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Teaching Environment, Instructional Coaching, and Perceived Organizational Support on Educators' Quality of Work-Life

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This is to certify that the doctoral dissertation by

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Walden University
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Abstract

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by

Patrick Terrell Hall

MA, Webster University, 2016

BS, Ashford University, 2016

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial-Organizational Psychology

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Abstract

In the field of education, work-life challenges are becoming a source of concern, especially during the recent global pandemic. This study sought to identify relationships between teaching environment, instructional coaching, perceived organizational support, and work-life quality. The variables in the study were measured using the following validated instruments: classroom environment scale; coaching evaluation scale; perceived organizational support scale; and the work-related quality of life scale. This research was informed by the ecological system theory, which served as the theoretical basis for the investigation. Elements of the ecological systems theory express a complex system of relationships that affects multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values. Educators working at a government connected military school outside the continental United States were the population for this study. M-Turk was used to collect sample data from 75 educators who took part in the study. Regression analysis revealed that teaching environment, instructional coaching, and perceived organizational support did not individually or collectively predict work-life quality among educators. Findings indicate that additional research is needed to examine quality of educators' work-life, including psychological, behavioral, and sociocultural factors. Further research could potentially lead to positive social change by assisting school administrators assess policies and standards to improve the effectiveness of work-life quality among educators.

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Dedication

I dedicate this thesis to my late mother, Mary Hall, and my father, Ralph Hall Jr. (the Alpha and the Omega). Thank you for your many sacrifices that have provided me the chance to be who I am today. The foundation you both have laid will continue to grow from Delta valley to the Tchula swaps to the busy streets of Chicago. It is because of your decisions to put aside your goals, that I would be able to succeed in mine. I attribute my accomplishments and excellence to you.

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Chapter 1: Introduction to the Study

The Coronavirus (COVID-19) pandemic has had a major global impact on education. Social distancing, personal protective equipment, and virtual schooling have led to life-changing situations. This pandemic has altered educators' abilities to teach and has forced many students to experience graduation within their homes.

Educators around the world that teach all curriculums have adjusted their teaching methods with limited to no organizational support. Regardless of these adjustments, educators are expected to maintain educational standards. Teacher efficacy, burnout, and quality of work life (QWL) in the United States (US) as well as on U.S. military installations around the world were significantly impacted by COVID-19. To confront these challenges, learning demands for large scale educational reform continues to grow. Because of the pandemic, educators have been faced with many challenges, such as the transition to virtual teaching with limited instructional coaching and organizational support.

This chapter includes an overall introduction as well as the background of the study, research problem, gap in literature, problem statement, and theoretical framework. I address relationships between teaching environments, instructional coaching, and organizational support in terms of QWL for educators employed outside the continental United States (OCONUS) on a U.S. military installation. I addressed options to improve QWL for educators teaching at Camp Humphreys High School located in South Korea on an U.S. military installation and improve education for military-connected students.

Background of the Study

As one of two federally operated school systems, the Department of Defense Education Activity (DoDEA) is responsible for planning, directing, coordinating, and managing prekindergarten through 12th grade educational programs. The DoDEA (2011) stated 71,000 students are enrolled in this unique schooling system in which teachers must still maintain the same academic standards required of traditional schooling systems. The DoDEA continuously strives to make improvements by engaging in systems-wide changes that draw on established best practices. For example, the normal practice such as, teaching environments (TEs) in terms of face-to-face (F2F) classroom and virtual instructions have been altered because of COVID-19. However, many learning institutions have taken the opportunity to use instructional coaching (IC) to encourage collaboration and promote professional development for educators (Camara, 2020). In addition, these institutions use IC to address perceived organizational support (POS) of their employees to strengthen the relationship between supervisors and employees and reduce voluntary turnover (Kinnunen & Georgescu, 2020).

COVID-19 confronted teachers and learning institutions in the USA with unprecedented challenges that changed the traditional teaching environment profoundly. The teaching environment within government connected military schools globally had to make significant changes, such as, limited school hours and suspension of school services that impacts learning and assessments. A total of 48 states, four U.S. territories, and the DoDEA ordered or recommended school building closures through the end of the 2020 academic year, affecting over 45 million public school students (Camara, 2020).

Prior to the COVID-19 pandemic, government connected military school educators were already required to teach in high stressful conditions that comes with daily military operations. Nevertheless, according to the National Center for Education Statistics (NCES, 2019), efficient and effective learning opportunities for government connected military school students must be aligned with the same educational standards as those taught in traditional non-military schools. As an emerging asset in the educational field, IC has been implemented in countless institutions as a continuing professional development program designed to support teachers in this effort (Quintero, 2019).

Problem Statement

Educators who teach overseas on U.S. military installations for government connected military schools must endure many encounters while teaching, such as, the continuous sounds of military aircrafts, detonation of training devices, and the participation in military drills, all while facing real-world threats. Furthermore, facing obstacles that include lack of suitable teaching environments and limited organizational support which cause major problems in terms of effectively teaching curricula and F2F instruction (Kinnunen & Georgescu, 2020). Government connected military schools is solely where military-connected students are taught. Although military installations have highly skilled counselors available to point learners toward education programs, the COVID-19 pandemic has educators altering their teaching methods from F2F classrooms to virtual instruction. According to Myers and Bachkirova (2018), the inability to

carefully alter teaching methods can become problematic in the classroom, thereby forcing educators to use other means of teaching to ensure academic progress.

With the COVID-19 pandemic, completion of school curricula was jeopardized largely because educational institutions face challenges in terms of maintaining effective academic standards. These challenges ranged from limited IC, unplanned changes to teaching methods, and lack of resources (Bhende et al., 2020; Kinnunen & Georgescu, 2020; Li et al., 2020; McQuirter, 2020; Schieman et al., 2021). To address these challenges school administrators have implemented educational professional development programs that focuses on the importance of quality instructions in the schools (Martin et al., 2017). From elementary to high school, these challenges have had a direct impact on American educators, both domestic and abroad. This study addressed a gap in understanding how TE, IC, and POS can possibly influence QWL on government connected military school educators specifically employed OCONUS on a U.S. military installation.

Purpose of the Study

The purpose of this quantitative study was to examine the relationship between TE via F2F classroom and virtual instruction subscales as assessed by the Classroom Environment Scale (CIES) that focus on perceptions rather than individual intelligence. IC with Communication Skills (CS), Problem-Solving (PS), and Role of the Coach (RC), subscales as assessed by the Coaching Evaluation Scale (CoES) that focus on the coaching processes in schools, and POS as assessed by the Perceived Organizational Support Scale (POSS) that focus on the general belief held by an employee that the

organization is committed to their values. The scales were employed separately and collectively with QWL as assessed by the Work-Related Quality of Life Scale version 2 (WRQoL-2) that focus on the levels of employee's quality of life. The study was aimed at educators working OCONUS overseas on a U.S. military installation to determine if there was a significant relationship between predictor variables and the criterion variable.

Research Questions and Hypotheses

Research questions were intended to examine the relationship between TE, IC, and POS and DoDEA high school educators' QWL. The following RQs and associated hypotheses guided the study:

RQ1: Does TE, as assessed by ClES subscales predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a1: TE as assessed by CIES subscales predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_01: TE as assessed by CIES subscales does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ2: Does IC level as assessed by the CoES predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a2: IC level as assessed by the CoES predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_02: IC level as assessed by the CoES does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ3: Does POS level as assessed by the POSS predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a3: POS level as assessed by the POSS predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_03: POS level as assessed by the POSS does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ4: Do TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators?

H_a4: TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators.

H_04: TE subscales and IC and POS levels do not collectively predict QWL among high school educators.

Theoretical Framework

The theoretical framework for this study is Bronfenbrenner's ecological systems theory (EST). The EST posits that the environment individuals grow up in affects every facet of their life (Bronfenbrenner, 1979). The EST were chosen for this study as it identifies changes that individuals' experience due to unforeseen changes in social environments. The EST have been utilized in many studies to understand people during these changes and their exposure to different environmental expanses (Cote & Nightingale, 2012). In comprehending an individual's exposure to different multicultural environments, individuals who contend with changes within their environments over a lifetime may experience some form of psychological behavioral changes which could

affect their work-life balance in how their able to cope with such changes (Leonard, 2011).

According to Bronfenbrenner (1979), individuals in the environment in which they live experience the effects of five different human development ecological systems. The first system is the microsystem, which is a pattern of activities and roles of interpersonal relations. The mesosystem comprises interrelations among two or more settings in which the developing person actively participates in, such as a school or neighborhood. The exosystem refers to indirect connection between a person and the environment in which they do not actively engage in. The macrosystem is the notion that refers to the culture or society that frames the structures and relationship among the systems within the EST. For example, a major unexpected crisis will directly affect individuals, causing them to cope with conditions that are beyond the spheres of their mesosystem. Lastly, the chronosystem that involves the transitions and shifts in one's lifespan due to societal changes and how settings and their developmental importance change over time (Leonard, 2011).

Nature of the Study

This quantitative study involving using surveys that consisted of Likert scales to examine relationships between the predictors and criterion variable. I applied quantitative regression methods of analysis to address research questions. Participants included individuals with experience in teaching within the government environment on a U.S. military installation.

The predictor variable TE components, F2F classroom and virtual instruction were measured using the CIES (see Appendix A). The CIES is a 20-item instrument assessing personal development domains that focus on student involvement and teacher support (Moos & Trickett, 1986). The predictor variable IC components, communication skills, problem-solving, and role of coach subscales were measured using the CoES (see Appendix B). The CoES is a 20-item survey that was developed to evaluate educators' perceptions on problem solving and response to IC they receive (Brown et al., 2005). Predictor POS was measured using the POSS (see Appendix C). The POSS is an eight-item survey on POS and employee perceptions concerning the extent to which organizations value their contribution and care about their wellbeing (Rhoades & Eisenberger 2002). QWL was measured using the WRQoL-2 (see Appendix D). The WRQoL-2 is a 32-item survey centered around six independent psychosocial subscales.

