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STRUCTURAL RELATIONSHIPS AMONG TEACHER SELF-EFFICACY AND BURNOUT

A MASTER'S THESIS

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OF BETHEL UNIVERSITY

BY

ALEXANDRA STOTZ

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STRUCTURAL RELATIONSHIPS AMONG TEACHER SELF-EFFICACY AND BURNOUT

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Thank you to my amazing family for constantly inspiring me to push myself, and dream amongst the stars. To my mother, father and sister, you are the flame that lights my candle when I am too weak to light it myself. You motivate me to keep my chin up, and my eyes focused on what really matters. Thank you to my amazing graduate school professors at Bethel University to forming me into the confident and capable educator I have become. Thank you to my past teachers, role models, and friends that shaped me into the person I am today. Thank you to Jesus for being alongside me on this path, and reminding me that there is always a brighter light at the end of each long journey. Lastly, I am thankful for the internal fire for always forcing me think "what's next?" and to never be satisfied with just mediocre. Now, let's go move mountains.

Abstract

This literature review focuses on the structural relationships between burnout in the education field and teacher self-efficacy. Teacher burnout is a substantial issue in education today and continues to increase as time continues. A teacher's attitude and disposition towards their job directly affects student motivation and engagement. The primary purpose of this literature is to gain a better understanding of factors leading to burnout among K-12 teachers and to be able to offer suggestions for ways to reduce and prevent burnout. Relevant empirical studies of burnout and self-efficacy in education will be scrutinized and summarized through research investigation. In addition, teacher self-efficacy will be suggested as a solution to mitigate burnout. Evidence recommends that through the intentional process of improving self-efficacy in our teachers, we can decrease burnout and produce record-high levels of student motivation and engagement in the future.

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CHAPTER I: INTRODUCTION

Significance

As teachers, we are faced with countless demanding and challenging tasks that test our patience, competence, and compassion. In our society today, students require extensive accommodations, differentiation styles, culturally relevant pedagogy, and other modifications that the teacher must provide to educate that student successfully. Teachers face criticism and pressure from parents, students, administration, and the community; therefore, we are susceptible to feeling overwhelmed, stressed, and burned out. The teaching profession has been ranked historically as one of the highest stress-related careers. Reports indicated that the majority of teachers have low job satisfaction, therefore indicating that this profession needs systemic change, or we may have fewer and fewer educators in our field in the future. It is known that almost half of all new teachers leave the profession within their first five years of teaching, and approximately one-third of teachers plan to leave their employment in a K-12 in the near future (Brasfield, 2019). The record low job satisfaction in the teaching profession is directly related to occupational stress, which leads to low levels of physical health and psychological well-being. The most common occupational stressors are the lack of administrative support, lack of peer support, role conflict, role ambiguity, and perceptions regarding their emotional commitment to their work. These are the most common stressors that can produce negative effects on educators' work performance, personal well-being, and mental health (Hsiang, 2016). Educators who are less stressed display higher levels of competence, therefore are better teachers to their students, resulting in

higher levels of student engagement and success. Highly effective teachers create positive environments for their students to thrive.

This literature review will examine teacher burnout, emotional exhaustion, depersonalization, and reduced personal accomplishment. It will address ideas for prevention and elimination through increasing teacher self-efficacy; the confidence to deal with daily problems with optimism and positive emotional intelligence.

Research Focus

A review of literature seeks to answer these questions: What are the main factors impacting teacher burnout rates? How does teacher burnout affect our students? What are the different types of symptoms and steps leading up to burnout? Are there solutions to eliminating and preventing teacher burnout? How does teacher self-efficacy impact burnout among teachers? The relationship between teacher self-efficacy and burnout will be examined, and ideas for the mitigation of burnout will be suggested. This study will review existing empirical studies that focused on the structural relationships among teacher self-efficacy and burnout and offer insight into alleviating burnout. In addition, this literature review provides direction for school leaders to identify and establish interventions and programs to support teacher perseverance; and prevent burnout by increasing teacher self-efficacy.

Definition of Terms

The following will go into detail on the main key terms surrounding burnout and self-efficacy. The concept of burnout and self-efficacy will be defined in terms of science, and an educational viewpoint.

Concept of Burnout

To begin the discussion and summary of teacher burnout, we must first describe and summarize the generic and complex definition of burnout and how it is measured and recorded among teachers. *Burnout* can be defined as a gradual emotional depletion, loss of motivation, and reduced commitment (Schaufeli et al., 2009). However, the term "burnout" is far more complex and requires more than one concrete definition. There are many different ways that burnout is defined in the education community. Leichtman describes burnout as follows: "A pervasive breaking down of every aspect of a teacher's personal and professional life due to a fervent commitment to a job that does not provide the results and lacks the support systems needed to either achieve the correct result or accept the actual result, leading to a cynical, pessimistic outlook and life" (2019, p. 15).

The official definition of burnout that is widely accepted by the scientific community originated from research by Christina Maslach; "burnout is a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity" (Maslach, 1997, p. 192).

Overall, burnout can be defined by three domains; Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment (Gaitan, 2009). *Emotional Exhaustion* refers to the psychological depletion caused by the constant demands of caring for others. The fatigue can be both mental and physical. *Depersonalization* refers to the negative disassociation or a detached mindset towards individual student needs. Lastly, *Reduced Personal Accomplishment* refers to the negative self-evaluation relative to job performance and expectations of future goal attainment (Gaitan, 2009).

Recently, in the twenty-first century, the way burnout was perceived and understood started to shift. Burnout was originally a term that young idealistic service professionals used to describe their emotional exhaustion and discouragement with their profession. However, in 1960, those same young professionals are now retiring, and those symptoms of burnout still linger (Schaufeli et al., 2009). Two distinct contributors to work life experience explain burnout as a genuine experience, and an area of scientific inquiry: persistence imbalance of demands over resources, and concern over personal motives rather than organizational values (Schaufeli et al., 2009).

The first contributor explains that when demands increase, such as more service recipients with more intense requirements, the resources in place fail to support the new demand level. The second contributor explains that one individual may uphold personal values in a higher regard than workplace expectations. Employees are less willing to set aside their personal values and morals for the good of the company (Schaufeli et al., 2009). The consequences of burnout are potentially very serious and detrimental to workers, their clients, and institutions in which they interact (Maslach, 1997).

Concept of Self-Efficacy

To begin the discussion and analysis on self-efficacy, we must first define the generic and psychological definition of self-efficacy. In addition, we will review the instruments used to measure self-efficacy, and how this psychological concept is critical to the confidence and competence of teachers. According to social cognitive theory, self-efficacy beliefs refer to individuals' beliefs about their capabilities to successfully carry out a particular course of action (Klassen, 2011). Research supports that self-efficacy is an important influence on human behaviors in a variety of settings, such as education,

health, sports, and business. In essence, self-efficacy makes a difference in how people think, feel, and act. A low sense of self-efficacy is associated with depression, anxiety, and depersonalization. People with low self-efficacy have low self-esteem and often have pessimistic thoughts about their personal accomplishments, therefore negatively affecting motivation, daily performance, and achievement (Schwarzer, 2008). Self-efficacy can be broken down into three distinctions: self-efficacy as an internal attribution (I am the cause of *this particular* action). Self-efficacy refers to current behavior influencing future behaviors, and self-efficacy is an operative construct, meaning believing in oneself to solve problems and change behaviors to reach goals (Schwarzer, 2008).

In addition, research on self-efficacy is often linked to another cognitive theory called emotional intelligence. Researchers define emotional intelligence as an individual's aptitude for processing emotion-related information in order to accurately perceive, appraise, and express emotions (Hsaing, 2016). Empirical studies on this cognitive construct suggest that higher levels of emotional intelligence lead to increased motivation in work performance, better decision-making abilities, optimism, and better stress management. Lower levels of emotional intelligence lead to negative mental health, depression, anxiety, and depersonalization (Hsaing, 2016). Self-efficacy and emotional intelligence are two cognitive theories that can impact our human behaviors as a teacher and how our students perceive us.

CHAPTER II: LITERATURE REVIEW

The following literature review will examine published literature on teacher burnout and self-efficacy in education. It will assess job satisfaction in the teacher profession, discuss future mitigation of burnout through improving teacher self-efficacy. This literature review desires to highlight the need for early detection and prevention of the burnout phenomenon in teachers. Both qualitative and quantitative empirical research of teacher burnout and self-efficacy will be summarized. This peer reviewed information will illuminate a rising and crippling problem for administration, teachers, teacher candidates, and students to be aware of and offer advice and resources on alleviating teacher burnout. The literature used in this thesis was located through searches of ERIC, APA PsycArticles, Google Scholar, EBSCO, Academic Search Premier with publication dates of 1993-2019. The key words that were used in these searches include: “teacher self-efficacy”, “teacher burnout” “teacher stress”, “teacher emotional labor”, “teacher depersonalization”. The structure of this chapter is to review the literature on structural relationships among teacher self-efficacy, burnout, and job satisfaction three sections in this order: Teacher Burnout, Teacher Efficacy, and Mitigation of Teacher Burnout Through Schoolwide Positive Behavior Support.

