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Exploring the Mental Health and Burnout Among Educators

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Abstract

This study examined the internal and external factors that contribute to stress and burnout among teachers in a group of denominational schools located in the United States. Thirty-one educators from these schools participated in a short survey to examine their personal experience with these factors and to identify areas of concern. These educators had varying years of experience. The participants were surveyed about their teaching careers and the results indicate that negative factors such as job satisfaction, workload, classroom management, lack of appreciation and support, and lack of self-care can have a detrimental effect on the mental health of teachers and their career longevity. Connections between mental health, workload, job satisfaction, and burnout are deeply intertwined, and further investigation is required to understand the complexity surrounding the factors involved.

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Action Research Report Submitted in Partial Fulfillment of the Requirements for the Degree of Masters of Education

Exploring the Mental Health and Burnout Among Educators

By

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B.A. Grand Valley State University, 2019

Action Research Report
Submitted in Partial Fulfilment
of the Requirements for the
Degree of Masters of Education

Department of Education
Dordt University
Sioux Center, Iowa
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Teaching is to touch a life forever. My calling of teaching is a work of the heart in which what is written on the pages of life stories can never be erased. The influence of a teacher can never be erased. What a God-given blessing and responsibility to be able to guide students to their fullest potential! I would like to thank all of the professors of Dordt University for their positive influence in guiding and encouraging me along the pathway of pursuing my Master of Education. Thank you to my students and colleagues who have cheered me on throughout the whole process. I would like to thank my family and friends for their love and for keeping me motivated to write about this topic that I care deeply about. Mark, thank you for your listening and support on this journey and also for encouraging me throughout the long hours of research and writing. I would not have reached this milestone without all of you! Finally, but above all, Soli Deo Gloria. I am thankful to God for giving the strength and ability to do my best in completing this project.

Abstract

This study examined the internal and external factors that contribute to stress and burnout among teachers in a group of denominational schools located in the United States. Thirty-one educators from these schools participated in a short survey to examine their personal experience with these factors and to identify areas of concern. These educators had varying years of experience. The participants were surveyed about their teaching careers and the results indicate that negative factors such as job satisfaction, workload, classroom management, lack of appreciation and support, and lack of self-care can have a detrimental effect on the mental health of teachers and their career longevity. Connections between mental health, workload, job satisfaction, and burnout are deeply intertwined, and further investigation is required to understand the complexity surrounding the factors involved.

Key Words: mental health, job satisfaction, burnout, teacher attrition

Across the world and especially in America, teachers are suffering under the chronic issues of stress and burnout. “Teaching is a high-stress profession, and many teachers experience serious emotional problems relating to the stress of their job.” (Herman et al., 2018). This issue of stress and burnout significantly impacts our schools and needs to be addressed as it can lead to further issues including teacher attrition. According to Dassa and Derose (2010), 30 to 50 % of new teachers in the United States are leaving their job within the first five years. As alarming as this statistic is, it only addresses attrition among new teachers while not addressing the teachers teaching longer than five years. To retain new and veteran teachers, there needs to be career support as well as mental health support to prevent internal and external factors associated with burnout and stress.

There are a variety of both internal and external factors that are presently contributing to burnout among teachers (Coyle et al., 2020). When teachers feel inadequate and lack support in job demands, burnout becomes much more of an issue. Burnout can also negatively affect external attitudes and teacher goals which can lead to work avoidance (Yildizli, 2019). Along with work avoidance other negative external values can include workload, control, reward, community, fairness, and values (Coyle et al., 2020). Since teaching is a complex and high stress profession, persistent pressure and stress can contribute to professional burnout. (Herman et al., 2018). These internal and external factors contributing to burnout can cause changes for teachers as well as changes in the relationships teachers have with their students (Herman et al., 2018).

Finding ways to support teacher coping and efficacy can be crucial to reduce stress and burnout (Herman et al., 2018). Ultimately, these supports depend on the context and situation, but it is important to realize that there are ways to combat this issue of burnout. Teachers do not

have to struggle alone without hope but need to address the issue of burnout that stress is contributing to.

Purpose of this Study

The purpose of this study is to determine internal and external factors that contribute to stress and burnout among teachers as investigated and illustrated by teachers in a particular set of Christian schools.

Research Questions

1. What internal factors do teachers perceive as impacting their mental health and contributing to stress and burnout?
2. What external factors do teachers perceive as impacting their mental health and contributing to stress and burnout?
3. What supports do teachers desire to minimize and combat negative mental health challenges?

Definition of Terms

For the purpose of this study, the following definitions will be used. The definitions are the author's own unless it is specifically indicated.

Burnout: “Overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (Maslach, Schaufeli, & Leiter, 2001).

Mental health: a person's condition relating to their psychological and emotional well-being.

Self-efficacy: a teacher's belief in their own ability to succeed in their job and in job related situations.

Stress: a response of negative, unpleasant emotions resulting from some aspects of their work (Kyriacou, 2001, as cited in Daniilidou et al., 2020).

Teacher attrition: departure of teachers from the teaching profession for any reason.

Literature Review

Teachers are leaving the teaching profession at an alarming rate. Teacher attrition rates worldwide are high (Craig, 2017); results in teacher attrition which in turn impacts the quality of the teaching profession and leads to significant financial costs in the U.S. up to \$2.2 billion dollars (Caruso, 2019).

Internal Factors Contributing to Stress and Burnout

Teaching is a high stress profession that can lead to burnout and can negatively affect teachers personally (Herman et al., 2019); in fact, the teaching profession has been described as the profession most characterized by burnout (Zaretsky & Katz, 2019). The demands on teachers can be overwhelming and cause teachers to lose sight of what they most enjoy: the students. Instead, burnout caused by stress steals their joy (Caruso, 2019). Caruso (2019) emphasized that burnout often affects teachers internally which results in outward changes. Burnout and low self-efficacy can negatively affect the teacher's emotional state, their classroom management abilities, and their students' performance (Herman et al., 2018) By identifying what factors contribute to stress and burnout in teachers, systems and supports can be put in place to boost mental health as well as to ensure the success and growth in student learning.

Mental health and burnout are well-researched. Lackritz (2004) studied the relationship between general health and job burnout for male and female teachers. Data collected using Maslach's Burnout Inventory indicated that general health and further, emotional exhaustion, depersonalization, and lack of personal accomplishment all are correlated with job burnout (Lackritz, 2004). In his study, Lackritz (2004) found that female faculty members have

significantly higher average emotional exhaustion while male teachers have higher scores on depersonalization; these factors significantly impact burnout.