Definitions of Terms

The following definitions were used in this research:

DoDEA educators: Individuals who teach for a department of defense institution. These teachers are unique compared to traditional teachers as they are employed on military installations around the world. They are responsible for educating military-connected students within 14 countries, seven states, Guam, and Puerto Rico (DoDEA, 2003).

F2F classroom Instruction: A method in which educators and students engage in physical teaching practices that allow students to perceive, interpret, process, and understand classroom activities (Straub et al., 2014).

Instructional coaching (IC): IC is a form of professional development for teachers and school administrators that is appropriate for strengthening individuals teaching skillset (Lofthouse, 2018).

Perceived organizational support (POS): POS is the degree to which employees believe their organization values their contributions and cares about their wellbeing and fulfills socioemotional needs (Dawley et al., 2010).

Quality of work life (QWL): QWL is an improvised mechanism which attempts to design and to develop positive work environments for employees working at all levels (Bala et al., 2019).

Teaching environment (TE): Diverse physical locations, contexts, and cultural environments in which students learn.

Virtual instruction: Teaching courses entirely online through educational platforms and other virtual simulated tools designed when situations exist that prevent the traditional face-to-face process of teaching (Li et al., 2020).

Assumptions

The initial assumption for this study was that participants were candid during their responses to the survey. Through the online survey platforms SurveyMonkey and Amazon Mechanical Turk (M-Turk), participants were notified beforehand that their responses to the questionnaire would be completely anonymous and not require personal identifiable information (PII). The second assumption was that responses received from each participant could assist school administrators in developing teaching practices that can continued the growth of government connected military school educational

curriculum processes. Furthermore, this study is intended to be used to strengthen the relationship between educators and their organizations and QWL for all employees working for a government connected military school organization.

Scope and Delimitations

I focused on government connected military schools by determining QWL of high school educators who teach in conjunction with day-to-day government operations located outside of the US. Although, some bias and personal perceptions may present themselves in the study, I included a mixed demographic of educators. Participants who partook in the study were educators who teach between the grades of K – 12 and employed at a government connected military school or had previous experience working on a military base or government installation. It's important to note that although I work in the vicinity of DoDEA educators, I had no experience working for DoDEA.

Limitations

This study was aimed at government connected military school educators between the ages of 18 and 61 who were employed overseas on U.S. military installations where academic standards and requirements are defined by the US Department of Education. Due to the current COVID-19 pandemic, all data were collected via SurveyMonkey and M-Turk. No data were received via an interview or phone calls.

Significance

IC is frequently used as a professional development tool. Between 2013 and 2014, over 190,000 educators were expected to retire, leaving a void of specific knowledge-based teachers to meet global demands (Blackburn et al., 2017). This study is relevant

due to current challenges involving teaching effectiveness for both virtual and in-classroom instructions during the pandemic, which could affect the QWL of educators. QWL, as it relates to motivation of educators' working environment, involves employees remaining efficient and dedicated toward their organization. Therefore, QWL is critical for educators to perform their teaching tasks in an efficient manner (Nayak et al., 2016; Yadav & Naim, 2017). In addition, most research historically examined QWL in relation to teacher self-efficacy and teacher burnout across the U.S.

This study is unique as it adds to existing literature on instructional coaching, QWL, and POS. The International Reading Association defines IC as a form of professional development that takes place directly in the classroom with the intention of assisting teachers, enhancing their abilities, and refining specific teaching practices. Furthermore, I examined a diverse population of teachers between the ages of 18 and 61 who taught within the confines of U.S. military bases or government installations. This study was envisioned to possibly influence QWL and contribute to social change by identifying solutions that could address teacher effectiveness both in F2F classrooms and virtual instruction during the pandemic.

Summary and Transition

Traditional teaching in schools since 2012 has changed significantly, and due to the current pandemic, major challenges have presented themselves. Students and teachers have had to accept the burden of rapidly changing to teaching and learning virtually. COVID-19 has decreased the utilization of F2F classrooms and have forced federal mandates that determines when F2F sessions may resume with certain restrictions. I

addressed QWL of educators who teach overseas on military installations and the differences in TEs and how IC and POS may predict QWL of educators.

Chapter 2 of this study includes a comprehensive review of literature on the predictor variables and the criterion variable used. A review of the theoretical framework which relates to TE, IC, and POS aimed at predicting QWL of educators teaching OCONUS. Furthermore, expanding on Bronfenbrenner's EST that helps to shape the overall study. Chapter 3 includes an overview of the research method and design used for this study. This chapter includes information about my overall research design, rationale, methodology, sample population, data collection, and instruments I employed to analyze data. Finally, I discuss threats to validity and ethical procedures.

Chapter 4 includes a description of demographics in the study and descriptive statistics used to quantitatively summarize and describe salient features of data. In addition, I explain methods of analysis used to gather findings and assumptions. In Chapter 5, findings are interpreted. Furthermore, limitations of the study are discussed, along with recommendations for further research and implications for continued educational practices during future pandemics. Finally, I address positive social change within educational learning institutions along with the limitations, interpretations of findings, recommendations, and implications for theory and practice.

Chapter 2: Literature Review

Chapter 2 includes a review of literature involving TE, IC, POS, and QWL. According to Bhende et al., (2020), QWL is the establishment of work environments and practices by organizations that are aimed to make employees feel secure and happy without the stresses of normal working conditions. I explored QWL using the WRQoL-2. This 32-item scale is one of the most psychometrically strong measures of work satisfaction and is widely used in psychological literature. It is a branch of clinical or applied psychology dealing with the use and application of mental measurement.

This literature review is organized into five sections. The first section involves Bronfenbrenner's five EST theories and how it relates to QWL. I then examine TE, F2F classrooms, and virtual instruction. This is followed by an examination of IC within the educational environment. I then address the role of POS and advantages and disadvantages it poses for teachers and organizations. Finally, I discuss QWL and how critical it is for educators both in and out of the classroom.

Literature Search Strategy

My search strategy included academic studies and articles involving QWL and professional development. I used the following specific search terms: *teaching environment, instructional coaching, perceived organizational support, teaching during COVID-19, DoDEA educators,* and *quality of work life*. All relevant literature derived from the Walden University Library, Google Scholar, and the following databases: Education Source, PsycINFO, PsycARTICLES, Thoreau Multi-Database Search, and Psychological Database Combined Search.

Ecological System Theory

The Ecological System Theory (EST) involves a person's ecological background as it may relate to their overall learning abilities and quality of life (Neal, 2013). The environment individuals grow up in affects every facet of their life (Bronfenbrenner, 1979). In addition, a link exists between work-life experience and context, process, individual, and time characteristics (Neal & Neal, 2013). That link being the effects that an individual may experience in the wake of major life-changing situations.

The EST involves systematic approaches for addressing training and development, QWL, organization development, and workplace motivation. This is relevant for educators because it allows them to establish and maintain fundamental relationships with their students and create a communication-rich classroom that also includes parents (Dodson & Douglas, 2020).

QWL has changed for educators during the COVID-19 pandemic. How educators, react to these changes could have a damaging effect on human development. Individuals who contend with changes within their environments over a lifetime experience psychological change, which could affect their QWL (Leonard, 2011).

According to Bronfenbrenner (1979), individuals experience life-altering changes based on one of the five environmental systems within the EST. The first or inner environmental system is the microsystem, which is a pattern of activities, social roles, and interpersonal relations experienced by individuals in each setting (Dobson & Douglas, 2020).

The second of these systems is the mesosystem. During this stage, this system involves exposing individuals to outside contact with others where the individual can engage and socialize with others. Individuals may experience some form of resentment and confusion entering this stage of the EST because they may be exposed to many more external connections in society than just that during the microsystem stage (Bronfenbrenner, 1979).

The third system is the exosystem, which refers to indirect connection between individuals and the environment in which they do not actively engage. During this stage, external factors have a direct and indirect influence on individual behavior (Martin-Lopez & Montes, 2015). The macrosystem involves social context with reference to belief systems, resources, hazards, lifestyles, and patterns of social interchange. The chronosystem involves transitions and shifts in an individual lifespan (Bronfenbrenner, 1979). It can also include various short or long-time events.

The EST is based on the quality and context of individual surroundings, allowing for integration between behavioral and environmental change (Hyler & Gardner, 2017). The EST involves closely examining microsystems of educational institutions and learning levels embedded therein, such as individual characteristics and how they may or may not be affected by teacher performance in the classroom (Cipriano et al., 2018). Classroom environments are associated with improved student outcomes during the adolescence stage of human development (Cipriano et al., 2018). From an educator's perspective, the EST has significant benefits as it can provide understanding changes due

to crisis such as the COVID-19 pandemic and help to comprehend students different learning stages.

In addition, EST underscored the position of the microsystem that produced a high number of studies on families and a more limited body of research on school environments. Another benefit of the EST was shown in a study by Dodson and Douglas (2020) on educators who found themselves in the role as a special educational needs' coordinator, or SENCo. Using the EST, researchers were able to provide an analysis of different systems of influence that draw teachers into the position as educators, adding emphasis on those within the role of SENCos' additional skillsets. Within the microsystem of the EST educators that held the position as SENCo were vital in the first stage on interaction as they bring a profound sense of emotional obligation to the role and were able to demonstrate their own desire and care by articulating their own emotional experiences through their work (Dobson & Douglas, 2020). As the microsystem is the environment closest to the developing child and includes family, school, and gender, the ecosystem itself interacts with the child predicting certain behavior patterns based on the setting (Dobson & Douglas, 2020).

These five basic systems and processes of the EST, human development can be better understood while allowing for the ability to react to changes if one of these processes were to be altered during an individual's life span (Hyler & Gardner, 2017). Kitchen et al. (2019) conducted a study that advanced the understanding of the EST in college research to try and understand how the stages of the EST may have some connection as an interview tool to provide an insightful look at students' identities and

the contexts that influence their experiences within and beyond campus environment. Cipriano et al., (2018) conducted a study that focused on the multilevel approach to understanding student and teacher perceptions of classroom support during early adolescence that consisted of four critical elements relating to the EST. Those elements were: person, process, context, and time (PPCT); demonstrating the range of characteristics, ecological process relating to an individual, the mechanism that links students' experiences, and finally historical and cultural events. The findings revealed that overall EST frameworks benefited students' success by allowing for multiple pathways to their educational success.

