



**WICHITA STATE  
UNIVERSITY**

**UNIVERSITY LIBRARIES**

## **Components of educator motives in relation to teacher turnover rates**

Item Type	Dissertation
Authors	Foster, Chris
Publisher	Wichita State University
Rights	© Copyright 2022 by Chris Foster All Rights Reserved
Download date	2026-05-14 08:13:37
Link to Item	<a href="https://soar.wichita.edu/handle/10057/24975">https://soar.wichita.edu/handle/10057/24975</a>

COMPONENTS OF EDUCATOR MOTIVES IN RELATION TO TEACHER TURNOVER  
RATES

A Dissertation by

Chris Foster

Master of Arts, Wichita State University, 1993

Bachelor of Arts, Wichita State University, 1991

Submitted to the Department of Intervention Services and Leadership in Education  
and the faculty of the Graduate School of  
Wichita State University  
in partial fulfillment of  
the requirements for the degree of  
Doctor of Education

December 2022

©Copyright 2022 by Chris Foster

All Rights Reserved

COMPONENTS OF EDUCATOR MOTIVES IN RELATION TO TEACHER TURNOVER  
RATES

The following faculty members have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirement for the degree of Doctor of Education with a major in Educational Psychology and Leadership.

Jason Herron, Committee Chair

Jody Fiorini, Committee Member

Beatrice Latavietz, Committee Member

Wilson Baldrige, Committee Member

Victoria Sherif, Committee Member

Accepted for the College of Applied Studies

Clay Stoldt, Interim Dean

Accepted for the Graduate School

Coleen Pugh, Dean

## ABSTRACT

Teacher turnover is not a new phenomenon. The possibility of educators leaving the profession in recent and future months due to a myriad of preexisting issues brought to a head with the global COVID pandemic, however, may be cause for greater concern. Will teachers, both veteran and new to the profession, leave in greater volume over the next few years without sufficient numbers of pre-service or alternatively certified teachers available to take their positions? This study aims to address possible reasons and job stressors for leaving including taxed emotional intelligence, the emotional labor involved in teaching, or a combination of these through self-reported measures creating a quantitative study using the job demands-resources (JD-R) model (Yin, 2015; Yin, Huang & Lv, 2018). A survey was created and posted on several social media outlets and sent through messages. A total of 301 responses were recorded, however, only 209 were used for this study as responses with only demographic information were omitted. Results confirm that emotional intelligence plays a significant role in educators' decisions to leave the profession. This research hopes to shed light on possible areas where interventions for educators and pre-service education students can be easily integrated to mitigate stressors causing higher turnover rates while sharing these results with administrators, Board of Education members, policymakers, and other stakeholders.

## DEDICATION

This doctoral study is dedicated to my husband, Todd Morss, for his steadfast love, understanding, and support; my son, Ethan, and my bonus children, Jacob and Jordan, for their support, understanding, and assistance. This is also dedicated to all my friends and “family” who have supported me with their time, being sounding boards for ideas, listening to my woes, and cheering me on when I needed it. To all my “friends” in the Teachers with ADHD Facebook group, your ideas, suggestions, and cheering helped make this happen - this is for you.

## ACKNOWLEDGEMENTS

I wish to acknowledge and thank Dr. Jason Herron, dissertation committee chair, and Dr. Beata Latavietz, advisor, for all their guidance, knowledge, and assistance on this new journey. Dr. Herron, you have been indispensable throughout the entire process. Thank you! I wish to also thank and acknowledge my committee for their support and guidance: Dr. Jody Fiorini, Dr. Victoria Sherif, and Dr. Wilson Baldrige. Lastly, I would like to acknowledge my cohort colleague and friend, Dr. Treva Etsitty, for all her support throughout our program.

# TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION.....	1
1.1 Motivation for the Project.....	3
1.2 Background of the Issue .....	7
1.3 Research Problem.....	9
1.4 Purpose of Study.....	10
1.7 Research Questions.....	12
1.8 Definition of Terms and Concepts.....	12
1.9 Hypothesis.....	14
2. LITERATURE REVIEW .....	16
2.1 Theoretical Framework.....	16
2.2 Emotional Intelligence.....	17
2.3 Executive Function.....	18
2.4 Emotion Regulation.....	19
2.5 Emotional Labor.....	20
2.6 Burnout.....	22
2.7 Teacher-Student Relationships.....	26
2.8 Teacher Wellbeing.....	27
2.9 Teacher Turnover.....	28
2.10 COVID Findings.....	31
2.11 Job Demands-Resources Model and Turnover.....	37
3. METHODOLOGY.....	39
3.1 Participants.....	39
3.2 Demographics.....	40
3.3 Research Tools.....	42
3.4 Procedures.....	45
3.5 Data Analysis.....	46
4. RESULTS.....	47
4.1 Research Questions.....	47
4.1.1 Research Question 1.....	47
4.1.2 Research Question 2.....	48
4.1.3 Research Question 3.....	48
4.1.4 Research Question 4.....	51
4.1.5 Open-ended Question .....	51

TABLE OF CONTENTS (continued)

Chapter	Page
5. DISCUSSION.....	53
5.1 Research Question 1.....	53
5.2 Research Question 2.....	54
5.3 Research Question 3.....	55
5.4 Research Question 4.....	56
5.5 Open-ended Question.....	57
5.6 Limitations.....	61
5.4 Implications.....	63
5.5 Future Research.....	66
5.6 Conclusion.....	68
REFERENCES.....	74
APPENDIX.....	84

## **CHAPTER 1**

### **INTRODUCTION**

The end of the 2019 - 2020 school year was not ideal. Due to the global pandemic of the novel coronavirus, COVID-19, education was thrown into a completely new realm. Many educators have been overwhelmed by all the changes (Brackett & Cipriano, 2020; Deliso, 2020; Dickler, 2021; Flannery, 2020; Horace Mann, 2020). These are not normal times; therefore, the exhaustion currently experienced appears to be more than that of the “typical” variety. Teachers are being asked to go above and beyond their usual duties, educating in new ways, trying to become accustomed to situations that are constantly changing, and grappling with learning new technology to achieve the same educational goals accomplished in classroom learning has left many colleagues feeling inundated, inadequate and completely thrown off their usual teaching styles and methods. Teachers are being challenged and stretched beyond normal limits. How do educators maintain efficacy, and competency and keep students engaged without exhaustion, emotional dysregulation, and depersonalization? Maintaining a high level of emotional intelligence, emotion regulation, in particular, is key in these trying times (Brackett et al., 2010; Buric, Penezic & Soroc, 2017; Castillo-Gualda et al.; 2017; Curci, Lanciano & Soleti, 2014; Eckert et al., 2015; Extremera & Rey, 2015; Horace Mann, 2020; Lopes et al., 2011; O’Toole, 2017; Yin, 2016; Yin, Huang & Lv, 2018).

Every aspect of our lives has completely changed due to the restrictions in place caused by COVID. How do you make sure that your personal life does not spill over into your work life and vice versa? Our loved ones deserve our best, as do our students. Many educators feel deficient in multiple aspects of their lives due to all of the changes (Fiorelli et al., 2019). Proper

self-care, increased awareness of one's emotional states, honesty, and open communication are all areas that need to be well maintained now more than ever (Schwarzer & Hallum, 2008; Mojsa-Kaja et al., 2015; Bermejo-Toro et al., 2016; Fiorelli et al., 2019). Maintaining one's emotional composure is difficult in the best of times, but what happens when you feel demonized and demoralized in the lay press or by the public (Barkan, 2011; Maclellan, 2015; Martin and Bollinger, 2018; Partelow, 2019; Strauss, 2021; Vesely, Saklofske & Leschied, 2013; Walker, 2018)? As one of the largest and most visible professions,

...the teaching profession has been subject to increased societal pressure to expand their roles beyond education. Teachers are often expected to correct social problems (for example, drug, alcohol, and sexual abuse), educate students in academic subjects while also developing job skills, provide enrichment activities, meet the individual needs of students with a wide range of abilities, and encourage students' moral and ethical development. (Maslach, Jackson & Leiter, 2018, p. 30)

Is it surprising that educators are leaving the profession? What might be the cause? Is there concern about an educator shortage?

Teacher turnover is not a new phenomenon (Barnum, 2021; Carver-Thomas and Darling-Hammond, 2017; Gonzales, Brown & Slate, 2008; Lee, 2019; Partlow, 2019; Podolsky et al., 2016; Redding et al., 2019; Stinebrickner, 2002; Van Droogenbroeck and Spruyt, 2014). Some educators leave for a period of time due to family, health, or financial reasons, but return. Others leave and do not return. Teacher turnover is different from teacher attrition as attrition refers to an educator that leaves the profession and whose position is eliminated. Turnover is when the educator leaves, but the position remains to be filled by another educator. The possibility of educators leaving the profession in recent and future months due to a myriad of preexisting issues brought to a head with the global COVID pandemic, however, may be cause for greater

concern. Will teachers, both veteran and new to the profession, leave in greater volume over the next few years? This study aims to address possible reasons and job stressors for leaving including emotional intelligence and emotion regulation, the emotional labor involved in teaching, demographic factors such as age, years in the profession, and financial strain or a combination of these through self-reported measures creating a quantitative study using the job demands-resources (JD-R) model (Yin, 2015). This research hopes to shed light on possible areas where interventions for educators and pre-service education students can be easily integrated to mitigate stressors causing high turnover rates while sharing these results with administrators, Board of Education members, policymakers, and other stakeholders.

### **Motivation for the Project**

As an educator of over 20 years, this author has watched colleagues come and go for various reasons. However, in recent years it has been very disconcerting to see not only more and more novice teachers leave after only a few years (Raab, 2018), but also those in the middle of their careers and still others choosing to take early retirement. Curious as to why this was happening and with the understanding that as an older teacher (having not begun my career until my early 30s and experiencing two careers by that point in my life), I sought to understand what was driving people to spend the time, effort, and money at a university to become a teacher only to leave the profession. This essential profession has generally provided career stability and has been known for good retirement benefits. These questions led to researching turnover rate, the key to understanding the current “teacher shortage” many countries are facing.

As in any job, new educators (regardless of age) may struggle in their first few years. Learning classroom management that works for them, best practices for their content, and gaining confidence in their abilities are all similar to the growing pains in any new career.

However, educators also must learn to implement education policies created by non-educators or those who have not taught in a classroom for very long or in years (Turner, 2015). Whether these policies are sound or not, they are often mandated. Remembering my struggles those first few years, I always try to help novice colleagues, regardless of age, as they begin their teaching journey as I had mentors helping me. Even with collegial relationships to help guide novice teachers, education can be physically and emotionally exhausting at the best of times. Family and friends who are not in the profession may not understand the complexities of the job. Educators often hear how “lucky” we are to have “the entire summer off” and “all the holidays;” however, the general public often misunderstands the lack of resources, support, and salary educators encounter, particularly in those first few years, and the impact those factors have on the social-emotional wellbeing of educators (Hamilton, Doss, & Steiner, 2019; Pennsylvania State University, 2017). The past few years have been especially difficult with not only the global COVID pandemic wreaking havoc for everyone, but also other factors such as lagging salaries for similar education levels, school shootings, and societal attitudes towards educators. All bring challenges and stress.

While the social-emotional learning of students is evidenced by programs and curriculum produced by the Collaborative for Academic, Social and Emotional Learning (CASEL), Yale Center for Emotional Intelligence, Mindful Schools, and The Tapping Solution along with many others, these programs do not necessarily address those of the teacher. Human beings of all ages can only be pushed to certain limits. This led me to wonder if that is what is causing teacher turnover to seem as if it is on the rise. Were teachers emotionally spent? Unable to continue because they had reached their limit?

When COVID hit, I found myself in this exact position. I was not sure what I should do, but I knew I was not myself. Anxiety and depression were daily discussions with students, colleagues, friends, and family. I was knee-deep into my doctoral studies and felt like I was struggling to keep afloat with all the “new” in my life - new teaching methods, new procedures and protocols, new marriage, new house, etc. I also realized that my former district was no longer the good fit it had been for so many years. Changes that needed to be made were not and the reasons given were insufficient. Simply stated, I was not enjoying my job as I had before due to these ongoing issues. I had arrived at a place where I was experiencing somewhat of a moral crisis. I did not want to become a “grunchy” teacher, one that soured students on their educational journey. Throughout my career, students would regale me and their classmates with all their “horrible teacher” stories; I did not want to become one and I feared I might.

COVID brought its own challenges, struggles, changes, and seemingly constant pivots. It was an opportunity to effect change in education and turn something difficult into something positive. However, those involved (colleagues, administrators, students, and parents) seemed to fall in one camp or another - rush back to face-to-face, returning to what was comfortable and familiar (even if it was not what was best for students and teachers) or take time to retool, rethink and prepare. Colleagues (teachers and administrators) were not as understanding and supportive as I would have hoped or liked, both towards other teachers and towards students, when it came to all the pivots and changes, nor when it came to giving grace to those who were struggling. The technology issues were seemingly always present, but so were the missing students, difficulties establishing relationships online, and adjustments to the new schedule; the list went on and on. Administration seemed to pile on more work rather than try to lighten our load. It was all very overwhelming. Something had to give...so, I began looking for a new job.

While I did not find one the first year, I did receive a call out of the blue a year later with an offer. I am now in a new district, back in high school (rather than middle school), and teaching a subject I have never taught but am certified to teach. It has been a refreshing change. I have been able to renew my love for my profession and recognize that there will always be those with whom I disagree, but I do not teach for them. I teach for my students. Do not get me wrong, the past year has not been without difficulties (lack of administrative support - seemingly a constant in the field of education; a handful of difficult colleagues - including one with whom I had to share my room; a handful of students whose struggles were played out at school; and my own life and family issues at home), but I was able to find a renewed sense of myself as an educator. Many educators do not get this gift because they are too tired, burnt out, or drained to try. Feeling that the profession will not change, they simply leave due to the stressors experienced.

I feel fortunate to have been able to recognize my own burgeoning mild burnout and feelings of demoralization before they became such that I would decide to leave the profession. My self-awareness of my own emotional intelligence has increased over the past decade due to knowledge from my personal research being diagnosed as neurodivergent (ADHD-inattentive) and the social-emotional learning courses I have taught. My emotional intelligence is a direct result of my diagnosis and recognition of my executive function difficulties. Personal work in this area has given me a greater understanding and appreciation for others who may be experiencing the same difficulties right now as many have been pushed to the limits of their physical, financial, and emotional capabilities. Was I suffering from burnout, though? That was what I initially believed.

In a mixed methods study, I conducted in the Fall of 2020, it was found that teachers in the Midwest were not experiencing burnout, but rather demoralization and emotional exhaustion, only one component of burnout, due to COVID teaching conditions. The study was done utilizing interviews and administering the Maslach Burnout Inventory (MBI). It was unsurprising that emotional exhaustion was present, however, the other two required components of burnout - depersonalization, a distancing of one's self from their students, and self-efficacy, a feeling of lack of personal accomplishment - were not found or were not significant. This led to continued research to determine what other causes might be at play and if any were new. The results led me to explore other ideas such as emotional intelligence/emotion regulation and emotional labor and their role regarding teacher turnover since burnout was not found to be present in its totality.

### **Background of the Issue**

As stated, teacher turnover is not new. Over the past two decades, the author has seen first-hand the number of colleagues choosing to leave this noblest of professions. Some choose to leave due to personal and family circumstances. Others choose to take a sabbatical, returning after raising children or helping with elderly parents. While fear of the unknown is not new for teachers, natural disasters have caused fear and trauma in both students and teachers in the past, COVID affected us all. This led me to wonder how did the teachers in New Orleans recover from Hurricane Katrina or have they? How did the teachers in Christchurch, New Zealand recover from the earthquake? While these were relatively isolated events, now, however, the planet is experiencing fear and trauma. What can we learn from teachers from these events (O'Toole, 2017), and how they dealt with getting back into school and face-to-face with their students? One of the largest fears teachers faced was contracting COVID from their students or colleagues and passing it on to their family members.

Then, to add to the stress of health-related issues, Uvalde happened. The fear of a school shooting had seemed to lessen, if only due to preoccupation with COVID. Couple natural disasters with shootings; negativity felt from the public, policymakers, and administrators; salaries not commensurate with education levels; recent inflation making survival on merely a teacher salary even more difficult and student loan payment scheduled to resume after a two-year pause, and it is understandable why many educators are reconsidering their careers.

As we settle into the third year of COVID, the state of education continues to vary from country to country, state to state, city to city, and district to district - even building to building. Educators across the globe continue to grapple with all the changes and modes of delivery thrust upon them over the past few years. Moreover, with the waves of new variants from the pandemic, recent school shootings (with some in the public calling for teachers to be armed in the classroom), general societal attitudes toward education, and teachers feeling a lack of support, educators are overwhelmed. The uncertainty of the 2022-2023 school year (and beyond) is daunting.

Educators across the globe were hoping for and anticipating a "normal" return to the classroom in the Fall of 2021 (Dickler, 2021; Flannery, 2020). The variants of COVID seemed to have other plans. The moniker "normal" is apt and intentional as very few have yet to be able to return to the status quo. Early aspects of the pandemic such as mandatory quarantine, curfews, and mandatory masks and vaccinations caused stress and continue to be societally divisive causing increased emotional duress and trauma. Now, we are experiencing the economic impact of the aftermath of COVID: inflation not seen in decades; price increases on basic necessities, housing, utilities, etc.; student loan payments to return after a pause of close to three years and losses in retirement and investment funds.

While lack of financial incentives may be what is preventing some teachers from leaving the profession, a common complaint among educators is the dramatic increase in emotional labor involved in teaching (Crawford et al., 2018; Kaplan, 2019; Lindquist et al., 2019; Yin, 2012; Yin, 2015). Over the course of this author's career, much has changed dramatically. Teachers are no longer merely teaching students in a subject matter, but rather in multiple aspects of life. Social-emotional learning is required in every discipline. Executive function skills of students - particularly those involving cognitive flexibility i.e., critical thinking, emotion regulation, and working memory - have declined in the past few decades (Holmes et al., 2016; Poon, 2018; Zelazo, Blair & Willoughby, 2016). These deficits are often the areas that teachers find most frustrating in the classroom. Poor student behavior, learned helplessness and lack of urgency are often reasons given which all stem from executive function. The required emotional effort that must be put forth by educators to maintain professionalism is difficult on a daily basis causing teachers to expend greater effort in their emotional labor, surface acting rather than deep acting. Their proverbial cups given little option other than to be half empty.

### **Research Problem**

Although previous studies have discussed aspects of turnover, little is known about how COVID and its stressors may play a role long term. It is therefore hypothesized that turnover rates will increase in the next several years due to the increased emotional intelligence stressors brought on by the current climate and environment. This shared relationship may hinder the ability to reduce turnover caused by maladaptive emotion regulation strategies that develop over time to alleviate said job stressors.

## **Purpose of Study**

The purpose of this study is to explore the causes of teacher turnover, especially in the past few years with COVID. At this time there is no known research regarding COVID-specific impacts on teacher turnover. While these issues existed before, did COVID merely shine a spotlight on them or did it intensify them? If these turnover rates increase, will a teacher shortage occur?

Using the modified job demands-resources theory put forth by Yin (2015), this study will mimic prior studies (Yin, 2015; Yin et. al, 2018). The proposed study looks at teacher emotion regulation through emotional intelligence, taking into account teacher job satisfaction, school management, workload, and relationships (with colleagues as well as students, parents, administration, and community partners). Data on teacher turnover in place before the pandemic and taken during will be compared to the quantitative survey results of this study to see if the causes of turnover are remaining the same or if they are changing.

Teacher turnover is important to society as we all pay the price in a multitude of ways - the financial costs (training, the hiring process, salary, and benefits) are calculable costs, but there are also incalculable costs. Lowering educator standards just to have “a body in the classroom” is fraught with danger causing more harm than good (Carver-Thomas & Darling-Hammond, 2017). Students who do not have teachers capable of instructing do not receive the full benefits of free and public education. Many of these students struggle through school. Research shows that students who drop out of high school make considerably less over their lifetime than those who complete high school (Christle et al., 2007). In a recent article in *The Atlantic*, the authors detail how students have been affected as schools are not only for education and socialization but also community hubs as “almost all public services for school-age children

in some way run through schools. Schools provide nutrition; dental care; nursing services; mental-health care; physical, occupational, and speech therapy; child care for teen parents; referrals to social workers and child-welfare agencies; and laundry facilities and clothing for homeless students” (Levinson & Markovits, 2022).