Dealing with burnout and exhaustion can pose a challenge for teachers. Although teachers can experience a variety of positive and negative emotions within their emotional labor, some cultures have specific “feeling rules” that promote specific attitudes and actions regarding feelings (Zaretsky & Katz, 2019). Zaretsky and Katz (2019) noted that often teachers act in a specific way that does not match their actual feelings, because they feel as they are seeking to express and react to emotions in ways that society deems appropriate. Society expects teachers to demonstrate feelings professionally, so they will repress or hide feelings to regulate themselves emotionally to attempt to narrow the discrepancy in their feelings. (Zaretsky & Katz, 2019)

According to the Emotional Labor Theory in teaching, “emotional labor creates emotional dissonance resulting in job stress, emotional exhaustion, burnout, or other negative outcomes to teachers.” (Tsang, 2011). Along with the demands of the classroom, teachers are constantly regulating their emotions which can be exhausting. Herman et al. (2018) concluded from their study that 93% of the teachers surveyed fell into the category of dealing with high stress; high stress individuals usually had low coping strategies which had a major impact on the teachers as well as their students’ achievement. Herman et al. (2018) argued that negative behavior and academic results in the classroom can stem from the underlying issues with which the teacher is struggling. If the teacher is not well, the outcomes can affect students as well.

Research studies note that there are many internal factors that also negatively impact teacher mental health and lead to stress and burnout. Inmaculada Vicente de Vera Garcia & Inés Gabari Gambarte (2019) stated that personal fulfillment, cynicism, and emotional fatigue/exhaustion are all negative factors that can contribute to teacher burnout and stress.

However, Inmaculada Vicente de Vera Garcia & Inés Gabari Gambarte (2019) also found that resilience reduces feelings of burnout and developing resilience in teachers is important.

Diniilidou et al. (2020) built on this by stating that emotional resilience has the greatest power over stress through self-efficacy. Daniilidou et al. (2020) examined the theme of self-efficacy and resilience and found that efficacy beliefs are crucial when it comes to stress and burnout; resilience majorly impacts the burnout rate of teachers and can contribute to overall feelings of self-efficacy. Daniilidou et al. (2020) examined over 600 primary education teachers and the roles of self-efficacy and resilience in predicting their burnout and stress levels. The researchers concluded that when teachers are feeling inadequate, are not supported in the demands of their job, and have low resilience, burnout becomes much more likely of an issue. When teachers are resilient, they can cope better with the difficult emotions that teaching can bring.

Along with the internal factors of self-efficacy and resilience, other internal factors like attitudes towards teaching and motivation have a significant impact on burnout in teachers (Yildizli, 2019). Positivity in attitudes and motivation can prevent teachers from burning out as they find satisfaction in their work. When attitudes and teacher goals are negative due to burnout, work avoidance can result (Yildizli, 2019). Yilidzi (2019) confirmed in a study of over 400 teachers, that there was a significant connection between work avoidance and negative attitudes towards teaching; when the teachers' work-avoidance increased, so does the burnout levels which negatively affect teachers' attitudes towards teaching (Yilidzi, 2019).

When teachers experience burnout, they struggle to feel purpose in their careers. Stress, coping, burnout, and self-efficacy are interrelated and intertwined. When teachers with high levels of stress and burnout are identified, they need the most help with self-efficacy and coping strategies (Herman et al., 2018). When teachers are not able to cope or produce strategic

behaviors to help them deal with stress and burnout, then they will experience burnout more completely. Although internal factors can be less tangible, they contribute to stress and burnout among teachers.

External Factors Contributing to Stress and Burnout

External factors can also contribute to burnout. One external factor that impacts burnout is education levels. Teachers with higher education levels will use natural acting techniques associated with emotional labor while teachers with lower education levels will use surface acting or deep acting emotional labor techniques (Zaretsky & Katz, 2019). Teachers often employ surface acting techniques which occurs when teachers show the emotions required for the job without changing how they actually feel. On the other hand, deep acting is a complex process where teachers try to change their internal feelings to match expectations of feelings. Zaretsky and Katz (2019) found in their study using questionnaires and Likert scales to identify emotional labor and burnout that teachers with lower levels of burnout will use natural acting and coping techniques while teachers with higher levels of burnout employ surface acting or deep acting emotional labor techniques. Zaretsky & Katz (2019) validated that education levels can improve managing emotions relating to burnout as results found that teachers with a teaching diploma used surface acting which relates to faking specific, expected emotions more significantly than teachers with a master's degree and these teachers with a teaching diploma adopted natural acting techniques. Teachers in the Zaretsky and Katz (2019) study often played a role rather than acting naturally in line with their true emotions unless they have received coping education.

Rajendran et al. (2020) examined the factors of workload and burnout that contributes to teacher turnover. After studying relationships between workload, student misbehavior, and the

personal demand of work-family conflict through the theme of job demands, this study found that work-family conflict demands were the greatest predictor of emotional exhaustion for male and female teachers (Rajendran et al., 2020). When teachers are stretched thin from the demands of workload, family, etc., then stress and burnout become more significant and will contribute to negative effects from burnout. Coyle et al. (2020) determined that supports are needed to prevent the factors contributing to burnout and emotional exhaustion as their study indicated the ninety percent of the participants had elevated burnout scores triggered by external factors and areas contributing to burnout.

Other external factors are more easily identified. Coyle et al. (2020) relates the findings of Maslach and colleagues (2009) who attribute burnout to six factors: workload, control, reward, community, fairness, and values. A study by Coyle et al. (2020) noted that an increased workload with eighty four percent of teachers not able to complete work demands within work hours become a significant problem when considered along with the low reward, minimal, decision-making authority, little fairness, etc. When these factors are too much, they can significantly affect teachers. Additionally, Coyle et al. (2020) noted that the Lackritz (2004) study found age to be significantly related to burnout as younger teachers show more emotional exhaustion than older teachers. Lackritz (2004) also found that the longer faculty is employed, the more they were emotionally exhausted and held lower feelings of personal accomplishment. Lackritz (2004) stated that teaching load, grading, office hours, grant money, service time, and number of service activities have an active role. (Lackritz, 2004). Teachers experiencing these external factors often face feelings of burnout. When considering the internal and external factor contributing to stress and burnout, it is evident that more supports for teachers are necessary.