Teaching Environment

The final days of December 2019, leading into the entire 2020 year, put the whole world into a stand-still twilight zone as the World Health Organization (WHO) declared the Chinese outbreak of COVID-19 to be a public crisis and of international concern. Trying to counter misinformation from the media and minimizing the economic damage that was sure to be impacted, the WHO along with much criticism committed to making information about the virus available through virtual and technological means (Sohrabi et al., 2017). Preventive measures immediately begin to take place around the world, and one of these measures was the temporary elimination of in-classroom learning. Several restrictions such as, avoiding travel to high-risk areas, limits on group interactions, and avoiding the consumption of specific foods from certain countries all have been measures to limit exposure. Not knowing the full extent of the virus, education itself came to almost a halt (Sohrabi et al., 2017).

COVID-19 has transitioned traditional teaching and learning to a more complex method that is centered around safety concerns. In these unprecedented times, the world has braced itself for a new way of learning and interactions (Zhu & Liu, 2020). This is because most governments around the world have taken security and safety measures as an attempt to control the spread of the COVID-19 virus. This pandemic has started a global panic that all heads of countries have placed as a primary concern. From the U.S. to Europe to Asia, strict measures have been taken to take control of the problem, (Zhu & Liu, 2020). Without question, COVID-19 has impacted the way educators teach and the way students learn. Students all over the world have been struggling with ways to cope with assignments to turn-in, extra in-classroom tutoring, or if walking across the stage during graduation will even be possible (Theoret & Ming, 2020). Although the past year has been uncertain, Hodges et al., (2020) suggested that the ability to provide virtual meetings and webinars within the medical arena has given much hope to return to some level of normalcy.

All sectors of education have taken a major hit from this pandemic, especially those within the medical field and education field (Tapio, 2020). Currently, surgical training programs are faced with limiting their surgical education curricula and developing more virtual methods that would normally be taught for in-classroom settings (Hodges et al., 2020). In doing so, this causes a disservice to medical students and the way future curricula are taught. In addition, this causes a difficult time when trying to develop measures to eliminate the COVID-19 virus must be altered in ways that puts safety concerns first. Educators not only have to be firm and flexible, but now must be

more creative and innovative in the ways they provide their lessons. The uncertainty and the wide variety of change are having substantial effects across all learning aspects and notwithstanding the loss of the hands-on methods that students would normally receive, raising concerns about the level of efficiency in the courses being provided (Theoret & Ming, 2020).

The virtual learning method prior to COVID-19 was slowly integrating into pedagogical practices, creating a variety of learning options (Hodges et al., 2020). Through virtual learning, students will be prepared to continue with studies they once partook in a classroom setting. This is necessary because many countries have enforced the physical distancing and reduced social movement to minimize community spread of the virus (Kanneganti, 2020). Many educators, such as those in the medical field, have approached this pandemic as an opportunity to strengthen the incorporation of individuals all over the world working together for a collective benefit, which will bring together the next generation of professionals in preparation for the next unforeseen global pandemic (Kanneganti, 2020). As COVID-19 may be seen as a disruptor in education, it is also an opportunity to refine existing distance learning techniques.

Restrictions caused by this pandemic like social distancing have impacted education at all levels and will continue to be a challenge for at least several months (Reimers et al., 2020), mainly because educators and learners are unable to physically meet inside classrooms, causing a gap in learning. This challenge could limit opportunities for student to be fully competent in what they are learning. According to Reimers and Schleicher (2020), researchers have documented the effects of breaks during

classes, which causes a loss of knowledge and skills gained, forcing educators to adopt a proactive method contributing to the mitigation of the impact caused by COVID-19. Since the pandemic and the transition to virtual learning, research showed that student-teachers chose in-classroom conditions over virtual ones. In addition, academic activities are more linked to pre-planned fundamentals of the lesson that student-teachers have already well thought out (Reimers & Schleicher, 2020).

F2F Classrooms

Classroom teaching and the nature of the school system itself is changing dramatically throughout the world (Albrecht et al., 2012). From modern in-classroom F2F teaching to current online instructing, many educators have had to quickly develop more effective ways of teaching (Nayak et al, 2016). Most of these changes had to occur with the temporary absence of a classroom due to COVID-19. The efficiency of classroom learning was measured in the terms of their effects on student learning (Cornelius & Herrenkohl, 2004). Historical research on classroom instruction (Nayak et al., 2016) designated the F2F classroom environment as a predictor variable and investigated its influence on the cognition and attitudes of the students. Classroom instructing also provides educators the ability to encourage active participation among students while addressing difficulties F2F (Cornelius & Herrenkohl, 2004). F2F classroom instruction involved much more than students simply entering the class and sitting at a desk.

Gaurdino and Fullerton (2010) identified numerous factors that are important in creating a productive classroom environment for teaching. Certain factors include the

physical appearance of the teacher and their ability to control tensions that may arise between students. Another important factor they identified was the actual placement when it came to classroom management from the perspective of physical environment, such as sound, temperature, and seating arrangements all with the purpose of increasing classroom productivity. In certain cases, educators must be able to adapt to special challenges that certain students may exhibit, for example those students with learning disabilities. Although the concept of classroom instructions started generations ago, current research demonstrates when it comes to classroom learning environments a student's perception and performance in a learning environment is an important issue (Feng et al., 2020). In measuring students' preferences when it came to classroom learning an instrument called the Preference Instrument of Smart Classroom Learning Environment was identified that consisted of three parts: cognitive-metacognitive, technical-content, and social-physical. The findings of reported overwhelmingly positive perceptions of the classroom learning environment. More importantly, the study suggested for educators, in teaching practices, appropriate layered teaching should be carried out according to students of different levels to promote students' learning (Feng et al., 2020).

The transition from F2F classroom to virtual instruction in settings ranging from elementary schools to universities granting doctoral degrees has impacted the emphasis on cooperative learning (Li et al., 2020). The presence of educators in classroom settings is an important factor in direct teaching and plays a key strategy in changing a student's role in passive to active cooperative learning Campbell et al., (2010). Johnson and

Johnson (2006) argued that students in classroom environments displayed higher academic achievement, greater retention, and more positive feelings about the subjects being taught. In addition, were the emphasis on student work-group engagement in which social interdependence theory describes conditions essential for effective classroom instructions (Johnson & Johnson, 2006). What makes educators stand out from their peers is the ability to explain human behavior by breaking it down into smaller components in an already complex learning environment (Laing, 2002).

Virtual Instruction

Virtual instructing across the globe has taken a more aggressive approach in teaching mostly because of the mandated social-distancing requirements (Almuqbil, 2021). Prior to this, classroom instructions were still the norm for conducting educational practices. Campbell et al. (2010) focused on educational reform from the classroom instructional perspectives between South Korean and U.S. students. In this study the results yielded significant similarities in teaching in classrooms as opposed to online teaching. In past research, mechanisms on classroom and virtual instructions were being examined to consider the most effective framework to adopt for the purpose of educational reform (Campbell et al., 2010). The Reformed Teaching Observation Protocol was an observational tool designed for the purpose of measuring reformed teaching that aligned with the principles of constructivism that outlined the U.S. standards of the National Council of Teachers of Mathematics as well as the Korean national science curriculum. According to Campbell et al. (2010), students' perceptions of their learning environment and teacher interpersonal behaviors were rated relatively

low. In addition, the students also reported a minimal amount of involvement in their classroom, as well as a limited amount of cooperation with other students.

As part of an adjusting process in developing new teaching methods, such as virtual instructing, educators are being trained in the practice of cultivating more mindful ways of teaching virtually (Campbell et al., 2010). By introducing certain concepts that emphasize the significance of developing teachers' training competencies, these methods were developed to address educational process objectives virtually as they would in a classroom setting. The current pandemic has forced these changes that educators and students have had to adjust to and therefore, place major focus on virtual instruction (Almuqbil, 2021). Almuqbil (2021) recommended to reconsider educational preparation and development programs for science from F2F classroom to virtual instruction. The focus was on maintaining educational standards in science, and to identify the impact of an instructional strategy based on learning styles, lesson planning, evaluation, as well as social and technical competencies. The research concluded that it was a requirement to implement virtual instruction to sustain educational standards and communicate with supervisors to exchange experiences and knowledge learned during this pandemic, (Almuqbil, 2021). This study was conducted outside the U.S. which underscores how impactful COVID-19 has been on educators world-wide.

Before the inception of COVID-19 virtual classrooms were used on a regular basis by schools that participated in online courses (Steele et al., 2020). Educators have been forced to adopt this new way of teaching as classes now exists through modern communication technologies. This enables the educator to manage and implement

educational learning processes without being restrained by time-consuming limitations on specific courses. The world has witnessed a horrific moment within the past 24 months with the COVID-19 outbreak.

Comparison

With the rise of COVID-19 infection rates, the practice of virtual reality curriculums and programs designed for higher education has increased and thus, forced educators to feel somewhat compelled to incorporate technology-based learning in classrooms (Steele et al., 2020). The comparison between F2F classroom and virtual instruction has been explored to determine which is the most effective (Tapio, 2020). As far as F2F classroom environments are concerned, people come together on a regular basis to share physical and technological objects and bring along their previous experiences of being in similar spaces using similar material as a means of knowledge sharing (Tapio, 2020). This type of practice contrary to virtual classrooms are beneficial in advancing teaching and learning practices without being restricted by spatial and time limits (Al-Omari & Ismail, 2019). Although the more traditional method of teaching was viewed from inside a F2F classroom with 20 – 30 students, virtual instruction give freedom to choose educational materials, school resources and research information all via the internet (Almuqbil, 2021).

