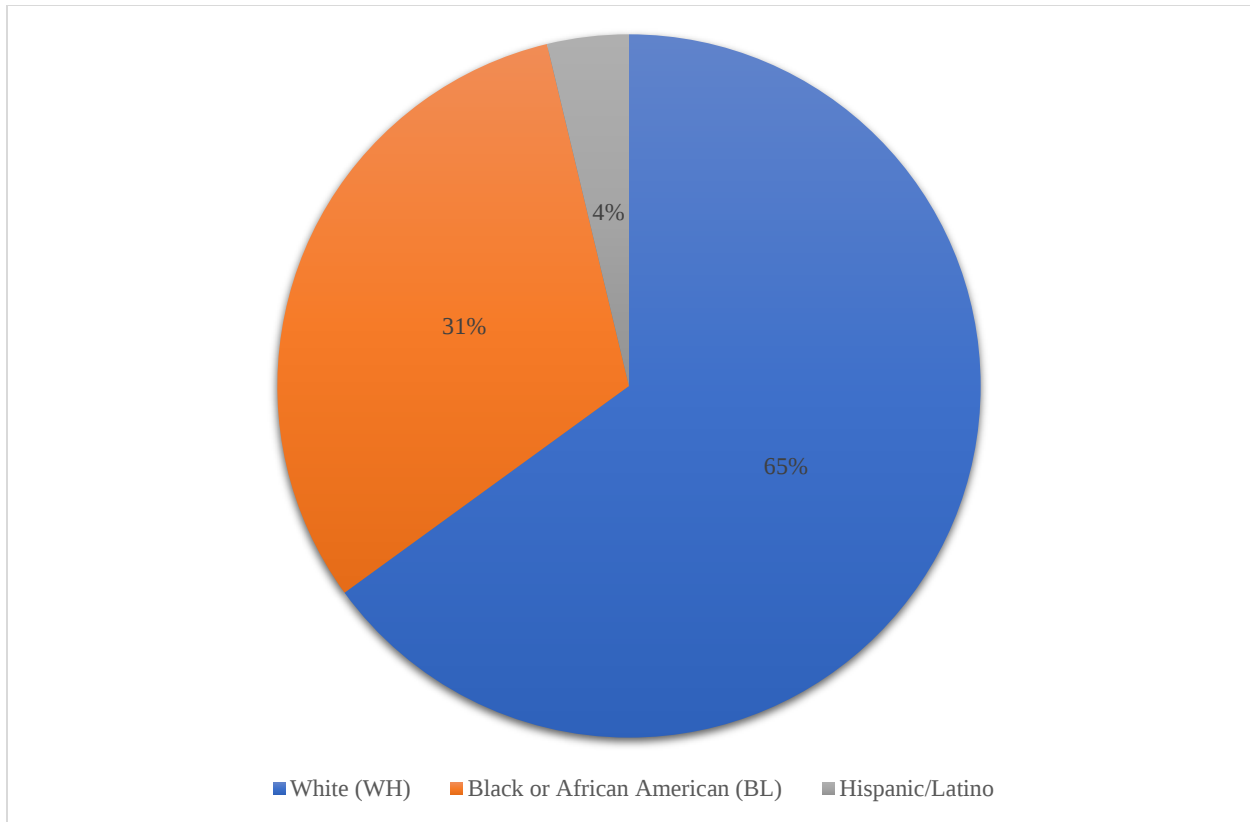


Figure 4. Rising Rainbow Cove Middle School teacher demographics for 2023-2024.

Teacher Working Conditions Survey (TWCS)

One of the data sources that were used for this inquiry was the North Carolina Teacher Working Conditions Survey (TWCS). The TWCS is a survey administered to all teachers in North Carolina. It is an anonymous, online survey that collects teacher perceptions on working conditions in specific areas of education (Dutta & Sahney, 2016). According to the Teacher Working Conditions Survey for 2022 at RRCMS, 51.35% of Middle School teachers affirmed the statement that “Professional development is differentiated to meet the individual needs of teachers”. Nearly half of the teachers felt that the professional development provided by the district/school was not relevant to their needs. The Teacher Working Conditions Survey also stated that 62.16% of Middle School teachers felt that professional development deepened teachers' content knowledge. This means 37.84% of Middle School teachers at RRCMS felt as if the professional development provided by the school did not help them with their content. In addition, 54.06% of Middle School teachers felt as if professional development was not evaluated and results were not communicated to teachers. Another low area of the TWCS for RRCMS stated 48.65% of Middle School teachers do not know or feel they are not encouraged to observe other teachers within their school/district (see Figure 5). Teachers expressed wanting the opportunity to observe their colleagues in their own school and other schools within the district.

Teacher Absences

Smartfind is a program that tracks absences of teachers in Rainbow County Schools. In addition to the data from the teacher working conditions survey, there were 716 absences during the course of the 2020-2021 school year. There were 1,379 absences during the course of the 2021-2022 school year, 1,572 absences during the 2022-2023 school year, and 931 absences in

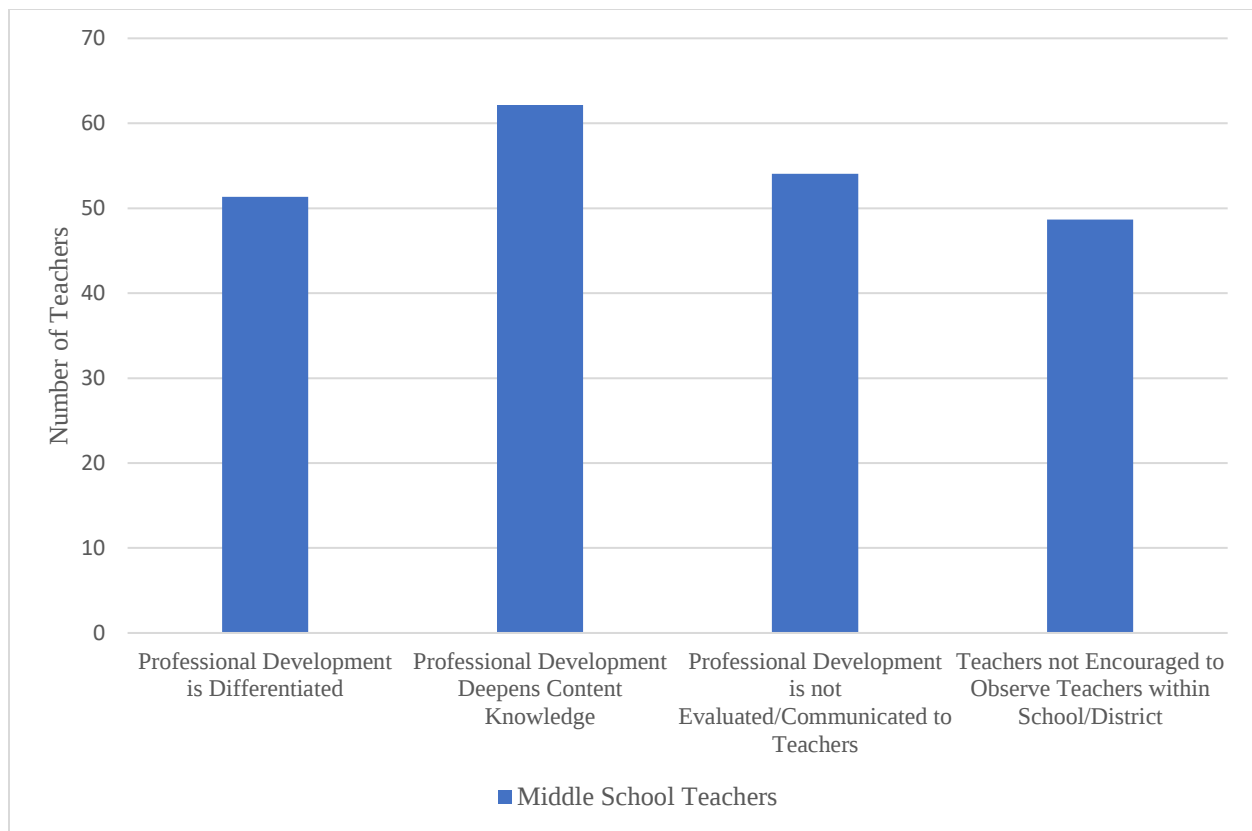


Figure 5. Rising Rainbow Cove Middle School teacher working conditions survey 2022.

the 23-24 school year as indicated in Table 1. RRCMS also had a significant drop in academic scores from the 2016-2017 school year; from 67.0 in 2016-2017 to 57.0 in 2017-2018. The school then received a 60.0 performance score in 2018-2019. In 2021-2022, the school received a 63.0 performance score. In the 2022-2023 year, RRCMS had a school performance score of a 54.0. In year 2023-2024, RRCMS had a school performance score of 55 as indicated in Table 2. These data points were important to see trends in overall academic performance. The high number of absences and professional learning concerns show that this focus of practice of practice was relevant to the school where the inquiry was conducted as well as the entire Rainbow County community.

Statement of the Focus of Practice

Overall teacher burnout is a real issue affecting teachers across the globe (Evers et al., 2004). Student achievement as well as emotional and social outcomes of students and teachers are impacted by teacher burnout (Gultom et al., 2022). Additionally, teacher absences and low teacher self-efficacy can occur as a result of teacher burnout. This inquiry focused on teacher burnout and how it relates to teacher self-efficacy, work attendance, job satisfaction, and school climate. It worked to assist teachers in understanding how important their social emotional learning was to their teaching practices. It is understood that burnout is a very real phenomenon experienced by teachers. Being able to do things to prevent burnout and compassion fatigue from happening will in turn help to identify student/teacher successes across academic, social and emotional avenues. This inquiry was useful to build knowledge on why teacher burnout occurs. This knowledge will be able to be used to prevent and overcome these afflictions in each of our districts and schools. Professional learning focused on the social and emotional health of teachers was utilized throughout this inquiry. A comprehensive social and emotional learning program

Table 1

Total Teacher Absences by School Year for Rising Rainbow Cove Middle School

School Year	# of Absences
2020-2021	716
2021-2022	1,379
2022-2023	1,572
2023-2024	931

Table 2

Academic Performance Composite for Rising Rainbow Cove Middle School for 2017-2024

School Year	Composite Score
2016-2017	67
2017-2018	57
2018-2019	60
2019-2020	N/A
2020-2021	N/A
2021-2022	63
2022-2023	54
2023-2024	55

was utilized. The SEL program was created by Transformational Education which is a team of educators that have worked to ensure teachers have the tools in their toolbox to effectively combat teacher burnout and compassion fatigue so they can give the best education possible to all the students they serve (Krachman, 2021). The program showed teachers different methods of social emotional learning techniques that they could then incorporate into their daily lives.

Inquiry Guiding Questions

The questions that were driving this inquiry were:

1. What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?
2. How does a relevant social and emotional professional learning framework for teachers impact teacher absences?
3. How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout?

Several data sources were used to assist in answering the inquiry questions. These instruments included pretest and posttests, teacher absences, and acquiring teacher perceptions through open-ended survey questions.

Overview of Inquiry

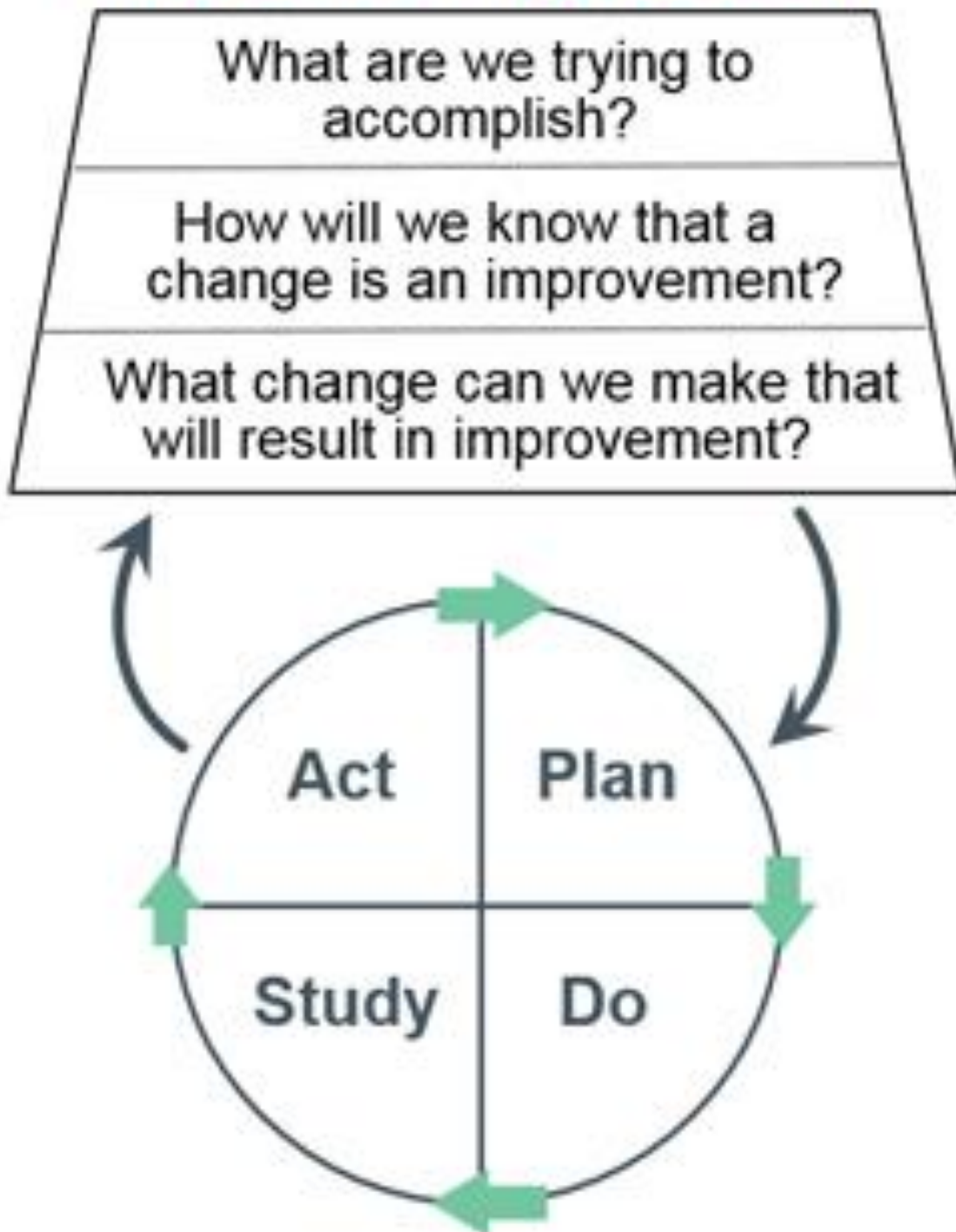
To explore the inquiry questions, an explanatory sequential mixed methods research design grounded in improvement science was used. The mixed methods aspect used both quantitative and qualitative data within the inquiry in order to obtain a more comprehensive understanding of the focus of practice being explored in the inquiry (Mertler, 2022). This inquiry was driven through the use of improvement science and Plan-Do-Study-Act (PDSA) Cycles. More specifically, three phases of inquiry utilized PDSA Cycles to guide improvement efforts.

The Plan-Do-Study-Act model allowed scholarly practitioners to make changes to current practices in order to make positive transformations in those practices. These changes are able to be implemented in small settings first in order to see how effective they are and can then be implemented on a larger scale if deemed appropriate (PDSA Cycle, 2023). The structure of the PDSA Cycle in general can be found in Figure 6. The first phase reviewed and analyzed all pertinent data to the school as well as organized the plan for professional learning for the teachers. The second phase of the inquiry was when the plan for professional learning was implemented. The third phase was to analyze all of the data that was collected in Phase I and II to determine next steps and answer the inquiry guiding questions.

Inquiry Partners

Collaborative inquiry partners (CIP) included the RRCMS school counselor, instructional coach, and another assistant principal (in addition to myself). Each inquiry partner helped research and develop/refine questions for the open-ended survey. Together, we planned and refined a schedule for how the professional learning would occur especially once we knew we had to complete the professional learning program online. All CIPs were part of the implementation of the professional learning program by helping to format the modules to virtual presentations. Throughout the inquiry, these partners worked to improve the social emotional learning program that was being implemented. They then helped disaggregate the data after each session and at the end of the inquiry to determine the effectiveness of the professional learning plan program. All CIPs served as thought partners throughout the research process to assist with implementation of the inquiry.

Model for Improvement



Note. (Langley et al., 2009).

Figure 6. The Plan-Do-Study-Act (PDSA) Cycle.

Theoretical Framework

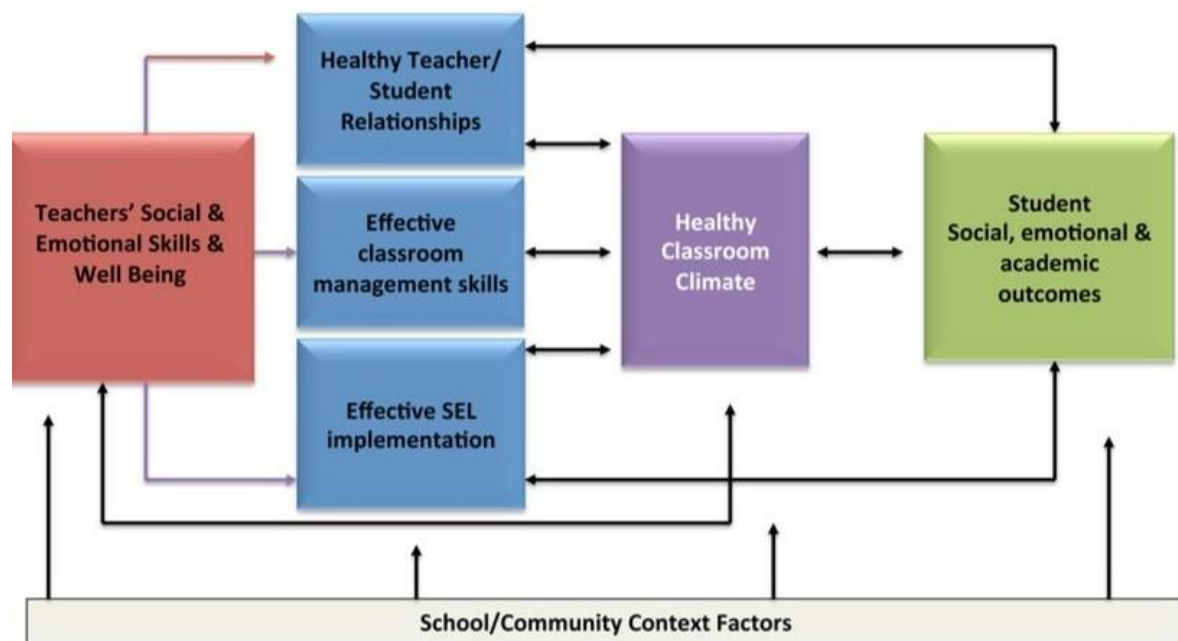
The prosocial classroom model is the theoretical framework that was employed to help determine the relationship between teacher burnout and social emotional learning and competence. The prosocial classroom model is a type of classroom that aims to demonstrate the importance of teachers' social and emotional awareness and understanding in developing, creating, and maintaining an effective classroom environment (Jennings & Greenberg, 2009). The prosocial classroom places emphasis on positive teacher-student relationships, effective classroom management techniques, as well as the successful implementation of a social and emotional program (Herman et al., 2020; see Figure 7). This is a model that helps to show that even if teacher burnout and stress are occurring, utilizing a prosocial classroom model will help to minimize the negative effects on students and particularly student outcomes. Additionally, the social cognitive theory by Albert Bandura was utilized in this research study. The social cognitive theory states that humans function from a vibrant relationship between three types of influences: environmental, behavioral, and personal (Bandura, 1986, 1989). The social cognitive theory will be discussed in further detail in Chapter 2.

Definition of Key Terms

Several key terms were utilized throughout the inquiry and are defined as follows:

Compassion Fatigue - A natural human reaction or anxiety of trying to help others who have experienced a traumatizing event (Moore, 2019).

COVID-19 Pandemic - COVID-19 (also known as the coronavirus) is characterized by acute, severe respiratory symptoms. The COVID-19 pandemic began on March 11, 2020 when the World Health Organization (WHO) declared it a public health emergency of international concern (Suryasa et al., 2021).



Note. (Jennings & Greenberg, 2009).

Figure 7. The Prosocial Classroom Model.

Culturally Responsive Teaching - A research-based teaching method that unites students' cultures, languages, and life experiences with what they are learning in the classroom (Katz et al., 2020).

Depersonalization - The occurrence of emotional disengagement from service recipients (Brasfield et al., 2019).

Job Satisfaction - Having a positive attitude or feeling about a job or career and can also include having an appreciation for the job (Locke, 1969).

Mindfulness-Based Strategies - Meditation strategies that help reduce psychological symptoms and burnout while showing an increase in performance and organization measured through teacher classroom observations (Flook et al., 2013).

Prosocial Classroom - The prosocial classroom model is a type of classroom that aims to demonstrate the importance of teachers' social and emotional awareness and understanding in developing, creating, and maintaining an effective classroom environment (Jennings & Greenberg, 2009).

School Culture - Patterns of beliefs and traditions of a school's history that go beyond just creating a safe and productive learning environment and focus on collaboration, values, and the ability to positively influence children (Fullan, 1992).

Teacher Attrition - The percentage of teachers exiting the education profession in a given school year (Grissmer & Kirby, 1987).

Teacher Burnout - A physiological and psychological condition that is all encompassing and causes symptoms to occur that can interfere with teacher job performance and positive student outcomes (Farber, 2000).

Teacher Demoralization - Similar to the feelings experienced with teacher burnout except with demoralization, the teacher has not “checked out” as they sometimes feel with burnout, they simply have to redefine what they are experiencing and come up with a way to transform that experience (Santoro, 2019).

Teacher Induction Programs - Useful programs for providing support and making a clean transition for new teachers into the teaching field (Mather et al., 2013).

Teacher Professional Learning - Programs and opportunities for learning and earning professional credentials or other pertinent information related to teaching (Dauksas & White, 2010).

Teacher Retention - The ability to keep teachers teaching in schools from year to year (Johnson et al., 2005).

Assumptions

An assumption of this inquiry was that teachers would be honest about their feelings of burnout. Teachers may think they are feeling burned out but in reality, they may be having personal issues or other work-related issues that affect their work performance making them think they are experiencing burnout from teaching. In contrast, some teachers may be experiencing burnout symptoms but do not report them truthfully due to fear of repercussions or other negative outcomes. The second assumption of this inquiry was that all teachers have the same level of responsibilities. Teachers with no additional roles in the school can experience burnout at the same rate as teachers who have many roles in the building. A third assumption of this inquiry was that student misbehaviors are equal across classrooms. While student misbehaviors certainly do not help in cases of teachers being burned out, burnout can be caused by a multitude of issues. It was important that we looked at the entirety of the situation that a

teacher was working in to determine reasons for burnout rather than focusing solely on one issue. Due to teacher burnout being such a complex problem, there is not a quick fix or permanent solution. Decreasing teacher burnout is a comprehensive, complex process that requires ongoing learning and evaluation to achieve continuous improvement for teachers suffering from feelings of burnout.

Scope and Delimitations

The scope of this inquiry was teachers that identify themselves as being burned out and the impact of a social and emotional professional learning framework on their feelings of burnout, their work attendance, and their self-efficacy. Participation in this inquiry was offered to every teacher that was currently teaching at RRCMS. They taught different subjects and grade levels and their experience differed in terms of age, race, gender and total amount of years teaching. The inquiry was conducted for a period of 41 months and offered a comprehensive professional learning program including activities that could help with teacher burnout. A delimitation in this inquiry was explaining why this particular population is being studied at this specific school. This inquiry was open to all teachers that were currently teaching at RRCMS. Instead of limiting the inquiry to a specific subject area or grade level, it was offered to all teachers at RRCMS as it was relevant to teachers from all grade levels and areas to see how burnout is affecting them individually and as subgroups. Also, due to about half of the teachers in the building having taught for ten or more years, this demographic of teachers had a large population. Less of the population at RRCMS were beginning teachers and international teachers. RRCMS was utilized as I had full access to this school as the assistant principal. As such, I was able to review all the data and relevant information that proved useful for conducting this inquiry.

Limitations

A limitation of this inquiry is that the population was small. While the results were relevant, it would be necessary to conduct this inquiry on a larger group of participants. This inquiry could possibly be conducted across different schools on a district level, to check for overall effectiveness as well. If an improvement in the teachers was seen at RRCMS with their feelings of burnout, the inquiry can be replicated to other schools in the district. Another limitation is the limited amount of research on effectiveness of professional learning programs such as meditation and other mental health strategies/focuses successfully lowering incidences of teacher burnout. Additionally, there is a limited amount of research on the use of these same strategies as prevention techniques for teacher burnout. Due to this area of research being a fairly new phenomenon, few studies have been conducted on a comprehensive social and emotional framework for teachers. One other potential limitation is that most teachers that were feeling burned out may not have participated because they were already feeling overwhelmed. Lastly, even though all information collected in the inquiry was collected confidentially, respondents still may not have felt comfortable giving statements that may have made them believe they would be viewed in an unflattering manner. Further, respondents may not have felt as if they could give accurate, honest answers for fear of retaliation by school or district leadership. I, as the scholarly practitioner leading this inquiry, along with the collaborative inquiry partners worked diligently to ensure all teachers felt comfortable giving honest and forthcoming answers without any type of retaliation or retribution from leadership.

Significance of Inquiry

This inquiry is significant for a variety of reasons. The first significance of this inquiry is that it helps to show that teacher burnout left unchecked can cause long term physical and

emotional repercussions amongst teachers that can manifest in excessive absences and low self-efficacy. Research surrounding methods for preventing and/or improving the feelings of teacher burnout is critical for leaders to understand and utilize in order to best meet the needs of their teachers. Findings from this inquiry can inform district level approaches to school improvement with regard to professional learning offerings for teachers. Prosocial classrooms are another significance to this inquiry. As introduced above, prosocial classrooms place an emphasis on positive teacher-student relationships, effective classroom management techniques, positive classroom climate which can create greater strides for all students academically, emotionally, and socially as well as the successful implementation of social and emotional programs for students (Herman et al., 2020; Jennings & Greenberg, 2009). Research conducted in this inquiry can help with identifying programs and processes that can be put in place to prevent teacher burnout altogether which is significant and crucial for this topic. Teacher preparation programs, relevant professional learning, and partnering with local colleges/universities for additional mentoring of beginning teachers can all be useful to districts in how they approach the issue of teacher burnout. Lastly, this inquiry can help to show the relationship between teacher burnout and teacher self-efficacy and how those impact teacher job satisfaction. Research shows success of schools can in part, be addressed by creating systems and processes that address teacher working conditions, morale, and job satisfaction (Bruggencate et al., 2012; Dukem, 2004).

Advancing Equity & Social Justice

This inquiry can help to determine what demographic of teachers are afflicted with teacher burnout at a higher rate. This will aid in determining how to approach our support and work with teachers so that it can be individually tailored to all demographics of teachers that are impacted. Tailoring this support can be beneficial as research shows that many new teachers

leave the teaching profession within the first five years of their teaching career (Fowler, 2015). One reason for this is that the overwhelming circumstances of the students make teachers feel like a failure. Teachers are doing much more than just administering curriculum and when the children are suffering or dealing with the trauma, teachers are feeling that too and it can become increasingly overwhelming (Fowler, 2015). Tailoring support to students must occur as well due to the nature of the trauma that some students experience. Additionally, a study was conducted by Ziaian-Ghafari and Berg (2019) that found that most teacher dissatisfaction was not as a result of burnout in the sense that they have too large of a workload, but instead of compassion fatigue because their feelings were based on their idea that they were unable to support their students in the way they needed. Assisting teachers with how to reach students that have experienced varying levels of trauma can help with increasing equity in educational practices (Fowler, 2015; Ziaian-Ghafari & Berg, 2019). Moreover, teachers that have more interaction with colleagues, resources to enhance their curriculum, teaching practices, and feelings of self-efficacy report feeling lower levels of stress and burnout regardless of specific demographic. This inquiry can also help to determine if there is a trend among the studies included and that will then propel school districts forward to putting strategies in place to improve and prevent teacher burnout in the afflicted demographics.

Advances in Practice

Teachers that are experiencing symptoms of burn out do not put as much effort in preparation for their classes, spend as much time creating quality activities or lessons, and do not differentiate their instruction in ways that will benefit each of their students (Madigan & Kim, 2021; Maslach & Leiter, 2008). Ultimately, this means that students are not receiving the best quality education that they should be afforded. Studies also indicate that students are able to

understand and be cognizant of the fact that their teacher is burned out (Madigan & Curran, 2021; Shen et al., 2015). In some instances, students can mimic the behavior of their teacher and become apathetic towards their education. Oberle and Schonert-Reichl (2017) state that students can even present with stress symptoms as a result of their teachers experiencing burnout. Understanding how this teacher burnout affects each student is vital to understanding how significant of a problem teacher burnout is and how imperative it is to address. Teacher burnout is a multifaceted problem that affects all students differently and solving it or at least alleviating it requires a collaborative, multidimensional approach. This inquiry and the results can assist school districts in developing their own professional learning programs that can be useful in combatting teacher burnout in their schools.

Summary

When teachers feel overworked, undervalued, and isolated, they identify with being burned out which can result in an excess of teacher absences (Bottiani et al., 2019; Johnson et al., 2005). Teacher self-efficacy can help with feelings of burnout and prolonged stress. If teachers feel overworked, undervalued and burned out, they may leave the profession which causes rises in teacher attrition. Identifying these feelings and addressing them by providing a comprehensive SEL program for teachers can help to lessen the negative effects associated with these feelings and help retain teachers. With consistent training and support, teachers can continue to raise their social emotional competence making their classroom environment one that is more conducive to healthy relationships, healthy classroom climate and thus leading to more positive student outcomes via socially, emotionally and academically (Herman et al., 2020; Skaalvik & Skaalvik, 2010).

The next chapter of this inquiry will delve deeper into the literature on the prosocial classroom model theory as well as teacher burnout. Self-efficacy, school climate/culture, and teacher absences will continue to be researched to determine if there is a link between these and instances/frequency of teacher burnout as well as how they impact each other. Discussion of the type of professional learning program used in this inquiry will also be presented. Chapter 3 will discuss the inquiry design and rationale, the inquiry procedures, inquiry design rigor, and the role of the scholarly practitioner. Chapter 4 will present the inquiry findings from this inquiry. Data collected prior to, during, and after implementation of the inquiry will be discussed. Chapter 5 will be a discussion of the summary of the findings related to the inquiry guiding questions, how the findings relate to current literature, as well as implications for future research on teacher burnout.

CHAPTER 2: REVIEW OF LITERATURE

This inquiry focused on teacher burnout and how it relates to teacher self-efficacy, work attendance, job satisfaction, and school climate. In order to better understand the factors underpinning this focus of practice, a review of relevant literature was conducted. As such, this chapter is comprised of twelve primary sections. The sections include: prosocial classroom theory, teacher burnout, teacher perceptions of the teaching profession, student academic achievement, student motivation and behavior, student social and emotional development, teacher social and emotional learning, school leadership and school culture, school leadership on teacher job satisfaction, school leadership attrition and retention, teacher preparation/induction programs, and teacher professional learning. The prosocial classroom model is the theoretical framework applied to this inquiry to help determine the relationship between teacher burnout and social emotional learning and competence.

Research serves as evidence to understand how teacher burnout affects teacher self-efficacy, work attendance, job satisfaction, and school climate. An examination of the literature indicated that there are a variety of factors that impact overall teacher retention, teacher job satisfaction, teacher self-efficacy and teacher absences. Relevant and targeted professional learning offerings, effective teacher induction programs that focus on the well-being of beginning teachers, and social emotional learning programs for all teachers can help with teacher attrition and retention, improving teacher job satisfaction and teacher self-efficacy, and thus lowering teacher absences (Brasfield et al., 2019). Additionally, an overview of social emotional learning and how it has been successful for student engagement, increasing teacher job satisfaction and teacher self-efficacy, and lowering teacher absences will be discussed. Lastly, a

rationale grounded in research for how the prosocial classroom model can be used to help with teacher burnout will be reviewed.

Prosocial Classroom Model

As the teaching profession has evolved over the past two decades, there has been a paradigm shift in the way educators approach preparing students to succeed in the classroom (Jennings & Greenberg, 2009). No longer is there a sole focus on student achievement, rather there is heightened concern about the social and emotional well-being of students. In 2009, Jennings and Greenberg proposed a new Prosocial Model that emphasized the importance of teachers social and emotional competence (SEC). The model reasons that by developing relationships with students, defining behavioral guidelines, and modeling respectful behavior, teachers would create an environment conducive to improving student outcomes. The prosocial classroom model is a type of classroom that aims to demonstrate the importance of teachers' social and emotional awareness and understanding in developing, creating, and maintaining an effective classroom environment (Jennings & Greenberg, 2009). Prosocial classrooms place emphasis on positive teacher-student relationships, effective classroom management techniques, as well as the successful implementation of a social and emotional program (Herman et al., 2020). This model demonstrates that even if teacher burnout and stress are occurring, utilizing a prosocial classroom model will help to minimize the negative effects on students and particularly student outcomes. With consistent training and support, teachers can continue to raise their social emotional competence, making their classroom environment one that is more conducive to healthy relationships, to a healthy classroom climate, and thus to higher student outcomes in social, emotional, and academic domains (Herman et al., 2020; Skaalvik & Skaalvik, 2010; see Figure 7). Consequently, when teachers are not adequately equipped to manage the social and

emotional challenges that arise in the classroom (Marzano et al., 2003), the classroom environment can become gradually worse over time. “This causes what is called a ‘burnout cascade’ within the teacher” (Jennings & Greenberg, 2009, p. 492). The hope for any leader in education is that when students see positive behaviors modeled for them by their teacher or other adults in the building, they will be more inclined to repeat those behaviors with their peers as well as school staff. This will then create a positive climate and culture within individual classrooms that would simultaneously lead to a more positive climate and culture for the entire school as well as help with levels of teacher burnout, teacher job satisfaction, teacher self-efficacy, and teacher absences (Herman et al., 2020; Jennings & Greenberg, 2009).

Social Cognitive Theory

The Social Cognitive Theory was created by Albert Bandura and it is a theory that is grounded in the belief that individuals are actively involved in their own personal development and can mostly determine the trajectory of their own actions and future (Bandura, 1986). The social cognitive theory states that humans function from a vibrant relationship between three types of influences: environmental, behavioral, and personal (Bandura, 1986; Bandura, 1989). According to Bandura (1989), self-reflection is the most important part of personal development and it helps people understand and work through their life experiences and beliefs and as a result adjust their behaviors/actions accordingly to achieve the desired outcome. With regard to education, teachers are responsible for advancing the academic progress of their students. This includes building in students the confidence it takes to elevate and take responsibility for their own learning. In using the social cognitive theory, teachers can assist students with understanding their emotions, regulating their own behaviors and choices, explore their beliefs, and improve their skills academically to ensure success (Tschannen-Moran et al., 1998). Further,

self-efficacy can be defined as the ability to acquire skills or learning at indicated levels (Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy is crucial to a person's motivation, self-regulation, and achievement. Students who are confident and are taught to be confident tend to make more productive choices, are more persistent, show a greater desire for continuous learning, and end up achieving at higher levels academically (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2007). In order for teachers to build up a student's self-efficacy, they have to have their own self-efficacy elevated. With higher self-efficacy amongst teachers, they also tend to be more productive, have lower amounts of perceived teacher burnout, display high levels of confidence, and tend to take a more active role in their own professional growth (Bandura, 1993; Bandura, 1997). This theory is relevant to this inquiry as it helped us determine how varying levels of self-efficacy affect overall outcomes of teachers and students. It also helped us begin to understand how to build self-efficacy in our teachers and in turn improve outcomes for our students.

Teacher Burnout

Teaching has a long-standing reputation for being a high-stress profession. As such, teacher burnout is not a recent issue. It is a physiological and psychological condition that affects teachers holistically, leading to symptoms that can hinder job performance and negatively impact student outcomes (Farber, 2000; Roloff & Brown, 2011). Low teacher satisfaction creates occupational stress which then leads to lower physical and psychological health (Brasfield et al., 2019; Herman et al., 2018). Teacher stress and burnout are thought to originate from three broad domains: legislation, vocational influences, and personal characteristics (Brasfield et al., 2019; Roloff & Brown, 2011). Teachers are having to deal with consequences for students performing poorly even if some of the reasons are beyond their control. Furthermore, teachers also

experience occupational challenges that include: lack of preparation time, disciplinary/behavioral issues with students, and an abundance of paperwork (Grissmer & Kirby 1997; Herman et al., 2018). Several specific variables contribute to teachers feeling burned out. Factors such as: school leaders pushing teachers to provide specific, measurable goals; a lack of trust or confidence in school leadership; a school culture that is confining or restricting; and physical environmental factors such as age, sex, level of education, and number of years total in teaching all contributed to a higher level of burnout in teachers (Friedman, 1991; Toom, 2018). These stressors coupled with the idea that some teachers do not have adequate coping skills can create teacher burnout (Toom, 2018).

Teacher anxiety and depression can also lead to teacher burnout. According to Ferguson et al. (2012) and Roloff and Brown (2011), teacher workload, behavior of students, and employment conditions (such as job security and opportunities for advancement) were contributing factors to teachers experiencing anxiety and depression that could eventually lead to burnout. There is also the idea that some teachers may not have the intrinsic motivation to continue in the teaching profession through the daily challenges they may face even if they have positive extrinsic motivations in place (Herman et al., 2018; Roloff & Brown, 2011). Teacher perceptions with regard to the teaching profession itself can also factor into how they view or react to the feelings of teacher burnout.

Teacher Perceptions of the Teaching Profession

According to Aloe et al. (2014), Santoro (2019), and Shen et al. (2015), teachers that discuss leaving the profession stating they are “burnt out” are more often than not having moral objections to school policies and practices rather than experiencing burnout from anything regarding students (i.e., disciplinary and/or relationship issues). In their research, teachers were

not able to spend the amount of time doing things that would make their students perform at a higher level academically, emotionally or socially but instead the teachers were being asked to perform other tasks that pulled them further away from their students (Aloe et al., 2014; Santoro, 2019; Shen et al., 2015). Burnout being used as a term describing the feelings of some teachers is accurate but it is speculated that they are being asked to do too many things without adequate resources such as time and resources (Ingersoll & Smith, 2003; Rumschlaug, 2017; Santoro, 2019; Tye & O'Brien, 2002). Interestingly, Collinson and Cook (2001) and Hargreaves (1991) speak to the problem not being about how much time and resources teachers are provided with but instead that their perceived amount of time and resources is unchanged no matter how much extra is provided. Therefore, we can conclude that even if teachers are given the time to plan, collaborate with colleagues, resources for their classrooms, and professional learning that they will still perceive that they are not given an ample amount of resources to do all that needs to be done for their students (Hargreaves, 1991).

When people think of burnout, they sometimes characterize this as a personality trait of individual teachers when in reality, most teachers are instead experiencing teacher demoralization (Brasfield et al., 2019; Santoro, 2019). Teacher demoralization is similar to the feelings experienced with teacher burnout except with demoralization, the teacher has not “checked out” as they sometimes feel with burnout, they simply have to redefine what they are experiencing and come up with a way to transform that experience. Santoro (2019) states that by using the term “demoralization”, we can show that teachers are not giving up as in the term “burnout” when in reality, they are still enthusiastic about their students and the good they can potentially do for them but understand there are changes that can be made for the betterment of education. Additionally, teachers can become exhausted and tired because they are emotionally

invested in their students and feel as if school policies and procedures make it much more difficult to do what they think is right (Ghanizadeh & Jahedizadeh, 2015).

Overall, all teachers can experience some form of burnout during their career. Some teachers are staying in the profession because they feel like they do not have other options once they have been a teacher for many years. This creates a problem in our schools as we have teachers that do not necessarily want to be there with their students. Bennett et al. (2013) conducted a study utilizing novice and experienced teachers. In the study, they found that positive relationships with students were integral in veteran and novice teachers staying in the field. There were other factors such as administrative support, teacher mentorship, and overall satisfaction with their teaching career that contributed to them staying in the education field (Bennett et al., 2013). Regardless of level of experience, teachers feel their interactions with students are a significant factor related to longevity in the field (Bennett et al., 2013; Hargreaves, 1991). School districts and school leadership teams should aim to focus attention on creating an environment where students and teachers can effectively build relationships. Relationships between teachers and their students can impact how well students perform (Brasfield et al., 2019).

Student Academic Achievement

Student achievement can be measured not only by academics, but also by social and emotional outcomes. While academic achievement is inherent to the purpose of public education for children, there is also evidence that other factors affect the overall development of students. There is a social and emotional component of education that must be factored into the overall educational experience of all students as well (Ferguson et al., 2012; Yang, 2021). Brasfield et al. (2019) and Santoro (2019) state that teacher stress and burnout can negatively impact students

and thus student achievement. It is critical for teachers to build positive relationships with students. By creating a classroom environment that is positive and inclusive, students can be engaged more fully leading to higher student academic achievement. Burnout can affect the instruction that a teacher delivers and their students are able to infer how their teachers feel about them and their passion for teaching. Research on teacher burnout shows negative consequences for teachers physically, mentally, and emotionally (Aloe et al., 2014; Ghanizadeh & Jahedizadeh, 2015). By the same token, teachers that experience burnout are often said to have prolonged stress, anxiety, depression, and many other physical and psychological ailments. Equally important is understanding how teacher burnout affects student academic achievement. Coincidentally, research suggests that teacher burnout does affect student academic achievement in a negative way (Madigan & Kim, 2021; Maslach & Leiter, 2008). According to Madigan and Kim (2021) and Maslach and Leiter (2008), teachers that are burned out do not put as much effort in preparation for their classes, spend as much time creating quality activities or lessons, and do not differentiate their instruction in ways that will benefit each of their students. Ultimately, this means that students are not receiving the best quality education that they should be afforded.

Alongside this research, studies indicate that students can recognize when their teacher is experiencing burnout (Madigan & Curran, 2021; Shen et al., 2015). In some cases, students imitate their teacher's behavior and develop a lack of interest in their education. According to Oberle and Schonert-Reichl (2016), students can also exhibit stress symptoms as a consequence of their teachers' burnout. Teacher burnout can almost be thought of as contagious and the students can acquire the attributes and feelings of their teachers that are experiencing this burnout. This suggests that not only does teacher burnout possibly create an environment for

students that is not conducive for learning but that in fact the characteristics a teacher experiences as a result of burnout can also be experienced by their students (Evers et al., 2004; Madigan & Kim, 2021).

Furthermore, research shows that the COVID-19 pandemic has caused student academic achievement to decline and this academic achievement will continue to be a problem (Gewertz, 2020; Kuhfeld et al., 2020). COVID-19 (also known as the coronavirus) is characterized by acute, severe respiratory symptoms. The COVID-19 pandemic began on March 11, 2020, when the World Health Organization (WHO) declared it a public health emergency of international concern (Suryasa et al., 2021). School systems were shut down for in-person learning for a variety of time periods which required districts to use virtual learning platforms. Some studies show that the pandemic caused more teachers to feel burned out as a result of all of the varying issues that came with the pandemic (Pressley, 2021; Răducu & Stanculescu, 2022). This research indicates that not only is burnout a problem amongst teachers and the effect that it has on students academically, but teachers are also experiencing higher rates of burnout as a result of the COVID-19 pandemic and students are still being affected from the after effects of the COVID-19 pandemic with regard to their academics. There is also thought to be a significant gap academically, socially, emotionally, and behaviorally that has been produced due to the COVID-19 pandemic and it will take time in order to be able to close and fill it effectively (Pressley, 2021; Răducu & Stanculescu, 2022).

Student Motivation and Behavior

Research shows there is a connection between teacher burnout and student motivation. Shen et al. (2015) and Aloe et al. (2014) found that there is a direct link between teacher burnout and student motivation and that teacher burnout leads to a decrease in student motivation.