Prevention and Support Strategies

Understanding the internal and external factors that lead to stress and burnout allows schools to put supports or services in place that will reduce both and lead to lower teacher attrition. Two factors that can reduce stress and burnout are high self-efficacy and resilience. Building on Maslach's (2009) research, Inmaculada Vicente de Vera Garcia & Inés Gabari Gambarte (2019) shared that high self-efficacy and resilience prevented burnout more effectively than other variables such as positivism, constructive coping strategies, and high resistance to frustration. Inmaculada Vicente de Vera Garcia & Inés Gabari Gambarte (2019) concluded that the most resilient teachers do not get burned out but achieve greater skills and competencies of work commitment. The most resilient teachers were able to use their skills to overcome difficulties that relate to burnout. Further, when teachers were able to adapt and have high self-efficacy, stress did not affect them as much as teachers with low self-efficacy levels and low adaptability. Low self-efficacy can relate to higher stress and therefore higher burnout levels.

To support teachers in their mental health and long-term careers, identifying struggling teachers and supporting them where they are is essential. Finding ways to support teacher coping and self-efficacy can be crucial to reducing burnout and stress (Herman et al., 2018). Strategies supporting teachers can be put into place after teachers are screened to determine those teachers that need the most support (Herman et al., 2018). Teachers are not always able to identify when they need of the support so screening for teachers in need is crucial.

Prevention models and support plans for teachers are helpful. Schools with tiered prevention models and other similar plans can reduce the feelings of stress and burnout among teachers (Oakes et al., 2013). These support plans can help teachers to cope with stress and burnout. By providing teachers with skills and coping strategies, teachers are able to be

supported in their careers and fulfill their callings more fully. One such tiered prevention model was examined by Oakes et al. (2013) who focused on preventative models for burnout among teachers such as the RTI model with certain tiers put into place for further support based on different levels of need. The RTI model identifies student and teacher needs and provides strategies to support them (Oakes et al., 2013). Although RTI models for students often have much support, Oakes et al. (2013) found only a limited number of preventative models being used to support teachers struggling with burnout which results in more stress for teachers and is a red flag for burnout among teachers. When preventative models such as the RTI model are used, Oakes et al. (2013) indicated that these preventative models helped lessen the issues with burnout.

Another prevention strategy to reduce burnout and stress is the creation of a positive classroom environment. Building on the Burnout Inventory of Maslach built in 1982, Caruso (2019) noted that motivated students contribute to burnout prevention. Motivated students powerfully contribute to motivated teachers which reduces burnout (Caruso, 2019). When there is a positive classroom environment, teachers are able to feel purpose in their work.

Practical supports can be put into place to minimize and combat these negative health challenges. One such support is smaller class sizes to increase feelings of efficacy (Yildiz-Durak et al., 2020). Cemaloglu and Sahin (2007) found that teachers who teach with bigger class sizes can put even more time and effort in and still feel emotionally exhausted due to the lack of time they can give individually to students. Class sizes can affect the emotional exhaustion of teachers as teachers can feel that their efficiency is low (Yildiz-Durak et al., 2020). Bigger class sizes impact the teacher's emotional exhaustion and can affect their mental health as well.

Teachers can be influential in deciding what works best for them as far as context-specific strategies (Caruso, 2019). Rajendran et al. (2020) stated that a common overall strategy that reduces significant amounts of burnout for primary teachers include reducing the workload/family conflict while secondary teacher strategies include reducing workload.

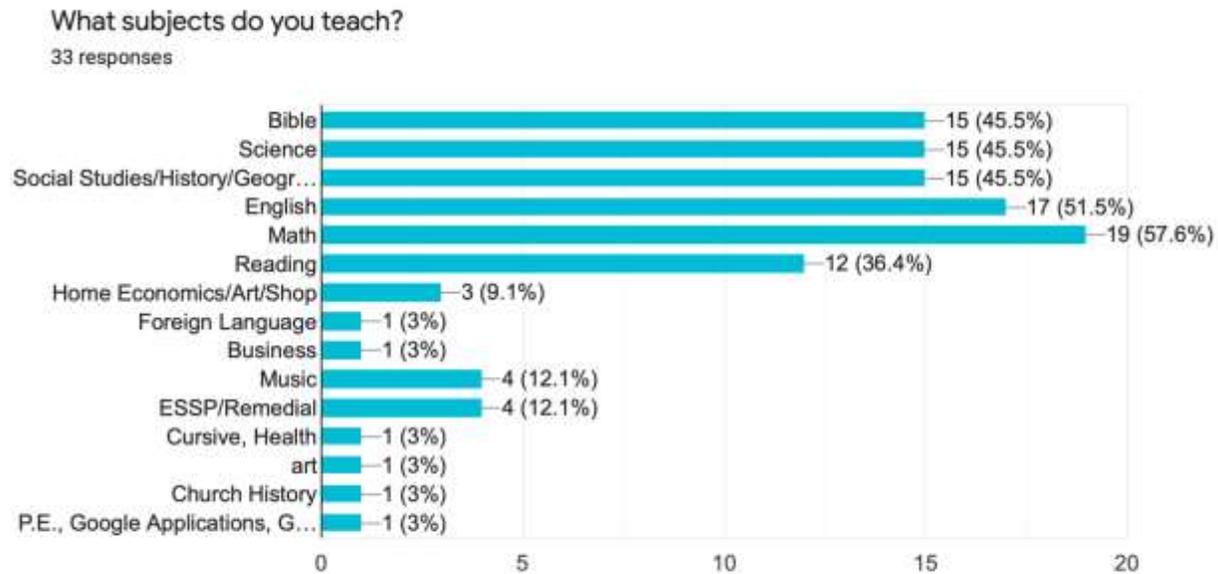
Methods

This study was a cross-sectional study of the general education elementary, middle, and high school teachers. Teachers were surveyed and their responses were analyzed to determine key factors that contribute to stress, burnout, and ultimately teacher attrition. This research study involved surveying teachers with both open and closed questions which allowed for more in-depth written answers. By sharing thoughts, struggles, and experiences, teachers gave more complete and well-rounded answers. While each teacher's experience is unique, there were common threads of connection that were common among all.

Participants

Participants were selected from four denominational schools in the United States to make the results meaningful for the researcher. Teachers who had not yet completed a first year of teaching were not included in the data results. Although the researcher fit the criteria, the researcher was excluded to prevent bias.

Of the 60 teachers who were invited to participate, 33 chose to participate in the survey. Seven of the participants were teachers for one to five years, seven of the participants were teachers for six to ten years, and 19 of the participants have been teaching for ten years or more. Participants taught a variety of subjects (see Figure 1).

Figure 1*Subjects that Participants Teach***Procedures**

At the start of the study, each administrator from the four participating schools received an introductory email (see Appendix B). These administrators distributed the introductory email and survey to their staff members. Each teacher was given the same survey link with the same nonleading questions (see Appendix A). The researcher ensured that the settings did not allow names and emails to be saved to keep the answers anonymous and to provide an unbiased view of the data. To provide teachers with enough time to think through these questions without adding extra stress, teachers were given a week to participate. Teachers were able to opt out if they did not want to participate.