The rapid shift from F2F classrooms to virtual instruction teaching environments did not afford educators the chance to properly prepare for this transition (Liang, 2020). Continuing discussions about the pros and cons of online education have been the topic now for educational restructuring for years and unlikely to be concluded soon; however,

many courses will soon be required to implement some type of online platform (Liang, 2020). Although it may seem as though online teaching may be the chosen method of teaching, online educational environments create a multitude of challenges for students and educators. Because of the current situation, many instructors struggle to deliver their teaching tasks and to connect personally with students in fully online environment; students correspondingly struggle to digest learning content and suffer from a sense of isolation even while reaching out to their instructor and peers (Liang, 2020). Regardless of these challenges, higher education institutions and distance learning have fostered widespread support for online teaching and learning paradigm (Chen et al., 2021).

According to Steel (2020), F2F classroom and virtual instruction could be seen as a collaborative relationship as educators and counselors have previously used technology applications and programs to support student learning and social behavior. Online-based programs found their way into the classroom environment as early as 1971 with the introduction of books and movies. When virtual instruction began, providing computer access for all school students for educational purposes may not have been attainable as it is today (Goel et al., 2016). As virtual instruction and technology have advanced, transparent integration, educational access, and application to meet the needs of student learning and engagement have increased in both K-12 and higher education (Steele et al., 2020). COVID-19 has provided educators, students, and learning institutions the chance to adopt, learn and adjust to innovative educational methods during times of uncertainty, such as the current pandemic (Akyildiz, 2019).

IC occasionally referred to as literacy coaching, has had promising results in previous studies on educational practices that have led to further research examinations (Tanner et al., 2017). Based on a partnership approach, IC was developed by Knight and colleagues at the Center for Research on Learning located at the University of Kansas. IC has been an active initiative in improving educators' teaching abilities and best practices for new teaching strategies (Tanner et al., 2017). Furthermore, IC has been found to alter educational practices and influence professional working relationships between teachers who share common interest in educational advancement (Lofthouse, 2019). Although teaching is a rewarding occupation, it is undoubtedly challenging and should be aligned with IC with the intent to help improve teaching capabilities in the classroom (Lofthouse, 2019). School administrators utilize IC as a method to improve professional development, teacher efficacy, and boosting students' learning abilities (Akyildiz, 2019). All around the globe, IC has been implemented in schools because of the notion it could provide teachers with the professional development needed to increase their teaching abilities, (Knight & Nieuwerburgh, 2012). The process of IC is two-fold to be effective, which involves classroom teachers and skilled representatives certified to provide the support needed (Mangin & Dunsmore, 2015).

The concept of IC has taken a positive role in modern-day teaching utilized in most educational establishments. There are substantial variances and opinions put forward in terms of the IC frameworks and purposes for effective pedagogy (Desimone & Pak, 2017). Some examples include executive coaching (Kraft et al., 2018), literacy coaching (Ippolito & Bean, 2019) and cognitive coaching (Costa & Garmston, 2016). IC

practitioners position themselves alongside in-service educators to provide support and guidance in improving instructional practices (Akyildiz, 2019).

Elements

Knight (2009) and Devine et al. (2013) identified several areas where IC provides a comprehensive framework for teaching practices that are likely to have a positive effect on teachers and students. The first of these four teaching practices is classroom management, which involves issues where teachers may have difficulties observing time on curriculum to increase student engagement. In this area, teachers are expected to be able to articulate activities and transitions aimed at the student's ability to respond to the material being taught. The second area is content planning that includes the assistance of teachers to establish a curriculum aligned with educational standards that include a holistic view of subject knowledge, application acceptance, and specific questions within the subject topic. Content planning aids educators in developing the right curriculum that meets educational standards that addresses student needs (Devine et al., 2013).

The third area identified by Knight (2009) is classroom instruction, which is the ability to share instructional content. In this area, educators must be able to provide a range of practices to support different types of learning. The elements of IC empower teachers to improve their teaching by enabling them to undertake efficient schooling practices. These practices could vary from direct questions on the specific subject, cooperative learning, experiential learning, project-based learning, and reflective learning. The fourth and last area is the learning assessment consists of sharing methodology that aids educators in the creation and use of formative assessments which

ensures students can conduct self-reflection on their progress (Knight, 2009). In this practice area, students can feel more in control of their classroom progression.

Although IC is consistent with research-based ideas of effective professional development, the problem of defining the factors and current contexts that influence IC effectiveness remains a challenge (Tanner et al., 2017). Often, these practices mentioned are performed in various stages. The first stage involves the teacher and instructional coach planning their alliance and setting out the goals that the coaching process is intended to achieve regarding both educator and student (Tanner et al., 2017). During this stage, the educator provides their input on the direction they would like the IC to take. The next step of the IC process, often referred to the practice/action stage, is characterized by the IC modeling skills and the educator who is practicing those skills (White et. al., 2015). This process is preceded by IC providing the educator feedback on their implementation of the modeled skills, as these educators continuously incorporate the modeled skills into their daily routine and gain more autonomy (White et. al., 2015).

Observation is another instrumental step in the IC process, and is particularly important to coaches, as it enables them to gauge the performance of teachers in implementing the strategies (Quintero, 2019). Through this observation, IC can provide students with encouragement and feedback. Often, IC encourages educators to engage in self-observation so they can identify their strengths and weaknesses. The realizations teachers gain through self-observation to address their weak points build on their strengths (White et. al., 2015). Having the opportunity to engage in observation and individual reflection, educators and coaches are often able to provide each other with

constant feedback. Furthermore, this feedback provides the basis for the next step of IC process, i.e., reflective discussion (White et. al., 2015).

In an approach to address challenges within the IC concept, Reitz (2020) based it on seven principles. The first principle is *equality* where the partnership is a bond between the association of the professional coach and the educator where both bring added equal value to the overall coaching process (Reitz, 2020). The second principle is *choice,* where the educator has the choice to have the IC tailor-made towards their teaching style and development. The third principle is *voice* where educators have an open perspective and are encouraged to express their views and thoughts about the content and methods being taught. This specific principle gives the educator a secure feeling that the coaching is designed specifically for their teaching effectiveness. The next principle is *dialogue*, that ensures no domination from either party. It is strictly where the partners engage in exploration and conversation with open and authentic approach on the material being taught.

According to Reitz (2020) after careful implementation of the first four principles, the fifth principle which is *reflection,* is the point where educators can examine the developed ideas and consider adopting them into their teaching practices. The sixth principle is called *praxis* where the actual reflection and planning from IC can enable the educators to apply those ideas in a classroom setting as they are being presented. The seventh and final principle from Reitz (2020) is *reciprocity*. Reciprocity is where all partners involved from an organization's leadership to the professional coach to the educator come together to learn alongside each other to determine the benefits of the

instructional coaching process. This principle ensures that satisfaction has been accepted by all involved and the practices can now be initiated into the organization.

Benefits

Educational scholars and practitioners note that IC is much more effective in facilitating the achievement of students and professional development of teachers (Martin et. al., 2017). Scholars have highlighted multiple advantages of IC within the educational framework. According to Devine et al. (2013), IC also allows for a more rigorous form of support and guidance compared to traditional forms of professional development, such as the use of workshops and conferences. Since the start of COVID-19 many educators have had to make changes in their practices. These changes require systemic and engaging professional development that empowers teachers to change their belief and learning opportunities (Tanner et. al., 2017).

Although there are multiple definitions of IC, today's current pandemic with COVID-19 has made F2F IC almost impossible. One definition of IC as it pertains to Teacher Development Trust defines instructional coaching as the individual collaboration between a certified educational mentor and teacher (Peterson-Ahmad et al., 2018). In this setting, the focus is aimed on assessing the teacher's performance and helping the educator embrace and implement new and more effective teaching practices to improve students' performance (Hodges et al., 2020). From another IC perspective, Devine et al., (2013) define IC as an on-site, evidence-based approach that relies on close collaboration among the participants to support the sustained implementation of new teaching practices. Data from Tanner et al., (2017) shows that in the United States the use of IC

has steadily gained prevalence over more traditional professional development programs. For example, old-style developmental methods, such as educational workshops may be viewed as too general in nature regarding providing specific training to educators. Likewise, both Hervey (2016) and Hyler and Darling-Hammond et al., (2017) agreed effective professional development must also be comprised of a collective environment with resources in the classroom from an individual such as a certified coach who can support educators during the teaching course.

Educators have long recognized the gap between teacher readiness and the ideal of IC and classroom management skills (Peterson-Ahmad et al., 2018). IC has many advantages beyond teacher development. For example, the student-teacher relationship is one of the most important experiences shaping novice educators' beliefs and setting the stage for their entry into the profession (Richardson et al., 2019). The mentoring of novice educators has been a long-standing practice to facilitate educators' transition to their professional development. As new teachers enter the classroom with vastly different knowledge and skills the ability to participate in IC provides educators with the comfort and flexibility to adjust where student learning objectives becomes a challenge (Cohen et al., 2020). In a recent study, Ippolito and Bean (2019) demonstrated that on average, literacy coaches across grade levels in a single district were able to distinguish between responsive and directive positions in both hypothetical scenarios and in descriptions of their own work. Furthermore, the coaches indicated that a balance of the two roles might be beneficial in altering educators' instructional practices (Ippolito & Bean 2019).

Clearly, despite the varying definitions of IC, its overarching principle is that it involves incorporating new teaching methods to improve the outcomes for students. Nevertheless, Tanner et al., (2017) reveal how currently there is no existence of a standard definition or model to guide the roles and requirements of instructional coaching. In another study, Garet et al., (2016) showed IC positively improved the knowledge among educators which compared the outcomes of educators between those who received it and those who did not. This study revealed the scores on teachers' mathematical knowledge who received IC which was 21 percent higher than those without it. Similar findings were also the conclusion of a study conducted by Kraft et al. (2018) on a literacy coaching program designed for elementary and prekindergarten teachers in the United States.

Challenges

There are widely varying views on the effectiveness of IC. Multiple studies (e.g., Garet et al., 2016; Kraft et al., 2018) show that while the form of professional development is effective in improving the practice of educators, it does not necessarily translate to improved outcomes for students. In fact, a study by the U.S. Department of Education that assessed educators from 94 schools across six districts and five states showed that while instructional coaching significantly improved teacher outcomes, it failed to produce a positive impact on student achievement (Garet et al., 2016).