Madigan and Curran (2021) and Shen et al. (2015) both conducted studies on how teacher burnout affects student outcomes. They found that teacher burnout lowers student motivation overall and can be attributed to the fact that the teachers have interpersonal struggles as a result of burnout that impedes their ability to effectively build relationships with their students (Madigan & Kim, 2021; Shen et al., 2015). Teacher burnout not only impacts the instruction that a teacher delivers but the consequences extend to their students who are able to infer how their teachers feel about them and their passion for teaching. This research suggests that teachers have the ability to influence their students and their motivation to receive their education not only through their teaching style but also how they respond to them outwardly via emotions and personality (El Helou et al., 2016; Madigan & Kim, 2021; Shen et al., 2015).

Additionally, research suggests that increasing teacher morale and lowering the incidences of teacher burnout will help keep students motivated and engaged in the learning process. If students are motivated and engaged, they will display more positive behaviors (Chang, 2013; El Helou et al., 2016). Teacher burnout in relation to student behavior can be thought of in two ways. First, it can be viewed negatively if teacher burnout affects student behaviors. This would be due to the teacher feeling stressed, anxious, and generally not coping well with their profession. This can actually cause students to misbehave in their classrooms as a result of their burnout. The second way is if student misbehavior is actually a cause for teacher burnout. In other words, theoretically if a student behaves in a positive way, it could help teachers not feel burned out while if a student misbehaves, it could cause teachers to experience burnout. Research by Brouwers and Tomic (2000) and Chang (2013) suggest that the way teachers feel about the way they manage their classrooms and their ability to handle student behaviors contributes significantly to whether they feel burnout or not. Teachers that feel they

can manage negative behaviors of students effectively and have had this reinforced by leadership ultimately feel less burnout than their counterparts. The way teachers perceive negative or disruptive behaviors can influence their own emotions both negatively and positively (Chang, 2013; El Helou et al., 2016).

Furthermore, teachers who are reporting more instances of misbehaviors as well as viewing students in their class as angry or frustrated encompass higher rates of emotional exhaustion leading to an increase in the likelihood of the teacher becoming burned out (Chang, 2013; Liljestrom et al., 2007). In contrast, Hastings and Bham (2003) and Friedman (1995) state that when reported by teachers, one of the biggest contributing factors to burnout is the behavior of students. Specifically, if teachers felt that students had a lack of respect for them, their class, or even their peers, they were prone to experience or report higher levels of burnout (Friedman, 1995; Hastings & Bham, 2003). This suggests that if students have positive feelings and respect for their teacher and in general, the classroom environment, teachers experience lower levels of burnout. Student motivation and behavior can also be impacted by their social and emotional development of which teachers can help raise.

Student Social and Emotional Development

Notably, the research suggests that teachers should place more emphasis on helping children develop their social and emotional skill set while in the classroom (Moore, 2019; Zsolnai, 2002). It is critical for teachers to build positive relationships with students. By creating a classroom environment that is positive and inclusive, students can engage more leading to higher student academic achievement and social and emotional gains (Moore, 2019; Zsolnai, 2002). Gultom et al. (2022) and Yang (2021) discuss the COVID-19 pandemic, online delivery of instruction, as well as less learning time for students as some of the components impacting

compassion fatigue among educators. Compassion fatigue can be described as a natural human reaction or anxiety of trying to help others who have experienced a traumatizing event (Moore, 2019; Yang, 2021).

Research conducted before COVID-19 found that emotional interactions in the workplace that could be characterized by intense and frequent, did not show an increase in the risk for teacher burnout. In fact, this research demonstrated that these interactions actually increase levels of self-efficacy and sense of accomplishment (Brotheridge & Grandey, 2002; Zapf et al., 2001). Teachers that were experiencing high levels of self-efficacy, especially during online instruction during the COVID-19 pandemic, had a lower level of compassion fatigue (Pressley, 2021; Yang, 2021). It was reported that during the pandemic, teachers were dealing with difference of opinions on the amount of work they were doing. Some teachers felt they were working harder during the COVID-19 pandemic while others outside of the classroom felt that teachers were working much less and not nearly as hard as before the pandemic began (Gultom et al., 2022; Kuhfeld et al., 2020). These views suggest that if teachers have access to resources and feel more confident in their teaching abilities and work contributions, this can in turn lead to less teacher stress overall.

Similarly, Gultom et al. (2022) and Pressley (2021) found that teachers faced new and challenging situations during the COVID-19 pandemic and thus needed extra support and attention to prevent burnout. Teachers also needed to provide additional support to their students during this time. Anxiety in regard to the COVID-19 pandemic caused teachers to feel a heightened sense of stress due to health and student concerns. These concerns took precedence over the regular stressors that teachers feel in their profession. By providing this additional support for teachers, teachers can in turn provide that support to their students and it will also

help to raise their self-efficacy and lead to lower levels of burnout (Pressley, 2021; Yang, 2021). School leaders can ensure that they are providing teachers with enough support to implement successful social and emotional learning instruction as well. Jennings and Greenburg (2009) and Schonert-Reichl (2017) discuss how important it is to keep in mind that any social and emotional learning instruction being provided by teachers to students takes into consideration the competence and well-being of the teachers.

Teacher Social-Emotional Learning (SEL)

Another area of focus that is thought to help with teacher retention is social emotional learning (SEL) for teachers. Teacher stress is a contributing factor to teacher burnout and thus teacher attrition. SEL for teachers aims to address teacher stress levels which hopefully leads to higher job satisfaction and thus lower teacher turnover (Brackett et al., 2012; Collie et al., 2012). For SEL to be effective for teachers, teachers must be accepting and willing to participate in the offered activities. Scales and research surveys have been created to administer to teachers before beginning any kind of SEL in the school. Based on the results of the surveys determines how practitioners and program developers move forward with any SEL program (Brackett et al., 2012; Collie et al., 2012). Diliberti et al. (2021) and Morris-Mathews et al. (2021) discovered that much of SEL programs for teachers incorporates mental health supports. SEL and mental health is not always thought about being relevant to each other but instead mutually exclusive. Therefore, it is important to incorporate mental health supports to any SEL program in schools for teachers (Diliberti et al., 2021; Morris-Mathews et al., 2021).

Further, there has been minimal research conducted on meditation and mindfulness-based strategies that include yoga and how they impact teacher stress, burnout, and retention. Ancona and Mendelson (2014), Anderson et al. (1999), and Ferguson et al. (2012) discuss how

mindfulness-based strategies being implemented for teachers is a promising way of reducing stress and also giving teachers a greater ability to handle their job demands in a more effective way. These alternative methods can also reduce teachers perceived stress (Ancona & Mendelson, 2014; Anderson et al., 1999; Ferguson et al., 2012). This means that even if schools cannot eliminate the things that are creating stress for teachers such as class size, workload, student behavior, etc., the use of these strategies can help with their perceived stress by making their workload more manageable.

Additionally, Flook et al. (2013), Gold et al. (2010), Roeser et al. (2012), and Roeser et al. (2013) discuss the mindfulness-based (meditation) strategies as being cost efficient with the results suggesting significant reductions in psychological symptoms and burnout with an increase in performance and organization measured through classroom observations. Participants also showed increases in self-compassion and self-efficacy whereas teachers not participating in these mindfulness-strategies did not show lower burnout rates, improved performance, or increases in self-efficacy and self-compassion (Flook et al., 2013; Gold et al., 2010; Roeser et al., 2012; Roeser et al., 2013). Sandilos et al. (2022) suggests that SEL programs should be longer in duration to see the most positive effects. Instead of an SEL program running for one school year, the programs should run for three or more years to be able to see the progress the programs and interventions are making with regard to lowering teacher stress and raising teacher job satisfaction.

School Leadership and School Culture

School leadership and school culture can play a significant role in teacher burnout. School culture has many meanings and has tried to be interpreted for many years. Fullan (1992) and Heckman (1993) define culture as patterns of beliefs and traditions of the school's history.

These views suggest that school culture goes beyond just creating a safe and productive learning environment but instead the work of creating the school culture should be collaborative and focus on values and the ability to positively influence children (Fullan, 1992; Heckman, 1993). School culture should be the responsibility of the entire school community including students, parents, teachers, staff, and the school leadership.

Principals cannot be focused on the vision they individually want for their school but instead they should be working to adapt their own leadership to the current school culture and approach building the vision and school culture with a shared vision mindset (Keefe, 1993; Senge, 1990). School leaders must work with their school community to effect positive changes in their school culture (Fullan, 1992; Keefe, 1993). There is also research that suggests that true reform of a school culture takes more than the school leadership, staff, and the community. Eilers and Camacho (2007) and Turan and Bektas (2013) suggest that a large portion of school culture depends on district level supports. Practices implemented such as professional learning, beginning teacher supports, remediation supports for students, and coaches for school level leadership all play a role in creating a positive school culture (Eilers & Camacho, 2007; Turan & Bektas, 2013). This research demonstrates that it takes the entire district and school community to implement a positive school culture. The responsibility cannot only fall on the principal, teachers, or parents and students but instead must consist of a group effort starting at the district level that includes open communication, collaboration, and shared vision.

School culture directly impacts teacher morale and in turn affects teacher burnout which makes it critical for a positive school culture to be implemented and maintained (Friedman, 1991; Toom, 2018). From this, we can conclude that a school culture that does not promote collaboration, flexibility, continuous learning, and trust amongst its' members, will be at a higher

risk of the teachers within it to experience some level of burnout. School leadership can impact the school culture and climate of a building as outlined in the research above. Research has shown that school leadership can also impact the level of burnout teachers are experiencing. Darling-Hammond (2003), and Jacobson et al. (2005) suggest that school leaders can and do impact teacher burnout and thus retention in their schools. “Four major factors exert strong influences on whether and when teachers leave specific schools or the profession entirely: salaries, working conditions, preparation, and mentoring support in the early years of teaching” (Darling-Hammond, 2003, p. 5). Similarly, Brown and Wynn (2009) and Gold (1985) explored different areas of burnout and what causes this burnout to occur. Their research showed how crucial principals are on impacting teacher burnout even if it is an indirect impact on the school such as school climate and professional learning offerings. Brown and Wynn (2009) surveyed beginning teachers and found that they appreciated structure and flexibility from their principals. The teachers wanted to be treated as professionals and experts in their field of study and not be repressed by their leadership teams. The principals in this study as well as research conducted by Harris (2002) found that principals were most effective when they felt they were not experts but instead they invited all teachers to collaborate in shared goals and decision making throughout the school environment (Brown & Wynn, 2009; Harris, 2002). This approach makes teachers feel as if their judgement and opinions matter and contributes to their overall growth and capacity as a professional in their field.

Dauksas and White (2010) and Fore et al. (2002) also found that leaders should work to create teacher leaders in their buildings by creating mentor programs as well as demonstrating strong leader support of all teachers. By the school leaders reducing stressors for the teacher, teachers can then focus on student learning, help take ownership of implementing the school

improvement plan, and work to see themselves as part of the solution which will in turn raise their overall job satisfaction (Dauksas & White, 2010; Fore et al., 2002).

School leaders such as principals and assistant principals are an integral part of a school and its' overall effectiveness. Branch et al. (2009) and Bruggencate et al. (2012) demonstrated the link between effective principals and school outcomes. In their research, there was a direct correlation between principal contributions to the school and higher student achievement (Branch et al., 2009; Bruggencate et al., 2012). In addition, there appears to be a connection between principal effectiveness and teacher morale. Research indicates that principals can enhance student achievement by implementing strategies and structures that improve teacher working conditions, morale, and job satisfaction (Bruggencate et al., 2012; Dukem, 2004). Chrisman (2005), Dukem (2004), and Leithwood et al. (2008) discuss the idea that school leadership is only secondary to classroom teaching in producing higher academic achievement in their students. Their research indicates that principals have the ability to build teacher leaders that collaborate in ways to best meet each student's individual needs. These findings surrounding how school leaders can build the capacity of the teachers in their building while focusing on overall school improvement and a shared vision will continue to be researched.

School Leadership on Teacher Job Satisfaction

Job satisfaction can be defined as having a positive attitude or feeling about a job or career and can also include having an appreciation for the job (Locke, 1969). Conversely, some research suggests that overall, teachers have high job satisfaction levels (Demirtas, 2010; Reyes & Shin, 1995). Understandably, schools that have teachers with the highest levels of job satisfaction give the best education and can produce the most successful students. Studies have also looked at whether teacher job satisfaction comes more from intrinsic characteristics or if

extrinsic factors like school leadership and school culture play a larger role in overall job satisfaction for teachers. Blase (1984) and Blase et al. (1986) found that there was a strong connection between principal consideration behaviors such as responsiveness, kindness, and overall positivity with a high job satisfaction in their teachers. Teachers who displayed a higher job satisfaction even perceived the stress of their teaching environment as less due to their perception of their principals' positive leadership behaviors (Blase, 1984; Blase et al., 1986). Teachers that experience low job satisfaction related to occupational stress can often experience lower physical and psychological well-being (Brasfield et al., 2019; Ferguson et al., 2012). Teacher increased stress and burnout can lead to higher rates of teacher turnover which is problematic in a time where we so desperately need teachers in our classrooms (Brasfield et al., 2019; Brown & Wynn, 2009).

In addition, research demonstrates that school leaders impact the job satisfaction of teachers which plays a large role in the varying degrees in which teachers experience burnout (Demirtas, 2010). A crucial component of a teacher's success or failure can fall on the leaders that are in place in their building (Blase et al., 1986; Brock & Grady, 1998). One of the most overlooked issues according to early career teachers is the importance of the principal's role and this is followed closely by underestimating the teachers' need for assistance throughout their first years of teaching (Branch et al., 2009; Mather et al., 2013). Teachers look to their principal as a source of guidance and support. They want to please their principal, get positive evaluations, and get noticed for the good they are doing throughout the building. A lack of principal support, principals not sharing their expectations with their staff, and lack of principal praise can lead new teachers to feel frustrated, unappreciated, and even abandoned due to the principal typically being the one that was a critical component in them getting hired (Brock & Grady, 1998;

Bruggencate et al., 2012). Moreover, job satisfaction is also thought to be a crucial component of teacher's success and failure.

Stress and depression were found to have a negative correlation to job satisfaction according to teacher reports. Ferguson et al. (2012) and Roloff and Brown (2011) go further stating that stress and depression are significant indicators of a lack of job satisfaction and supports for teachers should be available if they need them. Interestingly, Chapman (1983), Dutta and Sahney (2016) and Heller et al. (1993) discussed their research with regard to teacher job dissatisfaction as the teachers being more dissatisfied with the financial aspects of teaching instead of it being directly related to intrinsic or extrinsic factors or specific leadership styles. As discussed previously, principal leadership behaviors may indirectly affect teacher job satisfaction through their influence on the overall school culture as school culture was found to have played a large role in teacher job satisfaction (Chapman, 1983; Dutta & Sahney, 2016; Heller et al., 1993).

School Leadership Attrition and Retention

In addition to teacher job satisfaction being affected by school leadership, the attrition of principals can directly affect teacher attrition and retention (DeMatthews et al., 2022; Heller et al., 1993). This attrition amongst principals is garnering more attention due to the large number of vacancies that are present each year in schools across the country. Blackmore (1996) and Hargreaves and Fink (2003) discuss the difficulties of hiring quality principals in schools and how the changes in the specific tasks of the principal coupled with the fact that there is a smaller pool of qualified applicants makes it extremely difficult to hire for principal positions, let alone keep turnover low amongst principals. Districts and states that have a tenure system, above average pay scales/salaries for administrators, and a beneficial job contract have less principal turnover than states and districts that do not have these characteristics (Husain et al., 2021).

Yan (2020) also states that a more positive disciplinary system and extensive professional learning offerings for principals and teachers are all tools to help keep principal turnover low. Districts are responsible for working to fill these principal vacancies in schools within their district. Interestingly, research indicates that the problem is not necessarily principal turnover in schools as much as it is about recruiting high quality principals for school vacancies (Husain et al., 2021; Mascal & Leithwood, 2010). Therefore, an important aspect of teacher satisfaction is the recruitment and retention of highly qualified principals.

Principal turnover can also affect teacher burnout and teacher turnover. If the focus of schools is to develop students, the focus must also be on the development and care of the teachers that are helping to develop those students. Furthermore, teacher attrition and retention go hand in hand with teacher burnout. Teacher attrition continues to plague U.S. public schools. Current teacher shortages are at the highest levels seen in decades (Rumschlag, 2017; Tye & O'Brien, 2002). DeMatthews et al. (2022) and Heller et al. (1993) found that not only do principals matter in their schools as to how they lead but low principal turnover is critical to keeping teachers in the profession. Their research suggests that principal and teacher turnover is higher in schools that serve low-income students of color (DeMatthews et al., 2022; Heller et al., 1993). Additionally, it is interesting to note that principals tend to follow the same trends as teachers with regard to preferring to work in schools that are less demanding, have higher income students, higher achieving students, and lower numbers of minority students (Branch et al., 2009; Partlow, 2007). Their research indicates that schools with students that had higher student academic achievement showed less principal and teacher turnover than schools that had lower academic achievement (Branch et al., 2009; Partlow, 2007).

Fink and Brayman (2006) and Yan (2020) suggest that promoting positive working conditions for principals and teachers can help lower principal turnover as well as teacher turnover so that all staff and students can have a shared purpose, understand that the principal is committed to them and the school, and work together towards specific goals in the school improvement plan to create meaningful changes in the school environment. Teachers are able to build their capacity with steady leadership while comparatively, when they have high principal turnover, it directly impacts teacher self-efficacy and teacher burnout (Jacobson et al., 2005; Yan, 2020). Stability in leadership directly affects teacher attrition by affecting teacher-principal relationships. The culture and climate that school leaders assist with creating in their building help to form and maintain meaningful relationships that then get transferred from teachers to students (Harris, 2002; Leithwood et al., 2008).

Some research demonstrates a link between teacher turnover and principal turnover while in others, the link is not so clear. Clark et al. (2009) and Coelli and Green (2012) conducted studies on individual school principals and how their leaving affects teacher turnover and student outcomes. This research indicated that despite the reasons a principal might leave their school, their act of leaving can cause costly consequences by way of teacher turnover as well as overall student outcomes (i.e., graduation and achievement). These principals were shown to also leave less advantaged schools at a higher rate and less experienced principals were put into their positions when in truth, those are the schools that could benefit the most from a lower principal turnover (Clark et al., 2009; Coelli & Green, 2012). In contrast, Bartanen et al., (2019), and Walsh and Dotter (2018) found that the effects of principal turnover on student achievement and teacher turnover are minimal especially if the principal is considered to be an under-performing principal or low performing principal (i.e., low overall student achievement). They discuss

further that the impact of principal turnover on teacher turnover could be positive and in fact, teachers will tend to stay in a school building if they deem a principal ineffective and that principal leaves the building (Bartanen et al., 2019; Grissom & Bartanen, 2019; Walsh & Dotter, 2018). In any circumstance dealing with principal and teacher turnover, principals and teachers who practiced a core set of values that includes developing their staff (via teacher induction programs and/or relevant professional learning offerings) and students, helping to redesign the school organization, and providing direction and leadership to their school community were less likely to leave a school even if facing challenging situations and possible negative outcomes (Jacobson et al., 2005; Miller, 2013).

Ultimately, school systems want teachers in their buildings that love what they do and love coming to work. El Helou et al. (2016) and Tye and O'Brien (2002) suggest that if school districts would allocate funds to improve the work environment of teachers, they would save money in the long run. Implementing innovations such as hiring novice teachers as teacher assistants before giving them their own classroom, hiring teacher assistants to work in novice teacher classrooms their first year, decreasing the number of teaching hours, and removing duties and implementing supportive services have the potential to help teacher morale leading to less burnout (El Helou et al., 2016; Herman et al., 2018).

Teacher Preparation/Induction Programs

Teacher induction programs can help with retaining quality teachers which is the goal for any school or district. Research around teacher induction programs suggests that while they can be a useful tool for providing support and making a clean transition into the teaching field, they cannot fix educational policies or specific procedures in schools. Some of these procedures include things such as class size or amount of assigned duties that may lead to teacher burnout

and thus teachers leaving the profession (Brock & Grady, 1998; Mather et al., 2013). Moreover, research suggests that teacher induction programs should be tailored to individual teachers rather than grouping all beginning teachers together and determining what they need as a group (Beijaard et al., 2010; Mather et al., 2013). By asking what teachers need as part of their induction programs, their capacity is being built and they are expected to be shared decision makers in the school while taking an active role in their professional growth. An interesting point of research with regard to teacher induction programs suggests that induction programs should only be offered to teachers that have the ability to be quality teachers as there are some teachers that come into the teaching field that do not have the background or personal characteristics that are conducive to acceptable teaching (Boyer & Gillespie, 2000; Wong et al., 2005). Beijaard et al. (2010) and Wong et al. (2005) suggest that due to the high cost of induction programs, it can be too costly to try to have each new teacher participate in them and they are therefore more cost efficient to identify the teachers that come into the field already possessing personal characteristics and background that help them to be an effective teacher and the induction programs can then help them fine tune their craft. Overall, research points to teacher induction programs leading to lower teacher turnover.

A large area of research has focused on teacher preparation programs and how those prepare teachers for all of the components of teaching. Katz et al. (2020), Oliveira et al. (2021), and Schonert-Reichl (2017) discuss how teacher preparation programs as a whole do not address the needs of SEL in successful classrooms. The discussion around culturally responsive SEL programs that promote equity requires current teacher preparation programs to go beyond formal training and focus additionally on social and emotional competence as it is associated with

teacher and student psychological wellbeing (Katz et al., 2020; Oliveira et al., 2021; Schonert-Reichl, 2017).

Dauksas and White (2010) state there are five factors that positively influence teacher retention, thus lowering teacher attrition. Factors that affect the teaching profession positively include: opportunities to collaborate with colleagues where teachers are able to plan together, professional learning, experiencing autonomy, supportive leaders, and being able to give input in regard to student learning (Dauksas & White, 2010; Roloff & Brown, 2011). If teachers are not able to have some, if not all of these factors, they are more prone to experience burnout. Some teachers can also experience emotional exhaustion and depersonalization. Emotional exhaustion is the experience of extreme fatigue due to stress whereas depersonalization is the occurrence of emotional disengagement from service recipients (Brasfield et al., 2019; Madigan & Kim, 2021). Roloff and Brown (2011) and Rumschlag (2017) found that a lower level of depersonalization amongst teachers meant they had a more positive outlook on their job and the work they do than teachers that had a higher level of depersonalization. Teacher isolation was also found to be lower amongst teachers that had a low level of depersonalization (Brock & Grady, 1998; Rumschlag, 2017). Teachers should be given opportunities to collaborate with other teachers to help their self-efficacy and their feelings of depersonalization. Teachers can find comfort in supporting one another personally and professionally.

Beijaard et al. (2010) and Helms-Lorenz et al. (2016) found that prescriptive mentorships with skilled teachers, collaboration and planning time with other teachers, open lines of communication with administrators and other teacher leaders, and relevant professional learning offerings all help integrate teachers into not only their building but the teaching profession as a whole. Some studies show that even more in-depth programs should exist for beginning teachers

including teachers having assistance in their classroom for their first year of teaching by way of a teacher assistant (Boyer & Gillespie, 2000; Kang & Berliner, 2012). Other research contradicts this saying that this type of approach is not in any school or district budget and therefore other options for teacher induction programs need to be looked into (Ingersoll, 2012; Ingersoll & Smith, 2003). Additionally, many school systems are looking at ways to get the entire community involved by looking to colleges, universities, or other learner-centered environments to help create specific, targeted teacher induction programs for their schools and districts to assist in lowering overall teacher turnover (Beijard et al., 2010; Ingersoll et al., 2018; Weiss, 1999). This type of comprehensive teacher induction program which includes a mutual respect between teachers, collaboration, and dedication to continuous learning at any stage of their career can create higher morale amongst teachers, a higher sense of commitment to the school, profession, and students and ultimately show less turnover.

Additionally, there is a possible link between effective teacher induction programs and higher student achievement. Kang and Berliner (2012) and Wong et al. (2005) admit there is little research on a specific, direct link between teacher induction programs and student achievement but their research demonstrated that beginning teachers who received comprehensive teacher induction support via various programs had higher rates of student achievement versus beginning teachers that did not go through any teacher induction programs. Further, this research found that the students of teachers who went through a teacher induction program showed academic gains similar to those seen by a veteran teacher (Weiss, 1999; Wong et al., 2005). Kang and Berliner (2012) suggest that offering various activities or professional learning opportunities and calling it a “teacher induction program” is not beneficial in keeping beginning teachers in the teaching profession. Districts and schools should emphasize the

importance of seeking to understand the needs of teachers and support them with a prescriptive approach just as we would with our students. Teacher preparation programs should help this next generation of educators understand the importance of and how to properly implement SEL programs that will ultimately help not only the teacher and students but the organization as a whole.

Teacher Professional Learning

Professional learning is thought to be another way of keeping teachers in the teaching profession by helping them with classroom management, self-efficacy, and instructional practices. Rodgers and Skelton (2014) and Stansbury and Zimmerman (2002) discussed that many novice teachers are given classes to teach that are out of their certification area and mostly involve the more challenging schools and students (academically and behaviorally). Professional learning or training should entail ways to improve teaching methods, student learning, managing the classroom effectively, and opportunities to reflect on best teacher practices with colleagues (Brown & Wynn, 2009; Rodgers & Skelton, 2014). The goal of professional learning is to provide teachers with support emotionally and mentally, lower feelings of isolation, and to develop relationships (Hord & Summers, 2008; Pietarinen et al., 2021). Additionally, teacher led action research where teachers are coming up with initiatives that will ultimately help issues in individual schools can help to retain and attract teachers to those schools (Ado, 2013; Johnson et al., 2005). Professional learning has to be relevant to teachers and by doing action research, teachers can choose what they feel is most impactful and work to find solutions to real problems thus helping with teacher burnout.

One mistake some districts make is they create a one size fits all approach to professional learning. In reality, every teacher has different needs, so professional learning should be tailored

and personalized for them as much as possible (Ado, 2013; Darling-Hammond & McLaughlin, 1995). Additionally, professional learning that is impactful and effective in one school year, may not be effective the next school year. Darling-Hammond and McLaughlin (1995) and Liston et al. (2006) state that teachers should have a say in not only what professional learning they have access to but also curriculum, assessments, and methods of evaluation in their school. By allowing teachers to have input into these important facets of a school, they feel their opinion and knowledge are valued and appreciated. This approach can be difficult because of standardized assessment requirements, uniform evaluation tools, and curriculum adopted by the state or district.

Birman et al. (2000) and Lieberman and Miller (2001) discuss that professional learning for teachers should aim to move novice teachers from their current practices to those seen demonstrated by expert teachers. The belief is the novice teachers should be imitating the practices and habits of expert teachers so they can build their own capacity in the teaching profession. Some studies indicated that the most effective professional learning opportunities are the ones that allow for collaboration between novice and expert teachers so that both sides can learn from the other (Birman et al., 2000; Liston et al., 2006). Novice teachers can gain insight about the specific school from expert teachers if they have been there for some time, whereas expert teachers can learn newer approaches to instruction they can put into practice in their own classrooms. By having a collaborative culture and setting that as the expectation, all teachers are given the opportunity to learn and grow in their career. Interestingly, some researchers state that the issue with professional learning for teachers is the outcome.

In a more comprehensive approach to professional learning, Liu and Phelps (2020) state that we do not know the extent of the teacher knowledge at the end of professional learning.

Rather than focusing on immediate teacher learning outcomes, it is necessary to determine what conditions will support teachers in retaining knowledge from professional learning. Following up after professional learning to monitor how the implementation of the learned practices are working in their classroom is a crucial part of effective professional learning (Liu & Phelps, 2020). Wiebke and Bardin (2003) and Yoon et al. (2007) also suggest the importance of teacher professional learning focusing on students rather than just teachers in terms of student data (grades, attendance, discipline) and how those students need teachers to teach them based on their differing needs. Professional learning for teachers can then focus on differentiating instruction to tailor it to each student. The professional learning would be more about how it relates directly to student outcomes versus what the teachers are learning and able to implement in their current practices and procedures (Liu & Phelps, 2020; Yoon et al., 2007).

Professional learning can also help with teacher retention by building self-efficacy and job motivation especially for beginning teachers that are in challenging contexts (Gaikhorst et al., 2017; Yoon et al., 2007). Other studies show that no matter how thought out, intentional, and meaningful professional learning is for teachers, the problem still remains the same and that is the teacher demand (Grissmer & Kirby, 1987; Pietarinen et al., 2021). The teacher demand is very high across the United States and with higher teacher demand comes increased turnover rates according to research (Grissmer & Kirby, 1987; Heller, 2004). Ultimately, professional learning needs to be multifaceted in order to meet the ever-changing needs of teachers and schools. By having differing approaches and methods of professional learning, each teacher can hopefully feel they will be able to build their capacity in their teaching career in order to achieve the highest success and best outcomes for their students.

Summary

When discussing the overall student experience with regard to teachers experiencing burnout, it is crucial to understand what effects teacher burnout has on students. Research has shown that not only does teacher burnout affect students academically, but it can also cause detriments to their mental, social and emotional health as well as their intrinsic motivation and behavior. There is a debate on if teacher burnout causes students to display negative behaviors or if student misbehaviors actually leads to teacher burnout. Regardless, we know that teacher burnout and student behavior are interconnected. Ways to help with this include: teacher induction programs that are personalized and meaningful, professional learning that is specific and targeted to the needs of each teacher, and SEL for teachers that can address the levels of stress they are feeling and how they respond to that stress. Ultimately, teachers acquiring proper training in their teacher preparation programs, then receiving the support they need upon beginning a teaching position and continuing their learning all throughout their career will benefit student outcomes in the most positive way.

Research has shown that school leaders have impacts on overall teacher burnout (Darling-Hammond, 2003). Ensuring principals have access to quality training and professional learning opportunities can help them build capacity in their teachers in order to help them avoid feelings of burnout (Brown & Wynn, 2009). School leader attrition can impact teacher attrition negatively when thinking of the principal and teacher relationship getting broken once a principal leaves a school (Harris, 2002). A teacher can mirror the relationship they have with the principal to that of the relationships with their students and when a principal leaves a school, this secondary relationship with teachers and students can also be broken. The importance of school leadership on creating a culture and climate of the school that is positive, inclusive, and

conducive for learning are necessary traits for school leaders to possess in their leadership toolbox (Fullan, 1992; Heckman, 1993).

In the beginning of Chapter 3, there will be a discussion on the methods of inquiry. Emphasis will be placed on the guiding questions that lead this inquiry and will include information on the inquiry design, rationale, and procedures regarding the inquiry. It will also contain the pilot study information as well as a detailed description of the phases of the inquiry. Inquiry design rigor will also be discussed in addition to the delimitations, limitations, and assumptions of the inquiry. The role of the scholarly practitioner will conclude Chapter 3.

CHAPTER 3: METHODS OF INQUIRY

Overall teacher burnout is a real issue affecting teachers across the globe (Evers et al., 2004). Student achievement as well as emotional and social outcomes of students are impacted by teacher burnout (Gultom et al., 2022). This inquiry was useful to help build knowledge on why teacher burnout occurs. This knowledge can be used to prevent and overcome these conditions in each of our districts and schools. Prosocial classroom model is the theoretical framework that was examined in this inquiry to help determine the relationship between teacher burnout and social emotional competence. The prosocial classroom model is a type of classroom that aims to demonstrate the importance of teachers' social and emotional awareness and understanding in developing, creating, and maintaining an effective classroom environment (Jennings & Greenberg, 2009). Professional learning focused on the social and emotional health of teachers was utilized throughout this inquiry. A comprehensive social and emotional learning program was employed. This program was created by Transformational Education (TransformEd) which is a team of educators that are passionate about ensuring teachers have the tools in their toolbox to effectively combat teacher burnout so they can give the best education possible to all the students they serve (Krachman, 2021). This chapter will include information on the guiding questions leading this inquiry, inquiry design, rationale, and procedures regarding the inquiry. It will also contain the pilot study information as well as a detailed description of the phases of the inquiry. Inquiry design rigor will also be discussed in addition to the delimitations, limitations, and assumptions of the inquiry. The role of the scholarly practitioner will conclude Chapter 3.

Inquiry Guiding Questions

This inquiry was guided by the following questions:

1. What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?
2. How does a relevant social and emotional professional learning framework for teachers impact teacher absences?
3. How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout?

A professional learning framework for teachers on social and emotional learning (SEL) was utilized to help with teacher self-efficacy, reduce teacher absences, and lower overall feelings of burnout. Instead of placing focus on students, the program focused on SEL for teachers. By raising teacher self-efficacy, decreasing teacher absences, and lowering burnout among teachers, the social and emotional professional learning framework can also benefit students but was not a variable measured in this inquiry. Various forms of data were used to assist in measuring the guiding questions. These data forms were surveys pre/post as well as throughout the inquiry, collecting amounts of teacher absences, and open-ended survey questions (see Table 3).

Inquiry Design and Rationale

The inquiry design used for this inquiry was explanatory sequential mixed methods research. This type of design uses both quantitative and qualitative data within the inquiry in order to retrieve a more comprehensive understanding of the focus of practice in the inquiry (Mertler, 2022). The explanatory sequential approach is a sequential method that is utilized when the scholarly practitioner is expecting to follow up the quantitative data with qualitative data.

Table 3

Matrix of Inquiry Questions, Data Sources, Phases of Inquiry, and Timeframe

Inquiry Question	Data Source/Items	Phase of Inquiry	Timeframe
1. How does a relevant social and emotional professional framework for teachers impact teacher absences?	Teacher Absences/Smartfind Substitute System	1-3	3 years
2. How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout?	Self-Efficacy Survey 1. How much can you help other teachers with their teaching skills? 2. How much can you do to enhance collaboration between teachers and the administration to make the school run effectively? 3. How much can you do to get students to trust teachers?	1 & 3	41 Days
3. What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?	Open-Ended Survey Questions 1. What makes you happy or satisfied in your teaching position? 2. What is your why? What motivates you to do your job? 3. How do you think the climate and culture of a school affects teacher absences? School climate can be defined as the atmosphere and quality of a school.	3	41 Days

The qualitative data is used in data disaggregation and interpretation to clarify the results from the quantitative data used in the inquiry (Mertler, 2022). Additionally, this type of research permitted me to look at beliefs and theories already in place to evaluate how those could be more effective while simultaneously developing new programs that would address the issue more effectively (Burns, 2009). The inquiry was framed in improvement science. Improvement science identifies a focus of practice and aims to make changes to solve the problem by enacting effective variations that are found to produce improvement (Lewis, 2015). The Plan-Do-Study-Act model improvement cycle will be utilized for this inquiry. The PDSA Cycle being utilized for this inquiry is located in Figure 8.

Context of the Inquiry

This inquiry took place at Rising Rainbow Cove Middle School (RRCMS; a pseudonym), located in Rainbow County (also a pseudonym), North Carolina (also a pseudonym). RRCMS served students in grades sixth through eighth. The administration, faculty, and staff strove to make RRCMS a school to home partnership where all students could be successful. In addition, RRCMS focused on student leadership and personal accountability. There were also many clubs, arts, and sports within RRCMS that students in each grade could enjoy during their education. This all leads to more well-rounded students upon promotion to their high school journey.

This inquiry investigated this focus of practice by utilizing improvement science to evaluate the effectiveness of implementing a comprehensive social and emotional learning framework for educators on lowering teacher burnout. This focus of practice was important to all stakeholders as everyone wants to see higher levels of self-efficacy amongst teachers as well as more positive student outcomes at RRCMS. Research shows that teachers with higher levels of social emotional competence are better able to manage the demands of the teaching profession

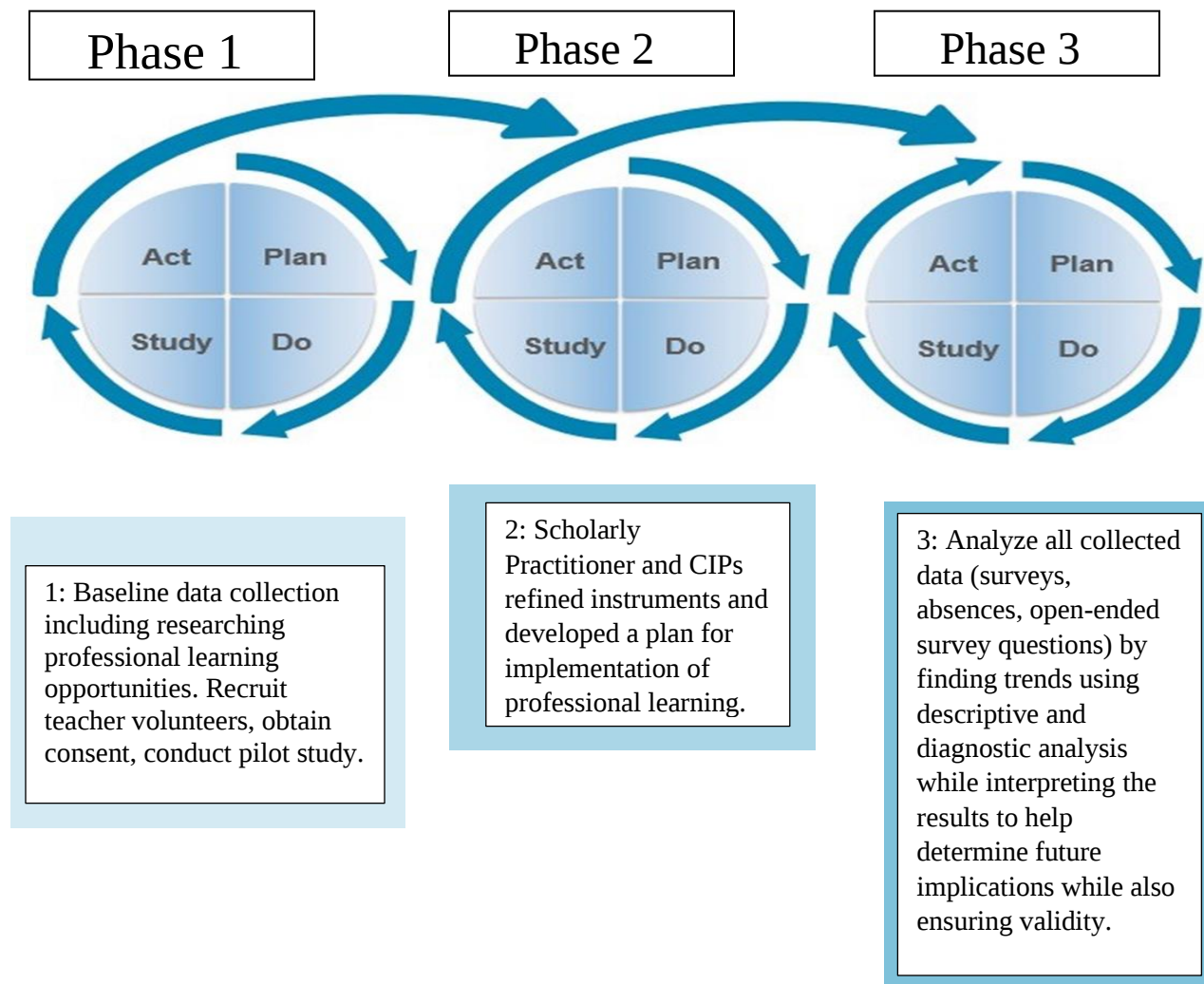


Figure 8. PDSA Cycles for phases of inquiry 1-3.

while also being able to maintain a higher level of home life and job satisfaction (Crain et al., 2017; Talvio et al., 2013).

The area for improvement in this inquiry was relevant professional learning for teachers that could help reduce rates of burnout. Leadership in the school and district promoted emotional and mental health and its' importance in the education field for students and staff. As part of the inquiry's change intervention, teachers were provided with SEL professional learning that included specific self-care time. In this inquiry, two types of quantitative data were utilized. The first was teacher absences for the last four school years. Smartfind, a software program the school utilizes allows teachers to put in the reason for their absence. They can attach lesson plans and other information, and the system will call out to the substitutes to secure one for the day the teacher has listed. Data from this system will show why a teacher is out along with the frequency with which they are out. The second type of quantitative data utilized in this inquiry were the pre-and post-surveys measuring self-efficacy. Quantitative data were analyzed to determine not only what the specific problems are but also to understand the depth of needs there are in the school. For example, a need for teacher professional learning and determining the specific types of professional learning needed, as well as how levels of burnout affect teacher absences and rates of self-efficacy. Qualitative data that will be used are open-ended survey responses.

Inquiry Partners

The following members of the team were collaborative inquiry partners (CIP) and helped to implement the inquiry: RRCMS counselor, RRCMS Instructional Coach, and RRCMS Assistant Principal. See the matrix in Table 4. The reason these individuals were chosen to be

Table 4

Matrix of Inquiry Partner Title, Role within Inquiry, and Phase of Inquiry

Inquiry Partner Title	Role Within Inquiry	Phase of Inquiry
Professional School Counselor	Creating open-ended survey questions, help analyze Teacher Absence Data, Self-Efficacy Survey Results, and open-ended survey responses.	1-3
Instructional Coach	Creating open-ended survey questions, help analyze Teacher Absence Data, Self-Efficacy Survey Results, and open-ended survey responses.	1-3
Assistant Principal	Help analyze Teacher Absence Data, Self-Efficacy Survey Results, and open-ended survey responses.	1-3

CIPs is because they all have a vested interest in the success of the school and therein the students and staff members. They were all committed to helping our staff be the best teachers possible and they understand one way to do that is to teach them how to address their mental and emotional health. All teachers in the school were asked to participate by the CIPs which is a total of 80 and it was on a volunteer basis. Results of the planned change were tracked and communicated by meeting as a team to refine the professional learning plan as well as collect and analyze all data from the self-efficacy surveys, absences, and open-ended survey questions. All CIPs served as thought partners throughout the research process to assist implementation of the inquiry.

Ethical Considerations

There were considerations made during the planning and implementation of this inquiry to include approvals, informed consent, ethical considerations, and positionality. As part of the requirements of East Carolina University (ECU) and Medical Center Institutional Review Board (UMCIRB), the scholarly practitioner completed the Collaborative Institutional Training Initiative (CITI) modules for this dissertation in practice. The CITI modules help ensure ethical protocols and procedures are followed throughout the course of the inquiry. This inquiry was examined by the Institutional Review Board (IRB) of ECU which was a process for approval from ECU that included submitting the inquiry information and receiving approval to conduct the inquiry at RRCMS. This examination was conducted before the inquiry progressed. The purpose of the examination is to ensure all volunteers/participants are secure and protected. In addition, Rainbow County Schools needed to approve the inquiry taking place at RRCMS. This request was made after receiving the IRB approval. To recruit participants for the inquiry, an initial email was sent to all teachers asking for interested volunteers to respond. Also included in

the email was the informed consent form. Informed consent was collected for all of the teachers volunteering to participate. The inquiry did not require individual consent for students from their parent/guardian as individual student data were not utilized. Informed consent is giving authorization as an adult over the age of 18 by way of learning about and understanding the inquiry. By receiving informed consent, participants were agreeing to participate in the inquiry throughout the entire process. The informed consent form is located in Appendix B. Additionally, all teacher participant data was kept private and confidential. Where possible, all identifying information of teachers that were volunteering was kept out of the inquiry. The laptop the research was conducted on was password protected and all hard copies of information remained in a locked filing cabinet.

My role as both the scholarly practitioner and also the administrator could have possibly affected the outcome of the inquiry as some teachers may have felt inclined to tell the scholarly practitioner what they wanted to hear or give answers that they think will not be scrutinized by administration. The virtual format of the module distribution helped with this as the teachers were able to complete the modules on their own in an atmosphere where they could be honest without having any kind of retribution afterwards. Also, when collecting survey results, they were completely anonymous and data were deidentified so teachers felt safe giving their opinions, feelings, and beliefs.