Due to distance and to ensure that teachers could be honest without pressure, the survey was filled out electronically via Google Forms rather than in-person. This feature allowed the participants to attain more of a detachment from the researcher and to assume more of an

anonymous approach. To ensure that the participants were answering honestly, a request at the top of the survey asked the participants for their honesty and assured their anonymity.

Participants were notified that the survey would take five to seven minutes to complete.

Design

Data from the surveys were analyzed by the researcher to identify themes and factors that contributed to stress and burnout. The survey was categorized to identify three different groups: denominational teachers teaching for one to five years, denominational teachers teaching for six to ten years, and denominational teachers teaching for more than ten years. These groups were analyzed as individual groups and then as a whole to understand the data. The differences in these group responses were analyzed as well.

Qualitative data (open-ended questions) from the surveys were also considered and included in the analysis by the researcher to allow a more deep and complete understanding of the results. This data provided a deeper, personal glimpse into the research questions. Themes and factors were identified based on frequency and data and responses in the survey results.

Results

Survey results pointed to many areas that influence the stress and burnout among denominational teachers in this study. This study sought to find answers to three questions:

1. What internal factors do teachers perceive as impacting their mental health and contributing to stress and burnout?
2. What external factors do teachers perceive as impacting their mental health and contributing to stress and burnout?
3. What supports do teachers desire to minimize and combat negative mental health challenges?

Survey results were analyzed and organized into a spreadsheet to be able to see common trends in the data. Since the survey contained many different factors and questions relating to stress and burnout among teachers, each question required careful attention to be able to represent the data accurately. Data was placed into groups with Group 1 including teachers teaching for one to five years, Group 2 including teachers teaching for six to ten years, and Group 3 representing teachers who have dedicated more than ten years to the teaching profession. Results from among these three groups were averaged and compared to determine an accurate representation of the data and to find direct results to the three research questions proposed. Although the teachers surveyed have taught for different time lengths and at various denominational schools, common themes arose regarding stress and burnout.

Table 1

Mean Response Per Likert-Scale Questions for Internal and External Factors

How do the following aspects of teaching affect your job satisfaction and your ability to do your job well?	Mean	SD
<u>Internal Factors</u>		
Job Satisfaction (Current Level)	2.9	.79
Making A Difference	2.4	.90
<u>External Factors</u>		
Adequate Training	2.6	1.1
Classroom Management	3.1	1.0
Meetings	2.2	1.1
Curriculum Pacing	1.7	1.2
Testing	2.2	1.1
Workload/Work Outside Hours	2.5	1.1
Committees	2.5	1.1

Using a Likert scale, teachers rated internal and external factors affecting their job satisfaction and their ability to do their job well. Table 1 demonstrates the average mean and standard deviation for multiple internal and external factors. Based on this data, teachers reported that job satisfaction is one of the highest aspects of teaching that affects them and their ability to do their job well with a mean of 2.9. The standard deviation of .79 indicates that there is not much variance. Table 1 indicates that the factor that least affects teachers is curriculum pacing with a mean of 1.7.

Research Question #1: Internal Factors

Table 2 demonstrates the internal factors that contribute to job satisfaction and the ability for teachers to do their job well. Teachers indicated that their current level of job satisfaction significantly impacts their job satisfaction overall and the ability to do a their job well with a 2.9 mean. The standard deviation indicates that this is quite consistent. Making a difference also affects job satisfaction with a 2.4 mean and a standard deviation of almost 1.

Table 2

Mean Response per Likert-Scale Questions for Internal Factors

How do the following internal factors affect your job satisfaction and your ability to do your job well?	Mean	SD
Job Satisfaction (Current Level)	2.9	.79
Making A Difference	2.4	.90

Job Satisfaction

Job satisfaction is an internal factor that may either positively or negatively impact mental health and can potentially impact burnout.

Table 3*Job Satisfaction Among Groups*

Participants	Mean	SD
Group 1	2.4	.79
Group 2	3.4	.53
Group 3	2.9	.78
Total of Group 1-3	2.9	.79

Using a Likert scale, teachers generally rated their current job satisfaction from zero (totally unsatisfied) to four (totally satisfied). Of the seven teachers in Group 1, four indicated that they are mostly satisfied, two indicated that their satisfaction varies daily, and one teacher was mostly unsatisfied. Group 2 contained seven teachers of which four teachers were mostly satisfied and three teachers were totally satisfied. Of the seventeen teachers in Group 3, one teacher was mostly unsatisfied, three had satisfaction varying daily, ten teachers were mostly satisfied, and three teachers were totally satisfied. These results were averaged to provide a comparison among the three groups to determine the mean for job satisfaction. For educators teaching from 1-5 years, the job satisfaction mean was 2.42 while the mean for educators teaching for 6-10 years was 3.42. The job satisfaction mean for teachers who have been teaching for ten years or more was 2.88. The standard deviation of .79 indicated that the data is quite consistent indicating that teachers were mostly satisfied with teaching as a career, however, it could vary daily. To better understand the difference in job satisfaction among the three groups of teachers, an additional aspect of job satisfaction- making a difference- was considered.

Making a Difference

It is essential that teachers feel that they are making a difference in their profession.

When responding to a survey question whether teachers felt they were making a difference, the answers varied greatly.

Table 4

Making A Difference Among Groups

Participants	Mean	SD
Group 1	2.4	.90
Group 2	2.7	.70
Group 3	2.2	.92
Total of Group 1-3	2.4	.90

Among all three groups, only four of teachers felt that they were absolutely making a difference while eight of the teachers felt they were considerably making a difference. Although there were no teachers who felt they were not making a difference at all, the most telling data indicated that most of the teachers were not as certain about making a difference with sixteen teachers feeling that it varied daily. Five teachers felt that they make only a small amount of difference. When considering making a difference, the mean resulted in 2.4 which showed that most teachers felt that the difference they are making is a considerable difference or varying daily. The standard deviation of .90 indicated some range in teachers feeling whether they are making a difference.

Research Question #2: External Factors

When considering various external aspects that can affect job satisfaction and the ability to teach well, the data indicated that these external stressors including adequate training, classroom management, meetings, curriculum pacing, testing, workload/work outside of hours,

committees, and shortage of time were affecting teachers in denominational schools. Table 5 indicates that there are multiple external factors that affect job satisfaction and teachers' ability to do their job well. Classroom management is a significant factor with a mean of 3.1.

Curriculum pacing was the lowest with a mean of 1.7. All of these external factors can affect job satisfaction and the teachers' ability to do their job well.

