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The Impact of Perceived Administrative Support on Teacher Burnout

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THE IMPACT OF PERCEIVED ADMINISTRATIVE SUPPORT ON TEACHER BURNOUT

By

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THE IMPACT OF PERCEIVED ADMINISTRATIVE SUPPORT ON TEACHER BURNOUT

By

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ABSTRACT

Teachers are crucial to many facets of life (Güneyli, 2012). Due to current occupational requirements and emotional demands, many educational professionals experience burnout (Roethler, 2021). Burnout occurs when daily occupational challenges overpower one's ability to maintain a healthy emotional state and meet professional demands (Roethler, 2021). Previous studies have been conducted on the levels of teacher stress and burnout (Agyapong et al., 2022; Chang, 2009; Lindqvist et al., 2021; Skaalvik & Skaalvik, 2021), while few studies explored the impact of administrative support and its contribution to burnout within the teacher population (Howard et al., 2017; Jacob, 2007; McCray-Davis, 2022; Tickle et al., 2011). Therefore, this dissertation's purpose was to create and pilot a measure of perceived administrative support to analyze the stress and burnout levels of K-12 teachers. It was hypothesized that teachers with higher levels of perceived support would report lower levels of stress and burnout; however, this was not the case. The study was released in two phases: Phase 1 was the determination of the psychometric properties of the Perceived Administrative Support Scale (PASS) and the piloting of the scale. Phase 2 used the piloted measure to compare reported levels of stress and burnout experienced by teachers.

The study's first phase included a pilot study with an exploratory factor analysis on the Perceived Administrative Support Scale (PASS), which received 207 total responses. After applying the inclusion and exclusion criteria, the sample was N=133.

Statistical analysis of those variables yielded significant findings for 21 items related to their four factors (Culture, Climate, Public Support, Adequate Preparation, Relational Trust, and Mentorship). It was also determined that the PASS held a strong internal consistency amongst factors ranging from 0.78-0.85 and a strong scale consistency of 0.92. The study's second phase was the moderation analysis, which included the previously piloted and revised Perceived Administrative Support Scale, Teacher Burnout Scale (Seidman & Zager, 1987), and Teacher Stress Inventory (Fimian, 1988), which yielded 148 total responses. After applying the inclusion and exclusion criteria, the sample was N=120. To answer our first research question: What percentage of teachers experience high levels of burnout? Participants who reported burnout levels above 3.58 were considered high levels of burnout, determined through interquartile ranks and demographic information. It was found that many teachers within our sample experienced burnout. To answer our second research question: What is the relationship between stress and burnout in teachers K-12? A regression analysis with perceived administrative support and stress as the predictors, with levels of teacher burnout as the dependent variable. Overall, the results showed that the utility of the predictive model was significant. However, further examination of the predictors yielded non-significant results for perceived administrative support related to teacher burnout.

Moreover, this indicates that perceived administrative support does not significantly affect teacher burnout. However, teacher stress did yield significant findings, indicating that teacher stress plays a significant role in teacher burnout. The

final question this dissertation sought to answer was: Does administrative support moderate the relationship between stress and burnout? A moderation analysis was run and determined that perceived administrative support did not successfully moderate teacher burnout levels.

Keywords: Administration, teachers, stress, anxiety, burnout

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CHAPTER I:

Introduction

According to the National Center for Education Services (2019), a teacher was defined as a professional responsible for the instruction grades Pre-Kindergarten through 12th grade. There were two levels of teachers within public education: primary (PK-6th grade) and secondary (7-12th grade; NCES, 2019). Teachers were expected to adapt state-mandated curricula to various learning styles, manage shifting education policies, attend to students with special needs, and juggle administrative work (Dicke et al., 2015). In addition to administrative duties, teachers often witnessed and attended to students' social deficits in an educational setting, leaving teachers responsible for providing academic and psychological support (Hughes & Kwok, 2006; Taxer et al., 2019). Teachers were often faced with occupational and emotional requirements, which resulted in elevated levels of burnout (Roethler, 2021). Burnout occurs when daily occupational challenges overpower one's ability to maintain a healthy emotional state and meet professional demands (Roethler, 2021). Baeriswyl et al. (2021) found that burnout's core component consists of emotional exhaustion, and this exhaustion was one of the most common indicators of poor mental health within the workplace.

The teaching profession was associated with high-stress levels due to work-related duties and expectations (Johnson et al., 2005; Yang et al., 2009). Weng (2004) found that the stress experienced by teachers can be caused by many factors, such as

personality differences among colleagues, district organization, job requirements, and the educator's background. In a study conducted by Wang et al. (2022), low levels of job satisfaction were related to high classroom demands and low salaries. This incongruence was the case with many public districts with little funding but increased expectations of students and staff (Wang et al., 2022). In a study by Greenglass and Burke (2003), teachers reported the following stressors when working in public education: administrative demands, work overload, student discipline and misconduct, lack of praise from administration, coworker strain, and parental communication. The researchers found that even teachers who gained high satisfaction from teaching faced reduced satisfaction when not adequately supported by those within the school system. Further, Van Droogenbroeck et al. (2014) found that when educators felt lower levels of accomplishment within their profession, this resulted in higher levels of emotional exhaustion. Elevated levels of emotional exhaustion were a core component of burnout among educators (Baeriswyl et al., 2021).

Hydon et al. (2015) indicated that teachers were often expected to manage students' growing behavioral and emotional challenges; little attention was paid to teachers' emotions. For example, Saloviita and Pakarinen (2021) found that teachers who did not feel their emotional needs were being met or adequately supported were likelier to burn out and leave the profession. The authors emphasized how this cycle contributed to the number of teachers leaving the field and, in turn, the difficulty finding qualified professionals to take their place. Liu & Wang (2000) conducted a study on teacher

burnout in primary and secondary teachers. Through a correlational analysis, they analyzed mental health related to teacher burnout in primary and secondary teachers. It was noted that the core component of burnout teachers experienced was emotional exhaustion related to anxiety, depression, and paranoia associated with administrative oversight. Liu and Wang (2000) found that poor administrative support contributed to teacher burnout and mental health problems. A few additional studies (e.g., Howard et al., 2017; Jacob, 2007; McCray-Davis, 2022; Tickle et al., 2011) have investigated the link between stress, teacher burnout, and levels of administrative support. Further, there appeared to be a need for sufficient research on the directionality of administrative support on levels of teacher burnout. Due to insufficient research, further empirical exploration is needed to determine whether teacher burnout and stress could be eased through increased administrative support (Tickle et al., 2011).

Purpose

The need for teachers within public education grew as many left the field (Torpey, 2018). Due to occupational demands (Dicke et al., 2015; Fernet et al., 2012; Fernet et al., 2014; Harmsen et al., 2018; Jacob, 2007) and emotional stressors (Chang, 2009; Richter et al., 2021; Skaalvik & Skaalvik, 2021; Saloviita & Pakarinen, 2021), teachers are leaving the field at an alarming rate (Torpey, 2018). Many studies as they relate to teacher burnout are conducted out of the United States (Agyapong et al., 2022; Chang, 2009; Klussmann et al., 2016; Pei & Guoli, 2007; Saloviita & Pakarinen 2021; Yang et al., 2009; Zheng et al., 2020). The current study will add to the existing literature by

investigating the levels of burnout in the teaching profession and further exploring how administrative support impacts those levels. While there have been previous studies focusing on the levels of burnout and the influencing factors (Agyapong et al., 2022; Chang, 2009; Lindqvist et al., 2021; Skaalvik & Skaalvik, 2021), this is one of the few studies that will directly explore the impact of administrative support and its contribution to burnout within the teacher population. The following research questions will be examined:

1. What percentage of teachers experience high levels of burnout?
2. What is the relationship between stress and burnout in teachers K-12?
3. Does administrative support moderate the relationship between stress and burnout?

CHAPTER II:

Literature Review

Teaching

Teaching was defined as an interaction between a learner and an educator (Churchill et al., 2019, p. 32). MacBeath (2012) and Schutz et al. (2001) have noted different responses as the primary goal of teaching. For example, Schutz et al. (2001) stated that the goal of teaching was to positively influence students' thoughts and help guide them when interpreting how they view the world. Conversely, MacBeath (2012) stated that teaching's main goal was to help students develop. While both Schultz et al. (2001) and Macbeth (2012) posed different goals, both researchers agreed that a good teacher fosters an environment where students gain skills and fundamental knowledge of concepts and interact with society.

Establishment of Teaching as a Profession

According to Lieberman (1958), the establishment of a profession is marked by seven key characteristics: the provision of a fundamental social service, autonomy for both independent and group practitioners, specialized academic techniques, prolonged individualized training, a sense of personal responsibility, service, and a self-governing body. These characteristics are not just a checklist, but they embody the professionalism and dedication that teaching as a profession demands. A profession is publicly recognized only when these seven characteristics are met (Lieberman, 1958). In the post-industrial

age, the need for educated individuals in the workplace rose, and thus the education required for teaching was extended (Hoyle, 2001). At this time, teachers were granted autonomy within the classroom but were still loosely required to follow a school structure. As demands increased in the classroom, teacher organizations formed and increased influence on government education policies. Following this, education gained popularity in the United States as a profession.

Teacher Demographics

According to the National Center for Education Statistics (NCES, 2021), there were 3.3 million public school teachers in the United States. Among the 3.3 million teachers, 509,2000 were private school teachers, and 205,600 were public charter schoolteachers. Eighty-five percent of private school teachers were White, 3% were Black, 7% were Hispanic, and 3% were Asian. In public schools, 80% of teachers were White compared to 7% Black, 9% Hispanic, and 2% Asian. Regarding demographic data for public charter schoolteachers, 68% were White, 10% were Black, 16% were Hispanic, and 3% were Asian. The national percentages of teachers identified as Pacific Islander, American Indian/Alaska Native, or two or more races resulted in 2% or less being educators across all three types of schools. More private school teachers were male (26%) than public school teachers (24%). The NCES (2021) also explored teacher's ages. Data indicated that teachers over 60 worked primarily in private schools (15%), compared to the 8% who worked in public schools and 6% who worked in public charter schools. Private and public schools had fewer employees under 40 than public charter schools. For

example, for teachers under 30, data indicated that 14% were public school teachers, 16% were private school teachers, and 24% worked in a public charter school (NCES, 2021).

The NCES (2021) collected data on the number of teachers who had completed a specialist degree, such as a master's, doctorate, or education specialist degree. Results indicated that a higher percentage of those with a specialist degree were found in public schools (59%) when compared to private (48%) and public charter schools (46%). When examining the number of teachers who possessed a bachelor's degree, 39% worked in public schools, 42% worked in private schools, and 50% of teachers with a bachelor's degree worked in public charter schools. Teachers with less than a bachelor's degree (possessing a high school diploma, associate degree, or certification) comprised 3% of public-school teachers and 10% of private school teachers. This data did not include pre-kindergarten (NCES, 2021).

According to the NCES (2019), job requirements vary across states. For example, elementary or primary teachers must teach all general education subjects. Those subjects included English, math, science, social studies, special education, physical education (PE), and electives such as art and music. Secondary education includes junior high and high school, focusing on the same core subjects but integrating foreign language subjects with increased emphasis on vocational and technical courses (NCES, 2019). When demographic data was examined, primary and secondary education level student-teacher ratios were emphasized to understand teacher job requirements better (McFarland et al., 2019). NCES (2019) indicated that, on average, there was one teacher per classroom.

However, additional support was seen across all settings and varied by state depending on the needs of those in the classroom and the resources available to the districts. Taie and Goldring (2020) found that student-to-teacher ratios varied depending on the level of education. For example, in primary schools, on average, there were 26 students per classroom to one teacher. In secondary classrooms, the number ranged from 23-25 students per class to one teacher and 19 students per class when grades were combined. Taie and Goldring (2020) noted that support directly impacted the teacher's requirements.

Teacher Burnout Statistics

When teachers left the profession, it became a concern to public education. Research in the mid-2000s indicated that understaffing had already become a concern to public education (Jacob, 2007). Jacob (2007) noted that staffing shortages appeared more often in urban areas than in their suburban counterparts. Research conducted by Rich (2015) indicated that understaffing is generalized to all areas of education despite geographic location. The difficulties faced by urban schools when hiring effective teachers were rooted in a lack of qualified teachers willing to work in those districts (Jacob, 2007). Jacob (2007) found that schools that primarily served underprivileged and minority populations faced higher rates of teacher turnover and fewer applicants for vacant teacher positions than other districts. The teacher shortage has affected all areas of education, but it has had the most significant impact on the areas that service special

populations. Those areas included special education teachers and paraprofessionals (Rich, 2015).

Building on research conducted by Jacob (2007), the effect of teacher burnout on retention rates was further investigated by Goldring et al. (2014), Harmsen et al. (2018), and Rich (2015). Data was collected from Current Teacher and Former Teacher Data Files during the 2012–13 school year. The data was then compared to a sample containing 5,800 public school teachers and 1,200 private school teachers through the Teacher Follow-up Survey (TFS). The TFS was a nationally representative sample survey of public and private school K–12 teachers who participated in the previous year's Schools and Staffing Survey (SASS) provided through the Nation Center for Education Statistics (NCES, 2019). Goldring et al. (2014) hypothesized rising levels of teacher turnover and high rates of teachers leaving the field entirely. Goldring et al. (2014) reported that teacher turnover rates were nearly 16%. This research noted that 8% of those teachers left the profession entirely. Using data collected within the study, Goldring et al. (2014) found that once educators had left the profession, they reported higher levels of satisfaction regarding workload and better working positions within their new field. Rich (2015) noted that not enough professionals were entering the field to account for those leaving, further perpetuating the shortage, and leaving teachers to account for those responsibilities.

According to projections from the Bureau of Labor and Statistics (Torpey, 2018) from 2016 to 2026, more than 270,000 teachers are expected to leave their occupation

each year. With the increasing number of teachers exiting the profession, the question of who would fill these positions remains (Torpey, 2018). While some of these departures were attributed to retirement, Torpey (2018) classified more than half of them as "occupational transfers." According to Torpey (2018), elementary education teachers had the highest transfer percentage. This statistic equated to hundreds of thousands of teachers leaving their educational careers and transferring to another field.

Causes of Burnout

A multitude of factors contributed to teacher burnout, such as poor funding (Jacob, 2007; Fernet et al., 2012), emotional demands expected of teachers (Baeriswyl et al., 2021; Chang, 2009; Richter et al., 2021; Skaalvik & Skaalvik, 2021; Saloviita & Pakarinen, 2021) and inadequate preparation (Dicke et al., 2015; Fernet et al., 2012; Fernet et al., 2014; Harmsen et al., 2018). Baeriswyl et al. (2021) asserted that additional research should be conducted to see how these factors contribute to overall mental health and explore ways to prevent teacher attrition.

Poor Funding

Due to budget restraints, teachers were often forced to teach with insufficient books and supplies while maintaining the responsibility of managing high teacher-to-student ratios (Fernet et al., 2012). In a study conducted by Fernet et al. (2012), the psychological health of teachers was measured using the Passion Scale (Vallerand et al., 2003), the Job Content Questionnaire (JCQ; Karasek, 1998), and the MBI (Maslach et al., 1997). Fernet et al. (2012) found that being unable to educate students effectively left

teachers feeling hopeless and ill-equipped to meet students' needs and achievement gaps. The researchers advocated for increased school funding and better management of school budgets, which they contended would result in teachers feeling more supported and reignite the passion of those who entered the field.

Research conducted by Pittman (2015) investigated teacher retention rates in underfunded, sparsely populated areas in South Dakota. This research study compared 28 rural South Dakota school districts that received sparsity funding to South Dakota school districts that did not receive sparsity funding. Sparsity funding provided teachers with the necessary curriculum, classroom supplies, and support. This study consisted of 56 superintendents and 560 teachers in a rural school district within the 56 selected districts. Results indicated that teachers from sparsely populated schools with lower funding displayed major concerns compared to their more populated, sufficiently funded counterparts. This research indicated a direct congruence between the amount of funding and the effect on teacher retention rates. It was also noted that geographic location played a significant role in determining the amount of funding and teacher retention rates.