Burnout in Education

Historically and culturally, Americans place an enormous amount of value on their job satisfaction with their work environment. As we think about education, teachers are at high risk for burnout due to the everyday job stressors and demands placed on educators, therefore decreasing their overall job satisfaction. The teaching profession has been subject to high demands and increased pressure by society to correct inappropriate

social, emotional, and behavioral problems (e.g., substance abuse), provide individual accommodations per student, meet the needs of each student while catering to a class with a wide range of abilities, encourage appropriate social and moral development, all while educating students inappropriate grade-level standards and skills. National reports have indicated that many teachers are leaving the profession at a higher rate than those who are choosing to become teachers. This action has resulted in teacher shortages and vacancies in many subjects, therefore predicting that the teacher shortage has only yet begun. Research studies in North American school districts have established that approximately 40%-50% of teachers leave the profession within their first five years (Hoigaard, 2012).

Teacher stress-related burnout is most common in our non-tenured teachers. Young teachers leave the profession at a rate of 51% higher than older teachers and transfer to a different school and a rate of 91% higher than their older colleagues (Williams, 2011). In April of 2011, the American Federation of Teachers (AFT) and the American Institutes for Research (AIR) released the report, "Workplaces That Support High-Performing Teachers and Learning Insights from Generation Y Teachers." Generation Y is used interchangeably with the commonly known term "Millennials", those under the age of 30. Millennials account for at least one in every five classrooms today (Williams, 2011). In the AFT/AIR report, young teachers say that they want: feedback on their performance and to evaluate in a fair way, time to collaborate with their colleagues, differentiated pay for high performance, and technology to provide engaging and effective lessons, as well as support collaboration with other teachers (Williams, 2011).

High stakes testing is linked to emotional exhaustion and teacher burnout rates. In a National Education Association survey, 53% of teachers reported a desire to leave the educational field due to stress of standardized testing (Piscitella, 2016). Test-based accountability policies are fundamentally changing how schools use student test performance to determine student achievement and placement, as well as teacher effectiveness. These policies have encouraged teachers to teach straight to the test, provide reduced instructional depth in order to cover curriculum and instruction targeted towards students whose test scores are likely to improve in hopes of showing high growth and improving overall test data (Embse & Hasson 2012). In addition, those same teachers also warned other young adults to not have teaching as their career. Another study found 83% of teachers would not recommend teaching as a career (Piscetella, 2016). High stakes testing seemingly cause more worry for the teacher rather than the student. Fear of competition and unfair teacher evaluations based on standardized testing cause higher and higher burnout rates. The pressure placed on the teacher to succeed is amplified through other stressors such as the No Child Left Behind Act, as low-performing schools face negative sanctions if their students fail to make academic gains on state-mandated standardized testing (Newby, 2014). When teachers are held accountable for individual student success, emotional exhaustion and frustration arise and result in burnout. Therefore, an increasingly large amount of jobs are left unfilled or are filled with non-certified substitutes, therefore decreasing the standard of education in a climate of increased teaching standards (Piscetella, 2016). As we will discuss later, supporting teacher self-efficacy to reduce the stress associated with high-stakes accountability

policies is the best method to increase job satisfaction and reduce teacher burnout (Embse & Hasson, 2012).

Measuring Burnout

Historically, burnout has been researched and examined by Fedenberger and Maslach. Maslach turned a study about human service working into a radical standard form of measurement for burnout. This standard instrument for recording and observing burnout is known as the Maslach Burnout Inventory (MBI). The MBI is designed to assess three components of burnout syndrome: emotional exhaustion, depersonalization, and reduced personal accomplishment. There are 22 items, which are divided into three components. The items are written in the form of statements about personal feelings or attitudes, such as “I feel burned out from my work”. Subjects respond to the statements on a 7-point fully anchored scale (ranging from 0, “never” to 6 “every day”). The scores for each subscale are considered separately are not combined into a single total score; thus, three scores are produced for the three components: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1996).

Empirical Studies of Burnout

Researchers define burnout as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (Maslach, 1996). The following empirical studies will aim to explain and connect how emotional and psychological stress contributes to teacher burnout. Understanding how these emotional and psychological factors lead to burnout is essential to the rehabilitation and restorative process.

The empirical study by Burke and Greenglass in 1994 examined burnout in teachers and administrators. The purpose of the study was to examine the emotional and psychological effects of burnout in education. The research study included 362 teachers and administrators from the same school district (54% teachers and 56% administrators). Respondents were of both sexes, 58% male and 42% female, and were between ages 25-62; the mean age being 44. In addition, 20% of the respondents had children, 80% were spouses in dual-income houses, and 80% had long-term teaching experience. Lastly, 60% of the respondents had higher education past a bachelor's degree (Wolpin et al., 1994). The respondents were to assess themselves using the Maslach Burnout Inventory (MBI). Aptitude statements and questions were from the following categories: Emotional Exhaustion, Depersonalizations, and Lack of Personal Accomplishment. The results were as predicted, and all the correlations were significantly different from zero ($p<.05$). The hypothesis was proven correct by this longitudinal study; psychological burnout was positively associated with psychosomatic symptoms. Negative work setting characteristics, sources of experienced stress, and psychological burnout were all positively and significantly correlated (Wolpin et al., 1994). However, this study has limitations and areas for growth for future research. More attention to relationships between predictors, symptoms, and psychological burnout is needed, such as more appropriate specifications: demographic characteristics, lifestyle variables, and interpersonal relationships.

In the next empirical study, in 2012, Koruklu, Feyzioglu, Ozenoglu-Kiremit, and Aladag examined burnout levels of secondary education in terms of various variables. The data for this study were collected from 532 secondary education teachers working in

Aydin, Turkey, in the 2009-2010 school year. The participants were chosen randomly; 44.7% were female, 54.1% male. In addition, 44.92% were between 20-40 years old, and 51.3% were 40 years and older. This study was conducted with a descriptive survey model, the Maslach Burnout Inventory (MBI). There were nine items assessed in the emotional exhaustion category, five items assessed in the depersonalization category, and eight items assessed in the personal accomplishment category. The purpose of the study was to examine the teachers' burnout level in terms of demographic features: age, sex, seniority, subject taught, and colleague relationships (Koruklu, Feyzioglu, Ozenoglu-Kiremit & Aladag, 2012). Findings indicated that there is no significant disparity with regards to sex for emotional exhaustion and depersonalization subscales however, there is a significant difference in the personal accomplishment subscale. Burnout levels of male teachers were higher than females in the personal accomplishment subscale. In addition, teachers in their 20-40's scored higher in the emotional exhaustion and depersonalization subscales than the teachers who are 41 and older. Consequently, teachers 41 and older scored higher in lack of personal accomplishment, thus they find themselves less successful than their coworkers. Teachers with more than 24 years of job experience (seniority) have lower levels of burnout in all three subscales. This may be because new and younger teachers do not have the management style or emotional intelligence equal to a veteran teacher. There was a strong correlation between lack of positive colleague relationships and burnout, concluding that strong colleague relationships lead to strong support systems in the workplace. Finally, there was no correlation between the subject taught and burnout rate (Koruklu, Feyzioglu, Ozenoglu-Kiremit & Aladag, 2012). The limitations and areas for growth would be to examine burnout in young educators with

refined parameters, such as the highest degree of schooling obtained, the narrow the age groups examined, and the relationship style between administration and teachers. This should be examined in detail to take necessary precautions to keep young teachers in the education field.

In addition, research on the processes of mitigating burnout through implementing school-wide positive change has been proven successful. A program studied by Covell, McNeil, and Howe in 2009 examined a few schools in Sydney, Canada, and Novia Scotia. This empirical study concentrated on a school-wide positive change designed to increase positive student engagement, by decreasing environments that may induce student disengagement. This program was called Rights, Respect, and Responsibility (RRR), and was adopted by the United Nations in 1989 (Covell et al., 2009). The purpose of this study was to focus on the pattern of teacher burnout over the course of three years. The schools studied were able to introduce the RRR at their own pace. Therefore, the researchers were able to assess the relations among the level of implementation, the level of student engagement, and the level of teacher burnout over the three years of the RRR's implementation (Covell et al., 2009). A total of 25 schools and 127 teachers agreed to participate in the study, and the schools included represented different socioeconomic and geographic areas as well as school ages (4-11 years old). About 70% of the teachers were female, and 33.6% of the participants had been teaching for five years or fewer; 29.7% has been teaching for over fifteen years. The longitudinal study was conducted three times over the course of three years and also compared schools that had fully implemented the RRR to schools that had not. Schools were split into two distinct groups: the Fully Implemented (FI) and the Partially Implemented (PI). The participants

were to assess themselves at Time 1, Time 2, and Time 3 using the Maslach Burnout Inventory (MBI). Aptitude statements and questions were from the following categories: Emotional Exhaustion, Depersonalizations, and Lack of Personal Accomplishment.