Table 5

Mean Response per Likert-Scale Questions for External Factors

How do the following external factors affect your job satisfaction and your ability to do your job well?	Mean	SD
Adequate Training	2.6	1.1
Classroom Management	3.1	1.0
Meetings	2.2	1.1
Curriculum Pacing	1.7	1.2
Testing	2.2	1.1
Workload/Work Outside of Hours	2.5	1.1
Committees	2.5	1.1

All participants in this study were asked to relate how these specific external aspects of teaching affect their job satisfaction and the ability to do their job well.

Adequate Training

Table 6 illustrates that all participants except two felt that adequate training affected their job satisfaction. Group 1 had a mean of 2, Group 2 had a mean of 3 and Group 3 had a mean of 2.76. When considering the data for all three groups overall, the mean resulted in 2.6 which indicates that most teachers felt they are trained. However, this data also demonstrated that there was a standard deviation variance of 1.1 which showed that there was a range for teachers in how

adequately they feel that they are trained. This data showed that training for the teaching position has may not be high on the list of affecting job performance, but it is still important to be aware of and consider.

Table 6

Adequate Training Among Groups

Participants	Mean	SD
Group 1	2	1.4
Group 2	3	.82
Group 3	2.9	.85
Total of Group 1-3	2.6	1.1

Classroom Management

When asked specifically what contributes to burnout relating to classroom management, common answers centered around difficult student behaviors as well as lack of support from parents and administration. All participants except one outlier indicated that classroom management as it relates to difficult student behaviors was a stressor for teachers. One teacher described this as, “students who try to push the limits resulting in teachers using up precious time in class for discipline and classroom management” (Participant Communication, 02-12-2022). Although behavior itself can be a challenge, the most commonly indicated negative behavior from students was disrespect. Multiple teachers alluded to this and even claimed that disrespect was higher than in the past. One teacher stated that the discipline issues can “drain the joy out of teaching” (Participant Communication, 02-14-2022).

Table 7*Classroom Management Among Groups*

Participants	Mean	SD
Group 1	2.7	1.4
Group 2	3.6	.79
Group 3	3.1	.90
Total of Group 1-3	3.1	1.0

Teachers from all three groups stated that classroom management can have a major impact on their job satisfaction and the ability to do their job well.. Table 7 shows that Group 1 had a mean of 2.7. Interestingly, Group 2 had a higher mean score of 3.5. The mean score of teachers teaching for ten or more years was 3.05. When considering the data from all three of these groups combined, the mean resulted in 3.1 which indicated that classroom management considerably affects job satisfaction among teachers and their ability to do their job well. The standard deviation of 1.0 indicated that teachers vary between classroom management affecting job satisfaction. However, the fact that classroom management can affect teachers so much constantly indicates that there is a bigger issue at hand.

Many teachers also stated that support of parents and administration in dealing with these challenges with student behavior can make a difference. Unfortunately, not all teachers felt that they are adequately supported. Many teachers added that the lack of support from parents and administration was contributing to feeling burnout. Of the surveyed teachers, 21 or 68% of the teachers, when combining all three groups, mentioned lack of parental support in the form of parental pressures and demands as a negative aspect of teaching. Specifically, the most common aspects teachers mentioned were parents emailing/texting at all hours (Participant

Communication, 02-14-2022), lack of parental cooperation and support (6 Participant Comments), parental expectations (7 Participant Comments), and lack of appreciation (3 Participant Comments). At times, there was the feeling that teachers were expected to conform to specific pressures and expectations in situations to “try to please everybody (board, parents, students, admin, etc.)” (Participant Communication, 02-14-2022) Teachers indicated that they were lacking the support that they need to feel appreciated in their roles as teachers. As one teacher related,

“Throughout my teaching career, it was most encouraging when the ACTIONS (not words!) of parents and the school board showed that they appreciated our professionalism and hard work. When the Board seemed to listen to teaching staff, but then made decisions with disregard for the input of the teaching staff [it] was most discouraging.” (Participant Communication, 02-09-2022)

Meetings

Meetings with staff or parents about IEPs, curriculum, student concerns, etc., meetings can take a significant amount of time. Table 8 shows teacher ratings regarding the external factor of meetings impacting stress and burnout.

Table 8

Meetings Among Groups

Participants	Mean	SD
Group 1	2	1
Group 2	2.3	.95
Group 3	2.2	1.2
Total of Group 1-3	2.2	1.1

Table 8 indicates the degree to which attending meetings impacts job satisfaction. Group 1 had a mean of 2, Group 2 had a mean of 2.3 and Group 3 had a slightly lower mean of 2.2. Overall, the mean of 2.2 with standard deviation of 1.1 indicated that meetings can affect some of the teachers, however, they are not as significant as other areas that can cause stress and burnout.

Curriculum Pacing and Testing

The data results demonstrated a wide variance among teachers in the study regarding pressures from curriculum pacing and testing affecting teacher stress. As noted in Table 9, curriculum pacing indicated a mean of 1.7 overall for all these groups which demonstrated that curriculum pacing affects job satisfaction and the ability to do a job well at some level. The standard deviation of 1.2 indicated that there were differences among teachers as curriculum pacing affected some teachers a minimally and others considerably. However, the data results showed that curriculum pacing affects teachers less than most other factors.

Table 9

Curriculum Pacing Among Groups

Participants	Mean	SD
Group 1	2	1.2
Group 2	1.4	.98
Group 3	1.8	1.3
Total of Group 1-3	1.7	1.2

Testing reportedly had more potential to cause stress and burnout than curriculum pacing as indicated in Table 10. Testing had higher means among all three groups than curriculum pacing with an overall mean of 2.2. Testing affects teachers' job satisfaction and the ability for

them to do their job well. Testing had an almost equal standard deviation of 1.1 which indicated consistency when it comes to testing affecting job satisfaction and the ability for teachers to do their job well.

Table 10

Testing Among Groups

Participants	Mean	SD
Group 1	2	1
Group 2	2	1.2
Group 3	2.4	1.1
Total of Group 1-3	2.2	1.1

Workload

A major contribution towards stress and burnout among teachers was related to the workload of teachers in. Because these denominational schools have a shortage of teachers, many of the teachers in these schools are stretched thin resulting in work outside school hours, big class sizes, more grading, etc. It is impossible to state the impact that workload can have on teacher unless it is broken down into various aspects of workload that can be carefully considered. Teachers were asked to share their experience of work outside of school hours and weekends. While the different groups reported different findings as represented in Table 11, all demonstrated that work outside school hours and on weekends definitely affects the stress and burnout rates of teachers. It is interesting that even though teachers in their first few years of teaching typically will have more work when it comes to preparation, the amount of work for all three groups was similar. The mean for these three groups of 2.5 indicates that work outside of school hours and on weekends had a considerable impact on teachers. The overall standard

deviation of 1.1 demonstrated that this varied among the teachers. Work outside of school hours and on weekends can significantly affect job satisfaction among teachers which can result in stress and burnout.

