The Associations among Literacy Teachers' Grade Level, Teaching Experience, Work-Family Conflict, Burnout, and Turnover Intentions

by

Masoud Mahmoodi-Shahrebabaki

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Literacy Studies

Middle Tennessee State University

Dissertation Committee:

Dr. Eric L. Oslund, Chair

Dr. Jwa K. Kim

Dr. Amy Elleman

DEDICATION

This dissertation is dedicated to my mom, who fed me food and perseverance.

ACKNOWLEDGEMENTS

I wish to profusely thank several individuals who helped me through my doctoral studies. My special thanks to Dr. Eric Oslund, who was not only my supervisor but also a true friend. Our program director Dr. Jwa Kim and our program secretary Ms. Angela Morrell substantially helped me in all things great and small. Also, I am indebted to my professors, Dr. Elleman, AND Dr. Magne, for their encouragement and words of wisdom over the past four years.

ABSTRACT

Teacher retention has remained a severe challenge for the American educational system. Retention of literacy teachers and reduction of their turnover can be more imperative given that literacy teachers are obliged to teach the foundational academic skills to students. Among the key factors inciting teacher turnover are work-family conflict (WFC) and burnout. This mixed-method research examined the relationships between WFC, burnout, and turnover intentions among literacy teachers. The study involved two phases: the quantitative phase using mediation analysis and the qualitative phase using interviews. The participants for the quantitative study were a sample of around 164 American literacy teachers. Self-report surveys were used for data collection, and structural equation modeling (SEM) was used to examine the mediating effect of burnout on the effect of WFC on turnover intentions. Semi-structured and one-to-one interviews were conducted in the second phase of the study. The sample for the interview study were five literacy teachers with high scores on the turnover intentions scale. For the analysis of interview data, thematic content analysis (TCA) was undertaken. The findings indicated that WFC significantly predicted burnout and turnover intentions. Burnout also significantly predicted turnover intentions, and burnout mediated the effects of WFC on turnover intentions. Also, controlling the effects of grade level (elementary and non-elementary) and years of teaching experience did not have a statistically significant effect on the initial findings. The results of TCA also indicated that teachers perceive student misbehavior and parent behavior as significant contributors to teacher burnout and turnover intentions.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

COR: Conservation of Resources

SEM: Structural Equation Modeling

SMBM: Shirom-Melamed Burnout Measure

TCA: Thematic Content Analysis

TIS: Teacher Intention Scale

WFC: Work-family Conflict

CHAPTER I

INTRODUCTION

Background of the Study

This mixed-method study investigated the associations between work-family conflict (WFC), burnout, and turnover intention among literacy teachers. Given that teacher turnover is a multidimensional problem, by utilizing both quantitative and qualitative approaches, this research project can further our understandings of literacy teachers' turnover. This dissertation examined the unique contributions and roles various variables play in teacher turnover.

It is well identified that literacy teachers play a crucial role in the success and achievement of young students as a solid foundation of literacy skills is one of the major determinants of future academic success for children (Rabiner, Godwin, & Dodge, 2016; Ronfeldt, Loeb, & Wyckoff, 2013). Without adequate literacy skills, children may not be able to progress in nearly all academic areas. Thus, understanding and the prevention of turnover and teachers' retention are crucial for the efficiency of literacy education.

Teacher retention is an area of educational research concentrating on the identification of factors that may lead teachers to leave their jobs before retirement as well as factors which may help to retain in-service teachers (Carver-Thomas & Darling-Hammond, 2019; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). The shortage of teaching staff has strongly impacted the educational system of the United States for decades (Garcia & Weiss, 2019; Ingersoll & May, 2012). The phenomenon of teachers leaving their jobs is commonly called teacher turnover. In the present study, teacher turnover is defined in accordance with the definitions provided by Bothma and Roodt

(2013) as well as Tett and Meyer (1993). Accordingly, teacher turnover means leaving the teaching profession, and teacher turnover intention means deliberate and mindful intention to quit the teaching profession (Bothma & Roodt, 2013; Brockway, 2019; Tett & Meyer 1993). Therefore, teacher turnover and teacher attrition are considered synonymous in light of the discussion mentioned above, which considers intention to turnover equivalent to intention to quit (Bothma & Roodt, 2013).

Retaining qualified teachers has always been a significant problem for schools and other educational institutes not only in the United States but also in many other countries (Dove, 2004; Ingersoll & May, 2012). Several studies have reported that the rate of teacher turnover in the United States is among the highest compared to the rate of teacher turnover in other economically developed countries (Carver-Thomas & Darling-Hammond, 2017; Sorenson & Ladd, 2018; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). For instance, Carver-Thomas and Darling-Hammond (2017) reported that in Finland and Singapore, the rate of annual turnover for teachers is about 3%, while the rate of annual turnover in the United States is around 8% on average and as high as 30% in poverty-stricken areas. The authors reported that the annual turnover rate for elementary school teachers is 10.7%, and among teaching subjects, foreign language teachers have the highest rate of turnover (20%) compared to teachers of other subjects.

Teacher Retention Challenge in the United States

Ingersoll (2001) asserted that the primary remedy for teacher shortage is that policy-makers, researchers, and educators should attend to teacher retention plans. Nearly 18 years later, these statements were corroborated by the reports of Garcia and Weiss (2019). Based on their findings from a comprehensive nationwide study, Garcia and

Weiss (2019) found that retaining in-service teachers and curtailing their turnover is the most feasible solution to the teacher shortage problem. Norton (1999) noted that teacher retention should be a priority for policy-makers because attrition of teachers is the loss of intellectual capital as well as the waste of the exorbitant cost of teacher training.

According to the Educator Retention and Recruitment Report (2015), the high rate of teacher turnover can negatively impact the readiness of young students for college and career. As a consequence of teacher turnover, schools may hire less experienced or less qualified teachers to fill in the shortages (Ronfeldt, Loeb, & Wyckoff, 2013). Moreover, they may resort to enlarge the size of classes to compensate for their staff shortage (Ingersoll & May, 2012). As research evidence indicates, in both cases, the quality of instruction and achievement of students are often impaired as a result (Carver-Thomas & Darling-Hammond, 2017; Ronfeldt, Loeb, & Wyckoff, 2013; Sutcher et al., 2016). Even though efforts have been made in the U.S. to increase the rate of teacher recruitment, teacher shortage continues to sabotage the U.S. educational system because the existing teachers are quitting their job at a high rate (Berry & Shields, 2017; Ingersoll, 2001; Sorensen & Ladd, 2018; Sutcher et al., 2016).

Multitude of potential determinants have been documented for teacher turnover, including but not limited to teachers' psychological characteristics, poor working conditions, insufficient administrative support, role ambiguity, low salary, inadequate preparation, and occupational burnout (Dagli, 2012; Harris & Adams, 2007; Ingersoll & May, 2012; Risko & Reid, 2019; Simon & Johnson, 2015; Sutcher et al., 2016). Occupational burnout has been found to be at the core of teacher turnover problem in the

U.S., as suggested by research since the 1990s (Carson, Baumgartner, Matthews, & Tsouloupas, 2010; Haberman, 2005; Harris & Adams, 2007).

Occupational burnout, commonly referred to as burnout, which includes the accumulation of cynicism toward ones job and excessive emotional fatigue, has been found to be a prominent demotivating factor leading teachers to decide to leave their job (Carver-Thomas & Darling-Hammond, 2017; Haberman, 2005). Palm (2011) conducted a narrative inquiry on teacher retention challenges and teacher support in Arizona schools and reported that teacher burnout significantly affects the teachers' retention efforts. Fisher (2011) investigated the factors influencing teacher retention in secondary school and reported that teachers' burnout has a strong relationship with teacher attrition.

The extant evidence signifies that the ever-growing workload imposed by accountability and high-stake assessment is one of the primary contributors to teacher burnout and turnover intention at all levels in the U.S. (Chang, 2009; Dee & Goldhaber, 2017; Fitchett, McCarthy, Lambert, & Boyle, 2018; Haberman, 2005; Lee, 2019). Further, the mounting work pressure on teachers has led many teachers to experience WFC,-which is directly associated with burnout. WFC occurs when excessive job demands potentially lead teachers to find it very difficult to keep a balance between their family role and occupational role (Byron, 2005).

Existing research evidence affirms that WFC has several detrimental consequences for employees. The chief consequences of WFC are increased levels of stress, depression, anxiety, and burnout (Kremer, 2016; Matthews, Wayne, & Ford, 2014; Zhou, Da, Guo, & Zhang, 2018). The central job-related aftereffects of WFC are

increased absenteeism and intention to turnover (Hammer, Bauer, & Grandey, 2003; Rhnima & Pousa, 2017).

Related research undertaken in educational settings has reported congruent predicaments as WFC has been found to be a strong predictor of teacher burnout, teacher stress, and teacher turnover intentions (Byron, 2005; Cinamon, Rich, & Westman, 2007; Noor & Zainuddin, 2011). As a matter of fact, Provasnik and Dorfman (2005) reported that approximately 55% of U.S. public school teachers considered work overload and problems with time planning as the most important sources of their dissatisfaction with their profession. It is well documented that managing time efficiently in order to attend to familial and professional duties and work overload time are both highly related and significant contributors to WFC (Karatepe, 2013; Wilson, 2010).

Grissom, Nicholson-Crotty, and Harrington (2014) reported that the accountabilities laid down by the No Child Left Behind (NCLB) (2001) influenced the working hours of public school teachers. They found that the week working hours of teachers increased from 45 hours in 1994 to 53 hours in 2008. Another recent report by the National Education Association (2018) suggests that 74% of American teachers spend more than 51 hours on job-related tasks per week. It is noteworthy that the extra hours teachers spend on job-related tasks at home are not financially compensated.

As a result of the overload and schedule inflexibility, teachers find it difficult to attend to their family-related roles and consequently, they experience high levels of stress, anxiety, and burnout (Byron, 2005; Haberman, 2005). Moreover, WFC, which is entwined with the extension of work through evenings and weekends (e.g., spending time on grading, lesson planning, and test development), makes teacher emotionally

overwhelmed, lowers their morale, and inclines them to quit their job (Cinamon et al., 2007; Dove, 2014; Harris & Adams, 2007; Noor & Zainuddin, 2011).

Teacher Characteristics and Teacher Retention

Research on the teacher characteristics which predict turnover has a long history starting in the 1980s. Among the characteristics researched have been years of teaching experience and school level. Kelly (2004) conducted an event history analysis based on the data from 1990–1991 Schools and Staffing Survey and the 1992 Teacher Follow-up Survey. The author reported that teachers with less than 5 years of teaching experience have higher rates of attrition than their colleagues with more than 5 years of teaching experience have. Similarly, Zhang (2006) studied the teacher characteristics that are related to teacher retention. The data were gathered from the surveys of the 1999-2000 School and Staffing Survey (SASS) and 2000- 2001 Teacher Follow-up Survey (TFS). The author found that years of teaching experience has a significant negative correlation with teacher turnover. Specifically, teachers with 5 or less than 5 years of teaching experience had a higher turnover rate compared to their counterparts with more than 5 years of teaching experience. These reports were corroborated by a study by Hancock and Scherff (2010) on a large sample of 4,520 full-time English and language arts teachers in New York.

Teaching experience has been shown to have a direct effect on students' academic achievement. For instance, Jacob (2007) found that students of teachers who are in their first or second year of service underperformed their peers with more experienced teachers on standardized achievement tests. Kukla-Acevedo (2009) claimed that 5 years of teaching experience is needed for teachers to become in control of their own professional

development and establish an effective instructional environment for students. Therefore retaining teachers in their job is essential to maintain staff stability and positively affect students' achievement (Heck, 2009).

Another characteristic being subject to research, albeit limitedly, has been the relationships between school level and turnover rate. A study by the Southern Regional Education Board (SREB; 1994) on the effects of teacher characteristics on retention showed that the rate of retention of teachers in elementary schools is higher than teachers in secondary schools. Likewise, Ingersoll (2001) reported the same pattern based on the nationwide surveys in K-12 teacher turnover rates. These findings were echoed by a recent report published by the State Board of Education of the District of Columbia (2018), acknowledging that middle school teachers have a higher rate of turnover compared with elementary and high school teachers. Therefore, investigating the links between literacy teachers' grade level and their retention efforts can help the policymakers, researchers, and educators enhance their literacy teachers' retention efforts.

High Demands Imposed on Literacy Teachers

The current study considers all elementary teachers as literacy teachers. Also, reading teachers in middle and high school are also defined as literacy teachers by the present study. The Common Core State Standards (CCSS) and the Every Student Succeeds Act (ESSA) have imposed constant pressure on literacy teachers in terms of increased accountability for young learners' literacy skills achievements (Korte, 2015; Loewus, 2016).

Moreover, literacy teachers have more challenges in teaching students with English Language Learners (ELLs), given that the inter-lingual barriers exacerbate effective literacy instruction (Gandara & Hopkins, 2010). Literacy teachers are even more frequently and strictly under notice because more evidence has emerged affirming that literacy skills are significant predictors of future academic achievement (Rabiner & Godwin, 2016) and teaching quality has a significant effect on reading achievement (Johansson & Myrberg, 2019),

Not only literacy teachers must have extensive knowledge of education curriculum and a deep understanding of early childhood development, but also there are other psychological and psychosocial factors making literacy teaching to young learners even more demanding. From a psychological standpoint, young learners have lower self-control skills and are more easily distracted (Tao, Wang, Fan, & Gang, 2014). In fact, studies have shown that the parts of the brain responsible for impulsivity and self-control (frontal cortex) are not developed until they reach adolescence (Baum et al., 2020; Tao, Wang, Fan, & Gang, 2014).

From a psychosocial perspective, young students are more egocentric and find it challenging to establish and maintain an interpersonal relationship with their peers and teachers (Hsieh, 2014; McIntyre, 2006). There are plenty of evidential data denoting the student misbehavior is one of the most consequential factors impacting teacher turnover (Carver-Thomas & Darling-Hammond, 2019; Jacobson, 2016). For this reason, literacy teachers are more susceptible to pressure instigated by their occupation.

Medwell, Wray, Poulson, and Fox (1998) found that effective literacy teachers are those who, unlike teachers of other subjects, should provide the foundational skill for

their students, enabling them to produce or comprehend language on their own in unlimited type or many varying contexts. That is, instead of teaching to test their students (preparing for good results on tests), like other subjects, they should prepare their students for the lifelong skills and knowledge to produce, comprehend and process language and communication skills (Callahan, Benson-Griffo & Pearson 2009; Johansson & Myrberg, 2019).

Medwell, Wray, Poulson, and Fox (1998) substantiated their argument by a simple example. They contended that there is a noticeable dissimilarity between English as a subject in schools and literacy education. According to Medwell, Wray, Poulson, and Fox (1998) required knowledge repertoire of English teachers and their implementation in the classroom are well ascertained. However, effective literacy teachers should possess adequate knowledge about the psychology of child development, linguistics, and out-of-school factors (e.g., home literacy practice) (Cunningham, Zibulsky, & Callahan, 2009; Medwell, Wray, Poulson, & Fox, 1998).

Literacy teachers should be responsive to a diverse body of students, including students with different cultural practices, linguistic backgrounds, and students with varying levels of learning (or reading) difficulties. Thus, literacy teacher coaching and training follow a less transparent scheme than those of other subjects (Cunningham, Zibulsky, & Callahan, 2009). As a consequence, the evaluation of teacher preparedness for literacy teachers may not reflect their knowledge and skills they actually need within the literacy classrooms (Cunningham, Zibulsky, & Callahan, 2009; Medwell, Wray, Poulson, & Fox, 1998).

If not prepared enough to overcome the challenges of literacy education, teachers face excessive workload, stress, burnout, job dissatisfaction, and these issues curtail the retention efforts (Berry & Shields, 2017; Cinamon, Rich & Westman, 2007; Sutcher, Darling-Hammond & Carver-Thomas, 2016; Treuren & Fein, 2018). As duly noted by Callahan, Benson-Griffo, and Pearson (2009), literacy teachers should be:

> A wordsmith and a meaning maker, a player and a coach, an artist and a technician [who] (…) makes thousands of instantaneous decisions about assessment and instruction each day, some targeted to an entire class, others carefully choreographed for individual students (p. 38).