Pittman (2015) suggested that the areas in less desirable geographic locations may have to offer increased salaries and support to mitigate factors leading to teacher departure. In an earlier study by Lee (2001), teacher stress was analyzed through the Teacher Stress Inventory (TSI; Fimian, 1988) regarding funding, resources, and other environmental factors. Results indicated that funding and lack of available resources were the primary predictors of teacher stress at the primary and secondary levels. For example,

high-stress levels, increased frustration, and burnout ensued if a teacher was expected to provide grade-appropriate education to students but was not given the proper supplies or resources to fulfill this expectation (Lee, 2001).

Emotional Demands

In addition to educating students, teachers were often expected to care for and meet the emotional needs of students in their classrooms (Baeriswyl et al., 2021; Tuxford & Bradley, 2015), resulting in teachers feeling overwhelmed and stressed (Skaalvik & Skaalvik, 2021). According to Richter et al. (2021), teachers must consider additional factors when examining the emotional needs of typical students. One of those factors indicated how teachers frequently find themselves supporting students who have experienced trauma. Further, educators often were noted as one of the first people to recognize if a student is experiencing abuse and expected to respond (Skaalvik & Skaalvik, 2021). Due to this duty to respond, teachers were considered mandated reporters, which required reporting any suspicions of abuse to the appropriate authorities and organizations (Skaalvik & Skaalvik, 2021). It was because of those interactions that teachers often experienced emotional exhaustion. For example, in a review of the literature conducted by Chang (2009), it was found that secondary trauma resulted when helping students through difficult times, and few occupations can compare to the emotional strain placed on teachers. Saloviita and Pakarinen (2021) indicated that to combat the emotional demands teachers face, education leaders must provide teachers with the tools to endure the weight of the emotional demands of their role.

A literature review conducted by Cui (2022) determined that teachers in the United States face unique demands that directly impact their occupational well-being. Cui (2022) found that emotional exhaustion and fatigue caused by occupational encounters directly impact teacher's emotional well-being. Further, it was specified that high-value teacher-student relationships have proven to be a valuable tool for reducing teacher's emotional exhaustion. It was noted that enhancing the quantity of enthusiasm teachers feel when performing occupational duties lessened the amount of exhaustion (Cui, 2022).

Stress

Stress was another notable factor for burnout in the teaching profession (Kyriacou, 2001). The Diagnostic and Statistical Manual of Mental Disorders (2013, p. 265) defines *stress* as the response or pattern of responses to stimuli within the environment that affects one's ability to cope with said stimuli. This stress depended on job requirements, support, demands, and expectations within the teacher roles (Kyriacou, 2001). A research study by Krantz-Kent (2008) indicated that when looking at increased stress levels in teachers, it was essential to consider the workload. This study found that a teacher's workday did not end when they clock out of work. Krantz-Kent (2008) indicated that teachers were likelier to complete work from home than other full-time professionals. Data was used from the American Time Use Survey (ATUS) during the years 2003-2006; full-time teachers 50 years of age and above was compared to teachers 20 years of age. The number of hours worked by teachers 50 and above was compared to teachers in their twenties. Data indicated that teachers 50 and above worked 6.7 hours

more when compared to teachers in their twenties. The data was then compared to those in their thirties, and results indicated a difference of 5.1 hours more per week. It was further noted that 30% of teachers would complete work from their homes compared to 20% of people *in* other full-time professions. It was also noted that teachers were more likely to work on their days (Sunday) than other full-time professionals. This percentage equated to 51% of teachers who reported working on Sundays compared to 30% of other full-time professionals. Research indicated that teachers were more likely to hold and maintain more than one job simultaneously. It was reported that 17% of teachers maintained multiple jobs compared to 12% of other full-time professionals (Krantz-Kent, 2008).

The effects of teacher stress were examined by McCarthy et al. (2009); this article supported the analysis, suggesting that stress did have a physiological impact on teachers. This study found that burnout was a common cause of primary teachers exiting the field. Data was collected from 451 teachers from 13 elementary schools to analyze the effects. The geographic location of these schools ranged from urban and suburban areas outside of a metropolitan area in the United States. The students were compromised of all socioeconomic statuses. The data collection took place over two academic years using the Classroom Appraisal of Resources and Demands (CARD; Lambert et al., 2006) and the Maslach Burnout Inventory (MBI; Maslach et al., 1997). The results suggested that a common stressor amongst teachers was the workload expectation or demands; this

excessive expectation of demands was associated with lower feelings of confidence and dissatisfaction in their work, resulting in burnout.

Richards (2012) investigated the stressors, stress manifestation, and how teachers coped with stress. Data was collected using the Teacher Stress Inventory (TSI; Fimian, 1988). Participants included 1,201 K–12 teachers, 742 of whom taught in California. Data was collected using the Teacher Stress Inventory (TSI; Fimian, 1988) and the Coping Scale for Adults (CSA**;** Frydenberg & Lewis, 1993). Participants reported the following significant stressors: over-commitment to work, causing teachers to work from home; not feeling supported enough to meet the needs of all students; little time for self-care and relaxing; teaching unmotivated students; and constant pressure to be accountable for students' success. Richards (2012) found that stress manifested in the following ways: physical exhaustion, having little enthusiasm for the current occupation, feeling overwhelmed and losing inspiration, physical symptomology, and negatively impacting personal relationships. Results indicated how teachers coped with stress, including maintaining and sustaining fulfilling relationships, humor, self-care time, acknowledgment of stress as a problem and mitigating it, and positive morale and attitude. This study determined a growing need for stress intervention within the school system so that teachers feel supported and equipped to handle the day-to-day responsibilities of teaching (Richards, 2012).

A study conducted by Fitchett et al. (2017) investigated many contributing factors to stress related to the teaching profession for 1,760 first-year teachers in the United

States. Data was collected in two waves during a longitudinal study over the first five years of teacher experience. The first wave included workplace climate, teacher preparation, commitment to teaching, new teacher support, and demographics. Additional waves included items related to teacher mobility and job satisfaction. Researchers created their six-item scale to assess perceived preparedness. Stressors included classroom control, being forced to teach out of their field, and risk for stress at personal and building levels. Fitchett et al. (2017) found that teachers reported higher levels of stress and fatigue when forced to teach outside of their desired field. Results also indicated that classroom autonomy was a strong indicator of stress vulnerability within the teaching profession. Higher levels of occupational commitment were related to classroom autonomy and the perception that teachers could use administration personnel as a resource. Further, Fitchett et al. (2017) found that when teachers felt supported and their emotional experiences aligned with those around them (e.g., administration), they would likely mirror supportive feelings and feel more satisfied in their current occupation. Researchers suggest that additional research is needed to examine how motivation and efficacy influence beginning teachers' risk for stress (Fitchett et al., 2017).

Inadequate Preparation

Teachers were often expected to adjust to the job demands and create units, lessons, and resources from scratch and were often placed in situations they were inadequately prepared to handle (Dicke et al., 2015). Early career teachers were more likely to experience higher levels of emotional exhaustion than older teachers (Kunter &

Holzberger, 2014). Increased knowledge of learning and development, assessment, instruction, and educational theories and skills were shown to have a buffering effect on the impact of emotional exhaustion (Kunter & Holzberger, 2014). In a study conducted by Harmsen et al. (2018), additional stressors associated with first-year teachers included high psychological task demands (e.g., hours of teaching), negative organizational aspects (e.g., peer relationships and school climate), a lack of opportunity for development, and student misbehavior. When results were interpreted aggregately, high task psychological demands and negative pupil outlook were the strongest predictors of stress in first-year teachers.

Fernet et al. (2012) indicated that when teachers enter the profession without proper preparation, the tasks expected of them become more complex and time-consuming, resulting in them feeling stressed. Fernet et al. (2012) suggested that educational leaders must ensure teachers get meaningful professional development that prepares them to deal with obstacles. This study highlighted the active roles held by administration/leadership behavior and the challenging aspects of the school environment related to burnout and perceived stress. Fernet et al. (2012) also suggested that interventions should be put into place to help reduce teacher demands and increase teacher resources for first-year teachers. Researchers found that collaborative coaching and promoting professional development should be used to provide incentives and support teachers' feelings of competence within the classroom. In addition,

administrators must mindfully assign responsibilities that align with a teacher's preparation and experience to avoid work-related stress (Fernet et al., 2012).

Salary

As Krantz-Kent (2008) stated, 17% of teachers maintained multiple jobs. Considering this information, another noted stressor regarding teacher burnout included financial stressors (Allegretto & Mishel, 2016). Allegretto & Mishel (2016) further indicated that teacher salaries varied due to experience, certification, state, and demand. According to the National Education Association (NEA, 2020; Musu-Gillette & Synder, 2016), the average base salary for full-time teachers in public schools was $63,645. According to the NEA (2020), primary school teachers made $62,303, and secondary school teachers averaged $62,520. Although the median averages appeared consistent, the annual salary varied heavily by state. For example, in southern states, such as Mississippi and Oklahoma, average salaries ranged from $40,000-$49,000. Comparatively, states such as California, New York, and Massachusetts had salaries ranging from $80,000-$89,000. Teachers who possess more years of experience or higher levels of education receive higher salaries compared to colleagues, on average $20,000 more than those who only possess a bachelor's degree (NCES, 2015).

The Effects of Burnout on Teachers

Philipp & Schüpbach (2010) indicated that, like many others who experience emotional exhaustion, teachers often did not realize they were on the verge of burnout until they had reached a point of severe symptomology. However, early identification of

the following symptoms, which teachers experienced to varying degrees, can help education leaders implement intervention strategies at a point when they will be most effective (Taris & Schreurs, 2009). Burnout manifests in many forms, including fatigue, self-doubt, withdrawal, and a lack of inspiration (Chang, 2009; Fernet et al., 2014; Gadaleta, 2021; Harmsen et al., 2018; Klusmann et al., 2016; Lindqvist et al., 2020; Richter et al., 2021; Taris et al., 2009; Tuxford & Bradley, 2015; Wang et al., 2022; Zhu et al., 2018; Zheng et al., 2020). Each was discussed below.

Fatigue

Excessive workloads and emotional strain led to fatigue (Wang et al., 2022); however, in a manageable situation, this fatigue should be dissipated when given equal time for mental care and rest, e.g., three-day weekends, seasonal vacations, and other methods of renewing energy. Unfortunately, for overburdened teachers, fatigue remained a constant burden on their physical and physiological health, interrupting sleep, causing irritability, and even affecting eating habits (Wang et al., 2022).

Self-Doubt

While many professions experienced symptoms of self-doubt, it was especially common for teachers (Dicke et al., 2015). This self-doubt manifested due to questions regarding lesson plan effectiveness or self-criticism (Zhu et al., 2018). While in many professions, self-doubt is part of the growth process and critical to development as a professional, this can be problematic when the feeling becomes recurring (Zhu et al., 2018). Teachers heading for burnout began questioning whether they were cut out for

teaching altogether (Harmsen et al., 2018). These perceptions can then become translated into doubt about the competency of an individual lesson or unit. This doubt also manifests intrinsically as teachers wonder if anything they do has value (Lindqvist et al., 2020).

Lindqvist et al. (2020) conducted a study to examine the levels of burnout already felt by student teachers before entering the profession. Data was collected from qualitative interviews and focus groups, and the interviews focused on burnout and its perceived causes. The causes were listed as 1) individual work ethic, 2) systemic reasons, 3) collegial negativity, and 4) personal deficits. *Personal deficits* were defined as personality flaws, poor coping skills, and a negative self-image. Results indicated that teachers become worried about burnout before they ever begin the profession. A common emotion attached to this was self-doubt surrounding their capability to keep up with work demands and meet the educational needs of their students. It was suggested that the workload of new teachers be reduced, and peer mentoring be provided to increase their confidence.

Withdrawal

Withdrawal occurs when teachers feel overwhelmed by their workload (Chang, 2009) and manifests in multiple ways, such as forfeiting social gatherings to remain in their classroom during lunch breaks and events (Chang, 2009), absenteeism (Eddy et al., 2020), less participation in meetings and in after school or extracurricular events (Zheng et al., 2020), and less collaboration with peers (Tuxford & Bradley, 2015). Taris et al.

(2009) found that teachers who felt burnt out often lacked the inspiration to share lessons, visit their peers' classrooms, or engage in email correspondence. They often complained about students, parents, school policies, and administration. A study by Shapira-Lishchinsky and Tsemach (2014) examined psychological empowerment as it related to authentic leadership and withdrawal behaviors among teachers. Participants consisted of 366 teachers from 23 Israeli schools focusing on three withdrawal behaviors: lateness, absenteeism, and intent to leave. Results indicated that withdrawal behaviors increased as authentic leadership decreased.

A Loss of Inspiration

According to Fernet et al. (2014), most teachers began their careers entirely of inspiration, driven by the desire to make a difference and cultivate change within the generations before (Richter et al., 2021). When faced with burnout, teachers may lose the inspiration for and drive behind their occupation (Richter et al., 2021). Teachers who experience burnout are then faced with dread about what could go wrong during the school year (Fernet et al., 2014). This dread was rooted in the idea that teachers were fighting a losing battle each upcoming school year rather than feeling confident in their ability to cultivate change in a student's life (Fernet et al., 2014).

In a study conducted by Gadaleta (2021), inspired staff members cultivated more high-achieving students. Specifically, school districts with staff who felt supported through effective leadership were more likely to influence students positively. Gadaleta (2021) focused on transformational leaders and teacher perception of those with that

leadership style. Research results indicated that teachers who felt supported in their work environment approached everyday tasks more enthusiastically and optimistically. Sixty percent of teachers in the sample believed they work under transformational leadership, thus resulting in increased confidence in the ability to identify, plan, execute, and assess effectiveness within the classroom, resulting in better classroom outcomes (Gadaleta, 2021). The lack of adequate research on administrative support's impact on teacher retention begs to be further explored to provide appropriate intervention strategies and become proactive as the teacher shortage continues to worsen (Harmsen et al., 2018; Torpey, 2018; Tickle et al., 2011;). While researchers (Klassen & Chiu, 2010; Pei & Guili, 2007) indicated that teaching was a stressful occupation and many components can negatively impact their physical and psychological well-being, their research did not analyze how administrative support could impact those levels.

The Effect of Teacher Burnout on Students

The teacher shortage directly impacted the students served (Maior et al., 2020). Teacher vacancies in core areas of education, such as science and math, resulted in lower academic achievement (Jacob, 2007; Rich, 2015). When teachers lost their sense of purpose, felt fatigued, and withdrew, students felt the effect. Eddy et al. (2020) confirmed how teacher burnout negatively impacts students. This researcher examined the concept when researching the effect teacher burnout had on student discipline, the association of emotional exhaustion experienced by teachers, and the efficacy with student discipline referrals, in-school suspension, and out-of-school suspension through multilevel

regression models. Data was collected from 105 teachers and 1,681 K-3rd grade students. Participants were collected from nine elementary schools in the same district in St. Louis, Missouri, who were present for the entire academic year. Teacher data indicated that 97% of participants were female and had experience in the field ranging from 1 to 43 years. The researchers used the Maslach Burnout Inventory (MBI; Maslach et al., 1997) and the Teacher Sense of Self-Efficacy Scale, Classroom Management Subscale (Tschannen-Moran & Woolfolk, 2001). Results indicated that higher rates of teacher emotional exhaustion were associated with increased discipline referrals and in-school suspension but were not associated with the rates of out-of-school suspensions. When looking at students who had teachers experiencing high rates of emotional exhaustion, the odds of being sent to in-school suspension or receiving a referral increased by 1.74%. Researchers found that greater teacher efficacy was associated with lower usage of out-of-school suspension but had no effect on in-school suspension of discipline referrals. Results indicated that when teacher efficacy improves and the rate of teacher exhaustion decreases, there is a reduced use of exclusionary discipline techniques (Eddy et al., 2020).