Table 11

Workload Outside School Hours & Weekends Among Groups

Participants	Mean	SD
Group 1	2.7	1.4
Group 2	2.6	.98
Group 3	2.5	1.1
Total of Group 1-3	2.5	1.1

Committees

Teachers in this study were required to be on specific committees in addition to their teaching responsibilities. Committees are expected to fulfill their responsibilities within school hours, or the additional work would have to be done outside of school hours on their own time.

Table 12

Committees Among Groups

Participants	Mean	SD
Group 1	2.7	1.4
Group 2	2.6	.98
Group 3	2.5	1.1
Total of Group 1-3	2.5	1.1

Table 12 indicates Group 1 had a mean of 2.7, Group 2 had a mean of 2.57 while Group 3 had a mean of 2.47. As years of experience increase, the workload of committees affecting job

satisfaction decreased, however, it is only a slight decrease. It is important to recognize that committees are impacting the teachers who are in their first five years of experience the most and can cause stress and burnout. Although the standard deviation of 1.1 indicates that there was variance among teachers, the overall mean of 2.5 indicates that teachers were experiencing less job satisfaction due to the additional responsibilities of committees.

Shortage of Time

The lack of time has a significant impact on teachers of all experience as teachers have limited hours to complete a significant amount of work—much of which happens behind the scenes. Teachers shared that the demands of all of the responsibilities can lead to stress and burnout quickly “as it is emotionally and mentally exhausting” (Participant Communication, 02-10-2022). Other teachers commented on how there is too much work that really is never done. There is always more to do. Another teacher shared, “A teacher could literally be busy 24 hours a day with work for the classroom. The mind is constantly worrying about the day that you’ve had or tomorrow.” (Participant Communication, 02-10-2022) These participant comments clearly indicate that teachers are feeling burdened by the emotional and physical wear and stress that the shortage of time creates which may lead to burnout.

Grading Hours

Grading is a significant part of a teacher’s life. When surveying teachers about grading, teachers were asked whether they spent 1-3 hours, 4-6 hours, 7-9 hours, or 10 or more hours on grading per week.

Table 13*Grading Hours Per Week*

Part.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
G1	1- 3	1- 3	4-6	7-9	1- 3	4- 6	4- 6										
G2	1- 3	1- 3	4-6	10+	4- 6	4- 6	4- 6										
G3	1- 3	1- 3	10+	1-3	1- 3	4- 6	1- 3	1- 3	7- 9	7- 9	7- 9	1- 3	1- 3	1- 3	7- 9	4- 6	1- 3

It is important to realize that every teacher spent hours a week grading. It is also important to note that some teachers may have more grading than others depending on grade level and subject area; however, when looking at the responses for all of the participants in these three groups, it is evident that additional hours beyond the school day were needed for grading. Multiple teachers indicated that the hours spent on grading after work was very challenging and contributed to stress and burnout.

Planning and Preparation Hours

Table 14 indicates the hours of planning and preparation that teachers reported to be spending a week. This data indicated a range of hours for the different groups of teachers, but also demonstrated that even experienced teachers had many hours of grading per week. A teacher shares her experience with, “The amount of time put into preparing new curriculum several evenings a week and Saturday mornings away from the family as a mother... and dealing with larger classroom sizes of 27-33 students each day is emotionally/mentally exhausting”

(Participant Communication, 02-10-2022). Interestingly, the significant amount of hours that teachers in the first five years spent on planning and preparation compared to only slightly lower hours as experience increased.

Table 14

Planning and Preparation Hours

Part.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
G1	1-3	7- 9	4- 6	10+	4- 6	4-6	4- 6										
G2	10+	1- 3	4- 6	4-6	1- 3	1-3	1- 3										
G3	1-3	4- 6	1- 3	1-3	4- 6	10+	1- 3	1- 3	1- 3	1- 3	4- 6	7- 9	1- 3	4- 6	4- 6	1- 3	1- 3

Research Question #3: Supporting Teachers

With 23 teachers out of the 31 teachers surveyed indicating that they have experienced burnout in the past, it is important to recognize that burnout is a significant issue that cannot be ignored and teachers need support. When all three groups were asked whether they are currently experiencing burnout or on the verge of burnout, two teachers responded that they absolutely were experiencing burnout currently while three teachers were experiencing considerable burnout. Most of the teachers (13) indicated that they were experiencing burnout that varies daily. Eight teachers surveyed responded that they are feeling a small amount of burnout while only seven teachers are stating that they are not experiencing burnout at all. Upon a deeper

inspection, these teachers not experiencing burnout fall into the teachers in Group 2 and 3 whereas all teachers in Group 1 are experiencing some level of burnout.

Even more telling, when asking teachers in Groups 1-3 if they have considered leaving the teaching profession, there was only one teacher who said that they have never considered this option and only six teachers who rarely considered leaving their career. This leaves most of the teachers indicating that they have thought about leaving the teaching profession. Nineteen of the 31 teachers (61% of teachers surveyed) indicated that they sometimes think about leaving while seven of the teachers surveyed (23%) thought about leaving the teaching profession often.

Supporting Teachers

Finally, the teachers surveyed were asked what supports can be put into place to minimize and combat the negative health challenges. There were a variety of responses that were analyzed as a whole group rather than three individual groups, since many of the supports were mentioned by all three groups.

Support and Appreciation. A key aspect resounding among teacher responses was the need for support from multiple areas including parents, administration, and school board. Leadership support was especially emphasized by the teachers in the study. Although support can be given in multiple ways by administration, teachers emphasized that the variety of ways support is given is acceptable as long as support is provided for teachers. One teacher shared that “regular check-ins by the principal to gauge how the classroom teacher is managing workload in the classroom and also how he/she is handling stress” (Participant Communication, 02-09-2022) is beneficial. Another teacher shared that an administrator that is “willing to cut or adjust the extras in order to focus on teaching” (Participant Communication, 02-15-2022) can be a significant aspect, because teachers cannot balance everything at once well without eventual

stress and burnout. Another survey response stated that “support in discipline issues—not being undermined by administration in how I maintain discipline, consistency across the board in how teachers approach discipline, etc.” (Participant Communication, 02-11-2022).