The results were as predicted; teachers from FI schools experienced considerable gains in Personal Achievement between Time 1 and Time 2. Consequently, teachers in PI schools actually declined in Personal Achievement from Time 1 and Time 2. Consistently teachers from FI schools had greater growth in Personal Achievement than teachers from PI schools. However, by Time 3, teachers from PI schools had narrowed the gap and caught up with teachers from FI schools. We can assume at Time 3, PI schools had almost or successfully implemented the RRR act within their school. A similar trend occurred with the scores from Depersonalization, however the gains made from Time 2 to Time 3 in FI school were not as significant as the gains made by PI schools. Teachers from FI schools experienced greater short-term gains in both Personal Achievement and Depersonalization, however, teachers from PI schools proved to have higher significant long-term gains over the three years (Covell et al., 2009). The test category of Emotional Exhaustion had unpredicted results during the three years. Similarly, teachers from PI schools reported little growth between Time 1 and Time 2, and high growth between Time 3. However, at no point did the level of emotional exhaustion reported by PI teachers match the scores of teachers from FI schools. In the category of Emotional Exhaustion, teachers from FI schools were considerably less emotionally exhausted among the three testing periods. Overall, the data suggest that level of participation was a very strong predictor of teacher depersonalization and a teachers' sense of personal achievement. This study does have one limitation, it does not include data from

secondary schools, and it would be interesting to compare the data between teachers in secondary schools (12-18 students ages) to those in primary and intermediate. Generally, this three-year evaluation of the Rights, Respect, and Responsibility reform act affirms the belief that when children learn they have rights in a rights-respecting environment, they are more engaged in school, and their teachers exhibit a greater sense of personal accomplishment and job satisfaction with their teaching (Covell et al., 2009).

Many studies of teacher burnout are based on the feedback of teacher self-reporting surveys; in 2015, Shen et al. conducted an empirical study to connect teacher burnout rates to student perceived motivation of their teachers. It is believed that that teacher and student motivation are two parallel entities and have a direct correlation, so Shen et al. preceded to study this phenomenon. The purpose of this study is to investigate the relationships between teachers' burnout and autonomous motivation. In this research study, the participants were 1,302 high school students and 33 physical education teachers that represented 20 high schools in two school districts in a major Midwest metropolitan area in the United States. The two school districts were demographically similar; students from a low to lower-middle socioeconomic background. The ethnicity of the student sample was representative of the demographics in the community (55% Caucasian, 35% African American, 8% Hispanic American, and 2% Other). The demographics of the teacher sample included 14 females, 19 males; of those teachers, 60% were African American, and 40% Caucasian. All teachers had between eight to thirty years of teaching experience, with a mean of fourteen years (Shen et al., 2015). All students had a 90-min physical education class every other day, and class size ranged between 28-40 students. The standard instruments of reporting included

the 22-item Maslach Burnout Inventory for the teachers, and students completed a 6-item Learning Climate Questionnaire (LCQ). The LCQ was a 7-Point Likert scale ranging from 1 *(strongly disagree)* and 7 *(strongly agree)* with questions such as: 'I feel that my physical education teacher gives me choice and options'.

The results were as predicted, and the analysis showed that teachers' burnout was negatively associated with students' autonomous motivation (Shen et al., 2015). Therefore, proving that student and teacher motivation are directly correlated and proportionally correlated. Data shows that in classes taught by teachers with high feelings of emotional exhaustion, students were less likely to perceive autonomy support. Consequently, teachers with low levels of emotional exhaustion aided in students' feelings of autonomy support. In addition, it is likely that emotionally exhausted teachers use their own motivation to interfere with student learning, these teachers may be reluctant to clarify the relevance of tasks to students or allow students choice in the learning activities, or provide appropriate accommodations. Subsequently, there was several limitations to this study. The data was collected from students and teachers in the beginning of the semester, it is likely that students had little experience with the teachers' instructional techniques at that point. Also, the data was collected from a major Midwest metropolitan area in the United States, it is important to understand the demographics of the sample is not representative of all schools and therefore is only representative of that community.

This empirical study is one of the first to compare student perceptions of their teachers to the actual emotional exhaustion, depersonalization, and lack of personal accomplishment self-reported by their teachers'. It confirms an important issue in

education; that teacher burnout will eventually lead to the undermining of student motivation. In the end, it is clear that teachers' burnout can damage their desire to provide engaging, relevant, and realistic instruction to engage students in rich learning tasks. To prevent this study from becoming a "norm" in our education climate, school systems must improve the school culture for educators. The authors emphasize the importance of better working conditions and workshops on time management, relaxation, and improved coping skills. This empirical study validates other research studies that use the Maslach Burnout Inventory (MBI) as a standard instrument of self-reporting to justify reasons for teacher burnout rates.

It is important to note that burnout occurs at all levels of education, even for faculty in higher education. Burnout is often discussed and researched in relation to teachers at primary and secondary levels. Research on burnout among teachers at the university level is very limited. The purpose of the next empirical study will examine burnout among university staff and faculty in higher education. The purpose of this study is to define the level of burnout among university teachers and to examine the level of burnout in different categories of university teachers (Azeem & Nazir, 2008). The sample participants included three hundred teachers: lecturers, readers, and professors from various faculties of one university from central India. For each section of the study, one hundred teachers were selected. The mean age of lecturers was 37.13 with 8.47 years of job experience, the mean age for readers was 50.36 with 23.02 years of job experience, and the mean age of professors was 44.5 with 20.1 years of job experience. The Maslach Burnout Inventory (MBI) was used as the standard instrument of measurement to assess emotional exhaustion, depersonalization, and reduced personal accomplishment among

the three distinct faculty groups. The mean scores were compared among the different groups: lecturer, reader, and professor. There was no valid prediction for this study from the researchers, so this is a limitation when comparing results.

The results show that lecturers experienced higher levels of emotional exhaustion than readers and professors, therefore showed moderate levels of burnout. Professors showed low scores of depersonalization and high scores in personal accomplishment, which may be due to their level of education and confidence in attaining their goals, therefore, do not become depersonalized or emotional exhausted. Readers expressed low levels of burnout; due to the significantly low level of workload they endure. The author mentions, "It can be concluded that these teachers (professors) have lower burnout because of their ability to effectively and efficiently deal with the various problems surrounding students." One can assume that professors have higher levels of competence and self-worth, therefore, are less susceptible to burnout (Azeem & Nazir, 2008).

Emotional labor is a term that is often associated with burnout, and the next empirical study aims to explain the relationship between emotional labor and burnout in teachers from Turkey. Yilmaz, Altinkurt, Guner and Sen (2015) define emotional labor in organizational life as employees regulating and managing their emotions while doing their jobs, as well as exhibiting professional behaviors (Yilmaz et al., 2015). Yilmaz explains that teaching is an occupation directly related to human beings, therefore requires a natural regulation of emotions. In addition, there are four dimensions to emotional labor: frequency, duration, and intensity of displaying such behavior, as well as rules of appropriate behaviors. These four dimensions help determine attributes affiliated with surface acting, deep acting, and naturally felt emotions. The research

questions that guided Yilmaz et al. in this study are as follows: What is the level of teachers' emotional labor and burnout? Do teachers' emotional labor and burnout levels differ according to gender, marital status, school type, and subject matter? Does the emotional labor of teachers predict their level of burnout?

The population sampled included 5,600 teachers working in Turkey during the 2013-2014 academic year. Of all the participants, 43.7% were female, 56.3% were male. The population included elementary and high school teachers. The two standard instruments used to assess the population were the Emotional Labor Scale (ELS) and the Maslach Burnout Inventory (MBI). The Emotional Labor Scale was developed in 2005 and includes 13 Likert-type items to determine the emotional labor level of teachers (Yilmaz et al., 2015). The higher the score, the higher the emotional labor felt with a particular domain.

The results were similar to the other empirical studies reviewed; emotional exhaustion still proves to be the biggest source contributing to burnout levels amongst educators. Burnout levels of teachers do not differ according to gender, marital status, or job status held. Consequently, burnout levels did differ according to school type. The depersonalization level of teachers working in vocational (job-orientated secondary schools) was far higher than the teachers working as elementary education teachers. In relation to the Emotional Labor Scale, there was a positive and sufficient relationship between depersonalization and the surface acting dimension of emotional labor. Yet, a negative relationship in relation to naturally felt emotions and deep acting emotion. Furthermore, the research study was able to showcase relationships between emotional labor and burnout for teachers. Findings from this study revealed that surface acting,

which is to pretend to be feeling a certain emotion through words and body language, even if not felt at a specific moment, leads to burnout. Ultimately, Yilmaz, Altinkurt, Guner & Sen proved that emotional labor, such as surface acting and naturally felt emotions, is a predictor and catalyst of teacher burnout. In the future, research should include if burnout can affect emotional labor. In addition, the population sampled should be from various age groups and there was no mention of the ages of the population.