In addition to discipline referrals, research has also shown that teacher burnout influences student achievement (Klusmann et al., 2016). For instance, Klusmann et al. (2016) proposed that when a school district loses a teacher, it was equivalent to the student losing up to 72 instructional days, which placed increased stress on students to bridge the gap between achievement and ability. This research suggested that the number

of instructional days lost was due to the time it takes to find a replacement teacher and get them integrated into the school district which caused students to fall behind and significantly disrupt learning. Klussmann et al. (2016) surveyed 1,200 mathematics teachers and 26,483 students from 1,349 randomly selected elementary schools in Germany, using the MBI to determine teacher's level of emotional exhaustion. Results were then compared to student achievement, which was assessed using a standardized test that compared national standards for fourth-grade students. Scores gathered from the student achievement tests were then compared to the levels of burnout reported by the teacher on the MBI. Results showed a statistically significant correlation between higher levels of teacher emotional exhaustion and decreased student achievement scores. Further, when emotional exhaustion was increased by one standard deviation, the student achievement score decreased by 2.83-4.56 points. Klusmann et al. (2016) also found that teacher turnover did not solely impact the students who have lost their teachers. Likewise, Maior et al. (2020) found that stressed teachers used less effective educational strategies within the classroom. This created a disrupted cycle by reducing the likelihood that students would engage and retain information due to classroom management (Maior et al., 2020). reduced use of exclusionary discipline techniques (Eddy et al., 2020).

Maior et al. (2020) examined 81 high school teachers and analyzed the perceived levels of burnout and the impact it had on their perception of themselves as an educator. Variables examined included: 1) teacher burnout, 2) social-emotional competencies, and 3) rational beliefs. Results indicated a direct effect between needs satisfaction and

depersonalization. Depersonalization refers to detachment from oneself and their surroundings (Tsouloupas et al., 2010). Maior et al. (2020) indicated that teachers need autonomy, competence, and relatedness to combat this depersonalization. Research further hypothesized that once this need was satisfied, teachers would experience lower levels of depersonalization and develop healthy coping mechanisms. Achievement of these skills would prevent teachers from experiencing detached behavior and mitigate its effect on students and student engagement. Limitations to this study included a small sample size, validity of self-report measures, and generalizability of results. Maior et al. (2020) noted that future studies should aim to explore this phenomenon with a longitudinal design.

Teacher burnout has a direct impact on essential areas of education, such as student achievement (Klussmann et al., 2016), classroom engagement (Maior et al., 2020), and discipline (Eddy et al., 2020). Taxer et al. (2019) examined the impact on classroom management. They found that teachers experiencing burnout at the beginning of the school year had notably worse classroom management by the spring when compared to other teachers. Teachers also reported feeling more distant from their student's emotional and academic needs when experiencing burnout. Similarly, data taken from a sample of 266 secondary school teachers, using the Teacher Emotion Scales (Frenzel et al., 2016) and the emotional exhaustion subscale of the Maslach Burnout Inventory (MBI; Maslach et al., 1997), was used to examine student-teacher relationships and the effect emotional exhaustion played in cultivating those relationships (Taxer et al.,

2019) The student-teacher relationships were then measured on a four-point scale created by the researchers. Results indicated that when teachers felt connected to their students, more enjoyment and less anger were reported, and these levels were directly related to the emotional exhaustion being felt (Taxer et al., 2019).

Administrative Support

Boyd et al. (2011) defined *administrative support* as how principals and other school leaders make teachers' work easier and help improve their teaching ability. Administrative support assumes various forms, from providing teachers with professional development opportunities to protecting them from district office mandates (Boyd et al., 2011, p. 305). When examining the impact of administrative support on teachers, the research is minimal. This included research conducted by Jacob (2007), which stated that demand for teachers plays a significant role in the teacher shortage. Research indicated that some administrations may not value high-quality teachers.

Further, the researcher stated that human resources and district departments often played a significant role in the teacher shortage through late hiring processes. Research further argued that districts should improve the hiring policies within their districts and reevaluate policies responsible for teacher tenure. That way, teachers who are not effective can be dismissed from the district (Jacob,2007). To mitigate teacher retention, McCray-Davis (2022) suggested it was beneficial when the administration and additional school district personnel are seeking to maintain and sustain a healthy working environment that they understand the initiatives available to promote the physiological

health of the entire population of their teachers rather than focusing on them at an individual level. McCray-Davis (2022) further indicated that by utilizing interventions that target specific populations. According to McCray-Davis (2022) and previously studied by Lorenc et al. (2013), this is considered an" upstream intervention" and works to be proactive rather than reactive. Consequently, rather than waiting for teachers to become dissatisfied with their jobs, becoming fatigued (Wang et al., 2022), and perpetuating the burnout of educators, "upstream interventions" addressed areas of concern before they become the determinants for teachers leaving the profession (Lorenc et al., 2013). Proactive interventions could address absenteeism, demand, stress, and high-risk students (McCray-Davis, 2022). It was also important to consider how teachers and students were dispersed amongst staff to proactively reduce the risk of workplace fatigue and stress (McCray-Davis, 2022).

Research conducted by Tickle et al. (2011) examined the influence of working conditions on teacher retention. Research indicated that improved working conditions could contribute to lower teacher attrition rates and improve student academic performance. Data was collected in 2003-2004 from the Schools and Staffing Survey issued by the NCES. The participants included 53, 190 public school teachers; after the parameters were placed, the sample was reduced to 34 810 full-time public-school teachers with valid teaching certifications. The variables examined included 1) job satisfaction, 2) administrative support, 3) intention to stay in teaching, 4) teaching experience, 5) student behavior, and 6) teacher salary satisfaction. Interest was noted in

the effect of administrative support on teachers. It was hypothesized that administrative support mediated the effects of teaching experience, student behavior, and salary satisfaction. The data supported this hypothesis and indicated that administrative support plays the most significant role in all those factors, particularly teachers' job satisfaction. It was noted that administrative support is a significant predictor of teachers' intent to stay in teaching. No limitations were listed within this study, but as teachers continued to leave the profession at alarming rates over the last decade, according to the BLS data collected by Torpey (2018), it was noted that further examination of this impact was imperative to determine the effect that administrative support has on teachers (Tickle et al., 2011).

Another study by Howard et al. (2017) focused on the impact of administrative support on teacher stress symptomology. Research indicated that administration and other officials (i.e., school board staff and state educational officials) contributed significantly to teacher stress levels due to the expectations to improve educational factors in which teachers have little influence. In this study, the examiners examined somatization disorder induced by stress (Besse et al., 2015). The participants included K-12 teachers from 46 school districts in Texas. A total of 2, 988 participants were recruited to complete an online survey. Emphasis was placed on the effects of administration on teacher stress levels. The data was collected through self-report via online surveys. A univariate analysis was used to compare those who had somatization disorder and those who did not, and the factors that contributed most heavily to it. Results from the study

indicated that minority populations such as Black teachers are 3.9 times more likely to develop somatization disorder, and Hispanic teachers are two times more likely when compared to non-minority colleagues. Further, this study indicated that administration played a significant role in developing somatization disorders. This study faced limitations in that it was difficult to generalize to other states and varied depending on the expectations of each school district (Howard et al., 2017). While school climate was determined as a factor when predicting teacher job satisfaction and teacher burnout (Harmsen et al., 2018), further exploration of the direct impact administrative support had on these factors was encouraged.

Conclusion

Teachers face high-stress levels, resulting in emotional exhaustion or burnout compared to other professions (Johnson et al., 2005; Yang et al., 2009). With the teacher shortage steadily rising, school districts must find ways to mitigate some emotional exhaustion placed upon teachers (Torpey, 2018). There were many direct and indirect consequences of the teacher shortage, and it is projected to have a widespread effect on all areas of life—which illustrates that teachers have a direct impact on those they educate and society overall (Güneyli, 2012). For these reasons, it is crucial for researchers to better understand to what extent administrative support can influence the levels of teacher burnout (McCray-Davis, 2022; Tickle et al., 2011). Given growing evidence that a supportive administration may mitigate teacher burnout (Howard et al.,

2017; McCray-Davis, 2022; Tickle et al., 2011), administrators could be a critical component in the fight against teacher attrition.

Rationale, Purpose, and Research Questions

This research study aims to determine the levels of stress and burnout experienced by teachers, and the impact administration has on those levels. While previous research has been conducted to examine the burnout and stress teachers experience, minimal emphasis has been placed on administrative support's impact on those levels. It is vital to understand better the extent to which administration affects educators and what levels of stress they are experiencing. It is hypothesized that (1) teachers with high levels of perceived administrative support will experience less symptomology of burnout and stress, stress (2) teachers with low levels of perceived administrative support will feel increased levels of burnout and stress (3) teachers will feel high levels of stress and burnout. The research questions that will be addressed in this dissertation are: (1) what percentage of teachers experience high levels of burnout? (2) Does administrative support moderate the relationship between stress and burnout? (3) What is the relationship between stress and burnout in K-12 teachers?

CHAPTER III

Method

Introduction

The dissertation aimed to develop and pilot measure of Perceived Administrative Support Scale (PASS) to help assess K-12 teachers' stress and burnout levels alongside other peer-reviewed and validated scales (Teacher Burnout Sale; Seidman & Zager, 1987; Teacher Stress Inventory; Fimian, 1988). It involved two phases: first, piloting the Perceived Administrative Support Scale (PASS) to refine questions and assess its significance; second, exploring the relationships between perceived administrative support, stress, and burnout. Data was analyzed and interpreted using the IBM SPSS Statistics for Windows 64. The data was also examined for missing values, normality of distributions, etc.

Phase One

Phase one of the study involved piloting a measure of perceived administrative support to determine the psychometric properties of the scale. The teachers that completed this self-report measure were K-12 teachers, from various U.S. states, and a school district in Southeast Texas. The school district in which it was distributed did not require additional Institutional Review Board (IRB) approval. The original version of the Perceived Administrative Support Scale (PASS) was a self-created, six-point Likert scale consisting of 43 items as they related to 8 factors that were noted to influence teacher

wellbeing. Those factors included relational trust (Boyd et al., 2011), mentorship (Balu et al., 2011), adequate preparation (Fernet et al., 2012), public support (Ulferts, 2016), classroom autonomy (Pearson & Moomaw, 2005), culture and climate (Horng, 2009), and general concerns regarding perceived administrative support, and validity and reliability of the scale. The results of this phase yielded significant findings to its utilization. However, there were some items on the assessment that loaded into the same factors as they closely relate to one another (i.e., public support (Ulferts, 2016); culture and climate (Horng, 2009) which resulted combining those factors. Moreover, results indicated the need to remove the factor of classroom autonomy (Pearson & Moomaw, 2005) as it did not yield any significant results. The following factors remained: relational trust (Boyd et al., 2011), mentorship (Balu et al., 2011), adequate preparation (Fernet et al., 2012), and public support (Ulferts, 2016)/culture and climate (Horng, 2009). A refined scale, consisting of these 21 items in relation to four factors was then utilized for phase two.

Phase Two

Phase two of the study involved using the revised version of the PASS, in addition to the Teacher Burnout Scale (Seidman & Zager, 1987) and Teacher Stress Inventory (Fimian, 1988) to compare perceived support, stress, and burnout levels of K-12 teachers in the United States. The three scales were then released to a new set of participants via social media. The results of phase two revealed insights into how perceived support influences stress-burnout dynamics within K-12 teachers.

Participants

The participants in this study included K-12 teachers in the United States. The researcher joined teacher/educator groups in several states and posted a standard message with a link to the survey inviting them to participate. Appendix H presents a list of the Facebook groups where teachers were recruited for both phases of the study. Both studies were approved by the Institutional Review Board of Stephen F. Austin State University (SFASU) and are listed in Appendix A and B. This post included a brief invitation to participate, a brief synopsis of the purpose of the study, and the survey's opening date. The study's first phase included the piloted scale, to which an exploratory factor analysis was performed on the Perceived Administrative Support Scale, and 207 responses were received. After applying the inclusion and exclusion criteria, the sample was *N*=133. Seventy-four responses were excluded due to the completion of less than 90% of the survey. The study's second phase was the moderation analysis, which included the self-created Perceived Administrative Support Scale, Teacher Burnout Scale (Seidman & Zager (1987), and Teacher Stress Inventory (Fimian, 1988), which yielded 148 total responses. After applying the inclusion and exclusion criteria, the sample was *N*=120. Twenty-eight responses were excluded due to the completion of less than 90% of the survey.

To be included in this study, the participants had to be: 1) over 20, 2) a teacher in the United States, and currently teaching in a public, private, or charter school. The participants were recruited through social media posts in teacher groups on Facebook and

via emails. The exclusionary criteria for this study included: primary assignments other than teaching (e.g., speech therapist, school psychologist, paraprofessional, administrator, etc.), reported age that appeared unreasonable for a presumed college graduate (e.g., 20 years), teachers who are retired, and participants with a completion of less than 90% of the survey.

Participants and Demographics: Phase One

The first phase of the study included responses collected during the pilot of the Perceived Administrative Support Scale. The pilot study yielded 207 participants between September 2023 to November 2023. The total sample size included *N*= 133. To be included in this study, the participants had to be: 1) over the age of 20, 2) a teacher in the United States, and currently teaching in a public, private, or charter school. The exclusionary criteria for this study included: primary assignments other than teaching (e.g., speech therapist, school psychologist, paraprofessional, administrator, etc.), reported age that appeared unreasonable for a presumed college graduate (e.g., 20 years), teachers who are retired, and participants with a completion of less than 90% of the survey.

The demographic makeup of the sample is presented in Table 1 and Table 1 (continued). The total sample size included *N*= 133. One-hundred-twenty participants were female (90.2%), 11 were male (8.3%), one was classified as “other” (0.8%), and one was left blank (0.8%). Of the total sample, 20 participants were between the ages of 20-30 (15%), 23 were between 31-40 (17.3%), 50 were between 41-50 (37.6%), 23 were

between 51-60 (17.3%), 16 were above the age of 61 (12.0%), and one did not disclose (0.8%). Of the total sample, 120 participants identified as White (90.2%), six identified as Black (4.5%), two identified as Asian (1.5%), one identified as Native Hawaiian/Pacific Islander (0.8%), one identified as Other (0.8%), and one did not answer (0.8%). Of the total sample, 22 participants had spent less than 5 years in the teaching profession (16.5%), 16 had taught for 5-10 years (12.0%), 24 had taught for 11-15 years (18.0%), 21 had taught for 16-20 (15.8%), 48 had taught for over 20 years (36.1%) and two chose not to answer (0.16%). Of the total respondents, 79 held a bachelor's degree (59.4%), 51 held a master's degree (38.3%), two held a doctorate (i.e., E.D. or Ph.D.) (1.5%), and one did not answer (0.8%).

Table 1. Phase 1: Demographics and Participants

		%	Frequency (N = 133)
Sex	Female	90.2	120
	Male	8.3	11
	Other	0.8	1
	Did not disclose	0.8	1
Age	20-30	15.0	20
	31-40	17.3	23
	41-50	37.6	50
	51-60	17.3	23
	61+	12.0	16
	Did not disclose	0.8	1

Table 1. (continued).