When challenges begin to present themselves in schools, there is an obligation by school administrators such as the principal to intervene with solutions (Rousseau & Aube 2010). In fact, principals must include coaches and educators in constructing a process of

actions for how IC will support continual improvement (Ippolito & Bean, 2019). Some school administrators have established a literacy leadership team that allows the principal of the school to craft, solidify, and share a variety of agreed-upon coaching models that work best for their intuitions. Kraft et al., (2018) highlighted the importance of studying additional coaching models focused on a broad array of practices that are relevant to educators across grades and subjects. To work effectively one-on-one, coaches need time, a space to plan, time to reflect, and problem solve with teachers and to contrast the ways in which they work.

Scholars observe that while IC is attractive because of the benefits it generates, it is also an expensive endeavor (Ippolito & Bean, 2019). For IC to occur effectively, schools and school districts must make huge investments in the programs. School administrators should undertake an extensive approach in acquiring those well-trained and highly qualified in IC (Hammond & Moore, 2018). This of course means providing a well-deserved salary for those involved in IC, as well as understanding that the process of planning and implementing IC is time and resource consuming (Dohrer, 2020). While scholarship on IC is far from complete, several studies in the past conducted by professionals in this field show promising results (Knight & Nieuwerburgh, 2012).

With the current COVID-19 pandemic, classroom education and in-person coaching has been limited. Nevertheless, this could change as the roll-out of vaccination of individuals continue to increase (Keefe, 2020). According to Keefe (2020) this situation has made virtual teaching and coaching the preferred method by most institutions. This global crisis has shined a spotlight on teachers' preparation, which must

now embrace non-traditional, innovative, and progressive approaches to maintain the integrity of teaching competence (Keefe, 2020). Although not regularly used in traditional educational courses, the use of virtual coaching has been around since the early 2000s used exclusively by researchers (Cohen et al., 2020). Thanks to the significant enhancement of technological devices, the use of virtual teaching and educational programs has been steadily increasing (Jones & Ringler, 2018).

IC being a team effort necessitates involving key players to be effective. Administrators have important roles, as do the coaches and the educators; therefore, knowing the roles and responsibilities of each is vital (Ippolito & Bean, 2019). IC should be applied by qualified professionals as to avoid educators serving in a role as formal or informal evaluators, which can prevent them from being viewed as colleagues who support educators without noticing any weaknesses. ICs cannot be effective if they are not actively working alongside educators (Ippolito & Bean, 2019).

There have been numerous studies and approaches aimed at educational reform to improve teacher effectiveness and curriculum to keep up with today's learning trends (Akar, 2018). The demand for effective teaching requirements continues to rise in the 21st Century with various challenges, such as lack of educational resources, minimum state or federal funding, minimum organizational support, and limited to no professional IC for educators (Desimone & Pak, 2017). Educational professional development is vital to effective teaching (Martin et al., 2017), and thus, requires merit instructions in schools. When educators are faced with limitations and constraints their teaching abilities are minimized. Recent study findings also determined that constraints have affected

educators' well-being (Schalock & Alonso, 2003), QWL (Blackburn et al., 2017), and job satisfaction (Akar & Ustuner, 2019).

Educators employed by government connected military schools are where military-connected students are taught have experienced many of these issues. In addition to these challenges, teachers must also allow time to effectively review lessons to ensure they identify with the material well enough to teach it (Schreurs et al., 2016). Although, there remain historical studies on QWL that have measured POS (Dawley et al., 2010), IC that measures the interactions between students and their contexts (Knight & Van Nieuwerburgh, 2012), and QWL (Akar, 2018), there remains a gap in measuring educators' QWL and the benefits of IC on military installations. In conclusion, IC is advantageous, but also comes with challenges. As it has been determined, instructional teaching improves outcomes among educators through tactics such as improving their knowledge and teaching abilities.

Virtual Instructional Coaching

Due to COVID-19, IC has transitioned to more use of virtual coaching utilizing advanced online methods and technologies to allow instructional professionals to observe educators' lessons and teaching practices (Jones & Ringler, 2020). Although this is not the first-time virtual coaching has been used, it has significantly increased over the past two years (Almuqbil, 2021). The opportunity of educators to effectively demonstrate their ability to teach has been a topic for some time now. In fact, according to Almuqbil (2021), virtual coaching was used in an approach to curb budget cuts and to get more teachers certified in a more rapid manner. As important as it is to have effective educators

applying their experiences, it is as equally important for those responsible for providing the coaching needed. Effective coaches must have the ability to engage with educators and identify their goals, explain teaching practices, and provide feedback based on the type of institutions (Jones & Ringler, 2020). Many discussions are ongoing as to what conditions create the most effective learning environment, and some educators believe that more time in schools is not always the most productive measure (Jones & Ringler, 2020).

Lewis and Jones (2019) argued one skill necessary to be an effective coach is the ability to provide instructional leadership. The definition of positive virtual coaching relies on five tasks of instructional supervision that have an impact on improvement. According to Lewis and Jones, these tasks are *direct assistance*, *group development*, *professional development*, *curriculum development*, and *action research*. In the early 2000s, video technology was utilized exclusively by researchers rather than by teacher candidates (Lewis & Jones, 2019). This allowed for principal virtual candidates to watch the teacher's lesson and provide feedback using strategies from previous virtual IC models (Jones & Ringler, 2020).

There is an increasing worldwide effort to use virtual technologies to address several challenges in education. It is evident to learning institutions that the current pandemic has the justification for the utilization of virtual coaching which has the potential to strengthen the concept for a virtual learning environment (VLE). VLE was designed to act as a focus for student learning activities and their management and facilitation, along with the provision of content and resources required to help make the

activities successful (Richardson et al., 2019). As attempts continue to be made in addressing the gaps in educators and instructional coaching, teacher preparation programs (TPPs) and virtual instructional technologies are frequently challenged. As such, it has been difficult to adequately train high quality educators to work effectively with students at all ability levels (Peterson-Ahmad et al., 2018).

VLEs combine real and virtual settings to give users some sense of presence in the virtual environment. These approaches have emerged in TPPs and have shown to be effective and efficient (Richardson et al., 2019). The opportunity for educators to participate in early training within these virtual environments as part of TPPs can be greatly beneficial for providing preservice educators opportunities to practice teaching and classroom management strategies for both academics and behavior (Peterson-Ahmad, 2018). TPPs using innovative program initiatives, such as VLEs, have the potential to change the appearance of teacher preparation (Richardson et al., 2019). VLE that have begun to emerge in TPPs are being used as a way of representing the academic and behavioral student complexities that exist in real classrooms.

It could be of great benefit to an organization that TTPs offer preservice educators with careful opportunities to practice teaching methods, implement strategies, engage with virtual technologies tools, and receive focused feedback on teaching practices (Lowenhaupt et al., 2014). As determinations to improve TPPs continue and evidence of experiential learning efficiency increases, so does the need for innovative ways to incorporate such aspects into higher education courses (Peterson-Ahmad et al., 2018). Therefore, TPPs should examine a variety of outcome variables associated with effective

teacher performance and assess preservice teachers' knowledge and instructional practices to widen and improve their teaching abilities (Cohen et al, 2020). One method to this is the innovative use of multimedia platforms such as virtual reality learning environments within teacher preparation programs. A VLE that aligns with virtual IC allows for combined learning in content knowledge, teaching pedagogy, and problem-solving strategies.

Perceived Organizational Support

In recent years, the POS concept has received widespread attention in the global workforce. Akdere and Egan (2020) found there have been numerous analyses on the factors that motivate employees to be productive in the workplace. Focus on organizational support has also increased amidst studies claiming that employees are working under stressful conditions and finding it challenging to attain a work-life balance (Giorgi et al., 2016). POS refers to an employee's perception or beliefs regarding the value the organization they work for attaches to their work contributions and the extent to which the organization cares about their well-being (Giorgi et al., 2016). Historical studies show that POS is a key factor that motivates the performance of employees and when employees feel some level of inadequate support by their organization, they reward it with improved performance. The concept of POS encompasses numerous factors, which are both economic and non-economic (Yasin et al., 2017). Gunduz (2014) said it is important to study POS as it relates to human resources, which is the most important resource in the pursuance of success for any organization.

Organizations often struggle with change whether it's intentional or unintentional from personnel turnover, modification in production, or changes in regulatory state or federal laws (Gigliotti et al., 2019). From an education institution perspective, change is necessary and may require educators to express a level of patience and flexibility or individual readiness. Individual change readiness, according to Gigliotti et al. (2019), is defined as an individual's beliefs, attitudes, and intentions concerning the degree to which changes are needed and the organization's capacity to successfully accept those changes.

Defining Factors

Giorgi et al. (2016) said POS can be both objective and subjective. However, an employees' POS comprises multiple factors, mainly the facilities, service, and benefits that the organization offers personnel to improve their working conditions and boost their professional growth. The objective facilities, services, and benefits that go into defining organizational support include factors as the organization's offerings on medical insurance, housing, allowances, wellness coverage, and transportation (Akar 2018). Subjective POS on the other hand is guided by employees' views on the actions and support of the organization, the nature of the interpersonal work environment, and the perception of their working conditions (Giorgi et al., 2016). According to Rhoades and Eisenberger (2002), POS is defined by an array of factors, including the fairness of the organizational procedures, support granted to personnel by their supervisors, the favorability of the working conditions, and the appeal of the job rewards.

The standard of mutuality suggests that favorable treatment from an organization produces a felt obligation in employees to respond through positive workplace performance output and acceptable behaviors (Gigliotti et al., 2019). As POS continues to grow a variety of positive social exchange outcomes present themselves, such as organizational commitment, organizational identification, job involvement, and improved job performances. Social exchange approach suggests employees view the treatment they receive by senior management as an indicator of whether the organization favors or disfavors them (Gigliotti et al., 2019). Furthermore, the social exchange theory of work motivation builds on the notion that both intrinsic and extrinsic factors affect the direction, intensity, and duration of their job-related activities (Bae & Yang, 2017). As noted by previous research on POS (Milner & McCarthy, 2018), reciprocating support in the context of change can be problematic from an organizational commitment level. Management has a responsibility to establish trust between employees and to ensure support holistically from the organization is available. Feelings between employees and management could become problematic during organizational change if the support is little to non-existent. Therefore, during organizational change, the most effective way employees might reciprocate support is by trusting the organizational management (Gigliotti et al., 2019).