Statement of the Problem

Qualitative and quantitative studies have been undertaken in a diverse range of fields for individuals in different occupations, and the findings confirm the significant contribution of WFC and burnout on turnover intentions. While the number of studies showing the effect of burnout and WFC on teacher turnover abounds in the literature, the mediating role of burnout on the effect of WFC on teacher turnover is lacking. The researchers have reported the mediating effect of burnout in bank employees (Sarianti, Fitria, & Engriani, 2018), engineers (Hamid & Ahmad, 2017), physicians (Lu, Hu, Huang, Zhuang, Guo, Feng, & Hao, 2017), manufacturing and service workers (Anwar, Javed, & Shaukat, 2016) and hotel employees (Karatepe, 2013). Yet, to the researcher's knowledge, the relationships between WFC, burnout, and turnover intentions in general and the mediating effect of burnout on the effect of WFC on turnover intentions in particular, have not been addressed in the literature thus far.

Finally, to the researcher's knowledge, no studies have examined the associations between teaching experience, grade level, and retention of literacy teachers. Also, a study on the relationships between WFC, burnout, and turnover after controlling for the variables of teaching experience and grade level is lacking in the literature.

Purpose of the Study

The goal of this research project is the examination of the relationships between WFC, burnout, and turnover intentions among American literacy teachers. Besides, the mediating effect of burnout on the effect of WFC on turnover intentions is examined. By using both quantitative and qualitative research approaches, this study aims to provide a more illuminating representation of the associations between literacy teachers' WFC, burnout, and turnover intentions.

Specifically, the researcher used validated self-report scales and semi-structured interviews to address the existing gaps in the literature. Furthermore, the study seeks to explore the relationships between WFC, burnout, and turnover with and without controlling for the variables of teaching experience and grade level.

Significance of the Study

The high rate of teacher turnover in public schools has produced adverse effects on the quality of education. The financial costs associated with teachers' replacement are also considerably high. In fact, the results of research conducted by Barnes, Crowe, and Schaefer (2007) revealed that the annual cost of teacher turnover for American schools is about $7 billion. They used the Teacher Turnover Cost Calculator developed by the National Commission on Teaching and America's Future (NCTAF). The study investigated the cost of turnover in five districts in the states of New Mexico (two

districts), Wisconsin, Illinois, and North Carolina. In order to improve the representativeness of the sample, the school districts were chosen from both urban and rural areas. Also, a range of different school sizes was considered. The authors considered several factors, including recruitment and advertising, administrative processing costs, and training for new hires.

Moreover, a recent study by Henry and Redding (2018) estimated the direct effects of losing a classroom teacher within a year and at the end of a year in North Carolina. The authors concluded that an individual teacher turnover in a school causes a loss of 32 to 72 instructional days. The authors also reported adverse effects of teacher turnover on students' achievement and instructional effectiveness.

The individuals involved in educational policy, research, and practice have recognized the negative effect of teacher turnover on teaching quality and instructional productivity. Even though considerable amounts of money, time, and energy have been dedicated to mitigating this problem, public schools continue to suffer from a teacher shortage. The strong correlations between teachers' WFC and occupational burnout have been reported by numerous studies (e.g., Byron, 2005; Cinamon et al., 2007; Noor & Zainuddin, 2011).

Additionally, a large body of evidence exists, suggesting that teacher burnout is one of the central contributors to teacher turnover (Fitchett et al., 2018; Haberman, 2005; Ingersoll & May 2012). Therefore, further examination of the interactions between these three variables (i.e., WFC, burnout, and turnover) can help educational researchers and policy-makers identify the antecedents of teacher turnover and plan to obviate the contributing agents as efficiently as possible.

A stated in the evidential reports (Heck, 2009; Jacob, 2007; Kukla-Acevedo, 2009; Zhang, 2006), retention of teachers is imperative for reducing the issue of constant recruitment of new and beginning teachers and losing teachers who have started to gain experience and could hone their teaching effectiveness (Ingersoll, 2001; Kukla-Acevedo, 2009). Furthermore, identification of the grade level teachers are teaching can better help the policymakers, researchers, and educators to pinpoint the variables leading to literacy teachers' turnover and adopting viable strategies to optimize retention efforts.

In fact, the available studies which have examined the associations between teachers' years of teaching experience and their grade on turnover have been conducted using data after the turnover has happened. Then, the associations between these teacher characteristics (i.e., experience and grade level) and turnover intentions, when teachers are still in service, have been paid little attention in the literature.

Research Questions

The following research questions lead this mixed-method research:

1. What is the effect WFC in literacy teachers on their burnout and turnover intentions?
2. What is the effect of burnout in literacy teachers on their turnover intentions?
3. Does burnout mediate the potential effect of WFC on turnover intentions?
4. How will controlling for the teacher characteristics (i.e., experience and grade level) influence the mediation analysis?
5. How will teachers with higher levels of turnover intentions describe the effects of WFC and burnout on their turnover intentions?

6. How will teachers' characteristics of years of experience and teaching grade affect their intention to leave?

Delimitations

The following are delimitations for the proposed study:

1. Participants must have a minimum of two years of literacy teaching experience.
2. Participants must be licensed teachers in American schools.

CHAPTER II

LITERATURE REVIEW

Introduction

The existence of strong links between teachers' burnout, WFC, and turnover intentions is well established in the literature. Many studies have provided evidential support for the associations between these three variables (Jacobson, 2016; Muasya, 2015; Nohe & Sonntag, 2014; Noor & Zainuddin, 2011; Rupert, Stevanovic, & Hunley, 2009; Wright & Cropanzano, 1998). Both WFC and burnout are under the influence of social factors as well as psychological factors, and this is the reason the related literature is classically set forth within a psychosocial perspective.

The reason for the inclusion of relevant literature within a psychosocial framework can be the efforts of the theoretical and field researchers as to the differentiating between burnout and stress or anxiety. While chronic stress and anxiety have been traditionally studied as generic clinical variables, the term "burnout" was coined by Freudenberger (1974) as an occupation-related disorder.

Indeed, WFC, as an occupational conundrum, is directly and indirectly associated with burnout and turnover (Rupert, Stevanovic, & Hunley, 2009). Because both burnout and WFC produce adverse effects on individuals' and the organizations' health, including turnover, the nature of associations between these variables has been a popular topic for researchers in order to find ways to increase job retention in nearly all types of occupations.

It is understood that teachers, who are in the frontline of burnout susceptibility, have been subjects of numerous studies in which the effect of WFC on burnout, as well as the effects of burnout on turnover are examined. Still, the relationships between the three variables of WFC,

burnout, and turnover intentions have not been investigated in a single study. The content organization for this chapter is in line with the study design and research questions. The current chapter starts with the presentation of the theoretical framework of this study. Subsequently, the chapter includes a discussion of the literature related to the effects of WFC on burnout, WFC on turnover intentions, and burnout on turnover intentions with the focus of attention on teachers. Finally, a review of the literature pertaining to the relationships between teachers' years of experience and grade level with their retention is presented.

Theoretical Rationale for the Study

The theory of conservation of resources (COR) presented by Hobfoll (1989) is the main conceptual framework leading the current study. Hobfoll (1989) introduced COR after synthesizing multiple theories of stress. The COR, as a broad theory, posits that when individuals have limited resources in the face of occupational and/or professional hurdles, they become emotionally and/or physically incompetent to cope with the challenges. According to Hobfoll (1989), resources are "objects, personal characteristics, conditions, or energies that are valued by the individual or that serve as a means for the attainment of these objects, personal characteristics, conditions, or energies (p. 516)".

For an employee, the continuous imbalance between resources and demands, according to the COR, leads to distressing outcomes such as stress, anxiety, burnout, and even decision to quit (Hobfoll, 2011; Hobfoll & Freedy, 1993). From this perspective, decisions to leave the job are not only reactions against imbalance between resources and demands but also motivated by the intentions to conserve the existing resources (Jin, McDonald, & Park, 2018). Once occupational and family demands become overwhelming and conflicting, individuals find limited resources to obviate these limitations, and this issue can increase stress and burnout

(Hobfoll & Freedy, 1993). These tenets of the COR theory have been corroborated by a wealth of empirical evidence since the 1990s (e.g., Germeys & Gieter, 2017; Grandey & Cropanzano, 1999; Jin, McDonald, & Park, 2018; Wilson, 2010).

Related studies within the theoretical paradigm of the COR have considered burnout and stress the negative psychological outcomes while supportive family and occupational environments have been regarded as the resources (Wilson, 2010). Accordingly, the accumulative job pressure and family-job conflict can result in increased job dissatisfaction and turnover intentions (Jin, McDonald, & Park, 2018; Treuren & Fein, 2018). The turnover intention, according to the COR, is a way of compensating for the missing resources (Treuren & Fein, 2018; Xue, Zhang, & Chen, 2018).

Lee and Ashford (1996) conducted a meta-analysis within the theoretical background of COR in order to identify the correlated of the three subscales of burnout defined by Maslach and Leiter (1999). The researchers found that job demands are strongly associated with burnout in general and emotional exhaustion in particular. Additionally, the findings revealed that emotional exhaustion strongly predicts turnover intentions. Supportive results were later reported by Wright and Cropanzano's (1998) longitudinal study affirming the significant role of burnout on turnover intentions.

One of the chief comprehensive empirical studies corroborating the tenets of COR in organizational psychology is the model later produced by Demerouti, Nachreiner, Bakker, and Schaufeli (2001). The new model, called the COR model of burnout, was proposed as a result of a confirmatory factor analysis in which the COR was tested. Accordingly, the outcome confirmed that overlaps and conflicts between family and work roles lead to stress and burnout, which, in turn, lead to negative organizational outcomes, including turnover intentions. The

indicators subsumed under the factor of job demands in their study included the time pressure and workload. In another study, Taris, Schreurs, and Van Iersel-Van Silfhout (2001) reported that job strains (including burnout) and psychological withdrawal (including turnover intentions) are influenced by job demands and workload. In sum, considering the existing literature and the research questions of this study, the COR theory provides a robust theoretical framework for the current study backed up by extensive empirical findings.

Teachers' Work-family Conflict (WFC) and Burnout

The research on the reciprocal effects of familial roles and occupational roles started in the 1950s rooted in the fields of sociology and psychology. Social psychologist Theodore Sarbin (1954) has been classically considered the pioneer of research on the concept of "social role" and "role theory." Sarbin (1954) defined role as a "patterned sequence of learned actions or deeds performed in an interaction situation" (p. 223). The social roles people assume bring about role obligations and expectations (Biddle, 1979). According to Stewart (1990), role conflict emerges once obligations attached to a social role disaccords with the obligation attached to another social role.

The subject of WFC started to gain popularity in the 1980s in tandem with the growth of fields of organizational psychology and occupational health (Frone, Russell, & Cooper, 1997; Netemeyer, Boles, & McMurrian, 1996). Allen, Herst, Bruck, and Sutton (2000) were among the first researchers who conducted a comprehensive systematic review in search of the subsequent predicaments brought by WFC. A range of different professions was examined in their study. The professions included were accountants, teachers, police officers, employed graduate students, retail managers, engineers, and nurses. The main psychological complications

statistically predicted by WFC were found to be anxiety, low job satisfaction, general life stress, job-related stress, depression, and burnout.

Comparatively, outside teacher-related context, there is ample evidential support indicating the direct effect of WFC on burnout. For instance, Dacey (2019) reported a significant effect of WFC on burnout among police officers, firefighters, and correctional officers in New York. Similar findings were reported for computer section professionals (Golden, 2012), salespeople in the media sector (Boles, Johnston & Hair, 1997) as well as nurses and engineers (Bacharach, Bamberger & Conley, 1991). Rubio, Osca, Recio, Urien, and Peiro (2015) undertook longitudinal research on a sample of 242 Spanish Army personnel. The results demonstrated a reciprocal effect between WFC and emotional exhaustion. That is, WFC can significantly affect emotional exhaustion, and simultaneously, emotional exhaustion may escalate WFC.

Among teaching staff, Noor and Zainuddin (2011) investigated the relationships between WFC, burnout, and emotional labor among 102 female Malaysian teachers. The participants' ages were between 26 and 57 years, and they had teaching experience ranging from 1 to 34 years. Their main finding was that WFC strongly predicts teacher burnout. Additionally, the authors reported that teachers' WFC mediated the effect of emotional labor on burnout (Noor & Zainuddin, 2011).

Muasya (2015) conducted a similar study in Kenya. The participants were 375 female teachers who filled out both closed- and open-ended questionnaires. The qualitative content analysis of the data obtained by the open-ended questions revealed that teachers consider the work overload at school and home plus high expectations from them in these two settings as significant contributors to their burnout and job dissatisfaction. The regression analysis also

confirmed the qualitative findings in that WFC significantly predicted burnout indicators, including emotional exhaustion and cynicism toward job. Likewise, Cinamon et al. (2007) examined the effect of WFC on 213 Israeli high school teachers. The researchers collected data via self-report questionnaires and conducted a linear regression analysis. The results confirmed the significant effect of WFC on teachers' burnout.

Frone, Russell, and Cooper (1997) proposed a hypothetical model named "work-family interface" to describe potential areas of interference between work-life and family-life as well as the effects of this interference on the psychological health of employees. More specifically, the authors looked for the antecedents of work-family interference and the subsequent effects of it on jobholders' lives. Participants were 1,933 randomly sampled employees from different sections and organizations in New York. The outcome of several path analyses revealed that job stressors and family stressors predict WFC, and WFC, in turn, leads to psychological distresses, including depression. Teachers' experiences of stress can result from their perceptions of demands and can be coupled with the inability to meet those demands (Martinetz, 2012).

Teachers' anxiety, distress, and burnout can be due to an overlapping of personal and professional commitments, which are closely and directly associated with WFC (Warren & Sorges, 2013). As such, Burke and Greenglass (1993) found that work stressors significantly contribute to higher levels of teacher burnout. In a sample of 833 Canadian teachers, the researchers examined the effects of role conflict, social support, and demographic variables on teachers' burnout via hierarchical regression analysis. From the three independent variables included in the model, only work stressor was found to be a strong predictor of burnout. In sum, research findings in educational and non-educational contexts affirm the significant relationships between WFC and occupational burnout.

Teachers' Work-family Conflict and Turnover Intentions

There are a limited number of studies examining the effects of WFC on turnover intentions within the educational contexts. Yet, the existing research on employees in other organizations suggests strong links between WFC and turnover intentions. Amstad, Meier, Fasel, Elfering, and Semmer (2011) conducted a meta-analysis of 356 studies on the consequences of WFC. The larger effect sizes were found to be for the effect of WFC on job satisfaction and other work-related issues, including burnout and turnover intent. Additionally, the findings suggested that WFC negatively influenced job productivity, employer-employee relationship, and working atmosphere.

Other related studies have also reported that WFC negatively influences job dissatisfaction, marital life dissatisfaction, and decreased job commitment (Allen et al., 2000; De Simone, Lampis, Lasio, Serri, Cicotto, & Putzu, 2014; Nohe & Sonntag, 2014) and these variables, in turn, lead to turnover (Lambert, Hogan, & Barton, 2001; Nohe & Sonntag, 2014).

Nohe and Sonntag (2014) undertook a longitudinal study and reported a reciprocal relationship between turnover intentions and WFC, meaning that increased levels of WFC strongly predict turnover intentions, and employees with higher levels of turnover intention had higher levels of WFC. In response to the WFC, overwhelmed teachers may choose to leave their job (Nohe & Sonntag, 2014).

Provasnik and Dorfman (2005) found that approximately 55% of American public school teachers considered the interference between family and work roles as one of the leading contributors to job dissatisfaction. Sorensen, McKim, and Velez (2016) examined the effect of WFC on teacher turnover among a random sample of 234 American secondary school agriculture teachers. The authors found that WFC significantly predicted turnover intentions

among teachers. Moreover, the teachers that participated in their study stated that the interference between their career commitment and family roles incited them to think about quitting. Similar findings were reported among a large sample of 1,704 American agriculture teachers by Crutchfield, Ritz, and Burris (2013).