Race	Asian	1.5	2
	Black	4.5	6
	Native Hawaiian/ Pacific Islander	0.8	1
	White	90.2	120
	Other	0.8	1
	Prefer not to answer	0.8	1
	Unanswered	0.8	1
Years of experience	Less than 5	16.5	22
	5-10	12.0	16
	11-15	18.0	24
	16-20	15.8	21
	20+	36.1	48
	Unanswered	0.8	1
Level of education	Bachelors	59.4	79
	Masters	38.3	51
	Doctorate	1.5	2
	Unanswered	0.8	1

Participants and Demographics: Phase Two

A new set of participants was collected after the completion after the pilot on the Perceived Administrative Support Scale. The demographic makeup of the sample is presented in Table 2. The second half of this study was released from November 2023 to January 2024. The total sample size included *N*= 120. To be included in this study, the participants had to be: 1) over the age of 20, 2) a teacher in the United States, and currently teaching in a public, private, or charter school. The exclusionary criteria for this study included: primary assignments other than teaching (e.g., speech therapist, school psychologist, paraprofessional, administrator, etc.), reported age that appeared

unreasonable for a presumed college graduate (e.g., 20 years), teachers who were retired, and participants with completion of less than 90% of the survey.

The demographic makeup of the sample is presented in Table 2 and Table 2 (continued). The sample size included *N*= 120. One hundred eighteen participants were female (88.3%), 12 were male (10%), and two were left blank (1.7%). Of the total sample, 28 participants were between the ages of 20-30 (23.3%), 34 were between 31-40 (28.3%), 32 were between 41-50 (27.6%), 18 were between 51-60 (15%), 6 were above the age of 61 (5%), and two did not disclose (1.7%). Of the total sample, 96 participants identified as White (80%), 12 identified as Black (10%), one identified as Asian (0.8%), one identified as Native Hawaiian/Pacific Islander (0.8%), five identified as Other (4.2%), two preferred not to answer (1.7%), and three did not answer (2.5%). Of the total sample, 24 participants had spent less than 5 years in the teaching profession (20%), 27 had taught for 5-10 years (22.5%), 23 had taught for 11-15 years (19.2%), 13 had taught for 16-20 (10.8%), 31 had taught for over 20 years (25.8%), and two chose not to answer (1.7%). Of the total respondents, 59 held a bachelor's degree (49.2%), 53 held a master's degree (44.2%), five held a doctorate (i.e., E.D. or Ph.D.) (4.2%), and three did not answer (2.5%).

Table 2. Phase 2: Demographics and Participants

		%	Frequency (n = 120)
Sex	Female	88.3	106
	Male	10	12
	Did not disclose	1.7	2

Table 2. (continued).

Age	20-30	23.3	28
	31-40	28.3	34
	41-50	26.7	3
	51-60	15.0	18
	61+	5.0	6
	Did not disclose	1.7	2
Race	Asian	0.8	1
	Black	10	12
	Native Hawaiian/ Pacific Islander	0.8	1
	White	80.0	96
	Other	4.2	5
	Prefer not to answer	1.7	2
	Unanswered	2.5	3
Years of experience	Less than 5	20.0	24
	5-10	22.5	27
	11-15	19.2	23
	16-20	10.8	13
	20+	25.8	31
	Unanswered	1.7	2
Level of education	Bachelors	49.2	59
	Masters	44.2	53
	Doctorate	4.2	5
	Unanswered	2.5	3

Materials

Participants completed the following surveys: Perceived Administrative Support Scale (PASS), Teacher Burnout Scale (Seidman & Zager, 1987), and Teacher Stress Inventory (Fimian, 1988). Before beginning each survey, the informed consent ensured the confidentiality of the participants and any information given during the assessment (Appendix C). All respondents were anonymous but were asked to identify the district in

which they worked to determine if geographic location played a potential role in teacher stress and burnout.

Perceived Administrative Support Scale (PASS)

The participants answered a questionnaire on the perceived amount of administrative support within their current assignment. The entirety of the scale was released during phase one as a piloted measure. The original version of the Perceived Administrative Support Scale (PASS) was a self-created, six-point Likert scale consisting of 43 items as they related to 8 factors: relational trust (Boyd et al., 2011), mentorship (Balu et al., 2011), adequate preparation (Fernet et al., 2012), public support (Ulferts, 2016), classroom autonomy (Pearson & Moomaw, 2005), culture and climate (Horng, 2009), and general concerns regarding perceived administrative support, and validity and reliability of the scale.

The first factor that was analyzed is relational trust through open communication (Boyd et al., 2011). Open communication was defined as the communication between principals and teachers that would not result in repercussions or retaliation for expressing how one feels about situations in their classroom and work environment (Boyd et al., 2011). The second factor analyzed included the administrative staff's ability to provide effective mentorship to their teachers (Balu et al., 2009) Mentorship would be sufficient if the role were a closely related extension of the teacher's current duties, this would've then increased the likelihood the mentor would be able to adequately serve a support role for new teachers (Balu et al., 2009). This mentorship included providing support to first-

year teachers through veteran teachers of the same subject, allowing teachers who teach the same subjects time to meet and collaborate about material and stressors, and allowing teachers to gather feedback from principles regarding curriculum (Balu et al., 2009). The third factor analyzed included adequate preparation, such as whether teachers were provided with the necessary supplies and classroom materials to do their job effectively and whether they were provided with appropriate and relevant professional development (Fernet et al., 2012). The fourth factor analyzed included the school district's support of new teachers in the community (Ulferts, 2016). This factor focused primarily on how the teacher was presented in the community by the school district. Teachers must be identified as being crucial members of the community and the school district must appear as a "united front" to protect those who serve within it, this will then lessen teacher isolation and improve community connection with teachers (Ulferts, 2016). The fifth factor analyzed was the concept of autonomy within the classroom (Pearson & Moomaw, 2005). This included the administrative staff's openness to teachers presenting the material with their chosen method, openness to allow teachers to partake in different innovative teaching strategies, and field trips or class activities (Pearson & Moomaw, 2005). The sixth and final factor included the administrative staff's ability to provide a positive, collaborative, and open work culture and school climate (Horng, 2009).

All items were ordered and reversed at random. Six response options — "strongly," "moderately agree," "slightly agree," "slightly disagree," "moderately disagree," and "strongly disagree" — were offered to participants. Scale construction

began in spring of 2023 and was administered online where it was then piloted and completed by 207 participant teachers across multiple states and geographic regions in the late summer of 2023. Once inclusion and exclusion criteria were applied, *N*=133 responses were utilized.

The data obtained from this first sample was analyzed using principal factoring with iteration and varimax rotation. Due to items on the assessment loading into the same factors as they closely relate to one another, public support (Ulferts, 2016) and culture and climate (Horng, 2009) resulted in a combined factor. Moreover, results indicated the need to remove the factor of classroom autonomy (Pearson & Moomaw, 2005) as it did not yield any significant results in relation to its assigned factor. As a result of the exploratory factor analysis, the following factors were analyzed: relational trust (Boyd et al., 2011), mentorship (Balu et al., 2011), adequate preparation (Fernet et al., 2012), and public support (Ulferts, 2016)/culture and climate (Horng, 2009). A refined scale, consisting of these 21 items in relation to four factors, was administered to a different sample of 148 public, private, or charter schoolteachers in the fall of 2023 in conjunction with the Teacher Stress Inventory (TSI; Fimian, 1988) and the Teacher Burnout Scale (TBS; Seidman & Zager, 1987) to determine if perceived administrative support moderated the effects of teacher stress and burnout.

The Teacher Stress Inventory (TSI)

The TSI was developed by Fimian (1988) to assess job-related stress in educators. This scale consisted of 49 items, divided into two subcategories, and measures ten areas

of stress experienced by teachers. The subcategories are defined by stress sources. The first subcategory includes work-related stressors, discipline, professional investment, and time management. The second subcategory focused primarily on the way stress manifests within educators, such as emotional, fatigue, gastronomic, cardiovascular, or behavioral manifestations. From these two subcategories, participants received a total stress score. The TSI presented multiple levels of validity according to Fimian, (1988). Levels of validity included convergent, content, external, and construct validity. Fimian (1988) also presented the reliability of this scale utilizing alpha, split-half, test-retest, and alternative forms. The ten subscales contributed to a Total Stress scale. Its reliability was determined by the calculation of Cronbach's alpha coefficient of α coefficient 0.93 (Fimian, 1988).

The Teacher Burnout Inventory (TBS)

The TBS was developed by Seidman and Zager (1987) to determine the significance of teacher burnout. The TBS is a six-point Likert scale consisting of 21 items. The TBS measured four main factors: coping with job-related stress, career satisfaction, perceived administrative support, and teacher attitudes toward students. Seidman and Zager (1987) report that test-retest reliability, construct validity, predictive validity, and internal consistency are present within the TBS.

Procedure

Participants were provided with informed consent, which required them to read all terms and conditions associated with the study and required electronic signatures before continuing the surveys. This research did not request any identifiable data such as

addresses, names, birthdays, and IP addresses to ensure the participant's confidentiality. The participants were asked to disclose the district in which they work to determine if geographic location yielded any impact. The data collection for this research was generated using the latest version of Qualtrics software. The surveys were posted on various social media forums, such as Facebook and via email (Appendix G). The surveys were also sent to a local school district with approval from the Superintendent which did not require consent of any additional review boards. The following school district received a link to the survey via their Superintendent: Newton Independent School District.

Variables:

DV_1= Teacher burnout levels

IV_1 = Stress

Moderator= Perceived Administrative Support

Research Questions:

The following were the specific research questions tested in this study:

I: What percentage of teachers experience high levels of burnout?

II: Does administrative support moderate the relationship between stress and burnout?

III: What is the relationship between stress and burnout in teachers K-12?

Research Design

This study was an experimental research design using exploratory factor analysis and a regression and moderation analysis. An exploratory factor analysis was used to

condense variables, generate questions of underlying dimensions, and estimate the factorial significance of items related to perceived administrative support. Once completed, a revised version of the scale was administered to analyze if higher or lower levels of perceived administrative support could moderate teacher burnout and stress levels. A moderation analysis was conducted to examine if the effect of the independent variable (i.e., stress) on the dependent variable (i.e., burnout) was the same across various levels of another independent variable (i.e., moderator/perceived administrative support) (Aguinis et al., 2016). In other terms, a moderation analysis was used to examine whether the moderator (perceived administrative support) would change the strength of the relationship between the independent (stress) and dependent variable (burnout). A regression analysis was also run to test the predicting variables. Data was analyzed and interpreted using the IBM SPSS Statistics for Windows 64. The data was examined for missing values, normality of distributions, etc.

Data Analysis

IBM SPSS Statistics predictive analytics software was used to analyze the data. The dependent variable included the levels of teacher burnout reported on the Teacher Burnout Scale (TBS; Seidman & Zager, 1987), the independent variables included stress reported on the Teacher Stress Inventory (TSI; Fimian, 1988). This was confirmed through physical symptomology and self-report. The moderation analysis using the revised Perceived Administrative Support Scale (PASS) was utilized to determine whether perceived administration could moderate the amount of stress and burnout levels

experienced by teachers. Data was collected and confirmed through a self-report survey questionnaire.

Before the moderation analysis was completed, an exploratory factor analysis was performed on the piloted Perceived Administrative Support Scale (PASS) to obtain the necessary psychometric properties. The PASS scale was administered to one school district in Southeast Texas and posted on social media forums, such as Facebook (see Appendix H). An item analysis was conducted to condense the scale to only items that correlated to the respective factor. The PASS was then released in conjunction with the Teacher Stress Inventory (Fimian, 1988) and Teacher Burnout Scale (Seidman & Zager, 1987) to gather more information to determine if teachers with lower levels of perceived administrative support experience higher burnout levels.

CHAPTER IV:

Results

Introduction

Understanding the dynamics of administrative support in educational settings is crucial for fostering a conducive environment for teachers' professional growth and well-being (Benevene et al., 2020). This study focused on investigating perceived administrative support among teachers in the United States and its potential impact on teacher burnout. The research was conducted in two phases; the first involved piloting the Perceived Administrative Support Scale (PASS) to assess its psychometric properties. This phase gathered data from 207 participants between September 2023 and November 2023, culminating in a total sample size of N = 133. Demographic characteristics, including age, gender, race, years of experience, and level of education, were carefully considered to ensure the sample's representativeness and determine who appeared more susceptible to experiencing high levels of burnout. Following the exploratory factor analysis of the PASS, the study identified significant factors contributing to perceived administrative support, such as Culture, Climate and Public Support, Adequate Preparation, Relational Trust, and Mentorship.

Subsequently, the second phase aimed to determine whether perceived administrative support moderated the effect of teacher burnout. This phase involved collecting data from a new set of participants, totaling N = 120, between November 2023

and January 2024. The study sought to better understand the intricate relationship between perceived administrative support, teacher stress, and burnout levels through regression and moderation analyses. It was found that no single factor yielded significance as a moderating effect on teacher burnout; however, the data indicated that teacher stress was the primary predictor for burnout.

Phase One: Determining the Psychometric Properties of The Perceived Administrative Support Scale

Participants and Demographics

The first part of the study included piloting the Perceived Administrative Support Scale (PASS) to determine the psychometric properties. The responses of the pilot study consisted of 207 participants between September 2023 to November 2023. The demographic makeup of the sample is presented in Table 1 and Table 1 (continued). The total sample size included *N*= 133. To be included in this study, the participants had to be: 1) over the age of 20, 2) a teacher in the United States, and currently teaching in a public, private, or charter school. The exclusionary criteria for this study included: primary assignments other than teaching (e.g., speech therapist, school psychologist, paraprofessional, administrator, etc.), reported age that appeared unreasonable for a presumed college graduate (e.g., 20 years), teachers who are retired, and participants with a completion of less than 90% of the survey. Refer to Table 1 and Table 1 (continued) for demographics.

Exploratory Factor Analysis of the Perceived Administrative Support Scale

An exploratory factor analysis (EFA) was performed using a principal component analysis with varimax rotation. The minimum factor loading criteria was set to 0.50. The commonality of the scale, which indicated the amount of variance in each dimension, was also assessed to ensure acceptable levels of explanation. The results showed that all communities were over 0.50.

A crucial step involved weighing the overall significance of the correlation matrix through Bartlett's Test of Sphericity, which provided a measure of the statistical probability that the correlation matrix had significant correlations among some of its components. The results were significant x^2 ($N = 133$) = 4612.17 ($p < .001$) which indicated its suitability for factor analysis. The Kaiser-Meyer-Olkin measure of sampling adequacy (MSA), which indicated the appropriateness was 0.92. In this regard, data with MSA values above 0.80 are considered appropriate for factor analysis. However, it is important to note that not all the items are loaded onto their assigned factors. Finally, the factor solution derived from this analysis yielded seven factors for the scale, which accounted for 48.56 percent of the variation in the data.

Nonetheless, in this initial exploratory factor analysis, the items: "RT3: If I have conflict with another professional, I can speak to my administrative staff openly "MENTQ6: My administrative staff is available when I have questions about curriculum or materials." "MENTQ8: My administrative staff provides ongoing constructive feedback." "MENTQ9: My administrative staff discourages mentorship." MENTQ10:

My administrative staff coaches me when I need it", "MENTQ11: My administrative staff acts as mentors to teachers", "APQ18: My administrative staff shares information about different learning opportunities outside of the school", "PSQ22: My administrative staff supports me in community matters." "CAQ26: My administrative staff encourages me to use innovative teaching strategies", "CAQ27: My administrative staff gives me the autonomy to teach students in a variety of ways", "CAQ28: My administrative staff micromanages me" "CAQ29: My administrative staff would approve field trips or other classroom activities if I requested them", "CCQ34: My administrative staff encourages me to be the best teacher I can be", "CCQ37: My administrative staff views me as a critical component of the district school system", "CCQ38: My administrative staff makes me feel disposable. "GQ39: My administrative staff makes me want to leave the teaching profession", "GQ40: I would enjoy teaching more if I had supportive administration", "VV42: All questions on this survey are easy to read and understand", "V43: All questions on this survey accurately represent the teaching profession." Loaded onto a factor other than its underlying factor. Hence, these and any items that did not load onto their assigned factor were removed from further analysis.