It is difficult to give a definitive answer as to how many are affected by teacher turnover, as multiple variables are present. The value placed on public K-12 education, whether for cultural, religious, or other reasons, however, due to the rising costs of post-secondary education much can be accomplished in the K-12 years, particularly in high school. Post-secondary opportunities for free or low-cost college credit, certifications, or degrees abound. Educators must be able to facilitate students’ educational journeys. Each student must be able to make their education path their own, whether technical or academic. There is a disconnect between parties in relaying this information from the district or building level to students, parents, and teachers.

Researchers from around the globe have studied teacher turnover for decades. Some studies show that there is no teacher “shortage” merely that the difficult-to-fill jobs (Special Education, Science, Technology, Engineering, Math, etc.) remain so year after year (Partelow, 2019; Walker, 2021). Why sound the alarm now? What is so different today from twenty years ago? The main difference is the lack of pre-service teachers in the “teacher pipeline.” The number of students studying education has decreased by one-third over the past 12 years (Partelow, 2019). This is cause for concern. With all the options in public K-12 education, the one constant is having qualified educators in the various classroom types. A teacher shortage will occur if turnover rates continue at the same pace or rise, without a “full pipeline” in the different types of teacher education and certification programs. If this happens, and continues for any length of time, education loss from COVID may be unable to recover.

## **Research Questions**

The overarching question of this study is the ramifications of future teacher turnover rates due to causes amplified by COVID in examining components of teacher turnover. Therefore, the research proposes the following relationships:

1. Does a relationship exist between emotional intelligence/emotion regulation and teachers leaving their positions?
2. Will there be a relationship between teacher age and emotion regulation/emotional intelligence/emotional labor as indicated by emotional job demands of teaching, emotional intelligence, and emotional labor scales?
3. Will there be a relationship between teacher emotional intelligence/emotion regulation and job satisfaction as indicated on measures of teacher motives for leaving and teaching satisfaction?
4. Does a relationship exist between teacher emotional intelligence/emotion regulation and demographic indicators such as age, years of service, or neurodivergence?
5. Does a relationship exist between student loan obligations and turnover as indicated by teachers' motives for leaving and teaching satisfaction?
6. Will there be a relationship found between the components researched and teacher opinion per the open-ended question?

These questions allow for possible components of teacher turnover to be studied through the various measure, but also with the teacher's voice being heard.

## **Definition of Terms and Concepts**

Several terms and concepts will be used in this study, many of which have been used repeatedly in the mainstream press during COVID. The definitions used by this author are stated

below to be transparent in usage. Several of the terms and concepts can be used in a different context in popular culture and misunderstood if undefined.

*Burnout* - prolonged response to chronic emotional and interpersonal stressors on the job; emotional exhaustion, depersonalization, and lack of self-efficacy are all required for burnout, per research (Maslach, Jackson & Leiter, 2018)

*Emotional intelligence* - the ability to monitor not only one's emotions but also those of others, discriminate among them, and use the information to guide one's thinking and actions

*Emotional labor* - relational rather than task-based aspects of work

*Emotion regulation* - the set of processes people used to monitor, evaluate and allow the spontaneous flow of their emotions according to their needs and goals; an integral part of emotional intelligence and one of our executive functions

*Executive function(ing)* - facilitates the behaviors required to plan and achieve goals and regulate emotion

*Leavers* - educators who completely leave the teaching profession

*Movers* - educators who move to a different school or district, but stay in the profession

*Novice teacher* - a teacher with seven or fewer years in the classroom

*Teacher attrition* - when an employee leaves voluntarily and the district opts not to fill their role  
- opposite of retention

*Teacher retention* – the proportion of teachers in one year who are still teaching in the same school or district the following year

*Teacher-Student Relationship* - building a positive, honest relationship to guide students; helps teachers with emotion regulation

*Teacher turnover* - the rate at which employees intended to be replaced leave a district over a period of time, usually the academic year; departures are mainly voluntary.

*Veteran teacher* - a teacher with more than 15 years in the classroom

## **Hypothesis**

Understanding that teachers are under more stress, it is believed that findings will show teachers are overwhelmed by the levels of emotional intelligence and emotion regulation now required, which might lead them to want to leave the profession. It is believed that knowledge and skills regarding emotion regulation and emotional labor in education will assist all teachers, pre-service, novice, and veteran alike, in learning how to improve their emotional intelligence, thereby allowing greater longevity in the education profession. If teachers of all ages and stages of their careers are given tools to improve their emotional intelligence and emotion regulation through meaningful professional development and pre-service coursework, many teachers may choose to stay in the profession. Listening to teachers' voices and giving credence to what they are clearly stating they require may help administrators realize the depth of the issue and improve retention rates. The stabilization of turnover rates will help alleviate the possibility of a teacher shortage.

Hypothesis 1: Higher emotional intelligence will indicate higher emotion regulation.

Hypothesis 2: Higher emotional intelligence will indicate lower turnover rates.

Hypothesis 3: Lower emotional intelligence will be found in teachers who identify as neurodivergent.

Hypothesis 4: Higher emotional intelligence equates to more genuine and deep-acting or expression of naturally felt emotion types of emotional labor and lower surface acting

which will allow teachers to be more satisfied with their job and stay in the profession longer.

Hypothesis 5: It is further hypothesized that higher student loan amounts will lead to higher turnover rates.

## CHAPTER 2

### LITERATURE REVIEW

#### **Theoretical Framework**

The emotional intelligence of educators has been tested during the past few years with the COVID pandemic. When teachers are unable to easily regulate their emotions on a daily basis due to job and life stressors, a breaking point is reached. The Job - Demands Resources (J-DR) Model put forth by Dr. Hongbao Yin (2015) states that “teachers can be seen as ‘emotional workers’ who need to be sensitive to their job’s demands on their emotions, and skillful in regulating their feelings” (Yin, 2015, p. 789) yet little research has been done regarding the emotional demands of the profession, the emotional intelligence of the teacher combined with the type of emotional labor they employ and how this all effects teacher satisfaction.

Emotional intelligence involves teachers’ ability to accurately perceive and positively regulate emotions so as to promote their emotional and intellectual growth, while emotional labour means that teachers need to understand the demands a job places on their emotions, and make an effort to control or manage their emotions and feelings in their work (Yin, 2015, p. 793).

The JD-R model states that the effects of teachers’ perceptions, emotional job demands, and emotional intelligence on their use of emotional labor strategies will determine teaching satisfaction. As research shows, if teachers have higher job satisfaction, they will stay in the profession (Brackett et al., 2010; Carver-Thomas and Darling-Hammond, 2017; Gonzalez, Brown & Slate, 2008; Ho and Au, 2006; Skaalvik and Skaalvik, 2014; Stinebrickner, 2002). In Yin’s 2015 study, the following measures were employed: the emotional job demands scale for teachers (EJDT), the refined Wong-Law emotional intelligence scale (R-WLEIS), the teacher

emotional labor strategy scale (TELSS), and the teaching satisfaction scale (TSS). Two additional measures were added to address turnover and burnout; the teachers' motives for leaving the profession measure (TMLPM) and the 2-question summative score (2QSS).

### **Emotional Intelligence**

Emotional intelligence, as defined by Salovey and Mayer, is “the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions” (Mayer & Salovey, 1993, p. 433). In other words, emotional intelligence is about the individual differences in one's abilities in perceiving, using, understanding, and managing emotions whereas emotion regulation is the processes people use to control their emotions. Both are necessary in the classroom for teacher well-being (Eckert et al., 2015; Extremera & Rey, 2015; Lee, 2019; Lindquist et al., 2019; Lopes et al., 2011).

Teachers who have high emotional intelligence experience fewer negative teacher outcomes as personal and professional well-being is supported (Vesely et al., 2013). By focusing on the relationships between higher emotional intelligence and emotion regulation, both enhanced coping skills, a decrease in occupational stress levels is achieved which may provide an avenue for improving stress management and building resilience in teachers (Vesley et al., 2013).

The stressors that most teachers experience include increased emotional demands leading to exhaustion (physical, emotional, mental, and spiritual), decreased job satisfaction, and decreased mental well-being, often ultimately leading to their leaving the profession. If a teacher's emotional intelligence is compromised, not only can it negatively affect classroom learning, it affects overall teacher well-being. Emotional exhaustion and burnout are often the result as many teachers, in addition to their own life events, take home the emotional issues of

their students (Brackett et al., 2010; Crawford et al., 2018; Lindquist et al., 2019; Paterson et al., 2019; Poulou, 2017; Skaalvik and Skaalvik, 2014; Tsouloupas et al., 2010). The lack of respect that teachers feel from administration may cause further emotional stress leading to turnover (AFT, 2015; AFT, 2017; Carver-Thomas & Darling-Hammond, 2017).

### **Executive Function**

Executive function, also referred to as executive functioning, is the mental processes that allow us to show flexibility and shift our focus, show goal-directed persistence, be organized, have good and efficient time management, plan and prioritize tasks, initiate tasks, have sustained attention, have and show emotional control, have working memory, have response inhibition and metacognition (Zelinko, Blair & Willoughby, 2016). There are three key areas to executive function: cognitive flexibility, one's ability to mentally plan, focus attention, remember, and juggle multiple tasks; working memory, one's ability to retain and recall information pertinent to the task at hand, and emotion regulation. Emotion regulation "refers to the set of processes by which people seek to monitor, evaluate, and require the spontaneous flow of their emotions in accordance with their needs and goals" (Eckert et al., 2015, p. 875). There are two general strategies employed when one regulates emotion: *cognitive reappraisal*, a reconsideration of emotional situations before they arrive, and *expressive suppression*, an inhibiting of emotions in response to an emotional situation (Yin et al., 2018). How a teacher deals with a student who is constantly out of their seat or asking inappropriate questions is important not only to the teacher and student but also to the class. Emotion regulation may prove particularly difficult when you have a loved one at home or in the hospital with COVID, lost a loved one, or are not feeling well yourself. How the educator chooses to maintain composure in the classroom in these challenging situations is very important.

## **Emotion Regulation**

Teacher emotion regulation is how well a teacher is able to maintain their own self-regulation emotionally. How do you deal with “the trouble student” who is constantly out of their seat or asking inappropriate questions? Particularly when you may have a loved one at home or in the hospital with COVID. You might also have lost a loved one or are not feeling well yourself. How do you maintain composure in your classroom in these challenging situations? Teachers are required to maintain their emotions, but students and administrators are not held to the same level (Brackett et al., 2010; Buric, Penezic & Soroc, 2017; Curci, Lanciano & Soleti, 2014; Eckert et al, 2015; Sutton, Mudrey-Carmino, & Knight, 2009). Hand-in-hand with emotion regulation comes self-regulation. Self-regulation is the hub of emotional control, metacognition, planning, organizing, initiation, flexibility, sustaining, and inhibition (Castillo-Gualda et al., 2019; Extremera and Rey, 2015; Lee et al., 2016; Lopes et al., 2011). Quite possibly the most important of our executive functions.

Teacher well-being is of utmost importance in emotion regulation; creating positive relationships (with colleagues, students, and parents) is paramount in teachers maintaining a positive state of mind (Brackett et al, 2010; Buric, Penezic & Soroc, 2017; Castillo-Gualda et al, 2019). When teachers are able to regulate their emotions and not feel overwhelmed by the emotional labor expended in the classroom, it creates a positive classroom environment conducive to genuine learning, engagement, and efficacy for both that of student and teacher (Quin, 2017, Simões & Calheiros, 2019, Skaalvik & Skaalvik, 2014, Spilt et al., 2011). Teachers who are able to regulate their own emotions do not experience high levels of negative emotional labor and emotional exhaustion, two key aspects which may eventually lead to burnout.

Research on adult emotion regulation is not as robust as the research on children and their emotion regulation. Emotion regulation has several components: identification of emotion, acceptance of emotional experiences both pleasant and unpleasant; management of distress and modulation of excitement/arousal to maintain emotional balance; adaptive adjustment of behavior to facilitate social interaction; prioritization among competing goals to achieve those that are important to the individual; capacity to sustain motivation (Brackett and Cipriano, 2020). If these components are achieved, wellbeing is achievable (Buric, Penezic & Soroc, 2017).

A meta-analysis conducted by Daros et. al. (2021) found that if one has emotion dysregulation, they have difficulty reversing their poor emotional awareness, exhibiting impulsive behaviors when upset. This leads to increased anxiety and depressive symptoms (Daros et al., 2021). Those who are engaged in their emotion regulation are able to accept a mistake, reframe it and find positive solutions, which leads to a decrease in anxiety and depressive symptoms (Daros et al., 2021). A third type, disengaged emotion regulation, leads to self-criticism and distraction, showing an increase in anxiety and depressive symptoms (Daros et al, 2021). More use of maladaptive regulation strategies causes higher anxiety and depressive symptoms.

### **Emotional Labor**

Arlie Hochschild's book on emotional labor, *The Managed Heart* (1983), emphasizes the relational rather than the task-based aspect of work found primarily, but not exclusively, in the service economy - flight attendants, clerical and retail workers. Emotional labor is "the management of feeling to create publicly observable facial and body display (Hochschild, 1983, p. 7). Emotional labor can be taught and scripted (as seen in the service industry), particularly in the areas of fast food and telemarketing. Employees, however, are not remunerated for their

emotional labor; it is an expectation of the job (Hochschild, 1983). Per Hochschild's work, educators were found to have the three criteria required for emotional labor work: "(a) face-to-face contact between teachers and others, especially their students; (b) creation of an emotional state (e.g. joy or fear, excitement or anxiety) in their students or other people around them; and (c) a degree of external control over teachers' emotional labor, which usually comes in the form of cultural expectations, professional norms" (Yin, 2015).

Emotional labor comes in various forms - human relations skills, communication skills, and the emotional effort required to be put forth including spoken word, tone of voice, and other efforts such as managing others. Each shapes feelings to create, interact and achieve desired outcomes. For emotional labor to be successful in the workplace, there must also be a degree of authenticity; this comes at a cost as emotional labor demands significantly contribute to burnout (Yin, 2015). The effort expended, depending on the type, can bring about emotional exhaustion.

It was initially thought that only two types of emotional labor were present, deep and surface acting (Hochschild, 1983). Deep acting is cognitively modifying truly felt emotions so that they are exhibited properly. Surface acting is strategically faking or hiding true, felt emotions in order to display appropriate emotions. The effort required for surface acting is not sustainable. Researchers have introduced a third strategy since the work's original publication, that of expression of naturally felt emotion (Yin, 2015). Introduced to allow for the more positive aspects of emotional labor, the expression of naturally felt emotion is spontaneous, sincere, and genuine.

When veteran teachers are unable to "fill their own cup," the surface acting of emotional labor is relied upon and unsustainable long term without consequences to the one expending the energy; emotional exhaustion and demoralization often occur. If nothing is done about this,

burnout can result (Jeung, Kim, & Chang, 2018). Demoralization and burnout lead to negative outcomes both in the teacher's life and in their classroom, affecting all learners in a negative way (Bracket et al., 2010; Zhao, Li & Shields, 2019).

### **Burnout**

Burnout is “a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do “people-work” of some kind” (Maslach & Jackson, 1981, p. 99). The antecedents of burnout are often situational; job characteristics such as overload, time pressure, role conflict and ambiguity, and absence of job resources such as administrative/collegial support or control and autonomy (Mojsa-Kaja et al., 2015). The concept of burnout is not a new one. Some scholars believe the symptoms of burnout syndrome can be found as far back as in the Bible as well as in a poem by William Shakespeare (Schaufeli, 2003; Schaufeli, 2017). There is also neurasthenia, the 19th-century precursor to burnout which means “nerve weakness” and was defined as “a somatic depletion of nervous energy caused by a faster pace of life” (Schaufeli, 2017, p. 113).

The idea of burnout in a clinical sense was first introduced in the 1970s by Herbert Freudenberger, a practicing psychologist in the New York City East Village neighborhood, regarding the chronic drug abuse he saw and was treating (Schaufeli, Leiter and Maslach, 2009). The term came in reference to Graham Greene’s 1961 novel, *A Burnt-Out Case*. Before this, the term was used metaphorically by people experiencing the symptoms of a gradual depletion of energy, motivation, and commitment (Schaufeli, 2003). The term is currently being used in a similar manner, rather than in the clinical sense.

While Freudenberger was studying the syndrome, so was Christina Maslach, a social psychologist at the University of California at Berkeley; their two approaches to the same

problem on different coasts. By 1981, Maslach and her colleague Jackson were able to design a highly reliable and valid assessment to measure burnout in the Human Services sector, especially health care, legal services, law enforcement, education, social work, and psychotherapy. Their inventory took stock of what research at that point had shown, that burnout was more than just emotional exhaustion, but also explained the negative and cynical attitude that accompanied the exhaustion and even allowed as to why that might lead to dehumanizing clients, viewing them as deserving of their troubles. A third aspect that Maslach and Jackson accounted for was the negative tendency of personal evaluation or lack of self-efficacy. This brought a new dimension to the term that had only been used in “pop psychology.”

In their seminal work, Maslach and Jackson (1981) created a scale to measure burnout in the human services professions. This scale is known as the Maslach Burnout Inventory (MBI). According to the inventory, burnout consists of three aspects: emotional exhaustion, depersonalization, and lack of personal accomplishment or efficacy. While the original inventory was devised for the human services professions, later versions have been created, one of which is for the assessment of teachers and is known as the Maslach Burnout Inventory - Educators Survey (MBI-ES). While not the sole assessment for burnout (for example, there is also the Holland Burnout Assessment Survey), the MBI-ES is widely regarded for its validity and ease of facilitation. Copyright prohibits the exact questions on the MBI-ES from being shared; however, to gain an understanding of the question types, the themes for the Hungarian version of the MBI-ES are found in Table 1 (Szigeti et al., 2016).

Table 1 *Themes Used in the Hungarian Version of the MBI-ES*

Understanding students	Feel emotionally drained	Feel burned out
Feel fatigued	Feel used up	Feel exhilarated with students
Deal with emotional problems calmly	Dealing effectively with students' problems	Working with people is stressful
Feel at the end of one's rope	Feel frustrated	Feel energetic
Students blame me	Not taking care of students	Emotionally hardening
Students as impersonal objects	Working with people is a strain	Accomplishing worthwhile things
Positive influence on others	Become more callous	Working too hard
Creating relaxed atmosphere		

There are three aspects of the MBI. Of those, emotional exhaustion (EE) is the core aspect of burnout (Maslach & Jackson, 1981; Maslach, Schaufeli and Leiter, 2001; Maslach et al., 2008). Emotional exhaustion is prevalent throughout society today and, worth noting, a critical factor in teacher burnout (Skaalvik & Skaalvik, 2014). The ability to learn new and healthy coping mechanisms as we continue to navigate our way through these new and strange times would be of great benefit to everyone. If one is aware of one's emotional areas needing improvement, perhaps burnout will be less.

Depersonalization (DP) is defined as the loss of caring for others (Maslach & Jackson, 1981). For educators, it appears to stem from the lack of positive teacher-student relationships alongside the lack of collegiality, and the feeling of lack of support from administration, the public, the parents, and the students (Simões & Calheiros, 2019). Depersonalization causes teachers to disengage from their students and colleagues. This lack of connection causes issues in

areas such as teacher referrals (Egyed & Short, 2006), poor classroom management, and increased use of paid time off (substitutes or guest teachers are present more often). Many veteran teachers have begun to use their accrued days off. If depersonalization is felt by a teacher, it is reasonable to hypothesize a lack of relationship with their students ergo a less-than-ideal classroom environment. Students have seen scores drop during the past few years depending on how long they were remote. Depersonalization found in teachers makes it difficult to make up for this learning loss.