Within the Asian context, Panatik, Badri, Rajab, Rahman, and Shah (2011) investigated the effects of WFC on turnover intentions in a random sample of 100 Malaysian teachers. The outcome of multiple regression attested the significant contribution of WFC on turnover intentions among the teacher participants of their study.

Teachers' Burnout and Turnover Intentions

The positive and significant effect of occupational burnout on turnover intentions has solid theoretical and empirical support in the literature across numerous occupations. According to the outcome of a large-scale study on more than 1,800 American counselors, Ducharme, Knudsen, and Roman (2008) reported emotional exhaustion, which is the axiomatic component of burnout, is the most significant predictor of turnover intentions.

This conclusion coincides with Kahill's (1998) review of empirical data obtained between 1974 and 1984 on the burnout symptoms among multiple professions within the human services professionals, including teachers, police officers, and mental health workers. The author found correlations between burnout and turnover intention to range from $r = 0.21$ to $r = 0.68$.

Matofari (2014) examined the associations between burnout and turnover intentions among 1,302 instructors at Oklahoma State University. The correlation coefficient was reported to be statistically significant ($r = .52$, $p < .05$). Furthermore, qualitative studies have corroborated these findings. For instance, Jacobson (2016) used a case study method to examine the consequences of burnout for five high school teachers in New Jersey selected via purposeful

sampling. He used Vygotsky's social development theory as the theoretical framework and questioned burned out teachers about the factors contributing to their burnout and how those factors might affect their attitude toward their jobs and what the consequences of their attitude change can be. The results of in-depth interviews indicated that burnout is the leading potential motive for teachers to consider leaving their job.

These statements were corroborated by another qualitative study conducted by Beebe (2017) on a group of American special education teachers. Beebe (2017) used a convenience sampling method and conducted semi-structured interviews on 16 public school special education teachers in Georgia. The outcome of content analysis revealed that lack of administrator support leads to stress and burnout, which in turn, leads to special education teachers' turnover.

In addition to other studies within the context of American public schools, Piscitella (2016) studied the effect of stress and burnout on attrition of 382 math teachers. To gauge their potential attrition, the researchers asked the participants if they have considered quitting their job (i.e., teacher turnover intentions). The results demonstrated that teacher burnout level has significant correlations with teachers' consideration of leaving their job.

Another noteworthy finding is that the author found that the contribution of teacher burnout on attrition intentions was not statistically different for different groups in terms of geographical locations of schools (urban, rural, and suburban) and gender. This finding is notable in that the effect of burnout on attrition intention is similar for teachers working in different school settings and school types as well as in both genders.

In sum, there is extensive research on the associations between burnout and turnover intentions in both educational and non-educational contexts. The existing literature stems from

both qualitative and quantitative research in different occupational and geographical settings. However, the research in the educational context has yet to examine the potential mediating effects of burnout on the effects of WFC on turnover. Moreover, the effects of teaching grade and years of experience on turnover intentions have been understudied. In light of the existing literature, the current study proposed a model for the investigation of the relationship between these variables among literacy teachers.

Teacher Characteristics and Teacher Retention

Kelly (2004) conducted an event history analysis based on the data from 1990–1991 Schools and Staffing Survey and the 1992 Teacher Follow-up Survey to examine the contributors to teacher attrition in American public schools. He utilized an event history analysis model because it is "the appropriate analytic framework to investigate general determinants of teacher attrition because it models when teachers leave a school rather than considering which teachers leave at a particular point in time" (p. 196).

Kelly (2004) used Stratified Cox Proportional (SCPH) presented by Cox (1972), which is a regression model, to analyze the effect of multiple factors (school and individual characteristics of teachers) on the rate (referred to as hazard rate) of an outcome variable (here attrition) at a specific temporal point. In other words, Kelly (2004) appraised the estimates of teachers' attrition rate in each academic year. The author reported that teachers with less than 5 years of teaching experience have higher rates of attrition than their colleagues with more than 5 years of teaching experience have. The output of the hazard function estimates revealed that the hazard for teachers with 3-4 years of experience is very high (.07), and the hazard consistently decreases (.02) until the 14th year of teaching when the hazard remains steady until the retirement.

Zhang (2006) studied the teacher characteristics that are related to teacher retention. The data were gathered from the surveys of the 1999-2000 School and Staffing Survey (SASS) and 2000- 2001 Teacher Follow-up Survey (TFS). The author found that years of experience has a moderating effect on the direct path from job satisfaction to job retention. In other words, the moderator (teaching experience) changed the strength of the potential effect from job satisfaction to retention. The results of the correlational analysis also indicated that years of teaching experience has a significant negative correlation with teacher turnover rate.

Borman and Dowling (2008) conducted a meta-analysis of 34 studies on moderator variables that contribute to teacher turnover. The review of studies that considered the years of experience as either a categorical variable or continuous variable demonstrated that the odds of teachers with more than 5 years of teaching experience leaving their job was 1.57 larger than teachers with less than 5 years of experience. This finding does not conform to the outcome of the majority of related studies in the literature, mostly conducted later, concerning the relationships between years of experience and turnover of teachers. It can be the result of inclusion criteria set by the authors.

The authors contend that they excluded many studies on two major accounts. First, the excluded studies which used a data analysis design that did not allow the calculation of attrition probabilities or studies which failed to report information about the sample sizes by the moderator demographic variables including teacher experience. Second, multitudes of excluded studies were based on samples or data already reported in other included studies.

Hancock and Scherff (2010) examined the English teachers' risk for attrition considering their personal characteristics. The authors used the report by the National Center for Educational Statistics (NCES) in 2003 and 2004. The data were from a large sample of 4,520 full-time

English and language arts teachers in New York. The outcome of logistic regression analysis and adjusted Wald test showed that an English teacher with more than 5 years of teaching was less likely to be considered as a high attrition risk compared to the teachers with 5 or fewer years of teaching experience.

Hughes (2012) investigated the effects of teacher characteristics, including years of experience, on the retention of 782 American public school teachers. The results of step-wise regression suggested that experienced teachers (more than 10 years) are less likely to quit than their colleagues with less experience are (less than 10 years). Notably, teachers with more than 3 years of experience were three times less likely to quit and teachers with more 10 years of experience were seven times less likely to quit.

The relationships between another teacher personal characteristic, namely school level, and turnover has been, albeit limitedly, studied. With respect to the relationships between teachers' grade and school level, literature has remained inconclusive. The national turnover rate for elementary school and middle school teachers were the same in 2013 (Goldring et al., 2014). Accordingly, the turnover rate for elementary school was 16% and 15.9% for middle school teachers (Goldring et al., 2014).

A study by the Texas Educational Agency (1994) on the effects of teacher characteristics on retention of 219,338 Texas teachers showed that the rate of retention of teachers in elementary schools is higher than the retention rate for teachers in secondary schools. The report showed 45% of secondary school teachers quitted within 5 years in service compared to 38% of attrition for elementary school teachers within their first 5 years of service. These findings were echoed by a recent report published by the State Board of Education of the District of Columbia

(2018) exhibiting that middle school teachers have a higher rate of turnover (32%) compared with elementary and high school teachers (25%).

Redding and Henry (2019) examined the monthly turnover rate among more than 4,000 teachers in the state of North Carolina. Their method was distinct from the previous related research in that they did not consider the rate of turnover annually. Instead, they examined the within-month turnover rate of teachers starting their careers in the years of 2009, 2010, and 2011. The results of discrete-time survival analysis revealed that elementary school teachers, compared to middle and high school teachers, had a higher risk of turnover within the school.

CHAPTER III

METHODOLOGY

Study Design

The design chosen for this study was mixed-method. The mixed-method design has been growing since the 1980s because it is advantageous to single-methods on the grounds of validity and generalizability (Morse, 2003). According to Dörnyei (2007), the use of mixed-method research, especially in social sciences and humanities, allows the researchers to interpret and generalize their findings more confidently.

By its nature, mixed-method research includes qualitative and quantitative sections. While the qualitative part may provide a more in-depth exploration of a theory, phenomenon, hypothesis, and intervention, the quantitative part paves the ground for establishing the generalizability of findings to larger populations (Dörnyei, 2007; Morse, 2003).

Participants and Sampling

Prior to starting the study, the author obtained approval from the Institutional Review Board (IRB). According to Kenny and Judd (2014), the preferred minimum sample size for mediational analysis is $N = 100$ (Kenny & Judd, 2014; Miočević, O'Rourke, Mackinnon & Brown, 2017). The participants of this study were 164 literacy teachers with at least one year of teaching experience nationwide. A convenience sampling was used for the recruitment of participants. A convenience sampling technique is a non-probability method, according to which the participants are chosen based on their availability and/or proximity (Wengraf, 2004).

Given that the current research employed a mixed-method design, there were quantitative and qualitative strands. The participants of both qualitative and quantitative studies were from the same pool of literacy teachers. For the qualitative study, extreme instance sampling, which is

a subcategory of judgmental or purposive sampling, was used (Palinkas, 2015). Therefore, five people with higher scores on the teacher turnover intentions scale were subject to semi-structured interviews.

The surveys were online, and the participants were invited to participate by an invitation email sent to them individually. The follow-up invitations for the interviews were also via email. Qualtrics, which is an online survey tool, was administered for data collection.

Instruments for Quantitative Study

Turnover Intentions

The turnover intention scale (TIS-6) (Bothma & Roodt, 2013) was utilized to gauge the turnover intention of the participants. The 5-point Likert scale, which includes six items, was validated by the original authors, and the reliability index of .80 was reported. The score of items ranges from 1 (*never/to no extent/highly unlikely*) to 5 (*always/to a very large extent/highly likely*). Examples of items are "How often do you dream about getting another job that will better suit your personal needs?" and "How often have you considered leaving your job?". A higher score on the scale indicates a higher level of turnover intention by the employee.

The Work-Family Conflict

The 6-item work-family conflict scale developed and validated by Matthews, Kath, and Barnes-Farrell (2010) was used the measure the WFC level of the participants. The aim of developing this scale was the provision of a global and short self-report measure that can be administered and scored efficiently. One of the noteworthy features of this scale is that it has incorporated items related to the spillover of conflicts from work to family and from family to work.

The original internal consistency index reported by Matthews et al. (2010) was .79. The measure entails 6-items with a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Examples of items are "I am often so emotionally drained when I get home from work that it prevents me from contributing to my family" and "Because I am often stressed from family responsibilities, I have a hard time concentrating on my work." A higher score on the scale indicates a higher level of WFC.

Occupational Burnout

In this study, burnout levels were gauged using the Shirom-Melamed Burnout Measure (SMBM) developed and validated by Shirom (2005). The SMBM is a Likert-type 14-item scale consisting of three subscales: physical fatigue, cognitive weariness, and emotional exhaustion. The scores of items range from 1 (*never or almost never*) to 7 (*always or almost always*). The participants are requested to measure items based on their feelings at work over the past month. Examples of items are "I have no energy for going to work in the morning" and "I feel I am unable to be sensitive to the needs of coworkers and students."

According to the developers, the total mean score of this scale shows the level of burnout. As such, a higher overall score shows higher levels of burnout, and lower scores show lower levels of burnout syndrome. Numerous studies have validated the scale. For instance, the internal consistencies of .94 and .91 have been reported for the global mean score of the scale (Armon, Shirom, Shapira, & Melamed, 2008; Melamed, Shirom, Toker, & Shapira, 2006).

Teacher Characteristics

The teachers were asked to specify their current age, teaching grade, years of teaching experience, education level, and race/ethnicity. The questions about the teacher characteristics

were answered before the start of the main surveys. The variables of years of teaching experience and teaching grade were used as the covariates.

Quantitative Study Procedure

Initially, the survey instruments were distributed among participants. Upon completion of the data collections via self-report surveys, the correlations between the study variables (WFC, burnout, turnover intention) were analyzed. The mediation analysis of the proposed model was conducted with structural equation modeling (SEM) using the maximum likelihood estimation method in SPSS AMOS (version 23).

A mediation model aims to identify and explain the mechanism which underlies a relationship between an independent variable and a dependent variable through the inclusion of a third variable, referred to as a mediator variable. Correspondingly, instead of a direct effect of the independent variable on the dependent variable, a mediation model suggests that the independent variable affects the mediator variable, which in turn affects the dependent variable. As such, the mediator variable strives to clarify the nature and mechanism of the relationship between a predictor and an outcome. In a full mediation model, the inclusion of the mediator totally drops the effects of independent variable on dependent variable to zero. In a partial mediation, the mediating variable accounts for some of the relationship between the independent variable and dependent variable. The proposed model guiding this study is depicted in figure 1.

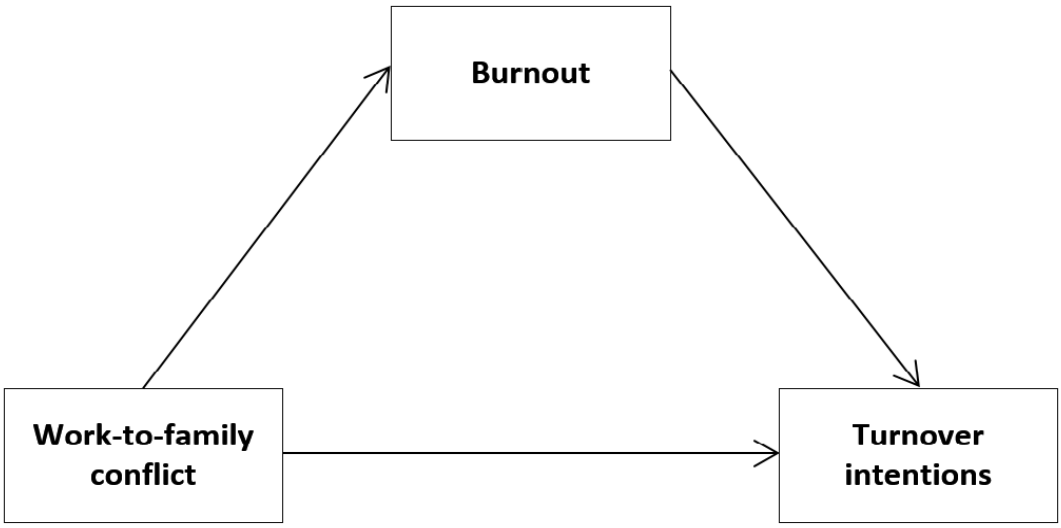

Figure 1. Mediation model to be tested for the three manifest variables.

In the proposed model, the exogenous variable was WFC. The endogenous variables were turnover intentions and burnout. The guidelines provided by Barron and Kenny (1986) were used for the mediation analysis. By conducting the mediation analysis, the direct effect, indirect and total effect of WFC on the turnover intention were calculated.

The indirect effect of WFC on turnover intention was obtained by multiplying the direct effect of WFC on burnout by the direct effect of burnout on turnover intentions. Finally, the total effect of WFC on turnover intentions was computed by summing the indirect effect of WFC on turnover intentions and the direct effect of WFC on turnover intentions.

Qualitative Study Data Collection and Procedure

Qualitative studies are known to help researchers obtain deep insights into individuals' affects, ideas, worldviews, prior experiences, and life episodes (Taylor & Bogdan, 1998). One of the primary tools for data collection within the framework of a qualitative paradigm is interviewing. Interviews are generally of three types: structured, unstructured, and semi-

structured (Wengraf, 2004). As the names suggest, structured and unstructured interviews are on the two ends of a continuum.

Structured interviews or survey interviews include pre-determined short questions the interviewer asks the interviewees, while unstructured interviews are not guided by any predetermined questions. Instead, unstructured interviews develop as the interview moves on without any consistent organization of content or questions. Finally, semi-structured interviews strive to strike a balance between the compositions of structured and unstructured interviews (Wengraf, 2004).

The design of the interview was based on the deductive approach. The inductive approach of interviewing is by far the most commonly used approach for interviews. Rooted in the tenets proffered by the grounded theory, the inductive interviews are fitting for studies on a new (or unique) experience or phenomenon without any researchers' predispositions (Brinkmann, 2013). The deductive approach, on the other hand, is implemented when the researcher has an undetailed presupposition about the phenomenon or experience being studied (Brinkmann, 2013). In addition, Johnson and Rowlands (2012) contend that the deductive approach toward interviewing is preferred in contexts in which the researcher seeks exploration or explanation of the nature or form of the associations between variables. This study used a deductive approach because the interview protocol questions and data analysis of interviews are theory-driven.