Support does not stop just at the administration level, but also trickles down into the staff relationships. Teachers shared that they benefit from a positive community. One respondent indicated this by stating that is so important “to feel unified as a staff. When you have positive and good support from staff, that can go a long way!” (Participant Communication, 02-14-2022) Unity is essential and even having someone to bounce ideas off or a fellow grade-level teacher can be very helpful (Participant Communication, 02-14-2022).

Parental support was another area that teachers in the study indicated as valued. One teacher shared that “support from parents without the badmouthing which comes out in student comments” (Participant Communication, 02-10-2022) can go a long ways in supporting a teacher who may already feel stress and burnout. Parents hold a lot of power to deprive or support a teacher whether they realize this or not; it is important that parents are made aware that “others showing their appreciation for what you do and how you contribute to the school” (Participant Communication, 02-15-2022) can support teachers during stressful times which can prevent burnout.

Additional Aides. Another area of support that teachers indicated was desirable was having a good teacher aide to support the teacher’s workload. A teacher shared, “An aide has now started helping me more hours during each week to do jobs that she can do to lighten my load so I can stick to jobs that she cannot do” (Participant Communication, 02-10-2022).

More Prep Time. Teachers in this study indicated that more prep time could also help them to balance the workload and complete more of their responsibilities during the school day.

One teacher described this as “giving teachers prep time daily to get organized, regroup, and feel positively prepared for optimal teaching and learning success” (Participant Communication, 02-09-2022). Multiple teachers shared the importance of a prep during the day to regroup and plan. Allowing teachers adequate time to prepare can be beneficial in reducing stress.

Self-Care. Survey responses indicated that teachers felt guilty for taking care of themselves and taking breaks because of the pressure to do and complete everything. One teacher surveyed commented that the best supports to prevent burnout were those that allowed teachers “time to catch up on school work or time to just do something other than school work and not feel guilty” (Participant Communication, 02-14-2022). Another similar response stated specifically, “time away from work, relaxed time spent with the kids, and time to be an individual away from school” (Participant Communication, 02-14-2022). Acceptance as a community for who that teacher is as an individual can be meaningful for that teacher as well (Participant Communication, 02-14-2022). Two participants noted that when teachers have so many responsibilities, there is a lot of benefit in simply taking time off which can also include some mental health days and counseling which are not currently offered at many denominational schools.

More Sleep. Much of the sacrifice of denominational teachers mentioned included lack of sleep. Of the 31 surveyed teachers, 16 teachers reported that they did not feel that they are well rested. When looking specifically at the average hours of sleep per night in Table 15, the majority of the teachers receive the recommended 7-9 hours of sleep per night. However, they still indicated that they felt quite drained due to their many tasks as well as their mental exhaustion.

Table 15*Average Hours of Sleep Per Night*

Part.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
G1	7- 9	7- 9	5- 6	5- 6	7- 9	7-9	5- 6										
G2	5- 6	7- 9	7- 9	7- 9	5- 6	10- 12	7- 9										
G3	7- 9	7- 9	7- 9	7- 9	5- 6	7-9	5- 6	5- 6	7- 9	5- 6	7- 9	5- 6	7- 9	7- 9	7- 9	5- 6	7- 9

Discussion

The purpose of the study was to identify key internal and external factors that contribute to stress and burnout among teachers in the denominational schools and to identify the supports that can be put in place to prevent stress and burnout among teachers. Addressing mental health concerns is important as it can have lasting impacts on educators and their likelihood of staying in the profession. Although there can be aspects that encourage teachers in their callings, this survey pointed to the factors that contribute to the need to address stress and burnout among teachers. To understand the issues of burnout and mental health among teachers, the first research question examined more closely the internal stressors that impacted stress and burnout in teachers. Internal stressors such as job satisfaction and making a difference can impact teachers significantly. More specifically in this study, when teachers were asked if they felt they were making a difference, the results indicated that often teachers did not feel confident that they were. Among all three groups, 16 of the 31 teachers felt that their confidence that they were

making a different varied daily. Previous research by Yilidzi (2019) indicated that when teachers struggle to feel purpose in their careers and experience burnout, their attitudes are also negatively affected towards teaching. Research supports the findings of the survey that teachers experience negative attitudes toward teaching when they are not satisfied in their job and do not feel that they are making a difference.

The second research question focused on the external factors that impact job satisfaction as it relates to stress and burnout in teachers. Previous research completed by Caruso (2019) indicated that stress and burnout can affect teachers internally and result in outward changes to the teacher's emotional state and classroom management abilities (Herman et al., 2018). Classroom management was a significant issue for teachers in Group 2 (mean of 3.6) more so than the teachers in Group 1 (2.7) and Group 2 (3.1). However, the results indicated that classroom management has a higher mean (3.1) than any other factors indicating that this factor impacts teachers in the study more than other factors.

It is important to note that 68% of the teachers surveyed mentioned a lack of parents' support and appreciation as they are expected to "please everyone". Teachers in this study felt pressure to conform to specific feeling rules that support specific attitudes and actions as Zaretsky & Katz (2019) indicated in their study.

Research by Rajendran et al. (2020) stated that job demands such as workload, student misbehavior, work/family conflict, etc. are closely associated with emotional exhaustion which leads to burnout and ultimately teacher attrition in schools. This study supported this conclusion as teachers indicated that they were overwhelmed by work demands while also balancing their personal life. Workload and hours spent after school was a significant concern in this study. Additionally, this study found that teachers teaching in the first five years experienced stress at

alarming rates. Teachers are expected to “get through” their first five years before it is expected that teaching will become easier, but in the meantime, newer teachers are struggling. Grading and planning/preparation times were also reported as taking a toll on teachers. The research of Lackritz (2004) and Rajendran et al. (2020) confirm the finding of this study in that grading and similar tasks such as planning and prepping which are all part of workload and work—family conflict can be closely associated with emotional exhaustion which is the core cause of burnout. This study clearly demonstrated that stress and burnout are impacting many teachers in these denominational schools, and it is impossible to deny that supports are necessary to prevent burnout and teacher turnover within these schools.

Thus, the third research question focused on supports that could help to prevent stress and burnout among denominational teachers. When teachers with high levels of stress and burnout are identified, they need the most help with self-efficacy and coping strategies. (Herman et al., 2018). This study demonstrated that there are coping strategies that need to be provided including self-care strategies such as allowing teachers to take time to spent for themselves and allowing teachers to take breaks without feeling guilty. This study also demonstrated the importance of reducing workload as Rajendran et al. (2020) also emphasized. This could be done through additional aides and more prep time.