Lack of personal accomplishment, also referred to as lack of self-efficacy, may be on the rise in educators with all the changes seen in a very short period. Learning how to navigate new technologies to ensure student engagement and motivation can be overwhelming. Retooling well-planned or well-thought-out lesson plans to adapt to a virtual world is not an easy or simple task and becomes defeating when they fall flat or are not engaging to students. The worry many teachers feel for their students is very real (Schwarzer & Hallum, 2008). However, when you feel attacked by parents, colleagues, administrators, and the general public what happens? One such attack is how lawmakers have made teachers accountable for student test scores (American Federation of Teachers, 2017). If your job security and wages are based on student test scores, how can you ensure that students perform on any given day to the best of their abilities? How do online systems translate with in-person instruction? Will we see student losses regarding progress, test scores, and lower grades? Will this cause the dropout rate to increase? Will the inequity many districts experience regarding resources (sufficient devices, reliable internet service, teachers with adequate training, etc.) widen the test score gap even further?

Research has shown variables such as demographics - age, race, gender, and years of service (El Helou et al., 2016) and teacher-student relationships (Split et al., 2011; Simões &

Calheiros, 2019) that might play a role in experiencing burnout. The research has thus far been inconclusive. This could be due to a combination of multiple aspects that cause a teacher to experience burnout. Just as there are the three subscales in burnout, variables may affect each one differently. Many variables play a part in burnout; however, emotional regulation is one of the primary causes.

### **Teacher-Student Relationships**

Studies have shown that Teacher-Student relationships (TSR) improve absenteeism; academic grades, which improves graduation rates; fewer discipline referrals as students learn more emotional regulation, and better college and career readiness (Gast, 2018; Pane et. al., 2014; Quin, 2017; Reyes et al., 2012; Turner et al., 2014). These long-term gains may also help alleviate issues that arise in adolescence and young adulthood regarding mental wellness such as addiction and suicide as students improve their executive function skills, particularly working memory, cognitive flexibility, and emotional regulation (Hamilton, Doss, & Stener, 2019; Pennsylvania State University, 2017).

Being able to teach in person and create the relationships, known and required for positive teacher-student relationships (TSR), is a key component in teacher job satisfaction (Spilt et al., 2011). Students must have positive relationships to learn (Gast, 2018; Pane et. al., 2014; Quin, 2017). When teachers have emotional contentment, as seen through positive relationships with students, higher retention rates occur.

It is important to establish TSR at the beginning of the term (Quin, 2017). This helps teachers as much as students (Hamilton, Doss, & Steiner, 2019; Poulou, 2017). As norms are established in the classroom, collaboration and learning can begin, setting the tone for the semester or year. The importance of language is also notable. By utilizing positive comic growth

mindset verbiage, teachers will maintain higher levels of student engagement. Positive language creates positive classroom environments which in turn create positive TSR. If teachers have been able to create positive teacher-student relationships, much of the emotional labor is reduced to an achievable level, even amid a pandemic. The importance of relationships cannot be discounted as they are the crux of positive classroom environments (Simões and Calheiros, 2019).

### **Teacher Wellbeing**

Stress at work is common and recognized by the Centers for Disease Control as something important to be aware of and how to combat it (Sauter et al., 1999). The increased levels of stress and the number of teachers struggling with well-being (mental and physical) as shown by various surveys conducted by both education unions and outside agencies indicate that a teacher shortage may be the next pandemic (Pennsylvania State University, 2017). Quality of Work Life Surveys (QWLS) were conducted by the American Federation of Teachers (AFT) and the Badass Teachers Association (BATs) in 2015 and 2017. The 2015 survey, distributed via email and social media, consisted of 80 questions for teachers and school staff and had more than 30,000 respondents. It was found that 34% of respondents noted their mental health was “not good” for seven or more of the past 30 days. The 2017 follow-up was retooled to collect data from a more representative sample. Data were collected from four groups: a large convenience sample that any public educator was able to participate in, a random sample of AFT members, and two oversample districts. Input from the National Institute for Occupational Safety and Health (NIOSH) and various other experts in teacher stress and well-being, the follow-up survey was shortened to 29 questions plus an open-ended final question. While there were fewer respondents to the 2017 public version of this survey, 58% responded with the same answer. Both QWLS reflect that teachers felt more respect from students, parents, colleagues, and direct

supervisors than from their school boards, the media, elected officials, and then U.S. Secretary of Education Betsy DeVos. The 2017 version also found that many educators felt they had a lack of voice over important instructional decisions in their classroom regarding policy. The survey also found that educators experience workplace bullying at a rate three times higher than other professions. These factors contribute to a toxic work environment. While the survey results do not directly support leaving the profession, they do support factors that contribute to "not good" mental health and job stressors. More current data of a similar nature has yet to be released.

### **Teacher Turnover**

The issue of teacher turnover has been around for decades (Allen, Burgess, & Mayo, 2018; Gonzalez et. al., 2008; Imazeki, 2005; Stinebrickner, 2002; Van Droogenbroeck & Spruyt, 2014). On average, there has been 8% of Leavers each year and an additional 8% of Movers. Approximately 90% of the Leavers left voluntarily, whether for retirement or other reasons. These numbers have not changed much over the years, per data from the National Center for Education Statistics (NCES) Schools and Staffing Surveys.

Teachers are motivated to leave for various reasons - lack of administration support, difficulties with student discipline, family, low wages, and stress being the traditional reasons (Allen et al., 2018; Gonzales et al., 2008; Imazeki, 2005; Stinebrickner, 2002; Van Droogenbroeck & Spruyt, 2014). Teacher turnover is defined as “all teacher movement out of schools or out of the profession” (Carver-Thomas & Darling-Hammond, 2017). In more current studies, however, two more reasons become prevalent - emotional exhaustion and dissatisfaction with workload i.e., meetings and paperwork (Van Droogenbroeck & Spruyt, 2014). The main reasons for Leavers in 2012 were:

1. Dissatisfaction with testing and accountability pressures

2. Lack of administrative support
3. Dissatisfaction with the teaching career, including lack of opportunities for advancement
4. Dissatisfaction with working conditions
5. Dissatisfaction with finances

COVID teaching has increased educator workload tremendously with synchronous (in-person and online at the same time), remote (online only), contact tracing, or additional paperwork when students are in quarantine. How do teachers continue to educate in circumstances beyond their control? How do teachers continue to educate when social media, society, and perhaps their school boards call them names and accuse them of not doing their job (Barkan, 2011; Strauss, 2021)? Teaching is a vocation; it is not for the faint of heart. It has and always will be composed of many individuals who wish to change the world and make it a better place.

During COVID, teacher shortages have seen increases to up over 30% nationwide, with 75% of districts saying that they are still short of educators (NCES; Podolsky et al., 2016; Walker, 2021), with shortages falling mainly in the critical areas of STEM (science, technology, engineering, and math) and special education. The overall teacher turnover rate has remained relatively stable at 15-20% each year (Carver-Thomas & Darling-Hammond, 2017; NCES, 2013). In a study by the Learning Policy Institute, it was shown that teacher attrition is at roughly 30% within the first seven years of teaching, with roughly nine out of ten teachers hired each year replacing others who left voluntarily and more than two-thirds of teachers are leaving before retirement (Carver-Thomas & Darling-Hammond, 2017). While these figures paint a disturbing picture, Title I schools (schools that receive federal funds for low-income students) have a turnover rate 50% higher than other schools and a staggering 70% higher amongst math and science teachers (Carver-Thomas & Darling-Hammond, 2017). Many of these schools are

comprised of students of color who have been the recipients of a revolving door of teachers. Many of these positions are not filled and a long-term substitute with little to no training is the solution. Novice teachers, with stars in their eyes, are accepting these jobs, wanting to help these students, but are not prepared for what is in store for them.

Turnover also varies greatly depending on state and region. The Southeast has had the highest number of Leavers as a region over time. The Northeast has remained stable. Several individual states are notable. In the NCES 2011-12 and Teacher Follow-up Survey of 2012-13, Arizona had the largest percentage of turnover at 23% with 15% Leavers. North Dakota had just under 15% turnover overall, with over 10% preretirement Leavers. Delaware and Nevada had the largest percentages of Movers - approximately 12%.

The issues with teacher attrition have been around for decades (Stinebrickner, 2002). Educators have been leaving the profession in greater numbers than new teachers arriving for decades (Carver-Thomas & Darling-Hammond, 2017; NCES, 2013). While the long-term impacts of COVID may not be yet known regarding teacher retirement or turnover, what is evident is something that could be considered a second pandemic in and of itself - a global teacher shortage (Dickler, 2021; Walker, 2021).

While reasons teachers are leaving may be due to multiple factors which are directly or indirectly related to COVID, factors that have influenced these recent trends appear to include additional job stress related to the management of new technology through virtual instruction (synchronous instruction), difficulty establishing positive teacher-student relationships (due to COVID regulations and mandates, student absenteeism related to quarantine, etc.), increased workloads (required availability electronically beyond school hours, contact tracing of students with or exposed to COVID, synchronous instruction) and inefficient practices that lead to

miscommunication between teachers and administration. Teachers are often expected to be fluent in district-mandated education practices such as Kagan strategies, AVID (Advancement Via Individual Determination), standards-referenced grading, and restorative practices; many of which are not the “cure-all” district and building administration profess them to be and add even more to a full teaching plate. To add fuel to the fire, many of these mandates change yearly, not allowing time for educators to properly learn and implement them. This directly affects and impacts a teacher’s work-life balance. With more required of them, teachers have to make the difficult decision of where to expend their energy. Many may choose to start “quiet quitting,” (doing the bare minimum necessary and making a delineation between work and home life balance) if they have not already.

### **COVID Findings**

According to a February 2021 report from Mission Square Research Institute (MSRI), a Washington, D.C. nonpartisan organization that provides employment information to states and local governments to retain their workforce, there were several key findings in comparing two surveys done in March 2020 and October 2020. These findings include a 25% drop in K-12 employees’ general satisfaction with their employer - 69% being very or extremely satisfied in March 2020 to 44% being very or extremely satisfied in October 2020 (Liss-Levinson, 2021). In the same October survey, K-12 employees were significantly more likely than other government employees to feel that the pandemic made the public more aware of the importance of what they do (58% for K-12 vs. 35% for other government), however, they were significantly more likely to report that the risks they are taking during the pandemic are not on par with their compensation (55% vs. 44%) and that working during the pandemic has made them consider changing jobs (38% vs. 25%) (Liss-Levinson, 2021). Regarding concerns about their job going

forward, the report goes on to say that K-12 employees are most likely to be very or extremely concerned about:

1. Keeping their family safe from contracting COVID-19 (61% vs. 48%),
2. Staying protected from contracting the virus at work (61% vs. 43%), and/or
3. Having their employee benefits package reduced in some way (Liss-Levinson, 2021).

K-12 employees were significantly more likely to perceive themselves to be at risk of exposure to COVID at work than other government employees, with 60% of K-12 employees (versus 38% of other government employees) feeling that they are at very or extremely high risk (Liss-Levinson, 2021). While several of these reasons have played a role in the turnover rate of teachers before COVID, the pandemic appears to have exacerbated them, thus accelerating the need teachers feel to seek employment in other professions. (Liss-Levinson, 2021). These figures play a role in teachers' feelings of dissatisfaction with administration and the lack of respect felt by society.

The most current survey data available, the MetLife Survey being taken over by Merrimack College and EdSurge, shows that several themes continue to arise: low job satisfaction, low salary, lack of autonomy, feelings of lack of respect in regards to where teachers find professional support, school and district leaders come in at the bottom of the results above only “I do not turn to anyone for mentorship or support related to my profession” (Merrimack, 2022). The daily stressors may not appear in the same manner today as during the height of the pandemic; however, they continue to be of concern. The concerns of educators are often dismissed by administration, leading to further frustration and feelings of disrespect. Valid concerns are not being addressed sufficiently.

Estimates show the level of teacher turnover is projected to increase to over 30% through resignations, early retirements, changing schools or districts, and leaving the profession altogether (Walker, 2021), particularly for teachers who have seven years or less in the classroom. This may lead to teacher attrition which will contribute to the overall teacher shortage as those positions will not be filled due to a lack of applicants or lack of funding.

### *Safety and Operations*

One cause that educators might be encountering is that of basic safety; are our schools physically safe for everyone to be back face-to-face? The image of a Georgia high school hallway in August 2020 posted on Twitter by Hannah Watters, a student, showed how many students were not wearing masks and no social distancing going on. Even with wearing masks, class sizes (always seemingly an issue in public schools) cause very crowded classrooms. Air quality in older school buildings is also extremely questionable (National Institute for Occupational Safety and Health, 2013). Many districts have buildings that are more than half a century old that are not equipped with the ventilation recommended by the CDC for safe indoor environmental quality (National Institute for Occupational Safety and Health, 2013). Many educators are not allowed to open doors and windows to assist with ventilation due to active shooter precautions (Deliso, 2020). These issues have led teachers around the world to strike. One of the issues brought forth by teachers in Columbus, Ohio in their August 2022 notice of intent to strike, “the union cited class sizes and functional heating and air conditioning in classrooms as examples of points of disagreement with the board” (Boyette, Watson & Vera, 2022). Forcing teachers into buildings that are not equipped with the proper ventilation or COVID measures in place causes fear and anxiety which may also translate into anger and

disgust for administration. These emotions of anger and disgust may negatively affect teachers' emotional intelligence in the classroom

Many buildings are still inadequate in regards to technology and districts also struggle to provide the necessary minimum technology for remote learning to occur even with the Coronavirus Aid, Relief and Economic Security (CARES) Act funding and Elementary and Secondary School Emergency Relief (ESSER) Funds of 2020. While this may not be the fault of any one entity, it is a societal issue and one of equitability from district to district, school to school. Even with programs such as Verizon's Innovative Learning Academy and their offer of free internet in the homes of all students and teachers, there is a cost. The cost is the required number of teachers who "complete" learning goals on the platform as determined by the district. Each district is allowed to spend its ESSER funds as they see fit. According to Jordan and Dimarco, there are seven trends in ESSER spending: expanding staff, smaller classes, recruitment, retaining staff, increasing workloads, improving working conditions, and new skills knowledge (Jordan and Dimarco, 2022). How successful these allocations will be will not be known for several more years.

### *Salary and Compensation*

Student loan restructuring, as is being seen now in the U.S., may alleviate some of the stress newer teachers have as the financial insecurity of teaching does weigh heavily as a reason for them to leave the profession. Lower wages than other professions with professional degrees, especially depending on the cost of living, may cause teachers to require second, and often third, jobs to pay their student loans each month. As new graduates, beginning teachers nationally earn 20% less than their fellow graduates in other fields (Podolsky et. al, 2016). This has not always been the case. Less than 30 years ago, teachers were making a similar wage when including

salary, health benefits, and pension, as other college graduates in 1994; yet by 2015, they were earning 17% less, including benefits (Merrimack, 2022). The wage gap continues to widen each year, with a gap of 30% by mid-career (Podolsky et. al, 2016). If more teachers can take advantage of the Teacher Loan Forgiveness (TLF) or Public Service Loan Forgiveness (PSLF) programs, perhaps more will stay in the profession. The minimum amount of service for the TLF is five years and the PSLF has a 10-year minimum of service (Callahan and Houchins, 2017). These minimum years of service may help in the retention of teachers over the seven-year mark. While many teachers had been denied under prior federal administrations, the restructuring occurring now may ease the student loan burden for more teachers (Will, 2021). However, these programs may be of little consequence when teachers are now paid 20% less than others with similar levels of education (Carver-Thomas & Darling-Hammond, 2017; Walker, 2021). The continued pause in required payments coupled with the newly announced \$10,000 to \$20,000 in debt forgiveness may buy teachers a few more years in the profession or it may further shine a light on salary disparity, causing them to seek employment in another field.

The economy and unemployment levels also play a role in whether or not a teacher decides to quit, move schools, or retire (Barnum, 2021). Teachers in the middle or toward the end of their careers may experience fewer financial incentives to leave the profession, as it becomes more challenging to retire or change careers when compared to teachers who are just starting in the profession as it is not as easy or financially sound to make such a career move or change as it is for younger or novice teachers with fewer years of service. A funded retirement or pension is often one of the few benefits of teaching in a public school setting, however, even with 90% of teachers enrolled, these plans are not guaranteed to provide the payout promised (Aldeman, 2020; Carver-Thomas & Darling-Hammond, 2017). Many of these plans have also

changed over the past decade. For example, in the state of this researcher, the retirement plan changed in 2009. Younger teachers are not receiving the same level of benefits as those who began their careers before 2009.

Increasing costs for health insurance have also been a benefit that has educators concerned. According to The Commonwealth Fund, annual insurance premiums for a family have increased by 8% to 15%, depending on what state, in the last decade with 11% of median income going towards health care (Collins, 2021). While many districts cover the single educator policy, the insurance benefits received tend to be of lower quality with higher deductibles. Many districts have also moved towards the requirement of wellness points to receive health insurance at a slightly reduced rate (Collins, 2021).

This one economic reason, coupled with the student loan situation, may prove to be another obstruction in why the teacher pipeline is not where it needs to be to avoid a crisis. With tuition costs continuing to rise at a rate of 10% to 19% over the past 10 years, depending on public versus private 4-year institutions, and a staggering 173% over the past 40 years (NCES, 2022), the traditional pre-service student numbers may remain at 67% capacity or less.

### *Qualified Educators Cost*

Turnover is problematic as it forces schools to have a shortage of qualified educators in classrooms and be forced to resort to hiring inexperienced and less-effective teachers to step into classrooms which can be challenging even for more experienced teachers. Fewer teachers lead to larger class sizes or reductions in class offerings. Larger class sizes make it difficult for teachers to work one-on-one with students who may need additional support. The financial burden districts face with turnover has been estimated at 150% of the departing teacher's salary (Carver-Thomas & Darling-Hammond, 2017). It is estimated that it costs approximately \$20,000 per new

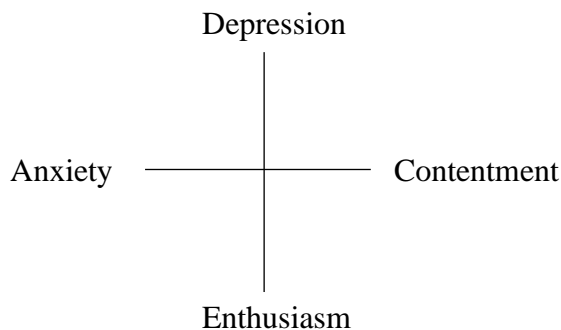
hire teacher to cover the costs related just to recruitment, hiring, training, and professional development (Carver-Thomas & Darling-Hammond, 2017).

Public education policy during the past two decades has shown more change than in much of the prior century. Several policies, while well-intentioned, have been detrimental (Turner, 2015), such as the federally mandated programs No Child Left Behind (NCLB) of 2002 under the Bush Administration, 2015 Every Student Succeeds Act (ESSA - the successor of NCLB) and Common Core State Standards of 2010 under the Obama Administration. These policies have looked at student achievement by bringing in accountability systems to create equity in the classroom, but have not considered teachers and their well-being. The required paperwork and high-stakes testing created by these policies do not take into account teacher experience, workload, or student home life, merely giving one test for all students.

### **Job Demands - Resources Model and Turnover**

The job demands-resources (JD-R) model (Yin et al., 2015) is being examined further because this particular theory takes into account multiple levels of job satisfaction. The model assesses and defines an individual's well-being in the workplace. The effective well-being model is found on two axes: anxiety-contentment and depression-enthusiasm (Yin et al., 2015).

Figure 1 - Job Demands-Resources Model



One of the intriguing ideas behind the JD-R model is that it takes into account both the individual as well as the organization, in this case, schools. By taking into account the school, this may bring greater understanding into teacher well-being, and the role it plays in the effectiveness of educators. An important aspect of JD-R is that it takes into account emotion regulation and how that affects the teacher. The health impairment and motivational processes found in JD-R are worth further exploration.

As educators around the globe continue to teach in a variety of manners, it will be interesting to see if turnover numbers increase. The causes of turnover may change and higher numbers may also be regional due to a variety of factors - teacher salary, general unemployment in the area (Carver-Thomas & Darling-Hammond, 2017), continued variants of COVID, etc. As administrators plan for future hires and upcoming school years, attention should be paid to strategies shared with teachers on emotion regulation.