Gunduz (2014) said there are three major principles of organizational support, i.e., reciprocity, meeting employees' social needs, and reinforcing staff beliefs about organizational rewards, and fair promotion of performance. The principle of reciprocity notes that employees who benefit from positive organizational support feel the obligation

to reciprocate by working harder and improving their voluntary behavior at work (Gunduz, 2014). The second principle of organizational support, i.e., meeting employees' social need, is when the organization is the source of social and emotional resources for employees. Consequently, when the organization adequately meets the social and emotional needs, the employees develop dedication to their roles and duties as they feel that their organization values, respects, and cares for them (Giorgi et al., 2016). The third and final principle of organizational support, reinforces staff beliefs about organizational rewards and fair promotion of performance and postulates that employees are motivated to work diligently and without the expectation of tangible rewards if they feel that the organization rewards and promotes their performance in a way that is fair (Caesens et al., 2014).

Organizations must have a high level of care and concern toward their employees and the human factors that dictate the level of work performance (Caesens et al., 2014). The well-being of employees has been viewed as a multidimensional construct encompassing psychological and physical happiness. Many organizations allow for their human resource management office to be the first contact with employees to give them an overall view of what the organization is about and the level of commitment they can expect to receive.

Family-Friendly Benefits

Giorgi et al., (2016) said that organizations offering their personnel adequate organizational support often stand to reap multiple benefits. For instance, they reveal that employees who receive adequate support from their organization tend to be more loyal

and productive to the organization's benefit. This loyalty is characterized by several factors, including being proactive and diligent in undertaking their duties, performing better, less absence, and less intentions of leaving the organization (Riggle et al., 2009). In addition, Idzna et al., (2021) noted that organizational support is critical to improving the productivity of employees by which they experience POS, thereby enabling the organization to achieve success, particularly under difficult circumstances. In today's current pandemic, positive POS, which may seem more challenging giving today's conditions, is very much needed more than ever before. In fact, Chen and Eyoun (2021) found that positive organizational support in tough times produces desirable outcomes for both personnel and the organization. These outcomes include improved performance of the employees, increased commitment to the organization, and a reduction in withdrawal behavior among employees. Riggle et al. (2009) said that employees who receive adequate organizational support recorded higher job satisfaction, were more committed to the organization, and had less intention to leave the organization. However, Riggle et al. (2009) also found in certain studies in which management may view organizational support had a minor influence on improving the performance of employees because employees may have a different view of POS. From these scholarly studies, it could be determined that this is ideal for any organization to create an effective organizational support environment that could produce optimal outcomes for both the organization and their employees.

Idzna et al., (2021) highlighted the importance of POS from employees (specifically females) utilizing the social exchange theory. Management has begun to

discuss the imperative need for organizations to support female employees by encouraging a work-family balance and their QWL (Bae & Yang, 2017). Many organizations have begun looking at family-friendly policies that strengthen work motivation and organizational commitment. Bae and Yang (2017) focused on organizational commitment and family-friendly polices of organizations located in South Korea, which is relevant to my study. Their argument highlighted companies that fixated on two broad categories focused on leave policies and parental policies as an intrinsic factor for their organizational commitment and practices. These included maternity leave, childcare leave, and reduced work schedules specifically for companies in South Korea (Bae & Yang, 2017). In addition to maternity leave and childcare leave, organizations have aligned with the government of South Korea to provide additional financial support to parents with children up to six years of age. This type of organizational support aligned closely with the social exchange theory mentioned previously, which helps to explain why employees benefit from their organization's family-friendly policies by stating that they feel motivated and are willing to reciprocate effective work performances to their organization (Idzna et al., 2021).

Effects of Inadequate Support

Just as adequate POS creates a wide range of benefits for both employees and their organizations, negative POS creates disadvantages for both employees and employers which can lead to employee dehumanization (Caesens et al., 2014). Caesens et al. (2014) said negative POS causes undesirable experiences for employees, which in turn, diminishes the employee's motivation and inspires them to possibly dissociate from

the organization. Due to this dissociation from the organization, employees lose their motivation to perform well causing low levels of productivity within the job scope and duties. In addition, they argue that inadequate organizational support is harmful to the wellbeing of the employees. For instance, negative POS leads to the employees' needs not being met and challenges and relatedness between manager and employee. Consequently, when the needs of the employees are unmet, their wellbeing is affected, resulting in poor outcomes such as increased levels of stress, anxiety, or depression. Scholars such as Corbera et al., (2020) & McQuirter, (2020) have found that negative POS causes higher levels of burnout among employees. Evidently negative or inadequate POS is detrimental not only to the well-being of employees, but also to the well-being of the business, which in turn causes a decrease in organizational performance.

Quality of Work Life

Quality of Work Life (QWL) according to Bhende et al. (2020) is defined as the establishment of work environment and practices by an organization that is aimed to make employees feel secure and happy without the stresses of normal working conditions. QWL enables employees to generate an organizational identity and display more job performance while increasing job satisfaction (Akar, 2017). Many definitions exist with QWL and can be closely examined depending on the type of organization. Saraji and Dargahi (2006) defined QWL as the existence of a collection of practices by an organization set by the organization to build closer relations between management and employees. According to this definition, when practices of a democratic management are utilized, employees are treated with dignity, and enjoy the presence of a safe and enriched

working environment. These practices can include employee's motivation, their level of involvement within the organization which in turn provides them a sense of worth (Yadav & Naim, 2017). The feelings of equity, internal democracy, autonomy, ownership, responsibility, and flexibility are all tied to an organizational effort in enhancing their employees' QWL (Yadav & Naim, 2017).

The factors affecting QWL and many dimensions of it will be explored in this research paper. Today, many programs of QWL have been implemented by organizations as an initiative of employee engagement and to build and strengthen employer and employee relationship (Kord & Chadha, 2018). Oftentimes the goal for effective QWL by organizations is not met, which could cost the organization time and financial resources as they implement ways to find positive intrinsic and extrinsic motivating factors that could boost their QWL.

Key Factors

In today's workforce, employees are the driving force of an organization's success and progress as they play a vital role in a company's continued success (Kord & Chadha, 2018). Most companies rely on their human resource office to monitor their employees' level of satisfaction and their functionality within the company (Dawley et al., 2010). Several factors influence an individual QWL, such as the six independent psychosocial subscales presented below which allows the researcher to identify the most important issues affecting the overall employment experience of an individual's work. They are, control at work (CAW), environment or working conditions (WCS), stress at work (SAW), job and career satisfaction (JCS), home-work interface (HWI), and general

well-being (GWB) (Kocman & Weber, 2018). Another important factor that should be considered from the organizational perspective is the effectiveness of positive leadership in that organization (Kord & Chadha, 2018). A heightened awareness of GWB and its role in the overall quality of working life an individual experiences can serve to help people consider more carefully what they can do to look after their own and others' well-being (Sirgy et al., 2008).

According to the QWL research scale, an individual's ability to control their actions and behavior at work can be a sign of their level of life satisfaction and how he or she feels about where their life is going in the future (Kord & Chadha, 2018). This scale originated by Walton that includes adequate and fair compensation, work conditions, opportunity for development and growth, and job security, each assessed by the subscales (Lewis & Machin, 2019). WCS assesses the extent to which the employees are satisfied with the fundamental resources, working conditions, and security necessary to do their job effectively (Easton & Van Laar, 2018). SAW is considered one of the top five job-related health problems in the U.S., and it is assessed through items that deal with demand and the perception of stress (Easton & Van Laar, 2018). In general, high stress that is often developed at work leads to high blood pressure, which frequently turns into more serious health problems (Easton & Van Laar, 2018). JCS is an employees' feeling about their contentment towards their role within the organization is influenced by the organization's employee recognition, reward, personal development, and training needs (Saraji & Dargahi 2006). HWI is vital in building positive management and employee relationships because it tells the employee just how much the organization cares for the

employee's pressures outside of work (Saraji & Dargahi 2006). The final factor GWB where the extent of the employee's satisfaction within themselves is important as it reflects psychological well-being and general physical health aspects. Many organizations today have seriously adopted this feature because it has an indirect and direct influence on depression and anxiety disorders (Leonard, 2011).

According to Kocman and Weber (2018), the factors mentioned above have considerable effects on economic and social stability within organizations and directly affects employees and their perceptions on how they are valued by the organization. This is important as QWL can be perceived as one form of philosophy that can be applied to different aspects of industries such as, management and human resources (Kord & Chadha 2018). The need for careful evaluation of QWL in workplaces is critical to the delicate relationship of employees and management. The fine line between QWL has been blurred due to the previous pandemics that has significantly shifted physical office work to shelter-in-place teleworking, which has affected global economic conditions (Kord et al., 2018). This situation has caused many challenges to employers since the day-to-day operations are mostly conducted out of employees' living rooms or transformed home offices. This causes strain on employees' wellbeing because their forced to bring their work home and add challenges for organizations in their efforts to enhance their QWL practices (Kocman & Weber, 2018). Within organizations, several factors surround the concept of QWL and the scales that measure its effectiveness. These factors include awareness and commitment, perceived job motivators, perceived

organizational culture, and unconducive work environment all aimed to reduce employee dissatisfaction, improved performances, and retention (Kord & Chadha, 2018).

COVID-19 Impact

The current pandemic has placed heavy burdens on companies and their processes of QWL (Palumbo, 2020). From environmental conditions to forming new consumer relationships, the past practices of physical engagements have been limited (Oberhuemer, 2015). However, due to the continued development of new digital age technology, employers and employees now have additional means to produce more efficient work that aids them in company discussions, collaboration on projects, shared documents, and the ability to communicate with colleagues via platforms such as Microsoft Teams, or Zoom (George, 2020). These platforms make roles, such as teaching, much safer as educators do not have to conduct face-to-face courses with the possibility of spreading or contracting COVID-19.