In recent years, emotional intelligence (EI) has become a crucial aspect of the teaching profession. Researchers have proven that trait emotional intelligence is the most important personality characteristics that affect burnout and job satisfaction. In 2015, Platidou showcased the relationship between emotional intelligence and burnout through his research in Greece with special education teachers. The author, Platsidou, defines emotional intelligence as the ability to identify and regulate emotions, the ability to understand the causes of emotions and the transitions then and the ability to integrate emotional information into decisions and actions and facilitate thinking (Platsidou, 2015). Evidence shows that emotional intelligence is related to success in academics, personal, social, or occupational settings. If one has high emotional intelligence, they are more efficient in coping with problems and difficulties and experience lower levels of anxiety and depression. Emotional intelligence is a crucial personality trait that is also connected with empathy, optimism, and conflict resolutions, which are imperative characteristics that educators require in their day to day work. A negative relationship is found between emotional intelligence and occupational stress, and a weak to moderate relationship with overall job satisfaction (Platsidou, 2015). In the teaching profession, specifically, positive regulation of emotions is a significant predictor of teachers' perceived self-

efficacy. Certain components of emotional intelligence, including emotional affirmation and positive regulation of emotions, counteract emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Platsidou, 2015).

In a research study to determine the correlation between emotional intelligence and burnout, 123 Greek special education teachers were assessed. Of those participants, 46 were males and 76 females. The ages ranged from 23-56 years, with a mean of 39.6 years. The participants' teaching experience in special education ranged from 1-23 years, with a mean of 6.2 years of job experience. For the first segment of the research study, participants were to complete the Emotional Intelligence Scale, an inventory developed by Schutte et al. in 1998, which consists of 33 self-referencing statements for participants to rate themselves on a five-point scale, ranging from 1= strongly disagree to 5=strongly agree. In the second segment of the survey, the participants took the Maslach Burnout Inventory (MBI) to assess levels of emotional exhaustion, depersonalization, and lack of personal accomplishment. Overall, the results from the Emotional Intelligence Scale were moderately but significantly correlated with the three burnout dimensions. Therefore, teachers who perceive themselves as highly emotionally intelligent are likely to feel less emotionally exhausted, experience low levels of depersonalization and have a high sense of personal accomplishment. Specifically, emotional intelligence factors such as optimism/mood regulation and social skills had the highest correlations with the burnout dimensions, therefore displaying that these factors are essential to mitigate burnout. Interestingly, the job satisfaction subscale had the highest correlation with all three burnout variables. Ultimately, no correlations were found between demographic variables, age and experience, and emotional intelligence measures. Moreover, the

personal accomplishment was an area most closely related to all emotional intelligence measures (especially with optimism/mood regulation) compared to the other two burnout dimensions. This evidence suggests that emotionally competent individuals likely have higher feelings of personal accomplishment (Platsidou, 2015). Finally, this study proves that teacher burnout and low job satisfaction may be preventable. They are to enhance their emotional intelligence. This study does have several limitations, such as the small population size sampled, or the integrity and biases of the self-reporting data to assess the emotional intelligence.

Finally, the last burnout study by Mearns and Cain in 2003 examines structural relationships among teacher occupational stress (burnout) and negative mood regulation (NMR). Negative mood regulation refers to people's beliefs that they can alleviate the negative moods they experience (Mearns & Cain, 2003). Negative mood regulation expectancies represent people's level of confidence that they can terminate their negative moods. People with strong NMR expectancies believe that they can make themselves feel better at any time if they are in a bad mood. On the other hand, people with weak NMR expectancies feel powerless to affect their negative mood states. Therefore, a stronger belief in one's ability to control one's negative moods is related to more use of active coping and lower levels of depression. The current study examines 86 primary and secondary school teachers, 65 females and 21 males, from six different schools. The population ranged from 23 to 63 years old, with a mean of 39.52 years old. All participants had been teaching for 1-43 years, with a mean of 13.88 years in their current roles. The school demographics were mostly consisted of medium to smaller schools, 11 to 47 teachers per site. The schools sampled were located in urban and suburban

neighborhoods of Orange and Los Angeles counties in Southern California in the USA (Mearns & Cain, 2003). The standard instruments used to assess the sample included, the Negative Mood Regulation (NMR) Scale, and the Maslach Burnout Inventory Educators Survey (MBI). The Negative Mood Regulation Scale is a 30-item self-report measure of people's generalized expectancies for being able to control their negative affective states (Mearns & Cain, 2003). Each item completes the sentence: "When I am upset, I believe that…" participants rate statements on a 5-point scale, from strongly disagree to strongly agree. An example would be, "I can usually find some way to cheer myself up". The results from the Negative Mood Regulation Scale were cross referenced with the Maslach Burnout Inventory (MBI), and three subscales it includes; emotional exhaustion, depersonalization, and lack of sense of personal accomplishment. The authors found that job stress was highly associated with burnout levels, and the males surveyed experienced higher levels of depersonalization. As predicted, the lower the NMR expectancies, the higher the lack of personal accomplishment recorded. In addition, the lower the individual scored on the NMR, the greater the feelings of burnout were recorded on the MBI. The stronger the negative mood regulation expectancies, the greater the use of adaptive coping strategies, and lower levels of burnout and distress (Mearns & Cain, 2003). It is interesting to note that the only burnout dimension that seemed to show significant relation to negative mood expectancies was the lack of personal accomplishment, while emotional exhaustion and depersonalization showed little correlation. In conclusion, teachers who had stronger beliefs that they could regulate their negative moods reported experiencing less burnout and distress. The limitations of this study are similar to other empirical studies on burnout; the accuracy and reliability of the

self-reporting administration used in the NMR and MBI. Overall, this study confirmed that examining individual difference variables, such as negative mood regulation expectancies, increases the reliability of predicting burnout among teachers, therefore being able to revert and prevent burnout before it emerges (Mearns & Cain, 2003).

Summary of Burnout

As reviewed in the empirical studies, burnout is a complex and detrimental problem facing all educators. Rachel Schwartzhoffer, author of *Psychology of Burnout Predictors and Coping Mechanisms* explains specific school-related contexts that relate to each subcategory of burnout. Discipline problems, relations to parents, supervisory support, and autonomy relate significantly to depersonalization and lack of personal accomplishment. However, the largest school-context related predictor of emotional exhaustion is time pressure. It is not surprising that time pressure, measured as a combination of work overload, acceleration of working speed, curriculum turnover, and less time for rest and recovery during working hours, is predictive of exhaustion (Schwartzhoffer, 2008).

Overall, the results of most research on burnout are in agreement, that teachers experience the highest burnout level in terms of emotional exhaustion, and the lowest being in depersonalization (Yilmaz et al., 2015). Burnout in teachers incorporates issues related to physical, psychological, and emotional health. In addition, there is a direct link between teacher burnout rates and autonomous student motivation. It is important to note that teachers can influence students' motivation in education not only through instructional styles but also through their own outwards emotions and motivation (Shen et al., 2015). It is imperative that school administrators understand the symptoms of

burnout, and recognize the factors that lead to emotional exhaustion, depersonalization, and lack of personal accomplishment among their staff. Ideas for mitigation of burnout among educators will be addressed at the end of Chapter II.

Self-Efficacy in Education

In terms of education, we define teacher self-efficacy as, "the confidence teachers hold about their individual and collective capability to influence student learning- is considered one of the key motivation beliefs influencing teachers' professional behaviors and student learning" (Klassen, 2011, p. 21). In academic contexts, research has shown that self-efficacy in students plays an important role in influencing a student's own achievement and behavior. However, researchers have examined research concluding that the teachers' sense of self-efficacy is the overarching key role in affecting student self-efficacy. A teacher's self-efficacy can influence student achievement and motivation and the classroom management style and environment. Teachers with low self-efficacy experience greater difficulties in teaching, lower job satisfaction, and higher levels of job induced stress, therefore leading to burnout (Klassen, 2011). In addition, it is predicted that teachers with high levels of self-efficacy are less likely to refer disruptive students to special education testing since the teacher is confident in his/her classroom management and ability to solve classroom behaviors. Teachers with high levels of burnout also are more likely to refer students to special education testing when they are disruptive in the classroom (Egyed, 2006). Teacher self-efficacy and burnout rates are often examined and researched together, as one is a predictor of the other.