## Chapter 3

### METHODOLOGY

The purpose of this study is to examine the relationship between emotional intelligence/emotion regulation and teacher turnover in the adult population. It is hypothesized that results will be comparable to previous studies examining emotion regulation in educators (Yin, 2015; 2018). Therefore, this research proposes the following questions:

1. Does a relationship exist between teacher age and emotion regulation/emotional intelligence/emotional labor as indicated on the EJDS, R-WLEIS, and TELSS?
2. Will there be a relationship between teacher emotion regulation and job satisfaction as indicated on the TMLPM and TSS?
3. Does a relationship exist between teacher emotion regulation and demographic indicators such as age, years of service, or neurodivergence?
4. Does a relationship exist between student loan obligations and turnover as indicated on the TMLPM and TSS?

#### **Participants**

The Internal Review Board (IRB) at Wichita State University reviewed and approved the survey to be administered on August 10th, 2022. The assessments and demographic information questions were compiled into one survey on Qualtrics and distributed via an anonymous link. No personal information was collected, and respondents were able to remain anonymous. The survey was posted on various social media pages such as Facebook, Instagram, and LinkedIn, as well as sent via email to help initiate the snowball sampling effect. It was posted not only on the researcher's home pages of these outlets but also in several Facebook groups (Family and Consumer Science Teachers, Kansas Educators, Teachers with ADHD, and Life After Teaching: Educator Options Beyond the Classroom).

There was a total of 309 participants who responded to the questionnaire. However, 100 participants had to be excluded from the analysis due to incomplete data leaving a sample of 209. Participants (n=209) provided consent to participate and were 18 years of age or older. Participants self-reported on the assessment that contained demographics, years of service, if they identify with a disability or neurodivergence, and two questions regarding financial aid - outstanding student loan amounts (as general categories), and if participants were able to pay them off or receive Public Service Loan Forgiveness (PSLF).

### **Demographics**

Data collected, as seen in Table 2, included gender, age, years of service, ethnicity, neurodivergence (if they identify as a teacher with a disability or neurodiverse-for future studies), financial aid obligation, and PSLF Program. Age and years of service were asked with categories (e.g., >25, 26-35, 36-45, etc., and >5, 6-10, 11-15, etc.) to allow for cross-examination. A final optional open-ended question asked if the participant had other information to share, allowing for a more complete picture as the survey is self-reported. More specific case studies may be used in future research.

Table 2. Participant Demographics

	Gender	%
Male		10.0
Female		88.0
Non-binary		1.9
	Age	%
20-25		4.3
26-30		11.0
31-35		11.0
36-40		12.4
41-45		20.6
46-50		12.9
51-55		13.4
56-60		4.3
60+		9.6
	Years of Service	%
Preservice-5		17.3
6-10		17.6
11-15		17.3
16-20		15.9
21-25		12.5
25-30		8.2
30+		11.1
	Ethnicity	%
Caucasian		91.4
Black or African American		1.0
Latin American		1.9
Multi/Other or Prefer Not to Say		4.6

Table 2 (continued)

	Neurodivergent	%
No		63.2
Yes		23.9
Self-Identify		12.9
	Financial Aid Obligation	%
None		48.8
>\$10,000		10.0
\$10K-15K		4.8
\$15K-25K		5.3
\$25K-35K		6.7
\$35K-45K		4.3
\$45K-55K		3.6
\$55K+		16.3
	Public Service Loan Forgiveness	%
Yes		14.4
No		68.5
Applied or waiting		17.1

As shown in Table 2, the average participant was a white (Caucasian) female that does not identify as neurodivergent between the ages of 41-45, with 6-10 years of service with no outstanding financial aid obligations and did not apply for the PSLF Program.

### **Research Tools**

An important step in the research process is to implement a plan to gather data to drive the study (Creswell and Poth, 2018). The original study was going to be a mixed methods phenomenological case study, however, due to time constraints, it was decided by the committee during the dissertation proposal to conduct the quantitative study, utilizing the open-ended

question as a qualitative piece for a more robust study. The aim was to replicate Dr. Yin's 2015 study with redundant questions being removed and the addition of the Teachers' Motives for Leaving the Profession measure and the 2-Question Summative Score to explore components of turnover and again determine if clinical burnout was a cause. This allowed for a survey that was shorter and more concise, however, the validity of the original study may be compromised. Participants who took part in this survey most likely did so in their own homes or at their convenience as the link will be accessed via Facebook and other online outlets.

To recap, the current survey consisted of the Emotional Job Demands for Teachers (EJDT) Scale, the Teachers' Motives for Leaving the Profession Measure (TMLPM), the Refined Wong and Law Emotional Intelligence Scale (R-WLEIS), the Teacher Emotional Labor Strategy Scale (TELSS) and the Teaching Satisfaction Scale (TSS), demographic information, and the optional question to include their own thoughts and ideas. Due to financial constraints, the Maslach Burnout Inventory was not possible though it would add dimensionality; however, the two-question burnout inventory, used primarily in the medical field, was added, the 2-Question Summative Score (2QSS).

#### *The Emotional Job Demands of Teaching*

Created by Yin (2015), the 4-item Emotional Job Demands of Teaching scale modifies the Emotional Job Demands scale (LeBlanc et al., 2007) to ask questions like: "To perform my teaching well, I have to spend most of my time interacting with others (e.g., students, parents, and colleagues)" and "I have to use my emotions and behavior to create a reassuring climate for my students and their parents." Items are scored on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha coefficient of emotional job demands was 0.68.

### *The Refined Wong and Law Emotional Intelligence Scale*

The Wong and Law Emotional Intelligence Scale (WLEIS) assesses emotional intelligence in the workplace (Wong and Law, 2002). Utilizing the definition of emotional intelligence (EI) from Mayer and Salovey (1997), the original WLEIS contains 16 questions total, four questions each in four categories: self-emotion appraisal (SEA), others' emotions appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE). The Refined WLEIS contains 12 items with four questions in SEA, two in OEA, three both in UOE and ROE. Internal consistency reliability of the four factors range from .83 to .90. In the original WLEIS, items are rated on a 7-point Likert-type scale ranging from strongly agree to strongly disagree. For this study, the scale will be modified to a five-point scale.

### *The Teacher Emotional Labor Strategy Scale*

Adapted and translated from the Emotional Labour Strategy Scale (ELSS; Diefendorff, Croyle and Gosserand, 2005), the Teacher Emotional Labor Strategy Scale (TELSS; Yin, 2012) is a 13-item, confirmatory factor analysis of a three-factor solution: surface acting (six items), deep acting (four items) and expression of naturally felt emotions (three items). Items are scored on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

### *Teaching Satisfaction Scale*

Based on the Life Satisfaction Scale (Diener et al, 1985), the Teaching Satisfaction Scale (TSS; Ho & Au, 2006) was developed to ask teachers how they feel about their job. The purpose of the TSS is to measure the job satisfaction of teachers, allowing participants to arrive at a subjective judgment from various psychological and situational appraisals. The five-item scale correlates moderately with Warr's Job Satisfaction Scale and the Brayfield-Rothe Job

Satisfaction scale, two other measures of teaching satisfaction. The Cronbach alpha for the TSS is .77. Items are scored on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

#### *Teachers' Motives for Leaving the Profession Measure*

While originally intended to investigate reasons why recently qualified teachers do not enter the profession or do not continue teaching, the measure may give additional insight into teacher turnover. The 36 items are across five subscales: job satisfaction and relation with pupils/students, school management and support, workload, future prospects, and relations with parents (Struyven and Vanthournout, 2014). The items are on a 5-point scale on whether the reason had: NA not applicable (0), played a small part (1), considerable part (2), a large role (3), or a very significant role (4). The Cronbach alpha for the factors ranged from 0.850 to 0.882.

#### *The 2-Question Summative Score*

The 2-Question Summative Score is an adaptation of the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) 22-item burnout assessment (Li-Sauerwine et al., 2020). As stated in the literature review, the MBI was cost prohibitive as there is a per-participant licensing fee. The two questions are "I feel burned out from my work" (EE1 - the first question in the Emotional Exhaustion category) and "I have become more callous toward people since I took this job" (DP1 - the first question in the Depersonalization category). These will continue to utilize the 5-point Likert scale from strongly disagree (1) to strongly agree (5).

#### *Open-Ended Question*

As decided by the original committee, an open-ended question was offered to participants to enrich the study and provide an element of qualitative data. The question stated, "This is an optional open-ended question. Please feel free to share your thoughts, feelings or opinions on the

survey, the research topic or anything you believe the researchers should be aware of or need to know.”

### **Procedures**

Assessments were compiled in Qualtrics with a total of 12 blocks. Participants had to be 18 years of age or older and had to consent to participate to proceed through the survey. They were provided the option to skip questions or sections deemed uncomfortable and were able to end the survey at any time. Participants who consented completed the survey via computer or mobile device at their convenience. The survey administered contained the EJDT, R-WLEIS, TELSS, TSS, TMLPM, 2QSS and Open-ended Question as well as demographic information. The survey remained open from August 10th, 2022 to September 15th, 2022, with the last response being recorded on September 12th, 2022.

### **Data Analysis**

We had a total of 301 participants who responded to the questionnaire. However, 92 participants had to be excluded from the analysis due to incomplete data leaving a sample of 209 participants (n=209). The remaining participants answered at least 90% of the questions. As this was less than 10%, the dataset was kept. Participants provided consent to participate and were 18 years of age or older. Participants self-reported on the assessment that contained demographics and a modified version of the Yin study that included the EJDT, R-WLEIS, TELSS, TSS, TMLPM and 2QSS. The modifications were made to streamline the survey. Several questions overlapped from each measure and others were joined to create two statements for participants to answer on a matrix with Likert responses. The survey also added an open-ended question with the purpose of seeing if answers given elaborated more on the quantitative themes.

A multiple regression analysis was performed to test if age significantly predicted the R-WLEIS and EJDT scores. Another multiple regression analysis was performed to see if the TSS scores significantly predicted the TMLPM. Another multiple regression analysis was performed to see if age, years of service, and neurodivergence significantly predicted the R-WLEIS and EJDT scores. Another multiple regression analysis was performed to see if financial aid significantly predicted the TMLPM scores. Multiple regression analysis was appropriate for the purpose for this study because it assesses the strength of the relationship between the dependent variable and predictor variables, as well as establishes the importance of the predictors on the relationship.

## **CHAPTER 4**

### **RESULTS**

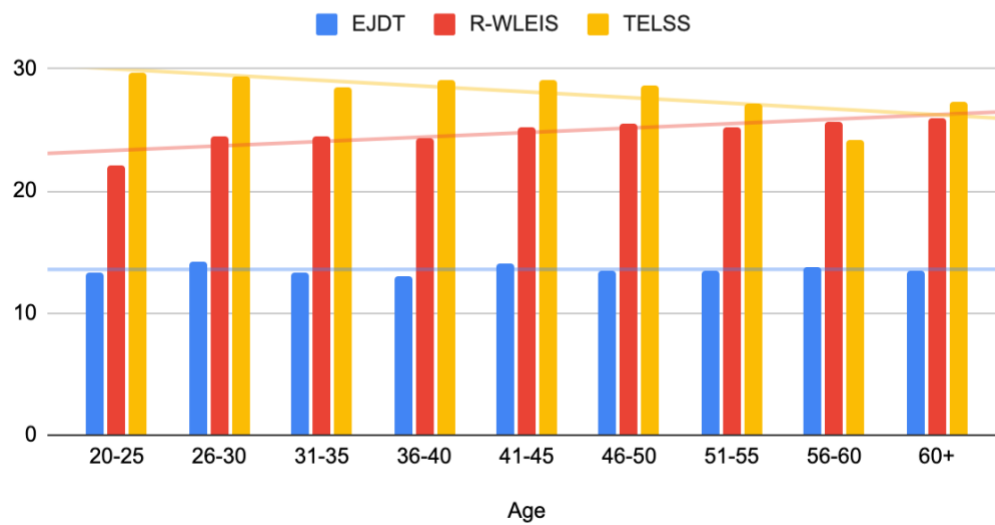
The purpose of this study was to examine the relationship between emotional intelligence/emotion regulation/emotional labor and teacher turnover rates. As the study was a replication of the prior study by Yin (2015) with Chinese teachers, it was thought that results would be comparable.

#### **Research Question One**

Does a relationship exist between teacher age and emotional intelligence as indicated on the EJDT, R-WLEIS and TELSS? The results indicate that age explained 39% of the variance ( $R^2 = .39$ ,  $F(3, 185) = 2.507$ ,  $p = .060$ ). It was found that the age significantly predicted R-WLEIS scores ( $\beta = -2.619E-26$ ,  $p = .013$ ) but not EJDT scores ( $\beta = 3.227E-27$ ,  $p = .848$ ) or TELSS scores ( $\beta = 3.258E-27$ ,  $p < .645$ ).

## Research Question One

Relationship between age, EJDT, R-WLEIS, and TELSS

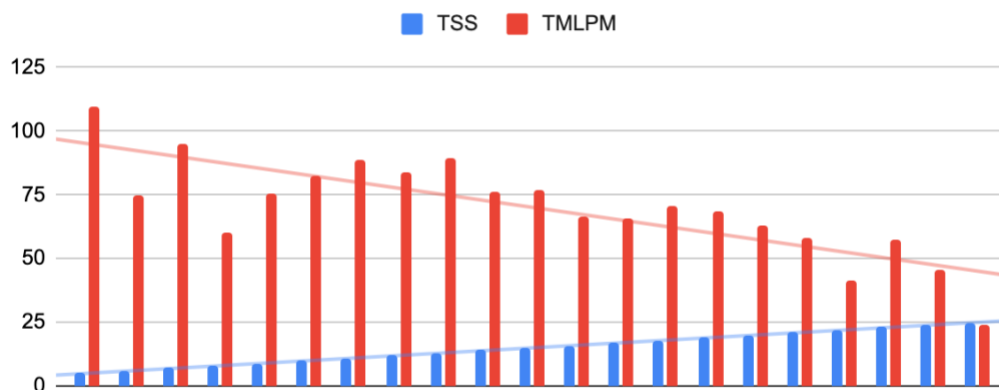


## Research Question Two

Will there be a relationship between teacher emotion regulation and job satisfaction as indicated on the TMLPM and TSS? The results indicate that TSS Scores explained 15% of the variance ( $R^2 = .150$ ,  $F(1, 207) = 36.64$ ,  $p < .001$ ). It was found that the TSS Scores significantly predicted TMLPM scores ( $\beta = -2.555$ ,  $p < .001$ ). For every point increase on teacher satisfaction, there was a -2.55-point decrease on motives for leaving, so this was very significant.

### Research Question Two

Relationship between teacher emotional regulation and job satisfaction



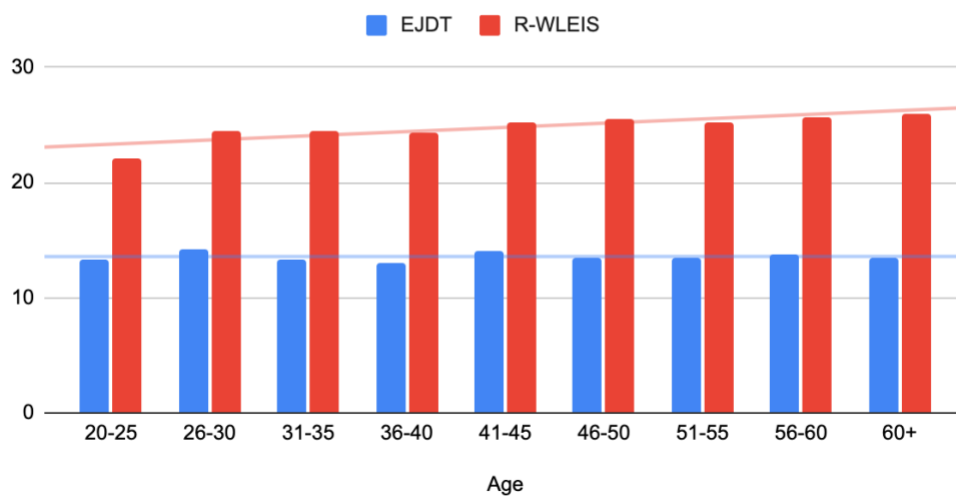
### Research Question Three

Does a relationship exist between teacher emotion regulation and demographic indicators such as age, years teaching or neurodivergence?

*Age*

### Research Question Three

Relationship between age, R-WLEIS, and EJDT



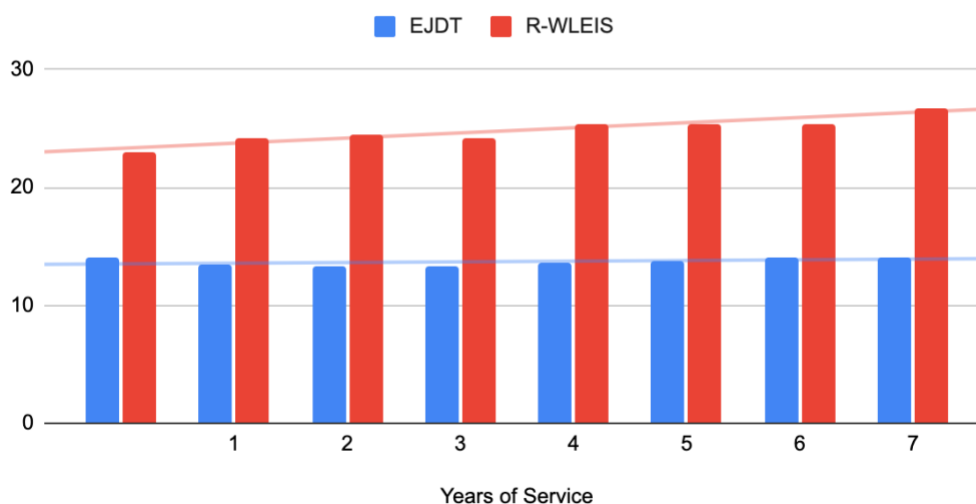
The results indicate that age explained 38% of the variance ( $R^2 = .38$ ,  $F(2, 186) = 3.669$ ,  $p = .027$ ) and age significantly predicted R-WLEIS scores ( $\beta = -2.711E-26$ ,  $p = .008$ ) but not EJDT scores ( $\beta = 5.278E-27$ ,  $p = .744$ ). It was found that age significantly predicted R-WLEIS scores but not EJDT scores.

### *Years of Service*

The results indicate that years of service explained 5% of the variance ( $R^2 = .051$ ,  $F(2, 205) = 5.504$ ,  $p = .005$ ) and that years of service significantly predicted R-WLEIS scores ( $\beta = .119$ ,  $p = .004$ ) but not EJDT scores ( $\beta = .032$ ,  $p = .636$ ). The results significantly predicted R-WLEIS scores but again, not EJDT scores. For every point increase in years of service, there is a .119-point increase on the R-WLEIS (as indicated by the Beta score). This question might have been worded differently to enhance the study i.e., continued with novice, mid-career and veteran as categories.

### Research Question Three

Relationship between years of service, R-WLEIS, and EJDT

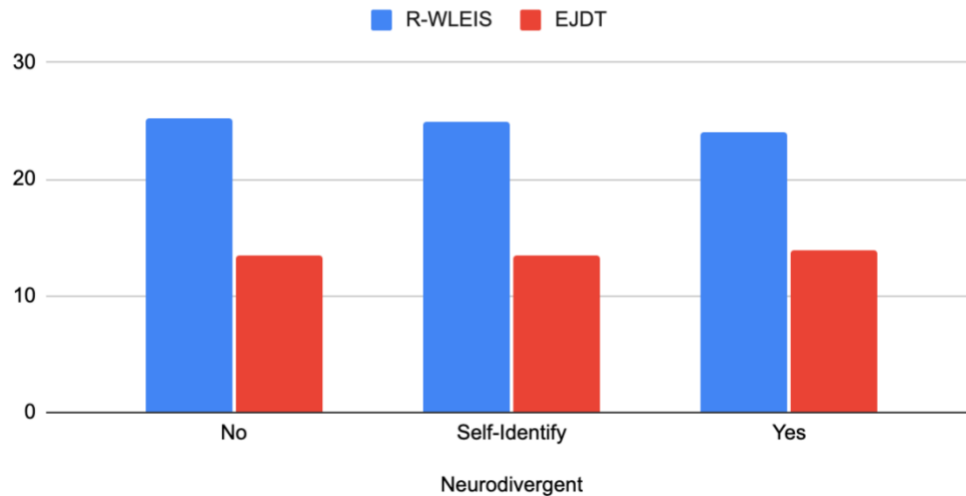


### *Neurodivergence*

The results indicate that neurodivergence explained 4% of the variance ( $R^2=.041$ ,  $F(2, 206) = 4.445$ ,  $p=.013$ ). It was found that neurodivergence significantly predicted R-WLEIS scores and EJDIT scores.