Inquiry Procedures

This inquiry utilized the improvement science model to guide the PDSA Cycles that were created to complete the inquiry. As a scholarly practitioner, the emphasis was on a current focus of practice that educational leaders faced in the field. Through a review of the literature, it was determined the change intervention to introduce and how the intervention would be measured to

determine its' impact. The first change intervention with this inquiry that was expected was a reduction in the overall absences of teachers as a result of the professional learning the teachers participated in. This was measured by the Smartfind system. The second change intervention was an overall increase in self-efficacy amongst teachers. Self-efficacy was measured at the beginning and end of this inquiry. That helped determine if the professional learning they were being provided was beneficial with regard to their self-efficacy. The third change/improvement expected to take place as a result of this inquiry was an improvement in job satisfaction/reduction in teacher burnout. Job satisfaction was measured using open-ended survey questions.

The prosocial classroom model introduced by Jennings and Greenberg and Bandura's Self-Efficacy survey was also utilized in this inquiry. The authors theorized that the social-emotional development and well-being of teachers influences many factors of the school experience. The prosocial classroom model suggests that teacher SEL impacts teacher-student relationships, classroom management, SEL implementation from teachers to students, classroom climate, and student outcomes (Jennings & Greenberg, 2009). This inquiry was conducted in three phases. The first phase was looking and studying all pertinent data to the school such as the teacher working conditions survey, teacher absences, school performance grades, and teacher/student demographics. Next was organizing the plan for professional learning for the teachers while conducting the pilot study. The second phase of the inquiry was implementing the plan for professional learning. Teachers went through six modules that focused on social emotional learning. The third phase was to analyze all of the data that were collected in Phase I, II, and III and determine the validity of the inquiry using different coding techniques. The PDSA Cycle for Implementation is depicted in Figure 8.

Phase I

The Plan-Do-Study-Act (PDSA) Cycle was utilized in this inquiry. In Phase I, research was conducted on the change/improvement that was implemented as well as what programs would be utilized to produce this change/improvement. This first phase looked at all pertinent data to the school such as teacher working conditions survey, teacher absences, school performance grades, and teacher/student demographics. Implementing the pilot study came next as well as requesting teacher volunteers, obtaining consent, and continuing to design and organize the plan for professional learning for the teachers. Phase I contained the pilot study in order to substantiate the questions being used. The questions being asked in the pilot study needed to answer the overall guiding questions outlined in the inquiry. The pilot study was performed on a different set of teachers than the teachers being used for the inquiry. It was completed prior to implementation of the inquiry. A request was then made for teacher volunteers for the inquiry. Informed consent was gained from those teachers. Collaborative inquiry partners helped determine if questions needed altered prior to implementation in Phase II and subsequently in Phase III.

Description of Participants and Recruitment Strategies

This inquiry was conducted at RRCMS in Rainbow County, North Carolina. It was conducted with a population of teachers that volunteered to participate. The teachers were coming from all different backgrounds with varying levels of experience. Qualifications of the teachers was also varying. This inquiry began with a pilot study of a group of teachers not affiliated with RRCMS. Rising RRCMS had 80 teachers. Over half of those teachers were considered “veteran” teachers due to the fact that they had been teaching 10 years or longer. There were only 10 teachers at RRCMS that were considered beginning teachers. There were 17

male teachers accounting for 21.0% of the total teacher population and 63 female teachers accounting for 79.0% of the total teacher population. At RRCMS, 4.0% of teachers were Hispanic/Latino, 65.0% were White (WH), and 31.0% were Black or African American (BL) teachers. This information is in Figure 5 and 6 respectively.

Instrumentation

The first data utilized were a survey looking at teacher self-efficacy. Albert Bandura designed this survey to assess teacher self-efficacy and to determine what hinders self-efficacy among teachers (Bandura, 1993). Teacher self-efficacy as defined by Skaalvik and Skaalvik (2010) is how teachers feel about their own abilities to plan, organize, and implement initiatives that are required for students to achieve their educational goals and plans. Self-efficacy for teachers can be many things including: maintaining order and discipline in their classrooms, implementing learning activities with students, ability to engage all students within the classroom, and ability to comprehend and explain the content of their curriculum to their students. Research shows that professional learning can help build self-efficacy and job motivation for teachers that are in challenging contexts (Gaikhorst et al., 2017). Specifically, teachers who participated in mindfulness-based strategies such as meditation or breathing exercises showed increases in their self-efficacy whereas teachers not participating in these mindfulness-strategies did not show lower burnout rates, improved performance, or increases in self-efficacy (Flook et al., 2013). Bandura's Instrument-Teacher Self-Efficacy Scale was administered to all participants at the very beginning of the inquiry and again at the end of the inquiry to determine what changed as a result of implementation of the inquiry. This scale demonstrated if teacher self-efficacy improved as a result of the professional learning program utilized during the inquiry. See the survey in Appendix C. The questions on the survey were

distributed by topic. There were two questions regarding the efficacy to influence decision making, one question referred to the ability to influence school resources, nine questions were used to measure instructional self-efficacy, three questions referred to efficacy to enlist parental involvement, four questions referred to the efficacy to enlist community involvement, and eight questions referred to efficacy to create a positive school climate. The distribution of survey questions can be found in Appendix D. Qualtrics was utilized to record the results of the survey during both the beginning of the inquiry and again at the end of the inquiry. In order to assist with measuring the differences between the pre and post surveys, a paired sample t test was utilized. This type of inferential statistics procedure is a test utilized when there is a pair of measurements being used such as a pre and posttest or score. Paired sample t tests can help determine whether the mean change for the pairs of surveys being given is significantly different from zero. This procedure is used when the samples (surveys in this case) are using the same subjects. Paired sample t tests also help to draw conclusions about the population being used for the inquiry (Mertler, 2022).

In addition to the survey data being collected, open-ended survey questions were administered. The questions for the open-ended survey are located in Appendix B (informed consent form). The questions were used to receive feedback in answering the overarching inquiry questions. Qualtrics and NVivo were used to help code the data received from the open-ended survey questions. Inductive coding was used through the use of these programs and helped to find themes and patterns that could be used for analysis. Analysis of the qualitative data assisted in answering the guiding questions for this inquiry. Coding the qualitative data also helps with decreasing bias, increasing validity, enabling transparency, and accurately representing participants in the inquiry (Chandra & Shang, 2019).

Pilot Study/Baseline Data Collection

The pilot study was conducted to assess the quality of the questions being asked in the open-ended survey questions and to help refine questions prior to inquiry implementation (Mertler, 2022). Bandura's instrument to measure teacher self-efficacy was selected to be used for this inquiry and has already been proven reliable and utilized in other studies. According to Bandura (1993), self-efficacy is the beliefs in one's own capabilities to categorize and implement different strategies to produce positive outcomes. The main goal for the pilot study in this inquiry was to review the instruments being utilized and make improvements to the questions surrounding teacher burnout, teacher self-efficacy, and job satisfaction before the inquiry was fully implemented.

Teachers from two different schools (separate from the school where the inquiry was taking place) volunteered to answer a total of ten questions. These teachers taught grades 6th, 9th, 10th, 11th, and 12th grade students. The data were collected via a survey in google forms and all collaborative inquiry partners assisted with data recording and analysis. The responses from the teachers helped to determine what things teachers perceived that will help lower burnout rates, help raise teacher self-efficacy, major factors contributing to teacher absences, and how teachers and administrators could build more positive relationships. Additionally, two of the questions were interpreted differently than what the scholarly practitioner intended to accurately answer the questions. Those two questions were:

1. How do you think climate affects teacher absences?
2. What does your best day look like?

Many of the responses received for the first question had to do with the climate as in the actual weather in the atmosphere outside. The question was supposed to elicit responses based on

the school climate which is the atmosphere and quality of the school versus the climate outside. The second question was answered based on what those individuals loved doing outside of their job. The question was supposed to elicit responses based on the best day for the teacher while in their role as a teacher. These questions were edited to provide more clarity for the teacher participants in the inquiry.

Each of the teachers' responses were triangulated to determine how they were interconnected and to help evaluate the fidelity of the inquiry. The results were disaggregated and the scholarly practitioner and CIPs refined, replaced, and removed questions before continuing the inquiry with the designated group of teacher participants. The final ten questions that were used for the inquiry are located in the informed consent form in Appendix B. The responses given were surprising in that they all varied greatly. An open-ended question was provided at the end to elicit participants feedback: Are there any questions that you think should be asked with regard to teacher burnout, teacher absences, teacher self-efficacy, or teacher job satisfaction that are not included in this list of questions for the inquiry? If so, what would they be? This question garnered many responses that were not thought of by the scholarly practitioner or the CIPs prior to the pilot study so there were questions added to reflect some of those suggestions. The open-ended questions in the survey really allowed the teacher participants to freely discuss and add context to each of the questions that were asked of them. This pilot study was extremely helpful in not only refining questions that were utilized in the inquiry but also adding questions that helped to answer the overall guiding questions more effectively and appropriately. The scholarly practitioner and CIPs continued to work through and reflect on the questions up until the inquiry was conducted to ensure the most suitable and applicable questions were being asked of the participants.

Data Analysis

During Phase I, the data that were used included teacher absences for the previous year, pilot study data, and teacher self-efficacy survey. Data on teacher absences were collected on the teachers volunteering to participate in the inquiry. The program that was utilized for viewing the teacher absence data was Smartfind. This program is what Rainbow County Schools utilizes for any teacher absences. This program allows the scholarly practitioner to see the reason for the absences. These reasons range from sick leave, personal leave, and leave without pay. The Smartfind program also keeps track of how many absences each teacher has within the school. The pilot study data were utilized to refine any open-ended survey questions. The teacher self-efficacy survey helped determine the levels of self-efficacy in teachers pre- and post-inquiry.

Summary of Phase I

The CIPs and I disaggregated the data from the pilot study, data from the teacher self-efficacy survey, and teacher absence data. A literature review was conducted on professional learning programs specific to the social and emotional health of educators. The pilot study conducted assisted with determining whether the questions being asked in the open-ended survey were useful in gathering responses to the overarching guiding questions for the inquiry. Data from the pilot study were used to inform planning of the professional learning program.

Phase II

During Phase II, planning took place for implementation of the professional learning program. The plan for professional learning with teachers was implemented for a period of 41 days. Phase II data included teacher absence data from when the implementation of the inquiry began as well as the pre-survey data. Qualtrics and NVivo were utilized in the coding process

using inductive coding so that we could see what the responses were before adding themes or coding categories to the data. See the timeline in Table 5.

Inquiry Approach/Intervention

The professional learning program that was utilized for this inquiry was created by “Transforming Education” (TransformEd). This organization was founded in 2010 and Krachman (2021) states, “it is a nationally-recognized non-profit that partners with school systems and other education-focused organizations to support educators in fostering the development of the whole child so that all students, particularly those from underserved populations, can thrive” (para. 1). TransformEd works directly with districts, schools, and other organizations across the country to incorporate a whole child approach to SEL for students and teachers. More specifically, this inquiry focused on SEL for Educators and utilized the professional learning program developed by TransformEd. The SEL for Educators program focused on competencies that adults need in their classrooms/schools to manage their stress effectively as well as created more of a focus on the prosocial classroom. Through their program, they state that the prosocial classroom maintains a safe and supportive environment helping each student reach their highest potential (Krachman, 2021). This program helps teachers develop their own skills and improve their mindsets to effectively represent, reproduce, and teach SEL to the students they serve while maintaining a positive emotional state within themselves. There were six modules in this particular program as well as a power point presentation for use in the program. The power point was a total of 85 slides and discussed at length the different modules of the program. The scholarly practitioner and CIPs modified the presentation to go out in three different emails separately. The modules were as follows:

Table 5

Timeline for Inquiry 2023-2024

	Jun '23	Jul '23	Aug '23	Feb '24	Mar '24	Apr '24	May '24	Jun '24	Aug '24	Sept '24
			Phase I							
Pilot Study	X									
Survey			X							
Data Analysis		X	X							
			Phase II							
Planning				X	X	X				
SEL Professional Learning				X	X	X				
Data Analysis						X	X			
			Phase III							
Open-Ended Survey Questions							X			
Survey							X			
Data Analysis							X	X	X	X

1. Module 1 – An Overview: The What, The Why, & The How
 - a. This module focuses on the essential competencies that educators need to manage stress, build a supportive classroom environment, and enhance their own well-being. By cultivating strong relationships, modeling social-emotional skills, and developing strategies to reduce burnout, educators can not only support their own mental and emotional health but also better guide their students. This module empowers educators to first understand and embody SEL skills, enabling them to authentically model and teach these skills to students.
2. Module 2 – Examine Identity
 - a. In this module, educators will engage in self-reflection to deepen their understanding of personal identity and its impact on teaching. Participants will clarify their core values and sense of purpose, explore the dynamics of privilege and power, and confront any unconscious biases. Additionally, they will reflect on their own work style, examining how it shapes interactions with students and colleagues. By fostering this self-awareness, educators can create more inclusive, equitable, and purpose-driven classrooms.
3. Module 3 – Explore Emotions
 - a. This module focuses on developing emotional awareness by helping educators recognize, label, and make sense of their own emotions, as well as the emotions of others. By understanding and acknowledging their emotional responses, educators can identify physical reactions and learn to respond thoughtfully rather than react impulsively. Educators who explore their emotions tend to manage classrooms more effectively and build stronger, more supportive relationships

with students. This self-awareness is a foundational skill for creating a positive and responsive classroom environment.

4. Module 4 – Cultivate Compassionate Curiosity

- a. In this module, educators will learn to approach each interaction with an investigative mindset, seeking to understand the underlying reasons behind behaviors. By viewing behavior as a form of communication, educators can respond with empathy rather than judgment. This approach encourages educators to apply an asset-based perspective, actively listen with empathy, and recognize that every behavior holds meaning. Cultivating compassionate curiosity helps build stronger connections with students and fosters a more supportive classroom environment.

5. Module 5 – Orient Towards Optimism

- a. This module focuses on fostering an optimistic mindset, which includes cultivating confidence, hopefulness, and a positive outlook on life in the past, present, and future. Optimism serves as a powerful protective factor, enhancing well-being, joy, awe, and happiness while reducing anxiety and depression. Participants will learn strategies to recognize negativity bias, reframe thoughts to retrain the brain, and practice gratitude to support a more resilient and optimistic perspective.

6. Module 6 – Establish Balance & Boundaries

- a. This module focuses on the importance of setting professional boundaries to protect energy, maintain focus, and ensure long-term engagement in the teaching profession. Boundaries help educators manage expectations, responsibilities, and

limits, both for themselves and with others. Given that educator stress levels often mirror those of high-stress professions, such as nursing and medicine, creating balance and boundaries is essential for sustaining passion and effectiveness in their work. Participants will explore the "cost of caring," develop healthy habits, and practice asking for help and learning to say no when necessary.

Each module contained an introductory video explaining the purpose and outcomes. During each module there was in-depth, embedded training and learning regarding power and privilege. There were videos and resources on explanations of privilege and systemic racism that were completed throughout the course of the program. This program also included reflection activities as well as different group activities to engage collaboratively with the teachers. The final module, Educator Self-Reflection reviewed the elements of SEL integration and how participants can apply the knowledge gained to implement SEL in their classrooms to create a prosocial classroom model. This module was designed to help educators integrate materials, evaluate gaps, and provide resources for improving their practice. There were guiding questions and suggested supports for educators to be able to intentionally move their reflective practices into actionable steps.

Summary of Phase II

The professional learning program for teachers created by TransformEd was implemented for a period of 41 days. The professional learning program was implemented by the scholarly practitioner and the collaborative inquiry partners. Teachers were asked to complete two modules per week. The six modules were intended to promote social and emotional health and well-being of teachers. There were open-ended survey questions after the last module. Data

from these open-ended survey questions were analyzed using Qualtrics and NVivo to accurately code the data with corresponding themes.

Phase III

This inquiry concluded in Phase III by disaggregating all of the data from Phase I to Phase III. The professional learning program was implemented with fidelity by the scholarly practitioner and the CIPs, and the self-efficacy surveys, teacher absences, and open-ended survey questions data were all triangulated to get the most accurate outcome. Results from implementing the professional learning program were compared with the expected results from the beginning and established what was learned throughout the inquiry. The inquiry then concluded with what needed changed or updated to make it more effective the next time an inquiry like this is conducted. Phase III included analyzing all collected data to determine validity of the inquiry with the CIPs.

Analysis of Approach

Phase III data included data disaggregation from the entirety of the inquiry for the open-ended survey questions, self-efficacy survey, and teacher absences during the time of the inquiry. The open-ended survey questions were used for qualitative data to help determine the feelings of teachers with regard to burnout and job satisfaction. Data were recorded using a Qualtrics at the end of the modules. Teacher surveys were used for quantitative data and were collected using Qualtrics as it helped disaggregate the data based on organization of responses. The Smartfind system was also used for quantitative data. This could be measured utilizing our substitute system for teacher absences. NVivo was used in the coding process. Inductive coding was utilized which looked at the data and after reviewing the data came up with codes and themes from the data. In the first-round pass of coding data, open coding was used which allows the

scholarly practitioner and CIPs to break down the data into distinct selections. The codes depicted labels and descriptions relevant to the inquiry questions. It also included breaking down the teachers by the type of teacher. These were: type of teacher, years teaching, and subject taught. In the second pass of coding, pattern coding was utilized. Pattern coding for this inquiry worked to further group data into themes by finding commonalities in the teacher responses. The purpose of using pattern coding was to reduce the amount of codes that were present from the first-round pass of coding the data. Utilizing this type of coding helped with the reliability of the inquiry and the results. Once the information was analyzed from the data sources, it was able to be determined how the professional learning program helped with the quality of life (by way of lowering teacher burnout while increasing job satisfaction and self-efficacy) of the teachers at RRCMS.

Summary of Phase III

Phase III tied the research together by administering the final self-efficacy survey to the teacher participants. They were asked the same questions and their responses helped to answer the overall guiding questions of the inquiry. The amount of absences for the duration of the inquiry and for four years prior was also researched. All data collected throughout the inquiry to include Phase III were kept on a secured, password protected laptop so as to maintain anonymity for all participants. Results were compared to other studies and any adjustments that needed to be made to any part of the inquiry were discussed and revised. Open-ended survey questions were utilized as well to get input from the teacher participants.

Inquiry Design Rigor

This inquiry utilized techniques such as thick description, peer debriefing, and triangulation to enhance design rigor. Rigor means there is a certain amount of trustworthiness to

the research conducted as well as the ability to take this inquiry and replicate it somewhere else and achieve similar results (Morse, 2015). Thick, rich description can be achieved by way of spending quality time with the participants during the inquiry. CIP's and the scholarly practitioner were working with the teacher volunteers throughout the inquiry so there was considerable time spent together gaining trust and confidence in each other. Peer briefing was conducted by collaborating with teachers from outside of RRCMS as well as other leaders of schools. By gaining insight from others that were not working directly in the school where the inquiry was taking place, bias was less likely to occur. The data from all sources were triangulated. Data triangulation is the use and disaggregation of multiple sources of data in any given study. The findings from the data triangulation can be validated and any flaws with the data can be counterbalanced with strong points of other data sources (Hastings, 2010). This triangulation of data then helps to increase the reliability and validity of the inquiry results. An example of how data triangulation was used in this inquiry is whereby the inquiry was researching the effects of teacher burnout on school climate, feelings of self-efficacy and overall absences, results will be utilized from the surveys measuring self-efficacy to compare and cross check with the absence data and open-ended survey question data to get the most well-rounded interpretation of all data sources.

Delimitations, Limitations, and Assumptions

The scope of this inquiry was teachers that identify themselves as being burned out and the impact of a social and emotional professional learning framework on their feelings of burnout, their work attendance, and their self-efficacy. Participation in this inquiry was offered to every teacher that was currently teaching at RRCMS. They taught different subjects, grade levels and their experience differed. The inquiry was conducted for a period of 41 days and offered a

comprehensive professional learning program with activities that could help with teacher burnout. A delimitation includes explaining why this particular population is being studied at this specific school. This inquiry was open to all teachers that were currently teaching at RRCMS. Instead of limiting the inquiry to a specific subject area or grade level, it was offered to all teachers at RRCMS as it was relevant for teachers from all grade levels and areas to see how burnout is affecting them individually and as a subgroup. Also, due to about half of the teachers in the building having taught for ten or more years, this demographic of teachers will have a good inquiry population. RRCMS was utilized as I had full access to this school as assistant principal. Also, as the scholarly practitioner, I could see all data and relevant information that proved useful for conducting this inquiry.

A limitation of this inquiry was that the population was small. While the results were relevant, it will be necessary to conduct this inquiry on a larger group of participants. This inquiry could possibly be conducted across different schools on a district level, to check for overall effectiveness. Another limitation is the small amount of research on effectiveness of professional learning programs such as meditation and other mental health strategies/focuses successfully lowering incidences of teacher burnout. Additionally, there is a small amount of research on the use of these same strategies as prevention techniques for teacher burnout. Due to this area of research being a fairly new phenomenon, few studies have been conducted on a comprehensive social and emotional framework for teachers. One other potential limitation is that most teachers that feel burned out may not have chosen to participate because they were already feeling overwhelmed. Lastly, even though all information collected in the inquiry was kept confidential, respondents still may not have felt comfortable giving statements that made them believe they would be viewed in a negative manner. Further, respondents may not have felt

as if they could give accurate, honest answers for fear of retaliation. I, as the scholarly practitioner leading this inquiry, along with the collaborative inquiry partners will work diligently to ensure all teachers feel comfortable giving honest and forthcoming answers without any type of retaliation or retribution from leadership.

An assumption of this inquiry was that teachers would be honest about their feelings of burnout. Teachers might believe they are burned out, but they could actually be facing personal or work-related challenges that impact their performance, leading them to feel this way about their teaching. Conversely, some teachers may be experiencing symptoms of burnout but may not honestly report them due to fear of repercussions or other negative consequences. The second assumption of this inquiry is that all teachers have the same level of responsibilities. Teachers without additional roles in the school can experience burnout at the same rate as those with multiple responsibilities. A third assumption is that student misbehavior is consistent across classrooms. While student misbehavior can exacerbate teacher burnout, the causes are multifaceted. It is crucial to consider the full context of a teacher's environment to identify the root causes of burnout instead of focusing on a single factor. Given the complexity of teacher burnout, there is no quick fix or permanent solution. Addressing this issue requires a comprehensive approach involving continuous learning and assessment to facilitate ongoing improvement for teachers experiencing burnout.

Role of the Scholarly Practitioner

Maintaining trust throughout the inquiry occurred by being transparent and understanding with participants. As a member of the staff of Rising Rainbow Cove Middle School, there were relationships that had been built with the teachers to include having their trust and respect. Additionally, the CIPs had a professional rapport and relationships with the teachers that were

volunteering to participate that they have built through their years working together. These things helped with maintaining the rigor throughout the course of the inquiry.

Summary

The planned change for this inquiry was to increase teacher morale and reduce feelings of teacher burnout at RRCMS. The change intervention was to implement professional learning on social, emotional health/well-being of teachers instead of the practice currently in place where professional learning is only provided on required initiatives. The aim for this inquiry was an increase in teacher morale and a decrease in teacher burnout as a result of professional learning on social and emotional health. By researching teacher burnout and compassion fatigue, school districts will hopefully be able to better determine why burn out happens so that they can then help to prevent teacher burnout from occurring. This inquiry helps to advance practice and address issues of equity by being able to determine what demographic of teachers were afflicted with teacher burnout at a higher rate as well as determining if there was a trend among the recent studies. This can then propel school districts forward to putting strategies in place to improve and prevent teacher burnout in the afflicted demographics. It is understood that burnout is a very real occurrence experienced by teachers. Leadership teams being able to implement things to prevent burnout and compassion fatigue from happening will hopefully help to increase positive student outcomes and identify ways to help increase the social and emotional health of students and staff.

In the beginning of Chapter 4, there will be a discussion on the inquiry findings of this study. Emphasis will be placed on the data collected prior to and during my inquiry being implemented by way of absences, surveys, and open-ended survey questions as well as a detailed analysis of the study. It will also contain data displayed in order to visualize the information

gained from the inquiry while synthesizing the data in order to understand the findings of the study. Next steps and future research will conclude Chapter 4.

CHAPTER 4: RESULTS

This chapter portrays the findings revealed through the analysis of all data collected within the inquiry. This inquiry was conducted at Rising Rainbow Cove Middle School (RRCMS) and focused on the implementation of a comprehensive social and emotional learning program and the effects this program had on feelings of teacher burnout, teacher self-efficacy, and teacher absences. Student achievement as well as emotional and social outcomes of students and teachers are impacted by teacher burnout (Gultom et al., 2022). Teacher absences and low teacher self-efficacy can occur as a result of teacher burnout. This inquiry was intended to assist stakeholders in learning why teacher burnout occurs and to prevent and overcome burnout in each of our districts and schools. It can also assist teachers in understanding how important their social emotional learning is to their teaching practices. The SEL program used in this inquiry was created by Transformational Education (Krachman, 2021) which is a team of educators that have worked to ensure teachers have the tools in their toolbox to effectively combat teacher burnout and compassion fatigue so they can give the best education possible to all the students they serve. The program serves to show teachers different methods of social emotional learning techniques they can incorporate into their daily lives.

To explore the inquiry questions, an explanatory sequential mixed methods research design grounded in improvement science was used. The mixed methods aspect uses both quantitative and qualitative data within the inquiry in order to obtain a more comprehensive understanding of the focus of practice being explored in the inquiry (Mertler, 2022). To assess the feelings of burnout of the teachers, Bandura's Instrument: Teacher Self-Efficacy Scale was given as a pre-test and a post-test. This instrument helps to understand teacher feelings regarding seven different aspects of self-efficacy. It measures teacher self-efficacy to influence decision

making in the school, school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parent involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. The social and emotional professional learning framework that was utilized for this inquiry has six different modules for teachers regarding their social and emotional health:

1. Module 1 – An Overview: The What, The Why, & The How
2. Module 2 – Examine Identity
3. Module 3 – Explore Emotions
4. Module 4 – Cultivate Compassionate Curiosity
5. Module 5 – Orient Towards Optimism
6. Module 6 – Establish Balance & Boundaries

There are three guiding questions this inquiry aimed to answer regarding this social and emotional professional learning framework for teachers.

Inquiry Guiding Questions

The following questions were utilized to guide the inquiry:

1. What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?
2. How does a relevant social and emotional professional learning framework for teachers impact teacher absences?
3. How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout?

For inquiry question number one, teacher absences will be analyzed for the past three years to track any changes from before the inquiry to after the inquiry. The Smartfind Substitute

System for Rainbow County Schools was utilized to track these absences. For inquiry question number two, Bandura's Self-Efficacy Survey was utilized before the inquiry and then immediately after the inquiry to measure the change in teacher self-efficacy after the social and emotional professional learning framework implementation. For inquiry question number three, an open-ended survey was utilized to measure teacher feelings of burnout after the social and emotional professional learning framework had been implemented.

Implementation

This inquiry was conducted in three phases. The first phase was looking and studying all pertinent data to the school such as the teacher working conditions survey, teacher absences, school performance grades, and teacher/student demographics. Next was the organization of the plan for professional learning for the teachers while conducting the pilot study. The second phase of the inquiry was implementing the plan for professional learning. Teachers went through six online modules that focus on social emotional learning. The third phase was analyzing all of the data that were collected in Phase I, Phase II, and Phase III and determining the validity of the inquiry using different coding techniques. The Plan-Do-Study-Act (PDSA) Cycle was utilized for implementation of this inquiry.

In Phase I, research was conducted on the change/improvement by looking and studying all pertinent data to the school. Implementing the pilot study came next as well as requesting teacher volunteers, obtaining consent, and continuing to design and organize the plan for professional learning for the teachers. Phase I contained a pilot study in order to substantiate the questions being used throughout each of the phases. The questions being asked in the pilot study helped to answer the overall guiding questions outlined in the inquiry. The pilot study was performed on a different set of teachers than the teachers being used for the inquiry. It was

completed prior to implementation of the inquiry. A request was then made for teacher volunteers for the inquiry. Informed consent was gained from those teachers. There were ten teacher volunteers for participation in this inquiry. The inquiry began on February 29, 2024 with a pre-survey asking teachers about their self-efficacy. Albert Bandura designed this survey to assess teacher self-efficacy and to determine what hinders self-efficacy among teachers (Bandura, 1993). The inquiry ended on April 10, 2024. The inquiry was designed to be completed in person. Due to teachers wanting to participate but not being able to attend the after-school sessions due to other obligations, it was decided to create the modules to be completely virtual. This was not the original intended method of delivery but in order to give participants an opportunity to take part in the inquiry, it was crucial that I pivoted to ensure all teachers could access the modules and participate if they chose to at their own pace. The modules were put into three different PowerPoint presentations, and two modules were released each week for a total of six modules. The original plan was to have a final focus group in person where we could discuss the feelings and perceptions of the group stemming from engaging in the modules, but instead the questions were delivered to the group electronically and completed anonymously with open-ended written responses.

During Phase II, planning took place for implementation of the professional learning program. The plan for professional learning with teachers was going to be implemented for a period of four to six months initially but when discussing length and practicality, it was more efficient to implement it over a shorter period of time. Phase II data includes teacher absence data from before, during, and after implementation. Data from the pre-survey were also utilized to measure teacher self-efficacy before implementation of the social emotional professional learning framework on teacher self-efficacy.

Phase III of the inquiry included disaggregating all of the data from Phase I to Phase III. The professional learning program was implemented with fidelity by me and the CIPs, and the self-efficacy surveys, teacher absences, and open-ended survey data were all collected and analyzed.

Data Collection and Analysis

Quantitative and qualitative data were both used throughout this inquiry. Quantitative data being used were teacher absences and the pre and post self-efficacy survey while qualitative data being utilized were the open-ended survey questions. There were ten final questions that were asked to collect the qualitative data for this inquiry. Coding in research studies is a systematic process that helps to organize and interpret data (Creswell & Poth, 2018). Coding in this inquiry began with data collection by way of Qualtrics. The ten questions were supposed to be asked in a focus group type setting but due to the method of delivery changing for the inquiry, they were sent out virtually and participants typed in their responses. Upon completion of the questions, the data were uploaded to NVivo software, which was utilized to help identify, analyze, organize, and manage codes. The data were analyzed to identify patterns, relationships and insights to connect findings to existing theories while drawing conclusions. The data for this inquiry were all gathered electronically due to the inquiry having to be completed online versus in person. Phase I data included baseline data collection from the pilot study. Phase II consisted of the pre-survey (Bandura's Self-Efficacy survey) and implementing the six professional learning modules. Phase III consisted of the post survey (Bandura's Self-Efficacy survey) as well as ten open-ended survey questions that were completed online through Qualtrics. These were both sent out on March 25, 2024. The data collection instruments with corresponding data types are outlined in Table 6.

Table 6

Data Collection Methods and Data Types by Research Cycle

Research Cycle	Data Collection Instrument	Qualitative	Quantitative
Phase I	Pilot Study: 3 Open-Ended Survey Questions Teacher Absence Report	X	X
Phase II	Teacher Absence Report Self-Efficacy Survey (Pre)		X X
Phase III	Teacher Absence Report Self-Efficacy Survey (Post) Open-Ended Survey Questions		X X
		X	

Albert Bandura's Self-Efficacy Survey

Albert Bandura's Self-Efficacy Survey is a tool designed to measure an individual's belief in their ability to display behaviors necessary to produce specific outcomes when it comes to their job performance. It is based on Bandura's theory of self-efficacy, which emphasizes how one's confidence in themselves affects their motivation, behavior, and performance (Bandura, 1997). With regard to this inquiry, the survey aims to calculate and track how teachers feel about their ability to perform certain tasks or handle specific situations. The inquiry includes items such as: confidence in managing classroom behavior, delivering effective instruction, handling student assessments, and reaching students and parents effectively. The survey consists of thirty questions that range in category. In this inquiry, there are seven categories of teacher self-efficacy. These categories are:

1. Efficacy to Influence Decision Making
2. Efficacy to Influence School Resources
3. Instructional Self-Efficacy
4. Disciplinary Self-Efficacy
5. Efficacy to Enlist Parental Involvement
6. Efficacy to Enlist Community Involvement
7. Efficacy to Create a Positive School Climate

Teachers rate their perception of their own ability to help or handle these situations on a Likert-type scale from 1 (Nothing) to 10 (A Great Deal). The responses from this survey were collected before the inquiry began and immediately after the modules were completed. This data were quantitative data in that it gives numerical ratings from respondents and the scores are then computed to assess levels of self-efficacy. This survey was used both pre- and post-

implementation to get an understanding of participants' mindsets before the inquiry and once the inquiry was completed in its entirety. Qualtrics was utilized to record the results of the survey during both the beginning of the inquiry and again at the end of the inquiry. In order to assist with measuring the differences between the pre and post surveys, a paired sample t-test was utilized. This type of inferential statistics procedure is a test utilized when there is a pair of measurements being used such as a pre and posttest or score. Paired sample t-tests can help determine whether the mean change for the pairs of surveys being given is significantly different from zero. This procedure is used when the samples (surveys in this case) are using the same subjects. Paired sample t-tests also help to draw conclusions about the population being used for the inquiry (Mertler, 2022). The paired sample t-test is a powerful tool for analyzing changes in quantitative data from Bandura's self-efficacy teacher survey. By comparing self-efficacy scores before and after the intervention, you have the ability to assess whether the intervention significantly affected teachers' perceptions of their capabilities. This analysis can help in understanding the impact of different professional development programs or other interventions designed to improve teacher effectiveness (Mertler, 2022).

Open-Ended Survey Questions

Analyzing open-ended survey questions involves systematically coding responses, using software tools to manage and analyze data, and performing thematic analysis to identify and interpret key themes. The breakdown of the process includes the first step which is data preparation by way of data cleaning. Data cleaning involves checking for inconsistencies or errors in the data. The process includes coding, utilizing software, and thematic analysis. Initial coding was utilized by reading through responses and developing codes that represent various concepts/themes. Codes are labels that will summarize the true meanings of specific items of

text. This process for my inquiry was iterative meaning the codes continued to be refined as I became more familiar with the data. NVivo was used in this inquiry and this program helps with data organization, coding and thematic analysis. Thematic analysis then helps to identify and develop themes through a review of the coded data based on relevance and prevalence in the data. Developing themes involves grouping analogous codes together then summarizing primary themes. This process helps transform qualitative data into actionable insights that address the research questions effectively.

The open-ended survey questions for this inquiry collected qualitative data and were useful for exploring the understanding and valuable insights into the experiences and perspectives of teachers. The questions were asked at the conclusion of the modules. The questions seek in-depth, subjective responses to gather opinions and insights into the underlying causes of teacher burnout. For example, instead of just measuring absences utilizing quantitative data, the open-ended questions allow teachers to provide their perspective on “why” teacher absences are occurring instead of simply knowing the amounts of absences. The open-ended survey questions are located in the informed consent form in Appendix B. These questions helped capture the complex experiences of teachers regarding burnout while providing deeper insights into the emotional and psychological aspects of their work environment and personal experiences. Teacher responses help to uncover underlying issues contributing to burnout such as: lack of support, ineffective communication, or insufficient growth opportunities. By asking for suggestions and personal experiences, practical ideas for improving work conditions, professional development opportunities and support systems can be evaluated to be personalized for each teacher’s benefit.

Teacher Absences

The teacher absence system utilized by Rainbow County is called SmartFind Express. SmartFind Express is a cloud-based software that helps schools manage substitute teachers. Specifically, it helps schools fill teacher absences more quickly, match substitute qualifications to openings, improves substitute engagement, analyze trends, see real-time staffing data, and captures absences quickly. Teachers all have individual log in credentials and can either call the system and input their credentials, or log in via phone, iPad, or computer and input their credentials and absence information. Using descriptive statistics to analyze teacher absence data helps to summarize and identify patterns. I also looked for trends and trying to understand those trends (e.g., high absenteeism in specific months). Comparing groups of absences between the entire faculty of RRCMS and the ten participants at various points in the year. In the data collection, relevant data points were used such as teacher name/teacher ID, date of absence, duration of absence (hours or days), reason for absence (optional), and type of absence (sick, personal, professional development). Descriptive statistics utilized in this inquiry were mean and frequency distribution. These both help with informing strategies for managing and reducing teacher absences, such as targeted supports being put in place or policy adjustments.

Validity of Results

Validity is crucial in studies because it ensures that the research accurately measures what it claims to measure and that the findings are trustworthy and credible. Validity ensures that the tools and methods used in the research accurately capture the concepts or variables being studied. Without validity, the data collected might not truly represent the phenomena being investigated leading to misleading or incorrect conclusions. Thus, high validity means that the findings are more likely to reflect real relationships or effects rather than artifacts of the research

process. Further, valid research results can be generalized to other settings, populations, or contexts, provided that the inquiry's validity is ensured. This makes findings more useful and applicable beyond the specific conditions of a single study (Saldana, 2016). Triangulation was utilized in this inquiry. Triangulation refers to the use of multiple methods or data sources to examine a research question or phenomenon (Mertler, 2022). The goal of triangulation is to enhance the credibility, validity, and reliability of the findings. Triangulation also helps to reduce bias. Due to each method or source of data having its own limitations and biases, combining them can help counterbalance these and provide a more complete understanding. Overall, triangulation strengthens research by validating findings through multiple lenses, which is crucial for producing robust and credible conclusions.

Pilot Study

The pilot study was conducted to assess the quality of the questions being asked in the open-ended survey and to help refine questions prior to inquiry implementation (Mertler, 2022). Bandura's instrument for measuring teacher self-efficacy was used due to its established reliability and previous use in other studies. According to Bandura (1993), self-efficacy is the beliefs in one's own capabilities to categorize and implement different strategies to produce positive outcomes. Bandura created this self-efficacy survey in order to help measure self-efficacy according to feelings regarding procedures, policies, and resources of an organization (Bandura & Watts, 1999). The primary objective of the pilot study was to review and improve the instruments related to teacher burnout, self-efficacy, and job satisfaction before the full inquiry was executed. Teachers from two different schools, distinct from the site of the main inquiry, volunteered to respond to a total of ten questions. These teachers instructed students in grades 6, 9, 10, 11, and 12. Data were collected via a Google Forms survey, with collaborative

inquiry partners assisting in data recording and analysis. Two of the questions were interpreted differently than what was intended to accurately answer the questions. Those two questions were:

1. How do you think climate affects teacher absences?
2. What does your best day look like?

Many of the responses received for the first question had to do with the climate as in the actual weather in the atmosphere outside. The question was supposed to elicit responses based on the school climate which is the atmosphere and quality of the school versus the climate outside. The second question was answered based on what those individuals loved doing outside of their job. The question was supposed to elicit responses based on the best day for the teacher while in their role as a teacher. These questions were edited to provide more clarity for the teacher participants in the inquiry. The teachers' responses provided insights into factors perceived to alleviate burnout, enhance self-efficacy, contribute to teacher absences, and foster positive relationships between teachers and administrators.

An open-ended question at the end invited participants to suggest additional inquiries: "Are there any questions regarding teacher burnout, absences, self-efficacy, or job satisfaction that are not included in this list? If so, what would they be?" This elicited valuable suggestions that were not previously considered, leading to the addition of relevant questions. The open-ended format enabled participants to provide context and elaborate on their responses. Each of the teachers' responses were compared to determine how they were interconnected and to help evaluate the fidelity of the inquiry. The results were disaggregated, and the CIPs and I refined, replaced, and removed questions before continuing the inquiry with the designated group of teacher participants. The final ten questions that were used for the inquiry are located in the

informed consent form in Appendix B. The responses given were surprising in that they all varied greatly. This pilot study was extremely helpful in not only refining questions that were utilized in the inquiry but also in adding questions that helped to answer the overall guiding questions more effectively and appropriately. The CIPs and I reflected on the questions up until the inquiry was conducted to ensure the most suitable, relatable, and applicable questions were asked of the participants.

Demographics

There were a total of ten teachers who participated in this inquiry. Seventy (70) percent of the teachers in this inquiry were women and 30% were men. Ninety (90) percent of the teachers in this inquiry were white and 10% were black. There were no participants of any other race in this inquiry. Thirty (30) percent of the teachers in this inquiry have taught for 21 years or more. Thirty (30) percent of the teachers in this inquiry have taught for 11-20 years. Twenty (20) percent of the teachers in this inquiry have taught for 6-10 years, and 20% of the teachers in this inquiry have taught for 5 years or less. Fifty (50) percent of the teachers in this inquiry were Math teachers while 20% were Science teachers. Ten (10) percent of the teachers were English teachers, 10% were Art teachers, and 10% were EC teachers. Sixty (60) percent of teachers in this inquiry were 6th grade teachers, 30% taught 6th-8th grade, and 10% of teachers taught 7th grade. There were no teacher participants in the inquiry that exclusively taught 8th grade. All teacher information is listed in Table 7 and is also depicted in Figures 9, 10, 11, 12, and 13.

Results

Several points of data were utilized in this inquiry to gather quantitative and qualitative data to best measure the effectiveness of a social and emotional learning program on lowering teacher absences and feelings of burnout. Organization for the data collection will be by data

Table 7

Demographics of Teacher Participants

Teacher	Gender	Race	Subject Taught	Teaching Experience in Years	Grade Level Taught
Teacher 1	Male	White	Math	14	6
Teacher 2	Female	White	Math	10	6-8
Teacher 3	Female	Black	English	5	6
Teacher 4	Male	White	Art	20	6-8
Teacher 5	Female	White	Science	25	6
Teacher 6	Male	White	Science	15	6
Teacher 7	Female	White	Math	30	6
Teacher 8	Female	White	Math	22	7
Teacher 9	Female	White	Math	5	6
Teacher 10	Female	White	Exceptional Children	8	6-8

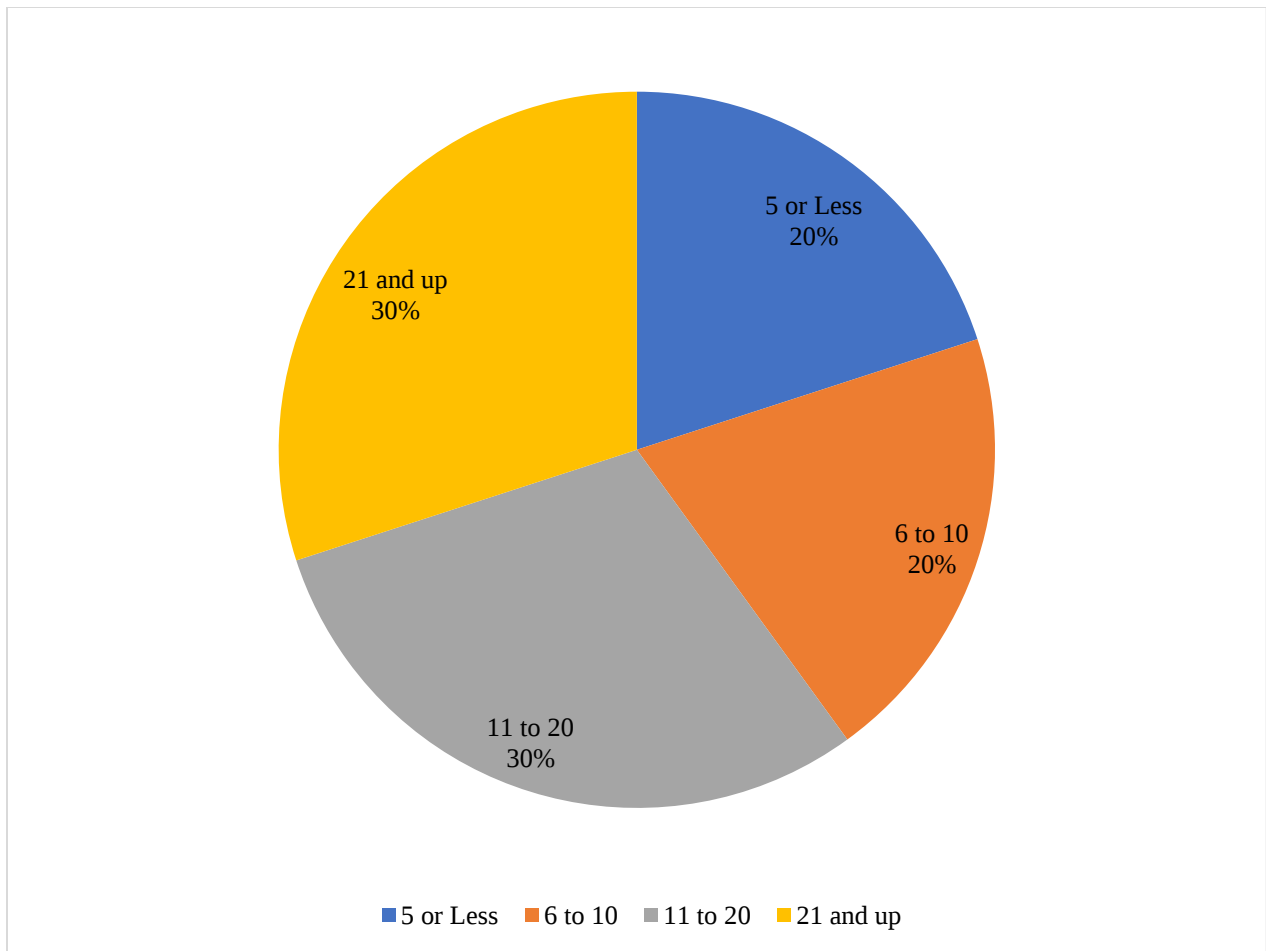


Figure 9. Years of teaching experience for participating teachers.