Measuring Teacher Self-Efficacy

When researchers study teacher self-efficacy, they use a common instrumental scale called Teachers' Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Wool-folk Hoy (2001) and contains three subscales: Efficacy for Instructional Strategies, Efficacy for Students Engagement, and Efficacy for Classroom Management. A total of twenty-four items are rated on a 9-point Likert scale (ranging from 0, "nothing" to 9 "a great deal"). This measurement has been widely used in the education field to assess teacher competence in using a variety of instructional and assessment strategies in their teaching contexts (Yoo, 2016). After educators finish the Teachers' Sense of Efficacy Scale, they are instructed to add the scores of each subscale of the TSES and analyze their scores with the quantitative and qualitative descriptors of the Teachers' Sense of Efficacy Scale.

Empirical Studies of Teacher Self-Efficacy

The first empirical study on teacher self-efficacy by Hulya Yildizli in 2019 focuses on teachers' goal orientations (ability to approach mastery and work avoidance) and how it can predict their attitudes towards teaching through self-efficacy. The purpose of the study tested the hypothesis that teacher self-efficacy is a mediator in predicating goal orientations and attitudes towards teaching. The participants in this study included 495 elementary and secondary teachers in Central Anatolia, Turkey in the 2017-2018 academic year. There were 315 female teachers, and 183 male teachers sampled, and they taught various core subjects. Their teaching experience varied from 1-5 year and 16-20 years, the demographic of the schools in which they taught was not given. The Teacher Sense of Efficacy Scale (TSES) was the instrument used to collect data. Data found revealed that goal orientation was significantly and positively correlated to self-efficacy.

In addition, self-efficacy and attitudes towards teaching were significantly and positively correlated. Consequently, self-efficacy and work avoidance had a negative correlation, therefore teachers with high self-efficacy do not avoid work (Yildizli, 2019). The results indicate as a teacher's self-efficacy increases alongside their goal orientations, which decreases burnout levels and positively affects teachers' attitude towards teaching. Overall, the higher the self-efficacy reported from the teacher, the lower the rate of burnout (Yildizli, 2019). This study has a few limitations and areas of growth for future research, such as the demographics of the teachers and students, qualitative descriptors of classroom environments and administration, and classroom management. However, this research shows strong evidence of how burnout rates are directly correlated with teacher self-efficacy.

Shoulders and Krei (2015) narrow their focus to emphasize teacher self-efficacy in rural high school teachers. The purpose of the study is to compare differences related to student engagement, instructional practices, and classroom management based on characteristics, including education level, experience, and gender. In 2015, Shoulders and Krei surveyed 256 high school teachers using the TSES as a means of identifying their self-efficacy beliefs in instructional strategies, classroom management, and student engagement. The teachers were from 21 rural secondary schools in Tennessee and Indiana, and 165 of the teachers were female (Shoulders & Krei, 2015). Research showed no significant differences in the mean TSES scores between genders. However, data showed that teachers with more than 15 years of experience had significantly greater mean scores in the use of instructional practices than the teachers with fewer than four years of experience. In addition, the teachers with a master's degree level and beyond

showed greater classroom management skills. Interestingly, Shoulders and Krei reported little disparity between the self-efficacy in student engagement in newer teachers versus that of veteran teachers (Shoulders & Krei, 2015). Overall, the theme of the study seems to prove that higher self-efficacy is built with experience and further college education. Therefore, attributing to the concept that burnout and self-efficacy have a strong correlation but a negative relationship.

Nevertheless, there are a few limitations to this study, such as the lack of racial and ethnic diversity in the sample surveyed, since the population was only representative of two selected rural states. It is also limited due to the recent changes and implementation of the Common Core could have contributed to the decline in teacher self-efficacy in those states (Shoulders & Krei, 2015). In the future, it would also be interesting to compare data of teacher self-efficacy of schools of different geographical environments, such as rural, suburban, urban, and exurban.

The research on teacher self and collective efficacy has just begun. The four sources of efficacy beliefs: enactive mastery experiences, vicarious experiences, verbal persuasion, and interpretation of physiological states may vary across the career span and cultures, making one standard possibly bias tool of measurement not quite reliable. As researchers build a better understanding of how efficacy is formed and maintained, we will have a better foundation for continuing research on this topic (Klassen, 2011)

Another study of teacher self-efficacy in correlation to burnout comes from Oakes, Lane, Jenkins, and Booker in 2013. In this research study, the Comprehensive, Integrated, Three-tiered Models of Prevention (CI3T) were studied in two middle schools in the southern USA. The Comprehensive, Integrated, Three-tiered Models of Prevention

(CI3T) will be explained in detail further in Chapter II. Overall, the C13T is a positive school-wide support system used to positively impact teacher support models. The research questions addressed in the investigation were: to what extent did teachers in schools implementing the CI3T models report feelings of burnout and efficacy? Were there differences in the reported levels of burnout and efficacy in the two schools? What were the relations between teachers' reported levels of burnout, efficacy, and social validity pre and post implementation (Oakes et al., 2013). The participants from the sample were 86 middle school teachers from two different middle schools in the same district. The population included 67 female, and 19 male teachers. The middle schools served 2,136 students in grades six through eight. In the sample, 73 teachers were general education teachers, and 9 special education teachers. On average teachers had 10 years of teaching experience, and 59 of the total teachers have achieved a master's degree or higher. The two schools sampled were located in the same school district in a southern state. School A was a Title 1 (at least 40% student body are from low-income families) located in a mid-sized urban city with a community population between 100,000 and 250,00. School B was located in a more rural area located about 5 miles outside of the urbanized area. In school A, 59.3% of the student population is economically disadvantaged, and 35.9% of students in school B were also economically disadvantaged (Oakes et al., 2013). The standard instrument of measurement included surveys of teacher burnout and self-efficacy; therefore, the Maslach Burnout Inventory and Teachers' Sense of Efficacy Scale was used to collect data. Furthermore, teachers also completed a self-report checklist to cross reference personal scores of the MBI and TSES against the level of implementation of the CI3T prevention model.

The results of the study show that teachers had a slightly higher emotional exhaustion score compared to the national norm. As well as, teachers had lower levels of depersonalization compared to the national norm. Despite feeling emotionally exhausted, almost all of the teachers sampled indicated high or moderate levels of personal accomplishment. As predicted, there was a negative correlation between depersonalization and level of CI3T implementation; therefore, as teachers integrate the CI3T model into daily practice, they feel less feelings of depersonalization. Surprisingly, there was a negative relation between gender and personal accomplishment. Female teachers were more likely to report lower levels of personal accomplishment than male teachers (Oakes et al., 2013). There were two unanticipated findings related to individual characteristics that predict teacher burnout and a sense of self efficacy. First, teachers with higher levels of education experienced higher levels of depersonalization. In other studies examined, education level was directly related to teaching efficacy; however, not in the current study. Secondly, the authors anticipated teachers who taught students with higher levels of behavioral risk would have higher rates of emotional exhaustion, depersonalization, and lower levels of sense of self-efficacy. In the current sample, there were no differences in efficacy found for teachers with higher levels of student risk. This interesting finding could be caused by a variety of reasons, it may be because the teachers who were supporting students with higher levels of behavioral risk were more focused in their instructional strategies to support the needed levels of student engagement and management of appropriate behaviors, which engaged their sense of efficacy with respect to instructional strategies. Or, this may be the case because of the C13T structure that had been implemented at the school and classroom level (Oakes, Lane, Jenkins & Booker,

2013). Limitations in this research study include the small sample size from only two schools in the USA. As well as the fidelity and integrity of how well the C13T program was implemented at each school site and the accuracy of the self-reporting data. In future research, it would be helpful to have a control group from a school that has not implemented the C13T positive school-wide program.

In 2013, researcher and author, Orcan conducted an empirical study to comparatively examine the self-efficacy and burnout levels of preschool teachers in Konya, Turkey, and the Buffalo province of New York State, United States. The author, Orcan, aims to compare and contrast teacher burnout and self-efficacy among pre-school teachers in two different countries and be able to explain any differences amongst the burnout and self-efficacy data between countries. In Turkey, 58 pre-school teachers were surveyed randomly; in the United States, 32 pre-school teachers were surveyed randomly as well. In totality, the population was 85.6% female and 14.4% male. About 52% of the sample was within the age group of 26-35, and 80% of the group held a bachelor's degree, 20% attained a degree in higher education. 36.7% of the population had only been teaching for one year, whereas 63.3% of the population had teaching experience between 2 to 5 years. Mostly, (88.9%) teachers were working in public schools. All pre-school classrooms sampled had between 16-20 students (Orcan, 2013). Interesting and unique to this sample, a qualitative characteristic was collected from the sample on why they choose teaching as a career. In the teacher survey, 31.1% of teachers choose the teaching profession due to a passion and love for children, 47.8% claimed they choose their profession solely on the desire to become a teacher themselves. The standard instrument of measurement included surveys of teacher burnout and self-efficacy;

therefore, the Maslach Burnout Inventory and Teachers' Sense of Efficacy Scale was used to collect data.