Conclusion

The teachers in this study created a convincing argument that there is stress and burnout present in these schools. Stress in teaching can lead to job burnout and teacher attrition. The data results in this study showed that all but one teacher have previously thought or are currently thinking about leaving the teaching profession. The factors that contribute to stress and burnout are evident, but this study indicates that more awareness and attention needs to be encouraged

when focusing on teaching as a career. Although this can be easier described than done, strength and encouragement that is given along with appreciation can make a significant difference in encouraging teachers to continue past the obstacles and negative experiences that may stand in the way of them feeling fulfilled in their calling. Practical supports such as aides, additional preparation time, and reducing the stigma surrounding self-care for teachers can also reduce the stress that teachers feel which can factor into burnout rates of teachers teaching in these denominational schools.

Limitations and Recommendations for Further Study

This study does have limitations that could have affected the results of this specific research. A specific limitation of the study was that the researcher was teaching at a denominational school at the time that this study was performed. This allowed for a personal insight into many aspects of the study through personal experience; however, this may have also been translated into some personal bias throughout the study.

Since this study was very specific to denominational schools within the United States, the impact that the insights of this study are limited. Results cannot be applied beyond the demographic that this study researched.

Another limitation is that this study was conducted at these denominational schools that are attended by students and teachers who generally are from middle-class and upper-class families. Since there is not as much diversity among the students and teachers, this may have had an impact on the data gathered.

Another limitation that occurs is that the research data was collected only once rather than at different points of the year. Depending on the aspects of teacher stress and burnout considered, a more reliable representation could be concluded with the results if multiple data

collections were incorporated for collecting data and analyzing this data. Collecting data at the beginning, middle, and end of the school year to track and understand shifts that happen in teacher stress and burnout could be very helpful.

For further study, this researcher recommends a larger sample size than the eligible 33 participants as a different sample size may have generated slightly different results. A larger sample size of teachers would have given more insights that would have been informative in implementing more supports that could aid in reducing stress and preventing burnout for teachers. Additionally, for further studies, the researcher recommends surveying teachers who have left the profession as well as those currently in the profession to provide another insight into personal experience with these factors of stress and burnout.

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Appendix A

Action Research Survey

These survey questions will be in an electronic version via Google Forms.

Adapted from: <https://www.surveymonkey.com/r/C RTP9LN>

1. What grade level do you teach?

	Preschool
	Elementary (K-5)
	Middle School (6-8)
	High School (9-12)

2. What subjects do you teach?

	Bible
	Science
	Social Studies/History/Geography
	English
	Math
	Reading
	Home Economics/Art/Shop
	Foreign Language
	Business
	Music
	ESSP/Remedial
	Other

3. State where teaching (school is optional) _____

4. How many years have you been teaching total? _____

5. How would you rate your current level of satisfaction with teaching as a career?

	4- Totally Satisfied
	3- Mostly Satisfied
	2- Varies Daily
	1- Mostly Unsatisfied
	0- Totally Unsatisfied

6. How do the following aspects of teaching affect your job satisfaction and your ability to do your job well?

	0 Not at all	1 A Small Amount	2 A Medium Amount	3 Considerably	4 Constantly
Adequate Training—for the position that you are assigned					
Classroom Management—Behavior and Organization					
Meetings—including but not limited to: staff, team, curriculum, parent, grade level PD opportunities					
Curriculum Pacing—to stay on track with the curriculum and have everything taught by certain testing dates					

Testing—to have all of the students be at the correct grade level benchmarks					
School Work Outside the School Hours—any job responsibilities after instructional day and weekends					
Committee Responsibilities and Activities—additional committees and responsibilities beyond job requirements during school day					
Lack of Control in Decision Making					

7. How many hours a week do you spend on the following tasks?

a. Academic Documentation—Grading, Entering Grades, etc.

	None
	1-3 Hours
	4-6 Hours
	7-9 Hours
	10 or More Hours

b. Professional Development

	None
	1-3 Hours
	4-6 Hours
	7-9 Hours
	10 or More Hours

c. Parent Communication—emails, phone calls, formal and informal conferences

	None
	1-3 Hours
	4-6 Hours
	7-9 Hours
	10 or More Hours

d. Lesson Planning and Preparation

	None
	1-3 Hours
	4-6 Hours
	7-9 Hours
	10 or More Hours

e. Classroom Management—Behavior, Organization, etc.

	None
	1-3 Hours
	4-6 Hours
	7-9 Hours
	10 or More Hours

8. Do you feel that you are well-rested on average?

	Yes
	No

9. How many hours of sleep do you get on average per night?

	0-2 Hours
	3-4 Hours
	5-6 Hours
	7-9 Hours
	10-12 Hours

10. Do you feel that you have an adequate social life?

	Yes
	No

11. How many hours a week do you spend on your social life?

	0-2 Hours
	3-4 Hours
	5-6 Hours
	7-9 Hours
	10-12 Hours

12. Do you feel that your salary is a fair compensation for your labor?

	Yes, very generous
	Yes, adequate
	No, underpaid
	No, severely lacking

13. Do you feel that you are making a difference in your profession?

	Not At All
	A Small Amount
	Varies Daily
	Considerably
	Absolutely

14. What factors do you think contribute to teachers experiencing burnout?

15. Have you ever thought about leaving the teaching profession?

	Often
	Sometimes
	Rarely
	Never

16. Do you feel that you have experienced teacher burnout in the past?

	Yes
	No

17. Do you feel that you are on the verge of or are experiencing teacher burnout?

	Not At All
	A Small Amount
	Varies Daily
	Considerably
	Absolutely

18. What supports do you think are the most beneficial in preventing burnout?

Appendix B

Email Invitation to Participate

Dear Administrators (and Teachers),

Thank you for taking the time from your busy schedules to consider the request that this email brings. As a denominational teacher in Grand Rapids, MI at Plymouth Christian School, I would like to introduce myself as Kelsey Van't Zelfde. Currently, I am also a graduate student at Dordt University where I am working on my thesis exploring more deeply the teacher workload and other factors that are important to be aware of specifically in certain denominational schools in America to retain teachers.

To that end, I am asking for the participation of teachers from denominational schools in the United States.

I am hopeful that the teachers in your schools would be willing to take **5-7 minutes** out of their day to complete a short survey that will be confidential. These results will be used to guide the research and investigation that I hope to do about the workload that teachers in these denominational schools have.

Here is the link to participate in the survey.

<https://forms.gle/JsE5VpYThitcgiuLA>

If you are able and willing to forward this link to your teachers to complete, it would be greatly appreciated.

Please complete the survey by next **Wednesday, March 2 at 5pm.**

If you have any further questions, feel free to reach out to me at kvantzelfde@plymouthchristian.us. Thank you again for taking a few minutes of your day to help in this research process.

Sincerely,
Kelsey Van't Zelfde