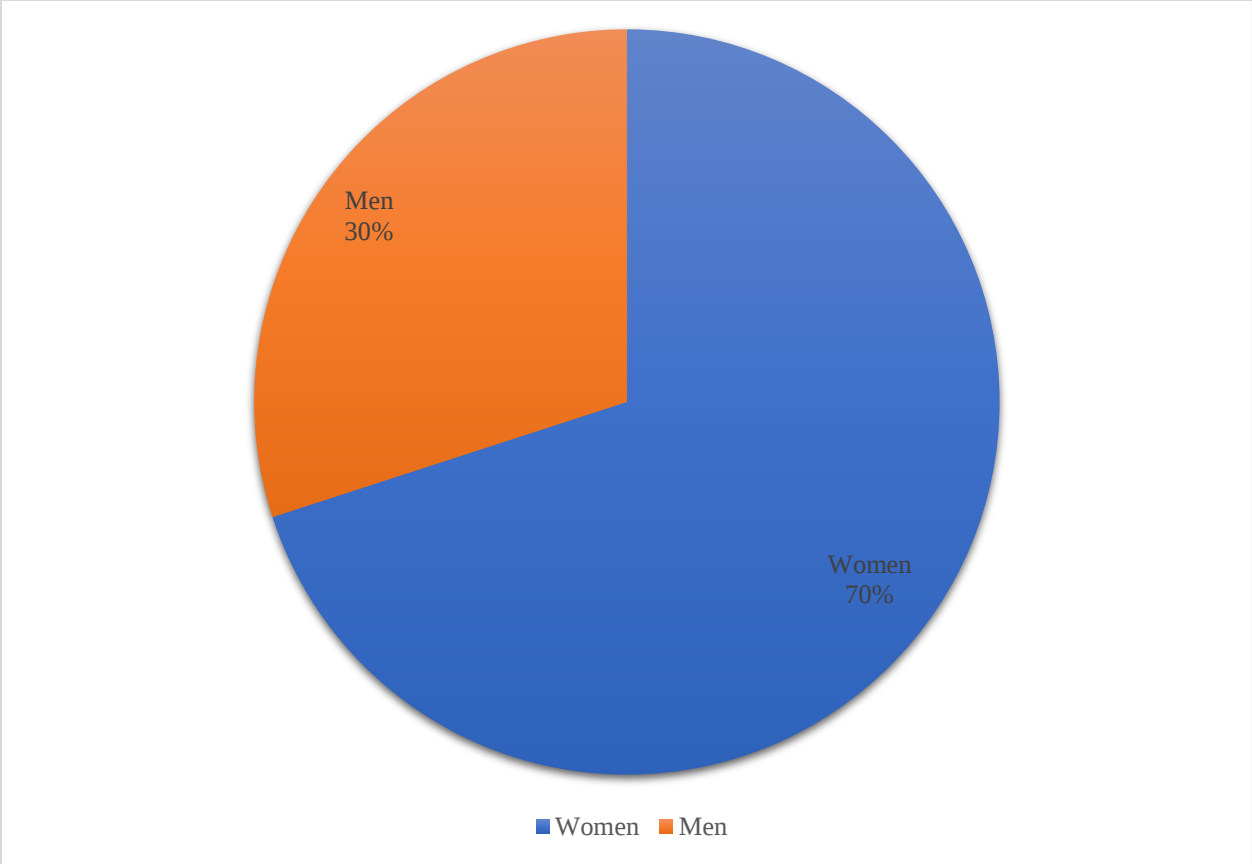


Figure 10. Gender of participating teachers.

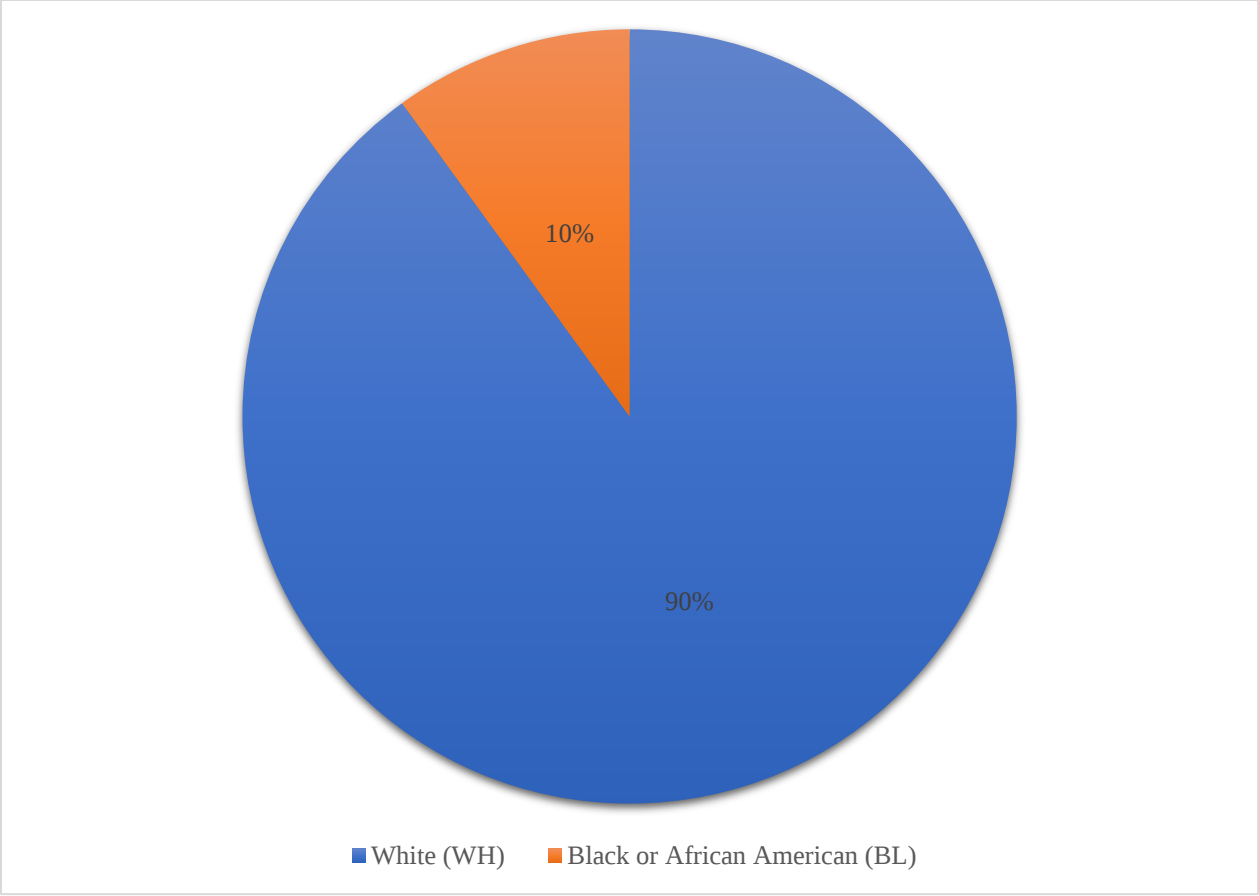


Figure 11. Race of participating teachers.

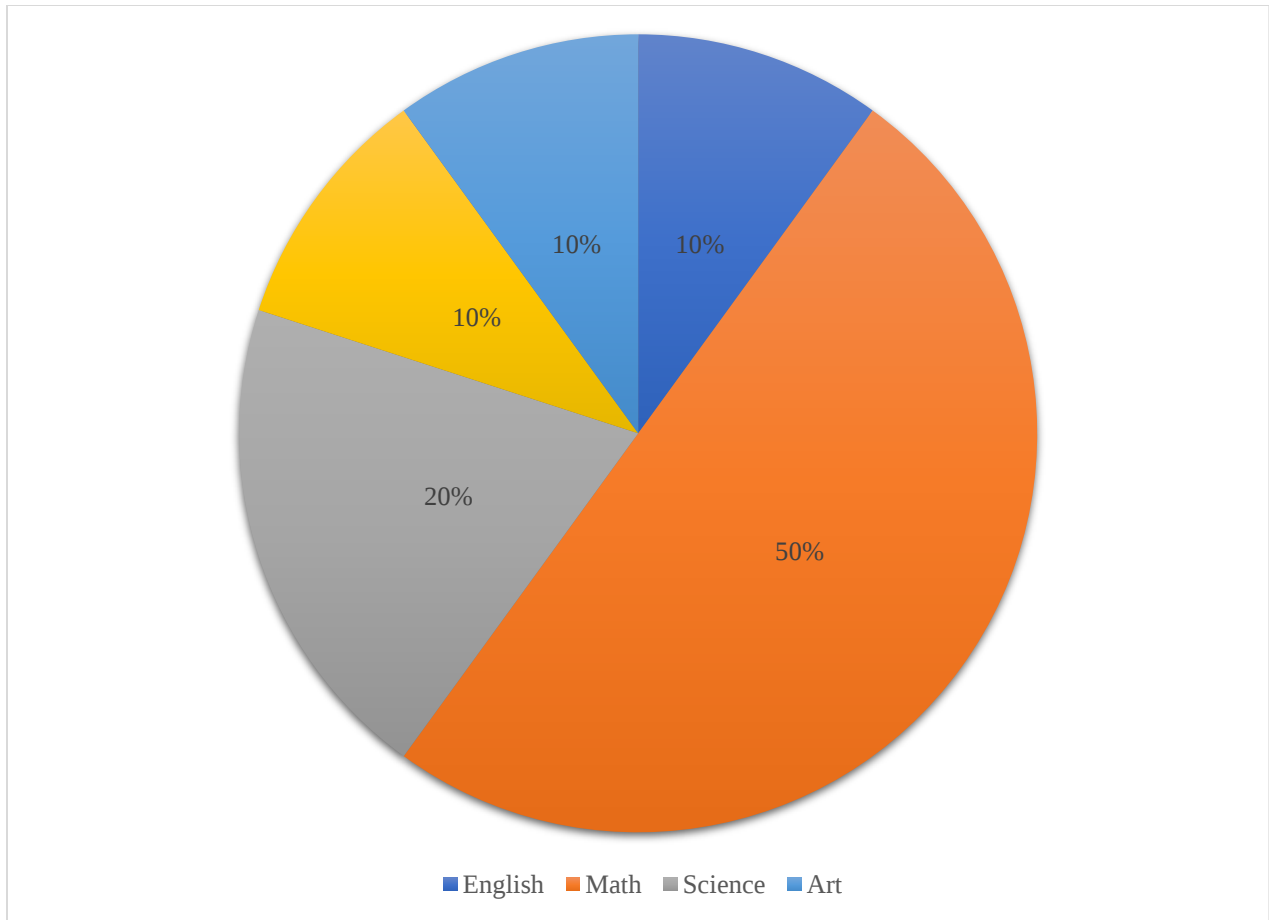


Figure 12. Subject taught by participating teachers.

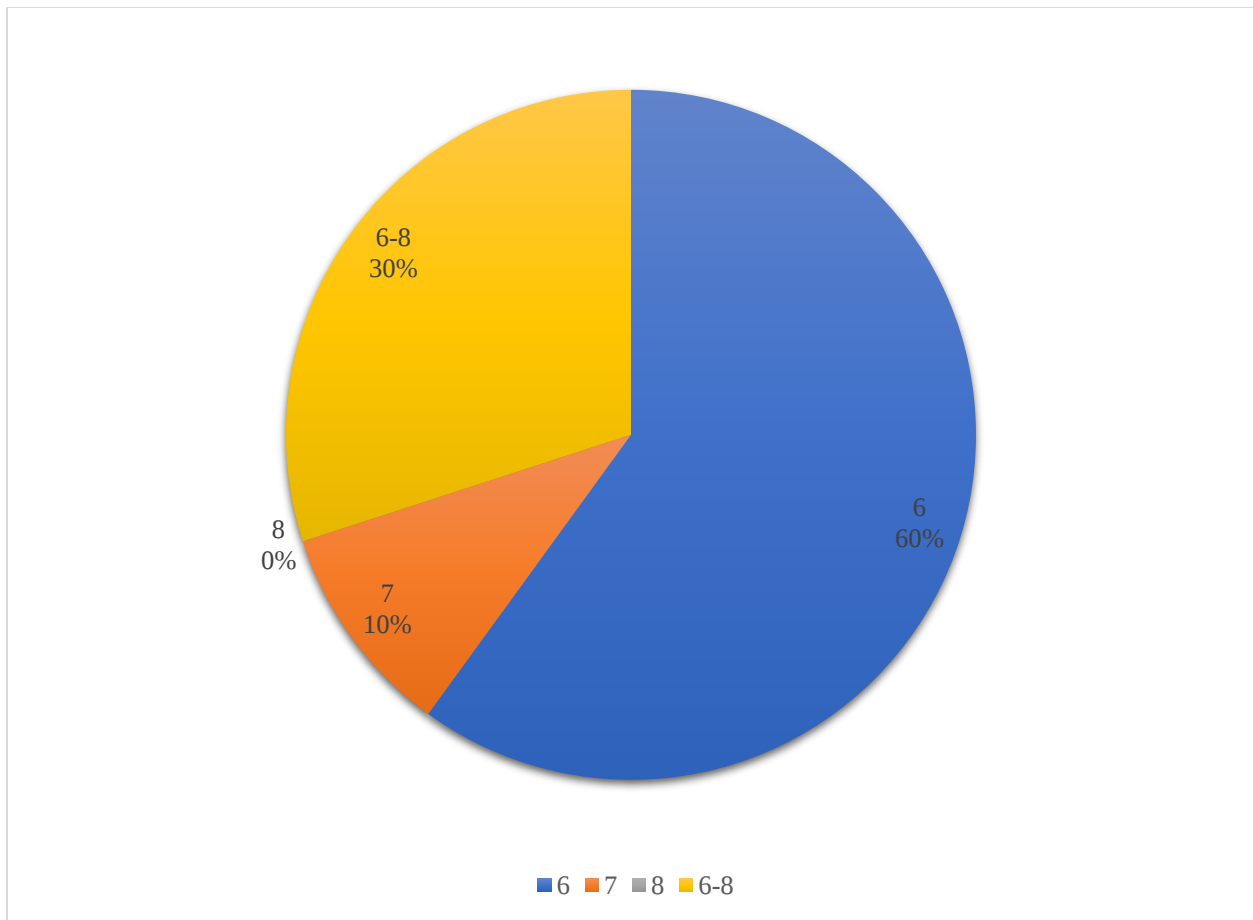


Figure 13. Grade taught by participating teachers.

collection type: Self-Efficacy Survey, Open-Ended Survey Questions, and Teacher Absences.

Self-Efficacy Survey

Albert Bandura's Self-Efficacy Survey for Teachers is a valuable tool for assessing teachers' beliefs in their ability to perform various teaching tasks. By measuring self-efficacy across different domains, the survey helps identify strengths and areas for improvement, informs professional development, and supports research into the impact of self-efficacy on educational outcomes. By assessing teachers' self-efficacy, researchers can identify areas where teachers feel less confident. This can be crucial in understanding how these confidence levels relate to burnout. For instance, teachers with low self-efficacy in managing classroom behavior might experience higher levels of stress and burnout. Understanding self-efficacy can help in designing targeted interventions. If a survey reveals that teachers feel less confident in certain aspects of their job, professional development programs can be tailored to address these specific areas, potentially reducing burnout. Self-efficacy has been shown to predict various outcomes related to job performance and stress. In the context of burnout, low self-efficacy might be a predictor of higher burnout levels, which allows researchers to explore preventive measures or support strategies.

By identifying the domains in which teachers feel less effective, schools and educational institutions can create support systems, such as mentoring or additional resources, to bolster teachers' confidence and, consequently, their resilience against burnout. The data from self-efficacy surveys can be used to better understand the relationship between confidence levels and burnout. This can contribute to a more comprehensive understanding of the factors contributing to teacher burnout and how they interact with self-efficacy. Overall, the Self-Efficacy Survey provides valuable quantitative data that can be used to explore and address factors contributing to

teacher burnout, facilitating more informed and targeted interventions. A paired sample t-test was conducted to see if the results were statistically significant. The paired t-test was conducted to compare the means of the pre- and post- surveys across various factors. Each pair reflects pre-survey and post-survey measurements. The results include the mean difference, standard deviation, standard error of the mean, t-value, degrees of freedom (df), and p-values (one-sided and two-sided). The critical significance level is set at $\alpha=0.05$. Each pair's result suggests that the interventions, across these different variables, did not have a significant impact as none of the p-values were below the conventional threshold of 0.05. This indicates that, based on the data collected, the social emotional professional learning framework did not produce statistically significant changes in these areas. Table 8 shows the values for the study.

The first question asked in Bandura's self-efficacy survey was: How much can you influence the decisions that are made in the school? Results from the participants show that in the pre-survey 70% of participants felt they had some influence and 30% of participants felt they had quite a bit of influence on decisions made in the school. In the post-survey that changed to 30% of participants feeling as though they had very little influence on decisions that are made in the school, 30% feeling they had some influence, and 40% of participants feeling they had quite a bit of influence on decisions made in the school. The mean difference is 0.200 with a standard deviation of 1.033. The t-value of 0.612 and the p-values (one-sided: 0.278; two-sided: 0.555) indicate that there is no statistically significant difference between the paired samples for this pair. Data are reflected in Table 9 and Figure 14.

The second question in Bandura's self-efficacy survey asks: How much can you express your views freely on important school matters? Results from the participants show that in the pre-survey 10% of participants said they express their views very little, 50% of participants said

Table 8

Paired Sample T-Test

Pair	Mean	Stan. Dev.	Stan. Error Mean	t-value	df	One Sided p-value	Two Sided p-value
1	0.200	1.033	0.327	0.612	9	0.278	0.555
2	0.200	1.135	0.359	0.557	9	0.296	0.591
3	0.100	1.663	0.526	0.190	9	0.427	0.853
4	0.100	1.287	0.407	0.246	9	0.406	0.811
5	0.400	1.075	0.340	1.177	9	0.135	0.269
6	-0.200	0.789	0.249	-0.802	9	0.222	0.443
7	-0.100	0.876	0.277	-0.361	9	0.363	0.726
8	0.100	1.101	0.348	0.2887	9	0.390	0.780
9	-0.200	1.229	0.389	-0.514	9	0.310	0.619
10	0.200	1.317	0.416	0.480	9	0.321	0.642
11	-0.100	1.101	0.348	-0.287	9	0.390	0.780
12	-0.500	0.972	0.307	-1.627	9	0.069	0.138
13	-0.100	0.738	0.233	-0.429	9	0.339	0.678
14	-0.200	1.476	0.467	-0.429	9	0.339	0.678
15	0.200	1.033	0.327	0.612	9	0.278	0.555
16	0.400	1.174	0.371	1.078	9	0.155	0.309
17	0.400	1.350	0.427	0.937	9	0.187	0.373
18	0.300	1.160	0.367	0.818	9	0.217	0.434
19	-0.100	1.853	0.586	-0.171	9	0.434	0.868

Table 8 (continued)

Pair	Mean	Stan. Dev.	Stan. Error Mean	t-value	df	One Sided p-value	Two Sided p-value
20	0.000	1.054	0.333	0.000	9	0.500	1.000
21	0.000	1.155	0.365	0.000	9	0.500	1.000
22	0.000	0.816	0.258	0.000	9	0.500	1.000
23	0.000	1.054	0.333	0.000	9	0.500	1.000
24	-0.100	0.876	0.277	-0.361	9	0.363	0.726
25	-0.300	1.059	0.335	-0.896	9	0.197	0.394
26	0.200	0.919	0.291	0.688	9	0.254	0.509
27	0.333	1.414	0.471	0.707	8	0.250	0.500
28	-0.100	1.197	0.379	-0.264	9	0.399	0.798
29	0.100	0.738	0.233	0.429	9	0.339	0.678
30	-0.100	1.792	0.567	-0.176	9	0.432	0.864

Table 9

Self-Efficacy Survey-Cumulative Data

Self-Efficacy Question	Difference Between Pre and Post
1-Influence on School Decisions	Pre-70% of teachers felt they had some influence; 30% felt they had quite a bit. Post-Shift towards more teachers (30%) feeling they had very little influence, though 40% still felt they had quite a bit.
2-Expressing Views on School Matters	Pre-50% felt they had some influence; 40% felt they could express views quite a bit. Post-Similar distribution with a slight decrease in those feeling they could express views quite a bit.
3-Access to Instructional Materials	Pre-50% felt they could do very little. Post-Data remained largely unchanged, indicating persistent challenges.
4-Influence on Class Sizes	Pre-80% felt they had a great deal of influence. Post-Consistent in maintaining high self-efficacy in this domain.
5-Getting Through to Difficult Students	Pre-70% felt they could do some. Post-Increased perception of being able to do very little or nothing.
6-Promoting Learning with Lack of Home Support	Pre-30% felt they had quite a bit of influence. Post-Similar distribution but with increased percentage of those feeling they had very little influence.
7-Keeping Students on Task	Pre-80% felt they could do very little. Post-Increased percentage feeling they have some influence.
8-Increasing Students' Memory	Pre-50% felt they could do very little. Post-Significant improvement with 70% feeling they had some influence.

Table 9 (continued)

Self-Efficacy Question	Difference Between Pre and Post
9-Motivating Low Interest Students	Pre-80% felt they had some influence. Post-Stability in perceptions with slight shifts in the lower end.
10-Getting Students to Work Together	Pre-50% felt they had very little influence and 50% felt they had some influence. Post-Improved perceptions with more teachers feeling they could get students to work together.
11-Overcoming Adverse Community Conditions	Pre-40% felt they had some influence. Post-Increase in those feeling they had very little influence.
12-Getting Children to do Homework	Pre-40% felt they had quite a bit of influence. Post-More teachers were feeling they had some influence.
13-Getting Children to Follow Rules	Pre-90% felt they could do very little. Post-Increased percentage feeling they had some influence.
14-Controlling Disruptive Behavior	Pre-70% felt they could do very little. Post-Slight increase in those feeling they had some influence.
15-Preventing Problem Behavior on School Grounds	Pre-40% felt they had some influence. Post-Increase in those feeling they had some influence, but more felt they had very little.
16-Getting Parents Involved	Pre-60% felt they had some influence. Post-Increase in those feeling they had very little influence.
17-Assisting Parents in Helping Children	Pre-50% felt they had some influence. Post-Increase in those feeling they had very little influence.
18-Making Parents Feel Comfortable	Pre-50% felt they had some influence. Post-Decrease in those feeling they could do a great deal with more feeling they could do very little.

Table 9 (continued)

Self-Efficacy Question	Difference Between Pre and Post
19-Engaging Community Groups	Pre-40% felt they could do quite a bit. Post-Increase in those feeling they had some influence.
20-Involving Churches	Pre-50% felt they could do quite a bit. Post-Increase in those feeling they could do very little.
21-Engaging Businesses	Pre-40% felt they could do quite a bit. Post-Increase in those feeling they had some influence.
22-Involving Local Colleges/Universities	Pre-50% felt they could do quite a bit. Post-Stability with some shift towards those feeling they had very little influence.
23-Making School a Safe Place	Pre-50% felt they could do very little. Post-Increase in those feeling they had very little influence.
24-Making Students Enjoy School	Pre-40% felt they had some influence. Post-Increase in those feeling they could do very little.
25-Getting Students to Trust Teachers	Pre-50% felt they could do very little. Post-Increase in those feeling they could do very little.
26-Helping Other Teachers	Pre-60% felt they had some influence. Post-Increase in those feeling they could do quite a bit.
27-Enhancing Teacher-Administration Collaboration	Pre-70% felt they had some influence. Post-Stability with some increase in those feeling they had very little influence.
28-Reducing School Dropout	Pre-40% felt they could do quite a bit. Post-Stable with a slight increase in those feeling they could do very little.

Table 9 (continued)

Self-Efficacy Question	Difference Between Pre and Post
29- Reducing School Absenteeism	Pre-50% felt they had quite a bit of influence. Post-Stability in perceptions.
30- Getting Students to Believe they Can Do Well	Pre-50% felt they had some influence. Post-Increase in feeling they could do very little.

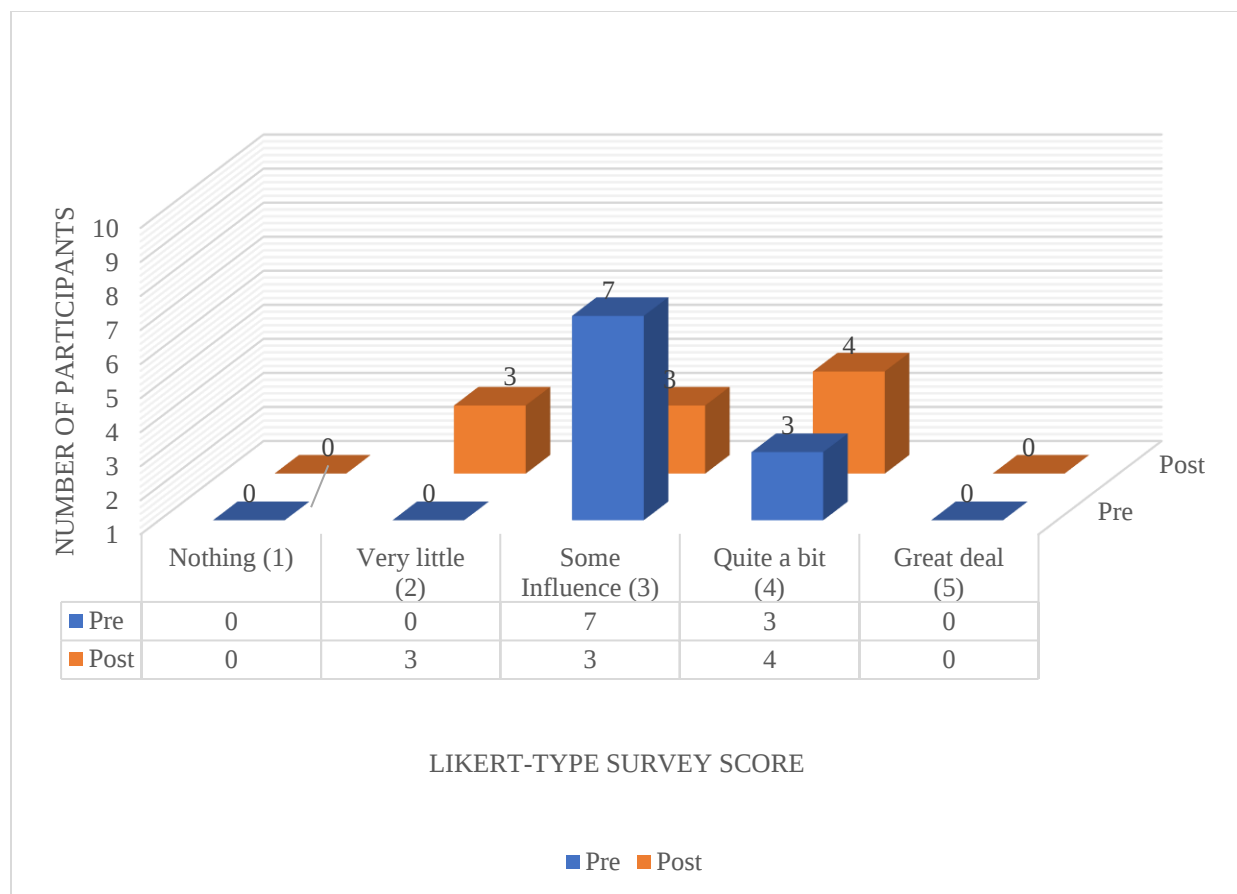


Figure 14. Pre/Post implementation survey responses-Question 1: How much can you influence the decisions that are made in the school?

they have some influence on expressing views, and 40% of participants said they feel they can express their views freely on important school matters quite a bit. In the post-survey, 20% of participants said they can express their views very little, 50% of participants said they have some influence and 30% of participants said they feel they can express their views freely on important school matters quite a bit. The mean difference is 0.200 with a standard deviation of 1.135. The t-value of 0.557 and the p-values (one-sided: 0.296; two-sided: 0.591) suggest that there is no significant difference between the paired samples. Data are reflected in Figure 15 and Table 9.

The third question asks: How much can you do to get the instructional materials and equipment you need? Results from the participants show that 50% of participants feel they can do very little, 30% feel they have some influence, 10% says they can do quite a bit, and 10% says they can do a great deal to get the instructional materials and equipment they need. In the post-survey, the data remained almost the same with 50% of participants feeling they can do very little, 40% feeling like they have some influence, and 10% said they can do a great deal to get instructional materials and equipment they need. The mean difference is 0.100 with a standard deviation of 1.663. The t-value of 0.190 and the p-values (one-sided: 0.427; two-sided: 0.853) indicate no significant difference. Data are reflected in Figure 16 and Table 9.

The fourth question asks: How much can you do to influence the class sizes in your school? Results from the pre-survey show that 10% of participants feel like they have some influence, 10% feel like they have quite a bit of influence, and 80% of participants feel like they have a great deal of influence in the class sizes at their school. In the post-survey results, 10% of participants said they had very little influence, 10% felt they had quite a bit of influence, and 80% felt they had a great deal of influence on the class sizes in their school. The mean difference is 0.100 with a standard deviation of 1.287. The t-value of 0.246 and the p-values (one-sided:

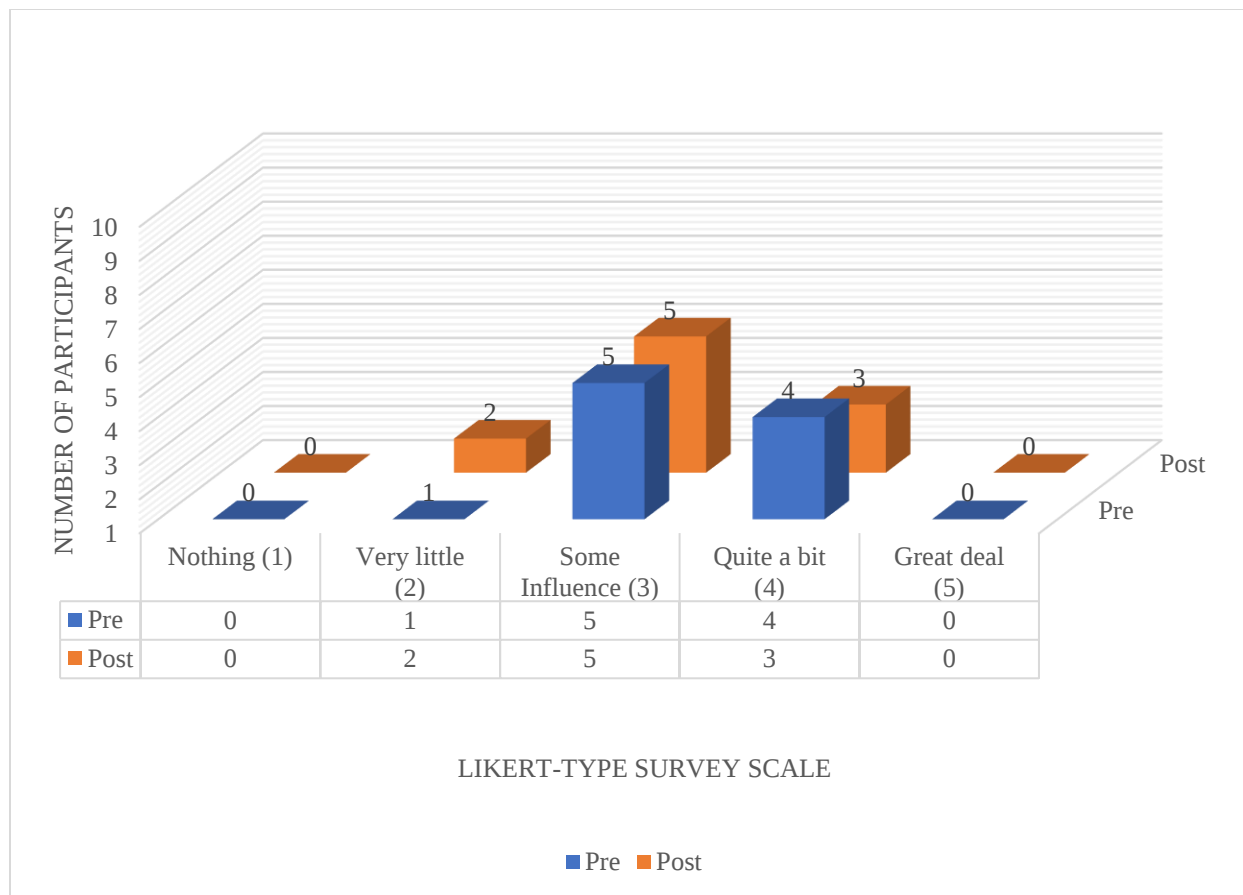


Figure 15. Pre/Post implementation survey responses-Question 2: How much can you express your views freely on important school matters?

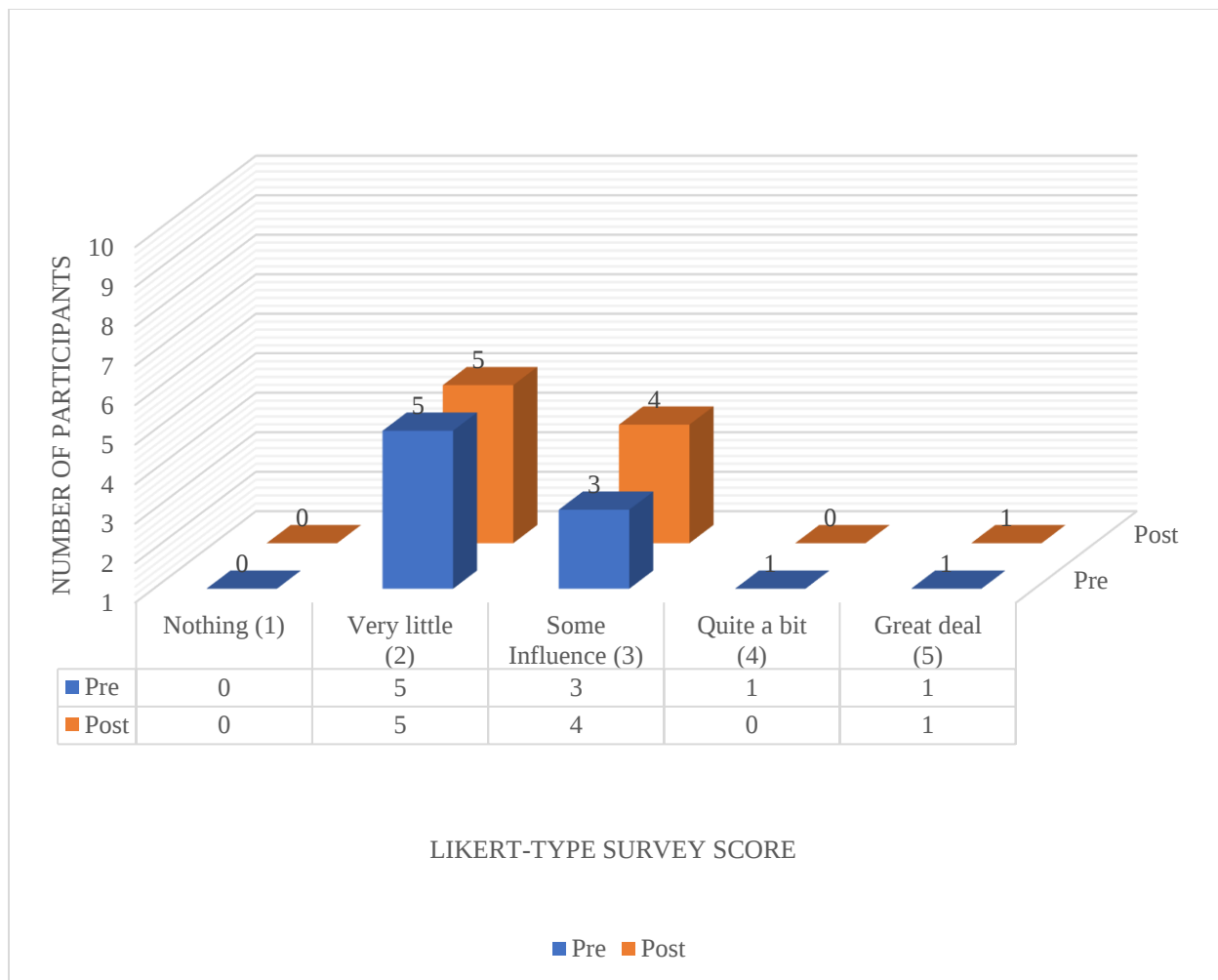


Figure 16. Pre/Post implementation survey responses-Question 3: How much can you do to get instructional materials and equipment you need?

0.406; two-sided: 0.811) suggest no significant difference. Data are reflected in Figure 17 and Table 9.

The fifth question asks: How much can you do to get through to the most difficult students? Results from the pre-survey show that 10% of participants felt they had very little ability, 70% felt they had some influence, and 20% felt they could get through to the most difficult students quite a bit. In the post-survey results, 10% of participants stated they could do nothing, 30% said they could do very little, 40% felt they had some influence, and 20% felt they could get through to the most difficult students quite a bit. The mean difference is 0.400 with a standard deviation of 1.075. The t-value of 1.177 and the p-values (one-sided: 0.135; two-sided: 0.269) indicate no significant difference. Data are reflected in Figure 18 and Table 9.

The sixth question asks: How much can you do to promote learning when there is a lack of support from the home? The results from the pre-survey show that 20% of participants felt they could do very little, 40% said they had some influence, 30% said they had quite a bit of influence, and 10% said they had a great deal of influence on promoting learning when there is a lack of support from home. Results from the post-survey show similar results with 20% feeling they could do very little, 40% having some influence, 20% with quite a bit of influence, and 20% having a great deal of influence on promoting learning when there is a lack of support from the home. The mean difference is -0.200 with a standard deviation of 0.789. The t-value of -0.802 and the p-values (one-sided: 0.222; two-sided: 0.443) suggest no significant difference. Data are reflected in Figure 19 and Table 9.

The seventh question is: How much can you do to keep students on task during difficult assignments? The results from the pre-survey show that 80% of participants feel they can do very little, and 20% feel they have some influence on keeping students on task during difficult

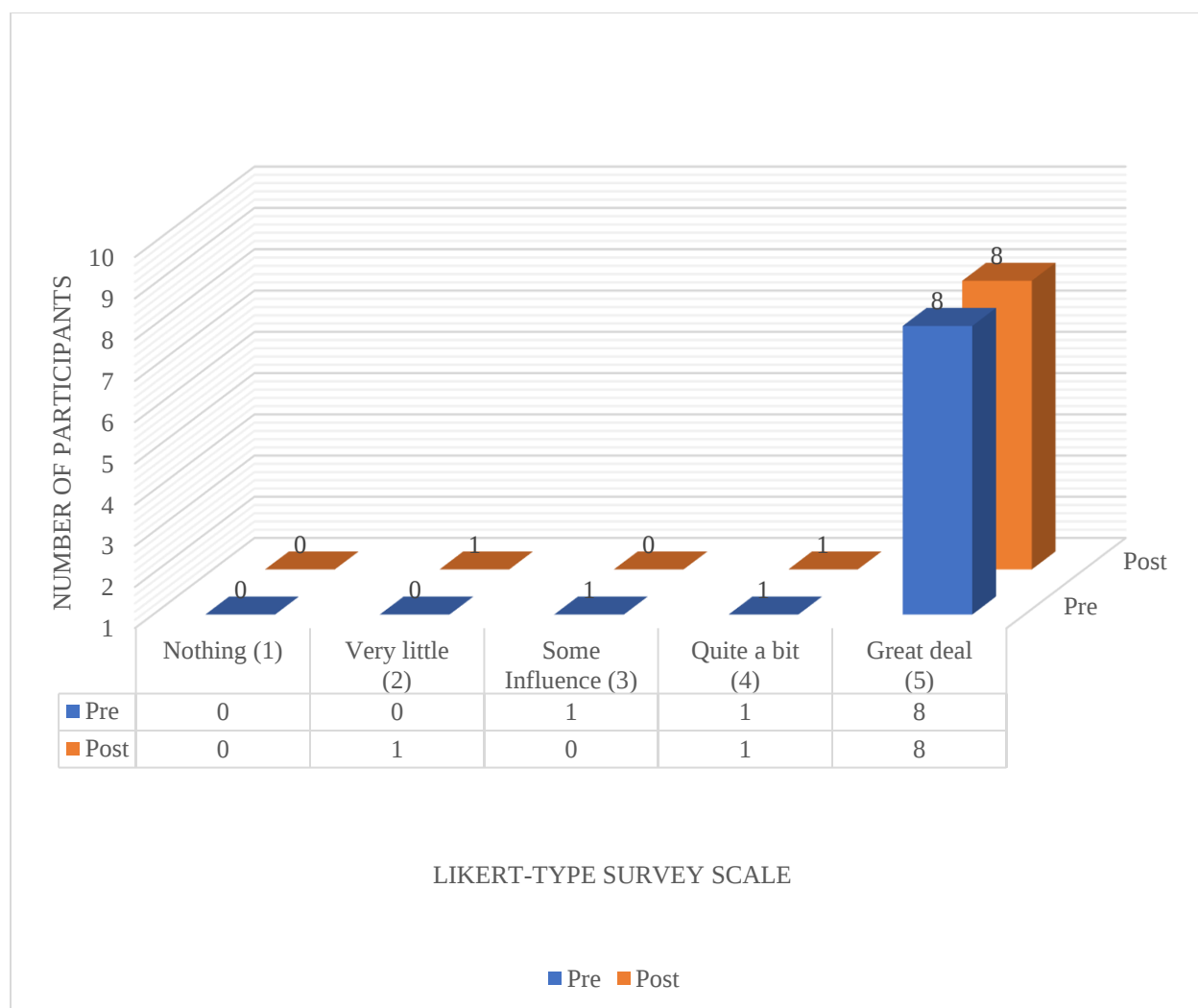


Figure 17. Pre/Post implementation survey responses-Question 4: How much can you do to influence the class sizes at your school?