### Research Question Three

Relationship between neurodivergence, R-WLEIS, and EJDIT

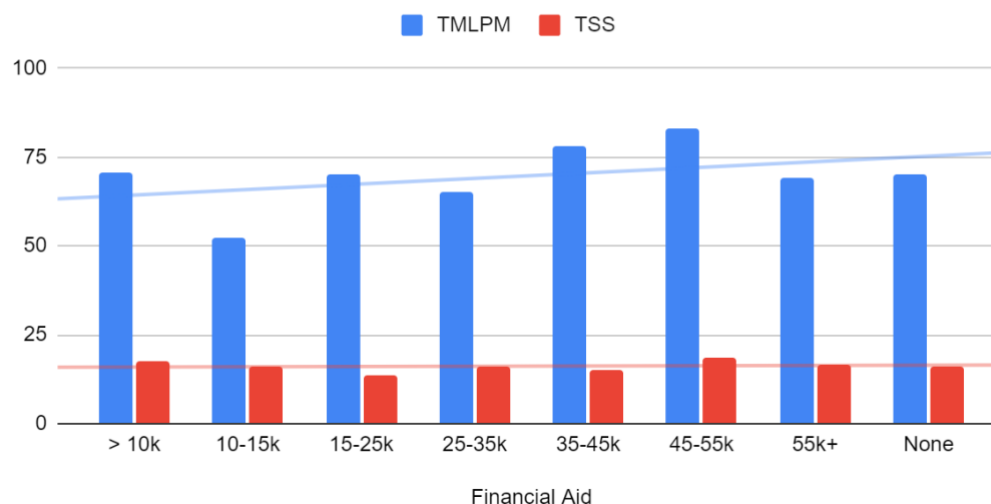


### Research Question Four

Does a relationship exist between student loan obligations and turnover as indicated on the TMLPM and TSS? The results indicate that financial aid explained .2% of the variance and financial aid did not significantly predict TMLPM scores or TSS scores.

## Research Question Four

Relationship between student load obligation and TMLPM and TSS



### Open-ended Question

The final question of the survey was “This is an optional open-ended question. Please feel free to share your thoughts, feelings or opinions on the survey, the research topic or anything you believe the researchers should be aware of or need to know.” There were 59 participants that chose to answer.

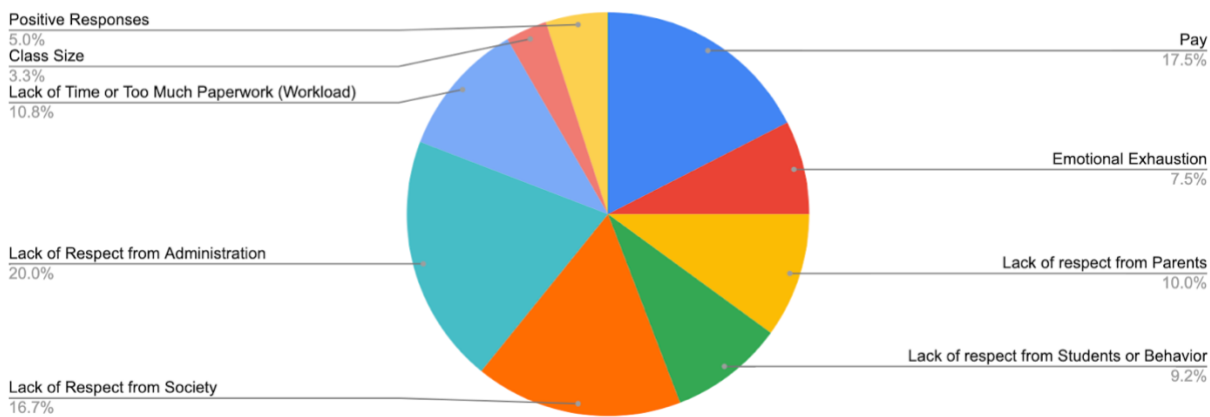
The researcher read through each response two times without scoring. Themes were color-coded on the third read. It was found that several themes were repeated throughout. Each response was tallied according to theme. For example, if a participant mentioned three themes in their response, each theme was color-coded and the response number was recorded in the three columns, once for each theme. The example below changed the colors to gradients of gray and used italics (societal lack of respect), bolding (student behavior), and underlining (administration disconnect/lack of respect) to demonstrate:

I feel that **students and parents are not made accountable for behaviors** and that our options as teachers for handling those behaviors are close to non-existent. I feel

that administrators often are disconnected from their staff and are unlikely to talk to their staff to rebuild those connections. I feel like there is an “*Us vs Them*” mentality *between educators and administrators and the BOE*. There is very little unification in the profession. (Participant 16)

The top three themes from the open-ended question were: 1) lack of respect from administration (20%), 2) pay (17.5%) and 3) lack of respect from society (16.7%).

### Open Ended Questions Responses



## CHAPTER 5

### DISCUSSION

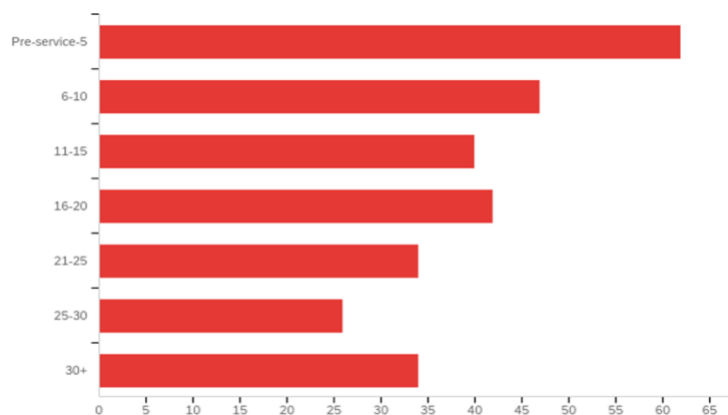
The results of the study were interesting for this researcher. Several areas were found to be insignificant and others were found to be very significant. This was of interest as the original study was conducted in China and the current study was conducted in the United States, with a few participants from Europe. It was assumed that the results would be more similar.

#### **Research Question One**

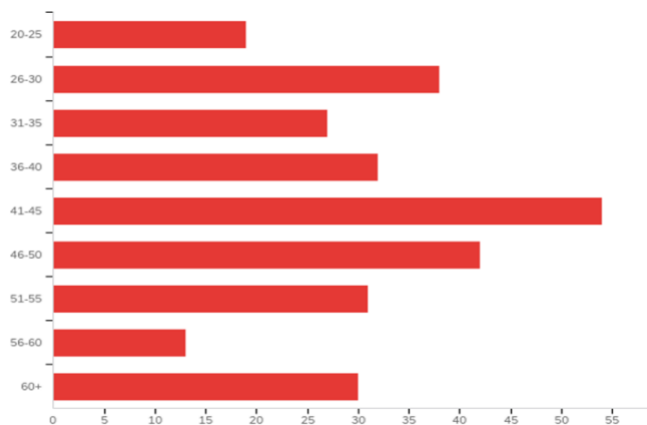
As shown with Research Question One, a relationship does exist between teacher age and emotional intelligence as indicated on the R-WLEIS, but not on the EJDT and TELSS. Due to the age of participants, however, the results may not fully indicate the extent to which emotional intelligence as teachers age is gained. The results indicate that age explained 39% of the variance. It was found that the age significantly predicted R-WLEIS scores, the emotional intelligence scale, but not EJDT scores or TELSS scores. This researcher found that to be interesting as the emotions shown at work as an educator are often those of emotional labor.

The results of the survey show several interesting demographic anomalies. In Figure 1, the Pre-service to five-year group was the largest. However, in Figure 2, the largest age group was the 41–45-year range, suggesting education as a second or third career.

*Figure 1 - Years of Service*



*Figure 2 - Age*



The age ranges and years of service indicate more participants coming into the profession at a later age. This may explain the results of the study as per Research Question One. To further examine this anomaly, additional research into alternative certification programs would benefit the study as seen from Carver-Thomas and Darling-Hammond (2017), Partelow (2019), and Podolsky et al. (2016). The researcher would hesitate to add an additional demographic question, however it would be one that would not require much participant time.

### **Research Question Two**

Will there be a relationship between teacher emotion regulation and job satisfaction as indicated on the TMLPM and TSS? The results indicate that TSS Scores explained 15% of the variance. It was found that the TSS Scores significantly predicted TMLPM scores. For every

point increase on TSS, there was a -2.55-point decrease on TMLPM, a very significant difference. As seen in prior research, if an educator feels satisfied in their position, they tend to stay, barring a life-changing event (personal health - diagnosis of an illness; family changes - death, taking on a caretaker role; a move for a spouse, etc.) (Brackett et al., 2010; Carver-Thomas and Darling-Hammond, 2017; Gonzalez, Brown & Slate, 2008; Ho and Au, 2006; Skaalvik and Skaalvik, 2014; Stinebrickner, 2002). Support from administration, respect from colleagues, and positive teacher-student relationships are all aspects of job satisfaction that can be improved upon through training of administration from the top down. Allowing educators to educate improves school outcomes on multiple levels.

### **Research Question Three**

Does a relationship exist between teacher emotion regulation and demographic indicators such as age, years of service, or neurodivergence?

#### *Age and Years of Service*

The results indicate that age explained 38% of the variance ( $R^2 = .38$ ,  $F(2, 186) = 3.669$ ,  $p = .027$ ) and age significantly predicted R-WLEIS scores ( $\beta = -2.711E-26$ ,  $p = .008$ ) but not EJDT scores ( $\beta = 5.278E-27$ ,  $p = .744$ ). The results indicate that years of service explained 5% of the variance ( $R^2 = .051$ ,  $F(2, 205) = 5.504$ ,  $p = .005$ ) and that years of service significantly predicted R-WLEIS scores ( $\beta = .119$ ,  $p = .004$ ) but not EJDT scores ( $\beta = .032$ ,  $p = .636$ ). This was somewhat surprising to the researcher as EJDT scores on both measures would have been thought to be predicted as well as the emotional intelligence required, as shown on the R-WLEIS was not shown in the EJDT. This may indicate a repetition of questions or a need to retool one or both of the measures for future use.

#### *Neurodivergence*

The results indicate that neurodivergence explained 4% of the variance and it was found that neurodivergence significantly predicted R-WLEIS scores and EJDT scores. This was not surprising to the researcher. The neurodivergent struggle with executive function thus this significance was unsurprising (Dodson, 2006).

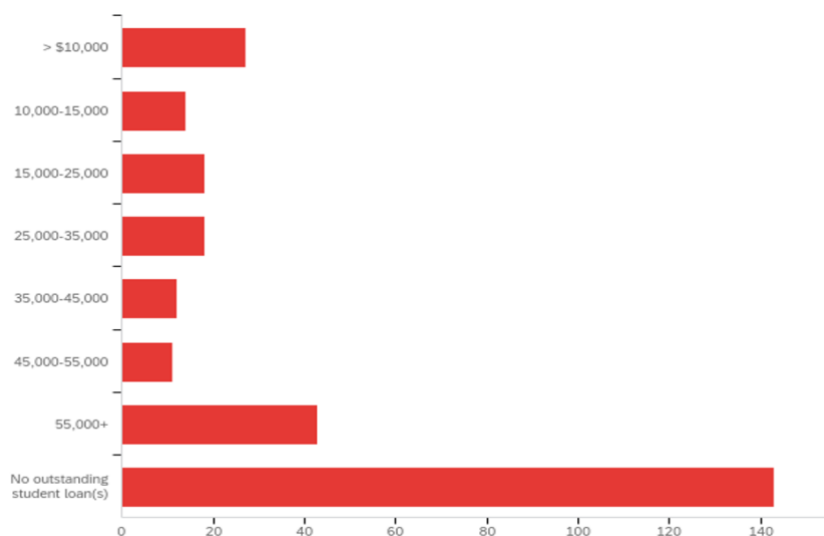
One of the most interesting statistics was the number of neurodivergent (ADHD, ASD, OCD, dyslexia, dysgraphia, dyscalculia, dyspraxia etc.) teachers. Of the total respondents, almost 62% said they were not neurodivergent but 25.35% said they were neurodivergent and an additional 12.68 % self-identified or self-diagnosed as neurodivergent. This was due to the Facebook group Teachers with ADHD allowing the survey to be posted, which may have skewed the results.

#### **Research Question Four**

Does a relationship exist between student loan obligations and turnover as indicated on the TMLPM and TSS? The results indicate that financial aid explained .2% of the variance and that financial aid did not significantly predict TMLPM scores or TSS scores.

Student loan information was an area of interest. While 50% of respondents had no student loans, others had student loan amounts over \$50,000 indicating possible graduate studies as well as their undergraduate work. The PSLF recently went through changes to make acceptance easier. This may help ease the financial burden educators feel.

Figure 3 - Outstanding Student Loan Amount



### Open-ended Question

The final open-ended question of the survey was found to repeat the data from the quantitative portion of the survey. It should be noted that several of the quotes have been edited from their original form found in Appendix 3 for clarity and obscenities. The comments left in the open-ended question showed the thoughts of teachers throughout the country. Many repeated the main themes found in the national surveys and explained why educators feel the way they do and why openings remain unfilled in certain areas. Several responses show the amount of emotional intelligence and emotional labor educators must put forth. They also hint at something not quite burnout.

The issue I see with teaching is that teachers are always seen as the solution to every problem, but to be the solution we are asked to constantly go above and beyond our normal duties, sacrifice, be willing to be thrown under the bus, and have our precious time taken minute by minute with very little genuine support or respect. It does not feel that we have the power to make much meaningful change because we are too busy juggling fifteen other tasks, adjusting to the needs of the district and administration, and trying to give ourselves the time to rest to be able to accomplish all of this. (Participant 4)

The emotional exhaustion felt throughout the comments indicates the rigorous workout

educators' emotional intelligence regularly receives, yet that was not the respondents' top issue, only being stated explicitly by 7.5% in responses. This may indicate that the emotional exhaustion comes from the amount of emotional intelligence educators feel they must exert due to administration, society, and parents.

The following is not an unusual response from an educator of Special Education:

I teach low-incidence special education in a self-contained setting. I have been physically abused by students to the point of having 2 teeth punched out last year. Rather than help assess the environment and make sufficient changes, I was given a football blocking pad to hold when fists or chairs are flying. I also serve the most medically fragile students in the district. After losing a student on Christmas morning last year, mental state in the classroom just hasn't been the same. The physical and emotional toll is not worth the compensation. (Participant 6)

The constant pivots demanded of educators by administration and policy makers is not commensurate with the pay scale as seen above and from this teacher, "More and more mandates, changes in job expectations, and increased numbers of students and classes compiled with less time to prepare for increased workload. In addition, even with pay increases, rising healthcare costs leaves me with a decrease in income each year" (Participant 7). As another educator responded, "The issues with education are top down. There are too many people who no longer teach making decisions for teachers. Administration doesn't trust teachers to do our jobs without micromanaging. There are far too many curriculum changes—likely with kickbacks from curriculum companies instead of what's best for kids" (Participant 17). The distrust and lack of respect felt by educators was mentioned multiple times. As one participant responded,

Dealing with behavior is a huge problem. School hasn't changed much since the 1700's. One woman, 25 kids and a chalkboard. Yet student behavior is completely different. Teachers are held to this ridiculous standard if Johnny is 2 years behind we are somehow supposed to meet him where he is and magically fill his learning gaps all the while meeting the needs of every other special blossom, tending to their special needs and documenting it all so their parents know what we are doing....it is literally ridiculous. Kids can sit there saying f\*\*k you, teach me. And it is the teacher's problem?? (Participant 12)

This blatant lack of respect is also being felt from multiple sides, "I feel that students and parents are not made accountable for behaviors and that our options as teachers for handling those behaviors are close to non-existent. I feel that administrators often are disconnected from their staff and are unlikely to talk to their staff to rebuild those connections. I feel like there is an "Us vs Them" mentality between educators and administrators and the BOE. There is very little unification in the profession" (Participant 16). Another educator responded, "At the end of the day, teachers are not valued or respected as professionals. The expectations and demands however, remain at a professional level. If COVID taught us anything it's that schools exist to feed and provide childcare services. Beyond that, we are not needed" (Participant 9). Echoed several times was the feeling that administration can and must do better if they expect the same from educators.

I find the total lack of autonomy to be extremely dissatisfying. They SAY we are autonomous but then micromanage every aspect of our careers. I also find the egregious quantities of time wasted in in-service, professional developments, collaborative learning communities to be at complete odds with my job. We jump through the same hoops year after year after year... Why did I waste my time and money getting a degree and my teaching certification if you were just going to "broken record me" and have me doing the same training over and over and over again year after year. We are expected to differentiate our instruction, but not when it comes to education for us. (Participant 14)

Teacher wellbeing is at stake. As one educator responded, "I love my job so much but teaching during COVID made me want to quit. Also, teaching with an unsupportive or hostile admin made me want to quit. Having to work concessions all year for minimum wage on top of

my other extra duty contracts burned me out, plus I had no support for increasingly disrespectful, dysregulated, and out of control students" (Participant 20). One of the most intriguing comments for this researcher was "I never even made it to my first year. Maybe COVID played a role, maybe it didn't, but I didn't feel like a person while I was teaching. I only felt like a teacher, this alternate entity that's supposed to suppress any personality that doesn't mesh with the students." (Participant 41).

Another educator shared that,

1. I have never met a Kansas teacher who actually received money for the teacher forgiveness loan program even though everyone in the area I live in (very rural) qualifies.
2. I struggled very hard with returning to the classroom this year. My struggles came down to this: I love my actual job and I love what I am supposed to be in the room doing. It is exhausting, I do have to put on the mask, I do have to spend most of myself at my job. None of that is the problem. The problem is student apathy and parents who have no touch with reality in regards to expectations for their children's needs. That is the part that will break me. (Participant 13)

It was encouraging to read the following response as it was the only positive one regarding building administration,

I would like it to be noted that my school seems to be an anomaly among other schools in the nation, and even in my district. We have fantastic staff culture and support from administration. Parents generally do not criticize what we do as teachers. My principal suspects he has ADHD and highly values my neurodivergent brain. He tells me often that other teachers hear about all the things I think about and handle at once during a lesson and say it feels impossible to think that much that fast. I simply attribute it to my hyperactive brain that hyper focuses on my kids. Many teachers are not as fortunate as I am to be in an environment that sees their strengths instead of coming down on them. I'm HIGHLY disorganized and am constantly losing papers and missing deadlines, but my principal chooses to see past that and acknowledge my strengths. I would also like it to be noted that my response on "feels little support from the school" is strictly referring to school policy, which for us is handed down by the district. (Participant 22)

And finally, as repeated throughout, "Good admin makes a good school!" (Participant 38)

## **Limitations**

There were several limitations to the research. Personal bias may cloud this author's findings. Remaining open will be paramount. Another limitation includes the self-report nature of the survey. The quantitative data investigates possible relationships if a correlation is present. Due to the length of the survey, several questions were deleted due to redundancy and may cause the replication of the original Yin study (2015) to be compromised. The author sought teachers from multiple perspectives to ensure the validity of the research i.e., various disciplines, content, age of the educator, and geographical locations. However, grade level was not asked in this current study as it was in the Yin study (2015).

Continued research into special populations of teachers should also be considered. The neurodiverse, those with ADHD, dyslexia, dysgraphia, dyscalculia, and autism spectrum disorder, both self-diagnosed and medically diagnosed, may be leaving the profession at higher rates. Those with ADHD, anxiety and depression are especially prone to difficulties with emotion regulation (Dodson, 2006). These populations, which have been under-studied due to the advent of adults not being diagnosed until the last decade, particularly in regards to ADHD, would prove to be an interesting subsection or population to conduct further research. Teachers with ADHD may be leaving the profession at higher rates than other teachers. The reasons may include lack of understanding from administration regarding executive function issues viewed by the neurotypical as poor time management, poor organization skills, lack of emotion regulation, etc. However, what is being discounted is the creativity these teachers bring to the classroom. The creative, outside-the-box thinking demonstrated and the understanding of the importance of relationship building necessary requirements for a positive classroom environment. The

cognitive flexibility shown by the neurodiverse during the COVID pandemic may have caused this particular subgroup of teachers to choose to leave the profession.