According to Flyvbjerg (2006) and Brinkmann (2013), extreme case sampling can be the best sampling method for deductive interview design since extreme case sampling enables the researcher to deduce potential findings from a sample to a larger group of people who might have the same experience with the phenomenon under study (Brinkmann, 2013). As noted

earlier, five people with higher scores on the teacher turnover intentions scale were subject to semi-structured interviews.

The selection of extreme case sampling is based on three premises (Palinkas et al., 2015; Seawright, 2016; Vasileiou, Barnett, Thorpe, & Young, 2018) : (a) they advantageous for they would provide revealing insight about a particular phenomenon or experience, (b) they can produce informative lessons, guidelines or cases of representative archetype, that guide future research and practice; and (c) they represent the purest form of experience by enhancing the credibility of qualitative analysis, which in turn, can lead to more confident generalizations.

Semi-structured interviews are a combination of open-ended and close-ended inquiries. Commonly, semi-structured interviews encompass short questions followed by wh-questions (e.g., why, what) asking for further description and/or explanations. The data were collected by online video calls via the Zoom application. The questions asked were formulated according to the guidelines delineated by Kvale (1996).

The content of the questions was selected from two primary sources. First, the researcher consulted the qualitative interview questions used in previous related studies conducted by Mazerolle (2005) and Coberley (2015). Second, the author used the items included in the instruments used in the quantitative study part of this dissertation with some minor modifications to facilitate the flow of conversation.

The questions were organized consistent with the research questions. Correspondingly, the interviewees were asked about the role of WFC in their life. Also, the interviewees were asked about the potential causes of burnout and turnover intentions. The interview guides, protocol, as well as a complete list of interview questions are presented in appendix A.

Qualitative Data Analysis

Thematic content analysis (TCA) was conducted for the analysis of data. Thematic content analysis refers to the systematic search and organization of recurring patterns or themes within a body of data (Braun & Clarke, 2006). In general, themes are composed of labels, usually referred to as codes. These labels or codes are short but informative analytic units reiterated within data and are extracted by the analysts conforming to the research hypotheses or aims (Braun & Clarke, 2006). The data were manually coded by the researcher. The QSR International's NVivo 12 software (2014) was used for the categorization of codes and organization of themes. A list of themes and their definitions have been provided in the appendix D.

Even though qualitative research data collection and analysis are more subjective and flexible than those of quantitative inquiries, validation of findings is of utmost importance for researchers. Validation or rigor evaluation in qualitative research means the procedures adopted by the researchers to ensure the outcomes of analyses and conclusions genuinely reflect what the participants say or how they conceive their experiences (Ravitch & Carl, 2016). The researcher used member-checking or follow-up participant validation for this part of the study. Accordingly, upon completion of data analyses, the researcher turned in the results to the participants to see if the themes and/or data interpretations, as well as conclusions drawn, are consistent with what the participants meant to convey.

CHAPTER IV

RESULTS

Quantitative Study

The quantitative section of the research probed into the relationships between WFC, burnout, and turnover intentions among literacy teachers. Self-report surveys of WFC, burnout, and turnover intentions were utilized for data collection, and structural equation modeling (SEM) was used to examine the mediating effect of burnout on the effect of WFC on turnover intentions. The answers of four participants were not considered for analysis because they did not answer to all of the questions in the survey. The response rate was 5.46 %. The descriptive statistics are presented in Table 1.

Table 1

Descriptive statistics

	Work-family Conflict			Burnout		Turnover Intentions		Years of Experience	
	N	M	SD	M	SD	M	SD	M	SD
Elementary (Literacy)	105	22.35	6.57	3.59	1.19	15.33	4.87	13.47	9.04
Non-elementary	59	22.31	5.89	3.75	1.21	16.38	5.18	15.59	10.62
Total	164	22.34	6.30	3.64	1.19	15.65	5.07	14.15	9.68

As to the gender of the participants, there were 15 males and 149 females. The average age was 42 years old with the youngest being 23 and the oldest being 69. Concerning marital status, 112 were married and 52 were single. The results of an independent *t*-test indicated that there are no significant differences between elementary and non-elementary teachers in terms of WFC, t (162) = .01, p = .99, burnout, t (162) = -.79, p = .43, and turnover intentions, t (162) = -1.09, p = .28. Structural equation modeling analysis (maximum likelihood) was used for the examination of the relations and mediating effects among teachers' WFC, burnout, and turnover intentions. Specifically, in response to research question 3, the analysis examined whether burnout has a

mediating effect on the effect of WFC on turnover intentions. The correlations between the variables are in table 2. All the correlations are significant at the 0.05 level (2-tailed).

Table 2

Pearson's Correlations

	Work-Family Conflict	Burnout	Turnover Intentions
Work-Family Conflict	1		
Burnout	.67*	1	
Turnover Intentions	.53*	.66*	1

Note. N=164. * $p < .05$

The direct effects of WFC on burnout and turnover intentions, as well as the direct effect of burnout on turnover intentions, were investigated before analysis of the mediating effect of burnout (mediating variable). In order that the findings be comparable to other measures or studies, standardized regression weights are reported. The first model examined the impact of WFC on burnout. The results indicated that the standardized regression weight for the effect of WFC on burnout ($\beta = .67$, $p < .001$) is significant. The second model found that the effect of WFC on turnover intentions was also statistically significant. ($\beta = .53$, $p < .001$). Furthermore, burnout significantly predicted turnover intentions ($\beta = .66$, $p < .001$).

Subsequently, the guidelines presented by Baron and Kenny (1986) were used to conduct the mediation analysis. Figure 2 depicts the path analysis for the mediational model, including the standardized Beta weights.

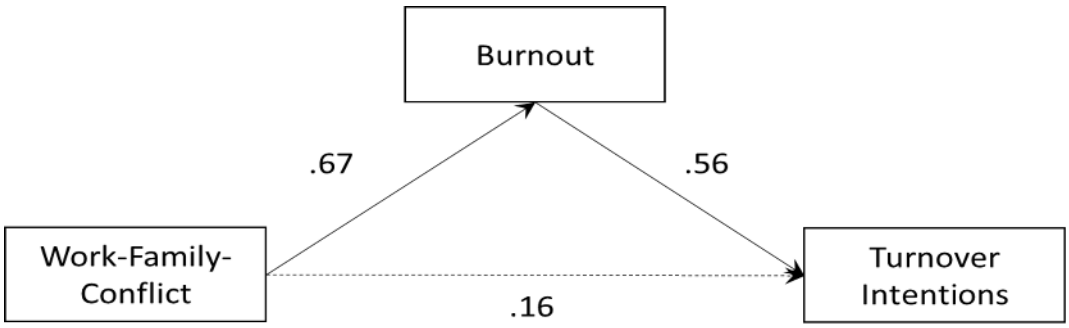

Figure 2. Mediation model being tested. Dotted line indicates statistically non-significant correlation

As depicted in the model, WFC is the predictor, burnout is the mediator, and turnover intentions is the outcome variable. The model is just-identified ($df = 0$) indicating a perfect fit (Kenny, 2011). In the mediation model, the direct effect of WFC on burnout ($\beta = .67$, $p < .01$) and the direct effect of burnout on turnover intentions ($\beta = .56$, $p < .01$) are statistically significant. Furthermore, the direct effect of WFC on turnover intentions is statistically significant ($\beta = .16$, $SE = .06$, $p = .04$). In response to research question 3, this outcome confirms the mediational hypothesis as to the fact that the inclusion of burnout as the mediator variable partially mediated the effect of WFC on turnover intentions.

The indirect effect of WFC on turnover intentions through burnout was computed by multiplying the direct effect of WFC on burnout by the direct effect of burnout on turnover intentions ($.67 \times .56 = .37$). In order to calculate the total effect of WFC on turnover intentions, the indirect effects of WFC on turnover intentions through burnout (.37) was summed up with the direct effect of WFC on turnover intentions (.16). Therefore, the total effect of WFC is .53. Table 3 displays the direct, indirect, and total effects of WFC and burnout on turnover intentions.

Table 3

Standardized direct, indirect, and total effects on turnover intentions

	Direct	Indirect	Total
Work-Family Conflict	.16	.37	.53
Burnout	.56		.56

The next stage was in response to the fourth research question. After running the first four models, four similar models were run using SEM, but this time the variables of years of teaching experience and school level (elementary vs. non-elementary) were controlled and were included in the models as covariates. The first model examined the beta weight from WFC to burnout. The results demonstrated that the standardized regression weight for the effect of WFC on burnout ($\beta = .67$, $p < .001$) and WFC on turnover intentions ($\beta = .52$, $p < .001$) were both statistically significant. Furthermore, burnout significantly predicted turnover intentions ($\beta = .66$, $p < .001$) after controlling for the effects of teacher experience and grade level.

Related to the fourth research question, in the mediation model, the direct effect of WFC on burnout ($\beta = .67$, $p < .01$) and the direct effect of burnout on turnover intentions ($\beta = .57$, $p < .01$) are both statistically significant. Furthermore, the direct effect of WFC on turnover intentions is statistically significant ($\beta = .14$, $SE = .06$, $p = .04$). The model is just-identified ($df = 0$) indicating a perfect fit (Kenny, 2011).

This outcome confirms the mediational hypothesis as to the fact that the inclusion of burnout as the mediator variable mediated the effect of WFC on turnover intentions after controlling for the variables of teacher experience and grade level. The regression beta weights for the effects of teaching experience and grade level on turnover intention were -.05 ($p = .35$) and .06 ($p = .28$), respectively, indicating that they did not have an impact on turnover intentions, nor did they meaningfully impact the relations among WFC, burnout, and turnover intentions.

The indirect effect of WFC on turnover intentions through burnout was computed by multiplying the direct effect of WFC on burnout by the direct effect of burnout on turnover intentions (.67 × .57 = .38). In order to calculate the total effect of WFC on turnover intentions, the indirect effects of WFC on turnover intentions through burnout (.38) was summed up with the direct effect of WFC on turnover intentions (.14). Therefore, the total effect is .52. In sum, it can be concluded from these results that burnout is a significant mediator between WFC and turnover intention.

Qualitative Study Findings

Overview of Findings

The researcher used Nuance Dragon Professional 15 (2016) to transcribe 141 minutes of interview speech. Since a deductive approach was taken for the content analysis, unlike inductive or grounded thematic analysis, which starts with open or descriptive coding, the analysis was started with a categorical coding. In other words, the open coding was not necessary since the related codes have been mostly known to the researcher in light of the existing literature. Individual cases were created for each of the five participants in NVivo.

The textual content was studied several times, and initial themes were identified. The secondary analysis sought the sub-themes forming the main themes. The major themes that emerged out of the data were: issues related to administration, issues related to parents, students' misbehavior, and low pay.

Figure 3 illustrates the relationships between the themes and sub-themes answering the research question, which pertains to how teachers with higher levels of turnover intentions would describe the effects of WFC and burnout on their turnover intentions. In general, parents'

behavior and students' disruptive behavior were the main contributors to teacher burnout and turnover.

Participants' Introduction

The participants have been assigned English letters so that their anonymity be kept.

- Participant A is a 31-year old married female elementary teacher teaching 3rd grade. She has been an educator for 7 years. She has no kids, spends 44 hours in school per week, and spends 6 hours on job-related duties at home per week.
- Participant B is a 35-year old married female elementary teacher. She teaches K-5. She has been an educator for 14 years. She has one kid, spends 40 hours in school per week, and spends 4 hours on job-related duties at home per week.
- Participant C is a 41-year old married female elementary teacher. She teaches ELA in 3rd grade. She has been an educator for 10 years. She has one kid, spends 60 hours in school per week, and spends 4 hours on job-related duties at home per week.
- Participant D is a 45-year old married female high school teacher. She has taught ELA in the 9th, 10th, 11^{th,} and 12th grades. She has been an educator for 11 years. She has four kids, spends 10 hours in school per week, and spends 5 hours on job-related duties at home per week.
- Participant E is a 45-year old married female high school teacher. She teaches Math and Social Studies in 4th grade. She has been an educator for 8 years. She has four kids, spends 48 hours in school per week, and spends 2 hours on job-related duties at home per week.

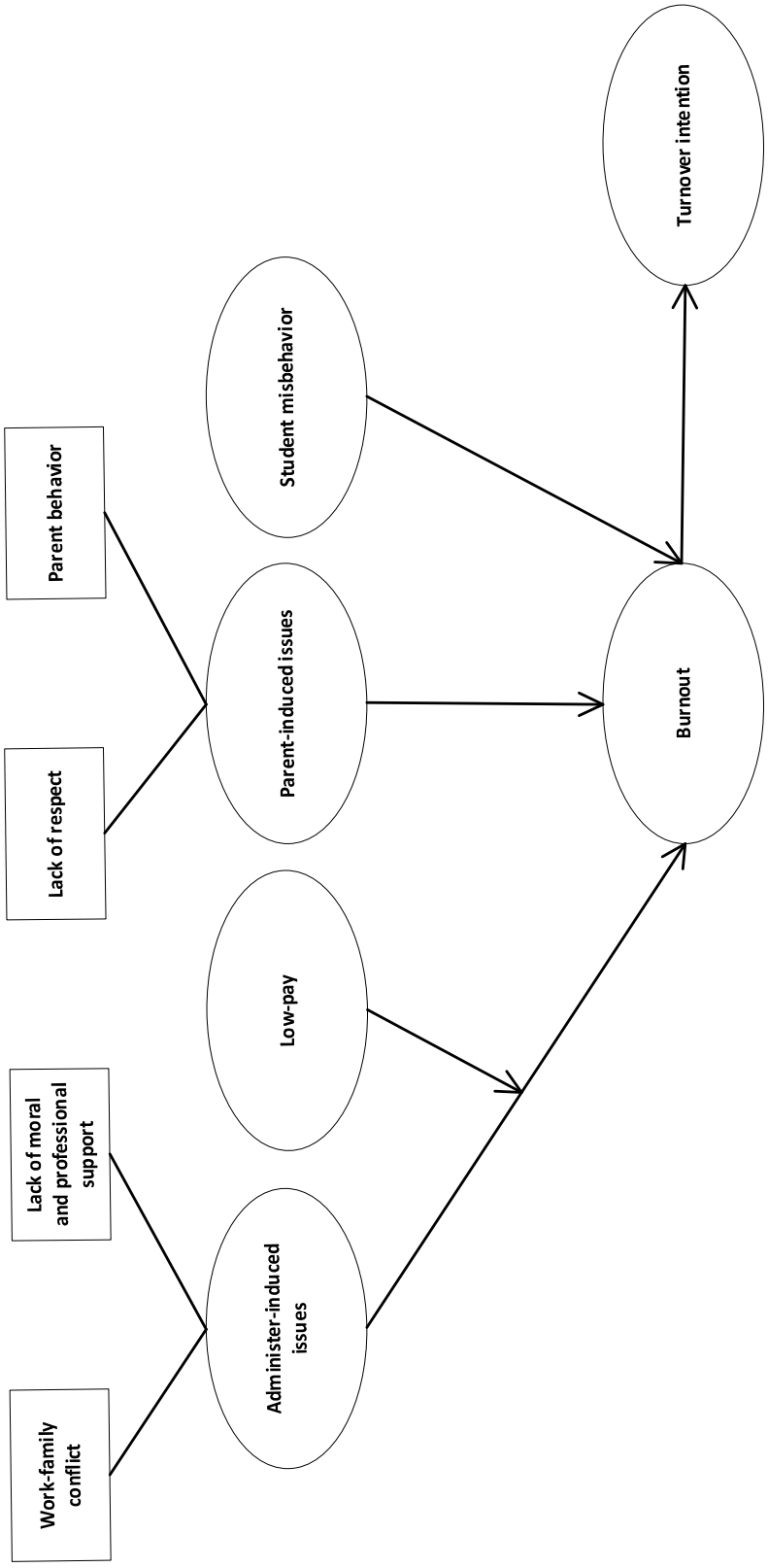

Figure 3. Themes and sub-themes identified from the interviews` transcripts

Administrator-Induced Issues

The following themes are directly or indirectly related to administrators. In this study's context, administrators also include educational policy-makers, managers, and principals. The researcher believes that the administrator-induced issues effect on burnout and turnover is moderated by teachers' pay. Further explanations and examples are provided below.