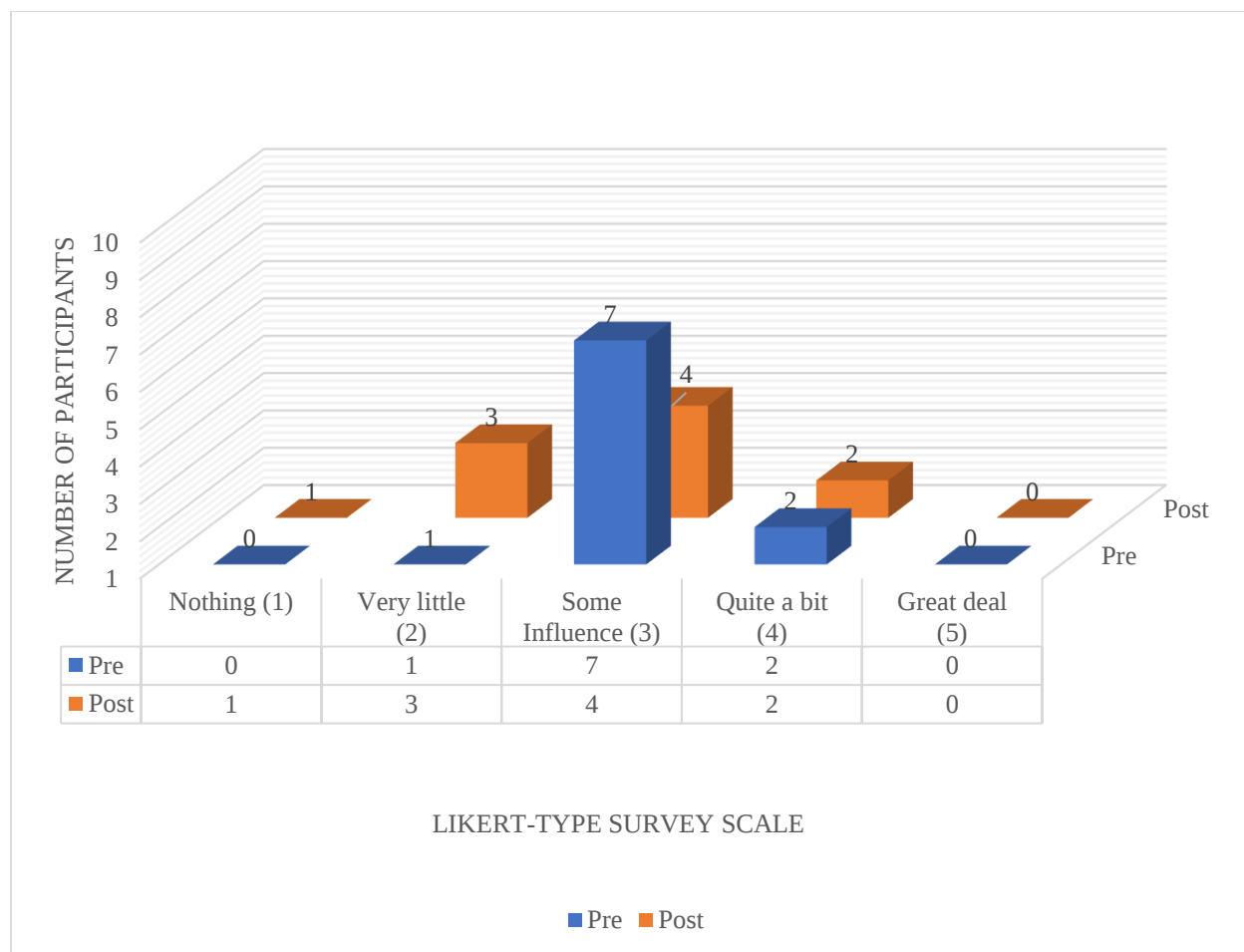


Figure 18. Pre/Post implementation survey responses-Question 5: How much can you do to get through to the most difficult students?

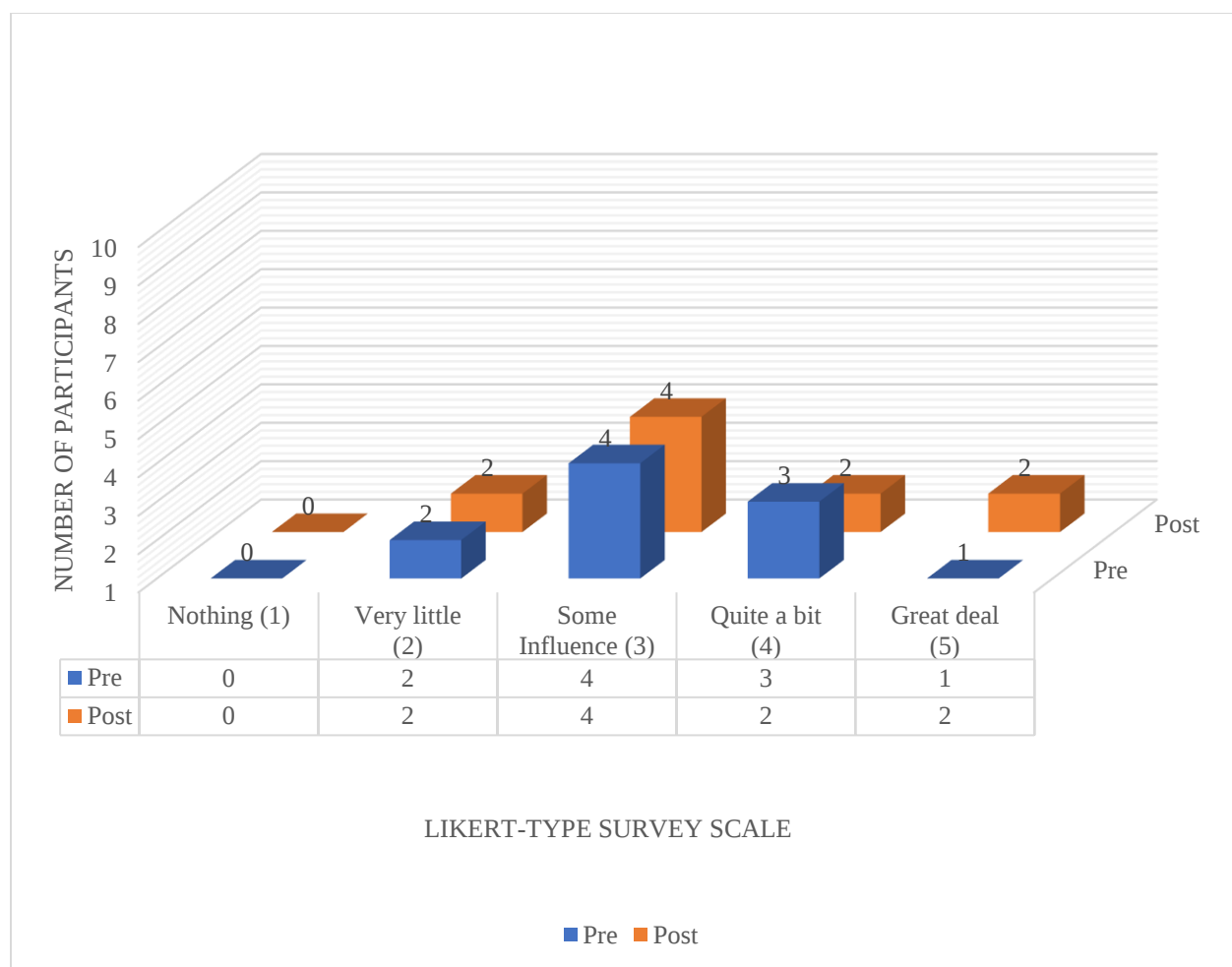


Figure 19. Pre/Post implementation survey responses-Question 6: How much can you do to promote learning when there is a lack of support from the home?

assignments. Results from the post-survey show 10% of participant feels they can do nothing, 40% feel they can do very little, and 50% feel they have some influence on keeping students on task during difficult assignments. The mean difference is -0.100 with a standard deviation of 0.876. The t-value of -0.361 and the p-values (one-sided: 0.363; two-sided: 0.726) indicate no significant difference. Data are reflected in Figure 20 and Table 9.

The eighth question is: How much can you do to increase students' memory of what they have been taught in previous lessons? The results from the pre-survey show that 50% of participants feel they can do very little and 50% feel they have some influence on increasing students' memory of what they have been taught in previous lessons. Results from the post-survey show that 10% of participants felt they could do nothing, 20% felt they could do very little, and 70% felt they had some influence on increasing students' memory of what they have been taught in previous lessons. The mean difference is 0.100 with a standard deviation of 1.101. The t-value of 0.287 and the p-values (one-sided: 0.390; two-sided: 0.780) suggest no significant difference. Data are reflected in Figure 21 and Table 9.

The ninth question is: How much can you do to motivate students who show low interest in schoolwork? The results from the pre-survey show that 10% of participants feels they can do nothing, 80% feel they have some influence, and 10% feels they can motivate students who show low interest in school work quite a bit. Results from the post-survey show that 10% of participants felt they could do nothing, 10% felt they could do very little, 70% felt they had some influence, and 10% felt they could motivate students who show low interest in school work quite a bit. The mean difference is -0.200 with a standard deviation of 1.229. The t-value of -0.514 and the p-values (one-sided: 0.310; two-sided: 0.619) indicate no significant difference. Data are reflected in Figure 22 and Table 9.

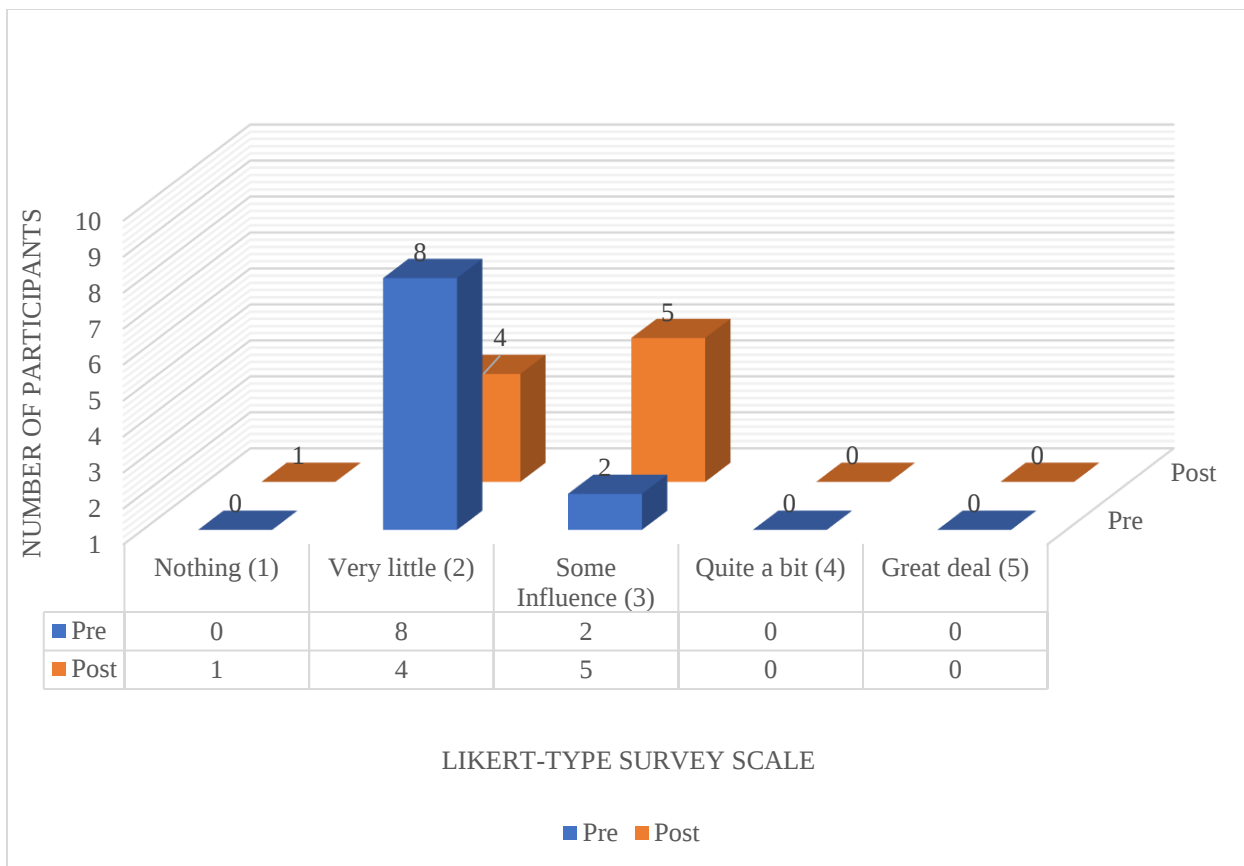


Figure 20. Pre/Post implementation survey responses-Question 7: How much can you do to keep students on task during difficult assignments?

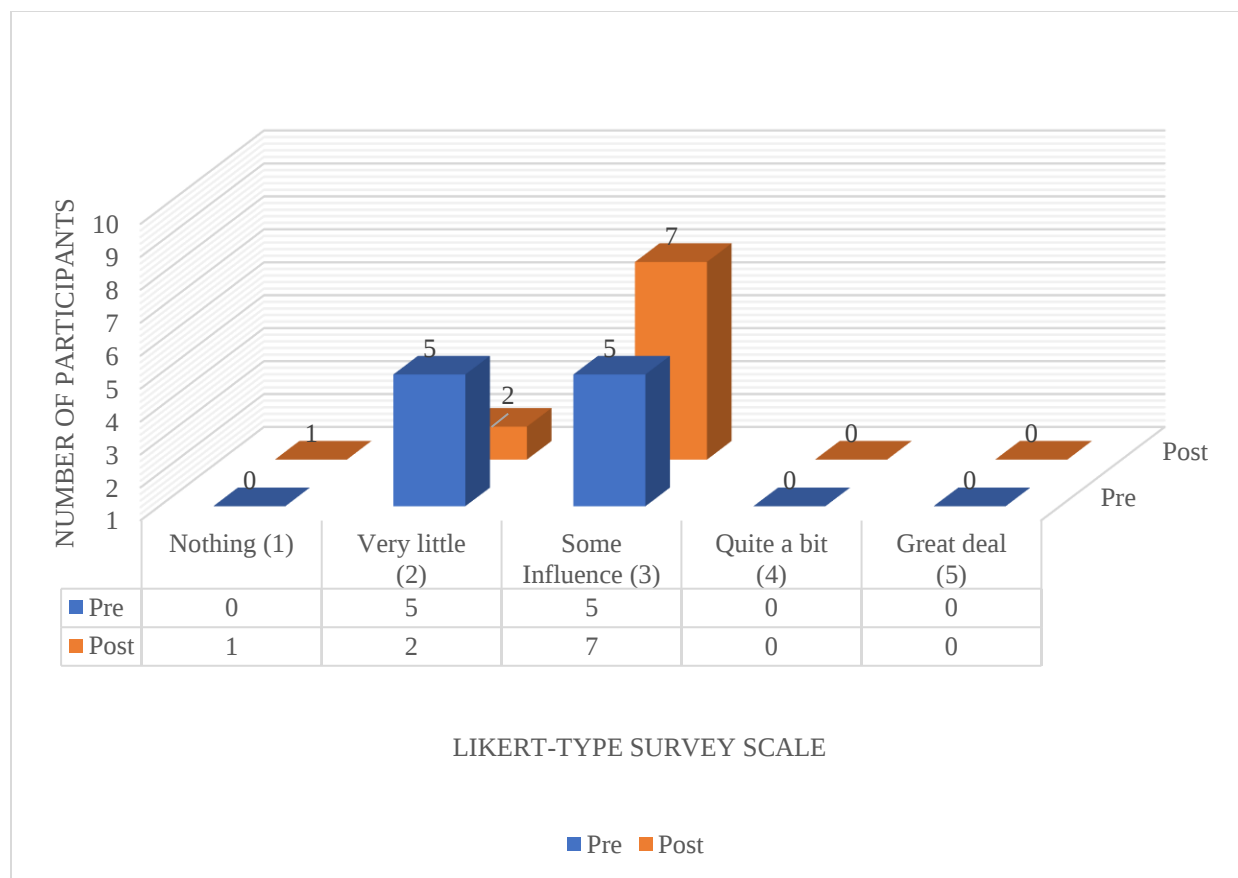


Figure 21. Pre/Post implementation survey responses-Question 8: How much can you do to increase students' memory of what they have been taught in previous lessons?

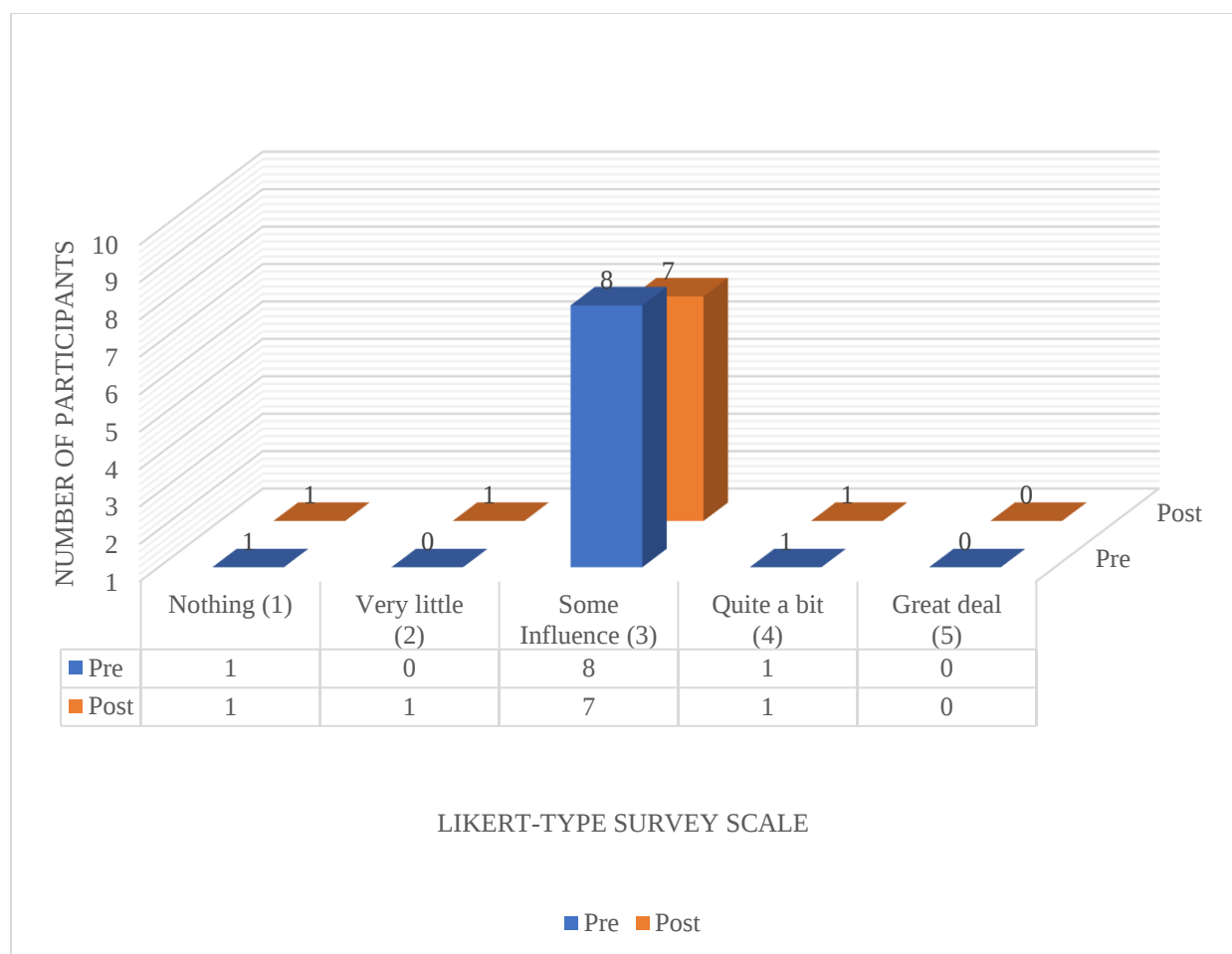


Figure 22. Pre/Post implementation survey responses-Question 9: How much can you do to motivate students who show low interest in schoolwork?

The tenth question is: How much can you do to get students to work together? The results from the pre-survey show that 50% of participants feel they can do very little and 50% of participants feel they have some influence in being able to get students to work together. Results from the post-survey show that 10% of participants felt they could do nothing, 20% felt they could do very little, 60% felt they had some ability, and 10% felt they had quite a bit of ability to get students to work together. The mean difference is 0.200 with a standard deviation of 1.317. The t-value of 0.480 and the p-values (one-sided: 0.321; two-sided: 0.642) suggest no significant difference. Data are reflected in Figure 23 and Table 9.

The eleventh question is: How much can you do to overcome the influence of adverse community conditions on students' learning? The results from the pre-survey show that 20% of participants felt they had very little influence, 40% felt they had some influence, 20% felt they had quite a bit of influence, and 20% felt they had a great deal of ability to overcome the influence of adverse community conditions on students' learning. Results from the post-survey show that 30% of participants stated they had very little influence, 30% of participants felt they had some influence, 30% felt they had quite a bit of influence, and 10% of participants felt they had a great deal of ability to overcome the influence of adverse community conditions on students' learning. The mean difference is -0.100 with a standard deviation of 1.101. The t-value of -0.287 and the p-values (one-sided: 0.390; two-sided: 0.780) indicate no significant difference. Data are reflected in Figure 24 and Table 9.

The twelfth question is: How much can you do to get children to do their homework? The results from the pre-survey show that 10% of participants felt they could do nothing, 50% felt they had some influence, and 40% said they had quite a bit of ability in getting children to do their homework. Results from the post survey show that 10% of participants felt they could do

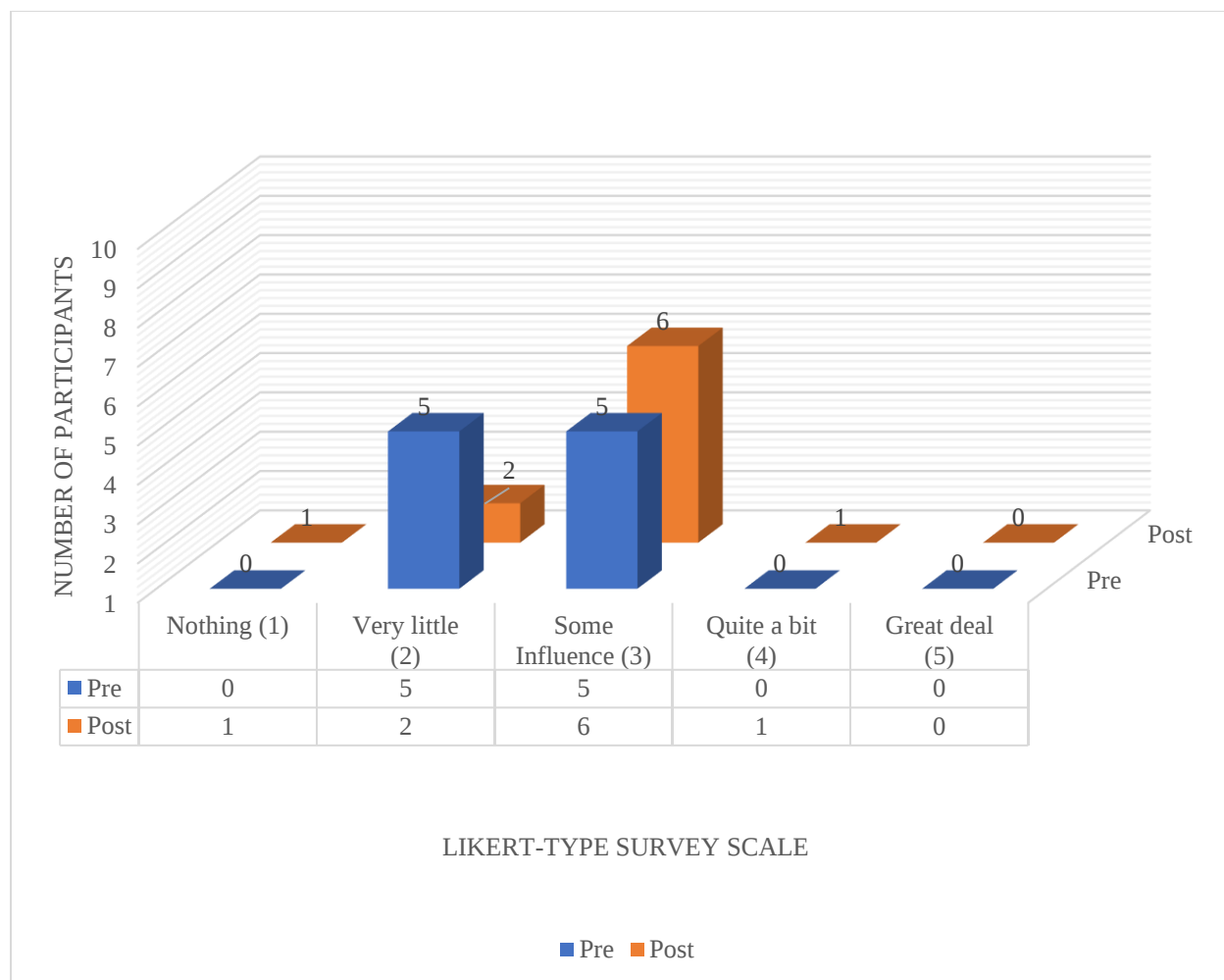


Figure 23. Pre/Post implementation survey responses-Question 10: How much can you do to get students to work together?

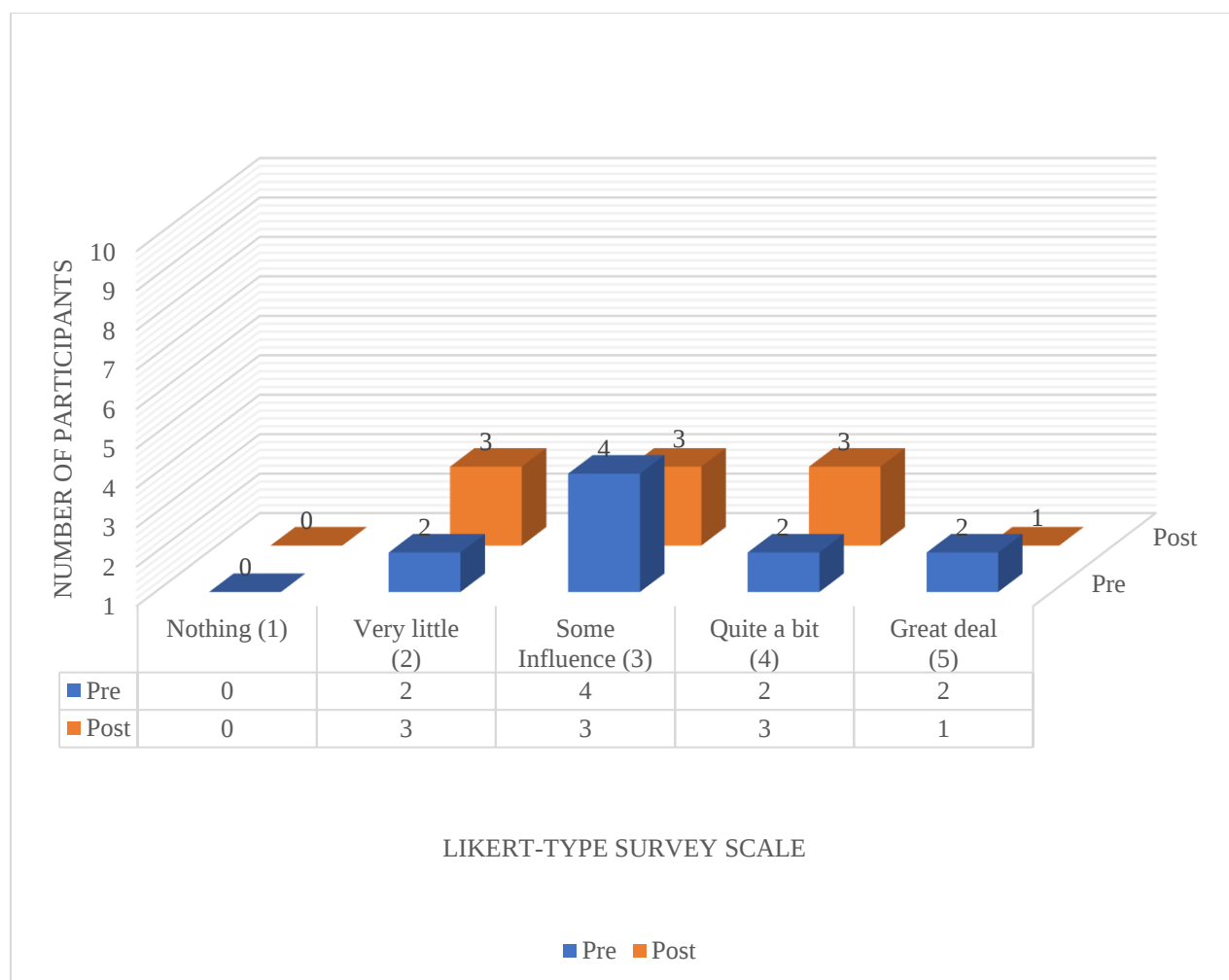


Figure 24. Pre/Post implementation survey responses-Question 11: How much can you do to overcome the influence of adverse community conditions on students' learning?

nothing, 50% felt they had some influence, 30% felt they had quite a bit of influence, and 10% felt they had a great deal of influence on getting children to do their homework. The mean difference is -0.500 with a standard deviation of 0.972. The t-value of -1.627 and the p-values (one-sided: 0.069; two-sided: 0.138) suggest a trend toward significance, but not enough to be statistically significant. Data are reflected in Figure 25 and Table 9.

The thirteenth question is: How much can you do to get children to follow classroom rules? The results from the pre-survey show that 10% of participants felt they could do nothing, and 90% felt they could do very little to get children to follow classroom rules. The post-survey showed that 10% of participants felt they could do nothing, 50% felt they could do very little, 30% felt they had some influence and 10% felt like they can do quite a bit. The mean difference is -0.100 with a standard deviation of 0.738. The t-value of -0.429 and the p-values (one-sided: 0.339; two-sided: 0.678) indicate no significant difference. Data are reflected in Figure 26 and Table 9.

The fourteenth question is: How much can you do to control disruptive behavior in the classroom? The results from the pre-survey show that 10% of participants stated they could do nothing, 70% felt they had very little ability, and 20% felt they had some influence in controlling disruptive behavior in the classroom. The post-survey showed that 10% of participants stated they could do nothing, 60% felt they had very little influence, and 30% felt they had some influence to control disruptive behavior in the classroom. The mean difference is -0.200 with a standard deviation of 1.476. The t-value of -0.429 and the p-values (one-sided: 0.339; two-sided: 0.678) suggest no significant difference. Data are reflected in Figure 27 and Table 9.

The fifteenth question is: How much can you do to prevent problem behavior on the school grounds? The results from the pre-survey show that 10% of participants felt they could

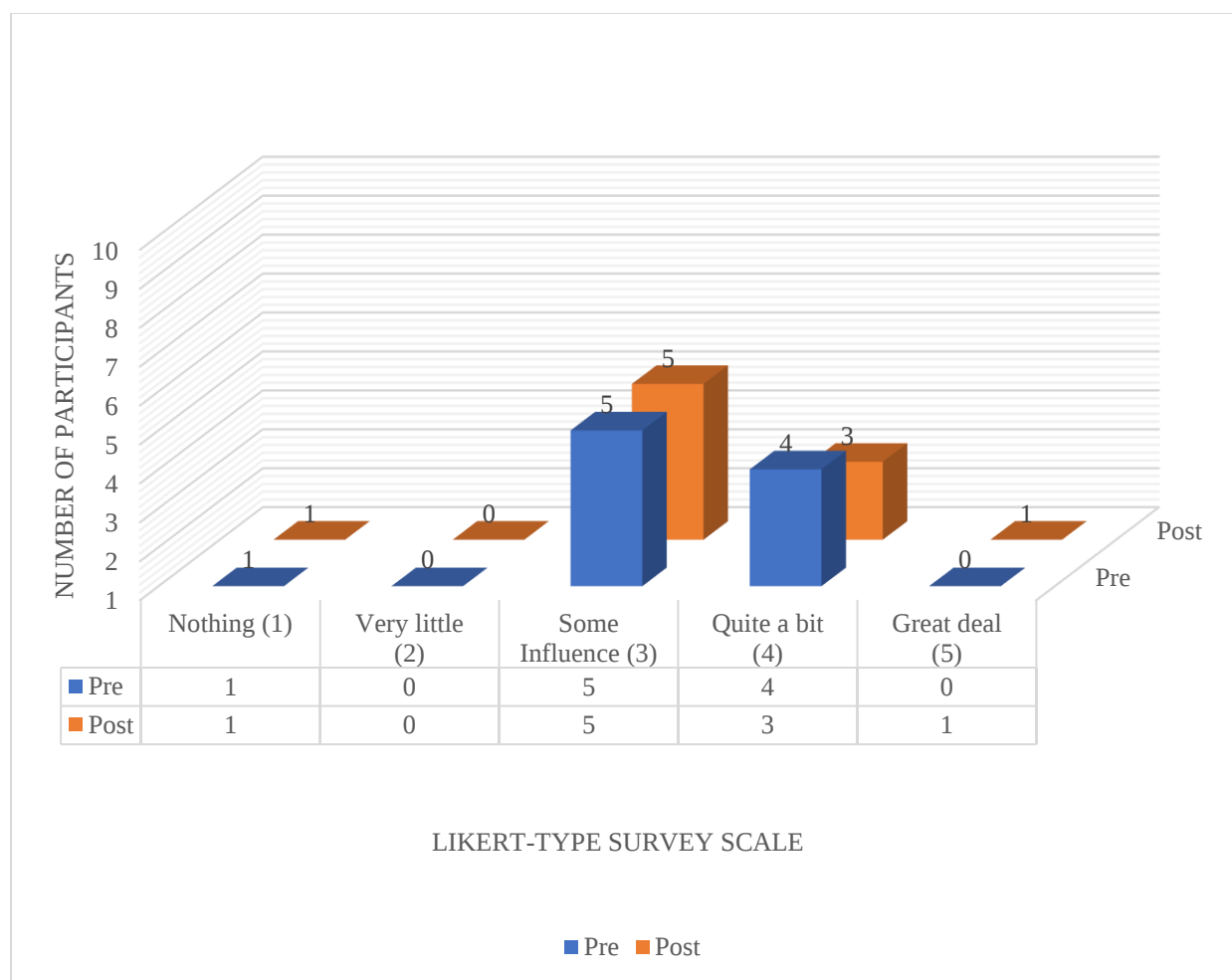


Figure 25. Pre/Post implementation survey responses-Question 12: How much can you do to get children to do their homework?

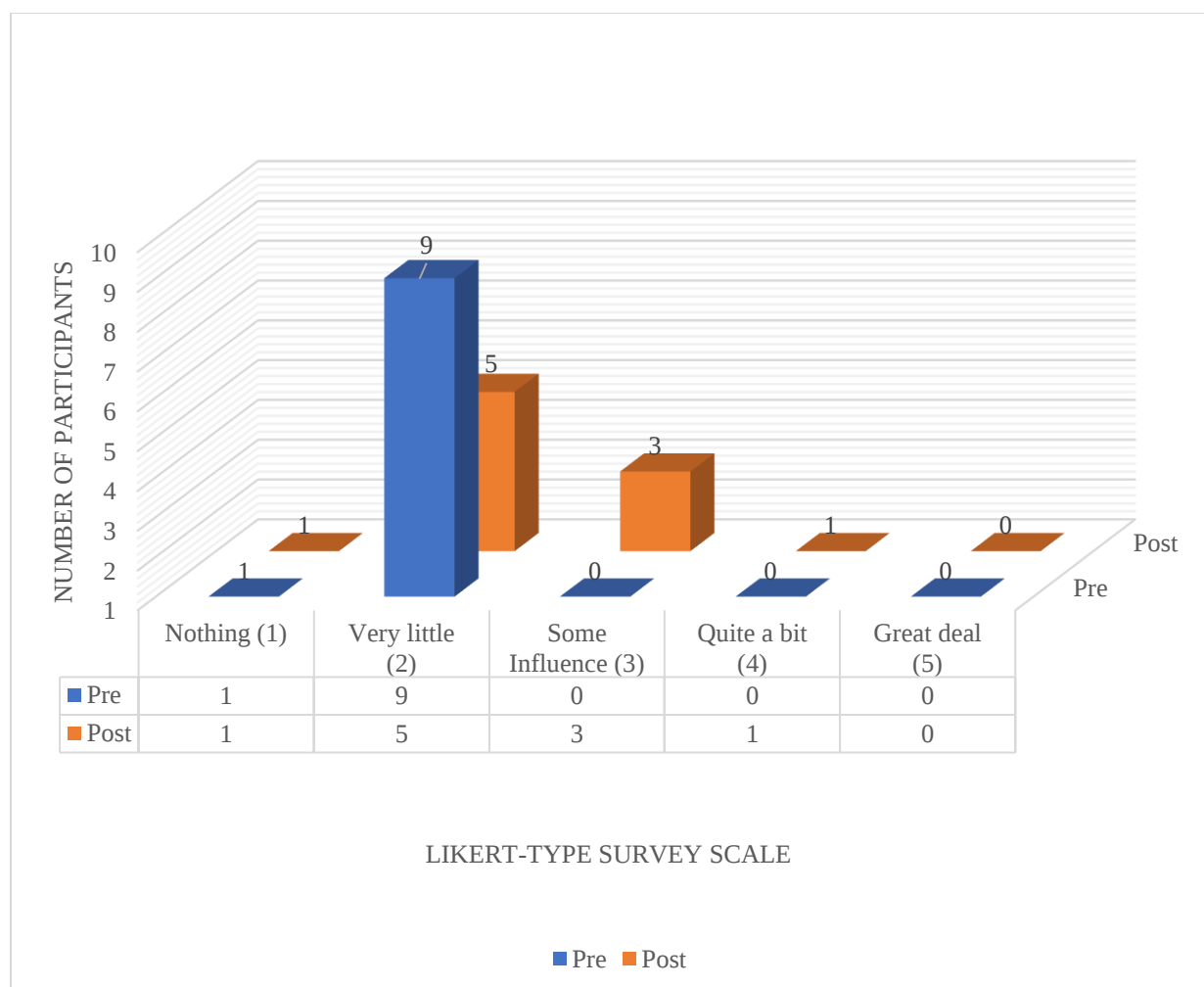


Figure 26. Pre/Post implementation survey responses-Question 13: How much can you do to get children to follow classroom rules?

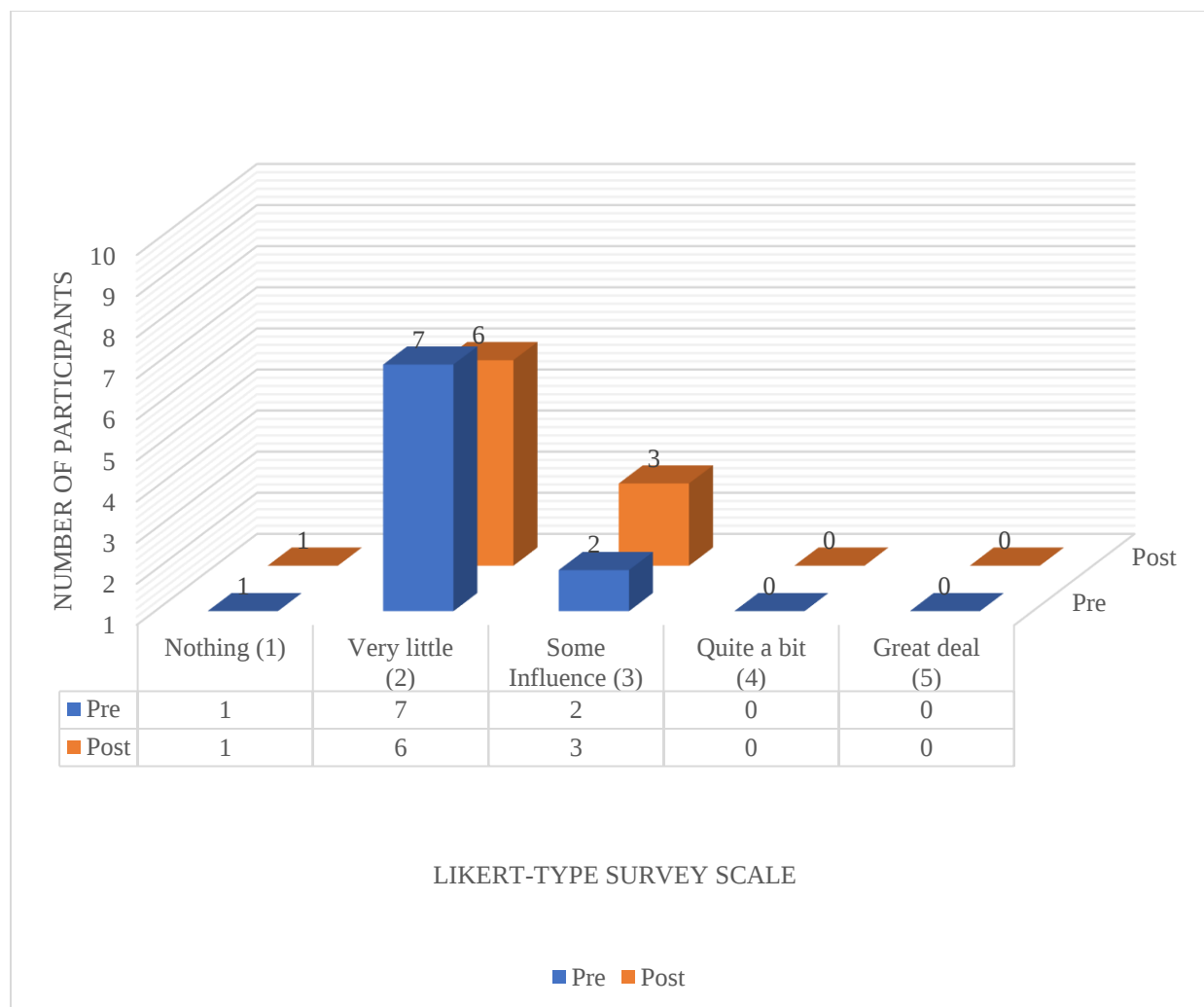


Figure 27. Pre/Post implementation survey responses-Question 14: How much can you do to control disruptive behavior in the classroom?

do nothing, 40% stated they could do very little, 30% felt they had some influence, and 20% felt they had quite a bit of ability to prevent problem behavior on school grounds. In the post-survey, 10% of participants felt they could do nothing, 20% felt they could do very little, 50% felt they had some influence, and 20% felt they had quite a bit of ability to prevent problem behavior on school grounds. The mean difference is 0.200 with a standard deviation of 1.033. The t-value of 0.612 and the p-values (one-sided: 0.278; two-sided: 0.555) indicate no significant difference. Data are reflected in Figure 28 and Table 9.

The sixteenth question is: How much can you do to get parents involved in school activities? The results from the pre-survey show that 60% of participants feel they have some influence and 40% of participants feel they have quite a bit of influence in getting parents involved in school activities. In the post-survey, 10% of participants that stated they can do nothing to get parents involved in school activities, 50% felt they had some influence, and 40% felt they had quite a bit of influence in getting parents involved in school activities. The mean difference is 0.400 with a standard deviation of 1.174. The t-value of 1.078 and the p-values (one-sided: 0.155; two-sided: 0.309) suggest no significant difference. Data are reflected in Figure 29 and Table 9.