Several other subpopulations would benefit from further research such as teachers of color and those on the LGBTQ+ spectrum. The lack of diversity in the teaching profession is another cause for concern in that students, especially students of color, do not feel that they can identify with their teacher (Partelow, 2019). Recent surveys conducted by the AFT and NEA as well as the government (NCES, 2022) have shown that the predominant teacher profile is still a white woman in her mid-thirties to late forties (AFT, 2015; AFT, 2017; NCES, 2022; Partelow, 2019). Teachers of color are severely lacking in the education workforce. Teachers who identify on the LGBTQ+ spectrum and other subpopulations may fear repercussions of disclosure on the job and may be exerting increased emotional intelligence.

As the survey was given utilizing the snowball method, several areas may have been skewed. Participants were overwhelmingly white women. According to the National Center for Education Statistics, the race/ethnicity breakdown of teachers in 2017-18 is as follows: 78% white, 9% Hispanic, 7% Black, 2% Asian, 2% were 2 or more races, 1% American Indian/Alaskan Native and >1% Pacific Islander. A more similar sample to the national averages might yield different results. Since the survey was given in the month of August as teachers were coming back to school, a different time of year or a longer window might also have yielded differing results. It was hoped that the survey link would also be sent via email to members of the National Educators Association (NEA) and American Federation of Teachers (AFT) as well as pre-service teachers at several universities, however, this may occur in future research.

It would be beneficial for future longitudinal studies to include activities that might assist educators in improving their emotion regulation. Ideally, this type of mixed method study might

include pre- and post-tests over the course of a semester or year with one or two workshop-type sessions with activities to improve executive function given to teachers as professional development (i.e., done during contract time), 2-4 classroom observations and pre- and post-study interviews.

In looking at the data, more research needs to be done in finding a balance between administrators and their understanding of the classroom and teachers. This study did not include administrators and might have benefitted from their perspective. It would also be interesting to target specific schools to see if the teacher and administrator data agreed. As the emotion regulation required to maintain one's composure in normal times can be difficult, it can be close to impossible in challenging times. Educators feel as though administrators have completely lost touch with what the current student is like. While administrators have classroom experience, many have not been in a classroom in the last five years. Students have changed dramatically in the last two. Educators are working with students who did not grow up in the same manner as many teachers. If young teachers are able to stay in the profession because they feel valued, are paid adequately and can maintain wellbeing with a good work-life balance, perhaps we can bridge this gap.

### **Implications**

Resoundingly, the data shows that educators are having to put forth increased effort to maintain their emotional intelligence. The levels of surface acting required with the emotional labor of teaching is not sustainable. As stated, deep acting and natural acting are the most natural and sustainable long-term. Teachers are having to juggle more than their fair share of tasks, both new and old, to maintain classrooms. This forced effort of emotional labor and exertion of emotional intelligence is not sustainable. What can be done to alleviate the pressures educators

feel? Smaller class sizes; more planning time and time for collaboration; higher wages so that second and third jobs are not necessary due to student loans, high health insurance costs, inflation, etc.; support and understanding from administration with classroom discipline; and more social workers and mental health professionals to assist both teacher and student, are but a few suggestions.

As the modern classroom continues to change as inclusion for all becomes more prevalent, regular education teachers are not always equipped to teach inclusion classes where every student is required to pass national certifications or tests. With all the pressure put on teachers to have all students rise to the levels their districts are requiring, many must teach to a wide range of student levels. It is not always clear if these students play a role in an educator's evaluations. In addition to smaller class sizes, better training for teachers with inclusion classes (Regular Education students in a mixed class with Special Education students). The modern classroom continues to change as inclusion for all becomes more prevalent. Most teachers do not have special education backgrounds. Paraeducator support is often insufficient for students with special needs in the regular education classroom. Inclusion requires more work on the teacher's part as not all Individual Learning Plans and 504s are the same and accommodations that work in one class may not work in others. Teachers need to be allowed a say in their comfort level working with said populations i.e., more guidance and direction from special education teams and administration, especially in regard to students with behavioral issues. It is the opinion of this researcher that the number of students with various behavioral issues will increase in the next few years. Teachers who do not feel comfortable and confident in working with these students may be the ones considering leaving.

The feelings of many teachers show that, even before the pandemic, they did not feel supported by administration, community, parents, and students (AFT, 2015; AFT, 2017; Carver-Thomas & Darling-Hammond, 2017). This lack of support carries over and translates into negative aspects in the classroom. Not surprising was the number of comments regarding the issue of lack of parent involvement. Unfortunately, this seems to be a time of blame. Every student needs to be held accountable for their inappropriate behavior as do their parents. A program to increase parental involvement would benefit both school and community. The difficulty comes from determining how to achieve these goals.

Administrators need to look closely and listen carefully to what teachers are telling them. Adding more unnecessary paperwork, professional learning and development that is unnecessary, and additional duties without pay are a few of the items that could be addressed quickly and easily. These corrections may ease the teacher's burden, giving them more time, a feeling of respect and being heard, and may increase retention numbers. Administrators need to stop governing through fear. Teachers, as with students, do not feel love, understanding or empathy from administration. These antiquated methods might have worked in prior decades, however, now with more understanding of well-being, they must be addressed.

Teacher social emotional wellness must be a priority if we are going to cauterize the leaks and the teacher pipeline. Implementing strategies during professional development that include the creation of a mindfulness connection for emotion regulation or self-care strategies for the amelioration of emotional intelligence might improve building morale, build trust in administration, collegiality, and positive outcomes for both teacher and student. It would also be important to include classes for pre-service teachers in personal emotion regulation, emotional intelligence strategies, and scenarios on how to create positive Teacher-Student Relationships

(TSR). The impact of TSR for veteran teachers might take place in a summer workshop or professional development during the school year. Administrators need to be included so that they, too, can improve and be better educators for teachers, students, and stakeholders.

In addition to an increase in salary commensurate with other graduates with the same level of education, additional costs incurred by teachers, such as health insurance, may need to be more heavily subsidized. Waivers or reimbursement for graduate level coursework should be considered. Paraeducator to teacher programs as well as “Grow Your Own Teacher” programs encourage current employees and students to work for the district where they work or study.

By focusing on emotional intelligence, emotion regulation, and emotional labor in teachers and giving educators tools to process the emotions experienced over the past months, teacher attrition may be reduced. Better preparing our pre-service and novice teachers for a career in the classroom is very important. Understanding one's own emotion regulation and emotional intelligence may become even more important in maintaining the retention of newer and veteran teachers over time.

### **Future Research**

Several theories were discovered in the research for this study. As this study was patterned after those of Yin, the researcher chose to stay dedicated to that research. However, new concepts to this researcher would be beneficial in future studies and research. One of the concepts that may help to explain teacher turnover is that of moral injury. Research for this study included burnout, however, further investigation into the topic revealed several other possible causes (demoralization and moral injury) as all three aspects of burnout are often not present in educators. Demoralization in education appears to be prevalent as found in this researcher's study from Fall 2020. As the current proposed study and the prior study involve self-reported

measures, more interviews and observations would benefit the research. A mixed methods study, with follow-up in six months to 18 months would give greater insight to the results.

Neurodivergence in the classroom teacher and understanding how these teachers perceive situations, having to work diligently with their executive function deficits may also be an area to continue to examine. With greater understanding of neurodivergence, more diagnoses in the adult population may occur thus increasing the number of neurodivergent teachers, known for their creativity and lack of organization, desiring to leave the profession.

The trauma felt by teachers from March 2020 to present, may not have been addressed properly due to time constraints and the new methods of instruction such as remote learning, hybrid learning, etc. A study utilizing new research on trauma and PTSD but tooled for educators may bring greater understanding to what teachers have experienced over the past few years. Trauma informed schools may be a piece to this puzzle as trauma has affected the teachers as well during the COVID pandemic. By looking at trauma informed aspects for students, trauma informed for teachers may become apparent. The feelings of many teachers show that, even before the pandemic, they did not feel supported by administration, community, parents and students.

Trauma is another area to explore. The difficulty in research comes in finding the best measures to conduct the research. There are several aspects of trauma research that might be replicated or modified for education; moral injury, compassion fatigue and demoralization. Moral injury, originally designed for use with veterans, has been adapted for education. This model may also be important in looking at teacher turnover to determine if teachers are experiencing burnout or moral injury. Moral injury is defined as “strong feelings of guilt, shame, or anger due to not being able to provide the kind of care or service you want and expect to

provide” (Mauseth, 2021). With moral injury, a reimagining of current research might include looking through the context and lens of the pandemic, giving greater clarity to reasons why teachers are leaving. This new concept may help determine what programs could be used to alleviate symptoms for educators. It may also determine better professional development and curriculum for pre-service and alternatively certified teachers.

Compassion fatigue should be researched for education. Compassion fatigue, an inability to cope with the emotional stress caused by the long-term exposure to suffering people and leads to emotional, physical, and spiritual exhaustion; secondary trauma, another trauma-based is another area that would benefit from research. Demoralization, persistent inability to cope, together with associated feelings of helplessness, hopelessness, and a sense of failure, would be another beneficial area to explore.

As traditional pathways to teaching are dwindling, an increase in alternative certification has been seen. This study shows an anomaly in age and years of service to promote that claim. Alternative certification would be another future topic as a longitudinal study to see if the number of teachers leaving the profession obtained certification through the traditional undergraduate pathway, alternative certification through an institute of higher learning or one that gives little training.

## **Conclusion**

While these suggestions may not seem revolutionary, it will take a revolution of sorts in education to correct the trajectory that we are currently on. Without K-12 teachers, public and private, society will not be able to sustain future doctors, lawyers, electricians, mechanics, engineers, etc. The broad educational base given in public K-12 education is the cornerstone upon which all other education rests. Teachers deserve respect from all stakeholders.

During the pandemic, the veil surrounding the stigma and mystique regarding emotion seemed to have dropped. Emotional reactions to the situation in society allowed an understanding of their importance. As the pandemic hopefully draws to a close, emotions are still high, but the discussion of emotion, well-being, and mental health must continue.

The most difficult piece in the teacher turnover puzzle is that of how to address the lack of respect felt by teachers from society in our current culture of disjointedness, we must all choose to come together for the one piece that we all seem to agree on is important- the students. None of us will survive if we do not find common ground. Teachers must believe in their students. Administrators must do what is best for the students. Parents must decide what is in their student's best interests and make perhaps difficult decisions on school choice. Our foundation as a country lies on and rests upon free and public education. We all need to do our best to ensure our students get the best from each of us. This may require a complete restructuring of the education system. This will come at a great cost, however that cost is nothing compared to the cost lost if we do not have an educated society.

Concentrating on improving these skills in pre-service teachers may alleviate the rapidity of teacher attrition for educators with seven years or less in the classroom, but working with veteran teachers to improve their own emotion regulation may hold the key to retention and avoiding the possibility of a true teacher shortage crisis.

The return to the classroom in the fall of 2021 was interesting, to say the least. Having been required to rethink teaching methods, the importance of in-person learning and social emotional learning across all curriculum was made very apparent during the 2020 - 2021 school year. As we embark upon each new school year, we, the collective "we," need to take a moment and reflect on what is of importance. We will not have an educated society if we do not have

qualified teachers. We will not have qualified teachers filling all open positions and remaining in the profession until we decide that educators deserve remuneration for all that they do, respect from all stakeholders and appreciate the difference a quality teacher makes in students' lives.

In our ever-changing world, teachers are forced to adapt at a rapid rate. The idea of teaching online and in person at the same time in such magnitude seemed nearly impossible before having become a reality in a matter of weeks in the spring of 2020. To alleviate turnover, teachers must learn how to be aware of their own emotional intelligence and emotion regulation so that they are better able to maintain emotional stability and avoid emotional exhaustion in the classroom (Barnum, 2021; Brackett et al., 2010; Carver-Thomas & Darling-Hammond, 2017; Extremera & Rey, 2015; Lee et al., 2016; Yin, 2016; Yin et al., 2018). As the amount of paperwork required of teachers continues to grow, additional time is necessary. The equitability factor needs to be continually addressed as many teachers and students do not have equal access to reliable Wi-Fi and internet. Technology and devices vary greatly. It is one thing to expect a student (or teacher) to learn in the classroom with an unreliable device, quite another when you are requiring them to do this from home. Should more K-12 public education pattern itself off of successful private school models and public online school models? These are questions that will need to be raised in future research as more becomes revealed from student achievement levels during 2020-2021 and 2021-2022 academic years become available. Perhaps while curriculum specific items may not have been learned and retained by students (math, reading, science, etc.), other important skills have been such as soft skills. A longitudinal study to measure the effects of COVID on the profession utilizing mixed methods studies is warranted.

We must make sure that teachers are given opportunities to share their voice, both with concerns and suggestions. The First Lady of Utah took a step forward by Having a one-day event

for all teachers in Utah to attend that focused on teacher social emotional learning. The tools given to teachers at this free seminar could improve their ability during the school year to avoid complete burnout. The idea of teaching a class to pre-service teachers on self-care would be very beneficial. A possible way to measure how educators are doing would be to replicate the Burton and Bonanno study using the Flexible Regulation of Emotional Expression scale. (Burton and Bonanno, 2016).

Another aspect that needs to be examined includes the perspective of teachers in regards to their age and generation. The work-life balance ideology of Millennials, Gen Z and younger generations to come needs to be understood as their perspective appears to be different than that of older teachers, Gen X and Baby Boomers. This may be in part due to the changing nature of retirement programs being offered to new teachers. For example, in my state, the retirement system for Public Service workers changed. People hired before this change have a retirement pension that is a relatively livable amount. Many of the younger generations are not being offered this benefit to the same degree. Is it because they are ill-equipped?

One of the largest issues with the teacher shortage is the lack of new teachers in the pre-service pipeline. Without young teachers coming in, there will be no one to replace those exiting due to retirement or other reasons. How are we going to do what is best for our children without qualified teachers? There are states that have looked at various programs to fill teacher vacancies. Governor Rick Santos of Florida believes that veterans with no college experience, degree or education experience will suffice in the classroom. Other states are looking at going to a 4-day work week. There are many districts that are offering hiring and retention bonuses to teachers.

While the data is not surprising, overall, we are at a breaking point. If something is not done for teachers in the very near future, we may face an education pandemic. Education needs to be appreciated. We need to make sure that everyone is able to come out of high school college and career ready. Job skills, 21st century skills along with the basic skills of reading, writing and arithmetic must be accomplished if we are to continue as a successful society.

To fully understand the root causes of a possible teacher shortage, researchers will need to continue to speak to teachers first hand to obtain perspective on why they are leaving. The perspective of administrators is not sufficient. Administrations that are listening to their teachers and being proactive in regards to teacher voice and understanding the overwhelming nature of teaching in COVID times may prove to have greater retention in the long run. Open-mindedness and listening will be key and determining the courses of action to be taken.

## REFERENCES

## REFERENCES

- [1] Yin, H. (2015). The effect of teachers' emotional labour on teaching satisfaction: Moderation of emotional intelligence. *Teachers and Teaching: Theory and Practice*, 21(7), 789-810. Doi: 10.1080/13540602.2014.995482
- [2] Yin, H., Huang, S., & Lv, L. (2018). A multilevel analysis of job characteristics, emotion regulation, and teacher well-being: A job demands-resources model. *Frontiers in Psychology*, 9:2395. <https://doi.org/10.3389/fpsyg.2018.02395>
- [3] Brackett, M. and Cipriano, C. (2020, April 7). Teachers are anxious and overwhelmed. They need SEL now more than ever. EdSurge. Retrieved June 4, 2021 <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>
- [4] Deliso, M. (August 24, 2020). Between COVID-19 and shootings, a question emerges: What to do with classroom doors? <https://abcnews.go.com/US/covid-19-shootings-question-emerges-classroom-doors/story?id=72293745>
- [5] Dickler, J. (2021, March 1). More teachers plan to quit as covid stress overwhelms educators. <https://www.cnbc.com/2021/03/01/more-teachers-plan-to-quit-as-covid-stress-overwhelms-educators.html>
- [6] Flannery, M.E. (2020). Safety concerns over covid 19 driving some educators out. NEA. <https://www.nea.org/advocating-for-change/new-from-nea/safety-concerns-over-covid-19-driving-some-educators-out>
- [7] Horace Mann. (2020). *The Hidden Impact of COVID-19 on Educators: Rising Health Concerns, Lower Risk Tolerance and Benefit Gaps Insights from the Horace Mann Educator Health and Well-Being Study — November 2020*. <http://www.horacemann.com/~media/documents/supplemental/The%20Hidden%20Impact%20of%20COVID-19%20on%20Educators.pdf>
- [8] Brackett, M.A., Palomera, R., Moksa-Kaja, J., Reyes, M.R. & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417. Doi: 10.1002/pits.20478
- [9] Buric, I., Penezic, Z. & Soroc, I. (2017). Regulating emotions in the teacher's workplace: Development and initial validation of the teacher emotion-regulation scale. *International Journal of Stress Management*, 24(3), 217-246. <https://dx.doi.org/10.1037/str0000035>
- [10] Castillo-Gualda, R., Herrero, M., Rodríguez-Carvajal, R., Brackett, M.A. & Fernández-Berrocal, P. (2019). The role of emotional regulation ability, personality, and burnout among Spanish teachers. *International Journal of Stress Management*, 26(2), 146-158. <https://dx.doi.org/10.1037/str0000098>

- [11] Curci, A., Lanciano, T. & Soletti, E. (2014). Emotions in the classroom: the role of teachers' emotional intelligence ability in predicting students' achievement. *The American Journal of Psychology*, 127(4), 431-445.
- [12] Eckert, M., Ebert, D.D., Lehr, D., Bieland, B., Jazaieri, H. & Berking, M. (2015). Teachers' Emotion Regulation Skills facilitate implementation of health-related intentions. *American Journal of Health Behavior*, 39(6), 874-881. Doi: <http://dx.doi.org/10.5993/AJHB.39.6.15>
- [13] Extremera, N. & Rey, L. (2015). The moderator role of emotion regulation ability in the link between stress and well-being. *Frontiers in Psychology*, 6, 1632. Doi: 10.3389/fpsyg.2015.01632
- [14] Lopes, P.N., Nezlek, J.B., Extremera, N., Hertel, J., Fernández-Berrocal, Schütz, A., and Salovey, P. (2011). Emotion Regulation and the quality of social interaction: Does the ability to evaluate emotional situations and identify effective responses matter? *Journal of Personality*, 79(2), 429-467 Doi: 10.1111/j.1467-6494.2010.00689.x
- [15] O'Toole, V.M. (2017). "Fear would well up and it was just a luxury that you just didn't have time for": Teachers' emotion regulation strategies at school during the February 2011 Christchurch earthquake. *Social Psychology of Education*, 20, 513-542. Doi: 10.1007/s11218-017-9383-0
- [16] Yin, H. (2016). Knife-like mouth and tofu-like heart: Emotion regulation by Chinese teachers in classroom teaching. *Social Psychology of Education: An International Journal*, 19(1), 1–22. <https://doi.org/10.1007/s11218-015-9319-5>
- [17] Fiorilli, C., Benevene, P., De Stasio, S., Buonomo, I., Romano, L., Pepe, A., & Addimando, L. (2019). Teachers' Burnout: The Role of Trait Emotional Intelligence and Social Support. *Frontiers in Psychology*, NA.
- [18] Schwarzer, K.R. and Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology - An International Review*. 57(S1), pp. 152 - 171. <https://doi.org/10.1111/j.1464-0597.2008.00359.x>
- [19] Mojsa-Kaja, J., Golonka, K. and Marek, T. (2015). Job burnout and engagement among teachers - worklife areas and personality traits as predictors of relationships with work. *International Journal of Occupational Medicine and Environmental Health*, 28(1). 102-119 DOI: 10.13075/ijomeh.1896.00238
- [20] Bermejo-Toro, L., Prieto-Ursúa, M. and Hernández, V. (2016). Toward a model of teacher well-being: personal and job resources involved in teacher burnout and engagement. *Educational Psychology* 36 3. 481 - 501. DOI: 10.1080/01443410.2015.105006.
- [21] Barkan, J. (2011, June 29). Firing Line: The Grand Coalition Against Teachers. *Dissent*. [https://www.dissentmagazine.org/online\\_articles/firing-linethe-grand-coalition-against-teachers](https://www.dissentmagazine.org/online_articles/firing-linethe-grand-coalition-against-teachers)

- [22] Maclellan, E. (2015). Updating understandings of ‘teaching’: Taking account of learners’ and teachers’ beliefs. *Teaching in Higher Education*, 20(2), 171-182. Doi: 10.1080/13562517.2014.966238
- [23] Martin, F. and Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205-222. Doi: 10.24059/olj.v22i1.1092
- [24] Partelow, L. (2019). What to make of declining enrollment in teacher preparation programs. Center for American Progress. <https://www.americanprogress.org/article/make-declining-enrollment-teacher-preparation-programs/>
- [25] Strauss, V. (2021, February 2). Teacher: What Americans keep getting wrong about our unions during the pandemic. *The Washington Post*. <https://www.washingtonpost.com/education/2021/02/02/what-american-get-wrong-about-teachersunions/>
- [26] Vesely, A. K., Saklofske, D. H. & Leschied, A. D. (2013). Teachers-the vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology*, 28(1), 71-89.
- [27] Walker, T. (2021, June 17). Educators ready for fall, but a teacher shortage looms. NEA <https://www.nea.org/advocating-for-change/new-from-nea/educators-ready-fall-teacher-shortage-looms>
- [28] Maslach, C., Jackson, S. E., & Leiter, M. P. (2018) *Maslach Burnout Inventory Manual 4th Edition*. Mind Garden.
- [29] Barnum, M. (2021, April 6). Despite pandemic, there’s little evidence of rising teacher turnover — yet. *Chalkbeat*. <https://www.chalkbeat.org/2021/4/6/22368846/teacher-turnover-quitting-pandemic-data-economy>
- [30] Carver-Thomas, & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*. <https://files.eric.ed.gov/fulltext/ED606805.pdf>.
- [31] Gonzalez, L., Brown, M.S. & Slate, J.R. (2008). Teachers who left the teaching profession: A qualitative understanding. *The Qualitative Report*, 13(1), 1-11.
- [32] Lee, Y. H. (2019). Emotional labor, teacher burnout, and turnover intention in high school physical education teaching. *European Physical Education Review*, 25(1), 236-253.
- [32] Podolsky, A. Kini, T., Bishop, J. & Darling-Hammond, L. (2016). Solving the teacher shortage: How to attract and retain excellent educators. Learning Policy Institute.