The results display a much higher level of self-efficacy in teachers working in Turkey, than compared to the United States. However, for burnout levels, no significant difference was found in the two countries. In Turkey, ratings of self-efficacy grew in unison with years of teaching experience. In the United States there was no correlation between self-efficacy levels and years of teaching experience. The authors uncovered several reasons as to why teacher self-efficacy was lower in the sample population in the United States compared to Turkey. First, in the United States, there has been an increasing cultural, ethnic, and linguistic diversity in the population of children in pre-school programs. Teachers needed to adapt to meet the diverse needs of children from various cultural backgrounds. In addition, teachers who work in the United States are required to receive training and submit performance evaluation documents to the school administration each year to continue teaching. Teachers in Turkey do not have these same requirements of evaluation in order to maintain their teaching jobs. Therefore, the job performance criteria stress is eliminated in Turkey, and a higher level of self-efficacy is portrayed (Orcan, 2013). Unexpectedly, in Turkey, it has been found that teachers having an experience of one year or less have higher burnout levels (in all dimensions), especially in emotional exhaustion compared to those with two to five years of experience. This may be correlated to the everyday stressors of being a first-year teacher and juggling all the new teaching responsibilities. As for teachers working in the United States, evidence shows that burnout increases with the years of job experience. In the United States, teachers who had two to five years of experience have higher levels of

burnout compared to those with experience of one year or less. This study is unique and unlike the other empirical studies examined in this chapter, as it brings up the concept that the structure of the education system in the United States may play a huge role in the reason that we experience higher levels of teacher burnout and turnover compared to other countries (Orcan, 2013). Furthermore, the author notes that continued research on comparing teacher burnout and self-efficacy across countries and different educational structures is needed in the future. Limitations of this study are similar to the other empirical studies examined; the accuracy of self-reporting is not always completed with fidelity. In addition, the demographics of the school population sampled was not provided and could be a major factor that affects self-efficacy and burnout statistics.

This last empirical study of self-efficacy intends to provide insight into the psychological pressure and impact of work stress on job burnout. The study also focuses on the mediator role of self-efficacy, and how the concept can be used to mitigate teacher burnout. The sample of this study included 387 teachers from two middle schools, which consisted of 183 men and 204 women. The ages of the participants ranged from 30-35, with a mean of 32.8 (Yu et al., 2015). The participants completed three different surveys: Perceived Stress Scale, General Self-Efficacy Scale, and the Maslach Burnout Inventory Survey. The Perceived Stress Scale is a self-report instrument that evaluates the level of perceived stress during the last month, and it consists of 14 items with a 5-point Likert scale. The higher the score, the higher the level of stress an individual is experiencing. The next survey is similar to the Teachers' Sense of Efficacy Scale (TSES); however, it is the General Self-Efficacy Scale not unique to any profession. The General Self-Efficacy Scale consists of ten items assessing optimistic self-beliefs to cope with a variety of

situations, such as: “I can usually handle whatever comes my way.” Participants rate themselves on a 4-point Likert scale. The final survey is the Maslach Burnout Inventory Survey, which has been commonly used in all empirical studies examined (Yu et al., 2015).

The results showed that perceived stress was positively related to job burnout and was negatively related to self-efficacy. As predicted, self-efficacy and job burnout were also negatively correlated. It can be concluded that when teachers are faced with a greater level of pressure in their work, they tend to develop lower self-efficacy and feel tired of working. A highly negative self-evaluation causes teachers to develop a highly negative perception towards their work ability, and perceive their schools as an unhappy place to work, to adopt a negative coping style, and feel higher levels of powerlessness and, ultimately burnout. Teachers may feel high levels of anxiety and worry due to the poor discipline of their students, frequently present an open dislike towards teaching, and hatred in their students, therefore, increasing the symptoms of emotional exhaustion and depersonalization (Yu et al., 2015). This study also brings to light the concept of mitigation of burnout through increasing teacher self-efficacy. Yu et al. explain the Teacher Occupational Stress Model as an additional explanation to showcase how self-efficacy can mediate the effect of pressure on burnout. The Teacher Occupational Stress Model was created by Kyriacou and Sut’cliff in 1979; the model suggests that possible sources of stress may become actually stressors through cognitive assessment, hence empowering teachers to form their own responses to their pressures. Thus, the long-term effects of stress will lead to the development of chronic stress symptoms and result in burnout. Self-efficacy represents the faith of teachers towards their teaching ability; this

influences how teachers choose their learning activities for students, how they attribute their success or failure of a lesson, or how they regulate their internal and external moods. In conclusion, the job pressure felt mostly affects teacher burnout through the intermediary of teacher self-efficacy (Yu et al., 2015). The research data is clear. The mediating role of self-efficacy in effect is of pressure of teacher burnout is transparent.

Summary of Teacher Self-Efficacy

As reviewed in the empirical studies, teacher self-efficacy is a multipart domain, consisting of classroom management, instructional practices, and student engagement. These three domains of self-efficacy are positively related to job satisfaction and are important to the wellbeing of all educators to reduce and prevent teacher burnout (Embse & Hasson, 2012) Largely, the results of most research on teacher self-efficacy is in agreement. A teacher's self-efficacy can influence student achievement and motivation, and the classroom management style an environment. Teachers with low self-efficacy experience greater difficulties in teaching, lower job satisfaction, and higher levels of job induced stress, which often lead to burnout (Klassen, 2011).

Mitigation of Burnout by Increasing Teacher Self-Efficacy

There are numerous research studies with ideas of how to eliminate and prevent burnout in teachers today, however, the problem still exists. The purpose of this literature review was to introduce the concepts of burnout and teacher self-efficacy, review and summarize data, and offer ideas and possible solutions to administrators on how to reduce and to avoid teacher burnout within their schools.

In the book *Teachers Managing Stress and Preventing Burnout: The Professional Health Solution*, Yvonne Gold offers psychological advice that reverting burnout starts

from within. The three domains of Need for Professional Health are Emotional-Physical Health Needs, Psycho-Social Needs, Personal-Intellectual Needs. The first domain, Emotional-Physical Needs, refers to the basic needs of security, serenity, self-acceptance, self-confidence, self-esteem, energy, calmness, safety, good health, and physical fitness. The second domain, Psycho-Social Needs includes the sense of belonging, self-understanding, psychological comfort, self-control, acceptance, success, confidence, compassion, relationships, and emotional support. The third domain, Personal-Intellectual Needs, refers to the need for discovery, intellectual fulfillment, stimulation and excitement, novelty, innovative techniques, encouragement, mental gratification, inquiry, creativity, new ideas, intellectual challenges, critical and positive thinking, and self-analysis (Gold, 1993). The Professional Health Solution is an overarching idea that can reduce and prevent burnout and help our current education system by meeting the basic human needs of teachers.

Alternatively, professional development for mental health and emotional intelligence should be provided to teachers. Thomas Unterbrink developed a manual-based psychological group program aimed at teachers and focusing on their professional relationships. Per research, in this control group, Thomas found that at least 50% of teachers who participated in this program benefited from the short ten-session intervention. Occupational stress levels decreased by learning how to effectively handle interpersonal problems in the school climate and learning coping mechanisms on how to deal with everyday stressors (Unterbrink, 2011). Interestingly, it would be interesting to see future research on how wellness practices may reduce the incidence of burnout. However, the majority of research on teacher wellness in relation to burnout does not

include the construct through a developed wellness model or standard instrument tool (Brasfield, 2019).

There are several ways to increase teacher self-efficacy, school programs to improve student behavior can also improve self-efficacy. Kelm & McIntosh suggested that *School-Wide Positive Behavior Support* (SWPSBS) would simultaneously improve student behavior and student learning alongside teacher effectivity. *School-Wide Positive Behavior Support* is also known as positive behavioral interventions and supports (PBIS), a systems-level approach to a positive school climate through the use of evidence-based interventions in a three-tier framework of support (Kelm & McIntosh, 2016). This School-Wide Positive Behavior Support system, also known as PBIS is similar to the school-wide system called *Comprehensive, Integrated, Three-tiered Models of Prevention* (CI3T). The primary prevention level provides instructional programming to meet district/state standards and creates positive, proactive school environments to manage behavior through repetition and rehearsed of universal safety and behavioral expectations. The secondary prevention level is provided for students who need individual academic and behavioral support, which may be offered through small group accommodations. The tertiary prevention level is reserved for those with the greatest academic or behavioral needs, which include functional assessment-based interventions, cognitive behavior therapy, one-on-one reading or math interventions (Oakes, 2013). Specifically, this CI3T model is designed to provide teachers with the ability to support students whom they observe to be struggling academically, socially, or behaviorally, as a teacher's sense of self-efficacy is related to student behavior.

In addition, another school reform initiative called Rights, Respect, and Responsibility (RRR) aims to increase student engagement and reduce teacher burnout. The RRR aims to create a school climate in which all staff and students are aware of and respect the rights of others, with a special focus on article 12 of the UN Convention on the Rights of the Child, that children play a meaningful role in school rules, policies, hiring and expenditures (Covell et al., 2009).