The seventeenth question is: How much can you assist parents in helping their children do well in school? The results from the pre-survey show that 30% of participants felt they could assist parents very little in helping their children do well in school. 50% of participants felt they had some influence, and 20% of participants felt they had quite a bit of influence on assisting parents in helping their children do well in school. In the post-survey, 10% of participants felt they could do nothing to assist parents in helping their children do well in school. There were 40% of participants that felt they could assist very little, 40% of participants felt they had some

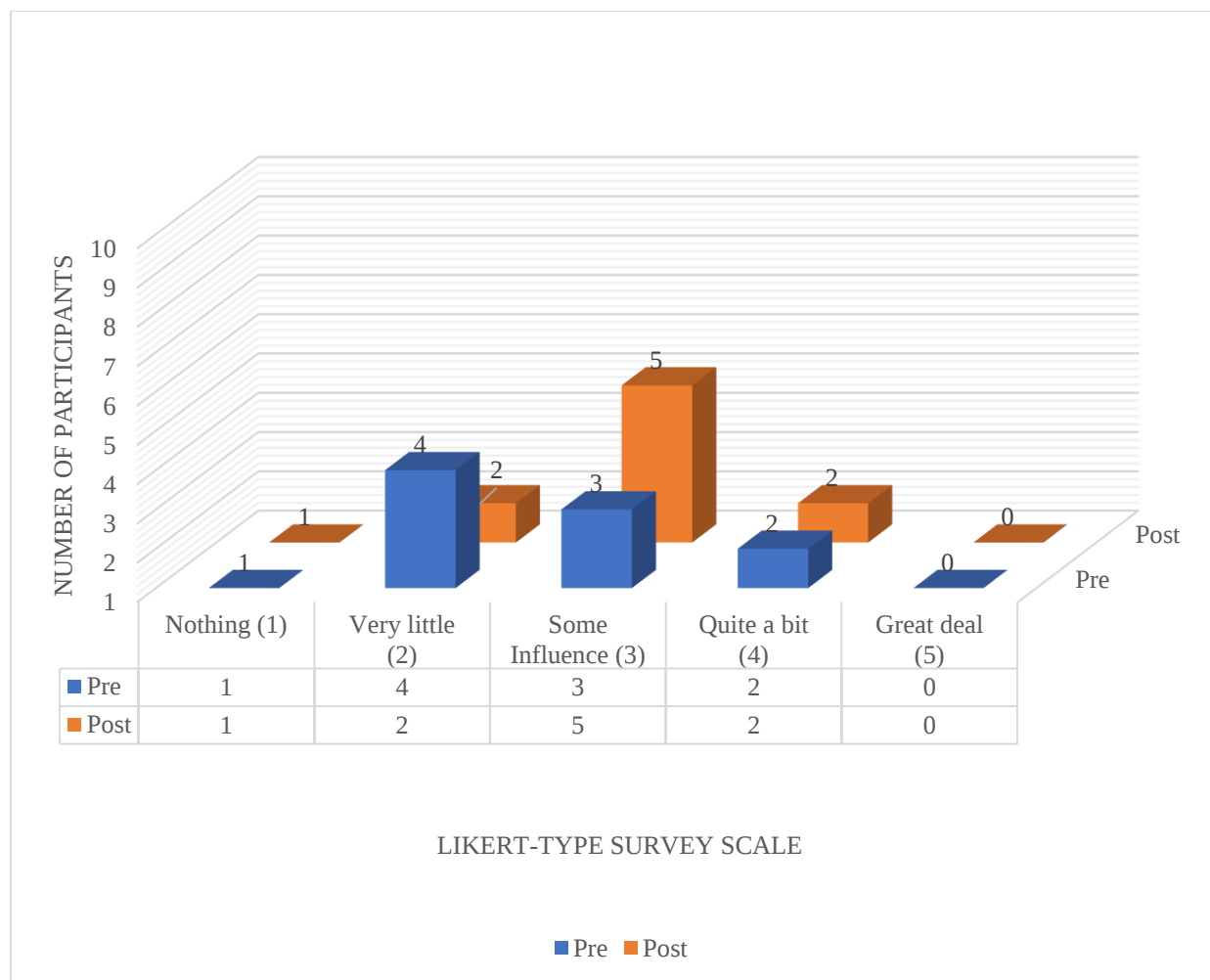


Figure 28. Pre/Post implementation survey responses-Question 15: How much can you do to prevent problem behavior on the school grounds?

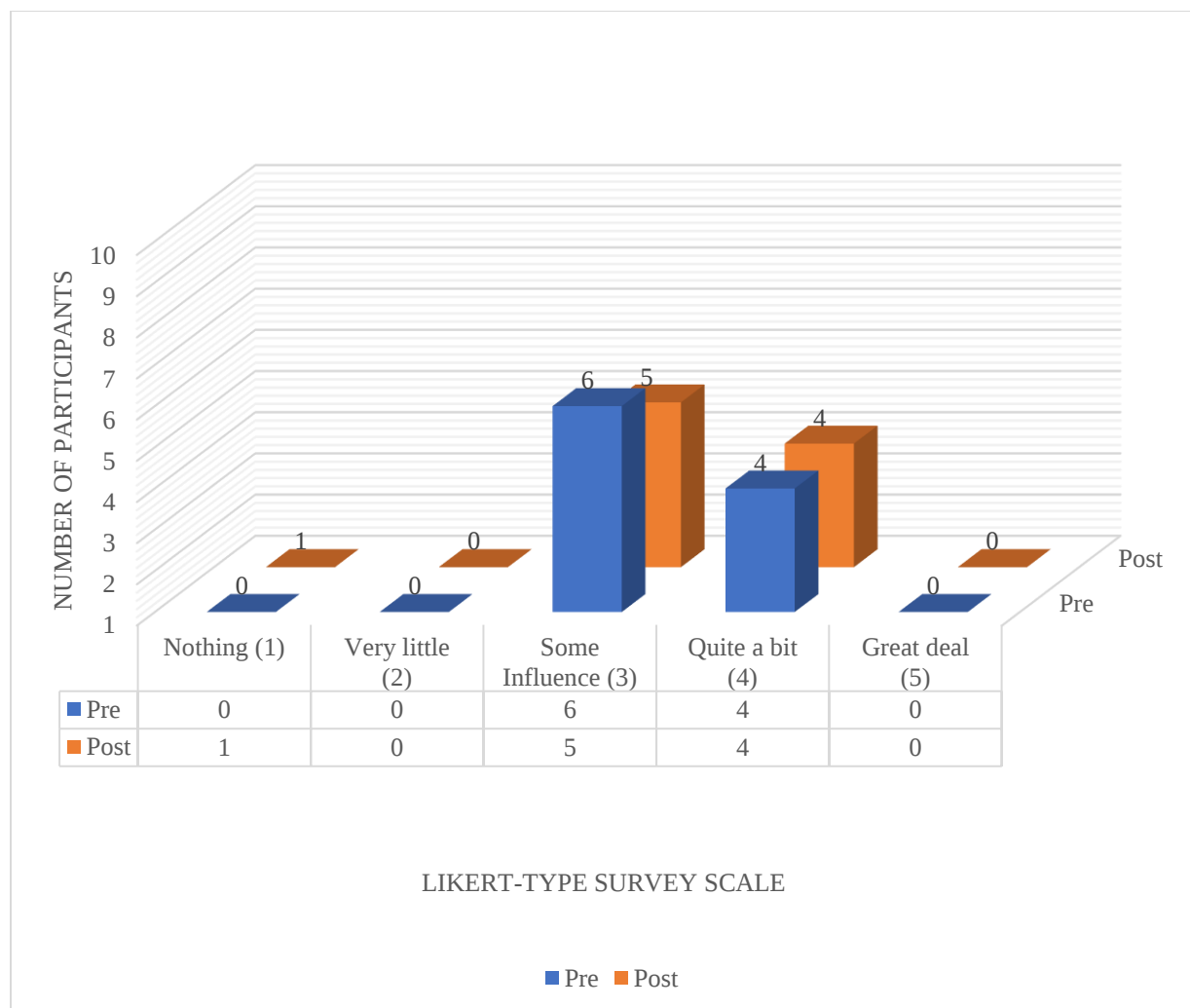


Figure 29. Pre/Post implementation survey responses-Question 16: How much can you do to get parents involved in school activities?

influence, and 10% of participants said they could assist parents in helping their children do well in school quite a bit. The mean difference is 0.400 with a standard deviation of 1.350. The t-value of 0.937 and the p-values (one-sided: 0.187; two-sided: 0.373) indicate no significant difference. Data are reflected in Figure 30 and Table 9.

The eighteenth question is: How much can you do to make parents feel comfortable coming to school? The results from the pre-survey show that 20% of participants feel they can do nothing to make parents feel comfortable coming to the school, and 20% felt they could do very little. Fifty (50) percent of participants felt they had some influence, and 10% of participants felt they could do a great deal to make parents feel comfortable coming to the school. In the post-survey, 10% of participants that felt they could do nothing, 70% of participants felt they could do very little, 10% of participants felt they had some influence, and 10% of participants felt they could do quite a bit to make parents feel comfortable coming to the school. The mean difference is 0.300 with a standard deviation of 1.160. The t-value of 0.818 and the p-values (one-sided: 0.217; two-sided: 0.434) suggest no significant difference. Data are reflected in Figure 31 and Table 9.

The nineteenth question is: How much can you do to get community groups involved in working with the schools? The results from the pre-survey show that 10% of participants felt they could do very little, 40% of participants felt they had some influence, 40% of participants felt they could do quite a bit, and 10% of participants felt they could do a great deal to get community groups involved in working with the schools. In the post-survey, there were 10% of participants that felt they could do very little, 60% of participants felt they had some influence, and 30% of participants felt they could do quite a bit to get community groups involved in working with the school. The mean difference is -0.100 with a standard deviation of 1.853. The

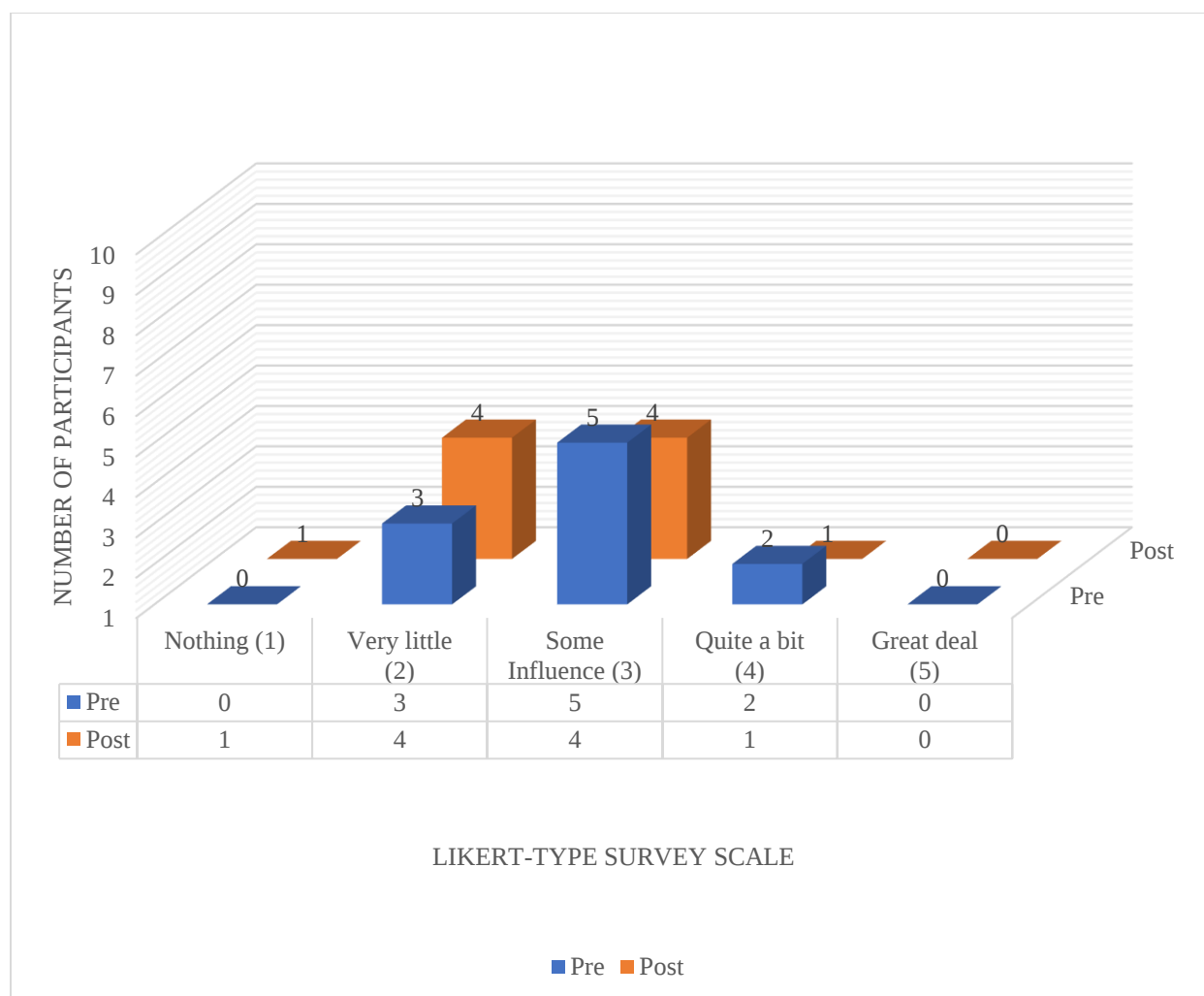


Figure 30. Pre/Post implementation survey responses-Question 17: How much can you assist parents in helping their children do well in school?

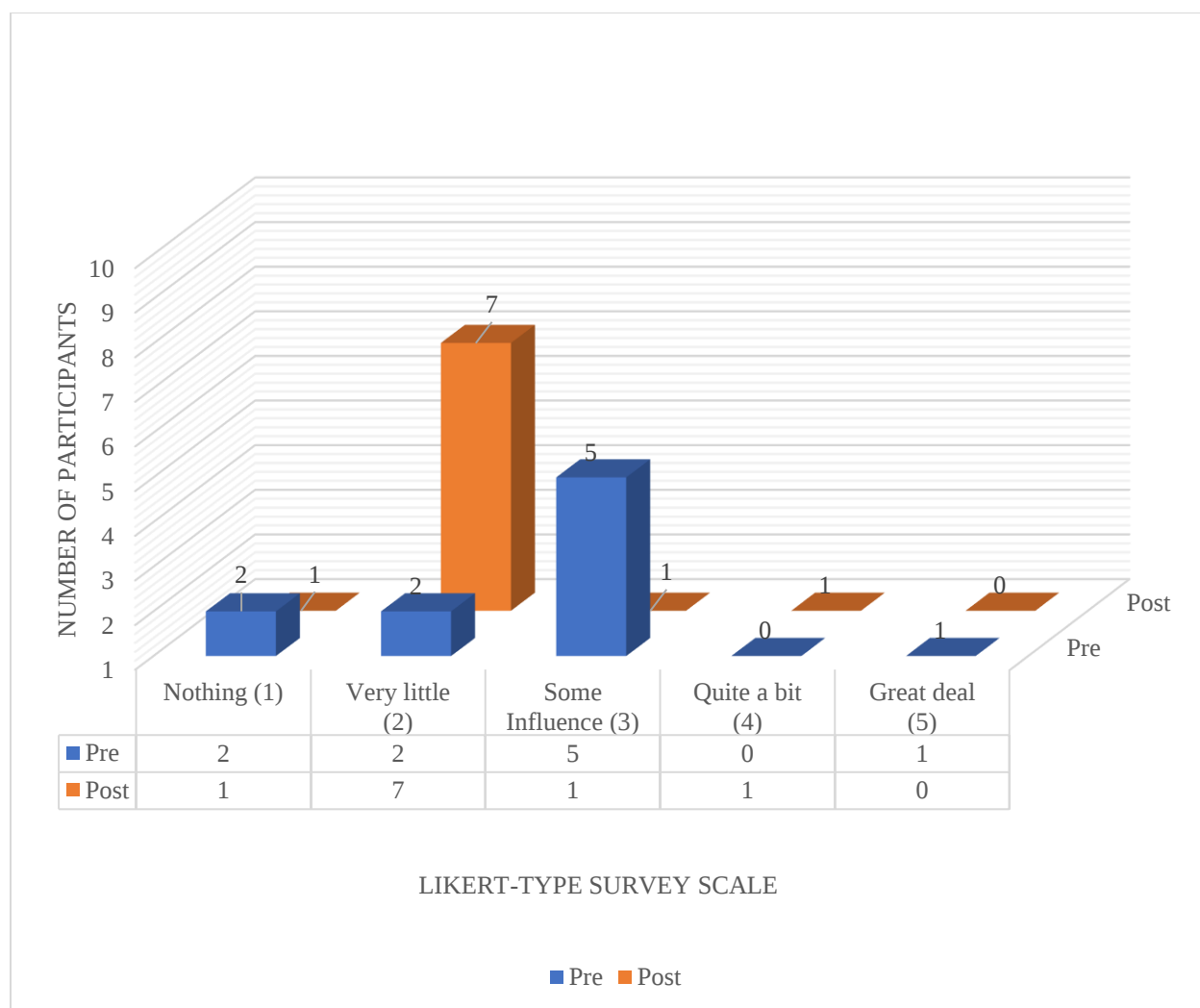


Figure 31. Pre/Post implementation survey responses-Question 18: How much can you do to make parents feel comfortable coming to school?

t-value of -0.171 and the p-values (one-sided: 0.434; two-sided: 0.868) indicate no significant difference. Data are reflected in Figure 32 and Table 9.

The twentieth question is: How much can you do to get churches involved in working with the school? The results from the pre-survey show that 10% of participants felt they could do nothing, 10% of participants felt they could do very little, 40% of participants felt they had some influence, 20% of participants felt they could do quite a bit, and 20% of participants felt they could do a great deal to get churches involved in working with the school. In the post-survey, there were 10% of participants that felt they could do very little, 50% of participants felt they had some influence, 30% of participants felt they could do quite a bit, and 10% of participants felt they could do a great deal to get churches involved in working with the school. The mean difference is 0.000 with a standard deviation of 1.054. The t-value of 0.000 and the p-values (one-sided: 0.500; two-sided: 1.000) suggest no significant difference. Data are reflected in Figure 33 and Table 9.

The twenty-first question is: How much can you do to get businesses involved in working with the school? The results from the pre-survey show that 20% of participants felt they could do very little, 30% of participants felt they had some influence, 40% of participants felt they could do quite a bit, and 10% of participants felt they could do a great deal to get businesses involved in working with the school. In the post-survey, there were 10% of participants who felt they could do very little, 50% of participants felt they had some influence, 30% of participants felt they could do quite a bit, and 10% of participants felt they could do a great deal to get businesses involved in working with the school. The mean difference is 0.000 with a standard deviation of 1.155. The t-value of 0.000 and the p-values (one-sided: 0.500; two-sided: 1.000) indicate no significant difference. Data are reflected in Figure 34 and Table 9.

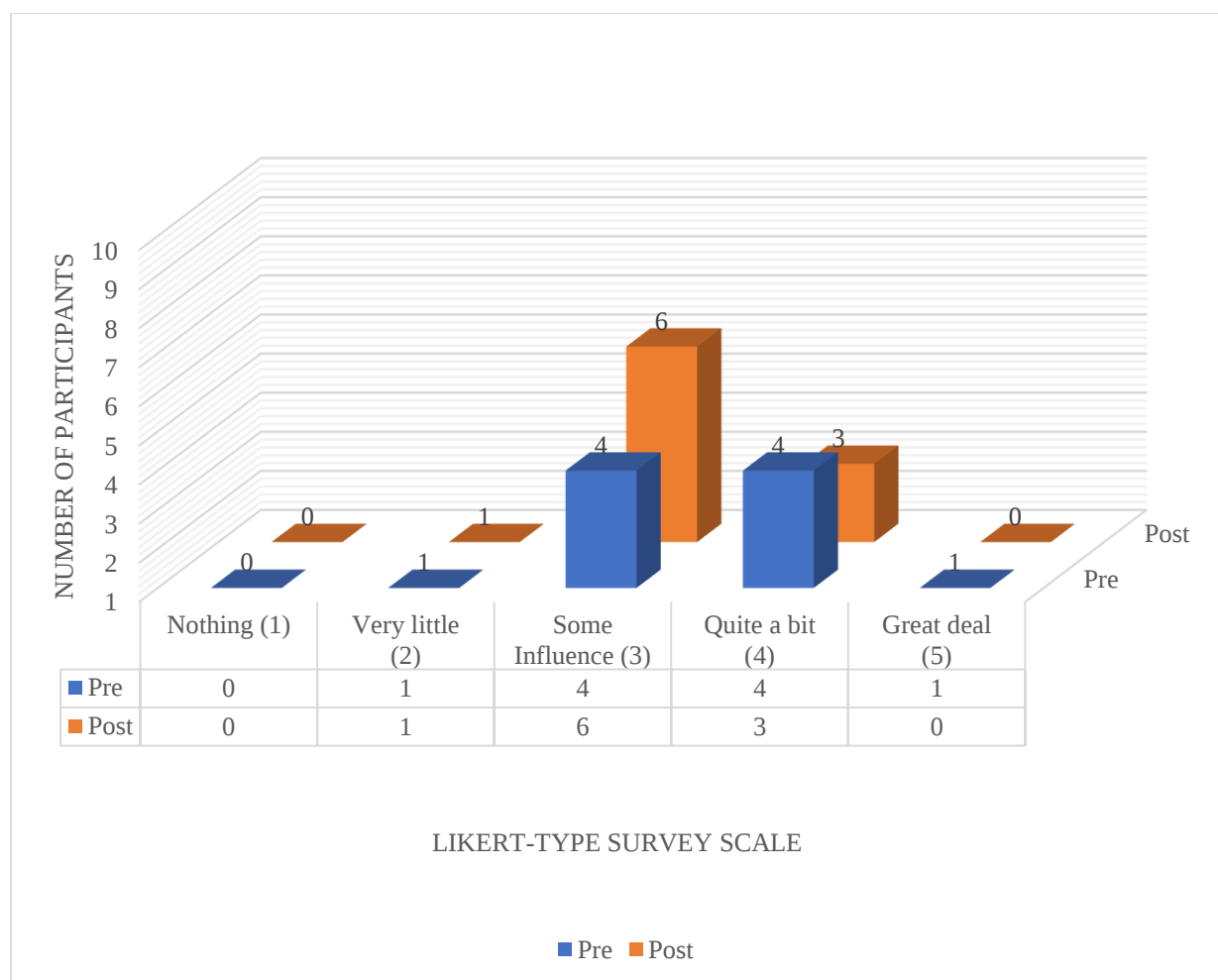


Figure 32. Pre/Post implementation survey responses-Question 19: How much can you do to get community groups involved in working with the schools?

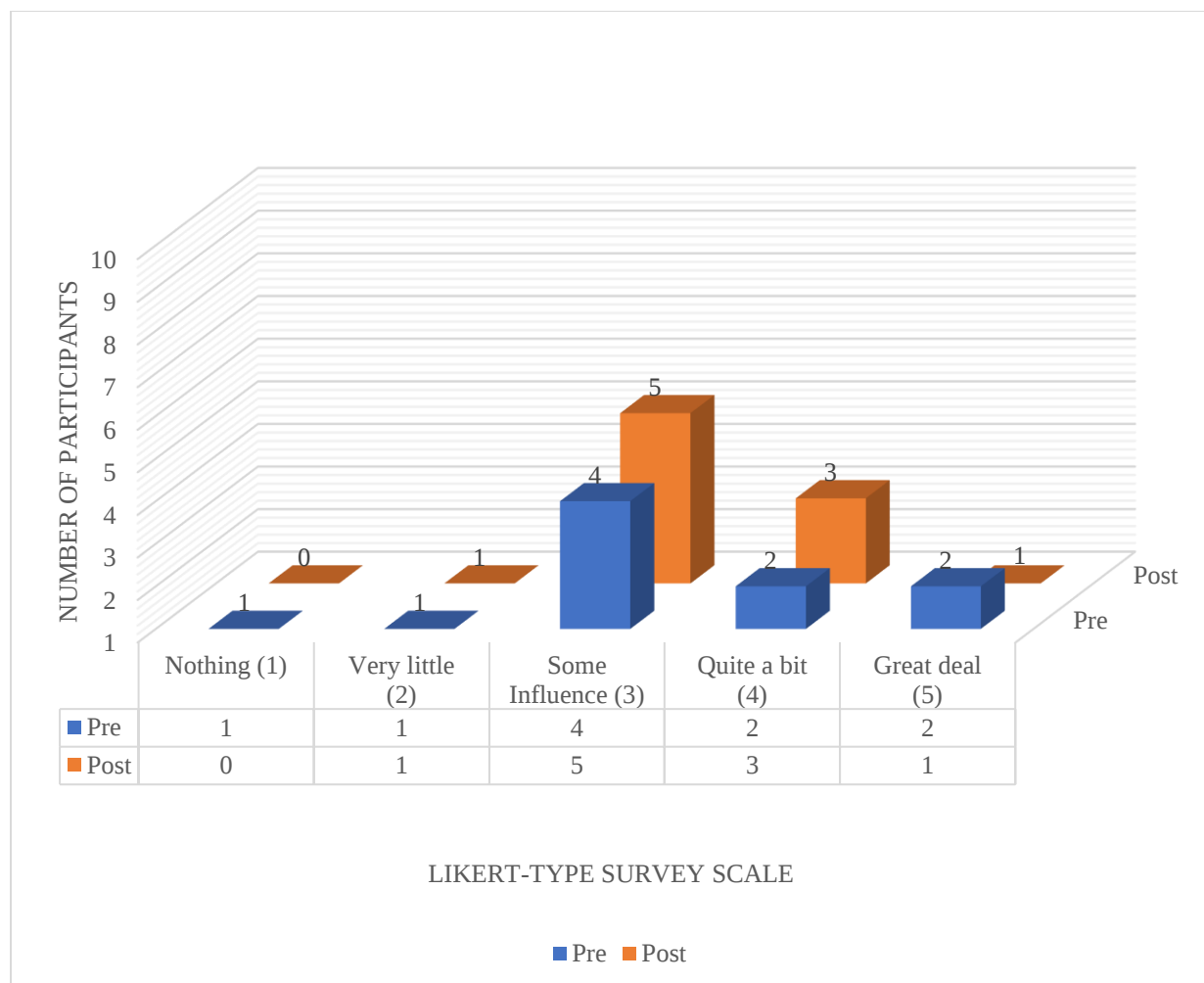


Figure 33. Pre/Post implementation survey responses-Question 20: How much can you do to get churches involved in working with the school?

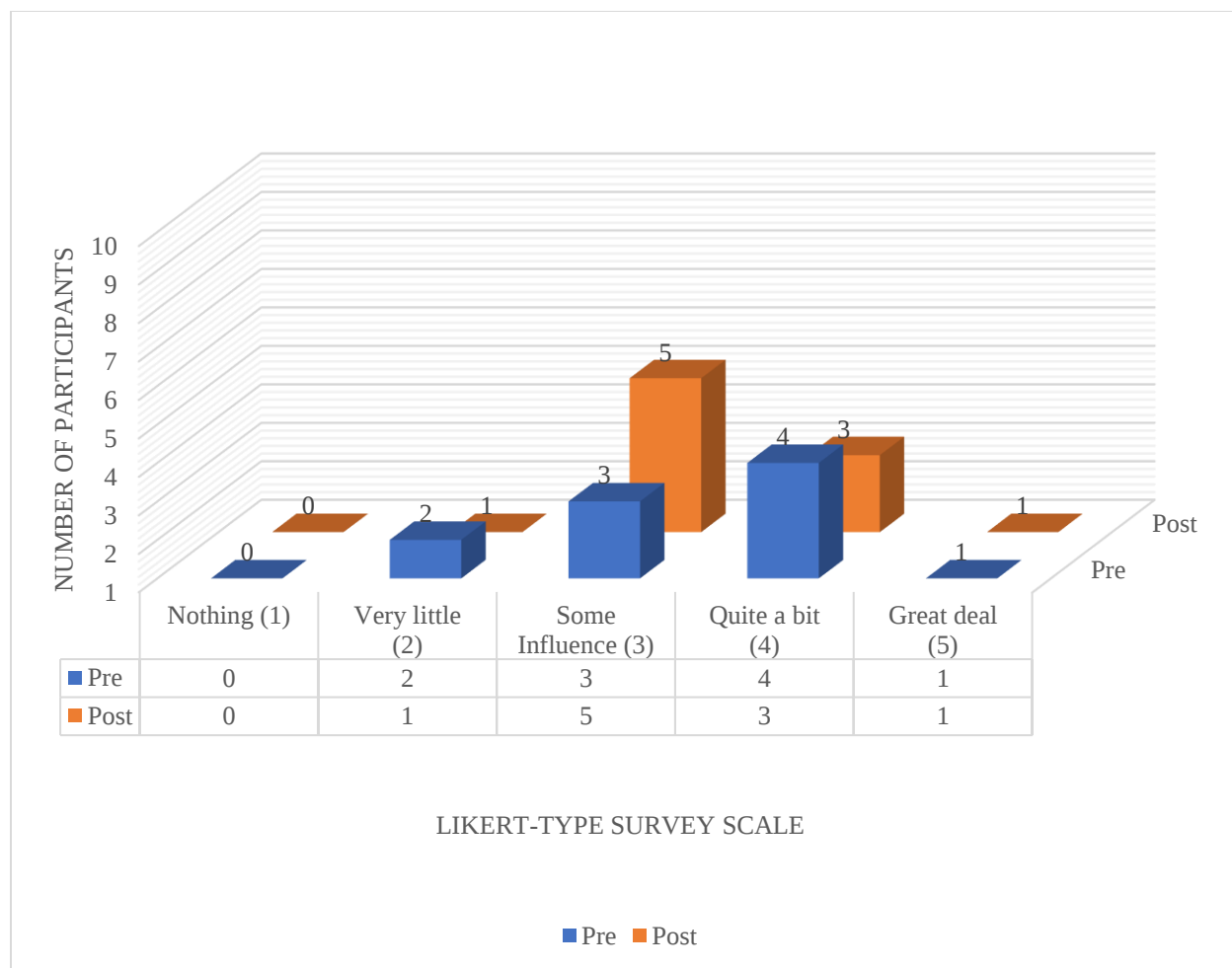


Figure 34. Pre/Post implementation survey responses-Question 21: How much can you do to get businesses involved in working with the school?

The twenty-second question is: How much can you do to get local colleges and universities involved in working with the school? The results from the pre-survey show that 20% of participants felt they could do very little, 20% of participants felt they had some influence, 50% of participants felt they could do quite a bit, and 10% of participants felt they could do a great deal to get local colleges and universities involved in working with the school. In the post-survey, 10% of participants who felt they had very little influence, 50% of participants felt they had some influence, 20% of participants felt they had quite a bit of influence, and 20% of participants felt they could do a great deal to get local colleges and universities involved in working with the school. The mean difference is 0.000 with a standard deviation of 0.816. The t-value of 0.000 and the p-values (one-sided: 0.500; two-sided: 1.000) suggest no significant difference. Data are reflected in Figure 35 and Table 9.

The twenty-third question is: How much can you do to make the school a safe place? The results from the pre-survey show that 20% of participants felt they could do nothing, 50% of participants felt they could do very little, and 30% of participants felt they had some influence on making the school a safe place. In the post-survey, 10% of participants felt they could do nothing, 70% of participants felt they could do very little, and 20% of participants felt they had some influence on making the school a safe place. The mean difference is 0.000 with a standard deviation of 1.054. The t-value of 0.000 and the p-values (one-sided: 0.500; two-sided: 1.000) indicate no significant difference. Data are reflected in Figure 36 and Table 9.

The twenty-fourth question is: How much can you do to make students enjoy coming to school? The results from the pre-survey show that 30% of participants feel they can do nothing, 20% feel they can do very little, 40% of participants feel they have some influence, and 10% of participants feel they have quite a bit of ability to make students enjoy coming to school. In the

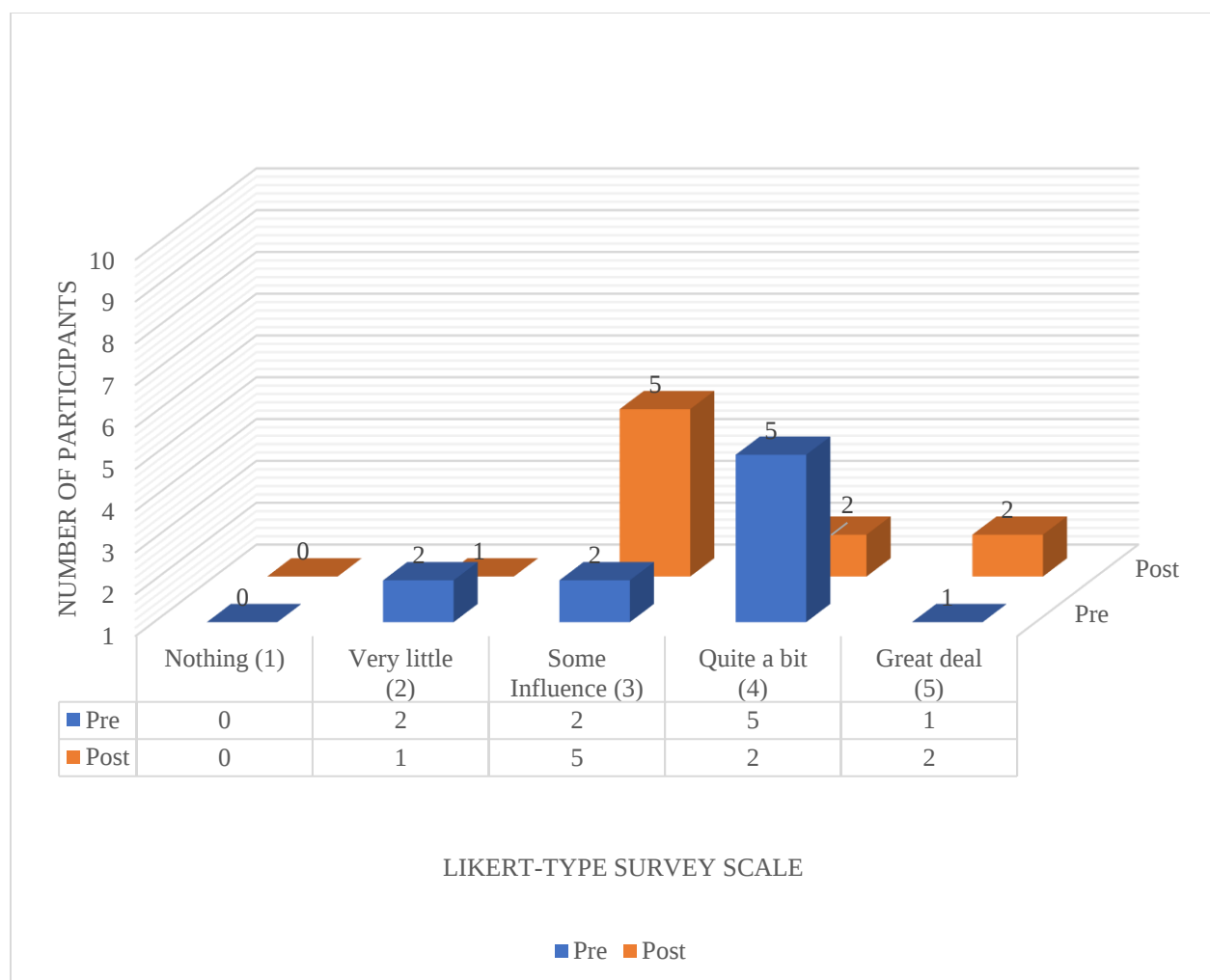


Figure 35. Pre/Post implementation survey responses-Question 22: How much can you do to get local colleges and universities involved in working with the school?

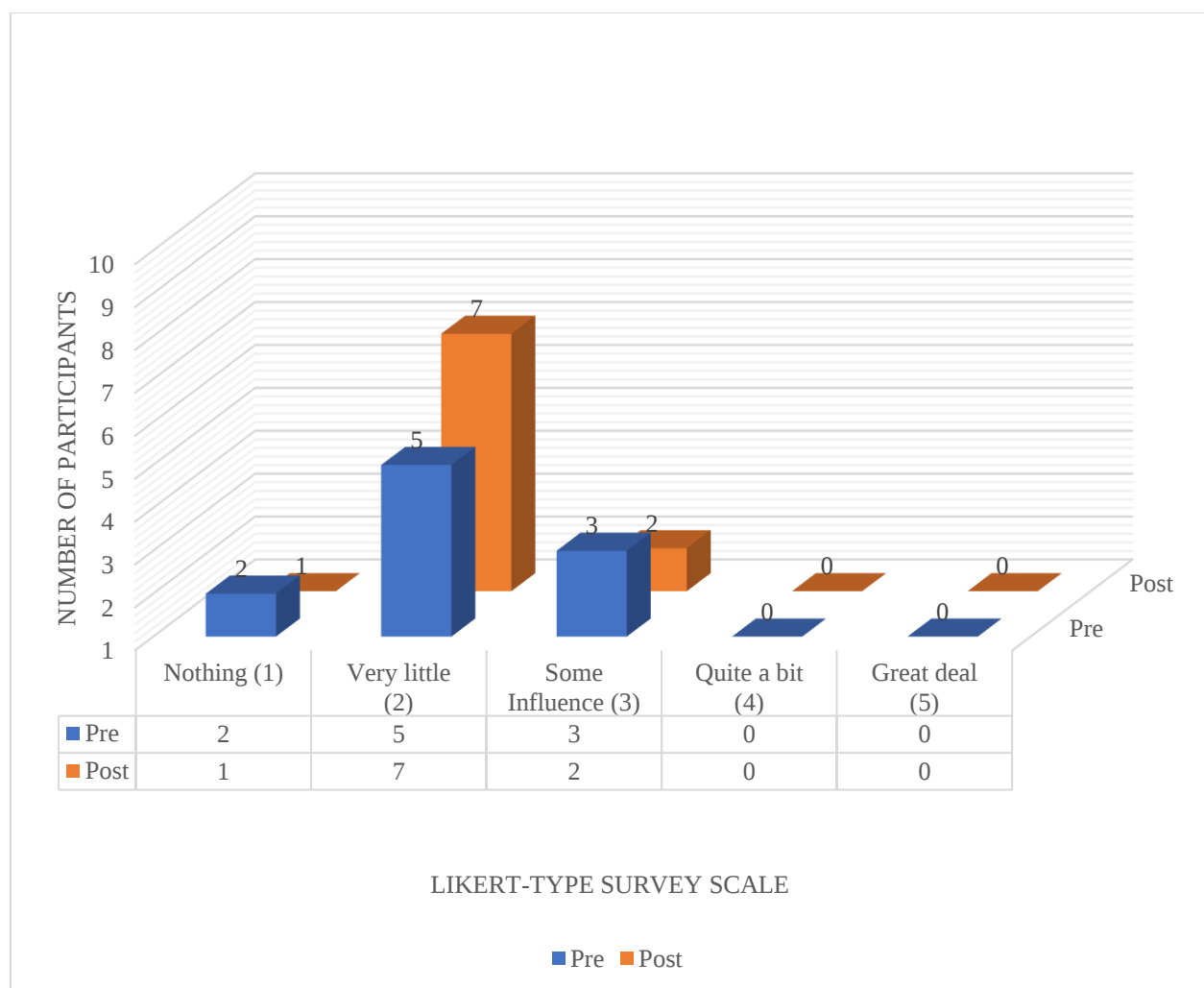


Figure 36. Pre/Post implementation survey responses-Question 23: How much can you do to make the school a safe place?

post-survey, 10% of participants felt they could do nothing, 50% felt they could do very little, and 40% of participants felt they had some influence in making students enjoy coming to school. The mean difference is -0.100 with a standard deviation of 0.876. The t-value of -0.361 and the p-values (one-sided: 0.363; two-sided: 0.726) suggest no significant difference. Data are reflected in Figure 37 and Table 9.

The twenty-fifth question is: How much can you do to get students to trust teachers? The results from the pre-survey show that 20% of participants feel they can do nothing, 50% felt they could do very little, and 30% of participants felt they had some influence on getting students to trust teachers. In the post-survey, 10% of participants felt they could do nothing, 60% felt they could do very little, and 30% felt they had some influence on getting students to trust teachers. The mean difference is -0.300 with a standard deviation of 1.059. The t-value of -0.896 and the p-values (one-sided: 0.197; two-sided: 0.394) indicate no significant difference. Data are reflected in Figure 38 and Table 9.

The twenty-sixth question is: How much can you help other teachers with their teaching skills? The results from the pre-survey show 40% of participants felt they could do very little and 60% of participants felt they had some influence on how to help other teachers with their teaching skills. In the post-survey, 30% of participants felt they could do very little, 50% of participants felt they had some influence, and 20% of participants felt they could do quite a bit to help other teachers with their teaching skills. The mean difference is 0.200 with a standard deviation of 0.919. The t-value of 0.688 and the p-values (one-sided: 0.254; two-sided: 0.509) suggest no significant difference. Data are reflected in Figure 39 and Table 9.

The twenty-seventh question is: How much can you do to enhance collaboration between teachers and the administration to make the school run effectively? The results from the pre-

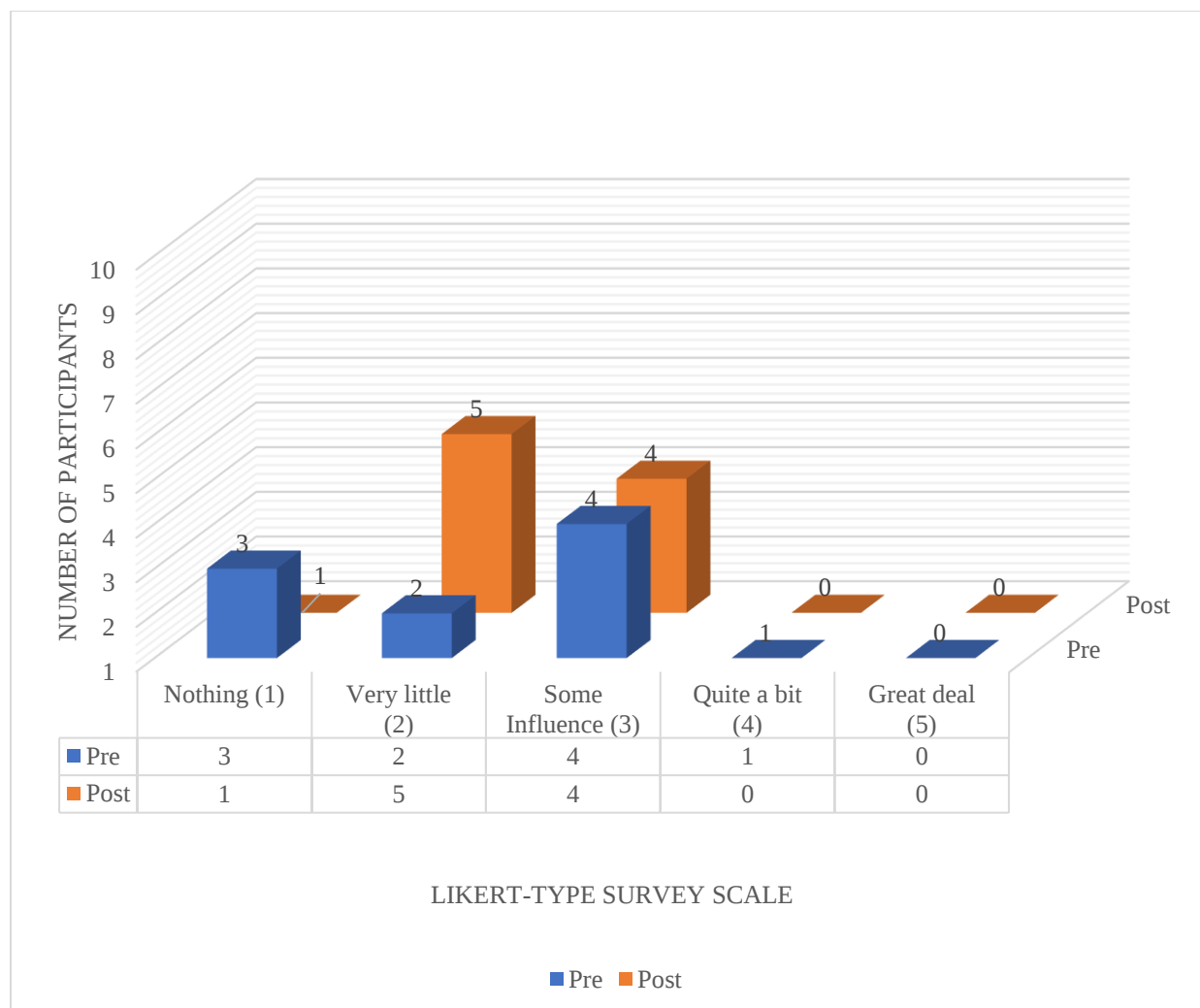


Figure 37. Pre/Post implementation survey responses-Question 24: How much can you do to make students enjoy coming to school?