Work-family Conflict. The participants voiced their concern about the negative effects of excessive workload imposed on them, which has caused conflict between their professional and familial roles. More specifically, they referred to the spillover from their professional life to their personal life. Two of the participants states the conflict is reflected in their lack of energy at home and feelings of emotional fatigue. As participant C states:

> I am constantly working at home because I have to be proficient at my job. Teachers are afraid of being fired from the job they love so [they] just put up with overwork and [this] causes burnout.

Lack of Moral and Professional Support. The participants complained about the persistent high expectations from the administrators. They were disappointed in the lack of moral support as well. The participants maintained that they do some works for the sake of students for free while these works are out of contract, but administrators do not appreciate it. Moreover, according to the participants, the administrators do not address teachers' issues properly and efficiently. Two of the participants mentioned that the main solution put forth by administrators is changing grades. There is also a lack of respect for teachers' time, privacy, and wishes. As participant B mentions, "There is no respect or accolades for teachers".

Parent-Induced Issues

The following themes are directly or indirectly related to parents. In this study's context, parenting refers to the parental duties, which are duties and/or responsibilities related to schooling and academic progress of students. The researcher believes that parenting-induced issues have a reciprocal relationship with the students' misbehavior. Further explanations and examples are provided below.

Lack of Respect. The participants believe parents do not respect the energy and time spent on their children by their teachers. Accordingly, parents see teachers responsible for any conflict between their kids and other kids or between their kids and the teachers. Also, the parents constantly contact teachers 24/7 complaining about the aforementioned issues. As participant B cites an example, "a parent called me at midnight saying that a child had picked on her child and she threatened to call the police the first thing of the morning of the next day about that".

Parent Behavior. The participants unanimously complained about the irresponsibility of some parents toward their children's schooling affairs. This irresponsibility is reflected in negligence in following the academic progress of their kids, avoiding paying for school-related materials, and ineffective management of their kids' disruptive behavior toward teachers and peers. Participant C believes she may change her job because she does not want to deal with parents' and students' misbehavior.

Another point of concern, as cited by the participants, is some parents' negligence in checking the academic progress of their kids and helping them with homework or other school-related affairs. Participants also mentioned that some parents are not willing to pay any money on school-related material, while teachers usually spend a lot of money out of pocket just to help

the kids to learn and progress better. Finally, many parents seem to be excessively lenient on their kids' disruptive behavior and/or skipping their homework. As one example, participant E states, "after [being said] their kids do not do the assignment, [a parent] told me he does not do it because [he] does not like it". This section can be concisely summarized in the statements of participant D, who states, "Families wash their hands of their kids' schooling and they expect [only from] teachers to deal with kids' needs". Hence, the researcher believes that irresponsible parenting and disruptive behavior of students have a reciprocal relationship with each other.

Disruptive Behavior of Students. The major factor leading to burnout and turnover reiterated by the participants is the disruptive behavior of students. It is reflected in the accounts of all the participants, and every individual participant cited disruptive behavior either directly or indirectly causes burnout and turnover. Participants C and A affirm that disruptive behavior is the main cause of burnout and turnover intentions for them and their colleagues. In participant E's words, "lack of respect from students is the main cause of teachers' looking for other jobs".

Low Pay as a Moderator. The researcher believes, as the analyses shows, the strength of the effect of administer-related issues and burnout is moderated by the influence of pay. In general, teachers believe considering the amount of workload, WFC, as well as the emotional and physical demands of their job, their pay is minimal. Teachers believe that if the pay level was on par with their job demands, they had lower levels of burnout, and they might reconsider turnover.

Participant B states, "teachers leave mid-year because they get the same amount of money as a store clerk or receptionist and they do not have to deal with students, parents, and administrators". Participant D maintains, "I can get a job with similar pay and less pressure".

participant E affirms, "my colleagues are happier to be a store clerk, law firms, doctors' offices, because [it] they are less stressful, [there are] fewer demands.

Teachers' Grade Level, Experience, and Turnover Intentions

The last question in the interview asked the participants about how their or their colleagues' grade level and teaching experience might relate to burnout and turnover intentions. While previous studies have resulted in mixed findings as to the effects of teaching experience on turnover intentions, the interviewees in the current study support the view that less experienced teachers are more likely to quit their job. As participant E states:

> Veteran teachers (6+ years of teaching) tend to ride out the hard times better than newer teachers do. They have seen a lot and know good and bad times come AND go. I think teachers around years 3-5 have the most burnout levels because they have taught long enough to understand when they are being treated poorly, but not long enough to be afraid to look for a better job.

Other participants shared the same view that new teachers are more susceptible turnover, and this can be also attributed to the fact that new accountability measures put more pressure on novice teachers than it put on novice teachers in the past. Participant C holds that:

> Older teachers, of years in the past had more "grit" for staying in the profession than today's newer teachers that I've observed. Teachers are more stressed than ever, and the younger generation is not staying in the profession if they are not satisfied with their jobs.

The participants' replies indicate that elementary teachers have higher burnout and turnover intentions due to their constant in-classroom encounters with the kids and the out-of-classroom encounters with the kids' parents. As participant C states:

> Elementary teachers need a LOT of patience but they tend to be sweeter and "put up with more." I've been at the elementary school level for 14 years, and when I experienced the most burnout after 8 years in 1st grade, I moved to a K-5 interventionist position, which gave me more variety teaching a range of grade levels.

In sum, the participants in the interviews believe that elementary teachers are more prone to burnout and turnover since they have to cope with numerous challenges induced by young kids. Also, the participants believe that less experienced teachers leave the profession earlier for two reasons. First, they are immediately overwhelmed by the conundrums of real classrooms. Second, they consider themselves young enough to try another profession. The ramifications of these findings and their links to the literature are discussed in depth in the next chapter.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The current chapter discusses the results of the study in light of the existing literature. The sections are organized according to the order of the research questions.

The Effect of WFC on Teacher' Burnout and Turnover Intentions

It should be noted at the outset that the current study is among the few studies which have examined the effects of WFC on burnout and turnover intentions among teachers in general and literacy teachers in particular. The first research question asks if there is a significant effect of WFC on literacy teachers' burnout and turnover intentions. The findings of the current study showed that the effect of WFC on burnout and turnover intentions is positive and statistically significant.

Studies, including the present one, have demonstrated that WFC strongly contributes to turnover intentions among teachers. It means that teachers who find the demands of their job roles and family roles not compatible are more likely to intend to quit their jobs. The outcome of both surveys and interviews in the present study support these statements. The outcome is aligned with the findings of investigations conducted by others (Amstad et al., 2011; Panatik, Badri, Rajab, Rahman & Shah, 2011).

Analogous to the outcome of the current research, Sorensen, McKim, and Velez (2016) reported a significant effect of WFC on teacher turnover and found that WIF, which assesses the conflicts between professional and familial roles, significantly predicts turnover intentions, even though the regression weight (β = .41, p < .01) was smaller than that of the current study (β = .67, p < .01). Unlike this study, which sampled literacy teachers, agriculture teachers were sampled. Within a non-American context, similar findings were reported by Panatik, Badri,

Rajab, Rahman, and Shah (2011) among 100 Malaysian teachers. They found that WFC significantly affects turnover intentions among teachers ($\beta = .37$, $p < .05$).

These findings are in line with the report of Allen, Herst, Bruck and Stton (2000), who did a comprehensive systematic review on the repercussions of WFC in different occupations such as teachers, police officers, and nurses. They reported burnout to be an overriding result of WFC in these occupations. The results are relatively uniform for different occupations (Bacharach, Bamberger & Conley, 1991; Boles, Johnston & Hair, 1997; Golden, 2012; Rubio, Osca, Recio, Urien, & Peiro 2015).

The findings of the current research also coincide with Noor and Zainuddin's (2011) report on the relationships between WFC, burnout, and emotional labor. Likewise, Muasya's (2015) qualitative study confirms the significant effect of WFC on burnout as the current study does. These results accord with Cinamon et al.'s (2007) examination the effect of WFC as well as those of Burke and Greenglass (1993). In sum, the results of the current study, affirming the statistically significant effect of WFC on burnout, resemble those of similar studies among teachers and members of other professions.

The Effects of Burnout on Turnover Intentions

The second research question asks if literacy teachers' burnout significantly affects their turnover intentions. The current study, to the researcher's knowledge, is the first study which examined the direct effect of burnout on turnout intention among literacy teachers. Accordingly, it was found that teachers' burnout significantly predicts teachers' turnover. This finding goes hand in hand with the results of an extensive literature indicating the significant direct effects of WFC on turnover intentions across other occupations (see Ducharme, Knudsen, & Roman 2008; Matofari, 2014).

Among American teachers, Piscitella (2016) examined the effect of stress and burnout on attrition in teachers. The researchers asked the participants if they have considered quitting their job (i.e., teacher turnover intentions). Similar to the findings of the current study, the outcome affirmed that teacher burnout level has significant correlations with teachers' turnover. Unlike this study, Piscitella's (2016) study only sampled mathematics teachers. The findings of both quantitative and qualitative strands of the current study are consonant with these results in that teachers with higher levels of burnout are more likely to quit.

The Mediational Model

The third research question asks if the variable of burnout mediates the effects of WFC on turnover intentions. The previous analyses showed that WFC is a major contributor to turnover intentions. Yet, this effect may be explained by the mediating effect of burnout. In other words, it was hypothesized that WFC influences burnout, which in turn, influences turnover intentions. Before the inclusion of burnout as the mediator, WFC had a significant effect on the turnover intentions meaning that teachers with higher levels of WFC are more likely to leave their job. However, the inclusion of burnout as the mediator resulted in a significant decrease in the effects of WFC on turnover intentions. It was also found that the burnout variable (mediator) partially mediated the effect of WFC (independent variable) on turnover intentions (dependent variable). Therefore, the findings affirm that burnout is a significant mediator between WFC and turnover intentions.

Effects of Experience and Grade Level on Mediational Model

The fourth research question asks how controlling for the variables of teaching experience, and grade level would affect the relations between the variables of WFC, burnout, and turnover intentions. After controlling for these two variables, the beta weights for the effects

of WFC on burnout, burnout on turnover intentions, and WFC on turnover intentions did not change significantly. This was also the case with the beta weights for the mediation model. Therefore, variables of teaching experience and school level did not confound the results of the initial four models, which did not assume any covariates.

These findings are inconsistent with related previous findings. Borman and Dowling (2008) conducted a meta-analysis of 34 studies on variables that predict teacher turnover and reported that teachers with more than 5 years of teaching experience are 1.57 more likely to leave the profession than teachers with less than 5 years of experience.

Hughes (2012) investigated the effects of years of experience on the retention teachers and reported that teachers with more than 10 years of experience are less likely to quit than their colleagues who have less than 10 years of experience. There is one major difference between Hughes' (2012) study and the current study. Hughes (2012) considered years of experience as a categorical variable (less than 10 years vs. more than 10 years), while the current study considered years of experience as a continuous variable.

Similar to Hughes' (2012) report, Hancock and Scherff (2010), considering years of experience as a categorical variable, conducted a regression analysis and reported that English teachers with less than 5 years of teaching experience have higher rates of attrition than their colleagues with more than 5 years of teaching experience have.

Overall, the results of the current study with regards to the effects of teaching experience on their turnover intentions do not conform to the previous literature. The current study hypothetically and methodologically differs from previous related studies in several facets. First, the sample in this study only includes literacy teachers. Second, years of experience was treated as a continuous variable in this study. Third, the sample included literacy teachers from public,

private and charter schools, while previous studies have only used public school teachers in their samples.

The current study also found no effects of grade level on the relations between WFC, burnout, and turnover intentions. These outcomes overlap with the previous findings on the national turnover rate for elementary school and middle school teachers, which showed there was not a significant difference between the turnover rate of elementary school and middle school teachers (Goldring et al., 2014).

Nonetheless, a report by the Texas Educational Agency (1994) on the effects of teacher characteristics on retention of 219,338 Texas teachers showed that the rate of retention of teachers in elementary schools is higher than the retention rate for teachers in secondary schools. Analogous findings were reported by a recent report published by the State Board of Education of the District of Columbia (2018) confirming that middle school teachers have a higher rate of turnover (32%) compared with elementary and high school teachers (25%).

On the contrary, Redding and Henry (2019) reported that elementary school teachers, compared to middle and high school teachers, had a higher risk of turnover within the school. In sum, the effects of grade level and teaching experience on teacher turnover have remained a muddy area. Further research is needed to illuminate the nature of the relations between the aforementioned variables.

Discussion on Interview Results

The outcome of the interview analysis is in concert with those of related previous qualitative studies. For instance, interview studies of Jacobson (2016) and Beebe (2017) showed that burnout was a major contributor to turnover intentions of teachers. The analysis of the interview indicated that the direction of interference in WFC is from work to home and not home

to work. These findings can be attributed to the high expectations of the administrators, which lead teachers to prioritize their professional duties over their familial roles as cited by the interviewees.

The teachers maintained that their altruism is gone unnoticed by the administrators, families, and their students. They invest a lot both physically and emotionally into their job because of their love for the job and students' learning; however, not only their investments are ignored, but also there are no incentives or any sorts of appreciation considered for them.

The interviews revealed that parents' positive involvement could go a long way in reducing burnout and potential consequences, including turnover. Parents' positive involvement includes their more attention to the academic and behavioral issues of their kids. However, according to the interviewees, the parents' involvement is mostly negative. Correspondingly, parents mainly contact the teachers and administrators for complaining about their kids' problems with their peers. Even so, they do not play a constructive role in resolving the issues and hold teachers responsible for all the altercations ignoring the disciplinary problems of their kids and their role in disciplining their kids.

Parents can have a more positive involvement in the academic success of their kids by helping their kids with their school-related duties, including homework. Also, they may have mutually respectful interactions with other parents and administrators if negative encounters occur between their kids and their kids' peers. Parents can also be more helpful if they observe the privacy of the teachers' time and contact teachers at previously and mutually assigned periods.

The analyses of the interview results showed that teachers deem their job as a menial job given the intricacies and challenges they are going through every day. It seems if the pay were

higher, teachers would have more motivation to combat the difficulties. Therefore, when confronted by the overwhelming challenges of the job and the mediocre pay, teachers decide to quit and choose another job with similar pay and much less stress and pressure.

Possible Solutions for Overcoming Burnout and Turnover

Ingersoll (2001) noted that the classic approach to combat turnover, which includes a sudden increase in recruitment, is failing because newly recruited teachers are not fully prepared, and not only are they more prone to turnover, but also their potential subpar performance could negatively affect the instructional quality. Even more critical is the fact that novice teachers do not consider teaching their lifetime career. Thus, retention of qualified teachers is of utmost significance for the American educational system. Retention of literacy teachers and reduction of their turnover can be even more urgent given that literacy teachers teach the axiomatic academic skills to students.

Teacher burnout has long been noted in all stages of teachers' careers, including student teachers, early-career teachers, mid-career teachers, and veteran teachers (Durr, Chang, & Carson, 2014). While the negative effects of burnout and emotional problems of teachers on their turnover intentions have been recognized for long, the recommendations for combating burnout has remained at a personal level. Indeed, organizational and administrators should heed the evidence from research and implement them in teacher education programs. Durr, Chang, and Carson (2014) suggest two main bulwarks against burnout: teacher self-efficacy and emotion management through cognitive reappraisal. The authors found these two protective factors after reviewing more than 20 years of research in this area across different countries. Interestingly, the authors concluded, "in terms of burnout, it appears that what really matters for teachers is how they connect and interact with students, not their pedagogical skills" (p. 203).

The authors argue that as the literature suggests, while teacher education programs concentrate on honing teachers' instructional and pedagogical knowledge and skills, these factors seem not to help them handle the emotional and psychological pressure of their job. It can be claimed based on the findings that, in order to promote retention, teacher education programs should not only teach instructional strategies and pedagogical knowledge but also equip teachers with skills for handling of stressful moments in the job, more specifically handling of students' misbehavior and problematic parents' behaviors.