School-wide programs and initiatives such as RRR, PBIS, and SWPS, have been heavily researched and have been proven to create positive outcomes for students, staff morale, collegiality, teacher efficacy, and teacher job satisfaction. Collegiality is recognized in professional literature as a critical part of a successful first year teaching. Collegial isolation relates to burnout; the importance of collegiality and leadership helps by reducing stress and feelings of isolation, and boosts overall morale (Schlichte, Yssel & Merbler, 2005). Therefore, by increasing teacher efficacy, we reduce and prevent burnout among staff.

Conclusion

Established in the review of relevant literature and empirical studies, the relationship between burnout and teacher self-efficacy has a strong correlation. The structural relationship between both is in unison and directly affect one another. Burnout and self-efficacy are both measured using one standard instrument. The study and research around teacher self-efficacy and burnout play a significant role in the education field and relate directly to children, teachers, and administrators around the world. As research continues around these constructs, we can detect burnout at an earlier rate and provide corrective actions to reverse the effects. The administration should be aware of

how to prevent and reverse burnout among their staff by strengthening teachers' self-efficacy so that they can cope with everyday stressors. We understand that teacher burnout not only affects the educator but the students as well. The next chapter will address the empirical studies of burnout and teacher-self efficacy and will provide concrete advice and implications for future research and actions to be taken by administrators and teachers.

CHAPTER III: DISCUSSION AND SUMMARY

Summary of Literature

The review of recent research showed that burnout is a significant problem affecting our teachers today. There is a strong correlation between burnout and self-efficacy, giving researchers hope that burnout can be avoided and alleviated through increasing self-efficacy among educators (Klassen, 2011). The fundamental goal of this literature review was to explain potential areas for improvement within the education system through the alleviation of burnout with teacher self-efficacy.

As mentioned, burnout in education is described as "A pervasive breaking down of every aspect of a teacher's personal and professional life due to a fervent commitment to a job that does not provide the results and lacks the support systems needed to either achieve the correct result or accept the actual result, leading to a cynical, pessimistic outlook and life" (Leichtman, 2019, p. 15). Overall, the scientific community breaks down general burnout into two distinct contributors to the experience of work life: persistence imbalance of demands over resources and concern over personal motives rather than organizational values (Schaufeli et al., 2009).

There are many characteristics of burnout, but three distinct domains are used in most descriptions: Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment (Gaitan, 2009). Burnout in education is recorded and observed by using the standard form of measurement called the Maslach Burnout Inventory (MBI).

Burnout is a detrimental problem affecting all educators, no matter the age or years of job experience and education level achieved. Studies in North American school districts have established that approximately 40%-50% of teachers leave the profession

within their first five years (Hoigaard, 2012). Unfortunately, the feelings of burnout are affecting the younger generations of teachers more commonly than veteran teachers. Teachers with more than 24 years (seniority) have lower levels of burnout in all three dimensions, compared to their younger colleagues (Koruklu, Feyzioglu, Ozenoglu-Kiremit & Aladag, 2012). Young teachers leave the profession at a rate of 51% higher than older teachers and transfer to a different school and a rate of 91% higher than their more experienced colleagues (Williams, 2011). This should be an alarming statistic, as the young workforce and especially in the K-12 sector, is the future of our education system and will be creating lasting impacts on the youth they teach. It is important to note that teachers can influence students' motivation in education not only through instructional styles but also through their own outwards emotions, personal motivation, and dispositions towards their jobs (Shen et al., 2015). On the other hand, research among higher education educators showed little evidence of burnout. At the post-secondary level, research shows that teachers (professors) have lower burnout levels because of their ability to effectively and efficiently deal with the various problems surrounding students (Azeem & Nazir, 2008). This is an interesting statistic that provides optimism to the theory of alleviating burnout at the K-12 level by starting with encouraging teachers to continue their education past a bachelor's or master's degree.

There are various uncontrollable reasons that educators feel stress and anxiety from their jobs as well. External factors such as high stakes testing put pressure on educators to teach in ways that promote standardized testing success for their students and not realistic and relevant approaches to learning as teachers desire. Test-based accountability policies are fundamentally changing how schools use student test

performance to determine student achievement and placement, as well as teacher effectiveness (Embse & Hasson 2012). High stakes testing is linked to emotional exhaustion in teacher burnout rates. In a National Education Association survey, 53% of teachers reported a desire to leave the educational field due to stress and standardized testing (Piscitella, 2016). The intense pressure placed on teachers to succeed is amplified through policies such as the Every Student Succeeds Act, as low-performing schools face negative sanctions if their students fail to make academic gains on state-mandated standardized testing (Newby, 2014). Recently, in the United States, there has been an increasing cultural, ethnic, and linguistic diversity in the population of students in our K-12 schools. Teachers have needed to adapt to meet the diverse needs of children from various cultural backgrounds. Commonly, teachers are required to receive training and submit performance evaluation documents to the school administration each year to continue teaching, therefore causing job performance criteria stress year after year (Orcan, 2013). Another common occupational source of stress for educators is the lack of administrative support, lack of peer support, role conflict, role ambiguity, and perceptions regarding their emotional commitment to their work. All of these stressors can produce negative effects on the educator's work performance, personal well-being, and mental health (Hsiang, 2016).

Overall, the results of most research on burnout are in agreement that teachers experience the highest burnout level in terms of emotional exhaustion (Yilmaz et al., 2015). Every empirical study reviewed in Chapter II suggested that emotional exhaustion was the main factor leading to burnout for the teachers surveyed. Discipline problems, relations to parents, supervisory support, and autonomy relate significantly to

depersonalization and lack of personal accomplishment. However, the largest school-context related predictor of emotional exhaustion is time pressure. It is not surprising that time pressure, measured as a combination of work overload, acceleration of working speed, curriculum turnover, and less time for rest and recovery during working hours, is predictive of exhaustion (Schwartzhoffer, 2008).

Commonly mentioned in the literature review, evidence suggested that psychological burnout was positively associated with psychosomatic symptoms. Negative work setting characteristics experienced sources of stress, and psychological burnout is all positively and significantly correlated (Wolpin et al., 1994). Teacher stress and burnout increase job dissatisfaction and negatively affect the overall school climate and the students it serves. Throughout the research evaluated, it was a common conclusion that teacher stress and burnout will be difficult to change without comprehensive political or educational reform or extensive individual psychological modifications (Brasfield, 2019).

Throughout the literature review, the research concluded that increasing teacher self-efficacy was a prominent solution to alleviating and preventing burnout. As mentioned, the concept of self-efficacy can be explained as: "the confidence teachers hold about their individual and collective capability to influence student learning- is considered one of the key motivation beliefs influencing teachers' professional behaviors and student learning" (Klassen, 2011, p. 21). Self-efficacy can be broken down into three distinctions: self-efficacy as an internal attribution (I am the cause of *this particular* action), self-efficacy refers to current behavior influencing future behaviors, and self-

efficacy is an operative construct, meaning believing in oneself to solve problems and change behaviors to reach goals (Schwarzer, 2008).

Therefore, teachers with high levels of self-efficacy feel more confident and competent in their jobs and have a sense of control over their emotions and how they perceive daily stressors. As stated, when researchers study teacher self-efficacy, they measure by using a scale called Teachers' Sense of Efficacy Scale (TSES): Efficacy for Instructional Strategies, Efficacy for Students Engagement, and Efficacy for Classroom Management (Yoo, 2016). These three subscales are easily comparable to the three dimensions of burnout measured by the Maslach Burnout Inventory.

Research shows that teachers with low self-efficacy often are unable to control how they perceive and react to stress and are unable to have a sense of control over the environment around them. Unsurprisingly, teachers with low self-efficacy are considered to have less classroom management skills, lower self-confidence, lower emotional intelligence, and the inability to control their negative mood regulation. People with weak negative mood regulation expectancies feel powerless to affect their negative mood states, therefore increasing the burnout dimension: feelings of lack of personal accomplishments (Mearns & Cain, 2003). Furthermore, teachers with low self-efficacy and weak negative mood regulation abilities are more likely to refer students to special education testing when they are disruptive in the classroom (Egyed, 2006). This is a disturbing statistic that a student may be wrongly identified for special education as a result of teachers feeling burnout from a lack of self-efficacy. One can imagine the number of students falsely identified as needing special education services because of a teacher's disposition towards their job.

Overall, the results of most research surrounding self-efficacy in educators are in agreement. A teacher's self-efficacy increases alongside their goal orientations, which decreases burnout levels and positively affects teachers' attitude towards teaching. Overall, the higher the self-efficacy reported from the teacher, the lower the rate of burnout (Yildizli, 2019). Researchers have also observed that teacher self-efficacy increases experience and further college education. Teachers with a master's degree education or beyond showed greater classroom management skills, and higher self-efficacy reports, as they ranked themselves as highly competent in three dimensions of teacher self-efficacy: efficacy for instructional strategies, efficacy for student's engagement, and efficacy for classroom management (Shoulders & Krei, 2015). Therefore, suggesting that continued higher education for teachers may also be a possible solution to avoiding burnout.