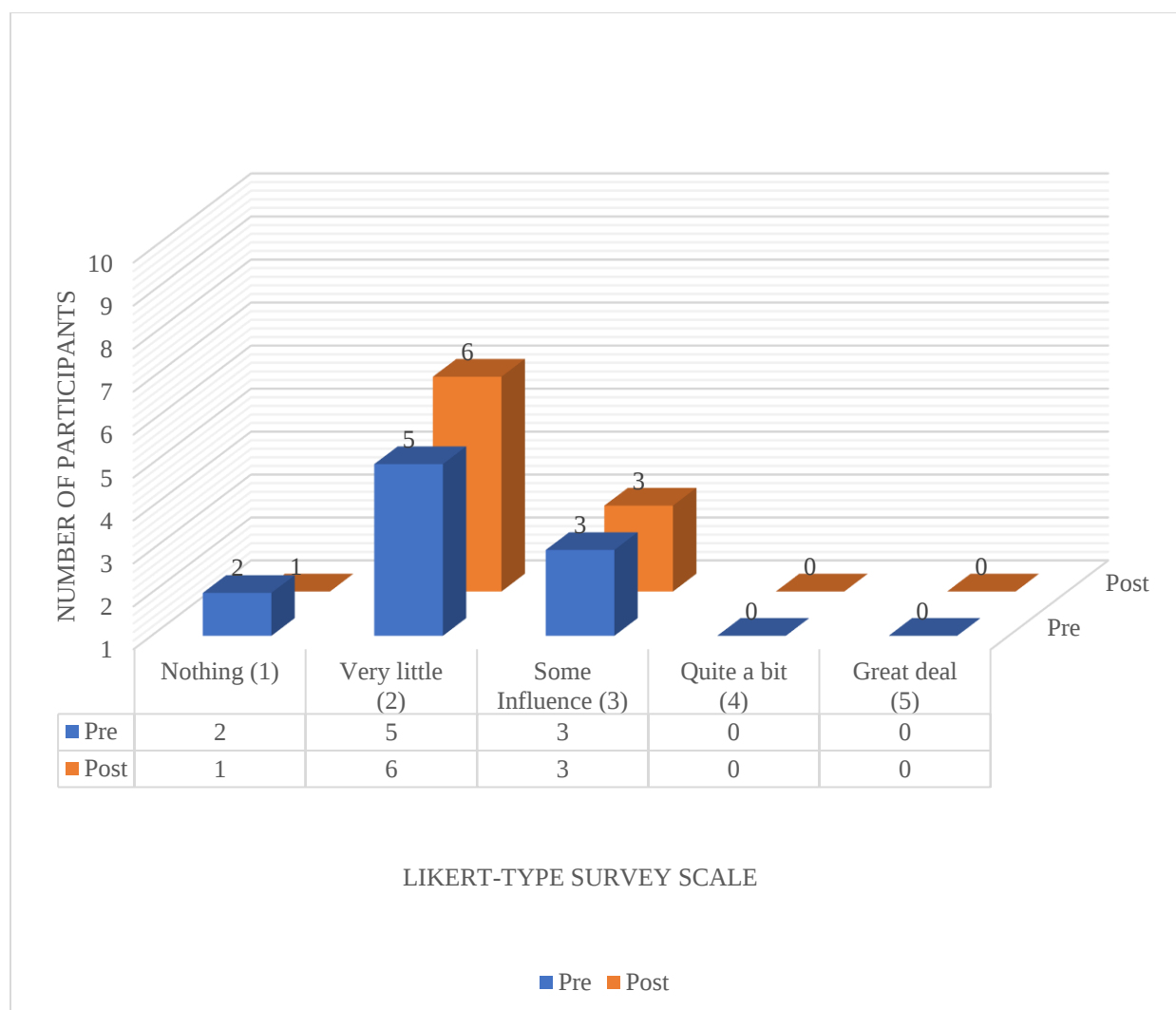


Figure 38. Pre/Post implementation survey responses-Question 25: How much can you do to get students to trust teachers?

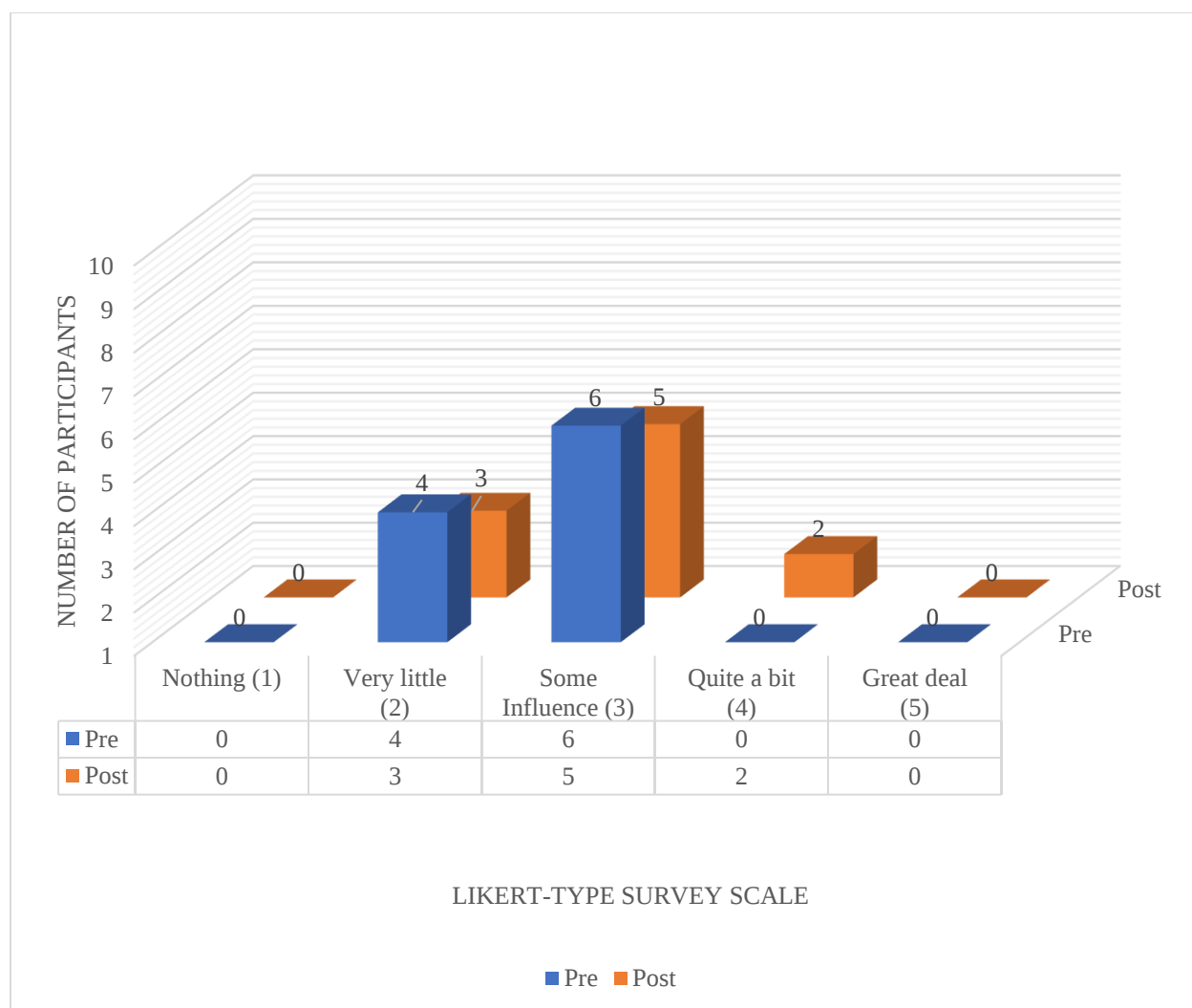


Figure 39. Pre/Post implementation survey responses-Question 26: How much can you help other teachers with their teaching skills?

survey show that 10% of participants felt they could do very little, 70% of participants felt they had some influence, and 20% of participants felt they could do quite a bit to enhance collaboration between teachers and the administration to make the school run effectively. In the post-survey, 20% of participants felt they could do very little, 70% of participants felt they had some influence, and 10% of participants felt they could do quite a bit to enhance collaboration between teachers and the administration to make the school run effectively. The mean difference is 0.333 with a standard deviation of 1.414. The t-value of 0.707 and the p-values (one-sided: 0.250; two-sided: 0.500) indicate no significant difference. Data are reflected in Figure 40 and Table 9.

The twenty-eighth question is: How much can you do to reduce school dropout? The results from the pre-survey show that 10% of participants felt they could do very little, 20% of participants felt they had some influence, 40% of participants felt they had quite a bit of influence, and 20% of participants felt they could do a great deal to reduce school dropout. In the post-survey, 30% of participants felt they could do very little, 20% of participants felt they had some influence, 30% of participants felt they could do quite a bit, and 20% of participants felt they could do a great deal to reduce school dropout. The mean difference is -0.100 with a standard deviation of 1.197. The t-value of -0.264 and the p-values (one-sided: 0.399; two-sided: 0.798) suggest no significant difference. Data are reflected in Figure 41 and Table 9.

The twenty-ninth question is: How much can you do to reduce school absenteeism? The results from the pre-survey show that 30% of participants felt they have some influence, 50% felt they had quite a bit of influence, and 20% felt they had a great deal of influence in reducing school absenteeism. In the post-survey, 30% of participants felt they had some influence, 40% felt they had quite a bit of influence, and 30% of participants felt they could do a great deal to

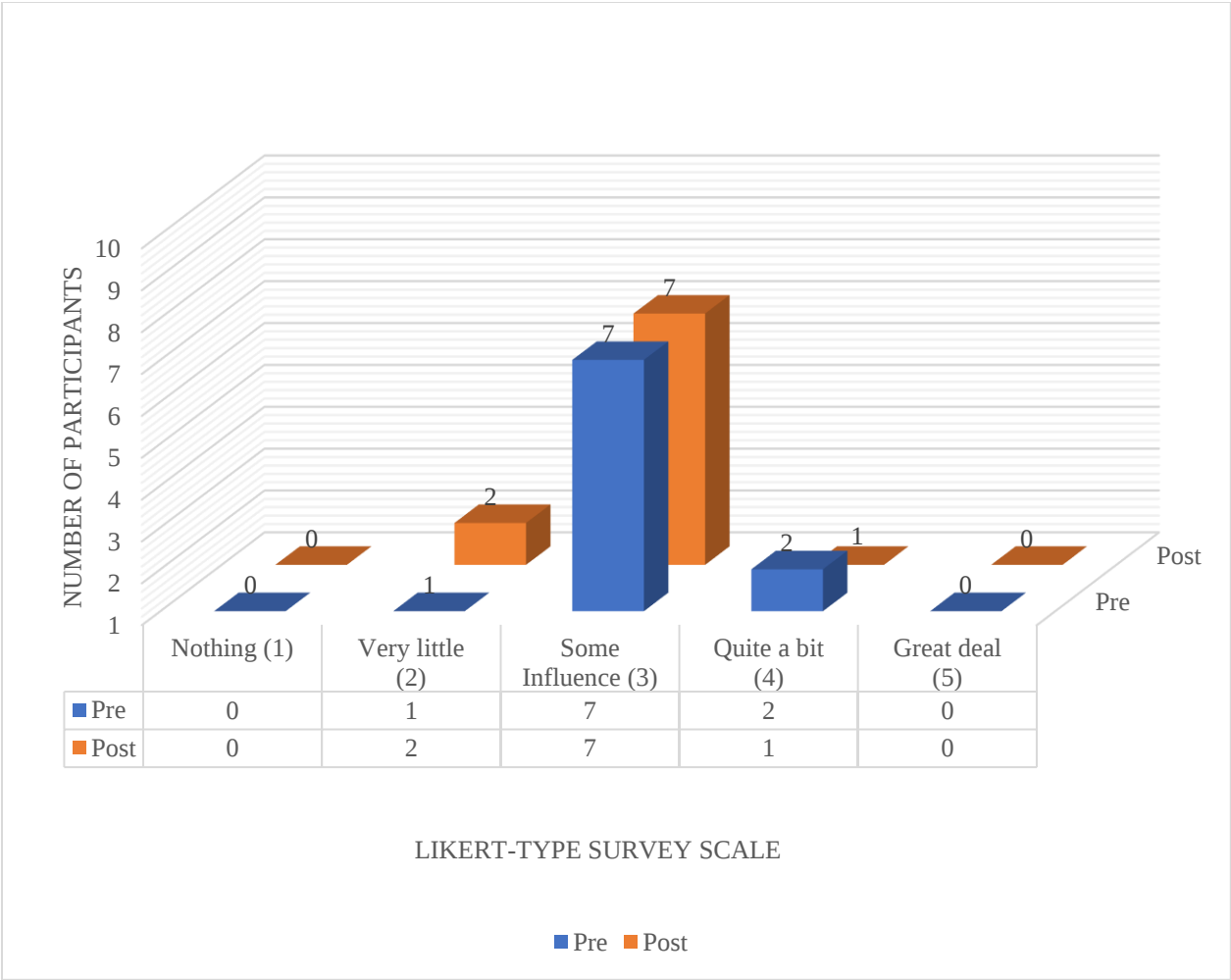


Figure 40. Pre/Post implementation survey responses-Question 27: How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?

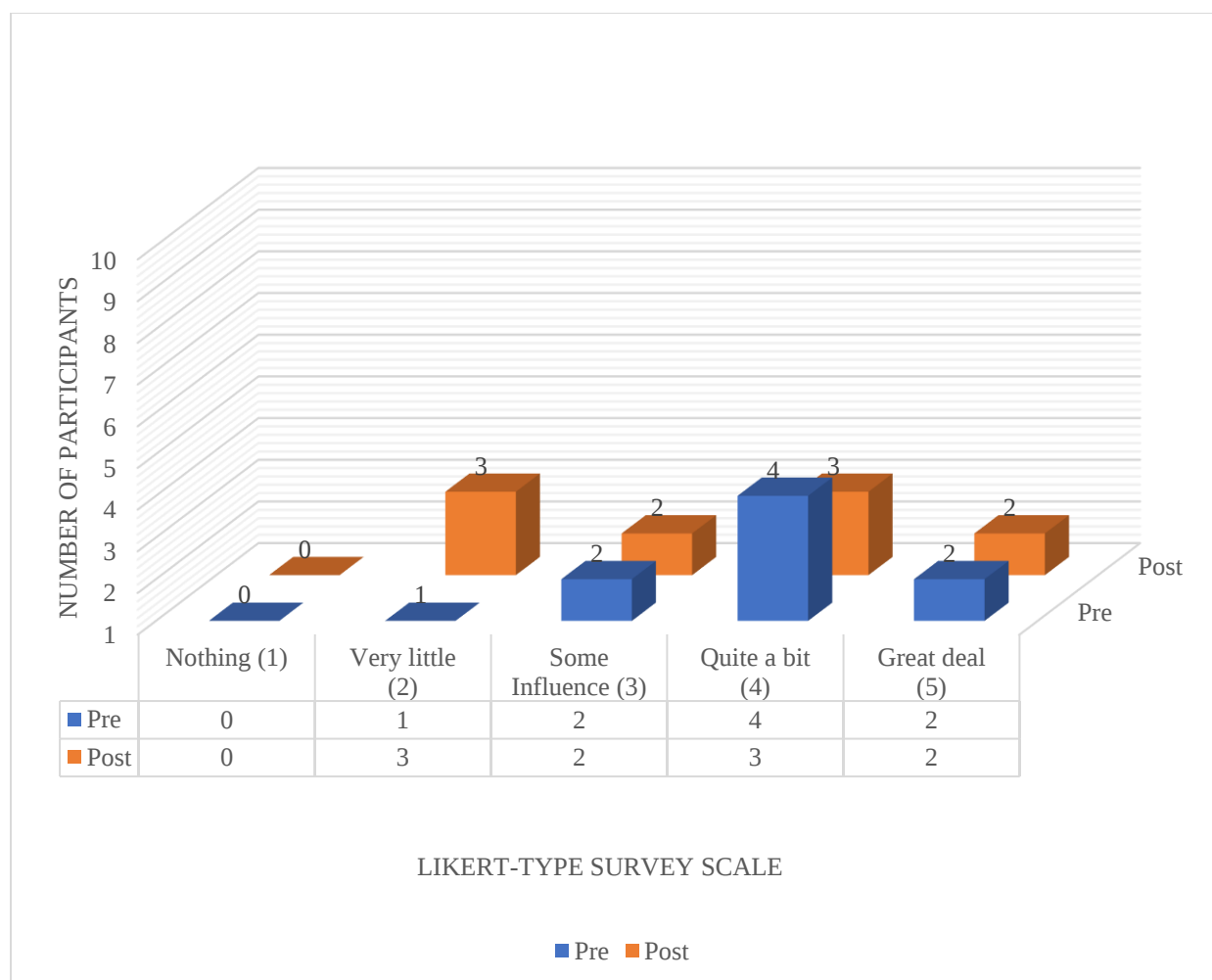


Figure 41. Pre/Post implementation survey responses-Question 28: How much can you do to reduce school dropout?

reduce absenteeism. The mean difference is 0.100 with a standard deviation of 0.738. The t-value of 0.429 and the p-values (one-sided: 0.339; two-sided: 0.678) indicate no significant difference. Data are reflected in Figure 42 and Table 9.

The thirtieth question is: How much can you do to get students to believe they can do well on school work? The results from the pre-survey showed that 10% of participants felt they could do nothing, 40% felt they could do very little, and 50% felt they had some influence on getting students to believe they can do well on school work. In the post-survey, 10% of participants felt they could do nothing, 50% of participants felt they could do very little, and 40% participants felt they had some influence on getting students to believe they can do well on school work. The mean difference is -0.100 with a standard deviation of 1.792. The t-value of -0.176 and the p-values (one-sided: 0.432; two-sided: 0.864) suggest no significant difference. Data are reflected in Figure 43 and Table 9.

Lastly, a paired sample t-test was conducted. The paired t-test was conducted to compare the means of the pre- and post- surveys across various factors. Each pair reflects pre-survey and post-survey measurements. The results include the mean difference, standard deviation, standard error of the mean, t-value, degrees of freedom (df), and p-values (one-sided and two-sided). The critical significance level is set at $\alpha=0.05$. Each pair's result suggests that the interventions, across these different variables, did not have a significant impact as none of the p-values were below the conventional threshold of 0.05. Table 8 shows the values for the study.

Open-Ended Survey Questions

Open-ended surveys are a qualitative research method used to gather detailed and nuanced insights from the teacher participants about teacher burnout. When designing open-ended survey questions regarding teacher burnout, the purpose was to understand the various

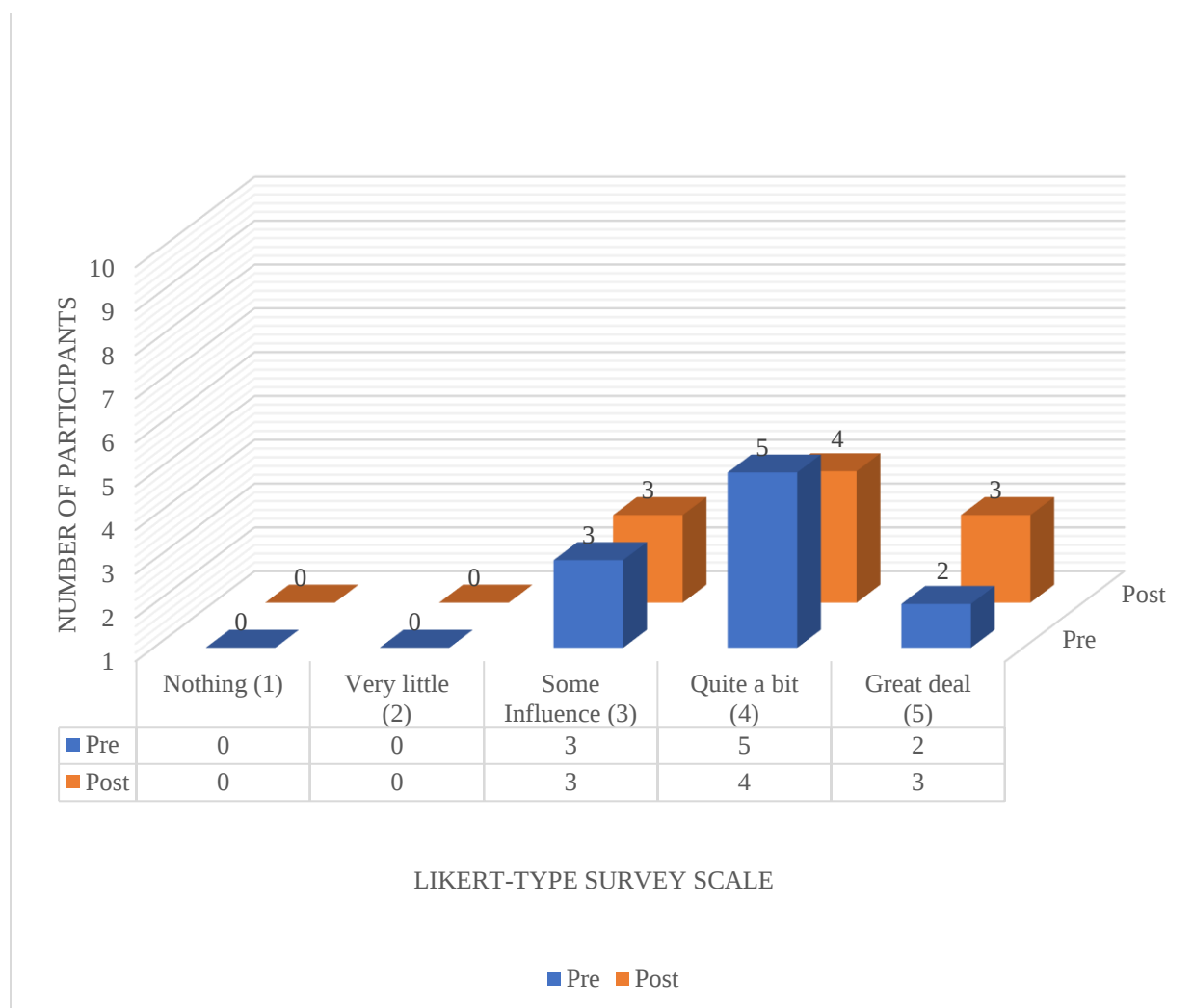


Figure 42. Pre/Post implementation survey responses-Question 29: How much can you do to reduce school absenteeism?

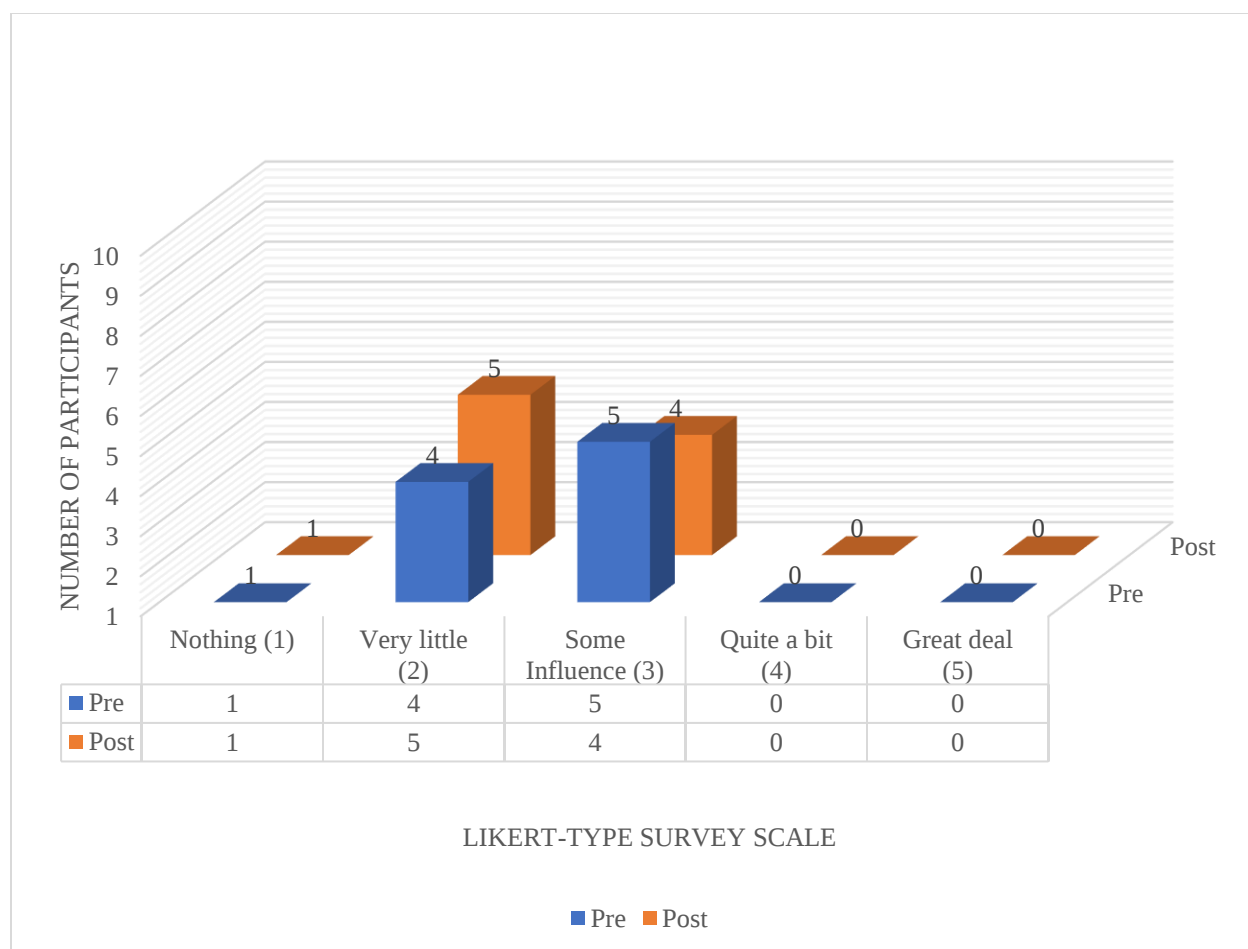


Figure 43. Pre/Post implementation survey responses-Question 30: How much can you do to get students to believe they can do well on school work?

dimensions of burnout, its causes, effects, and potential solutions from the perspectives of teachers. The final open-ended questions are listed in Appendix B in the informed consent form. Coding and categorizing data helps to systematically organize and interpret the information, leading to theme identification through thematic analysis. Codes, categories and themes from the data collected can be found in Table 10. Three themes were identified, in addition to codes and categories that came from thematic analysis.

Theme One: Teachers Feeling a Sense of Belonging

Theme one is regarding what makes teachers feel a sense of belonging in their current role. There were three teachers (Teacher 7, 8, and 9) that stated they felt they belonged this school year due to supportive administration, feeling heard and seen, collaboration with coworkers on the hall, and supportive measures from coworkers. Some teachers feel their sense of belonging comes from places or people outside of the school setting. Teacher 7 shared,

I felt a real sense of belonging this year. I feel that I have a voice with my administration and coworkers on my hallway. Last year, I was the new guy, and I felt that I had to earn my spot here to fit in. I want to feel like I am heard and understood with my opinions and thoughts about decisions made in the school.

Similarly, Teacher 3 recollected,

When I first started out teaching well over ten years ago, the community was much stronger, and students were more well-behaved, and the school was safer for everyone. Now there is so much teacher turnover that It's hard to develop relationships with coworkers.

Teacher 1 felt they belong when there is a “sense that I am safe to be me, to be able to share without judgement and to know my thoughts and feelings can be validated”. There were two

Table 10

Themes, Codes, and Categories in Inquiry

Codes	Categories	Themes
1. Supportive Environment Collaboration/Relationships Professional Development Appreciation/Recognition Community/Personal Family Engagement	Recognition and Value Workplace Environment Community	Teachers Feeling a Sense of Belonging
2. Student Behavior Large Workload Work-Life Balance Emotional Strain Inadequate Support	Workload Classroom/Student Management Administrative/Policy Issues Personal Well-Being	Stress and Poor Work-Life Balance Contribute to Burnout and Absences
3. Passion for Teaching Impact on Students Job Satisfaction Lack of Options	Job Satisfaction and Security Intrinsic Motivation	Relationships with Students Support Teacher Retention

teacher participants (4 and 6) that stated they did not get a sense of belonging from the school environment but rather receive it from family and friends.

Teacher 6 shared, “Honestly, school wise I have never really felt as if I belong. It is just me and my students. Working with them is as close as I come to feeling like I belong.” Two teachers (2 and 5) gave other examples of what makes them feel as if they belong. Teacher 2 conveyed their sense of belonging came from coaching students while teacher 5 shared they feel they belong when they can coach teachers in the school and district.

Theme Two: Stress and Poor Work-Life Balance Contribute to Burnout and Absences

The relationship between stress, poor work-life balance, burnout, and absences among teachers is a critical area of concern. Teachers often face multiple stressors, including large workloads, challenging student behavior, administrative demands, and lack of resources. Chronic stress can lead to physical and emotional health issues, including fatigue, anxiety, and depression. This adversely affects teachers' overall well-being, job satisfaction, and absences. Work-life balance refers to the balance between professional responsibilities and personal life. For the teacher participants, maintaining this balance is challenging due to the demands of the job. Often, they are absent in order to get things done in their personal life since they cannot do it during the work day. Between long hours, grading, lesson planning, and extracurricular commitments all impinge on personal time, making it difficult for teachers to relax and recharge. Burnout typically includes feelings of fatigue, reduced accomplishment, and depersonalization which the teacher participants refer to. Teachers experiencing burnout often feel overwhelmed, disengaged, and emotionally drained. They may also develop a cynical attitude toward their job and students which came through in some of the responses. High levels of stress and burnout can lead to increased absences. Teachers who are burned out or stressed stated they take more sick

days and are sometimes less likely to attend work regularly. Stress and poor work-life balance contribute to burnout, which in turn exacerbates stress and further disrupts work-life balance. This creates a negative feedback loop that can lead to increased absenteeism.

Teacher 1 made a blanket statement that teachers do not feel important or supported and that was the reason for absences. Four teachers (2, 4, 7, and 8) conveyed it was because of their personal lives with teacher 7 emphasizing, “I think teachers are more and more prioritizing their physical and mental health over a job. We also have family commitments and that will always take priority over a career.” Teacher 2 elaborated saying,

Overall, it is stress. This school brings a lot of stress on anyone. It’s too big to handle at times and there are too many things out of your control. It also doesn’t help when you are trying to make sure your lesson plans are the best they can be, and a meeting pops up or more paperwork comes up or someone comes to you with their problems. The higher ups in the county do not realize what is done on a daily basis and the overall feeling from most is that they don’t care about us.

Three teachers (1, 3, and 6) mention student behavior as a predictor for teacher absences when teacher 3 stated, “Bad behavior and no follow through for constant bad behavior from students. There is no accountability for students and teachers are tired of it.” Almost all of the teachers mention the climate and culture of the school affecting frequency of absences for teachers. Teacher 2 also elicited feelings of sadness and frustration saying, “If there is an overall feeling of downfall and doom then more teachers will take time off to be away from the negativity.” Teacher 6 stated,

When a teacher dreads getting out of bed and going to work there is a problem. When someone feels under-appreciated and under-valued they will not have a sense of loyalty

to their employer. As the saying goes, one bad apple can spoil the whole bunch.

Teacher 9 goes even further sharing,

When there is chaos within the school, it weighs down on the teacher and doesn't motivate them to want to show up to work or for their students. When teachers don't feel supported by admin and team members, then it makes it hard for them to want to contribute in a positive way that is conducive to the school.

Teacher 10 put it plainly in conveying, "If it is a good climate and enjoyable to be at, people want to be there. If it is draining then people don't want to be there".

The interplay between stress, poor work-life balance, and burnout significantly impacts teacher absenteeism. The teachers' responses reveal a clear pattern: excessive workloads, challenging student behaviors, lack of support, and negative school climates all contribute to heightened stress levels and burnout. This strain not only diminishes job satisfaction but also disrupts personal life, prompting increased absences as teachers struggle to manage their well-being amidst professional demands. The negative feedback loop created by these factors exacerbates the problem, leading to more frequent absences and further strain on the educational environment.

Theme Three: Relationships with Students Support Teacher Retention

Theme three surrounds reasons teachers are in the education field and why they stay in the education field. Nearly all of the teachers describe student relationships as being a primary motivator for them to stay in the teaching profession. Positive relationships with students are fundamental to teacher retention because they contribute to job satisfaction, reduce stress and burnout, improve student behavior and engagement, and enhance the overall school climate. When teachers build positive, meaningful connections with their students, they tend to find their

work more rewarding and satisfying. Watching students grow, succeed, and feel valued can provide a deep sense of fulfillment and purpose for teachers which makes their job more enjoyable.

Positive student-teacher relationships can also act as somewhat of a buffer against stress and burnout. When teachers feel supported and appreciated by their students, it can help ease some of the emotional strain that is associated with the profession. Teachers who have strong, positive relationships with their students are more in tune to their needs and challenges. This can lead to a better overall educational experience due to more effective teaching strategies which contributes to feelings of accomplishment and effectiveness. Building positive relationships with students can also help teachers feel a stronger connection to the school community. Teachers may feel a deeper sense of belonging with a reduction in feelings of isolation. Fostering positive relationships with students helps to create a more supportive and enjoyable environment which leads to higher levels of job satisfaction which can in turn help retain teachers in the education profession. For the teacher participants in this inquiry, four of them (4, 5, 6, and 9) discussed loving seeing their students grow throughout the year. Teacher 1 referenced they love seeing the impact they have on students. Teacher 4 referenced feeling love from students,

The hugs and love I can feel from most of my students. And also, when that ‘tough’ student finally smiles at me and approaches me for a high five, fist bump, hug, or just to have a random conversation. I love when I can see and feel these connections with my students.

Teacher 7 spoke to relationships saying, “The relationships that I build with my students. Being able to laugh with my kids throughout the day”. Teacher 2 mentioned they loved getting

off-task with their students because they are able to develop deeper relationships with them by finding out details about them and their lives. Teacher 8 elaborated,

Nothing really makes me 'happy' within the profession anymore. It's kind of like when you've asked for assistance in bettering yourself in the profession and nothing has come out of it or you do for folks continuously and never receive a thank you but rather the expectation for you to show up ALL the time. It weighs on me and makes me lose the little happiness I do have. Their attitudes and demeanors also play a part in that.

On that same note, teacher 6 mentioned having the summer months off is what keeps them in the education field, while teacher 3 shared they need a paycheck. Teacher 2 conveyed exiting education by saying, "I would like to leave as soon as another opportunity in another career field is available" while teacher 9 elicited concern "I plan on staying in education but more so because I feel like I can't go do anything else with my degree." Many teachers mention being able to motivate and make a difference in student lives is what keeps them in the profession. Teacher 9 conveys colleagues keeping them motivated is why they stay in the profession. Other teachers mention student successes with teacher 7 elaborating,

My students' growth and success are what motivates me. Their smiles and unconditional love support me in times where I need them the most. They are motivated to learn because I am motivated and honored to teach them.

Teacher 8 spoke to seeing students grow, "I love to see the kids build confidence in themselves and feel proud when they understand something or see the growth they've made from the beginning of the year to the end of the year". Lastly, eight teachers (1, 3, 4, 5, 6, 7, 8, and 9) discuss staying in education for twenty to thirty years. Some of them mentioned wanting to have other jobs in the education field that are outside of teaching, but they ultimately want to retire

from the education field. This means that 80% of the teachers in my inquiry want to stay in education despite feeling burned out, stressed, and some with low job satisfaction. Twenty (20) percent of teachers in the inquiry want to get out of education as soon as they are able to.

Teacher Absences

Smartfind is the absence system utilized for all teachers/staff to track their absences as well as request a substitute as necessary. According to the Smartfind system, there were a total of 824 absences for the 2023-2024 school year (not including professional development days). There was a total of 72 teachers at RRCMS for the 2023-2024 school year. More specifically, there were 322 absences in the fall semester and 502 absences in the spring semester. The percentage of days missed for all teachers for the school year was 6.1%. The ten teacher participants had a total of 101 absences for the 2023-2024 school year. The percentage of days missed for the ten teacher participants for the school year was 5.45%. The ten teacher participants had 53 absences in the fall semester and 48 absences in the spring semester. The inquiry ran from March 2024-April 2024. The ten teacher participants had a total of 31 absences from March 1st, 2024-May 24th, 2024. The total number of absences for all teachers minus the ten participants for March 1st, 2024-May 24th, 2024 was 254. The average absences for teachers minus the ten inquiry participants was 254 divided by the 62 teachers (minus the ten inquiry participants) which equals 4.1 average absences per day. During the Fall semester dates: September 1st, 2024-November 20th, 2024 there were a total of 54 school days which is equal to the number of school days from March 1st, 2024-May 24th, 2024. The total number of absences for the ten participants from September 1st, 2024-November 20th, 2024 was 34. Compared from 34 to 31 from during/after the inquiry, there were three less absences in our participants. The teachers minus the ten participants missed 6.3% of the school days during the fall semester. The

ten teacher participants missed 5.7% of the school days in the fall semester. The total number of absences for teachers minus the ten participants for the spring semester was 454. The teachers minus the ten teacher participants missed 8.1% of the school days in the spring. The ten teacher participants missed 5.3% of the school days in the spring. Teachers stated they are more likely to call out of work if the school culture is negative. They feel, “if no one else cares, why should I”? See Figure 44 for total absence information regarding the ten participants.

Summary

This inquiry utilized explanatory sequential mixed methods research that was grounded in improvement science. It utilized both quantitative and qualitative data within the inquiry to obtain a more comprehensive understanding of teacher burnout. Quantitative data were utilized to measure absences as well as teacher self-efficacy. Through the use of qualitative data, I was able to hear from teachers regarding their feelings surrounding teacher job satisfaction, belonging, burnout, absences, and retention in the education field. This chapter provided a detailed description, an analysis of each of the data points/sets, as well as the results of the inquiry. In Chapter 5, the findings of this inquiry will be summarized. It will also look at implications for the findings and recommendations for studies in the future.

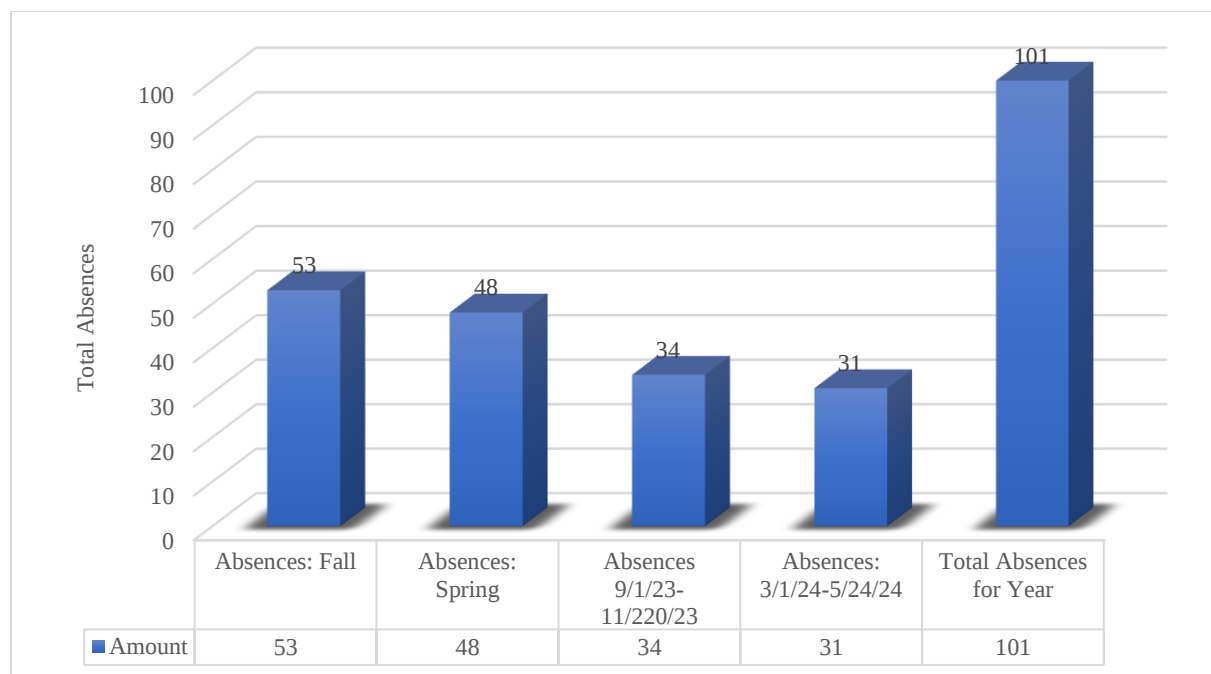


Figure 44. Total absences for school year of participating teachers.

CHAPTER 5: SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

This inquiry has provided a comprehensive exploration of teacher burnout and its impact on various facets of the educational environment. As established in Chapter 1, teaching is inherently stressful, with the compounded demands of the profession contributing to significant levels of burnout (Brasfield et al., 2019; Rumschlag, 2017). The extreme cognitive load placed on teachers, akin to that of brain surgeons, underscores the intensity of their decision-making processes and the resultant strain (Kanold & Boogren, 2022). Teacher burnout not only impairs job performance but also negatively influences student outcomes, creating a cycle that jeopardizes both teacher well-being and educational quality (Farber, 2000; Roloff & Brown, 2011).

While SEL programs are frequently implemented to support students, there is a pressing need to extend these practices to teachers themselves. The COVID-19 pandemic exacerbated existing challenges, leading to unprecedented levels of teacher burnout and attrition. Factors such as excessive workload, lack of appreciation, and isolation have driven many teachers out of the profession, emphasizing the urgency of addressing these issues (Bottiani et al., 2019; Johnson et al., 2005). Addressing teacher burnout is not merely a matter of improving individual well-being; it is also crucial for sustaining a healthy educational environment. Without adequate support, schools will face ongoing challenges related to teacher absences and attrition, ultimately affecting student achievement and overall school climate. The incorporation of SEL for teachers emerges as a viable strategy to foster resilience and sustain enthusiasm within the profession.

This inquiry employed an explanatory sequential mixed methods research design, incorporating both quantitative and qualitative data to gain a comprehensive understanding of teacher self-efficacy and its relation to professional development. The research was grounded in

improvement science and utilized Plan-Do-Study-Act (PDSA) Cycles across three phases to guide the investigation and intervention efforts.

In Phase I: Data Collection and Initial Analysis, data were collected from multiple sources including teacher working conditions surveys, teacher absences, school performance grades, and demographics. A pilot study was conducted to refine the research questions and methodology. The instrument for assessing teacher self-efficacy was Albert Bandura's Self-Efficacy Survey for Teachers, which was administered before and after the implementation of a professional learning program. The pilot study provided foundational insights into the areas where teachers felt confident or lacked efficacy.

In Phase II: Professional Learning Implementation, a professional learning program focusing on social-emotional learning was implemented. Originally planned as an in-person program, the format was adapted to virtual modules due to scheduling conflicts and accessibility concerns. Teachers engaged with six online modules delivered over several weeks. Data collected included pre-survey responses to measure initial self-efficacy levels, as well as teacher absence records to track changes over time.

Phase III: Data Analysis and Evaluation involved the disaggregation and analysis of data from all phases. This included a comparison of pre- and post-survey responses to evaluate changes in self-efficacy, as well as a review of teacher absences to assess any correlations with the professional learning program. Qualitative data from anonymous, open-ended responses provided additional context on teacher perceptions of the program. The inquiry utilized Qualtrics for data organization and NVivo for qualitative coding.

Summary of the Findings

In examining the impact of the social and emotional professional learning framework, several significant trends emerged from the analysis of teachers' perceptions and experiences. The quantitative data from the pre- and post-surveys highlights several key insights into teachers' self-efficacy and its potential impact on their professional experience and burnout. Teachers' perceptions of their influence on school decisions and classroom dynamics have improved in certain areas. For example, there is a notable increase in those who feel they have quite a bit of influence on decisions and getting students to work together. This suggests positive shifts in teachers' confidence in their ability to effect change. Teachers' ability to express views on important school matters showed little change overall. However, the increase in those feeling they could express views very little in the post-survey may indicate a growing sense of limitation in voice or involvement in decision-making. Persistent low self-efficacy in acquiring instructional materials, as evidenced by stable or increased percentages of teachers feeling they can do very little, points to ongoing challenges in this area.

Research Question One

What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?