Through positive interactions with parents and students, teachers can build up a sense of self-efficacy and combat the real challenges they face in their job (Klassen & Chiu, 2010). Jones (2006) recommends promoting teachers' self-efficacy for classroom management through mentoring. It is specifically more important for early career mentoring because it could prevent the accumulation of negative feelings, decrease early attrition, and establish a positive relationship between students, teachers, and parents from the outset (Long et al., 2012).

Ingersoll and Smith (2004) found collaboration as an important factor for increasing self-efficacy and preventing turnover. Furthermore, policymakers and principals may consider ways to share teachers' viewpoints in making decisions. Ingersoll and Smith (2004) also reported that turnover decreases when teachers have shared planning time and discussion time. These statements were attested by the interviewees in this study.

Another effective bulwark against teacher burnout and turnover intentions is emotion management (Durr, Chang, & Carson, 2014). Teaching is replete with emotional labor, and promotion of emotion management skills and coping skills are necessary during teacher education programs (Carson, Tsouloupas, & Barber, 2012). It is through coping with emotional exhaustion and labor that teachers can fight burnout. Coping includes "identifying and labeling

what one is feeling as well as selecting strategies to enhance or dampen these feelings" (Durr, Chang, & Carson, 2014, p. 206).

Principals also play an indispensable role in efforts to retain qualified teachers. First, qualified principals who have adequate knowledge of students' instructional needs, as well as teachers' professional needs, should be hired. Second, principals should know that changing grade levels is not always the best solution for addressing teachers' concerns, and they should consider all the variables that negatively affect the feelings and productivity of teachers and address them properly. Hiring instructional coaches and consistent liaison between principals and instructional coaches about the needs of teachers and their problems can be a good start (Vanita, 2016).

Suggestions by the Interview Participants

Participants suggest that talking with their family and friends would help them alleviate their frustrations and also get some tips and suggestions on how to cope with the problems. They also suggest that administrators give more freedom to teachers to be creative in their teaching practice without fear of losing their job. This way, teachers can focus on students' learning as opposed to teaching to the tests. According to participant A, "I want to be creative. Sometimes as a professional, I think some ideas are good for the kids, but I cannot implement them".

Participants recommend the inclusion of instructional coaches in all schools in order to help teachers seek professional help in difficult situations. They believe instructional coaches can be very helpful in two ways. First, they can be a mediator between teachers and the principals and voice teachers' concerns to the administrators. Second, they can help teachers in brainstorming ideas for solving instructional challenges.

Participants encourage community leaders and administrators to have more respect for teachers and advocate for more pay and benefits. They mention good pay and respects are the most prominent preventive factors against burnout and turnover. They suggest that pre-service and in-service teachers be taught restorative practices. Also, the student teachers should be faced with the realities of the job and specifically learn how to manage disruptive behavior of kids and how to deal with parents.

Finally, participants suggest the formation of regular discussion groups among teachers themselves. They also suggest giving more freedom to teachers to make disciplinary measures. For example, revoking some privileges from disruptive students or asking them to stay longer in the classroom. And these measures should be taken without fear of being castigated by parents and/or principals.

Implications

The results of the current study have theoretical and practical implications. The study can bear empirical support to the COR theory. As the model suggests, a lack of resources results in conflicts, and conflicts lead to emotional problems, and emotional problems, in turn, lead to a change of behavior in search of new resources. Resources are conditions, entities, energy, morale, or individual characteristics that can help teachers to experience professional development and maintain personal well-being (Salanova, Schaufeli, Xanthoupoulou, & Bakker, 2010). In an educational context, the roles of parents, students, colleagues, and administrators as the resources can be consequential in the retention of teachers. The interviews in this study can complement and add to the existing body of literature on why teachers intend to turn over. The interviews recognized noteworthy themes regarding teachers' viewpoints as to the challenges encountered by teachers.

The outcome of thematic content analysis demonstrated that teachers intend to leave their job on account of the influence of a combination of factors, most notably students' misbehavior and parents' behavior. The fact that teachers' financial compensation can moderate the effect of WFC on burnout, policymakers, school districts, and other educational institutions should take efficient measures to enhance the financial benefits teachers receive because, as one of the interviewees in the study stated, "you get what you pay for".

Parents were cited as one of the main challenges for all teachers participating in this study. They complained about the lack of respect, underappreciation, and aggressive behavior of some parents very trouble making. Also, parents' involvement in the academic progress of kids can go a long way and help teachers achieve their instructional goals.

Limitations of the Study

As to the quantitative study, the main drawback of this study is its cross-sectional design. First, this design cannot capture the change of behavior over time. Second, the timing of the survey administration and data collection can lower the chance of the sample being representative of the population. In other words, data collection at one specific point in time cannot represent the true beliefs of the participants as specific factors can affect the participants' responses at the date of survey filling. The low response rate (5.46 %) was another limitation. Voluntary participation and convenience sampling are the other drawbacks of the current study.

The data collection was conducted during the COVID-19 pandemic, and this coincidence may have confounded the interviewees' responses and their survey responses. For example, the interview participants mainly described their WFC as to the persistent online interactions with students and teachers. Their perspective could have changed if the data were collected during regular schooling time. This issue reminds us of another pitfall of the cross-sectional designs.

Even though qualitative interviews have lower generalizability potentials, a higher number of interviews could increase the trustworthiness and generalizability of the findings and help the researcher obtain a deeper insight into the issues brought about by the research questions. An additional limitation in this study is the inherent subjective bias that a researcher inevitably brings to the TCA. This potential bias was recognized at the beginning of the study, and the researcher tried to minimize bias by utilizing member checking.

Future Research

There are some gaps in the literature which should be filled if we aim to better understand the nature of the relations between WFC, burnout, and turnover. Also, more research is needed to identify the antecedents and consequences of turnover and preventive strategies. The current study found there are not any statistically significant effects of the variable of years of experience and grade level on the relations between WFC, burnout, and turnover intentions. This finding is somewhat inconsistent with previous related studies. Further research is needed in this area.

Future longitudinal studies should be implemented to evaluate the effects of burnout and turnover on students' achievements. Most related studies have been cross-sectional in nature, and longitudinal studies are needed in this area. Future research should examine the reasons why and how some burned out teachers with high levels of intentions get back on their feet and are re-energized and how these teachers could combat the conundrums in their careers. The effects of age, grade level, and years of experience can also be taken into consideration.

While self-report surveys dominate the methodological tools in doing research on teacher retention and burnout research, new methodological endeavors could be used, such as Ecological momentary assessment (EMA) which:

> involves repeated sampling of subjects' current behaviors and experiences in real time, in subjects' natural environments ….. to minimize recall bias, maximize ecological validity, and allow study of micro processes that influence behavior in real-world contexts (Shiffman, Stone, & Hufford, 2008, p.1).

It was found in the interviews that administrative support, student behavior, and parents' support play a major role in the retention of teachers. But the types of support that should be offered in the eyes of teachers and how teachers value different types of support needs to be examined. Future research can consider these variables in search of the most important support elements.

It is also suggested future research compare and contrasts the relations between the current study variables across private, public, home-schools, and charter schools and look into how the relations between WFC, burnout, and turnover differ in different types of schools. Finally, as the author has hypothesized, teachers' pay may moderate the effects of WFC on burnout and turnover intentions. An empirical investigation of this hypothesis can further illuminate the interactions between teacher pay and the other variables of this study.

While this study only considered demographic variables of teaching experience and grade level, more research is needed considering other demographic variables, including marital status, educational degree, gender, and age.

Conclusions

Teachers' turnover continues to sabotage the educational quality and students' achievement. The predicament is more debilitating in literacy education, where students rely heavily on teachers not only to learn read and write but also to learn how to learn (Dubin, 2010). By using both quantitative and qualitative research approaches, this study strived to provide a

more illuminating representation of the associations between literacy teachers' WFC, burnout, and turnover intentions. To the researcher's knowledge, the current study was the first study investigating the relations between WFC, burnout and turnover intentions among literacy teachers. It is hoped that the findings of the current study and their implications can help educators have better insights into the conundrums of WFC, burnout, and turnover intentions among teachers.

REFERENCES

Aerts, C. (2017). *The relationship between work-family conflict and burnout and the moderating role of age and gender: A secundaire data analysis* (Unpublished master's thesis). Tilburg University. Retrieved August 18, 2019, from http://arno.uvt.nl/show.cgi?fid=143253

Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*(2), 278-308. http://dx.doi.org.ezproxy.mtsu.edu/10.1037/1076-8998.5.2.278

American Federation of Teachers (2017). Educator Quality of Work-life Survey. Retrieved from https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf

Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work–family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. *Journal of Occupational Health Psychology*, 16, 151–169. doi:10.1037/a0022170

Anwar, F., Javed, A., & Shaukat, M. Z. (2018). Antecedents of work exhaustion, its mediating role and subsequent effects on turnover intentions. *Management*, *16*, 18. Retrieved from http://www.toknowpress.net/ISBN/978-961-6914-23-9/papers/ML2018-066.pdf

Armon, G., Melamed, S., Shirom, A., & Shapira, I. (2010). Elevated burnout predicts the onset of musculoskeletal pain among apparently healthy employees. *Journal of Occupational Health Psychology, 15*, 399-408. doi:10.1037/a0020726

Bacharach, S. B., Bamberger, P., & Conley, S. (1991). Work-home conflict among nurses and engineers: Mediating the impact of role stress on burnout and satisfaction at work. *Journal of Organizational Behavior, 12*(1), 39-53 http://dx.doi.org/10.1002/job.4030120104

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22, 309328. https://doi.org/10.1108/02683940710733115

Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts: A pilot study.* Retrieved from http://www.nctaf.org

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51,* 1173–1182.

Baum, G. L., Cui, Z., Roalf, D. R., Ciric, R., Betzel, R. F., Larsen, B., Cieslak, M., Cook, P. A., Xia, C. H., Moore, T. M., Ruparel, K., Oathes, D. J., Alexander-Bloch, A. F., Shinohara, R. T., Raznahan, A., Gur, R. E., Gur, R. C., Bassett, D. S., & Satterthwaite, T. D. (2020). Development of structure-function coupling in human brain networks during youth. *Proceedings of the National Academy of Sciences of the United States of America*, *117*(1), 771–778. https://doi.org/10.1073/pnas.1912034117

Beebe, J. (2017). *Special education teacher perception of administrative supports that encourage, decrease burnout, and reduce attrition* (Order No. 10634513). Available from ProQuest Dissertations & Theses Global. (1965534318). Retrieved from https://search.proquest.com/docview/1965534318?accountid=4886

Berry, B., & Shields, P. M. (2017). Solving the teacher shortage: Revisiting the lessons we've learned. *Phi Delta Kappan*, *98*(8), 8-18. https://doi.org/10.1177/0031721717708289

Biddle, B. J. (1979). *Role theory: Expectations, identities, and behaviors.* New York: Academic Press.

Boles, J. S., Johnston, M. W., & Hair, J. F., Jr. (1997). Role stress, work-family conflict, and emotional exhaustion: Inter-relationships and effects on some work-related consequences. *Journal of Personal Selling & Sales Management, 17*(1), 17-28.

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A Meta-Analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367–409. doi:10.3102/0034654308321455

Bothma, C.F.C., & Roodt, G. (2013). The validation of the turnover intention scale. *SA Journal of Human Resource Management*, *11*(1). https://doi.org/10.4102/sajhrm.v11i1.507

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. http://dx.doi.org/10.1191/1478088706qp063oa

Brinkmann, S. (2013). *Qualitative interviewing: Understanding qualitative research*. Oxford: Oxford University Press.

Brockway, A. M. (2019). *Resources to Stay: The Relationship among Mindful Awareness, Psychological Capital, and Turnover Intention in Arizona High School Teachers* (Doctoral dissertation, Grand Canyon University). ProQuest. Retrieved April 1, 2019, from https://search-proquest-com./docview/2181636678/5B03D67741BC48F1PQ

Burke, R. J., & Greenglass, E. (1993). Work stress, role conflict, social support, and psychological burnout among teachers. *Psychological Reports*, *73*(2), 371-380. https://doi-org.ezproxy.mtsu.edu/10.2466%2Fpr0.1993.73.2.371

Byron, K. (2005). A meta-analytic review of work–family conflict and its antecedents. *Journal of Vocational Behavior*, *67*(2), 169-198. https://doi.org/10.1037/e518632013-410

Callahan, M., Benson-Griffo, V., & Pearson, P. D. (2009). Teacher knowledge and teaching reading. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. M. Foote (Eds.), *Literacy issues during changing times: A call to action, 30th yearbook of the College Reading Association* (pp. 37–62). Logan, UT: College Reading Association.

Cammann, C., Fichman, M., Jenkins, D., & Klesh, J. (1979). The Michigan organizational assessment questionnaire. *Unpublished manuscript, University of Michigan, Ann Arbor*, 71-138.

Carlson, D. S., Kacmar, M. K. & Williams, L. J. (2000). Construction and validation of a multidimensional measure of work-family conflict. *Journal of Vocational Behavior, 56* (2), 249–76. doi: 10.1006/jvbe.1999.1713

Carson, R. L., Tsouloupas, C. N., & Barber, L. K. (2012). Burnout and coping strategies across primary and secondary public schoolteachers. In C. J. McCarthy, R. Lambert, & A. Ullrich (Vol. Eds.), *Research on stress and coping in education: Vol. 7. International Perspectives on Teacher Stress* (pp. 195–218). Charlotte, NC: Information Age Publishing.

Carson, R. L., Baumgartner, J. J., Matthews, R. A., & Tsouloupas, C. N. (2010). Emotional exhaustion, absenteeism, and turnover intentions in childcare teachers: examining the impact of physical activity behaviors. *Journal of Health Psychology*, *15*(6), 905-914. https://doi.org/10.1177/1359105309360697

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/teacher-turnover-report

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives*, *27*(36).http://dx.doi.org/10.14507/epaa.27.3699

Chang, M.- L. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior: Appraisal, regulation and coping. *Motivation and Emotion, 37,* 799–817. doi: 10.1007/s11031- 012- 9335- 0

Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, *21*(3), 193-218. https://doi.org/10.1007/s10648-009-9106-y

Cinamon, R. G., Rich, Y., & Westman, M. (2007). Teachers' occupation-specific work-family conflict. *The Career Development Quarterly*, *55*(3), 249-261. https://doi.org/10.1002/j.2161-0045.2007.tb00081.x

Coberley, D. K. (2015). *Work-family conflict among elementary teachers* (Doctoral dissertation). Retrieved from http://commons.lib.niu.edu/handle/10843/18698

Cox, D. (1972). Regression models and life tables. *Journal of the Royal Statistical Society*, *34*,187–220.

Crutchfield, N., Ritz, R., & Burris, S. (2013). Why agricultural educators remain in the classroom. *Journal of Agricultural Education*, *54*(2), 1-14. doi:10.5032/jae.2013.02001

Cunningham, A. E., Zibulsky, J., & Callahan, M. D. (2009). Starting small: Building preschool knowledge that supports early literacy development. *Reading and Writing: An Interdisciplinary Journal*, *22*, 487-510. DOI 10.1007/s11145-009-9164-z

Dacey, L. (2019). *Work-Family Conflict, Job Burnout, and Couple Burnout in High-Stress Occupations* (Doctoral dissertation, Walden University). Retrieved from https://scholarworks.waldenu.edu/dissertations/6413/

Dagli, Ü. Y. (2012). America's public school kindergarten teachers' job turnover and associated factors. *Educational Sciences: Theory & Practice*, *12* (4), 3121-3134.