- [33] Redding, C., Booker, L. N., Smith, T. M., & Desimone, L. M. (2019). School administrators' direct and indirect influences on Middle School Math teachers' turnover. *Journal of Educational Administration*, 57(6), 708-730.
- [34] Stinebrickner, T. R. (2002). An analysis of occupational change and departure from the labor force: Evidence of the reasons that teachers leave. *The Journal of Human Resources*, 37(1), 192-216.
- [35] Van Droogenbroeck, F. & Spruyt, B. (2014). To stop or not to stop: An empirical assessment of the determinants of early retirement among active and retired senior teachers. *Research on Aging*, 36(6), 753-777. doi:10.1177/0164027513519449.
- [36] Raab, R.R. (2018). A statistic's five years: A story of teacher attrition. *Qualitative Inquiry*, 24(8), 583-591. Doi: 10.1177/1077800417729849
- [37] Turner, C. (2015, October, 27). No child left behind: What worked, what didn't. NPR. <https://www.npr.org/sections/ed/2015/10/27/443110755/no-child-left-behind-what-worked-what-didnt>
- [38] Hamilton, L.S., Doss, C.J. and Steiner, E.D. (2019). Teacher and principal perspectives on social and emotional learning in America's schools: findings from the American educator panels. Rand Corporation. [https://www.rand.org/pubs/research\\_reports/RR2991.html#:~:text=Most%20educators%20rated%20a%20wide,student%20outcomes%20and%20school%20climate.&text=Majorities%20of%20teachers%20and%20principals%20reported%20that%20their%20schools%20measured%20SEL](https://www.rand.org/pubs/research_reports/RR2991.html#:~:text=Most%20educators%20rated%20a%20wide,student%20outcomes%20and%20school%20climate.&text=Majorities%20of%20teachers%20and%20principals%20reported%20that%20their%20schools%20measured%20SEL)
- [39] Pennsylvania State University. (2017). Teacher Stress and Health. <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>
- [40] Crawford, N., Olds, A., Lisciandro, J., Jaceglav, M., Westcott, M. & Osenieks, L. (2018). Emotional labor demands in enabling education: a qualitative exploration of the unique challenges and protective factors. *Student Success*, 9(1), 23-33.
- [41] Kaplan, E. (2019, July 19). Teaching your heart out: Emotional labor and the need for systemic change. *Edutopia*. <https://www.edutopia.org/article/teaching-your-heart-out-emotional-labor-and-need-systemic-change>
- [42] Lindquist, H., Weurlander, M., Wernerson, A. & Thornburg, R. (2019). Boundaries as a coping strategy: emotional labor and relationship maintenance and distressing teacher education systems. *European Journal of Teacher Education*, 42(5), 634-649.
- [43] Yin, H. (2012). Teacher emotional labour strategy scale -- Chinese version [Database record]. Retrieved from PsychTESTS. Doi: <https://dx.doi.org/10.1037/t47923-000>

- [44] Holmes, C.J., Kim-Spoon, J., & Deater-Deckard, K. (2016). Linking executive function and peer problems from early childhood through middle adolescence. *Journal of Abnormal Child Psychology*, 44(1), 31-42. Doi: 10.1007/s10802-015-0044-5.
- [45] Poon, K. (2018). Hot and cool executive functions in adolescence: Development and contributions to important developmental outcomes. *Frontiers in Psychology*, 8:2311.
- [46] Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). Executive Function: Implications for Education (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the Institute website at <http://ies.ed.gov/>.
- [47] Christle, C., Jolivette, K., & Nelson, C.M. (2007) School Characteristics Related to High School Dropout Rates Remedial and Special Education, 28(6), 325–339.
- [48] Levinson, M. and Markovits, D. (2022, June 23). The biggest disruption in the history of American education. *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2022/06/covid-learning-loss-remote-school/661360/>
- [49] Ho, C. & Au, W. (2006). Teaching satisfaction scale: Measuring job satisfaction of Teachers. *Educational and Psychological Measurement*, 66(1), 172-185. Doi: 10.1177/0013164405278573.
- [50] Skaalvik, E.M. & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports: Employment Psychology & Marketing*, 114(1), 68-77.
- [51] Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence* (pp. 3–31). New York, NY: Basic Books.
- [52] Patterson, B., Taylor, J., Young, J., & Walker, L. (2019) Compassion fatigue in teachers working with children whose distress may present as behaviour that challenges. Action urgently needed. Conference paper. Presented at CALM TIME IN NOT TIME OUT conference, Glasgow, October 2019.
- [53] Poulou, M.S. (2017). Students’ emotional and behavioral difficulties: The role of teacher’s social and emotional learning and teacher-student relationships. *International Journal of Emotional Education*, 9(2), 77-89.
- [54] Tsouloupas, C.N., Carson, R.L., Matthews, R., Grawitch, M.J. and Barber, L.K. (2010). Exploring the association between teachers perceived student misbehavior and emotional exhaustion: The importance of teacher efficacy beliefs and emotion regulation. *Educational Psychology*, 30(2), 173-189. Doi: 10/1080/01443410903494460
- [55] American Federation of Teachers. (2015). *Quality of worklife survey*. <https://www.aft.org/sites/default/files/worklifesurveyresults2015.pdf>

- [56] American Federation of Teachers. (2017). *2017 Educator quality of worklife survey*. [https://www.aft.org/sites/default/files/2017\\_eqwl\\_survey\\_web.pdf](https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf)
- [57] Sutton, R.E., Mudrey-Camino, R. & Knight, C.C. (2009). Teachers' emotion regulation and classroom management. *Theory Into Practice*, 48(2), 130-137. Doi:
- [58] Lee, M., Pekrun, R., Taxer, J.L., Schutz, P.A., Vogl, E., & Xie, X. (2016). Teachers' emotions and emotion management in integrating emotion regulation Theory with emotional labor research. *Social Psychology in Education*, 19, 843-863. Doi: 10/1007/s11218-016-9359-5
- [59] Quin, D. (2017). Longitudinal and contextual associations between teacher-student relationships and student engagement: A systematic review. *Review of Educational Research*, 87(2), 345-387.
- [60] Simões, F. & Calheiros, M.M. (2019). A matter of teaching and relationships: Determinants of teaching style, interpersonal resources and teacher burnout. *Social Psychology of Education*, 22, 991-1013.
- [61] Spilt, J.L., Koomen, H.M.Y. & Thijs, J.T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477.
- [62] Daros, A.R., Haefner, S.A., Asadi, S. *et al.* A meta-analysis of emotional regulation outcomes in psychological interventions for youth with depression and anxiety. *Natural Human Behavior*, 5, 1443–1457 (2021). <https://doi.org/10.1038/s41562-021-01191-9>
- [63] Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.
- [64] Jeung, D-Y., Kim, C., & Chang, S-J. (2018). Emotional labor and burnout: a review of the literature. *Yonsei Medical Journal*, 59(2), 187-193.
- [65] Zhao, J-L., Li, X-H. & Shields, J. (2019). Managing job burnout: the effects of emotion regulation ability, emotional labor, and positive and negative affect at work. *International Journal of Stress Management*, 26(3), 315-320. <https://dx.doi.org/10.1037/str0000101>
- [66] Maslach, C. & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2, 99-113.
- [67] Schaufeli, W.B. (2003). Past performance and future perspectives of burnout research. *SA Journal of Industrial Psychology*, 29(4), 1-15.
- [68] Schaufeli, W.B. (2017). *Burnout: A short socio-cultural history*. In S. Neckel, A.K. Schaffner & G. Wagner (Eds.), *Burnout, fatigue, exhaustion: An interdisciplinary perspective on a modern affliction*. (pp. 105-127). Palgrave Macmillan. DOI 10.1007/978-3-319-52887-8\_5
- [69] Schaufeli, W.B., Leiter, M.P. & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220.

- [70] Szigeti, R. Balázs. M. Bikfalvi & Urbán, R. (2016). Burnout and depressive symptoms in teachers: Factor structure and construct validity of the Maslach Burnout inventory-educators survey among elementary and secondary school teachers in Hungary. *Stress and Health*, 33. 530-539.
- [71] Maslach, C., Schaufeli, W.B. & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- [72] Maslach, C. & Leiter, M.P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93(3), 498-512.
- [73] Egyed, C.J. & Short, R.J. (2006). Teacher self-efficacy, burnout, experience and decision to refer a disruptive student. *School Psychology International*, 27(4), 426-474.
- [74] El Helou, M., Nabhani, M. and Bahous, R. (2016). Teachers views on causes leading to their burnout. *School Leadership and Management*, 36(5). 551-567 DOI: 10.1080/13632434.2016.1247051.
- [75] Gast, M.J. (2018). "They give teachers a hard time": Symbolic violence and Intersections of race and Class in interpretations of teacher-student relations. *Sociological Perspectives* 61(2), 257–275.
- [76] Pane, D.M., Rocco, T.S., Miller, L.D., & Salmon, A.K. (2014). How teachers use power in the classroom to avoid or support exclusionary school discipline practices. *Urban Education*, 49(3), 297-328.
- [77] Reyes, M.R., Brackett, M.A., Rivers, S.E., White, M. & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700-712.
- [78] Turner, J.C., Christensen, A., Kackar-Cam, H.Z., Trucano, M. & Fulmer, S.M. (2014). Enhancing students' engagement: Report of a 3-year intervention with middle school teachers. *American Educational Research Journal*, 51(6), 1195-1226. Doi: 10.3102/0002831214532515
- [79] Sauter, S., Murphy, L., Colligan, M., Swanson, N., Hurrell, J., Scharf, F., Sinclair, R., Grubb, P., Goldenhar, L., Alteran, T., Johnston, J., Hamilton, A., & Tisdale, J. (1999). *STRESS...At Work (99-101)*. Centers for Disease Control and Prevention. <https://www.cdc.gov/niosh/docs/99-101/default.html>.
- [80] Allen, R., Burgess, S. and Mayo, J. (2018). The teacher labor market, teacher turnover and disadvantaged schools: New evidence for England. *Education Economics*, 26(1), 4-23. doi: 10.1080/09645292.2017.1366425.
- [81] Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*, 24, 431-449.

- [82] National Center for Education Statistics. (2022). Price of Attending an Undergraduate Institution. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved July 20, 2022, from <https://nces.ed.gov/programs/coe/indicator/cua>.
- [83] Liss-Levinson, R. (2021, February). *K-12 Public School Employee Views on Finances, Employment Outlook, and Safety Concerns Due to COVID-19*. SLGE (Mission Square Research Institute). <https://slge.org/assets/uploads/2021/02/2021-slge-cv19-k12-report.pdf>
- [84] Merrimack College. (2022). 1st Annual Merrimack College Teacher Survey: 2022 Results. EdWeek Research Center. Retrieved July 20, 2022, from [https://fs24.formsite.com/edweek/images/WP-Merrimack\\_College-Todays\\_Teachers\\_Are\\_Deeply\\_Disillusioned\\_Survey\\_Data\\_Confirms.pdf](https://fs24.formsite.com/edweek/images/WP-Merrimack_College-Todays_Teachers_Are_Deeply_Disillusioned_Survey_Data_Confirms.pdf).
- [85] National Institute for Occupational Safety and Health (2013). Indoor environmental quality. Center for Disease Control and Prevention. Retrieved September 4, 2021, <https://www.cdc.gov/niosh/topics/indoorenv/default.html> from <https://www.cdc.gov/niosh/topics/indoorenv/default.html>
- [86] Boyette, C., Watson, M., and Vera, A. (2022, August 23). Teachers at Ohio’s largest school district vote to strike just before start of school year. CNN. Retrieved August 24, 2022 from <https://www.cnn.com/2022/08/22/us/ohio-school-district-strike/index.html>
- [87] Jordan, P.W. and Dimarco, B. (2022, October). Educators and ESSER: How pandemic spending is reshaping the teaching profession. FutureEd, Georgetown University. Retrieved October 15, 2022 from [future-ed.org/wp-content/uploads/2022/10/Educators-and-ESSER-How-Pandemic-Spending-is-Reshaping-the-Teaching-Profession.pdf](https://future-ed.org/wp-content/uploads/2022/10/Educators-and-ESSER-How-Pandemic-Spending-is-Reshaping-the-Teaching-Profession.pdf).
- [88] Callahan, N. & Houchins, M. (2017, January 14). 4 Loan Forgiveness Programs for Teachers. *U.S. Department of Education - Federal Student Aid*. <https://studentaid.gov/articles/teacher-loan-forgiveness-options/>
- [89] Will, M. (2021, October 6). Teachers may see student loans forgiven under new Ed. Dept. Changes. *EducationWeek*. <https://www.edweek.org/teaching-learning/teachers-may-see-student-loans-forgiven-under-new-ed-dept-changes/2021/10>
- [90] Aldeman, C. (2020, February 25). Teacher pension plans are getting riskier - and it could backfire on American Schools. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/02/25/teacher-pension-plans-are-getting-riskier-and-it-could-backfire-on-american-schools/>
- [91] The current status of employer health insurance coverage in the United States. (2021) Sara R. Collins, Ph.D. [https://www.finance.senate.gov/imo/media/doc/2021-10-18-Dr%20Sara%20Collins\\_SFC%20Testimony%20Coverage%20Hearing.pdf](https://www.finance.senate.gov/imo/media/doc/2021-10-18-Dr%20Sara%20Collins_SFC%20Testimony%20Coverage%20Hearing.pdf)
- [92] Creswell, J.W. and Poth, C.N. (2018) *Qualitative inquiry & research design: Choosing among five approaches*. (4th ed.). Thousand Oaks, CA: Sage.

- [93] Li-Sauerwine, S., Rebillot, K., Melamed, M., Addo, N., & Lin, M. (2020). A 2-Question Summative Score Correlates with the Maslach Burnout Inventory. *The western journal of emergency medicine*, 21(3), 610–617. <https://doi.org/10.5811/westjem.2020.2.45139>
- [94] Le Blanc, P.M. Hox, J.J., Schaufeli, W.B.; Taris, T.W.; & Peeters, M.C. (2007). Emotional Job Demands Scale. <http://dx.doi.org.proxy.wichita.edu/10.1037/t09009-000>
- [95] Wong, C.-S., & Law, K.S. (2002). Wong and Law emotional intelligence scale [Database record]. Retrieved from PSYCHTESTS. Doi: <https://dx.doi.org/10.1037/t07398-000>.
- [96] Diefendorff, J.M., Croyle, M.H. and Gosserand, R.H. 2005. The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66: 339–357.
- [97] Struyven, K & Vanthournout, G. (2014). Teachers' Motives for Leaving the Profession Measure [Database record]. Retrieved from PsycTESTS. Doi: <https://dx.doi.org/10.1037/t60039-000>.
- [98] Dodson, W.W. (2006). Real-world office management of ADHD in adults. *The Psychiatric Times*, 23(13), 67.
- [99] Mauseth, K. (2021) Burnout, compassion fatigue, moral injury and resilience in the context of COVID-19. [Webinar] Northwest Mental Health Technology Transfer Center Network. <https://mhhtcnetwork.org/centers/northwest-mhhtc/product/burnout-compassion-fatigue-moral-injury-and-resilience-context>
- [100] Burton, C.L. & Bonanno, G.A. (2016). Measuring ability to enhance and suppress emotional expression: The flexible regulation of emotional expression (FREE) scale. *Psychological Assessment*, 28(8), 929-941. <https://dx.doi.org/10.1037/pas0000231>

## APPENDIX

## APPENDIX

**Scales and measures used in study**A. Emotional job demands of teaching scale - EJDT

Items are scored on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

1. To perform my teaching well, I have to spend most of my time interacting with others (e.g., students, parents and colleagues).
2. To teach well, I have to be considerate and think from the point of view of my students and colleagues.
3. To teach well, I have to spend a lot of time on every student whom I taught.
4. I have to use my emotions and behaviors to create a reassuring climate for my students and their parents

B. The refined Wong-Law emotional intelligence scale – R-WLEIS

Items are rated on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

1. I have a good sense of why I have certain feelings most of the time.
2. I have a good understanding of my own emotions.
3. I really understand what I feel.
4. I always know whether or not I am happy.
5. I always know my friends' emotions from their behavior.
6. I have a good understanding of the emotions of people around me.
7. I always set goals for myself and then try my best to achieve them.
8. I always tell myself I am a competent person.
9. I am a self-motivated person.
10. I am able to control my temper and handle difficulties rationally.
11. I can always calm down quickly when I am very angry.
12. I have good control of my own emotions.

C. Teacher Emotional labor strategy scale - TELSS

Items are scored on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

*Surface acting*

1. I put on a show or performance when interacting with students or their parents.
2. I show feelings to students or their parents that are different from what I feel inside
3. I fake the emotions I show when dealing with students for their parents

4. I just pretend to have the emotions I need to display for my job
5. I put on a mask in order to display the emotions I need for the job
6. I put on an act in order to deal with students or their parents in an appropriate way

*Deep acting*

1. I try to actually experience the emotions that I'm showing to students or their parents.
2. I make an effort to actually feel the emotions that I need to display toward students or their parents.
3. I work hard to feel the emotions that I need to show students or their parents.
4. I work at developing the feelings inside of me that I need to show to students or their parents.

*Expression of naturally felt emotions*

1. The emotions I show students or their parents match what I spontaneously feel.
2. The emotions I show students or their parents come naturally.
3. The emotions I express to students or their parents are genuine

D. Teaching satisfaction scale - TSS

Items are scored on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

1. In most ways, being a teacher is close to my ideal.
2. My conditions of being a teacher are excellent.
3. I am satisfied with being a teacher.
4. So far, I have gotten the important things I want to be a teacher.
5. If I could choose my career over, I would change almost nothing.