The experimenter repeated the EFA without including these items. The results of this new analysis confirmed the five-dimensional structure theoretically defined in the research (Watkins, 2018) (see Table 3). The Kaiser- Meyer-Olkin was 0.93. The four-factor dimensions explained 57.78 percent of the variance among the items in the study. Bartlett's Test of Sphericity proved to be significant, and all commonalities were over the

required value of 0.50. The four factors identified as part of this exploratory factor analysis aligned with the theoretical proposition of the research. Factor 1 included items PSQ23: “My administrative staff will communicate teacher needs to others in the district”, PSQ24: “When I have conflict with a parent or community members my administrative staff will support me”, CCQ30: “My administrative staff recognizes my accomplishments publicly”, CCQ31: “My administrative staff speaks to me casually”, PSQ20: “My administrative staff presents me as a critical component of a student’s life”, PSQ21: “My administrative staff clarifies my role and importance to parents, and community members”, PSQ25: “My administrative staff displays confidence in my actions as a teacher to community members”, CCQ32: “My administrative staff provides clear communication of district goals”, CCQ33: “My administrative staff sets a tone for acceptance and understanding among teachers”, CCQ35: “My administrative staff values teacher’s mental health and wellbeing”, CCQ36: “My administrative staff is positive and uplifting”, as it related to Culture and Climate and Public Support. Factor 2 gathered items APQ13: “My administrative staff equip me with the necessary material for my classroom”, APQ15: “My administrative staff assists with lesson planning and development”, APQ16: “My administrative staff encourages me to continue learning”, APQ14: “My administrative staff equip me with the necessary curriculum for my classroom”, AQ17: “My administrative staff has discussions about my performance and provides areas of improvement”, which represented Adequate Preparation. Factor 3 included items RTQ1: “I can speak to my administrative staff about classroom concerns”,

RTQ2: “I can voice my concerns to my administrative staff without fear of repercussions”, RTQ3: “My administrative staff never take my concerns into consideration”, referring to Relational Trust. Finally, Factor 4 related to items MENTQ5: “My administrative staff encourages me to collaborate with more experienced teachers” and MENTQ7: “My administrative staff values collaborative teaching and collaborative efforts”, referring to Mentorship. Factor Loadings are presented in Table 3 and Table 3 (continued).

Table 3. Exploratory Factor Analysis

	Factor loading			
Items	1	2	3	4
Factor 1: Culture, Climate and Public Support				
PSQ20	0.69			
PSQ21	0.73			
PSQ23	0.64			
PSQ24	0.77			
PSQ25	0.63			
CCQ25	0.59			
CCQ30	0.63			
CCQ31	0.66			
CCQ32	0.59			
CCQ33	0.64			
CCQ36	0.62			
Factor 2: Adequate Preparation				

Table 3. (continued).

APQ13	0.69		
APQ14	0.64		
APQ15	0.73		
AP616	0.71		
APQ17	0.70		
Factor 3: Relational Trust			
RTQ1		0.73	
RTQ2		0.64	
RTQ3		0.83	
Factor 4: Mentorship			
MENTQ5			0.81
MENTQ6			0.71

Note: *N*= 133. The extraction method was principal component analysis factoring with a Varimax with Kaiser Normalization rotation.

In conclusion, an exploratory factor analysis was conducted to determine the underlying structure of the variables within the Perceived Administrative Support Scale. This analysis aimed to discover the number of factors and how the observed variables related to their assigned factor. Statistical analysis of those variables yielded significant findings for 21 items as they related to their four factors (Culture, Climate, Public Support, Adequate Preparation, Relational Trust, and Mentorship). Further investigation was warranted to determine whether perceived administrative support moderated the effect of teacher burnout.

Internal Consistency of The Perceived Administrative Support Scale

The internal consistency of the Perceived Administrative Support Scale (PASS) was examined with the final 21 items. Cronbach's α of the PASS (N = 133) was 0.92. This result indicated that the PASS possessed excellent internal consistency.

Internal Consistency of Factors of The Perceived Administrative Support Scale

The internal consistency of the four factors within the Perceived Administrative Support Scale (PASS) was examined with the final 21 items. Cronbach's alpha of the factors ranged from 0.78 to 0.85. The internal consistency for factor number one: Culture, Climate, and Public Support was 0.85. The internal consistency for factor number two: Adequate Preparation was 0.84. The internal consistency for factor number three: Relational Trust, was 0.78. The internal consistency of factor number four: Mentorship was 0.83. This indicates strong internal consistency amongst factors within the PASS Scale and it can be considered valid for interpreting the second part of the statistical analysis.

Phase Two: Determining the Moderation

A new set of participants was collected once the exploratory factor analysis was completed for the second part of this study. The demographic makeup of the sample is presented in Table 2 and Table 2 (continued). The second half of this study was released from November 2023 to January 2024. The total sample size included N= 120. To be included in this study, the participants had to be: 1) over the age of 20, 2) a teacher in the United States, and currently teaching in a public, private, or charter school. The exclusionary criteria for this study included: primary assignments other than teaching

(e.g., speech therapist, school psychologist, paraprofessional, administrator, etc.), reported age that appeared unreasonable for a presumed college graduate (e.g., 20 years), teachers who were retired, and participants with completion of less than 90% of the survey. Refer to Table 2 and Table 2 (continued) for demographics.

Determining the Level of Burnout in Teachers

To determine the number of teachers who experienced burnout, participants were divided into quartile ranks according to their demographic information. The quartile ranks were analyzed at high levels of burnout to determine whether a pattern existed. When separated into groups, those within the 75th percentile yielded scores above 3.58 which indicated high levels of burnout. The following demographic information was considered: age, years in the teaching profession, level of education, salary, marital status, and geographic location.

Age

It was found that 23.8% of teachers between the age of 20-30 experienced high levels of burnout. The age group that experienced the highest level of burnout are those who were 31-40 accounting for 30% of the data. Further, 20% of teachers between the ages of 41-50 experienced burnout. Additionally, those between the ages of 51-60 accounted for 17.6% of teachers who experienced burnout. Lastly, the lowest age group that experienced high levels of burnout were above the age of 61, accounting for 6.3% of the data.

Race

The second demographic consideration was race. It was found that 1.3% of Native Americans/Alaskan Natives experienced high levels of burnout. Additionally, 1.3% of Asian teachers experienced high levels of burnout. Further, the race that experienced the highest level of burnout in this study was Caucasian teachers, accounting for 80% of teachers who experienced burnout. The second highest percentage of those who experienced burnout were Black teachers, with 10% experiencing symptomology of burnout. Those who identified as Other/Mixed Race reported that 1.3% experienced high levels of burnout. Those who chose not to disclose their race accounted for 2.5% of those who experienced high levels of burnout.

Years in The Teaching Profession

Another factor that was considered was the number of years within the teaching profession. It was found that 21.3% of those who had been teaching for less than five years experienced high levels of burnout. Further, 27.5% of those who had been teaching for 5-10 years experienced high levels of burnout. Those who had been teaching for 11-15 years accounted for 16.3% of those who experienced high levels of burnout. The lowest percentage of teachers who experienced burnout were those who had been teaching for 16-20 years, it was reported that 10% of that population experienced burnout. The highest percentage of teachers who experienced burnout were those who had been teaching for over 20 years, it was reported that 22.5% of veteran teachers experienced burnout.

Level of Education

The levels of education were also used to determine which teachers experienced high levels of burnout. It was found that 52.5% of those with a bachelor's degree (i.e., B.A./B.S.) experienced high levels of burnout. The second highest number of teachers who experienced burnout were those with a master's degree (i.e., M.A./M.Ed.), accounting for 40% of teachers. The lowest amount of burnout was found for those who possessed an advanced degree (i.e., E.D./Ph.D.), accounting for 5% of teachers.

Salary

Salary was also considered when determining who experienced the highest levels of burnout. It was found that 7.5% of teachers who made between $31,000 and $40,000 experienced high levels of burnout. Teachers who made between $41,000 and $50,000 accounted for 23.8% of those experienced high levels of burnout. The highest population who experienced high levels of burnout were those who earned between $51,000 and $60,000 accounting for 38.8% of teachers. The second highest of those who experienced high levels of burnout were those who made above $61,000, accounting for 27.5% of teachers.

Marital Status

Personal factors, such as one's marital status, were also considered when determining what percentage of teachers experienced high levels of burnout. It was found that 8.8% of those who were divorced experienced high levels of burnout. Those who were married accounted for 61.3% of those who were currently experiencing burnout.

Lastly, 27.5% of those who identified themselves as single experienced high levels of burnout.

Geographic Location

The last factor considered in burnout included geographic location and district population. It was found that the highest percentage, 37.5%, of those who worked in a rural school district (i.e., a zip code with fewer than 1,000 people per square mile) experienced high levels of burnout. The second highest percentage was found in those who taught in suburban areas (i.e., a zip code with between 1,000 and 3,000 people per square mile), accounting for 36.3% of teachers. Further, 20% of teachers who taught in an urban area (i.e., a zip code with more than 3,000 per square mile) experienced high levels of burnout. The teachers who experienced the lowest level of burnout are those in remote locations, accounting for 3.8% of teachers.

Regression Analysis

To test the second research question, a multiple regression was conducted, with perceived administrative support, and stress as the predictors, with levels of teacher burnout as the dependent variable. Overall, the results showed the utility of the predictive model was significant, F (2,79) = 17.39, R^2= 0.31, p< .001. All the predictors explained a large amount of the variance between the variables (31.1%). However, further examination of the predictors yielded nonsignificant results for perceived administrative support as it related to teacher burnout, b=0.01, t= -0.09, p= .931. Moreover, this indicated that perceived administrative support did not play a significant role in teacher

burnout. However, teacher stress did yield significant findings, *b*=-0.34, *t*= -5.84, *p*= <.001, indicating that teacher stress played a significant role in teacher burnout. The results of the regression analysis can be found in Table 4.

Table 4. Regression Analysis

Effect	β	*t*	*SE*	95% CI		*p*
				LL	*UL*	
Fixed effects						
Perceived Administrative Support	0.01	-0.09	0.05	-0.09	0.01	0.931
Teacher Stress	-0.36	-5.84	0.06	-0.48	-0.24	<.001

Moderation Analysis of the Teacher Stress Inventory, Teacher Burnout Scale, and Perceived Administrative Support Scale

For the second phase of the study, a moderation analysis was run, with teacher stress as the predictor, teacher burnout as the dependent, and perceived administrative support as a moderator. Results can be found in Table 5 and Table 5 (a-d). It was determined that the amount of perceived administrative support did not moderate teacher stress and burnout *b*= -0.02, BCa CI [-0.15, 0.12], z=*-0.22*, *p* = 0.82. The factors were run independently to determine if there was one factor that would moderate teacher burnout.

Table 5. Moderation Estimate for Perceived Support

			95% Confidence Interval			
	Estimate	SE	Lower	Upper	Z	P
PerceivedSupport	-0.32	0.18	-0.68	0.05	-1.73	.088
TeacherStress	0.05	0.19	-0.33	0.42	0.24	.811
PerceivedSupport * TeacherStress	-0.02	0.07	-0.15	0.12	-0.22	.823

Factor 1: Culture, Climate, and Public Support

To gain a better understanding of how each factor impacted teacher burnout a moderation analysis was conducted on each factor as it related to teacher burnout. The first factor analyzed was Culture, Climate, and Public Support and results can be found in Table 5a. It was found that the culture, climate, and public support did not have a significant main effect as a moderator on teacher burnout *b*= -0.03, BCa CI [-0.01, 0.01], z=*-0.06*, *p* = .953.

Table 5a. Moderation Estimates for Culture, Climate, and Public Support

			95% Confidence Interval			
	Estimate	SE	Lower	Upper	Z	P
PerceivedSupport	-0.35	0.17	-0.69	-0.01	-2.0	.043
CultureClimatePublicSuppor	0.00	0.02	-.0291	0.03	0.15	.878
PerceivedSupport * CultureClimatePublicSupport	-0.03	0.01	-0.01	0.01	-0.06	.953

Factor 2: Adequate Preparation

The second factor analyzed was Adequate Preparation and results can be found in Table 5b. It was found that adequate preparation did not have a significant main effect as a moderator on teacher burnout *b*= -0.03, BCa CI [-0.02, 0.02], z=*-0.29*, *p* = .772.

Table 5b. Moderation Estimates for Adequate Preparation

			95% Confidence Interval			
	Estimate	SE	Lower	Upper	Z	P
PerceivedSupport	-0.31	0.13	-0.57	-0.04	-2.30	.024
AdequatePreparation	0.01	0.03	-0.05	0.05	0.06	.951
PerceivedSupport * AdequatePreparation	-0.03	0.01	-0.02	0.02	-0.29	.772

Factor 3: Relational Trust

The third factor analyzed was Relational Trust and results can be found in Table 5c. It was found that relational trust did not have a significant main effect as a moderator on teacher burnout *b*= -0.01, BCa CI [-0.04, 0.02], z=*-0.04*, *p* = .490.

Table 5c. Moderation Estimates for Relational Trust

			95% Confidence Interval			
	Estimate	SE	Lower	Upper	Z	P
PerceivedSupport	-0.27	0.13	-0.53	-0.02	-2.16	.034
RelationalTrust	0.03	0.05	-0.06	0.12	-0.06	.480

Table 5c. (continued).

PerceivedSupport * RelationalTrust	-0.01	0.02	-0.04	0.02	-0.04	.490

Factor 4: Mentorship

The final factor analyzed was Mentorship and results can be found in Table 5d. It was found that mentorship did not have a significant main effect as a moderator on teacher burnout *b*= -0.04, BCa CI [-0.17, 0.09], z=*-0.61*, *p* = .545.

Table 5d. Moderation Estimates for Mentorship

			95% Confidence Interval			
	Estimate	SE	Lower	Upper	Z	P
PerceivedSupport	-0.05	0.45	-0.94	0.84	-0.11	.912
Mentorship	0.17	0.19	-0.21	0.56	0.91	.367
PerceivedSupport * Mentorship	-0.04	0.07	-0.17	0.09	-0.61	.545

Overall, when looking at all factors (i.e., Culture, Climate, and Public Support; Adequate Preparation; Relational Trust; and Mentorship) as it related to perceived administrative support, it was determined that there was no single factor that yielded significance as a moderating effect on teacher burnout.

CHAPTER V:

Discussion

Introduction

This dissertation aimed to investigate the role of perceived administrative support in mitigating teacher burnout. A notable gap existed regarding the influence of administrative support on teacher well-being, according to a literature review. The study's first phase involved refining the Perceived Administrative Support Scale (PASS) through piloting with 207 teachers across the United States. After data cleaning and analysis, 133 participants remained, contributing to the validation of the scale. Subsequently, the refined PASS was utilized alongside established teacher burnout and stress measures, the Teacher Burnout Scale (TBS; Seidman & Zager, 1987), and the Teacher Stress Inventory (TSI; Fimian, 1988) to a new cohort of 120 participants. This phase investigated the relationships between perceived support, stress, and burnout among K-12 teachers.

Three key research questions were addressed in the study. Firstly, the prevalence of high burnout among teachers was examined, revealing demographic markers associated with elevated burnout rates, including gender, age, ethnicity, marital status, educational attainment, geographic location, and teaching experience. Secondly, the study confirmed previous findings regarding the significant predictive power of stress on teacher burnout. Additionally, proactive strategies, such as self-regulation and co-regulation, were identified as effective means to alleviate burnout by managing stressors

and utilizing available resources (Pietarinen et al., 2013; Tikkanen et al., 2017). Finally, the study explored whether perceived administrative support moderated the stress-burnout relationship.