Dee, T. S., & Goldhaber, D. (2017). *Understanding and addressing teacher shortages in the United States.* Washington, D.C.: Brookings Institute. Retrieved from https://www.brookings.edu/wpcontent/uploads/2017/04/es_20170426_understanding_and_addressing_teacher_shortage s_in_us_pp_dee_goldhaber.pdf

Demerouti, E., Nachreiner, F., Bakker, A. B., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, *86*(3), 499-512. DOI: 10.1037//0021-9010.86.3.499

De Simone, S., Lampis, J., Lasio, D., Serri, F., Cicotto, G., & Putzu, D. (2014). Influences of work-family interface on job and life satisfaction. *Applied Research in Quality of Life*, *9*(4), 831-861. https://doi.org/10.1007/s11482-013-9272-4

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Dove, M. K. (2004). Teacher attrition: A critical American and International education issue. *Delta Kappa Gamma Bulletin*, *71*(1).

Dubin, J. (2010). A Preschool with promise: How one district provides early education for all. *American Educator*, *34*(1), 30-35.

Ducharme, L. J., Knudsen, H. K., & Roman, P. M. (2008). Emotional exhaustion and turnover intention in human service occupations: The protective role of coworker support. *Sociological Spectrum, 28*(1), 81-104. http://dx.doi.org.ezproxy.mtsu.edu/10.1080/02732170701675268

Durr, T., Chang, M., & Carson, R.L. (2014). Curbing teacher burnout. In P.W. Richardson, S.A., Karabenick, & H.M.G. Watt (Eds.) *Teacher motivation: Theory and Practice* (pp.198-213). New York, NY: Routledge.

Dworkin, A. G. (1985) *When Teachers Give Up: Teacher Burnout, Teacher Turnover, and Their Impact on Children* (78713–7998). Austin, TX: Hogg Foundation for Mental Health.

Educator Retention and Recruitment Report. (2015). Retrieved March 03, 2019, fromhttp://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf

Endler, N. S., & Parker, J. D. (1994). Assessment of multidimensional coping: Task, emotion, and avoidance strategies. *Psychological Assessment*, *6*(1), 50.

Fisher, M. H. (2011). Factors influencing stress, burnout, and retention of secondary teachers. *Current Issues in Education*, *14*(1), 3-4.

Fitchett, P. G., McCarthy, C. J., Lambert, R. G., & Boyle, L. (2018). An examination of US first-year teachers' risk for occupational stress: associations with professional preparation and occupational health. *Teachers and Teaching*, *24*(2), 99-118. https://doi.org/10.1080/13540602.2017.1386648

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12, 219–245.

Freudenberger, H. J. (1974). Staff Burn-Out. *Journal of Social Issues*, *30*(1), 159-165. https://doi-org /10.1111/j.1540-4560.1974.tb00706.x

Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology, 77*(1), 65-78. http://dx.doi.org.ezproxy.mtsu.edu/10.1037/0021-9010.77.1.65

Frone, M. R., Russell, M., & Cooper, M. L. (1997). Relation of work–family conflict to health outcomes: A four-year longitudinal study of employed parents. *Journal of Occupational and Organizational psychology, 70*(4), 325-335.

Gandara, P., & Hopkins, M. (2010). *Challenges in English learner education*. Retrieved from http://www.colorincolorado.org/article/challenges-english-learner-education

Garcia, E., & Weiss, E. (2019, March 26). *The teacher shortage is real, large, and growing, and worse than we thought.* Retrieved from https://www.epi.org/publication/the-teachershortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-theperfect-storm-in-the-teacher-labor-market-series/

Gaziel, H. H. (1995). Sabbatical leave, job burnout and turnover intentions among teachers. *International Journal of Lifelong Education*, *14*(4), 331-338. https://doi.org/10.1080/0260137950140406

Germeys, L., D., & Gieter, S. (2017). Psychological detachment mediating the daily relationship between workload and marital satisfaction. *Frontiers in Psychology, 7*, 2036. doi:10.3389/fpsyg.2016.02036

Golden, T. D. (2012). Altering the effects of work and family conflict on exhaustion: Telework during traditional and nontraditional work hours. *Journal of Business and Psychology*, *27*, 255–269. https://doi.org/10.1007/s10869-011-9247-0

Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012–13 teacher follow-up survey*. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubs2014/2014077.pdf

Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to work-family conflict and strain. *Journal of Vocational Behavior, 54,* 1–21. https://doi.org/10.1006/jvbe.1998.1666

Greenglass, E. R. (2002). Proactive coping and quality of life management. In E. Frydenberg (Ed.), *Beyond coping: Meeting goals, visions, and challenges.* New York: Oxford.

Grissom, J. A., Nicholson-Crotty, S., & Harrington, J. R. (20 14). Estimating the effects of No Child Left Behind on teachers' work environments and job attitudes. *Educational Evaluation and Policy Analysis*. Advance online publication, doi: 10.3 102/0 1623737 14

Haberman, M. (2005). Teacher burnout in black and white. *New Educator*, *1*(3), 153-175. https://doi.org/10.1080/15476880590966303

Hammer, L. B., Bauer, T. N., & Grandey, A. A. (2003). Work-family conflict and work-related withdrawal behaviors. *Journal of Business and Psychology, 17,* 419-436. doi: 10.1023/A: 1022820609967

Hamid, R. A., & Ahmad, U. N. U. (2017). The mediation effect of burnout on the relationship between work-family conflict and turnover intention among Malaysian women engineers. *Advanced Science Letters*, *23*(9), 8971-8978. https://doi.org/10.1166/asl.2017.10006

Hancock, C. B., & Scherff, L. (2010). Who will stay and who will leave? Predicting secondary English teacher attrition risk. *Journal of Teacher Education, 61*(4), 328-338. https://doi.org/10.1177/0022487110372214

Harris, D. N., & Adams, S. J. (2007). Understanding the level and causes of teacher turnover: A comparison with other professions. *Economics of Education Review*, *26*(3), 325-337. https://doi.org/10.1016/j.econedurev.2005.09.007

Heck, R. H. (2009). Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model. *Journal of Educational Administration, 47*(2), 227–249.

Henry, G. T., & Redding, C. (2018). The consequences of leaving school early: The effects of within-year and end-of-year teacher turnover. *Education Finance and Policy*, 1-52. https://doi.org/10.1162/edfp_a_00274

Hobfoll, S. E. (1989) Conservation of resources: a new attempt at conceptualizing stress. *American Psychologist*, 44, 513–524. https://doi.org/10.1037//0003-066x.44.3.513

Hobfoll, S. (2011). Conservation of Resources Theory: Its implication for stress, health, and resilience. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 127–147). New York: Oxford University Press.

Hobfoll, S. E., & Freedy, J. (1993). Conservation of resources: A general stress theory applied to burnout. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 115-129). Washington, DC: Taylor & Francis.

Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. B. (2008). Turnover and retention research: A glance at the past, a closer review of the present, and a venture into the future. *The Academy of Management Annals, 2*(1), 231–274. https://doi.org/10.1080/19416520802211552

Hsieh, E. (2014, November 1). *Kids these days really are more egocentric*. Retrieved February 16, 2020, from https://www.scientificamerican.com/article/kids-these-days-really-are-more-egocentric/?error=cookies_not_supported&code=115e2413-04db-4d57-952b-ed2d230d7729

Hughes, R. E. (2001). Deciding to leave but staying teacher burnout, precursors and turnover. *International Journal of Human Resource Management*, *12*(2), 288-298. https://doi.org/10.1080/09585190122429

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499-534. https://doi.org/10.3102/00028312038003499

Ingersoll, R. M., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis*, *34*(4), 435-464. https://doi.org/10.3102/0162373712454326

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, *88*(638), 28–40. https://doi.org/10.1177/019263650408863803

Jacob, B. A. (2007). The challenges of staffing urban schools with effective teachers. *The Future of Children*, *17*(1), 129–153. doi:10.1353/foc.2007.0005

Jacobson, D. A. (2016). *Cause and effects of teacher burnout* (Doctoral dissertation, Walden University). Retrieved from http://scholarworks.waldenu.edu/dissertations.

Jin, M. H., McDonald, B., & Park, J. (2018). Person–organization fit and turnover intention: Exploring the mediating role of employee followership and job satisfaction through conservation of resources theory. *Review of Public Personnel Administration*, *38*(2), 167–192. https://doi.org/10.1177/0734371X16658334

Johansson, S., & Myrberg, E. (2019). Teacher specialization and student perceived instructional quality: what are the relationships to student reading achievement?. *Educational Assessment, Evaluation and Accountability*, *31*(2), 177-200. https://doi.org/10.1007/s11092-019-09297-5

Johnson, J. M., & Rowlands, T. (2012). The interpersonal dynamics of in-depth interviewing. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (2nd ed., pp. 99-113). Thousand Oaks, CA: Sage.

Kahill, S. (1988) Symptoms of Professional Burnout: a review of the empirical evidence, *Canadian Psychology*, *29*, pp. 284-297.

Karatepe, O. M. (2013). The effects of work overload and work-family conflict on job embeddedness and job performance: the mediation of emotional exhaustion. *International Journal of Contemporary Hospitality Management*, *25*(4), 614-634. https://doi.org/10.1108/09596111311322952

Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education*, *72*(3), 195-220. https://doi.org/10.3200/jexe.72.3.195-220

Kenny, D. A. (2011). Path analysis. Retrieved from http://davidakenny- .net/cm/pathanal.htm

Kenny, D. A., & Judd, C. M. (2014). Power anomalies in testing mediation. *Psychological Science*, *25*(2), 334–339. https://doi.org/10.1177/0956797613502676

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. Journal of Educational Psychology, 102, 741–756. doi:10.1037/a0019237

Korte, G. (2015, December 10). *The Every Student Succeeds Act vs. No Child Left Behind: What's changed?* Retrieved February 16, 2020, from https://eu.usatoday.com/story/news/politics/2015/12/10/every-student-succeeds-act-vs-no-child-left-behind-whats-changed/77088780/

Kremer, I. (2016). The relationship between school-work-family-conflict, subjective stress, and burnout. *Journal of Managerial Psychology*, *31*(4), 805-819. https://doi.org/10.1108/jmp-01-2015-0014

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.

Kukla-Acevedo, S. (2009). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. *Educational Research, 102*(6), 443–452.

Lambert, E. G., Hogan, N. L., & Barton, S. M. (2001). The impact of job satisfaction on turnover intent: A test of a structural measurement model using a national sample of workers. *The Social Science Journal, 38*(2), 233-250. http://dx.doi.org.ezproxy.mtsu.edu/10.1016/S0362-3319(01)00110-0

Lee, Y. H. (2019). Emotional labor, teacher burnout, and turnover intention in high-school physical education teaching. *European Physical Education Review*, *25*(1), 236-253. https://doi.org/10.1177%2F1356336X17719559

Loewus, L. H. (2016, February 9). *The Common Core Reading Standard that should have been*. Retrieved February 16, 2020, from http://blogs.edweek.org/edweek/curriculum/2016/02/the_common-core_reading_standard_that_should_have_been.html

Long, J. S., McKenzie-Robblee, S., Schaefer, L., Steeves, P., Wnuk, S., Pinnegar, E., & Clandinin, D. J. (2012). Literature review on induction and mentoring related to early career teacher attrition and retention. *Mentoring & Tutoring: Partnership in Learning*, 20(1), 7-26.

Lovely, S. (2015). Understanding What the Principal Shortage Means to Your District. Retrieved from http://www.ascd.org/publications/books/104010/chapters/ Understanding-What-the-Principal-Shortage-Means-for-Your-District.aspx

Lu, Y., Hu, X. M., Huang, X. L., Zhuang, X. D., Guo, P., Feng, L. F., & Hao, Y. T. (2017). The relationship between job satisfaction, work stress, work–family conflict, and turnover intention among physicians in Guangdong, China: a cross-sectional study. *BMJ Open*, *7*(5), e014894.

Mahmoodi-Shahrebabaki, M. (2019, June 12). Teacher burnout. In Wiley online library. John Wiley & Sons, Inc. https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118784235.eelt0964

Maslach, C., & Jackson, S. E. (1981). The measurement of burnout. *Journal of Occupational Behavior*, *2*(2), 99–113. doi: 10.1002/job.4030020205.

Maslach, C., & Leiter, M. P. (1999). Teacher burnout: A research agenda. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 295–303). Cambridge, England: Cambridge University Press.

Matofari, F. N. (2014). *A path analysis study of the influence of teaching perspectives and perceptions of job burnout on instructor turnover intentions at Oklahoma State University* (Doctoral dissertation, Oklahoma State University). Retrieved from https://shareok.org/bitstream/handle/11244/14989/Matofari_okstate_0664D_13420.pdf?sequence=1

Matthews, R. A., Kath, L. M., & Barnes-Farrell, J. L. (2010). A short, valid, predictive measure of work–family conflict: Item selection and scale validation. *Journal of Occupational Health Psychology*, *15*(1), 75-90. doi: 10.1037/a0017443

Matthews, R. A., Wayne, J. H., & Ford, M. T. (2014). A work-family conflict/subjective well-being process model: A test of competing theories of longitudinal effects. *Journal of Applied Psychology, 99,* 1173-1187. doi:10.1037/a0036674

Mazerolle, S. M. (2005). *The role of work-family conflict: The career and life satisfaction of Division I-A athletic trainers.* Unpublished doctoral dissertation, The University of Connecticut, Storrs.

McIntyre, T. (2006, June 26). *Teaching Social Skills to Kids Who Don't Yet Have Them | LD Topics | LD Online*. Retrieved February 16, 2020, from http://www.ldonline.org/article/14545/

Medwell, J., Wray, D., Poulson, L. & Fox, R. (1998) *Effective teachers of literacy*. Final Report to Teacher Training Agency (Exeter, School of Education, Exeter University).

Meiers, M. (2007). Teacher professional learning, teaching practice and student learning outcomes: Important issues. In T. Townsend & R. Bates (Eds.), *Handbook of teacher education* (pp. 409-414). Dordrecht, Netherlands: Springer.

Melamed, S., Shirom, A., Toker, S., & Shapira, I. (2006). Burnout and risk of type 2 diabetes: A prospective study of apparently healthy employed persons. *Psychosomatic Medicine, 68,*863-869. doi:10.1097/01.psy.0000242860.24009.f0

Miočević, M., O'Rourke, H., Mackinnon, D., & Brown, H. C. (2017). Statistical properties of four effect-size measures for mediation models. *Behavior Research Methods*, 1-17. https://doi.org/10.3758/s13428-017-0870-1

Morse, J. M. (2003). Principles of mixed methods and multimethod research design. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 189-208). Thousand Oaks, CA: Sage.

Muasya, G. (2015). *The relationship between stressors, work-family conflict, and burnout among female teachers in Kenyan urban schools* (Doctoral dissertation, Arizona State University). Retrieved from https://repository.asu.edu/attachments/157999/content/Muasya_asu_0010E_15193.pdf

National Center for Education Statistics. (2015). *Teacher turnover: Stayers, movers, and leavers*. Retrieved from https://nces.ed.gov/programs/coe/indicator_slc.asp

National Education Association. (2018). Teacher Compensation: Fact vs. Fiction. Retrieved March 18, 2019, from http://www.nea.org/home/12661.htm

Netemeyer, R. G., Boles, J. S., & McMurrian, R. (1996). Development and validation of work–family conflict and family–work conflict scales. *Journal of Applied Psychology, 81*(4), 400-410. https://psycnet.apa.org/doi/10.1037/0021-9010.81.4.400

No Child Left Behind. (2001). Pub. L. No. 107-110, Elementary and Secondary Education Act of 2001. Retrieved February 31, 2020, from http://www.ed.gov/.

Nohe, C., & Sonntag, K. (2014). Work–family conflict, social support, and turnover intentions: A longitudinal study. *Journal of Vocational Behavior, 85*(1), 1-12. http://dx.doi.org.ezproxy.mtsu.edu/10.1016/j.jvb.2014.03.007

Noor, N. M., & Zainuddin, M. (2011). Emotional labor and burnout among female teachers: Work–family conflict as mediator. *Asian Journal of Social Psychology*, *14*(4), 283-293. https://doi.org/10.1111/j.1467-839x.2011.01349.x

Norton, M. S. (1999). Teacher retention: Reducing costly teacher turnover. *Contemporary Education*, *70*(3).

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health*, *42*(5), 533–544. doi:10.1007/s10488-013-0528-y

Palm, S. L. (2011). *Through a teacher's eyes: A narrative inquiry on teacher retention and support in Arizona rural schools*. ProQuest Dissertations and Theses, 883422298. (UMI No. 3467042).