E. Teachers motives for leaving the profession measure - TMLPM

The items are on a 5-point scale on whether the reason had NA not applicable (0), played a small part (1), considerable part (2), a large role (3), or a very significant role (4).

Arguments

I'm not teaching anymore because...

1. Job satisfaction and relation with pupils/students (12 items, Cronbach's alpha = .866)
  1. I experienced a little satisfaction in my job as a teacher.
  2. I didn't enjoy teaching much.
  3. Students were poorly motivated.
  4. Job contents fall short of expectations.
  5. Students' learning outcomes were insufficient.
  6. Students' progress in learning was minimal.
  7. I made a wrong study choice.
  8. I had difficulties with class management and discipline.

9. My expectations were disappointed.
10. I felt little enthusiasm for teaching.
11. I felt insecure in the classroom.
12. I was bullied by students.
2. School management and support (10 items, Cronbach's alpha = .873)
  1. I got little support from the school principal.
  2. I felt a little support from the school and from educational policy.
  3. I have had conflicts with the principal and/or colleagues.
  4. I had little contact with, and support from, colleagues.
  5. I experienced less autonomy compared to experienced colleagues.
  6. I often had to justify my actions in class to the principal or to colleagues.
  7. I was Given annoying tasks and/or difficult classes.
  8. I experienced little guidance and support as a beginning teacher.
  9. I felt little engaged in the schools' policy.
  10. I experienced little recognition and respect as a teacher.
3. Workload (6 items, Cronbach's alpha = .850)
  1. I had too much work out of school hours.
  2. I had too little time to adequately prepare lessons.
  3. Time pressures and stress in education are too high.
  4. too much administrative work is associated with the job.
  5. I could not handle the job.
  6. I was emotionally tired and burned out.
4. Future prospects (5 items, Cronbach's alpha = .868)
  1. It is difficult to get a long-term contract.
  2. There are few prospects for a permit position in teaching.
  3. There is too little demand for teachers and education.
  4. income is not guaranteed.
  5. My contract was not alone.
5. Relations with parents (3 items, Cronbach's alpha = .882)
  1. I experienced difficulties with parents.
  2. I also had to justify my actions in class to parents
  3. I got little support from parents

#### F. 2-question summative score – 2QSS

These will continue to utilize the 5-point Likert scale from strongly disagree (1) to strongly agree (5). (EE1 - the first question in the Emotional Exhaustion category) (DP1 - the first question in the Depersonalization category).

I feel burned out from my work

I have become more callous toward people since I took this job

## Qualtrics Survey

Q4 Please indicate the extent to which you agree with the following statements from strongly disagree (1) to strongly agree (5). There are no correct or incorrect responses.

1. To perform my teaching well, I have to spend most of my time interacting with others (e.g., students, parents and colleagues).
2. To teach well, I have to be considerate and think from the point of view of my students and colleagues.
3. I have to use my emotions and behaviors to create a reassuring climate for my students and their parents.
4. I have a good sense of why I have certain feelings most of the time and a good understanding of my own emotions.
5. I have a good understanding of the emotions of people around me.
6. I always set goals for myself and then try my best to achieve them.
7. I always tell myself I am a competent person.
8. I am a self-motivated person
9. I am able to control my temper (calm down quickly) and handle difficulties rationally (control my emotions).
10. I put on a show or performance when interacting with students or their parents
11. I show feelings to students for their parents that are different from what I feel inside.
12. I fake the emotions (put on an act) I show when dealing with students or their parents in order to be appropriate.
13. I pretend (put on a mask) in order to have the emotions I need to display for my job.

14. I make an effort to actually feel the emotions that I need to display toward students or their parents.
15. I work hard to feel the emotions that I need to show students or their parents.
16. I work at developing the feelings inside of me that I need to show students or their parents.
17. The emotions I show parents or their students or their parents are genuine and come naturally.
18. In most ways being a teacher is close to my ideal.
19. The conditions where I teach are excellent.
20. I am satisfied with being a teacher.
21. So far, I have gotten the important things I want in being a teacher.
22. If I could choose my career over, I would change almost nothing.
23. I feel burned out from my work.
24. I have become more callous towards people since I took this job or over the past few years.

Q2 Please indicate the extent to which you agree with the following statements in regards to why you are not teaching or would consider not teaching from N/A - not applicable (0), played a small part (1), considerable part (2), a large role (3), or a very significant role (4). There are no incorrect or incorrect responses

1. I experienced a little satisfaction in my job as a teacher.
2. I don't/didn't enjoy teaching much.
3. Students are/were poorly motivated.
4. Job contents fall short of expectations.

5. Students' learning outcomes are/were insufficient.
6. Students' progress in learning is/was minimal.
7. I made a wrong choice and my studies.
8. I have/had difficulties with classroom management and discipline.
9. My expectations are/were disappointed.
10. I feel/felt little enthusiasm for teaching.
11. I feel/felt insecure in the classroom.
12. I am/was bullied by students.
13. I receive(d) little support from the school principal.
14. I feel/felt little support from the school and from educational policy.
15. I have/had conflicts with the principal and/or colleagues.
16. I have had little contact with, and support from, colleagues.
17. I experience(d) less autonomy compared to experienced colleagues.
18. I often have/had to justify my actions in class to the principal or to colleagues.
19. I am/was given annoying tasks and/or difficult classes.
20. I experience(d) little guidance and support as a beginning teacher.
21. I feel/felt little engagement in the school policy.
22. I experience(d) little recognition and respect as a teacher.
23. I have/had too much work out of school hours.
24. I have/had too little time to adequately prepare lessons.
25. Time pressures and stress in education are too high.
26. Too much administrative work is associated with the job.
27. I can/could not handle the job.

28. I am/was emotionally tired and burned out.
29. It is difficult to get a long-term contract.
30. There are few prospects for a permanent position in teaching.
31. There is too little demand for teachers and education.
32. Sufficient income is not guaranteed.
33. My contract was not renewed.
34. I experience(d) difficulties with parents.
35. I have/had to justify my actions in class to parents.
36. I receive(d) little support from parents.

## Open-ended Question Comments

1. I left for several reasons including but not limited to insufficient pay, emotional exhaustion and trauma, mistreated by parents, mistreated by students, undervalued by society, lack of safety
2. This survey is too long
3. My main issue is the lack of parents able to parent their kids so those behaviors and life problems are taking over the learning.
4. The issue I see with teaching is that teachers are always seen as the solution to every problem, but to be the solution we are asked to constantly go above and beyond our normal duties, sacrifice, be willing to be thrown under the bus, and have our precious time taken minute by minute with very little genuine support or respect. It does not feel that we have the power to make much meaningful change because we are too busy juggling fifteen other tasks, adjusting to the needs of the district and administration, and trying to give ourselves the time to rest to be able to accomplish all of this.
5. I spend on average two or three hours preparing lessons, grading papers, or filling out paperwork past my duty day. There aren't too many jobs that you would be unpaid for hours of work everyday. To fix the teacher shortage, busy work tasks need to be eliminated, salaries increased significantly, and our nation needs to address the apathy many students and even parents feel toward education. Thank you for researching this topic. Changes need to be made and that shouldn't include putting untrained and unprepared subs or emergency teachers in classrooms. We need to actually address the problem. Significant salary increases would help
6. I teach low-incidence special education in a self-contained setting. I have been physically abused by students to the point of having 2 teeth punched out last year. Rather than help assess the environment and make sufficient changes, I was given a football blocking pad to hold when fists or chairs are flying. I also serve the most medically fragile students in the district. After losing a student on Christmas morning last year, the mental state in the classroom just hasn't been the same. The physical and emotional toll is not worth the compensation.
7. More and more mandates, changes in job expectations, and increased numbers of students and classes compiled with less time to prepare for increased workload. In addition, even with pay increases, rising healthcare costs leaves me with a decrease in income each year.

8. I haven't had a planning period for years, starting year eight! This is not by choice, just in case you were wondering 🙄
9. At the end of the day, teachers are not valued or respected as professionals. The expectations and demands however, remain at a professional level. If COVID taught us anything it's that schools exist to feed and provide childcare services. Beyond that, we are not needed.
10. Teaching is constantly under scrutiny and emotionally draining. They pay stinks and I have very little free time during the school year. Often the pros just pale in comparison to the cons
11. When looking at this, you may also want to examine how teachers working within special programs (AVID, Advanced Placement, International Baccalaureate) feel better or less supported than other teachers, as well as how well they feel they are allowed to support the special curriculum by admins. I was undermined by admins at several major turns because I needed to support my program... but it wasn't in line with local/building-level expectations
12. Dealing with behavior is a huge problem. School hasn't changed much since the 1700's. One woman, 25 kids and a chalkboard. Yet student behavior is completely different. Teachers are held to this ridiculous standard if Johnny is 2 years behind, we are somehow supposed to meet him where he is and magically fill his learning gaps all the while meeting the needs of every other special blossom, tending to their special needs and documenting it all so their parents know what we are doing....it is literally ridiculous. Kids can sit there saying fuck you, teach me. And it is the teacher's problem??
13. 1. I have never met a Kansas teacher who actually received money for the teacher forgiveness loan program even though everyone in the area I live in (very rural) qualifies. 2. I struggled very hard with returning to the classroom this year. My struggles came down to this: I love my actual job and I love what I am supposed to be in the room doing. It is exhausting, I do have to put on the mask, I do have to spend most of myself at my job. None of that is the problem. The problem is student apathy and parents who have no touch with reality in regards to expectations for their children's needs. That is the part that will break me.

14. I find the total lack of autonomy to be extremely dissatisfying. They SAY we are autonomous but then micromanage every aspect of our careers. I also find the egregious quantities of time wasted in inservice, professional developments, collaborative learning communities to be at complete odds with my job. We jump through the same hoops year after year after year... Why did I waste my time and money getting a degree and my teaching certification if you were just going to “broken record me” and have me doing the same training over and over and over again year after year. We are expected to differentiate our instructing, but not when it comes to education for us.

15. None of these topics begin to touch the underlying issues that are baked into policy as a result of the GOP's war on education. Try a bottom up, emicized perspective.

16. I feel that students and parents are not made accountable for behaviors and that our options as teachers for handling those behaviors are close to non-existent. I feel that administrators often are disconnected from their staff and are unlikely to talk to their staff to rebuild those connections. I feel like there is an “Us vs Them” mentality between educators and administrators and the BOE. There is very little unification in the profession.

17. The issues with education are top down. There are too many people who no longer teach making decisions for teachers. Administration doesn't trust teachers to do our jobs without micromanaging. There are far too many curriculum changes—likely with kickbacks from curriculum companies instead of what's best for kids.

18. I feel last year was a totally different year when students came back.

19. A lot of the problem lies outside of the building(s). District and legislative decision makers are too far removed from the classroom to make some of the decisions they make.

20. I love my job so much but teaching during COVID made me want to quit. Also, teaching with an unsupportive or hostile admin made me want to quit. Having to work concessions all year for minimum wage on top of my other extra duty contracts burned me out, plus I had no support for increasingly disrespectful, dysregulated, and out of control students.

21. I love my career choice and see it as a calling. I thank my Creator every day that I get to go to work rather than have to.

22. I would like it to be noted that my school seems to be an anomaly among other schools in the nation, and even in my district. We have fantastic staff culture and support from administration. Parents generally do not criticize what we do as teachers. My principal suspects he has ADHD and highly values my neurodivergent brain. He tells me often that other teachers hear about all the things I think about and handle at once during a lesson and say it feels impossible to think that much that fast. I simply attribute it to my hyperactive brain that hyper focuses on my kids. Many teachers are not as fortunate as I am to be in an environment that sees their strengths instead of coming down on them. I'm HIGHLY disorganized and am constantly losing papers and missing deadlines, but my principal chooses to see past that and acknowledge my strengths. I would also like it to be noted that my response on "feels little support from the school" is strictly referring to school policy, which for us is handed down by the district.

23. I have not quit teaching, but the reasons I gave above are why I have considered doing so. Also, please consider using the word "white" instead of Caucasian in your survey. The word Caucasian has racist origins and is about a place where white people don't originate. It is outdated.

24. In terms of what would make me leave teaching, definitely the workload and the amount of hours I spend at school for a typical workday, then working Saturday mornings and sometimes big chunks of weekends as the work needs doing. The pace of teaching is very intense and that would be a large factor too.

25. A major part for me was lack of respect for my time and time needed off because "you get the whole summer"

26. #1 problem in education is lack of consequences & discipline. It is a microcosm of our society. It's never anyone's fault & children have no consequences. This escalates the entire class, and makes learning very challenging. Compounding that is that the expectation is even higher for teachers. There is more and more paperwork and accountability while simultaneously not giving us support for these behavioral problems. Lack of consequences and behavioral problems are the number one problem in education right now

27. I only retired when I got cancer. My experiences at Fort Leavenworth were atypical because it was such a superior school district.

28. Climate of the times and respect for the position in society. Lack of funding to appropriately support me. Doing my job.

29. District mandates, scope and sequence, the "art" of teaching is now color by number

30. I love teaching. When the time comes that I no longer love teaching, it will be time to retire. However, the marketplace has changed. Other businesses have increased their salaries significantly and teacher pay is no longer keeping up. Teaching is one of the lowest paying careers that require a college education. Plus, you are required to continue taking classes which you have to pay for yourself. Regardless of the fact we are public employees, schools are going to need to offer competitive (with market standards) salaries, hiring bonuses, incentives, etc., to attract and keep highly qualified teachers. Society needs to value the education of children.

31. In doing some reflecting while completing this survey, I feel like some things aren't made clear by my answer options. Overall, I do love my job. While I do have the occasional student that requires a little more work to love, I generally have great kids that I feel love me as much as I love them. I am crazy about my content and that also makes my job fun. For my work conditions— my classroom is very tiny and does not support 2022 technology usage (very few outlets). My classes are oversized and don't fit in my room. I feel my principals that do my observations that go towards my licensure don't know my standards or my content. They give a lot of lip service which is extremely frustrating. Overall, I think I feel comfortable in saying that my problem with my job is the adults— the adults cause all my qualms with my job.

32. The questions on part two are difficult to respond to. I will be teaching until I retire, so any response I gave was thoughtfully provided as if I were to think about leaving or reasons I would leave and degree of severity I would state for the reasons of my departure. For example, if my contract was not renewed or if I had to continually justify my actions to others, maybe that is a sign that teaching is not for me and I should find a different job. Many of the other statements I have experienced such as little support (or perceived little support) from parents, peers, and administration, difficulty with classroom management, long working hours, administrative tasks, etc. are all to be expected and I got out of it what I put in. Some days I work more efficiently and others feels like I'm on a hamster wheel. Every day is new.

33. Job satisfaction (in my experience) has had everything to do with adults. I have taught at multiple schools/districts. I almost left teaching completely after one district where one parent was basically not happy, went to the board, and convinced them (with no evidence) to not renew my contract - despite principal support and other parents' support. My current position is MUCH better...but it's also a private independent school.

34. I feel that teachers are valued but not supported. Much like a doctor's diagnosis, teachers' opinions are left to interpretation and often overlooked. Support between teacher, student and parent is growing increasingly difficult with the times. Admin are also growing increasingly interested in their salary and visual appeal in the district rather than seeking healthy relationships within the building they oversee. As a result, teachers may become jaded and seek pay instead of more intrinsic insensitive

35. I taught first high school and then college. My answers might have been different for why I left each- mostly no support, emotional burnout for high school and in college financial instability of the institution, and kids who didn't want to be there were the drivers.

36. I am a professor and do not deal with parents. I specifically chose this level of education because I do not want parents to have a role in my profession.

37. I taught international baccalaureate biology for the last 22 years before I retired. Thus, the previous section had no relevance as I had a dream job.

38. Good admin makes a good school!

39. The level of hypocrisy at the administration level has evolved into a system of “animal farm”: all are equal, but some more equal than others. The staff that are supported get all extra incentives and rewards, while the rest receive ignoring or extra scrutiny.

40. There are plenty of qualified teachers that were good at their jobs but left for political reasons. They don't pay us enough and society has zero respect for us. Fix those and potentially those excellent teachers will come back.

41. I never even made it to my first year. Maybe covid played a role, maybe it didn't, but I didn't feel like a person while I was teaching. I only felt like a teacher, this alternate entity that's supposed to suppress any personality that doesn't mesh with the students.

42. I have a strange position of being a theatre person who wanted to teach. But the demand for specifically theatre teachers in my area is LOW at best. That being said. My education experience was... poor. My time student teaching was nice, but the reality is, teachers are paid too little to handle the amount of jobs they are asked to do and for their classroom sizes

43. Administration needs to set better boundaries for student's behavior and get students into a different environment if they disrupt the learning of other students on a regular basis.

44. Pearson is destroying established virtual schools. They state my school has too many teachers and if a teacher left, they do not fill in the role. Teacher:Student ratio is 1:65. Pearson is for profit and cannot give staff raises, yet if you work for them, you can earn a huge salary. Pearson constantly changes their support staff who meet us at the start of year introducing themselves and we never (have further) contact with them. Special Education teachers are given caseloads averaging 55 per teacher if not higher. I had higher last year. Pearson creates ridiculous tasks that take away our planning time and interaction with students to help them be successful. Plus, how insulting is it to hear someone ask you "What is your why?" Don't gaslight me and ask such a ridiculous question. I have 55 on my caseload but end up working with 180 special needs students. Education is getting too controlled with government and companies who are taking away what teachers need to be doing is teaching their students in the way they need and what they need. They know their students. They don't need someone with no clue stepping in saying they need to stop meeting the needs of the students and teach a school wide goal that has nothing to do with the class needs. I'll pause here because there's just too much more that frustrates me with politics and policies made by people not in the trenches. Best of luck with your survey.

45. Work-life balance was the real deal breaker.

46. I don't feel my opinions and education are respected, especially by administration. I have had issues with Administration that went unresolved and hurt my reputation as an educator.

47. Covid is an issue. If I did not get a virtual teaching job, I would be unable to continue teaching.

48. The biggest issue for me is the culture that believes that school is useless/ daycare/ or that it is too tough for their kid. Buckle up for the ride and push yourself.

49. Some items did not have responses which were relevant to the questions in the first half.

50. I am retiring at the end of this school year. I truly would probably only stay only because I could not economically afford to change careers at my age. Teaching has become a very denigrated career. There is so much demand and pressure on teachers with very little time nor Grace given, even though we are expected to give grace to administration parents and students. This last year was the most stressful year I have ever had. I have lost my love and passion for teaching. I still love by students but I don't have anything more to give to all the bureaucracy

51. I have loved teaching. This will be my 44th year in the classroom and it has been a wonderful career.

52. Teachers are not allowed to be disappointed or complain at all. We are expected to not only be "on" all day in our rooms, but also to fake smiles and happiness. No negativity allowed.

53. Parents hostility towards teacher seems to have increased

54. Too little pay for teachers. BOE with agendas that are not kid centered. Teachers went from Hero's during covid to evil indoctrinators.

## Responses to Open-Ended Question

Repeated themes in responses are recorded below. There were 59 total responses, however seven were discarded as no themes were present. There were two themes excluded on this chart, due to only receiving one comment.

Pay	Emotional Exhaustion	Lack of respect Parents	Lack of respect Students or behavior	Lack of respect Society	Lack of support Admin	Lack of time /too much paperwork	Class size	Positive response
1	1	1	1	1	4	5	7	21
5	6	3	6	4	6	7	31	22
6	10	9	9	7	7	8	42	27
7	13	12	12	9	8	10	58	37
8	20	13	13	10	9	12		38
10	35	16	16	12	11	14		51
13	41	32	26	14	12	24		
14	50	33	32	15	14	25		
20	52	36	43	16	16	26		
24		50	50	17	17	32		
28		53	55	19	19	42		
30		55		25	20	44		
34				28	26	50		
35				30	28			
40				32	31			
42				40	32			
44				44	34			
50				46	39			

Pay	Emotional Exhaustion	Lack of respect Parents	Lack of respect Students or behavior	Lack of respect Society	Lack of support Admin	Lack of time/too much paper work	Class size	Positive response
55				54	44			
57					46			
					50			
					54			
					55			