Contrary to hypotheses (Howard et al., 2017; McCray-Davis, 2022; Tickle et al., 2011), the results indicated that administrative support plays a crucial role in teacher well-being but did not directly moderate burnout levels. Although perceived administrative support did not emerge as a direct moderator, it is essential to acknowledge that its facilitative role in stress reduction aligns with the broader goal of enhancing teacher resilience and job satisfaction. By fostering supportive work environments and implementing proactive strategies, educational institutions can mitigate the detrimental effects of burnout and promote teacher well-being.

Research Question 1:

The first research question this dissertation sought to answer was: What percentage of teachers experienced high levels of burnout? According to the literature, teachers who experienced high-stress levels also experienced high levels of burnout (Kyriacou, 2001). This stress was due to a multitude of factors, such as workload expectation (Kranz-Kent, 2008), demands (McCarthy et al., 2009), overcommitment (Richards, 2012), financial compensation (Allegretto & Mishel, 2016), and inadequate preparation (Fernet et al., 2012). This question aimed to determine what demographic markers are associated with those who experienced the highest levels of burnout. The participants were analyzed according to their demographic information to answer the

question within this study. Once demographic information was coded, those who fell in the 75th percentile or reported burnout levels above 3.58 were considered teachers with "high levels of burnout." Based on a study conducted by Maslach et al. (2001), *burnout* can also be defined as the accumulation of responses to extended stressors caused by one's job.

Previous research conducted by the Gallup Poll (2021) found that 44% of K-12 workers now report experiencing high levels of burnout, compared with 30% of employees with other careers. It can be inferred that teaching has always been a highly purposeful but challenging job (Güneyli, 2012). This burnout increase was attributed to relatively low wages in comparison to other public sector workers (Allegretto & Mishel, 2016), work demands (McCarthy et al., 2009), student needs (Skaalvik & Skaalvik, 2021), and continuously evolving national and state-level policies regarding curricula (Dicke et al., 2015), which has caused increased difficulty for teachers to do their job effectively. These barriers resulted in a workforce burning out and leaving the profession at a high rate (Torpey, 2018). Despite these challenges, many teachers remained committed to helping their students and giving back to their communities (Gallup, 2021). Gallup's (2021) research confirmed that burnout can be temporary, but effective intervention to reduce teacher stress is imperative to reduce teacher burnout and increase emotional well-being.

Demographic data was also analyzed to understand better the demographic markers that could contribute to teacher burnout. The demographic makeup of this

sample varied and cannot be pinpointed to one specific contributor to teacher burnout levels. However, based on the analysis, the highest levels of burnout occurred in those who are women (88.8%), between the ages of 31-40 (30%), white (80%), married (61.3%), have a bachelors (52.5%), live in a rural area (37.5%), have spent over five years in the teaching profession (27.5%), and make between $51,000 and $60,000 (38.8%).

According to research, women have consistently reported higher levels of burnout when compared to their male counterparts for many years, and this gap has more than doubled since 2019 (Gallup, 2021). Stamarski and Son Hing (2015) found that the explanation for this widening gap between male and female compensation can be attributed to gender inequities. Stamarski & Son Hing (2015) have further found that women were less likely to be promoted than men and more likely to head single-parent families and take on unpaid labor, all of which can increase emotional exhaustion and lead to the exacerbation of burnout.

It was also found that those between 31 and 40 are experiencing the highest burnout level. This was consistent with previous research conducted by Edú-Valsania et al. (2022). Generational researchers found those in the millennial generation, or those born between 1981 and 1996 (27-42 years old), reported the most burnout, with 84% having experienced burnout at their current job (Edú-Valsania et al., 2022). It was hypothesized that this could be due to workload expectations, emotional well-being, environmental factors, and work ethic (Edú-Valsania et al., 2022).

According to BLS data collected by Torpey (2018), most teachers in the United States possess a bachelor's degree. Further, according to the National Center for Education Statistics, most college graduates are between the ages of 24-25 (NCES, 2023). Considering this information, it can be inferred that once one graduates from a university, they will go straight into teaching. This could also be attributed to the group that experiences one of the highest levels of burnout (e.g., those who have spent over five years in the teaching profession; 22.5%) once an individual has been in a profession for an extended number of years (e.g., 5+) it can lead to many things. One of those is compassion fatigue; people whose professions lead to prolonged exposure to other's trauma (i.e., teaching) can be vulnerable to compassion fatigue, also known as secondary or vicarious trauma; they can experience acute symptoms that put their physical and mental health at risk, making them wary of giving and caring, and increasing their likelihood of burnout (Fute et al., 2022).

Regarding geographic location, rural school district teachers experienced the highest levels of burnout (37.5%). According to the National Rural Education Association (NREA) (2022), the number of students who attend rural schools is greater than those who attend the 100 largest school districts in the United States combined. However, most rural students lack comparable access to school psychologists and counselors, internet/updated technology, and school transportation while living in communities battling high unemployment, mental health crises, and notably limited access to medical care (NREA, 2022). According to the National Rural Education

Association (2022), rural schools also face unique challenges when providing equitable academic opportunities to students of various races and ethnicities. Data reported by the NREA (2022) found that Black and Hispanic students are underrepresented in gifted and talented programs at rural schools. Further, 17% of rural students identify as Hispanic, and 10.6% identify as Black, but only 9.1% of the rural gifted-and-talented population is Hispanic, while 5.2% is Black. Meanwhile, white students account for 64.8% of rural students, but 77.4% of rural students in gifted and talented programs (NREA, 2022). According to the National Rural Education Association (2022), in addition to race disproportionality within special programs, rural schools also face funding barriers. For example, education funding delegated to rural schools indicates that local funding provided by property taxes has dropped in 27 different states. Simultaneously, rural schools face higher operating costs, particularly for transportation, as many rural school districts span across multiple counties, parishes, etc. (NREA, 2022). According to financial data within the NREA (2022), rural schools spend $11.09 on instruction for every dollar spent on transportation, while non-rural districts spend $14.93 on instruction for every dollar spent on transportation, further perpetuating the learning and achievement gaps due to a lack of sufficient funding for classroom supplies and materials. It was further reported that teachers within rural school districts earn, on average, $10,000 less than the national average. All factors considered, working in a rural school district can lead to increased teacher burnout due to factors outside of their control

(e.g., lack of funding, discrimination, lower pay, and lack of access to mental health services) (NREA, 2022).

Research Question 2:

Research has also shown that teacher burnout was predictive of lower levels of student engagement, lower levels of job satisfaction, increased levels of depression, increased motivation to leave the teaching profession, and actual teacher attrition (Collie et al., 2012; Den Brok et al., 2017; Leung & Lee, 2006). Results from this dissertation confirmed the findings of previous research that teacher stress was the most significant predictor of teacher burnout (b=-0.36, t= -5.84, p= <.001). To better understand teacher burnout, perceived support was also run as a predictor, and results found that perceived administrative support was not a predictor of teacher burnout levels *(*b=0.04, t= -0.09, p= .927). However, these findings further emphasized the need for a proactive approach to help alleviate teacher stress (Agyapong et al., 2023).

When a stressful situation arises, teachers can utilize a variety of strategies to manage negative feelings (Pietarinen et al., 2013). For example, teachers can choose to adapt to the evolving environment, or they could ignore the challenges in front of them and allow that stress to manifest intrinsically (Pietarinen et al., 2013), or they could also change their environment or manage their response to environmental stimuli (Arnold et al., 2010). Depending on the personality of the teacher and the situation at hand, the proactive intervention strategies utilized could be effective when solving the challenge or

buffering the amount of burnout (Kammeyer-Mueller et al., 2009; Klassen & Durksen, 2014).

Previous research has focused on teacher responses to stressful situations and how they cope with external stressors (Austin et al., 2005; Carmona et al., 2006; Parker et al., 2012). However, the compartmentalization of teacher's stress levels only in response to a stressful situation appeared to disregard the need for proactive approaches to aid in eliminating future stress-inducing situations. Accordingly, it was reported that success could be achieved by utilizing proactive strategies focusing on aiming one's ability to cope with immediate stressors and using available resources to buffer potential stressors (Schwarzer & Hallum, 2008; Straud et al., 2015).

Proactive strategies focus primarily on one's behaviors or thoughts, known as self-regulation (Pietarinen et al., 2013; Tikkanen et al., 2017). This includes one's ability to control aspects of oneself, such as slowing down the work pace and responding to emotional situations (Pietarinen et al., 2013; Tikkanen et al., 2017). Conversely, when focusing on behavior or thoughts in collaboration with others, it was identified as co-regulation (Pietarinen et al., 2013; Tikkanen et al., 2017). This included using social resources and seeking help from others (e.g., administrators, colleagues, etc.) to deal with the stressor (Pietarinen et al., 2013). There can also be a combination of both self-regulation and co-regulation (Tikkanen et al., 2017). It has been reported that proactive strategies are successful in reducing teacher burnout levels (Klassen & Durksen, 2014). Klassen and Durksen (2014) identified proactive strategies as one's ability to stay

organized, seek help, and ensure preparedness are related to lower levels of reported stress. According to Peeters & Rutte (2005), another effective strategy to reduce teacher burnout was time management (e.g., setting goals, prioritizing tasks, and lesson planning). It was determined that proactive strategies like these reduced the risk of student-teacher burnout relating to exhaustion and inadequacy.

The use of self-regulation and co-regulation proactive strategies has been attributed to reduced exhaustion and a better outlook on the work environment among teachers (Pietarinen et al., 2013). The result of proactive strategies (e.g., co-regulation) as it related to the work environment was deemed helpful as teachers reported feeling less exhaustion, decreased feelings of inadequacy, and decreased levels of cynicism within the teaching profession (Pietarinen et al., 2013). Overall, it can be concluded that teacher stress levels highly predict the levels of teacher burnout; therefore, proactive approaches are necessary to reduce the levels of burnout teachers are currently experiencing.

Research Question 3:

The final question this dissertation sought to explore was: Does administrative support moderate the relationship between stress and burnout? From the results listed above, it can be concluded that the perceived administrative support does not moderate teacher burnout b= -0.02, BCa CI [-0.15, 0.12], z=*-0.22*, p= .823. Even when considering all the factors (i.e., culture, climate, public support, adequate preparation, relational trust, and mentorship), there was not one factor that successfully moderated teacher burnout.

Previous research has hypothesized that administrative support could be a potential moderator for teacher burnout symptomology (i.e., Howard et al., 2017; McCray-Davis, 2022; Tickle et al., 2011). While the results have significantly contributed to the rising need to examine stress and burnout symptomology, our findings did not align with their proposed hypotheses. For example, in the research conducted by Howard et al. (2017), they utilized a univariate analysis to compare those who had somatization disorder and those who did not and the factors that contributed most heavily to the presence of somatization disorder. While they hypothesized that the onset of somatization disorder could be due to administrative support, they did not directly examine the relationship between perceived support at high and low levels related to somatization. Furthermore, a proposed alternative explanation for the observed correlation between somatization and the related factors could include multiple confounding variables such as socioeconomic status, workplace demands, occupational stressors, family dynamics, or pre-existing mental health conditions. Further, Howard et al. (2017) acknowledged some demographic factors in their analysis but needed to fully account for the complex interplay of variables that could influence their findings.

When examining the research within this study, it was essential to examine all components of perceived administrative support (i.e., mentorship, relational trust, adequate preparation, culture, climate, and public support) and how it impacted teacher burnout symptomology. This was done by creating a quantitative scale to directly examine the levels of perceived support and how it predicts teacher burnout levels.

Contrary to the conclusions of Howard et al. (2017), my analysis did not reveal a significant association between perceived administrative support and the levels of teacher burnout. While it is important to utilize existing research and its contribution to literature, it is also necessary to further explore their hypotheses and consider an alternative explanation for the observed phenomena.

In conclusion, after exploring the hypotheses posed by previous researchers (Howard et al., 2017; McCray-Davis, 2022; Tickle et al., 2011), it was found that the primary predictor for teacher burnout was stress. It was hypothesized that the amount of perceived support could moderate teacher burnout; however, this was not the case. What can be inferred by the findings is that when administrators take a proactive approach by giving teachers adequate time to prepare classroom materials, allowing them autonomy, and providing help when asked, it can decrease the levels of stress and exhaustion teachers currently experience, ultimately resulting in decreased levels of teacher burnout (Pietarinen et al., 2013).

Implications

In conclusion, this study has shed light on the pervasive issue of teacher burnout and its detrimental effects on educators and the educational system. Through a comprehensive analysis of the contributing factors, manifestations, and consequences of burnout among teachers, several key findings have emerged to give insight into this phenomenon. Previous research has identified several occupational demands in teaching (Dicke et al., 2015; Fernet et al., 2012; Fernet et al., 2014). Job demands that have been

frequently studied include demand overload, discipline problems, lack of student motivation, student diversity, and conflicts with colleagues (e.g., Betoret, 2009; Collie et al., 2012; Hakanen et al., 2006; Kokkinos, 2007) Previous research has also identified several job resources that could contribute to teacher burnout, for example, teacher and classroom autonomy, meaningful and supportive relationships with colleagues, school administration, and parents, teachers' opportunity for professional development, value consonance, and collective occupational culture (Boyd et al., 2011; Hakanen et al., 2006).

Research also indicated that time management, preparation, and willingness to seek and accept help contribute to teachers' perception of stress (Pietarinen et al., 2013). Häfner et al. (2015) also confirmed that effective collaboration affects teachers' perception of stress. With this information in mind, administrators may designate time for teachers to collaborate with other teachers and allow them adequate time to perform the additional tasks required (i.e., paperwork, grading, parent conferences, etc.). These strategies could include assisting teachers in understanding their role and equipping them with skills to improve their ability to manage their time more efficiently (Häfner et al., 2015). Of notable mention, the research indicated that allowing teachers to have greater access to interventions for stress and psychopathology would also be an effective strategy to reduce teacher burnout (Häfner et al., 2015). Von der Embse (2019) found that interventions encompassing various behavioral, cognitive-behavioral, and mindfulness approaches can reduce teacher stress related to occupational stressors. Further, the

findings mean that providing access to clinical intervention from trained professionals would also be of benefit (Von der Embse, 2019).

In addition to administrative staff, school psychologists can also help reduce teacher stress and burnout (Ross et al., 2002). According to the American Psychological Association (2020), *school psychologists* are educational professionals equipped to intervene at the individual and system levels. They are also responsible for developing, implementing, and evaluating programs to promote constructive learning environments for students from diverse backgrounds and ensure equal access to adequate educational and psychological services that promote healthy student development (American Psychological Association, 2020). According to Ross et al. (2002), school psychologists can help alleviate teacher stress by implementing mindfulness-based stress reduction interventions, including calm breathing, focused attention, and relaxation techniques. Additionally, school psychologists can provide support and guidance to help facilitate a harmonious and professional relationship with students with more complex behavioral or educational needs (Ross et al., 2002).

Moreover, school psychologists are often among the only trained mental health professionals teachers encounter daily (Ross et al., 2002). Further, school psychologists can also aid in collaborative discussions and provide resources for coping strategies, helping teachers and students manage stress and improve academic performance and emotional well-being (Ross et al., 2002). By working together to promote social and emotional skill development, school psychologists can aid in creating a positive and

supportive climate in schools, which can help reduce teacher stress and burnout symptoms (Splett et al., 2013). School psychologists can further help close the gap between teachers and students by ensuring teacher support is available and accessible to students with complex needs (Splett et al., 2013). Moreover, school psychologists are equipped to offer support through collaboration with other professionals and organizations to enhance prevention and health promotion efforts in schools (Splett et al., 2013). In conclusion, teacher stress is not only impacted by administrative actions, but related support providers such as school psychologists also play a critical role in reducing teacher stress by advocating for mindfulness-based interventions within the school setting, promoting social and emotional skill development for students and teachers, facilitating discussions on effective coping strategies, and fostering a supportive climate in schools (Ross et al., 2002; Splett et al., 2013).