There are several possible solutions mentioned in the empirical studies reviewed on how to decrease burnout through increasing teacher self-efficacy. A few suggestions from the research conducted was to implement a school-wide positive behavior support plan, to improve student behavior and student learning alongside teacher effectivity and self-efficacy. Positive behavior interventions use a systems-level approach to a positive school climate through the use of evidence-based interventions in a three-tier framework of support (Kelm & McIntosh, 2016). Another school-wide reform aimed to increase student engagement is the Comprehensive, Integrated, Three-tiered Models of Prevention (CI3T) model is designed to provide teachers with the ability to support students whom they observe to be struggling academically, socially, or behaviorally; as a teacher's sense of self-efficacy is related to student behavior (Oakes, 2013). The last school reform

initiative reviewed was the Rights, Respect, and Responsibility (RRR), which aims to increase student engagement, and reduce teacher burnout. The RRR aims to create a school climate in which all staff and students are aware of and respect the rights of others (Covell et al., 2009). These school-wide reform initiatives such as SWPS, RRR, and PBIS were proven through review of relevant literature to be effective at increasing student engagement and decreasing behavioral problems. Research agrees that by implementing these school-wide reform programs, teacher job satisfaction and efficacy will increase; resulting in a better overall morale and collegiality within the school (Schlichte et al., 2005)

Researchers are also in agreement that reverting or preventing burnout starts from within oneself. There are three domains of professional health that are essential to meet basic human needs: Emotional-Physical Health Needs, Psycho-Social Needs, Personal-Intellectual Needs (Gold, 1993). These domains include basic needs such as security, acceptance, energy, sense of belonging, positive relationships, intellectual fulfillment, stimulation and excitement, challenge, and ability to use critical and positive thinking. Teachers and administration should be aware of the three domains of professional health, and implement wellness practices or create environments in which these basic needs are met. The concept of professional health is an overarching idea that can reduce and prevent burnout and help our current education system by meeting the basic human needs of teachers.

In addition, research agrees that professional development for teacher mental health and emotional intelligence helps to mitigate burnout. By learning how to effectively handle interpersonal problems in a school climate, and learning coping

mechanisms on how to deal with everyday stressors, teachers can reduce occupational stress levels (Unterbrink, 2011). Professional development on wellness practices such as mental health, emotional intelligence, negative mood regulation, and appropriate coping mechanisms should be offered to all teachers. Recent research has provided evidence that trait emotional intelligence is the most important personality characteristics that affect burnout and job satisfaction. Emotional intelligence can be three domains: the ability to identify and regulate emotions, the ability to understand the causes of emotions and the transitions then and the ability to integrate emotional information into decisions and actions and facilitate thinking (Platsidou, 2015). Overall, in the teaching profession, specifically, positive regulation of emotions is a significant predictor of teachers' perceived self-efficacy, therefore, can prevent or alleviate burnout.

In conclusion, self-efficacy represents the faith of teachers towards their teaching ability; this influence how teachers choose their learning activities for students, how they attribute their success or failure of a lesson, or how they regulate their internal and external moods. The job pressure felt mostly affects teacher burnout through the intermediary of teacher self-efficacy (Yu et al., 2015). The research data is clear, the mediating role of self-efficacy is essential to mitigating burnout among teachers.

Limitations of the Research

In my research, I aimed to find empirical studies that were conducted within the last 10-15 years, so they were relevant to the academic culture and education field today. I also researched data that was demographically diverse, and I wanted to showcase teacher burnout and self-efficacy in the United States as well as other countries for comparison. Mostly, burnout data from higher education was avoided since the primary

focus was to illuminate the problem of burnout within primary and secondary education teachers.

Surprisingly, during my research and creation of this paper, I had little to no research questions left unanswered. A few concerns arose during my research of empirical studies however, mostly pertaining to the lack of current studies surrounding burnout. In my research, I mostly found data and empirical studies conducted from 1995-2015. The education world has changed greatly since 2015, and it would have been interesting to compare data from more current studies. In addition, I anticipated to find studies on teacher self-efficacy and burnout during the adoption of the Common Core in 2009. However, no such research existed. It would be interesting to find more studies on burnout in education while fundamental shifts were occurring, such as No Child Left Behind Act or the implementation of the Common Core.

Another limitation to my research was the lack of data surrounding the demographics of the school environment and students within the classrooms of the teachers that participated in the research studies. How large were the class sizes? Was this school a Title 1 school? Was the school a setting one or setting four school? Were special education students pulled out or fully inclusive? These questions were not answered in many of the research studies; I believe these factors would also influence burnout in teachers. Overall, the literature reviewed addressed all of the research questions: What are the main factors impacting teacher burnout rates? How does teacher burnout affect our students? What are the different types of symptoms and steps leading up to burnout? Is there a solution to eliminating and preventing teacher burnout? How does teacher self-efficacy impact burnout among teachers?

Implications for Future Research

In the future, research should continue on the various ways to increase teacher self-efficacy. The research found mostly spoke on increasing teacher efficacy through School-Wide Positive Behavior Support systems, such as PBIS or school-wide system called Comprehensive, Integrated, Three-tiered Models of Prevention (CI3T). It would be interesting to see research be conducted on other avenues of increased self-efficacy, perhaps through increasing emotional intelligence or wellness practices. Research should be conducted on ways to increase teacher self-efficacy through wellness practices and mental health professional development.

In addition, research should not be limited to one standard tool to assess burnout. The most common standard instrument of measurement included surveys of teacher burnout and self-efficacy; therefore, the Maslach Burnout Inventory and Teachers' Sense of Efficacy Scale were used to collect data for every study mentioned in Chapter II. The validity and reliability of these self-report surveys are questionable. Teachers easily could skew results by being bias, or not reporting with fidelity. In the future, it would be interesting for teachers to self-report, and have a close co-worker also report on that teacher for a better holistic view of the teacher.

Implications for Professional Application

Overwhelmed, overworked, tired, exhausted, fatigued, consumed, and depleted were all emotions I felt as a first-year teacher. I wondered if this was a common feeling of all first-year teachers or just my own anxiety and aptitude towards my job. A mentor of mine gave me the best conflicting advice I had ever received: "You are not wrong, we all feel that, it is just the nature of the job, just change what you can control. Go get your

master's degree." As a young 22-year old teacher, I had no idea what my mentor was instructing me to do. Why did I choose a profession that exhausted me so much? Why would anyone choose to teach if they knew how draining it could be? Why is my mentor still teaching if he also feels overworked? How could a master's degree help me? Did I even want this job? Who am I as a teacher?

These were all questions circling my brain and consuming my thoughts. As I started this graduate program, I had no clue that I would soon find the answers to all my questions. Over the past two years, as I learned more about how to be an effective, worldly, heartful, ambitious, confident, and compassionate educator that God envisioned. I can confidently say I increased my own self-efficacy through this program and became the teacher that I knew I was, and my students needed. My passion for teaching and education returned, and my light was shining brighter than ever, however, a new personal desire emerged throughout this transition. The desire to create systematic change for students, and mostly, the educators who feel burnout as I did.

I choose to focus my thesis on burnout and teacher self-efficacy selfishly, knowing the knowledge of this topic would assist me greatly in my next adventure in life, as a future principal. I thank not only the professors in this graduate program at Bethel, but my current principal for always creating a welcoming environment where us teachers feel confident and competent in our abilities, and can grow and thrive in our jobs. I aspire to take the same values, virtues, and faith that my principal has in our staff, to wherever and whenever my next adventure in education begins.

To other educators, administration, superintendents, educational leaders, and policy makers, keep in mind the ideas and research examined through this literature

review. Together, we can openly change the attitude and disposition towards burnout and adjust the stigma surrounding this concept. Teacher burnout is normal and can be alleviated through wellness practices and increasing teacher self-efficacy. This literature review offers insight to the administration on how to recognize burnout and implement school-wide positive support plans to support teachers. In addition, School-Wide Positive Behavior Support or a systems-level approach to a positive school climate through the use of evidence-based interventions would simultaneously improve student behavior and student learning alongside teacher effectiveness. Recognizing that change needs to occur in the education field to prevent burnout, is the first action necessary by all decision makers in education.

Conclusion

Research continues to indicate how significant the impact of burnout is among teachers, and how detrimental this phenomenon is for our current and future students. Emotional exhaustion is the primary source of burnout, as well as, depersonalization and reduced personal accomplishment. This literature review aimed to gain a better understanding of the factors that provoke burnout and offer suggestions on how to alleviate and prevent burnout. Ultimately, self-efficacy plays a critical role in mitigating burnout. Through the intentional process of improving self-efficacy in teachers, we can decrease burnout and upturn student motivation and engagement in the future.

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