There are some advantages during this pandemic that will benefit employers, such as reducing cost and increased productivity. Regarding cost reduction, most companies accept the hot-desking method providing for the practice of providing a pool of desks, and allowing employees to choose where to sit ideally, in a different place each day (Subramaniam & Ali, 2013). Several humanitarian changes have taken place during this pandemic, and many organizations around the world have taken drastic measures in safeguarding their employees at the same time, migrating to a new way of working (Corbera et al., 2020). It has been estimated that 62 percent of employed Americans worked from the comforts of their own home during these times. According to Palumbo,

(2020) this number nearly tripled from the past two years, and so has added safety guidelines such as mask wearing, and redesigned workspaces to ensure physical distancing.

Communication technologies, commerce, and a rise in diversification have benefitted organizations that have increased productivity and creativity virtually (Li & Xie, 2020). Many educators who teach in universities have now transitioned to adjusting to online teaching and have had the advantage of reaching individuals from different ages or socio-economic backgrounds (Corbera et al., 2020). Although learning practices are continuing to advance, there still needs to be some adjustments in schools during and after the COVID-19 pandemic. Due to federal guidelines, actual fieldwork or having access to labs to conduct research may be limited. Therefore, organizational support will be inadequate in certain situations. Research conducted by Bhende et al., (2020) revealed that QWL could be affected at a minimal because of the differences in changes that have had to occur over the past two years. Likewise, Li and Xie (2020) stated environmental conditions, especially the globalization conditions, affect QWL to a greater extent because it provides access to a collection of inputs that can increase productivity at both employee and employer level (Li & Xie, 2020).

As mentioned before (Bhende et al., 2020), performance measures are influenced by many factors such as the level of QWL. The QWL also depends mainly on perceived organizational support, which reflects the environmental balances that employees observe as balance of QWL. With all the competition in the workflow market for new employees, it is vital for organizations to create a work environment that attracts quality employees.

The current COVID-19 pandemic has created some challenges for both employers and employees. Stay-at-home orders, teleworking requirements, and social distancing have put a limitation on the practices of QWL that is offered by organizations (Bhende, 2020). These conditions place a strain on employees as many of them want to learn a skill set while they are on the job. However, companies today do not take the time to train employees like they did in past years (Maslach, 2017). One possible advantage of these new working conditions could be the flexibility in hours. Without a doubt, one of the major trends in the industry today is flexibility in hours thanks to the advancement in modern-day technology (Palumbo, 2020).

According to Palumbo (2020), managers have collectively relaxed on how they interact with their employees because of the depression and uncertainty that they may experience during this pandemic. This not only benefits the organization but could be a temporary relief to employees who have been experiencing doubts and concerns about returning to the office after the pandemic has begun to decrease. Nevertheless, management should be aware that teleworking from home because of these conditions involves both an intensification and an extensification of work. Home-based telecommuting usually brings an overworking culture (Palumbo, 2020), which nurtures great work efforts and, consequently, increased work-related fatigue. Unfortunately, in times like these, the production of goods cannot slow as organizations have obligations to meet certain requirements and timelines.

Human resources development (HRD) managers across the globe share one common interest which is to try and fill open positions within their organizations with the

most qualified and effective individual that can make a significant contribution (Kuchinke et al.,2010). Kuchinke et al., (2010) found that HRD managers in Brazil and South Korea in comparison to the U.S., expressed a very high satisfaction with their roles and responsibilities as human resource representatives. In addition, Kuchinke et al., (2010) believed that the work environment plays as a key factor in family happiness and involvement in each country. This is because QWL can improve the family life as well as work life of the individuals, thereby providing better results in organizational performance, effectiveness, and innovativeness (Hsieh et al., 2009).

Summary and Transition

Gigliott et al., (2019); Ippolito & Bean, (2019) argued that it can be assumed that while TE, IC, POS and QWL, are highly subjective, there are many key factors that go into all aspects that aim to improve QWL and the practices to improve its effectiveness (Akar, 2018). These include factors such as working conditions, fairness in the organizational decisions, and discretionary benefits such as organization's offering medical insurance, housing, wellness coverage and mobility. It has also been seen that the existence of these factors creates a positive working environment that leads to positive QWL and in turn, improves the outcome of both employee and the organization (Peterson-Ahmad et al., 2018). Employees with negative POS led to poor outcomes such as stress among them, thereby reducing their productivity and decreasing the performance of the business. According to Peterson-Ahmad et al., (2018) it is ideal that organizations attempt to create positive organizational commitment which could have a profound effect on overall production.

Chapter 3 provides an overview of the research method, and design used for this study. This chapter is divided into sections of my overall research design, rationale, methodology, sample population, data collection and the instruments I employed to analyze the data. Finally, I discussed the threats to validity and ethical procedures. Chapter 4 provides a description of the demographics used in the study and the descriptive statistics used to quantitatively summarize and describe the salient features of the data collected. Data were analyzed using survey gathering which produced the findings and assumptions from the testing procedures. In Chapter 5, the findings are interpreted and positioned into the context of the selected theoretical framework. Further, the limitations of the study, recommendations for further research, and implications for continued educational practices during future pandemics are discussed. Finally, the possibility of enhancing positive social change within educational institutions.

Chapter 3: Research Method

The purpose of this quantitative study was to use a correlational design and regression analysis to examine relationships between the predictors TE in F2F classrooms and virtual instruction subscales, IC with communication skills, problem-solving, and role of the coach subscales, and POS, and QWL. According to Warner (2013), regression analysis is the optimal choice for studies focused on understanding strengths of relationships between variables.

Research Design and Rationale

This study involved using a quantitative correlational design with bivariate and multiple regression. I explored if relationships existed between the predictors TE, IC, and POS and the criterion QWL for government connected military school educators working on a U.S. military installation OCONUS during the pandemic. Bivariate and multiple regression analyses were employed to determine relationships between predictors separately and collectively with QWL.

Methodology

Population and Sampling Procedures

The populace of government connected military school educators employed OCONUS overseas in the Pacific region is 21,478, or 32% of DoDEA educators in total (DoDEA, 2020). After identifying the target population, the next step was to determine the sampling strategy. Data were collected from individuals with experience teaching within a government environment or U.S. military installation using SurveyMonkey and M-Turk as crowdsourcing platforms. The population that I focused on was educators who

are currently employed OCONUS on a U.S. military installation or have had experience teaching in that environment. The study was intended for educators working at Camp Humphreys High School located OCONUS on Camp Humphreys U.S. military installation. The high school has approximately 600 students and over 50 educators working in different academic subjects.

For this research, I used convenience sampling for ease of access which allowed for enough participants based on time and financial constraints. The estimated minimum number of participants for this study was 55, which was determined using G*Power. All participants in this study are over the age of 18 and employed at government connected military schools or have had previous experience working on a military base or government installation. M-Turk was used to collect data and allowed me to set preconditions to ensure those participates taking the survey were educators and have the necessary experiences as required. I assured the required number of participants for the study would produce sufficient results by setting the required number to 75. This was necessary in the case the minimum return rate of 55 participants from the high school was not reached during this study.

A minimum sample size of 55 was required to provide an effect size of 0.1, two-tailed alpha $p < 0.05$, and a desired statistical power level of 0.80. The predictor variables for this study were TE, IC, and POS.

Procedures for Recruitment

Participarts were invited via M-Turk with specific requirements as explained aboved. Participants were made aware that the survey should take no more than 25

minutes to complete. Each participant had to register as a M-Turk worker and receive a 12-digit ID number to their qualification as a current or previous educator. This identification number was used to identify participants and help maintain anonymity.

No data came directly from educators at Camp Humphreys High School, and no prior approval was needed from the high school principal or administration. Because I focused on educators who are working or currently worked on U.S. military installations, all requirements satisfied DoD instructions 1304.01, 3216.02 in accordance with part 219 of Title 32.

Instrumentation and Operationalization of Constructs

I collected data using four instruments: one for each predictor variable and one for the criterion variable. The CIES was developed to assist in the creation of a pleasant school climate that is conducive to student success and is available in three formats: R (Real) or short form, which involves assessing students' and teachers' perceptions of the current classroom environment, I (Ideal), which involves asking students and teachers to describe the type of classroom they prefer, and E (Expected), which involves assessing their expectations of what classrooms are like. From 2006 to 2020, the CIES scale has been used in various educational settings and administered in different countries and languages. Scale reliability was used in this study to establish an overall index of the repeatability of the scale. This allowed me to identify problem items that should be excluded from the survey. estimates were determined to range from 0.87 to 0.97 in English and 0.79 to 0.98 in other languages (Aldridge et al., 2000). Permission was granted for the use of CIES (see Appendix A).

To verify the survey's validity and internal reliability, a confirmatory factor analysis was conducted on subscales using Statistical Package for the Social Sciences (SPSS) software. The CoES involves internal consistency reliability, discriminant validity, and discriminating between students' perceptions in various classrooms with different curriculums. Additionally, Sezer and Sahin (2017) found a Cronbach's Alpha score of 0.962 with the CoES, indicating very high validity and reliably of the scale. According to Warner (2013) a score higher than 0.80 provides confidence that the survey results provide a reliable statistical output. The problem solving and response to intervention project team who developed the CoES scale approved use of this scale (see Appendix B).

The POSS involves measuring how much employees believe their organizations valued their contributions as well as how much firms care about their employees' wellbeing (Rhoades & Eisenberger, 2002). According to Rhoades and Eisenberger (2002), the POSS survey attains a content validity index (CVI) value of more than 0.80. As such, validity and reliability can be assured. Furthermore, Wojtkowska et al. (2016) said a Cronbach's Alpha score of 0.97 for the entire scale. Permission for this scale's use was also granted (see Appendix C).