Limitations

There were also some limitations in this study. First, our data primarily consisted of K -12 teachers and a female-dominated group; consequently, we cannot be sure that the same latent profiles of burnout and their transferring probabilities emerge in other groups of professionals or teachers in higher education of pre-kindergarten. Therefore, the results of this study apply only to K-12 teachers, and there is a need to replicate the profiles in the context of other professionals and to compare those groups with teachers in future studies. Secondly, it is necessary to consider how differing factors affect teacher burnout. These factors include individual factors (e.g., personality type, current life

stressors, frustration threshold, etc.) and situational factors (e.g., occupation-related factors, lifestyle, socioeconomic status, etc.). The need to extend the bounds of this investigation would include considering varying individual and situational factors of educators and further analyzing the main effect of these factors on teacher stress levels. For example, this research may consider various risk factors, proactive strategies, and interactions. Lastly, one significant limitation of this study is the small sample size; with only 120 participants during the second phase of the study, the generalizability of the findings may be limited. A larger sample size would have provided a more comprehensive understanding of the phenomenon and increased the study's statistical power. Consequently, the results should be interpreted cautiously, as they may not accurately represent the broader population.

Future Studies

This research has focused on understanding the stress and burnout teachers are experiencing and how perceived administrative support contributes to those levels. As administrative support was not successful in moderating the effect of teacher burnout, it would be beneficial to understand better how different teachers' personality types contribute to their response to burnout. Since burnout, symptoms tend to progress and evolve differently depending on the characteristics of specific individuals (e.g., differing personality types or coping mechanisms) and the occupational environment (e.g., occupational demands, work stressors, or administrative leadership styles). This research further emphasizes the need for continued advancement of knowledge about which

personal factors could contribute to burnout when examined aggregately with specific contextual triggers (e.g., external stressors, work environment, etc.) to produce greater or lesser symptomatology. For example, when faced with the same external stressor (e.g., discipline, leadership, evolving curricula, preparation, etc.), do all personality types experience the same symptoms and consequences? Of further note, it is necessary to determine which personality traits are more at risk of developing burnout when faced with specific occupational, environmental, and internal triggers. Further, it would be of benefit to conduct longitudinal studies to analyze and better understand the evolution of burnout symptomatology.

Conclusion

Moving forward, policymakers, school administrators, and educational stakeholders must prioritize implementing evidence-based strategies to prevent and address teacher burnout. This may include initiatives such as workload management, professional development programs, and fostering a supportive school culture. Additionally, further research is warranted to explore the long-term effects of burnout on teacher retention, student outcomes, and the overall quality of education. The results of this study add to our understanding of job demands, resources, burnout, stress, and well-being within the teaching profession. The results further emphasized that perceived stress is the most significant indicator of teacher burnout, that those within rural school districts are most likely to experience high levels of burnout, and that, while an essential factor, administrative support will not unilaterally moderate the effect of burnout experienced by

teachers. The conduction of this study has yielded both theoretical and practical implications. Theoretically, various levels of administrative support should affect teacher well-being and motivation. Practically, it indicates that while administrative support is essential to teacher burnout, administrative support cannot alleviate those levels in isolation. Moreover, it is imperative for educational institutions to not only acknowledge but also actively address the factors contributing to burnout with proactive strategies (Kammeyer-Mueller et al., 2009; Klassen and Durksen, 2014). Once governing boards develop a comprehensive understanding of the antecedents and consequences of burnout, schools can swiftly implement proactive intervention strategies. These strategies are designed to foster a healthier work environment and reduce stress levels among teachers (Pietarinen et al., 2013).

In conclusion, teacher burnout is a complex, multifaceted issue that requires a multi-dimensional approach to cultivate change within the educational environment. From the information provided in this study, it can be concluded that factors such as work stressors, social support, job satisfaction, and school environment all contribute to teacher burnout levels (Betoret, 2009; Collie et al., 2012; Hakanen et al., 2006; Kokkinos, 2007). To address teacher burnout effectively, schools must prioritize creating a supportive and positive work environment, providing resources and programs that promote well-being, and fostering strong relationships and support among colleagues. To conclude, addressing teacher burnout is not only crucial for the well-being of educators but also essential for the cultivation of a sustainable and thriving educational environment. By recognizing and

addressing the systemic factors contributing to burnout, we can work towards creating a profession that is fulfilling, rewarding, and conducive to both teacher and student success.

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APPENDIX A

IRB

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS

APPLICATION FOR EXEMPT RESEARCH

When finished, please email this form to irb@sfasu.edu and attach consent forms, recruitment, survey and/or other relevant materials (including translations).

SECTION 1. Researcher Information

1. Principal Investigator (PI) Contact Information: (***PI must be SFA faculty or staff****, and will be the study supervisor at SFA**). All correspondence will be directed to the PI and listed CoPIs*.)

Name	Department	Mail Box	Phone	Email
Dr. Elaine Turner, Ph.D., LP, LSSP	Department of Human Services and Educational Leadership		936-468-1219	Elaine.turner@sfasu.edu

NOTE: Students, post-doctoral researchers, and visiting faculty may not serve as PI given that they are not able to comply with all the guidelines stipulated by University policy and Federal Guidelines.

1. Study Title: THE IMPACT OF PERCEIVED ADMINISTRATIVE SUPPORT ON TEACHER BURNOUT

2. Type of Study:

☐ Faculty Research ☐ Class Project ☐ Thesis ☒ Dissertation ☐ Capstone Project ☐ Other

3. Will this be cooperative research? List any collaborators and their institution.
NO

List names of Co-investigators, Coordinators, and Key personnel involved in this research (Include all persons who will be directly responsible for the study management, data collection, consent process, data analysis, transcription, participant recruitment, or follow up.)

Name	E-mail	CITI – Completed (Yes/No) OPTIONAL	Role in the research (co-PI, Student Researcher, Research Assistant, Transcriber, etc.)
Madison Kelly (self)	kellyml@jacks.safsu.edu	Y N	Doctoral Student Researcher
Dr. Luis Agguerrevere	aguerrevle@sfasu.edu	Y N	Committee Member/ SFA
Dr. Valerie Weed	valerieweed@sbcglobal.net	Y N	Committee Member/ Outside
Dr. Amanda Rudolph	rudolpham@sfasu.edu	Y N	Committee Member/ SFA

If additional lines are needed, add lines or submit on a separate page.

SECTION 2. Specific Information

1. Estimated Study Start Date: September 1, 2023
Note: Maximum approval time is one year from approval of the study date.

2. Is this research supported in whole or in part by a grant or contract?
☐ Yes ☒ No

If yes, complete the questions below:
Funding Agency(s), Foundation, or Business:
PI on Grant/Contract:
Grant Title/Contract:

3. Does the research require another IRB's review (US and International)?
☐ Yes ☒ No

If yes, complete below.
Name of the IRB: ☐
Number given by the other institution or agency: ☐
Note: PI is responsible for securing approval and forwarding the documentation of approval to SFASU IRB.

4. Does the PI, Co-PI, or any other person responsible for the design, conduct, or reporting of this research have an economic interest in or act as an officer or director of any outside entity whose financial interest would reasonably appear to be affected by the results of the study?
☐ Yes ☒ No

If yes, complete below:
Name of the person with potential conflict of interest (COI):
☐
Explain the potential financial conflict of interest:
☐
Explain how the potential conflict of interest will be managed?
☐

5. Does the proposed research study requires approval from an outside (non-SFA) facility or entity (e.g., hospitals, clinics, schools, factories, offices, etc.,)?
☐ Yes ☒ No

If yes, Name (s) of the facility or entity: ☐
Note: The researcher has an obligation to ensure that the outside entity is aware of the proposed research study and has no objections (i.e. agrees to participate). Please include an approval letter from site, if applicable.

Section 3. Study Questions

Provide below brief details of the proposed research. Use lay language and avoid technical terms.

1. What is the intent of the research study (hypothesis or research question of the study)? Please provide a brief background (or introduction) indicating why the study is important.

The purpose of this research study is to determine the levels of stress and burnout experienced by teachers and the impact administration has on those levels. While

previous research has been conducted to examine the levels of burnout and stress teachers experience, very little emphasis has been placed on administrative support's impact on those levels. It is important to better understand the extent administration affects educators and what levels of stress they are experiencing. It is hypothesized that (1) teachers with high levels of perceived administrative support will experience less symptomology of burnout and stress (2) teachers with low levels of perceived administrative support will feel increased levels of burnout and stress (3) teachers will feel high levels of stress and burnout. These hypotheses will be addressed through the research questions: (1) what percentage of teachers experience high levels of burnout, (2) does administrative support moderate the relationship between stress and burnout (3) what is the relationship between stress and burnout in teachers K-12?

The previous IRB under the same conditions has already been approved APPROVAL # AY 2024-0011. The purpose of this study is to compare the Perceived Administrative Support Scale (PASS) to the Teacher Burnout Inventory and the Teacher Stress Inventory to determine the levels of stress and burnout experienced by teachers.

Changes made include: The removal of the validity and reliability questions on the Perceived Administrative Support Scale and the addition of the Teacher Burnout Inventory (TBI) and Teacher Stress Inventory (TSI).

2. Participants: describe your target population/sample and methods of recruiting them. Also describe anything that would cause you to exclude a particular participant, and why:

The participants will include Kindergarten- 12th grade teachers in the United States. To be included in this study the participants would have to be: 1) over the age of 20, 2) a teacher in the United States, and currently teaching in a public, private or charter school. Participants will be excluded if they are not: 1) currently a teacher, a teacher outside of the United States, or under the age of 20 as they do not meet the requirements of the study to attest to the current climate within the school system. The survey will be posted into various teacher forums on Facebook, and Instagram. A link for the survey will be provided to the group members under the initial post. This post will include a brief invitation to participate, along with a brief synopsis for the purpose of the study, in addition to the opening date of the survey. A copy of this invitation and a list of social media forums in which it was posted will then be linked in the Appendices of the dissertation.

3. Procedures: describe your data collection methods, such as "Online Survey" or "Public observation," etc.

Participants will be provided with an informed consent, which will require them to read all terms and conditions associated with the study and require electronic signature before continuing the surveys. This research will be an online survey and will not be requesting any identifiable data such addresses, names, birthdays, and IP addresses to ensure the participants confidentiality. The participants will be asked to disclose the district in which they work to determine demographic information, but they will not be asked to identify their school's name, grade taught or identity. The data collection for this research will be generated using the latest version of Qualtrics software where it will be encrypted and coded.

4. Will you collect participant identities in conjunction with the data? If so, how will you prevent disclosures?

NO IDENITIES COLLECTED

5. Will the participants be recorded (audio/video)? If so, how are you going to prevent a data breach?

NO

6. Where and for how long will you store the data after you complete the research (data retention schedule)?

Note: Federal guidelines require all research materials (consent forms, surveys etc...) to be kept for a minimum of seven (7) years after completion of the study.

Data will be kept for 7 years after completion of the study; the file will be encrypted with no identifiable information. Once the study is completed, the data will be in a locked file on my computer. The data will not be shared with any students, or faculty members.

7. Does your research pose risk of harm to participants (psychological, physical or legal) above and beyond minimal risk? Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves from those ordinarily encountered in daily life or during the performance of routine physical or psychological examination or tests. 45 CFR 46.102(i).

If no please write: "minimal risk" in the space below;
If yes, please describe any foreseeable risks and your plan to reduce or eliminate them.

Minimal risk is anticipated. The magnitude of harm or discomfort anticipated in the research are not greater in and of themselves from those ordinarily encountered in daily life or during the performance of routine physical or psychological examination or tests. Just as a precaution, a disclosure will be put at the end of the study stating to contact their mental health provider if any negative feelings arise from taking the study.

8. Will the participants be offered an incentive or be compensated for their time? If so, describe.

NO

9. Can participants reasonably expect a direct benefit from participation? Describe any foreseeable benefit to the participants, but do not restate the incentive/compensation above (payments or compensation may not be considered a benefit). Research does not always directly benefit the participants.

No direct benefit expected.

10. How will society benefit from your research?

In conclusion of this research, it is expected that we will have greater insight into the impact administrative support has on teacher burnout. This will cause administrators to gain awareness of their actions and responsibility within the school systems. By gaining awareness, this will potentially improve school climate and reduce teacher burnout.

Section 4. Principal Investigator's Responsibilities and Assurances

Indicate that you have read and will comply with each statement.

1) I certify that the information provided in this application, and in all attachments, is complete and correct.

2) I understand that I have ultimate responsibility for the protection of the rights and welfare of human participants, the conduct of this study, and the ethical performance of this research.

3) I agree to comply with all SFASU policies and procedures, the terms of its Federal Wide Assurance, and all applicable federal, state, and local laws regarding the protection of human participants in research.

4) I certify that I have followed departmental and college guidelines before sending this application.

I certify that:

5) the study will be performed by qualified personnel according to the information contained in this application.

6) The equipment, facilities, and procedures to be used in this research meet recognized standards for safety.

7) Unanticipated problems, adverse events, and new information that may affect the risk–benefit assessment for this research will be reported to the SFASU Office of Research and Sponsored Programs (936-468-6606 or irb@sfasu.edu).

8) I am familiar with the latest edition of the *SFASU Policy for Human Research Subjects Protection*, available at http://www.sfasu.edu/researchcompliance/103.asp and I will adhere to the policies and procedures explained therein.

9) I further certify that the proposed research has not yet been done, is not currently underway, and will not begin until exemption has been certified.

PI Name or Signature*: Elaine M. Turner, PhD, LP, LSSP Date: 9/5/2023

* Only required if not submitted from the PI's SFASU or Chair/Dean's email account

Stephen F. Austin State University
Office of Research and Sponsored Programs
Institutional Review Board (IRB)
PO Box 13019 | Human Services and Technology/ Communications Bld.
| Nacogdoches, TX | (936) 468-1153
Email: irb@sfasu.edu

APPENDIX B

IRB MODIFICATION

Stephen F. Austin State University IRB

IRB EXTENSION/MODIFICATION REQUEST

Date: *11/12/2023*

Principal Investigator: *Dr. Elaine Turner, PhD., LP, LSSP*

Department: *Department of Human Services and Educational Leadership*

IRB #: ***AY 2024-0011***

Project Title: *The Impact of Perceived Administrative Support on Teacher Burnout*

Original Approval Date: *September 15, 2023*

Please complete all sections as appropriate and submit to irb@sfasu.edu.

IDENTIFICATION OF CHANGE(S)

☐Extend the study one more year

☐Change in Title of Protocol

☐Resubmission to Grant/Contract Agency

☐Change in Extramural Sponsor

☐Change in Cooperating Institution

☐Change in Study Design

☐Change in investigators, faculty or staff:

☐Change In Risk/Benefit Ratio (e.g., emergence of new side effects)

☐Change in Subject Reimbursement

☐Change in procedures

☐Change in sample size

☐Change in eligibility criteria

☐Change in exclusion criteria

☐Change in recruitment procedures

☐Alteration of study groups

☒Other: *Change in scales and informed consent.*

Explain any related changes: *Questions were removed from the Perceived Administrative Support Scale (PASS). Two validated scales were added which include The Teacher Burnout Scale (TBS) and The Teacher Stress Inventory (TSI).*

Explain rationale for changes: *The three validity questions were removed once the validity of the scale was confirmed. The final questions are 1, 2, 4, 5, 7, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25, 30, 31, 32, 33, 36, 36. The TBI and the TSI were added to compare the perceived amount of administrative support to the current levels of stress and burnout teachers are experiencing. The informed consent was also changed to obtain the school geographic location.*

ELECTRONIC ENCLOSURES AS NEEDED FOR CHANGES INDICATED:

☒Revised Informed Consent Form(s)

☐Letter from Sponsor

☐Letter from Investigators indicating their removal or addition to study

☐Revised Protocol

☐Revised Investigator's Brochure

☒Other: *Revised scales and additional scales (TBS and TSI)*

SIGNATURE OF PRINCIPAL INVESTIGATOR

Elaine M. Turner, PhD, LP, LSSP *11/15/23*

Principal Investigator Signature Date

(Electronic submission of this

form by PI indicates signature)

APPENDIX C

Informed Consent

Dear Participant Teacher,

My name is Madison Kelly, and I am a PhD Candidate of School and Clinical Psychology working under the direction of Dr. Elaine Turner, Dr. Luis E. Aguerrevere, Dr. Valerie Weed, and Dr. Amanda Rudolph at the Human Services Department at Stephen F. Austin State University. We are conducting a research study to better understand the effect of perceived administrative support on teacher burnout levels. We are requesting your participation in the study, which will involve completing an on-line questionnaire. The survey will include questions about demographic classification; personally identifiable information such as your name or contact information will not be collected. Other questions will regard your emotional, physical, and mental health; stress you experience as a teacher; and the support your administrative staff provides you.