Regarding the qualitative data, teachers who felt supported by administration and colleagues reported a stronger sense of belonging, which positively influenced their engagement and retention. However, some teachers felt their sense of belonging was derived from outside the school environment. In terms of teacher feelings of stress and their work-life balance, high levels of stress and poor work-life balance were significant contributors to burnout and increased

absences. Teachers cited heavy workloads, challenging student behavior, and inadequate support as primary stressors that affected their job satisfaction and attendance.

Student relationships was another important factor in the qualitative data. Positive relationships with students emerged as a crucial factor in teacher retention. Teachers who felt connected to their students experienced higher job satisfaction and were more motivated to stay in the profession, despite other challenges. The implementation of the SEL framework revealed a nuanced impact on teacher burnout. Teachers who participated in the SEL professional learning program reported a greater sense of belonging and increased feelings of support from their peers and administration. This was particularly evident in the qualitative responses, where themes of feeling heard and valued by colleagues and administration emerged prominently. Teachers like Teacher 7 and Teacher 1 articulated that improved communication and support systems contributed to a decrease in their feelings of burnout. However, despite these positive shifts, the persistent challenges of stress and poor work-life balance remained significant contributors to burnout. Teachers continued to experience high levels of fatigue and emotional exhaustion, suggesting that while SEL interventions can offer relief, they are not a panacea for the deeper structural issues contributing to burnout.

Research Question Two

How does a relevant social and emotional professional learning framework for teachers impact teacher absences?

The data on teacher absences highlighted a promising trend. The inquiry showed a reduction in absences among the participants during and after the implementation of the SEL framework. Specifically, the ten teacher participants had a 5.7% absence rate in the fall semester, which was lower than the 6.3% average for other teachers. This reduction became more

pronounced in the spring semester, with the participants' absence rate dropping to 5.3% compared to 8.1% for their peers. This decrease suggests that the SEL framework may have a beneficial effect on teacher attendance, likely due to improved job satisfaction and reduced burnout. Nonetheless, the overall school-wide absence data still reflects a high percentage of missed days, indicating that while the SEL framework had a positive impact, it was not sufficient to address the broader absenteeism issue within the school.

Research Question Three

How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout?

Teachers' self-efficacy in managing classroom behavior and promoting student engagement showed varying results. While some areas saw improvements, others remained stable, suggesting that while professional learning had some impact, challenges in classroom management and student motivation are ongoing. This lack of confidence can be linked to higher stress levels and potential burnout. The data show a decrease in teachers' perceptions of their ability to engage with parents and make them feel comfortable. This decline could reflect broader challenges in fostering strong home-school connections, which are crucial for student success and teacher satisfaction. Areas with noticeable improvement, such as increasing students' memory of lessons and getting students to work together, may indicate successful implementation of support systems or professional development. Conversely, areas with unchanged or worsening perceptions, like managing difficult students and reducing dropout rates, highlight where further targeted interventions are needed. Low self-efficacy in critical areas like classroom management and student motivation may correlate with higher stress and burnout. Understanding these relationships can help design specific professional development

programs and support mechanisms to address these challenges and improve teachers' overall well-being. The implementation of the social-emotional learning modules had a mixed impact on teachers' self-efficacy. Some areas of increased confidence were observed, but not uniformly across all domains.

Interpretation of the Findings

The Prosocial Classroom Model served as the theoretical framework for this inquiry, aiming to explore the link between teacher burnout and social-emotional learning and competence. This model highlights the significance of teachers' social and emotional awareness in fostering and sustaining a positive classroom environment (Jennings & Greenberg, 2009). It emphasizes the importance of strong teacher-student relationships, effective classroom management strategies, and the successful integration of social and emotional learning programs (Herman et al., 2020). The model suggests that despite the presence of teacher burnout and stress, implementing a prosocial classroom approach can mitigate the negative impacts on students and improve student outcomes. These insights are consistent with Bandura's theory of self-efficacy, which asserts that enhanced confidence in one's abilities can lead to improved performance and greater resilience in overcoming obstacles. Albert Bandura coined the Social Cognitive Theory which posits that individuals play an active role in their own personal development and largely shape the course of their actions and future (Bandura, 1986). This theory emphasizes the dynamic interplay among three types of influences: environmental, behavioral, and personal (Bandura, 1986; Bandura, 1989). By applying Social Cognitive Theory, educators can help students manage their emotions, regulate their behaviors and choices, explore their beliefs, and enhance their academic skills to ensure success (Tschannen-Moran et al., 1998).

Self-efficacy, defined as the capacity to acquire and apply skills at specified levels (Tschannen-Moran & Woolfolk Hoy, 2001), plays a crucial role in motivation, self-regulation, and achievement. For teachers to effectively build students' self-efficacy, they must first enhance their own. Teachers with high self-efficacy are generally more productive, experience lower levels of perceived burnout, exhibit greater confidence, and engage more actively in their professional growth (Bandura, 1993; Bandura, 1997). This theory was pertinent to this inquiry as it aided in examining how varying levels of self-efficacy impact the outcomes for both teachers and students, and in developing strategies to enhance self-efficacy in educators and, consequently, in their students. As results show, significant improvements in areas such as enhancing students' memory retention and fostering collaborative work may suggest effective implementation of support systems or professional development programs. In contrast, persistent or worsening issues in areas like managing challenging students and reducing dropout rates indicate where more focused interventions are necessary. Low self-efficacy in essential aspects like classroom management and student motivation could be linked to higher levels of stress and burnout. Recognizing these connections is crucial for developing targeted professional development and support strategies that address these issues and enhance teachers' overall well-being.

According to research by Aloe et al. (2014), Santoro (2019), and Shen et al. (2015), teachers who contemplate leaving the profession often cite moral objections to school policies and practices rather than issues directly related to student discipline or relationships. These studies suggest that teachers are frequently diverted from activities that would enhance student academic, emotional, or social performance by other tasks imposed upon them (Aloe et al., 2014; Santoro, 2019; Shen et al., 2015). While the term "burnout" is frequently used to describe these

teachers' feelings, it is often more accurate to attribute their dissatisfaction to being overwhelmed with tasks without sufficient resources or time (Ingersoll & Smith, 2003; Rumschlaug, 2017; Santoro, 2019; Tye & O'Brien, 2002). Collinson and Cook (2001) and Hargreaves (1991) argue that the issue may not lie in the amount of time and resources provided, but rather in teachers' perceptions of these resources, which remain insufficient despite any increases. This suggests that even with additional planning time, collaboration opportunities, classroom resources, and professional development, teachers may still feel inadequately supported (Hargreaves, 1991). This inquiry revealed that even after the implementation of the supports the teachers received, still half of the teacher participants felt that they could do very little to get the materials and equipment they need which supports the idea that their perception can be more profound than the support that is actually being offered or given.

According to research, burnout can affect teachers at various stages in their careers. Some teachers may remain in the profession despite dissatisfaction due to a lack of alternative options. Bennett et al. (2013) found that positive relationships with students were crucial for both novice and veteran teachers in maintaining their careers. Other factors such as administrative support, mentorship, and overall career satisfaction also play a role (Brasfield et al., 2019). Regardless of experience level, teachers view their interactions with students as a key factor in their decision to stay in the profession (Bennett et al., 2013; Hargreaves, 1991). The results of this inquiry indicate that teacher burnout level can be directly tied to student relationships. This shows that school districts and leadership teams need to prioritize creating environments that foster strong teacher-student relationships, as these relationships significantly impact student performance and burnout rates for teachers.

Research indicates when students are motivated and engaged, they are more likely to exhibit positive behaviors (Chang, 2013; El Helou et al., 2016). The social and emotional professional learning framework that was implemented in this inquiry did not improve teacher's self-efficacy with regard to handling negative student behaviors. Teachers who feel confident in managing negative student behaviors and receive support from leadership tend to experience less burnout. The way teachers perceive and respond to negative or disruptive behaviors can have a profound impact on their own emotional state (Chang, 2013; El Helou et al., 2016). Additionally, teachers who report frequent student misbehavior and perceive their students as angry or frustrated are more likely to experience emotional exhaustion and a higher risk of burnout (Chang, 2013; Liljestrom et al., 2007). Conversely, Hastings and Bham (2003) and Friedman (1995) highlight that one of the main contributors to burnout is student behavior, particularly when teachers feel disrespected by students or believe that students lack respect for their class or peers. This inquiry would need to have adjustments made to acquire the results to see an improvement in self-efficacy regarding handling student behavior.

Teacher stress significantly contributes to burnout and, consequently, high attrition rates. SEL for teachers is designed to address this stress, with the goal of enhancing job satisfaction and reducing turnover (Brackett et al., 2012; Collie et al., 2012). For SEL programs to be effective, it is essential that teachers are open to and engaged with the activities offered. Recent research by Diliberti et al. (2021) and Morris-Mathews et al. (2021) has highlighted the integration of mental health support within SEL programs for teachers. Although SEL and mental health are often considered separate, their integration is crucial for a comprehensive approach (Diliberti et al., 2021; Morris-Mathews et al., 2021).

Moreover, extensive research has explored the impact of mindfulness-based strategies, such as meditation and yoga, on teacher stress, burnout, and retention. Studies by Ancona and Mendelson (2014), Anderson et al. (1999), and Ferguson et al. (2012) indicate that mindfulness practices can effectively reduce stress and enhance teachers' ability to manage job demands. These strategies can also help teachers feel more capable in handling their responsibilities, even when structural stressors like large class sizes and heavy workloads persist. Mindfulness-based strategies were utilized as part of this social and emotional professional learning framework. Due to having to change to a virtual setting, I do not think teachers were as engaged in the activities as they would have been if everything were conducted in person. Further evidence from Flook et al. (2013), Gold et al. (2010), Roeser et al. (2012), and Roeser et al. (2013) suggests that mindfulness-based approaches are not only cost-effective but also lead to significant reductions in psychological symptoms and burnout. Teachers who engaged in mindfulness practices reported improvements in self-compassion and self-efficacy, as opposed to those who did not participate (Flook et al., 2013; Gold et al., 2010; Roeser et al., 2012; Roeser et al., 2013). Sandilos et al. (2022) recommend extending the duration of SEL programs beyond one school year to achieve more substantial benefits, suggesting a minimum of three years to effectively lower teacher stress and improve job satisfaction. My inquiry could be adjusted in order for teachers to have the opportunity to see substantial benefits in their self-efficacy and reduction of feelings of burnout.

According to research, professional learning plays a crucial role in improving teacher retention by enhancing self-efficacy and job motivation while reducing teacher burnout, particularly for new teachers in challenging environments (Gaikhorst et al., 2017; Yoon et al., 2007). However, research indicates that despite the thoughtful and purposeful design of

professional learning programs, the underlying issue of high teacher demand persists (Grissmer & Kirby, 1987; Pietarinen et al., 2021). The high demand for teachers in the United States contributes to elevated turnover rates (Grissmer & Kirby, 1987; Heller, 2004). To address this, professional learning must be comprehensive and adaptable to meet the evolving needs of teachers and schools. By employing a variety of approaches and methods, professional learning programs can help teachers build their skills and capacity, ultimately leading to improved success and outcomes for their students. Variations of my inquiry can be implemented to help reach each teacher and provide them with the most relevant information.

Limitations of the Inquiry

This inquiry on the impact of a social and emotional learning (SEL) program on teacher burnout and self-efficacy is well-structured and employs a mixed methods approach. However, like any inquiry, it has its limitations. There was a small sample size for this inquiry. There were only ten teacher volunteers participating, which means the sample of teachers is relatively small. This may limit the generalizability of the findings to a broader population of teachers. Due to this inquiry using volunteers, the results may differ from non-volunteers in terms of their engagement, enthusiasm, or baseline self-efficacy, which could skew the results. The teachers that did not participate may be the ones that are experiencing the most burnout but because they are already so overwhelmed, they elected not to participate in the inquiry.

Another limitation is the self-reported data. Self-efficacy surveys and open-ended responses are subjective and may be influenced by teachers' current emotional states or perceptions rather than objective measures of their capabilities or burnout. Participants might also provide responses they believe are expected or socially acceptable rather than their true feelings. Implementation variability is another limitation. The shift from in-person to virtual

modules could affect the effectiveness of the professional learning program. The virtual format may not fully capture the intended interactive inquiry model and supportive aspects of the original design. The extent to which teachers engaged with or completed the modules may vary, affecting the uniformity of the intervention.

The inquiry duration was another limitation. The inquiry duration (from March to April 2024) may be too brief to capture long-term impacts of the SEL program on teacher burnout and self-efficacy. Burnout and its effects often develop over a longer period. Additionally, the use of pre- and post-tests to measure changes in self-efficacy might not capture the full extent of changes or account for external factors affecting teachers' perceptions during the inquiry period. Things may happen in a teacher's life that affect the scoring but are not attributable within the survey itself.

Tracking absence data could potentially be another limitation. Teacher absences were tracked over a three-year time span which is useful, but it might not fully account for contextual factors such as changes in school policies or external events that could influence absence rates. While triangulation that was utilized in the inquiry enhances validity, the effectiveness depends on the quality and consistency of the data sources and methods. If any of the data collection tools or methods have inherent biases or inaccuracies, this could affect the overall validity of the findings. Also, the paired sample t-test used to analyze pre- and post-survey results assumes normal distribution and equal variance. With a small sample size, these assumptions might not hold, potentially affecting the reliability of the results.

Lastly, a limitation could be using averages with a Likert-type survey. Averages can be misleading when analyzing Likert-type survey data because these scales are ordinal rather than interval. This means that while you can rank responses (e.g., from “strongly disagree” to

“strongly agree”), the intervals between the values are not necessarily equal. As a result, calculating a mean can give a false impression that does not accurately reflect participants’ attitudes. Allen and Seaman (2007) suggest that treating Likert data as interval data can lead to inappropriate interpretations, as the mean might not be representative of the underlying distribution of responses. To address these challenges, I utilized frequency distribution to summarize data, which can provide clearer insights into how many respondents fall into each category of agreement. By presenting data in terms of frequencies, we are able to visualize the spread of responses more effectively and avoid the assumptions that the average conveys meaningful information. Additionally, combining frequency counts with mean values can offer a more nuanced understanding. In this study, I presented the mean and the frequency distribution to give context to the average, allowing for a richer interpretation of the data. This approach can help communicate the central tendency and the variability in participants’ opinions, providing a more comprehensive view of the results.

Implications of the Findings for Practice

Implications for practice help researchers and practitioners create actionable steps or deviations from the original platform/method of the inquiry which can be implemented in real-world settings that are based on the findings. In this inquiry, there are several implications of note. First, the findings of this inquiry show the importance of professional learning programs for teachers that are able to be adapted and relevant to the teacher population. Although the shift from an in-person method to an online format was necessary to gain additional teachers due to scheduling conflicts, it definitely impacted engagement. Any future programs utilizing professional development should at a minimum utilize a model that offers both online and face-to-face options to see the varying needs and preferences of teachers participating. On-going

feedback from teachers should be utilized to make it more meaningful each time it is implemented.

This inquiry showed that while the SEL professional learning program for teachers can improve confidence and self-efficacy in some areas, it does not uniformly address all issues relating to teacher burnout. With self-efficacy increases noted in managing classroom behavior and promoting student engagement, it is still critically important for teachers to be offered targeted strategies for their classrooms to receive additional support, follow-up workshops, or coaching. Collaborating with colleagues can be utilized to be an additional layer of support so teachers can share challenges and solutions for collective problem-solving. This inquiry demonstrated a decrease in teachers' perceived influence on school decisions. The ability for teachers to express views indicates a potential gap in the decision-making processes with the school. School leaders should actively involve teachers in decision-making processes and ensure their voices are heard. This could be achieved through regular, routine feedback, collaborative correlates, and transparent communication that reinforces teachers' roles in shaping school policies and practices.

This inquiry also highlights high levels of teacher stress and poor work-life balance as significant factors contributing to burnout and absenteeism. Schools should prioritize creating a supportive work environment by addressing workload issues, providing adequate resources, and offering access to mental health support. Implementing wellness programs and stress management workshops could help alleviate some of the pressure teachers face. Additionally, fostering a supportive network among colleagues and ensuring administrative support can enhance teachers' sense of belonging and job satisfaction. The qualitative data in this inquiry indicated that positive relationships with students are crucial for teacher retention. Professional

development programs could incorporate strategies for building strong, supportive student relationships. Schools could also create opportunities for teachers to reflect on and develop their interpersonal skills to enhance their connection with students.

The use of Plan-Do-Study-Act (PDSA) Cycle in this inquiry highlights the value of ongoing evaluation and adaptation in professional learning initiatives. Schools could implement regular assessment cycles to evaluate the effectiveness of professional development programs and make necessary adjustments based on feedback and data. This iterative approach would help ensure that professional learning remains relevant and responsive to teachers' needs. Moreover, the integration of quantitative and qualitative data in this inquiry demonstrates the importance of a comprehensive approach to understanding teacher experiences and outcomes. Schools should leverage both types of data to inform decision-making and develop targeted interventions. Using tools like surveys and qualitative feedback can provide a deeper understanding of the factors affecting teacher self-efficacy and program effectiveness. By addressing these implications, educational institutions can better support teachers, enhance their professional growth, and ultimately improve educational outcomes for students.

Implications of the Findings for Equity

The adaptation of the professional learning program from in-person to an online format was a crucial step in addressing accessibility concerns. However, the mixed impact of this shift highlights a need for ensuring equitable access to professional development opportunities for all teachers, regardless of their circumstances. Schools and districts should evaluate and address barriers to participation, such as technological access or familiarity with online platforms, to ensure that all teachers can benefit from professional learning. Consideration should be given to

offering hybrid models or providing additional support for those facing challenges with virtual training.

The shift in teachers' perceptions of their influence on school decisions suggests a potential equity issue in teacher agency and involvement in decision-making processes. This division, with an increase in teachers feeling they have very little influence on school decisions, could disproportionately affect those already facing systemic inequities, such as teachers in underserved schools or those from marginalized backgrounds. To promote equity, schools should actively involve diverse teacher voices in decision-making processes and ensure that all teachers have a meaningful role in shaping school policies and practices. Furthermore, the minimal change in teachers' perceptions of their access to instructional materials and equipment indicates inequities in resource distribution. Schools need to address these disparities by ensuring that all teachers, particularly those in underserved or low-resourced schools, have equitable access to necessary materials and support. This could involve targeted investments in resources, equitable distribution of funding, and systems for addressing resource needs in a timely manner.

The varied impact of professional learning on teachers' self-efficacy in classroom management and student engagement suggests that not all teachers receive the same level of support or benefit from professional development programs. To promote equity, professional learning should be tailored to address the diverse needs of teachers, including those who may face unique challenges due to their teaching context or student demographics. Providing differentiated support and resources can help ensure that all teachers are equipped to effectively manage their classrooms and engage their students.

High levels of stress and poor work-life balance, which contribute to burnout and absenteeism, disproportionately affect teachers from marginalized groups who may already be

facing additional pressures. Schools should implement targeted support systems to address these stressors and promote well-being for all teachers. This could include stress management programs, workload adjustments, and support structures that recognize and address the unique challenges faced by different groups of teachers. Likewise, the finding that positive relationships with students are crucial for teacher retention highlights an equity consideration in teacher-student interactions. Schools should ensure that all teachers have the support and training needed to build strong, positive relationships with students. Recognizing and valuing the diverse backgrounds and needs of students can help teachers create more inclusive and supportive learning environments. Providing resources and training to support culturally responsive teaching practices can further enhance equity in teacher-student relationships promoting a Pro-Social Classroom.

Recommendations for Practice

Based on the findings of this inquiry, several targeted recommendations are proposed to enhance the effectiveness of the SEL framework and address the broader issues contributing to teacher burnout and absenteeism. To start, there is a need to enhance support systems and communication channels by strengthening peer and administrative support. Leaders need to continue to build and reinforce systems that foster strong communication among teachers, peers, and administration. Blase (1984) and Blase et al. (1986) identified a strong link between principal behaviors—such as responsiveness, kindness, and overall positivity—and high levels of job satisfaction among teachers. Teachers who reported greater job satisfaction were more likely to view the stress associated with their teaching environment as less severe, attributing this positive perception to their principals' supportive leadership (Blase, 1984; Blase et al., 1986). Moreover, research highlights that school leaders significantly influence teacher job satisfaction,

affecting the extent to which teachers experience burnout (Demirtas, 2010). Effective school leadership is a critical factor in determining a teacher's success or challenges (Blase et al., 1986; Brock & Grady, 1998). This demonstrates the need for schools to enhance administrative support systems and communication challenges.

Additionally, a need to develop structured mentoring or coaching programs that provide consistent support and guidance for teachers exists, particularly those struggling with burnout and fatigue. Beijaard et al. (2010) and Helms-Lorenz et al. (2016) discovered that effective teacher integration into schools and the broader teaching profession can be facilitated through prescriptive mentorships with experienced teachers, opportunities for collaboration and planning with colleagues, open communication with administrators and other educational leaders, and access to relevant professional development. Some research suggests that beginning teachers would benefit from more intensive support, such as having a teacher assistant during their first year (Boyer & Gillespie, 2000; Kang & Berliner, 2012). However, other studies argue that such approaches may not be feasible within current school or district budgets, advocating instead for alternative teacher induction strategies (Ingersoll, 2012; Ingersoll & Smith, 2003). Many school systems are exploring ways to engage the broader community, including colleges and universities, to develop targeted teacher induction programs aimed at reducing teacher turnover (Beijaard et al., 2010; Ingersoll et al., 2018; Weiss, 1999).

A comprehensive induction program that fosters mutual respect among teachers, encourages collaboration, and supports ongoing professional development can enhance teacher morale, increase commitment to the school, and ultimately reduce turnover rates. Future programs should include regular sessions focusing on stress management, work-life balance, and professional development. There is a need to review and modify teacher workload by making a concerted

effort to balance workloads more equitably while addressing any factors that contribute to higher stress levels. Further, attempt to implement initiatives focused on improving teachers' work-life balance, such as flexible scheduling options (where possible), mental health days, and resources for managing personal and professional responsibilities. This can help mitigate the persistent challenges related to stress and exhaustion. Additionally, targeting any professional development offerings to ensure they are meaningful for each teacher and not just blanket professional developments to "check a box" is crucial. Leaders should use data from pre- and post-surveys to identify specific areas where teachers need additional support and then tailor professional development efforts based on these insights to enhance teachers' confidence and effectiveness in critical areas.

Enhancing parent engagement strategies and fostering community involvement is another component of enhancing SEL program effectiveness. Leaders should try to develop creative strategies to improve teachers' ability to engage with parents effectively. Another strategy is to implement SEL professional learning programs and assess their effectiveness. Data points should be evaluated by way of changes in feelings of burnout and self-efficacy and notating absences to measure the effectiveness of interventions. Lastly, there is a need to recognize and celebrate achievements in schools. These celebrations should include students and staff/faculty.

Acknowledging the efforts and successes of the school community can improve the sense of belonging via supporting and ensuring that every member of the school community feels valued and integrated within the school culture. By implementing these recommendations, educational leaders can address the multifaceted nature of teacher burnout and absenteeism, improve teachers' self-efficacy, and create a more supportive and effective teaching environment. These

efforts will contribute to higher overall well-being for teachers and, ultimately, to improved educational outcomes for students.

Recommendations for Future Study

After implementation of this inquiry, there are several areas that warrant further investigation. Future research can build on these findings in the following ways. Conducting longitudinal studies on SEL impact using an extended duration to assess long-term effects of SEL interventions on teacher burnout, self-efficacy, and absences would provide additional insights into the sustainability of the observed benefits and whether improvements in teacher support can be maintained over longer periods of time. Examining how SEL helps with persistent challenges for teachers such as stress and work-life balance over time. Studying the impact of systemic changes such as policy reforms and resource allocation combined with SEL professional learning programs and how they can have a collective effect on teacher burnout and self-efficacy. Subsequently, conducting studies on different SEL learning frameworks can compare effectiveness between SEL models across different schools, districts, or states. Examining how SEL professional learning for teachers can impact differently based on educational settings, socioeconomic context, and school sizes. In-depth case studies of schools that have implemented SEL professional learning should be conducted to provide us with insights into specific aspects of SEL programs that contribute to or alleviate burnout. Focus groups can be utilized for these case studies as well to gain a deeper understanding of teacher experiences and perceptions with SEL professional learning. Investigating the effects of a SEL professional learning framework on student outcomes to include academic achievement and behavior. Comprehending how teacher self-efficacy and well-being impact student outcomes can emphasize broader implications of SEL professional learning frameworks. Moreover, examining

student perceptions of their relationship with their teacher before and after implementing an SEL professional learning framework can provide information on how teacher well-being influences student experience.

Another point to consider after conducting this inquiry is that effective leaders must go beyond introducing SEL programs and address the underlying structural issues contributing to teacher stress and burnout. This includes advocating for policy changes, improving work-life balance, and ensuring that workload demands are reasonable to the degree that is possible. The small reduction in absence rates from the implementation of the SEL professional framework suggests that leadership practices which foster a supportive and transparent environment can enhance teacher job satisfaction and reduce absenteeism. The focus for leaders needs to be on creating and maintaining supportive environments that address the systemic causes of teacher absenteeism.

The self-efficacy data in this inquiry reveal a mixed impact with improvements in some areas but persistent challenges in others. Leaders should prioritize identifying specific areas where teachers feel less confident, such as classroom management and engaging with parents, and provide tailored professional development opportunities. This targeted approach can help build teachers' self-efficacy, leading to more effective teaching practices and reduced stress. While the SEL framework has had a slight positive effect, it has not fully resolved issues like low self-efficacy in acquiring instructional materials or managing difficult students. This highlights the need for leadership to address these persistent challenges more comprehensively. School leaders need to support teachers in critical areas where they feel inadequate. This could involve increasing resources for classroom materials, developing more support systems for managing challenging student behavior, and enhancing parent engagement strategies.

Leaders should develop an integrated support framework that combines SEL with other strategies aimed at improving teacher self-efficacy, reducing stress, and enhancing job satisfaction. This comprehensive approach should be regularly evaluated and adjusted based on ongoing feedback from teachers. Leaders should implement regular feedback loops where teachers can voice their concerns and suggestions, possibly even anonymously. Leaders should strive to foster a culture of open communication that ensures teachers feel supported and valued, which can positively influence their engagement and satisfaction. The inquiry findings align with Bandura's theory of self-efficacy, emphasizing the relationship between confidence in one's abilities and effective performance. Leaders should incorporate this theoretical understanding into their practice by developing leadership strategies that are informed by self-efficacy theory, focusing on building teachers' confidence through targeted interventions and positive reinforcement. Encouraging a growth mindset among teachers by recognizing and celebrating their achievements and progress is invaluable for future progress in lowering teacher burnout and increasing teacher self-efficacy. By examining these recommendations, future research can contribute to a more comprehensive understanding of SEL frameworks' effectiveness, address remaining challenges, and inform the development of more effective strategies to support teachers' well-being and professional growth.

Scholarly Practitioner Reflections on Leadership

The implementation of the Social-Emotional Learning (SEL) framework highlights the crucial role of leadership in addressing teacher burnout. From a scholarly practitioner perspective, it is evident that while SEL interventions can foster a greater sense of belonging and support, they are not a comprehensive solution to the systemic issues contributing to teacher

burnout. This reflection underscores the importance of leaders recognizing the limits of single interventions and the need for a multifaceted approach to tackling burnout.

The inquiry into the impact of the social and emotional professional learning framework has profoundly influenced my leadership style and personal development. Initially, my approach was largely administrative, focused on implementing structures and ensuring compliance especially at the school where the inquiry was conducted. However, throughout this process, I recognized the critical importance of empathy, active listening, and support in fostering a positive school environment. The data revealed significant insights into how teachers' perceptions of their influence and self-efficacy were impacted by the professional learning framework, highlighting the need for a leadership style that is not only directive but also collaborative and supportive.

One key change in my leadership style has been an increased emphasis on emotional intelligence. I have learned to better appreciate the challenges teachers face, especially concerning their self-efficacy and burnout. This understanding has led me to prioritize open communication and build stronger relationships with staff. By addressing the emotional and professional needs of teachers, I aim to create an environment where they feel valued and supported. I have also become more proactive in offering resources and professional development tailored to teachers' needs, rather than a one-size-fits-all solution. By analyzing the data, I gained a deeper understanding of the relationship between teacher burnout, self-efficacy, and job satisfaction. This has informed my approach to leadership, making me more attuned to the challenges teachers face and the impact these challenges have on their well-being and effectiveness. I have also recognized the importance of creating a supportive and inclusive environment where teachers feel heard and valued. The positive feedback from teachers who felt

a greater sense of belonging and support highlighted the role of leadership in mitigating burnout and fostering job satisfaction. This realization has led me to adopt more inclusive and empathetic leadership practices, including regular check-ins with staff and creating platforms for open dialogue.

As a result of this inquiry, I now know that any problem of practice can be researched by using inquiry partners and improvement science. These are both crucial for addressing problems of practice in educational settings for several reasons. The first reason is collaborative reflection. Inquiry partners by nature foster a collaborative environment where educators can reflect on their practices. This collaboration leads to shared insights and a deeper understanding of challenges. The second reason is having diverse perspectives because you are gaining multiple viewpoints on a problem. This can lead to innovative solutions that one individual might not consider alone. Improvement science provides a systematic framework for addressing problems which encourages educators to develop clear theories of action, test interventions, and analyze data rigorously. The third reason for utilizing collaborative inquiry partners and improvement science is to achieve more data-informed decisions. By emphasizing data collection and analysis, improvement science helps educators base their decisions on evidence rather than assumptions, leading to more effective strategies.

Improvement science also promotes an iterative approach, allowing educators to continuously refine their strategies based on feedback and results. This adaptability is key to long-term success. Lastly, engaging in inquiry partnerships supports professional growth. Educators learn from each other, enhancing their skills and knowledge while building a culture of continuous learning. This in turn improves student outcomes by systematically addressing issues and implementing effective strategies allowing educators to create a more impactful

learning environment. Utilizing inquiry partners and improvement science equips educators with the tools and support needed to tackle complex problems effectively, fostering a culture of collaboration, reflection, and continuous improvement.

Furthermore, the inquiry has emphasized the need for ongoing professional development and targeted interventions. Although the SEL framework showed some positive outcomes, it became clear that addressing deeper structural issues and providing continuous support are crucial for sustained improvement. This has led me to advocate for and implement more comprehensive and long-term strategies to support teachers, recognizing that short-term solutions alone are insufficient. Overall, the inquiry has been a transformative experience, enhancing my ability to lead with empathy and adaptability while reinforcing the importance of aligning leadership practices with the evolving needs of teachers and students.

Finally, the approval process for my inquiry was challenging due to the arrival of a new administrative team at the school where the inquiry was approved to be conducted, raising concerns about whether it was the right time to examine teacher burnout. I received approval to proceed with the inquiry on February 14, 2024, and began the process of implementation. Not long after receiving approval, I was promoted to Principal at a different school, and began there on March 18, 2024. This transition required me to shift my inquiry to a fully virtual format, as I was no longer on-site where the inquiry was taking place. My new school, a high-needs, high-poverty institution with a history of low performance, demanded my full attention and focus. Balancing these responsibilities stretched me in both challenging and rewarding ways, pushing me to grow significantly as both a leader and an individual. This experience has fundamentally transformed and tested me in ways I had never anticipated but has given me the mental fortitude to persevere through any leadership challenges.

Conclusions

This inquiry examined impact of the Social-Emotional Learning (SEL) framework on teacher burnout and self-efficacy. The implementation of the SEL framework revealed both promising outcomes and persistent challenges, providing critical insights for educational practice and leadership. The SEL professional learning program notably enhanced teachers' sense of belonging and support, reflecting positive shifts in their qualitative feedback. Teachers reported feeling more heard and valued, which contributed to a reduction in their burnout levels. This is particularly important, as increased support from peers and administration plays a crucial role in mitigating the adverse effects of stress and fatigue. The slight reduction in teacher absences among participants further suggests that the SEL framework had a beneficial effect on job satisfaction and attendance, highlighting its potential to improve aspects of teacher well-being. However, while these findings are encouraging, they also underscore the complexity of addressing teacher burnout.

Despite improvements in certain areas, teachers continue to face high levels of stress and emotional exhaustion, indicating that SEL interventions alone are not sufficient to resolve deeper structural issues. The ongoing challenges related to work-life balance, low self-efficacy in critical areas, and the broader issue of school-wide absenteeism illustrate the need for a multifaceted approach to support teachers effectively. The quantitative data from pre- and post-surveys revealed that while teachers' perceptions of their influence and classroom dynamics improved, significant challenges remained. Persistent low self-efficacy in acquiring instructional materials and managing classroom behavior, alongside decreased perceptions of engagement with parents, highlight areas requiring further attention. In alignment with Bandura's theory of self-efficacy, these results emphasize the importance of building teachers' confidence in their

capabilities. Professional development programs should be tailored to address areas where teachers feel less confident, such as managing difficult students and engaging with parents. By focusing on these critical areas, educational leaders can help improve teachers' self-efficacy, reduce burnout, and foster a more supportive and effective learning environment.

In conclusion, while the SEL framework has demonstrated its value in improving teacher well-being and reducing absenteeism, it is clear that a broader, more integrated approach is necessary. Educational leaders must continue to address the underlying issues contributing to burnout and implement targeted interventions to support teachers comprehensively. The insights gained from this inquiry provide a valuable foundation for developing and refining strategies that can enhance teacher self-efficacy, job satisfaction, and overall well-being.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY

University & Medical Center Institutional Review Board

Willis Building · Mail Stop 682

600 Moyer Boulevard · Greenville, NC 27834

Office 252-744-2914 · Fax 252-744-2284 · rede.ecu.edu/umcib

Notification of Exempt Certification

From: Social/Behavioral IRB

To: [Christin Etchison](#)

CC: [Elizabeth Hodge](#)

Date: 1/30/2024

Re: [UMCIB 23-002566](#)

ADDRESSING TEACHER BURNOUT BY EXAMINING THE IMPACT OF A SOCIAL AND EMOTIONAL PROFESSIONAL LEARNING FRAMEWORK

I am pleased to inform you that your research submission has been certified as exempt on 1/25/2024. This study is eligible for Exempt Certification under category # 1,2b. It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIB for review and approval. The UMCIB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

Document

Christin Etchison-Proposal Edits_Chapters 1-3.docx(0.01)

ETCHISON CITI COMPLETION REPORT (1).pdf(0.01)

Informed Consent.docx(0.01)

Protocol-IRB.docx(0.01)

Survey-IRB.docx(0.01)

Description

Study Protocol or Grant Application

Additional Items

Consent Forms

Interview/Focus Group Scripts/Questions

Surveys and Questionnaires

For research studies where a waiver or alteration of HIPAA Authorization has been approved, the IRB states that each of the waiver criteria in 45 CFR 164.512(i)(1)(i)(A) and (2)(i) through (v) have been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: INFORMED CONSENT FORM

Informed Consent to Participate in Research

Information to consider before taking part in research that has no more than minimal risk.

Title of Research Study: "THERE IS TOO MUCH WORK OTHER THAN TEACHING!"
UNDERAPPRECIATED AND OVERWHELMED: TEACHER BURNOUT AND THE
IMPACT OF A SOCIAL AND EMOTIONAL PROFESSIONAL LEARNING FRAMEWORK.

Principal Investigator: Christin Etchison

Institution, Department or Division: Department of Educational Leadership, College of
Education, East Carolina University

Address: 4644 Clinton Road

Fayetteville, NC 28312

Telephone #: 910-483-8222

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?

The purpose of this research is to investigate teacher burnout. By researching teacher burnout and compassion fatigue, school districts will be able to better determine why burn out happens so that they can then help to prevent it from happening in the first place. It is understood that burnout is a very real phenomenon experienced by teachers. Being able to do things to prevent burnout and compassion fatigue from happening will in turn help to identify student/teacher successes across academic, social and emotional avenues of students and staff. This study will be useful to build knowledge on why teacher burnout occurs. This knowledge can be used to prevent and overcome these afflictions in each of our districts and schools. Professional learning focused on the social and emotional health of teachers will be utilized throughout this study. A comprehensive social and emotional learning program will be utilized. You are being invited to take part in this research because you are a current teacher at Mac Williams Middle School. The decision to take part in this research is yours to make. By doing this research, we hope to learn the following things:

1. What did the social and emotional professional learning framework for teachers reveal about their feelings of burnout?
2. How does a relevant social and emotional professional learning framework for teachers impact teacher absences?
3. How does a relevant social and emotional professional learning framework for teachers impact teacher self-efficacy and burnout.

Are there reasons I should not take part in this research?

If you are not over the age of 18 years old and if you are not a full-time teacher at Mac Williams Middle School, you will be excluded from participating.

What other choices do I have if I do not take part in this research?

You can choose not to participate. There will be no repercussions for doing so.

Where is the research going to take place and how long will it last?

The research will be conducted virtually via email and power point presentations. There will be two modules sent out each week for a total of three weeks. At that point there will be open-ended survey questions to close out the inquiry.

What will I be asked to do?

You will be asked to do the following: Participants will begin with taking a self-efficacy survey. Bandura's Instrument-Teacher Self-Efficacy Scale will be administered to all participants at the very beginning of the study and again at the end of the study to determine what changes, if any, were made as a result of implementation of the study. This scale will demonstrate if teacher self-efficacy improved as a result of the professional learning program utilized during the study. The questions on the survey are distributed by topic. There are two questions regarding the efficacy to influence decision making, one question refers to the ability to influence school resources, nine questions are used to measure instructional self-efficacy, three questions refer to efficacy to enlist parental involvement, four questions refer to the efficacy to enlist community involvement, and eight questions refer to efficacy to create a positive school climate.

The professional learning program that will be utilized for this study was created by "Transforming Education" (TransformEd). This organization was founded in 2010 and "is a nationally-recognized non-profit that partners with school systems and other education-focused organizations to support educators in fostering the development of the whole child so that all students, particularly those from underserved populations, can thrive. TransformEd works directly with district, Charter Management Organizations (CMO), school, and organization partners across the United States to integrate a whole child approach, while also producing open-source, evidence-based tools, resources, and guides for educators" (Krachman, 2021). More specifically, this study will focus on SEL for Educators and utilize the professional learning program developed by TransformEd. The SEL for Educators program focuses on competencies that adults need in their classrooms/schools to manage their stress effectively as well as creating more of a focus on the prosocial classroom. Through their program, they state that the prosocial classroom maintains a safe and supportive environment helping each student reach their highest potential (Krachman, 2021). This program helps teachers develop their own skills and improve their mindsets to effectively represent, reproduce, and teach SEL to the students they serve while maintaining a positive emotional state within themselves. There are six modules in this particular program as well as a power point presentation for use in the program. The power point is a total of 85 slides and discusses at length the different modules of the program. The modules are as follows:

1. Module 1 – An Overview: The What, The Why, & The How
2. Module 2 – Examine Identity
3. Module 3 – Explore Emotions
4. Module 4 – Cultivate Compassionate Curiosity
5. Module 5 – Orient Towards Optimism
6. Module 6 – Establish Balance & Boundaries

Each module contains an introductory video explaining the purpose and outcomes. During each module there is in-depth, embedded training and learning regarding power and privilege. There are videos and resources on explanations of privilege and systemic racism that are completed throughout the course of the program. This program also includes reflection activities as well as different group activities to engage collaboratively with the teachers. The final module, Educator Self-Reflection reviews the elements of SEL integration and how participants apply the knowledge gained to implement SEL in their classrooms to create a prosocial classroom model. This module is designed to help educators integrate materials, evaluate gaps, and provide resources for improving their practice. There are guiding questions and suggested supports for educators to be able to intentionally move their reflective practices into actionable steps. Open-Ended Survey questions will be asked at the conclusion of the study. These questions are:

1. Can you tell me about a time when you felt a real sense that you belonged? What was that like for you? Can you describe it? What things need to be in place for you to feel a sense of belonging in your workplace?
2. What are reasons you think that teachers are absent from school?
3. What are some types of activities that could be done that would help build more positive relationships between teachers and administration?
4. What does your best school day look like?
5. What makes you happy or satisfied in your teaching position?
6. What is your why? What motivates you to do your job?
7. How do you seek out growth opportunities to improve your instructional skills?
8. How do you think the climate and culture of a school affects teacher absences? School climate can be defined as the atmosphere and quality of a school.
9. How many years have you been teaching?
10. What are your future career plans? Do you intend to stay in your current position, change positions, or leave the field?

What might I experience if I take part in the research?

We do not know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We don't know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?

Unfortunately, we will not be able to pay you for the time you volunteer while being in this study.

Will it cost me to take part in this research?

It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?

ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:

- The investigator(s) conducting this study.
- The University & Medical Center Institutional Review Board (UMCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?

All data collected throughout the research study will be kept on a secured, password protected laptop or a locked filing cabinet so as to maintain anonymity for all participants. The information will be stripped of identifiers so it can be utilized in future research if needed.

What if I decide I do not want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized.

Who should I contact if I have questions?

The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at: 252-412-9542 anytime.

If you have questions about your rights as someone taking part in research, you may call the University & Medical Center Institutional Review Board (UMCIRB) at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, you may contact the Director for Human Research Protections, at 252-744-2914.

I have decided I want to take part in this research. What should I do now?

The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT)	Signature	Date
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Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above, and answered all of the person's questions about the research.

Person Obtaining Consent (PRINT)	Signature	Date
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APPENDIX C: BANDURA'S INSTRUMENT-TEACHER SELF-EFFICACY SCALE

BANDURA'S INSTRUMENT TEACHER SELF-EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Efficacy to Influence Decision making

How much can you influence the decisions that are made in the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you express your views freely on important school matters?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Influence School Resources

How much can you do to get the instructional materials and equipment you need?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Instructional Self-Efficacy

How much can you do to influence the class sizes in your school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get through to the most difficult students?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to promote learning when there is lack of support from the home?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to keep students on task on difficult assignments?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to increase students' memory of what they have been taught in previous lessons?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to motivate students who show low interest in schoolwork?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get students to work together?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to overcome the influence of adverse community conditions on students' learning?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get children to do their homework?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Disciplinary Self-Efficacy

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

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

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

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to prevent problem behavior on the school grounds?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Enlist Parental Involvement

How much can you do to get parents to become involved in school activities?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you assist parents in helping their children do well in school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to make parents feel comfortable coming to school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Enlist Community Involvement

How much can you do to get community groups involved in working with the schools?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get churches involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get businesses involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get local colleges and universities involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Create a Positive School Climate

How much can you do to make the school a safe place?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to make students enjoy coming to school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get students to trust teachers?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you help other teachers with their teaching skills?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to reduce school dropout?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to reduce school absenteeism?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get students to believe they can do well in schoolwork?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

**APPENDIX D: THE DISTRIBUTION OF ITEMS ON BANDURA'S
INSTRUMENT-TEACHER SELF-EFFICACY SCALE**

Item Number	Type of Statement	Total Item
1-2	“Efficacy to Influence Decision making”	2
3	“Efficacy to Influence School Resources”	1
4-12	“Instructional Self-Efficacy”	9
13-16	“Disciplinary Self-Efficacy”	3
17-19	“Efficacy to Enlist Parental Involvement”	3
20-23	“Efficacy to Enlist Community Involvement”	4
24-30	“Efficacy to Create a Positive School Climate”	8
7 categories of teacher self-efficacy		30 items

APPENDIX E: INITIAL OPEN-ENDED SURVEY QUESTIONS

1. Can you tell me about a time when you felt a real sense that you belonged? What was that like for you? Can you describe it? What things need to be in place for you to feel a sense of belonging in your workplace?
2. What are reasons you think that teachers are out absent from school?
3. What are some types of activities that could be done that would help build more positive relationships between teachers and administration?
4. What does your best day look like?
5. What makes you happy or satisfied in your position?
6. What is your why? What motivates you to do your job?
7. How do you seek out growth opportunities?
8. How do you think climate affects teacher absences?
9. Is there anything you would like to add in regard to teacher job satisfaction, teacher burnout, teacher absences, or teacher self-efficacy?
10. Are there any questions that you think should be asked with regard to teacher burnout, teacher absences, teacher self-efficacy, or teacher job satisfaction that are not included in this list of questions for the study? If so, what would they be?