Panatik, S. A. B., Badri, S. K. Z., Rajab, A., Rahman, H. A., & Shah, I. M. (2011). The impact of work family conflict on psychological well-being among school teachers in Malaysia. *Procedia-Social and Behavioral Sciences*, *29*, 1500-1507. https://doi.org/10.1016/j.sbspro.2011.11.390

Piscitella, B. L. (2016). *Stress, burnout, and attrition: Implications of student performance data on math teacher effectiveness evaluations* (Doctoral dissertation, Indiana University of Pennsylvania). Retrieved from https://knowledge.library.iup.edu/etd/1439

Provasnik, S., & Dorfman, S. (2005). *Mobility in the teacher workforce* (NCES 2005-114). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Rabiner, D. L., Godwin, J., & Dodge, K. A. (2016). Predicting academic achievement and attainment: The contribution of early academic skills, attention difficulties, and social competence. *School Psychology Review*, *45*(2), 250-267. https://doi.org/10.17105/spr45-2.250-267

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological.* Thousand Oaks, CA: Sage Publications, Inc.

Redding, C., & Henry, G. T. (2019). Leaving school early: An examination of novice teachers' within-and end-of-year turnover. *American Educational Research Journal*, *56*(1), 204-236. https://doi.org/10.3102%2F0002831218790542

Rhnima, A., & Pousa, C. E. (2017). The effect of work-family conflicts on withdrawal behaviors in the healthcare sector. *Revista Prisma Social*, *18*, 434-453.

Risko, V.J., & Reid, L. (2019). What really matters for literacy teacher preparation? *The Reading Teacher*, *72*(4), 423– 429. https://doi.org/10.1002/trtr.1769

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, *50*(1), 4-36. https://doi.org/10.3102/0002831212463813

Rubio, C., Osca, A., Recio, P., Urien, P., & Peiro, J. M. (2015). Work–family conflict, self-efficacy, and emotional exhaustion: A test of longitudinal effects. *Revista de psicología del Trabajoy de las Organizaciones*, *31*, 147–154. https://doi.org/10.1016/j.rpto.2015.06.004

Rupert, P. A., Stevanovic, P., & Hunley, H. A. (2009). Work-family conflict and burnout among practicing psychologists. *Professional Psychology: Research and Practice, 40*(1), 54-61. http://dx.doi.org/10.1037/a0012538

Salanova, M., Schaufeli, W. B., Xanthoupoulou, D., & Bakker, A. B. (2010). The gain spiral of resources and work engagement: Sustaining a positive worklife. In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 118–131). New York: Psychology Press.

Sarbin, T. R. (1954). Role theory. In G. Lindzey (Ed.), *Handbook of social psychology*, Vol. I. Theory and method (pp. 223-258). Cambridge, MA: Addison-Wesley Publishing Company.

Sarianti, R., Fitria, Y., & Engriani, Y. (2018, July). The Effects of Work-Family Conflict on Turnover Intention of Banks' Employees in Padang with Burnout as the Mediating Variable. In *First Padang International Conference on Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2018)*. Paris, France: Atlantis Press.

Seawright, J. (2016). The case for selecting cases that are deviant or extreme on the independent variable. *Sociological Methods & Research*, *45*(3), 493–525. https://doi.org/10.1177/0049124116643556

Shiffman S., Stone A.A., Hufford M.R. (2008) Ecological momentary assessment. *Annual Review of Clinical Psychology*, 4, 1–32. DOI: 10.1146/ annurev.clinpsy.3.022806.091415

Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, *117*(3), 1-36. https://doi.org/10.1353/hsj.2007.0012

Sorensen, L. C., & Ladd, H. F. (2018). *The Hidden Costs of Teacher Turnover*. Working Paper No. 203-0918-1. National Center for Analysis of Longitudinal Data in Education Research (CALDER). Retrieved from https://caldercenter.org/publications/hidden-costs-teacher-turnover.

Sorensen, T. J., McKim, A. J., & Velez, J. J. (2016). Why Agriculture Teachers Leave: A National Examination of Turnover Intentions and Work-Family Conflict. *Editing Managing Board*, *57*(4), 186-201. https://doi.org/10.5032/jae.2016.04186

State Board of Education of the District of Columbia. (2018). *Teacher and Principal Turnover in Public Schools in the District of Columbia* (pp. 1–53). Retrieved February 16, 2020, from https://sboe.dc.gov/publication/sboe-teacher-turnover-report-final

Stephen, G. K., & Sommer, S. M. (1996). The measurement of work-family conflict. *Educational and Psychological Measurement, 56*, 475-486

Stewart, C. L. (1990). Job stress, burnout, and work-family conflict. *Dissertation Abstracts International, 51*(5-B), 2676.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive

Tao, T., Wang, L., Fan, C., & Gao, W. (2014). Development of self-control in children aged 3 to 9 years: perspective from a dual-systems model. *Scientific Reports, 4,* 7272. https://doi.org/10.1038/srep07272

Taris, T. W., Schreurs, P. J. G., & Van Iersel-Van Silfhout, I. J. (2001). Job stress, job strain, and psychological withdrawal among Dutch university staff: Towards a dual process model for the effects of occupational stress. *Work & Stress, 15*(4), 283-296. http://dx.doi.org/10.1080/02678370110084049

Taylor, S. J., & Bogdan, R. (1998). Introduction to qualitative research methods: A guidebook and resource (3rd Ed.). New York: John Wiley & Sons, Inc.

Texas Educational Agency. (1995). *Texas teacher retention, mobility, and attrition: Teacher supply, demand, and quality policy research project* (Report No. 6). (ERIC Document Reproduction Service No. ED399233)

Treuren, G. J., & Fein, E. C. (2018). Off-the-job embeddedness as a moderator of the relationship between work and life conflict and turnover intention. *The International Journal of Human Resource Management*, 1-22. https://doi.org/10.1080/09585192.2018.1510847

Vanita, P. (2016). *Instructional coaches as teacher leaders: Roles, challenges, and facilitative factors* (Doctoral dissertation). Auburn University, Alabama.

Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterizing and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, *18*(1), 148. doi:10.1186/s12874-018-0594-7

Warren, F., & Sorges, S. J. (2013) *Keep the fire burning: Avoiding teacher burnout: Tipsand strategies from real teachers.* Atlanta, GA: The Educators Room Publisher.

Wengraf, T. (2004). *Qualitative research interviewing.* Thousand Oaks, CA: Sage.

Westman, M., Hobfoll, S. E., Chen, S., Davidson, O. B., & Laski, S. (2005). Organizational stress through the lens of Conservation of Resources (COR) theory. In P. L. Perrewe & D. C. Ganster (Eds.), *Research in occupational stress and well-being* (*Vol. 4*, pp. 167–220). Amsterdam: JAI Press.

Wilson, K. S. (2010). *What employees actually do at work matters for the family: A demands-labor-conflict model of work and family* (Doctoral dissertation, ProQuest Information & Learning).

Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology, 83*(3), 486-493. http://dx.doi.org/10.1037/0021-9010.83.3.486

Xue, S., Zhang, L., & Chen, H. (2018, July). CSR, Emotional Exhaustion, and Turnover Intention: Perspective of Conservation of Resources Theory. In *Academy of Management Proceedings* (Vol. 2018, No. 1, p. 16866). Briarcliff Manor, NY 10510: Academy of Management. https://doi.org/10.5465/AMBPP.2018.16866abstract

Zhang, Z, (2006). *Retaining k-12 teachers in education: a study on teacher job satisfaction and teacher retention*. (Doctoral dissertation, University of Virginia). Available from ProQuest Dissertations and Theses database. (UMI No. 3218433)

Zhou, S., Da, S., Guo, H., & Zhang, X. (2018). Work-Family conflict and mental health among female employees: A sequential mediation model via negative affect and perceived Stress. *Frontiers in Psychology*, *9*, 544. https://dx.doi.org/10.3389%2Ffpsyg.2018.00544

APPENDICES

APPENDIX A

INTERVIEW PROTOCOL

WFC	BURNOUT	TURNOVER INTENTIONS
1. Do you think you have conflicts between your home and family life?	1. Do you consider yourself to be burned out? If so, why? If not, why?	1. The turnover rate in teachers is quite high. What do you think are the reasons?
2. If so, how do you try to manage those conflicts?	2. Is there anything that your school district, administrator, colleague or student could do to alleviate your burnout?	2. Have you looked for another position within or outside the field? What are your reasons?
3. Do you feel more conflicts between your home to work or work to home? Why?	3. What personal factors do you feel contribute to teacher burnout?	3. How can we retain good/effective teachers?
	4. What are the primary causes of burnout in your opinion?	

APPENDIX B

REQUEST FOR USE OF INSTRUMENTS

[EXTERNAL] RE: Permission to use SMBM

Samuel Melamed <smelamed@tauex.tau.ac.il>
Sat 3/7/2020 3:48 AM
To: Masoud Mahmoodi-Shahrebabaki <mm2ad@mtmail.mtsu.edu>

You are welcome to use the SMBM.
With best wishes,
Samuel Melamed

נשלח מסמארטפון ה-Samsung Galaxy שלי.

-------- הודעה מקורית --------
מאת: Masoud Mahmoodi-Shahrebabaki <mm2ad@mtmail.mtsu.edu>
תאריך: 6.3.2020 20:24 (GMT+02:00)
אל: Samuel Melamed <smelamed@tauex.tau.ac.il>
נושא: Permission to use SMBM

Dear Dr. Melamed,

I need you permission to use the SMBM measure for my doctoral dissertation entitled " The Associations Among Literacy Teachers` Grade Level, Teaching Experience, Work-family Conflict, Burnout and Turnover Intentions ".

Thank you.

[EXTERNAL] RE: Permission to Use the TIS-6

roodtg8@gmail.com <roodtg8@gmail.com>
Mon 1/13/2020 1:11 AM
To: Masoud Mahmoodi-Shahrebabaki <mm2ad@mtmail.mtsu.edu>

1 attachments (59 KB)
Turnover intentions questionnaire - v4.doc;

Dear Masoud

You are welcome to use the TIS for your research. For this purpose please find the TIS-15 attached for your convenience. This TIS-6 consists (version 4) of the first six items high-lighted in yellow. You may use any one of these two versions. The TIS is based on the Theory of Planned Behaviour.

The only two conditions for using the TIS are that it may **not** be used for commercial purposes and second that it should be properly referenced (Roodt, 2004) as in the article by Bothma & Roodt (2013) you referred to.

It is easy to score the TIS-6. Merely add the item scores to get a total score. The midpoint of the scale is 18 (3 x 6). If the total score is below 18 then the it indicates a desire to stay. If the scores are above 18 it indicates a desire to leave the organisation. The minimum a person can get is 6 (6 x 1) and the maximum is 30 (5 x 6). No item scores need to be reflected (reverse scored).

It is recommended that you conduct a CFA on the item scores to assess the dimensionality of the scale. We found that respondents with a matric (grade 12) tertiary school qualification tend to understand the items better and consequently an uni-dimensional factor structure is obtained.

If you wish to translate the TIS in a local language, you are welcome to do so. It is recommended that a language expert is used in the translate – back translate method.

I wish you all the best with your research!

Best regards

RE: permission

Nicola Schutte <nschutte@une.edu.au>
Sun 12/11/2016 11:17 PM
To: Masoud Mahmoodi-Shahrebabaki <mm2ad@mtmail.mtsu.edu>
You are welcome to use the scale. mailto:mm2ad@mtmail.mtsu.edu

Kind regards, Nicola Schutte

From: Masoud Mahmoodi-Shahrebabaki [mailto:mm2ad@mtmail.mtsu.edu]
Sent: Saturday, 26 November 2016 7:40 AM
To: Nicola Schutte <nschutte@une.edu.au>; John Malouff <jmalouff@une.edu.au>
Subject: permission

Hello,

I need your permission to use your ADULT MOTIVATION FOR READING SCALE for my dissertation.

Thank you.

APPENDIX C

IRB APPROVAL LETTERS

IRB
INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

MIDDLE TENNESSEE STATE UNIVERSITY

IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Friday, March 27, 2020

Principal Investigator	**Masoud Mahmood Shahrebabaki** (Student)
Faculty Advisor	Eric Oslund
Co-Investigators	NONE
Investigator Email(s)	*mm2ad@mtmail.mtsu.edu; eric;oslund@mtsu.edu*
Department	Literacy Studies
Protocol Title	***The Associations among Teachers' Grade Level, Teaching Experience, Work-family Conflict, Burnout and Turnover Intentions***
Protocol ID	**20-2154**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category *(7) Research on individual or group characteristics or behavior.* A summary of the IRB action and other particulars in regard to this protocol application is tabulated below:

IRB Action	**APPROVED for ONE YEAR**		
Date of Expiration	**3/31/2021**	Date of Approval	2/27/20
Sample Size	200 (TWO HUNDRED)		
Participant Pool	Target Population 1:: Primary Classification: **Healthy Adults (18 or older)** Specific Classification: **School teachers** Target Population 2: Primary Classification: **NONE** Specific Classification: **NONE**		
Exceptions	1. Contact information is permitted to coordinate the study. 2. Voice recording is allowed with restriction (refer below)		
Restrictions	**1. Mandatory ACTIVE adult informed consent (administered safely).** **2. Identifiable data/artifacts, such as, audio/video data, photographs, handwriting samples, personal address, driving records, social security number, and etc.,must be used only for research purpose. Such data must be must be destroyed or deidentified immediately after data processing/analysis is completed.** **3. Mandatory Final report (refer last page).**		
Approved Templates	MTSU templates: Online informed consent and Recruitment Email Non-MTSU Templates: Script for telephone informed consent		
Comments	COVID-19: Refer to the Post-Approval Action section for important instruction		

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions related to this approval (*refer Quick Links below*). Any unanticipated harms to participants, adverse events or compliance breach must be reported to the Office of Compliance by calling 615-494-8918 within 48 hours of the incident. All amendments to this protocol, including adding/removing researchers, must be approved by the IRB before they can be implemented.

Continuing Review **(The PI has requested early termination)**

Although this protocol can be continued for up to THREE years, The PI has opted to end the study by 3/31/2021 **The PI must close-out this protocol by submitting a final report before 3/31/2021 Failure to close-out may result in penalties including cancellation of the data collected using this protocol.**

Post-approval Protocol Amendments:

Only two procedural amendment requests will be entertained per year. *In addition, the researchers can request amendments during continuing review. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel. .*

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

Other Post-approval Actions:

Date	IRB Action(s)	IRB Comments
03/23/2020	Due to the COVID-19 National Emergency, the Office of Compliance grants administrative authority to the senior faculty investigator (Faculty Adviser) of this protocol to make the necessary changes or revisions to the protocol in the best interest of the health and welfare of the participants and student workers. Please notify such changes by an email to the IRB	COVID-19

Mandatory Data Storage Requirement: All research-related records (signed consent forms, investigator training and etc.) must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data must be stored for at least three (3) years after the study is closed. Additional Tennessee State data retention requirement may apply (*refer "Quick Links" for MTSU policy 129 below*). Subsequently, the data may be destroyed in a manner that maintains confidentiality and anonymity of the research subjects.

The MTSU IRB reserves the right to modify/update the approval criteria or change/cancel the terms listed in this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

Quick Links:

- Post-approval Responsibilities: http://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php
- Expedited Procedures: https://mtsu.edu/irb/ExpeditedProcedures.php
- MTSU Policy 129: Records retention & Disposal: https://www.mtsu.edu/policies/general/129.php

APPENDIX D

THEMES AND THEIR DEFINITIONS

- **Administer-related issues:** issues or affairs mandated by or related to managers, supervisors, administrators, educational policy-makers, and principals.
- **Parent-related issues:** issues and matters associated with parents either directly or indirectly including their involvement in their children's academic affairs and/or their interactions with teachers or other parents.
- **Student misbehavior:** student's action or behaviors which disrupts or sabotages the flow of the learning processes for themselves and others.
- **Burnout:** An enduring state of mental, emotional, and physical exhaustion induced by chronic stress leading to negative sentiments toward one's professional identity