The study should take you around 20 minutes to complete. Please be assured that your responses are anonymous and will be kept entirely confidential. As stated, this survey does not require personally identifiable information, but will require the district in which you work. Please note your responses will not be shared with your district and will only be used for geographic comparisons. We will not collect IP addresses. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without penalty or loss of benefits to which you are otherwise entitled. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Moreover, your responses will not be released to anyone not directly involved in the study. There is no physical, psychological, legal, or other risk anticipated in this study. You will, however, be asked to disclose information that you may feel is personal or sensitive.

Should you have any questions or concerns associated with the research study, please call or email Dr. Elaine Turner at 936-468-1219 or elaine.turner@sfasu.edu. By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 20+ years of age, you are a K-12 teacher in the United States, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

Thank you for your assistance,

Madison Kelly, PhD Candidate of School Psychology

If you would like to obtain a copy of this informed consent, please print the screen. If you have questions about your rights as a participant in this research or if you feel you have been placed at risk, please contact the Office of Research and Sponsored Programs at Stephen F. Austin State University at 936-468-6606.

☐I consent, begin the study.

☐I do not consent; I do not wish to participate.

APPENDIX D

Demographic Information

Please complete the following demographic questionnaire.

1. Are you currently a teacher for grades K-12th?
    - Yes
    - No
2. What is your current age?
    - 20-30
    - 31-40
    - 41-50
    - 51-60
    - 61+
3. What is your sex?
    - Female
    - Male
    - Other: _____
    - Prefer not to answer
4. What is your race?
    - Black or African American
    - White
    - Asian
    - Native Hawaiian/Pacific Islander
    - Other
    - Prefer not to answer
5. Number of years within the teaching profession
    - Less than 5
    - 5-10
    - 11-15
    - 16-20
    - Over 20
6. Highest Degree Earned
    - B.A/B.S.
    - M.A./M.Ed.
    - E.D./Ph.D.
7. What is your yearly salary for being a K-12th educator?
    - Less than $20,000
    - $21,000- $30,000
    - $31,000- $40,000$41,000- 50,000

- $51,000- $60,000
- $61,000 +

8. What is your marital status?
    - Single
    - Married
    - Divorced
    - Widowed
9. Are you a certified teacher?
    - No
    - Yes
10. Do you currently teach K-12th grade?
    - Yes
    - No
11. What geographic region do you teach in?
    - Remote
    - Rural: Zip code with fewer than 1,000 people per square mile.
    - Suburban: Zip code with between 1,000 and 3,000 people per square mile.
    - Urban: Zip code with more than 3,000 people per square mile.
12. What is the name of the school district in which you teach?
    Note: Please know none of your responses will be used by your school district, nor will any identifiable information be released to the district in which you work

APPENDIX E

Teacher Stress Inventory

The following are a number of teacher concerns. Please identify those factors that cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicated how strong the feelings are when you experience it by circling the appropriate number on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable).

Example:
I do not feel prepared to do my job. 1 2 3 4 5
In the case that you feel adequately prepared to do your job successfully, you would indicate number 5.

How Strongly This Applies?	1	2	3	4	5
	No Strength Not Noticeable	Mild Strength Barely Noticeable	Medium Strength Moderately Noticeable	Great Strength Very Noticeable	Major Strength Extremely Noticeable

TIME MANAGEMENT					
1. I easily over-commit myself.	1	2	3	4	5
2. I become impatient if others do things to slowly.	1	2	3	4	5
3. I have to try doing more than one thing at a time.	1	2	3	4	5
4. I have little time to relax/enjoy the time of day.	1	2	3	4	5
5. I think about unrelated matters during conversations.	1	2	3	4	5

6. I feel uncomfortable wasting time.	1	2	3	4	5
7. There isn't enough time to get things done.	1	2	3	4	5
8. I rush in my speech.	1	2	3	4	5
Add items 1 through 8; divide by 8; place your score here: _____					
WORK RELATED STRESSORS					
9. There is little time to prepare for my lessons/responsibilities.	1	2	3	4	5
10. There is too much work to do.	1	2	3	4	5
11. The pace of the school day is too fast.	1	2	3	4	5
12. My caseload/class is too big.	1	2	3	4	5
13. My personal priorities are being shortchanged due to time demands.	1	2	3	4	5
14. There is too much administrative paperwork in my job.	1	2	3	4	5
Add items 9 through 14; divide by 6; place your score here: _____					
PROFESSIONAL DISTRESS					
15. I lack promotion and/or advancement opportunities.	1	2	3	4	5
16. I am not progressing my job as rapidly as I would like.	1	2	3	4	5
17. I need more status and respect on my job.	1	2	3	4	5
18. I receive an inadequate salary for the work I do.	1	2	3	4	5
19. I lack recognition for the extra work and/or good teaching I do.	1	2	3	4	5
Add items 15 through 19; divide by 5; place your score here: _____					
DISCIPLINE AND MOTIVATION					
I feel frustrated...					
20. ...because of discipline problems in my classroom.	1	2	3	4	5
21. ...having to monitor pupil behavior.	1	2	3	4	5
22. ...because some students would better if they tried.	1	2	3	4	5

23. . ...attempting to teach students who are poorly motivated	1	2	3	4	5
24. ...because of inadequate/poorly defined discipline problems.	1	2	3	4	5
25. ...when my authority is rejected by pupils/administration.	1	2	3	4	5
Add items 20 through 25; divide by 6; place your score here: _____					
PROFESSIONAL INVESTMENT					
26. My personal opinions are not sufficiently aired.	1	2	3	4	5
27. I lack control over decisions made about classroom/school matters.	1	2	3	4	5
28. I am not emotionally/intellectually stimulated on the job.	1	2	3	4	5
29. I lack opportunities for professional improvement.	1	2	3	4	5
Add items 26 through 29; divide by 4; place your score here: _____					
EMOTIONAL MANIFESTATION					
I respond to stress..					
30. …by feeling insecure.	1	2	3	4	5
31. … by feeling vulnerable.	1	2	3	4	5
32. … by feeling unable to cope.	1	2	3	4	5
33. … by feeling depressed.	1	2	3	4	5
34. … by feeling anxious.	1	2	3	4	5
Add items 30 through 34; divide by 5; place your score here: _____					
FATIGUE MANIFESTATIONS					
I respond to stress..					
35. … by sleeping more than usual.	1	2	3	4	5
36. … by procrastinating.	1	2	3	4	5
37. … by becoming fatigued in a very short time.	1	2	3	4	5
38. … with physical exhaustion.	1	2	3	4	5
39. … with physical weakness.	1	2	3	4	5
Add items 35 through 39; divide by 5; place your score here: _____					
CARDIOVASCULAR MANIFESTATIONS					
I respond to stress..					
40. … with feelings of increased blood pressure.	1	2	3	4	5

41. … with feeling of heart pounding or racing.	1	2	3	4	5
42. … with rapid and/or shallow breath	1	2	3	4	5
Add items 40 through 42; divide by 3; place your score here: _____					
GASTRONOMICAL MANIFESTATIONS					
I respond to stress..					
43. … with rapid and/or shallow breath	1	2	3	4	5
44. … with stomach cramps.	1	2	3	4	5
45. … with stomach acid.	1	2	3	4	5
Add items 43 through 45; divide by 3; place your score here: _____					
BEHAVIORAL MANIFESTATIONS					
I respond to stress..					
46. … by using over-the-counter drugs.	1	2	3	4	5
47. … by using prescription drugs.	1	2	3	4	5
48. … by using alcohol.	1	2	3	4	5
49. … by calling in sick.	1	2	3	4	5
Add items 46 through 49; divide by 4; place your score here: _____					
TOTAL SCORE:					
All calculated scores; enter the value here:					
Then, divide by 10; enter the Total Score here:					

APPENDIX F

Teacher Burnout Scale

How Strongly You Agree	1	2	3	4	5	6
	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

1. I look forward to teaching in the future.	1	2	3	4	5	6
2. I feel depressed because of my teaching.	1	2	3	4	5	6
3. I get adequate praise from my supervisors for a job well done.	1	2	3	4	5	6
4. The teaching day seems to drag on and on.	1	2	3	4	5	6
5. I am glad that I selected teaching as a career.	1	2	3	4	5	6
6. The students act like a bunch of animals.	1	2	3	4	5	6
7. My physical illnesses may be related to the stress in this job.	1	2	3	4	5	6
8. I feel that the administrators are willing to help me with classroom problems, should they arise.	1	2	3	4	5	6
9. I find it difficult to calm down after a day of teaching.	1	2	3	4	5	6
10. Teaching is more fulfilling than I had expected.	1	2	3	4	5	6
11. I feel that my efforts in the classroom are unappreciated by the administrators.	1	2	3	4	5	6

12. If I had it to do all over again, I would not become a schoolteacher.	1	2	3	4	5	6
13. I feel that I could do a much better job of teaching if only the problems confronting me were not so great.	1	2	3	4	5	6
14. The stresses in this job are more than I can bear.	1	2	3	4	5	6
15. My supervisors give me more criticism than praise.	1	2	3	4	5	6
16. Most of my students are decent people.	1	2	3	4	5	6
17. Most students come to school ready to learn.	1	2	3	4	5	6
18. I feel that the administrators will not help me with classroom difficulties.	1	2	3	4	5	6
19. I look forward to each teaching day.	1	2	3	4	5	6
20. The administration blames me for classroom problems.	1	2	3	4	5	6
21. Students come to school with bad attitudes.	1	2	3	4	5	6

APPENDIX G

Perceived Administrative Support Scale

How Strongly You Agree	1	2	3	4	5	6
	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

RELATIONAL TRUST						
1. I can speak to my administrative staff about classroom concerns.	1	2	3	4	5	6
2. I can voice my concerns to my administrative staff without fear of repercussions.	1	2	3	4	5	6
3. If I have conflict with another professional, I can speak to my administrative staff openly	1	2	3	4	5	6
4. . My administrative staff never take my concerns into consideration. *rs	1	2	3	4	5	6
MENTORSHIP						
5. My administrative staff encourages me to collaborate with more experienced teachers.	1	2	3	4	5	6
6. My administrative staff are available when I have questions about curriculum, or materials.	1	2	3	4	5	6
7. My administrative staff values collaborative teaching and collaborative efforts.	1	2	3	4	5	6
8. My administrative staff provides ongoing constructive feedback.	1	2	3	4	5	6

9. My administrative staff discourages mentorship.*rs	1	2	3	4	5	6
10. My administrative staff coaches me when I need it.	1	2	3	4	5	6
11. My administrative staff acts as mentors to teachers.	1	2	3	4	5	6
ADEQUATE PREPARATION						
12. My administrative staff take time to create/acquire well-developed and informative professional development.	1	2	3	4	5	6
13. My administrative staff equip me with the necessary material for my classroom.	1	2	3	4	5	6
14. My administrative staff equip me with the necessary curriculum for my classroom	1	2	3	4	5	6
15. My administrative staff assist with lesson planning and development.	1	2	3	4	5	6
16. My administrative staff encourages me to continue learning.	1	2	3	4	5	6
17. My administrative staff has discussions about my performance and provides areas of improvement.	1	2	3	4	5	6
18. My administrative staff shares information about different learning opportunities outside of the school.	1	2	3	4	5	6
19. My administrative staff provides adequate planning time for me during the school day.	1	2	3	4	5	6
PUBLIC SUPPORT						
20. My administrative staff present me as a critical component of a student's life.	1	2	3	4	5	6
21. My administrative staff clarifies my role and importance to parents, and community members.	1	2	3	4	5	6

22. My administrative staff supports me in community matters.	1	2	3	4	5	6
23. My administrative staff will communicate teacher needs to others in the district.	1	2	3	4	5	6
24. When I have conflict with a parent or community members my administrative staff will support me.	1	2	3	4	5	6
25. My administrative staff display confidence in my actions as a teacher to community members.	1	2	3	4	5	6
CLASSROOM AUTONOMY						
26. My administrative staff encourages me to use innovative teaching strategies.	1	2	3	4	5	6
27. My administrative staff give me autonomy to teach students in a variety of ways.	1	2	3	4	5	6
28. My administrative staff micromanages me. *rs	1	2	3	4	5	6
29. My administrative staff would approve fieldtrips or other classroom activities if I requested them.	1	2	3	4	5	6
CULTURE AND CLIMATE						
30. My administrative staff recognizes me publicly.	1	2	3	4	5	6
31. My administrative staff speaks to me casually.	1	2	3	4	5	6
32. My administrative staff provide clear communication of district goals.	1	2	3	4	5	6
33. My administrative staff sets a tone for acceptance and understanding among teachers.	1	2	3	4	5	6

34. My administrative staff encourages me to be the best teacher I can be.	1	2	3	4	5	6
35. My administrative staff values teacher's mental health and wellbeing.	1	2	3	4	5	6
36. My administrative staff are positive and uplifting.	1	2	3	4	5	6
37. My administrative staff view me as a critical component of the district school system.	1	2	3	4	5	6
38. My administrative staff makes me feel disposable. *rs	1	2	3	4	5	6
GENERAL						
39. My administrative staff make me want to leave the teaching profession.	1	2	3	4	5	6
40. I would enjoy teaching more if I had supportive administration.	1	2	3	4	5	6
41. I feel that having supportive administration is critical to the teaching profession.	1	2	3	4	5	6
VALIDITY AND RELIABILTIY						
42. All questions on this survey are easy to read and understand.	1	2	3	4	5	6
43. All questions on this survey accurately represent the teaching profession.	1	2	3	4	5	6
44. All questions on this survey are relevant to the teaching profession.	1	2	3	4	5	6

APPENDIX H

List of Social Media Groups

Newton ISD- shared by Superintendent, Michelle Barrow. No additional IRB required.

Rockwall Teachers

Breakout Edu

Weareteachers: High school teacher's helpline

We are teachers: first years

This survey was also shared on my personal Facebook page.

Royse City Citizen

Survey Exchange

VITA

After completing high school in Newton, Texas, Madison Kelly went on to East Texas Baptist University where she received the degree of Bachelor of Science in December 2019 in Psychology. In 2020, she entered the doctoral program in School Psychology at Stephen F. Austin State University and anticipates receiving the degree of Doctor of Philosophy in School Psychology in August of 2024.

For her dissertation's requirements, she designed and concluded an independent study, The Impact of Perceived Administrative Support on Teacher Burnout. This study focused on scale development and utilization of a measure to determine if perceived administrative support impacted the levels of teacher burnout. Moreover, to meet licensure requirements, she completed her internship at The Ludden Group PC in consortium with Royse City Independent School District.

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This Dissertation was typed by Madison L. Kelly, Ph.D. Candidate