Van Laar et al. developed the WRQoL-2. This 23-item psychometric scale was later expanded to 32 items and involved assessing employees' perceived quality of life. Globally, improving QWL is a critical objective that complements need satisfaction (Bhende et al., 2020). Similarly, Caesens et al. (2014) suggest that organizational commitment, employee autonomy, and job performance contribute significantly to

establishing effective QWL. The WRQoL-2 was developed to provide a more comprehensive assessment of the elements affecting QWL, such as the six independent psychosocial subscales discussed in chapter two. Easton and Van Laar (2018) suggested that organizational stress has a significant effect on an individual's QWL in addition to these six subscales (CAW, WCS, SAW, JCS, HWI, and GWB) and is best understood in the context of their cultural values. Its validity has been demonstrated in multiple studies conducted worldwide and is utilized by researchers, businesses, and consultants to assist in analyzing and comprehending employees' QWL (Van Laar et al., 2007). Easton and Van Laar (2018) found that the WRQoL-2 scale's six subscales were highly reliable and valid in those who had significant effects on their job experience, which, in turn, has a profound impact on their QWL. The WRQoL-2 had a high level of consistency, with Cronbach's alpha values of.86 for JCS,.89 for GWB,.82 for HWI,.81 for SAW,.81 for CAW,.75 for WCS, and.91 for the overall scale of each item within the questionnaire. Permission to use this scale has been granted (Appendix D).

The improvement of QWL is a significant goal globally that compliments need satisfaction (Bhende et al., 2020). Caesens et al., (2014) argues organizational commitment, employee autonomy, and job performance also plays a key role in establishing effective QWL. The purpose for the (WRQoL-2) was to attain a broader assessment on the factors affecting QWL such as, the six independent psychosocial subscales mentioned in Chapter 2. Easton and Van Laar (2018) argued that along with these six subscales (CAW, WCS, SAW, JCS, HWI, and GWB) organizational stress has a

significant impact on an individual QWL and can be best understood in the context of their cultural values.

Easton and Van Laar (2018) on the six subscales used within the WRQoL-2 scale showed highly reliable and valid results for the WRQoL-2 scale. The results from their study concluded that individuals who took part in it resulted in significant influences on their experience of work that had the extreme impact on their QWL. The WRQoL-2 resulted in a high consistency with a Cronbach's alpha of .86 for JCS, .89 for GWB, .82 for HWI, .81 for SAW, .81 for CAW, .75 for WCS, and .91 for the overall scale of each item within the questionnaire.

Data Collection

The analysis used data collected from the surveys to answer the research question and hypotheses of the study. The predictor variables TE, IC and OS were tested to understand if there were a significant relationship to the criterion variable QWL. Data were collected after approved by the Walden University IRB. All data were analyzed from 75 participates working in the educational and teaching environment. All 75 participants who took part in the study were over 18 years of age and employed at a government connected military school or have had previous experience working on a military base or government installation. Questions to the survey were drafted using Survey Monkey and made available on the M-Turk crowd-sourcing platform. I took careful steps to avoid inferences from my data to other industries other than the education industry. The sample were all educators who have educational experiences working on a

government installation. This stipulation was filtered by placing requirements on the M-Turk platform that screen participants prior to completing the survey.

The survey was composed of 79 questions with quality of work life questions ranging from 1 – 32, teaching environment questions ranging from 33 – 51, instructional coaching questions ranging from 52 – 71, and perceived organizational support questions ranging from 72 – 79. The responses from the survey were uploaded into SPSS V. 25. Using M-Turk, I was able to get 100% participation for the survey. The surveys used in this study consisted of variables that were aligned with Likert scale responses ranging from 1 (I strongly agree) to 5 (I strongly disagree). For data analysis, the Likert scales were scaled as -2 to +2 with I strongly agree being rated as +2, neutral being rated as 0, and I strongly disagree being rated as -2.

Data Analysis Plan

For this research I used SPSS to run the statistical analyses, and multiple regression. According to Warner (2013), regression analysis is the optimal choice for studies focused on understanding the strength of the relationship between variables. Cronbach's alpha was used to measure the reliability and how closely related the predictors were to the criterion.

The criterion QWL was explored to assess work environment, decentralized organizational structures, teamwork, how involved educators feel with the organization, and work schedules. A link to access the survey was provided using M-Turk as the survey platform.

RQ1: Does TE, as assessed by ClES subscales predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a1: TE as assessed by CIES subscales predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_01: TE as assessed by CIES subscales does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators

Through a correlational design using regression, the variable TE and subscales F2F classroom instruction and VI were explored through a 90-item construct broken down into nine dimensions that fell into three general environment domains: system maintenance and system change domain, relationship domain and personal development domain. The primary focus for these dimensions was to examine the environment of high school classrooms (Moos & Trickett, 1986).

RQ2: Does IC level as assessed by the CoES predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a2: IC level as assessed by the CoES predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_02: IC level as assessed by the CoES does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

Through a correlational design using regression, the variable IC and subscales Communication Skills (CS), Problem Solving (PS), and Role of the Coach (RC) (see Appendix B) were explored through a 20-item construct that was developed to evaluate educators' perceptions on the PS/RtI coaching they receive. Croft et al. (2010) said large-

scale systems change efforts such as PS/RtI requires significant degree of professional learning for educators to embrace the ideas of the new model and become proficient with the skills required for instructional teaching.

RQ3: Does POS level as assessed by the POSS predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a3: POS level as assessed by the POSS predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_03: POS level as assessed by the POSS does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

Through a correlational design using regression, the variable POS was explored to assess employees' perception concerning the extent to which the organization values their contribution and cares about their well-being (Rhoades & Eisenberger 2002). Although POS has been associated with several outcome variables, particular attention has been paid to POS in the context of employee turnover decisions (Dawley et al., 2010). POS assures employees that the organization stands behind them as they perform their jobs and handle stressful conditions (Dawley et al., 2010).

RQ4: Do TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators?

H_a4: TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators.

H_04: TE subscales and IC and POS levels do not collectively predict QWL among high school educators.

The criterion QWL were explored to assess work environment, decentralized organizational structures, teamwork, how involved educators feel with the organization, and work schedules. A link to access the survey was provided using M-Turk as the survey platform.

Threats to Validity

Instruments used in this study were all prior approved for use by their published owners. My approach measures to this research were intended to minimize the possible threats of both internal and external validity by ensuring the participants are employees specifically working or worked in the educational industry. According to Warner (2013), minimum risk to internal validity may occur as they represent experimental procedures, treatments, or experiences of the educators in which they may have experienced in past studies. The WRQoL-2 questionnaire focused on their QWL and the implications of better services.

External validity is the degree to which the result of a study can be generalized beyond the specific participants, settings, and material involved in the study that can be applied to real-world situation (Warner, 2013). This study maximized external validity as my research was closely analogous to real-world situations and generalizable to participants in the same work setting. Furthermore, the findings of this study can be applied to a broader context.

Ethical Procedures

Minimal ethical concerns regarding this study and the data collection methods were imposed. Research proposal and consent forms and questionnaires needed for this

study was completed and submitted to Walden's University Institutional Review Board. My position as a military officer was not a conflict to the study as the participants involved in the study had no immediate connection to myself or any direct military relationship. All questions within the survey were provided via M-Turk with specific requirements and instructions on how to complete it. No participants were required to give any personal identification information limiting any ethical concerns regarding confidentiality or subsequent effects of educator's identity. Data pertaining to the WRQoL-2 scale were provided via a link to the M-Turk platform. This study was not funded or supported by any external entities, so there were no enticements, monetary or otherwise, that could have swayed the results of the survey.

Summary and Transition

Chapter 3 outlined the testing instruments used and their design employed to conduct this research and to determine, if any, such relationships exist between the predictors TE, IC, and POS to the criterion of QWL. I explained the relevance of the correlational design and the use of multiple logistic regression (Warner, 2013) that produced results for this study. I explained each scale and how they were assessed to provide context to the research questions. The chosen participants for this study were educators who are employed or had previous employment teaching on military bases or government installations. The correlation used in this study addressed the relationship between the demographic characteristics of gender (dummy coded male=1 and female=0) and age, the predictor variables ClES F2F Classroom and Virtual Instruction Subscales, CoES Total, and POSS Total, and criterion variable QWL Total. Data were collected

using measures that established validity and reliability as well as, multiple regression analysis on the predictor variables ClES F2F Classroom and Virtual Instruction Subscales, CoES Total, and POSS Total with the criterion variable QWL Total, to meet several assumptions. Analysis of the predictor and criterion variables were approximately linear ranging from .001 to .061.

I discussed the DoDEA requirements and processes that involved any research relating to DoDEA educators. The WRQoL-2 scale that was used in connection with the QWL variable was explained and how it was provided to the participants. Internal and external threats of validity along with ethical considerations were discussed as to when and how the data were collected.

Chapter 4 provides a description of the demographics used in the study and the descriptive statistics used to quantitatively summarize and describe the salient features of the data collected. In addition, it explained the analysis used to gather the findings and assumptions from the testing procedures. In Chapter 5, the findings are interpreted and positioned into the context of the selected theoretical framework. Furthermore, the limitations of the study are discussed, the recommendations for further research, and the implications for continued educational practices during future pandemics. Finally, the possibility of enhancing positive social change within educational institutions.

Chapter 4: Results

Stress and strain of everyday working life contributes to the reduction of QWL. The goal of this study was to employ a correlational design using multiple logistic regression to examine relationships between the predictors TE in terms of either F2F classroom or virtual instruction, as assessed by the CIES, IC as assessed by the CoES, and POS as assessed by the POSS separately and collectively with the criterion QWL as assessed by the WRQoL-2.

The following research questions and associated hypotheses were addressed:

RQ1: Does TE as assessed by ClES subscales predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a1: TE as assessed by CIES subscales predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_01: TE as assessed by CIES subscales does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ2: Does IC level as assessed by the CoES predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a2: IC level as assessed by the CoES predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_02: IC level as assessed by the CoES does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ3: Does POS level as assessed by the POSS predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a3: POS level as assessed by the POSS predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_03: POS level as assessed by the POSS does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ4: Do TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators?

H_a4: TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators.

H_04: TE subscales and IC and POS levels do not collectively predict QWL among high school educators.

Chapter 4 includes an in-depth description of statistical findings using bivariate and multiple regression as well as data collection, analysis procedures, and results. The criterion variable was QWL, and the predictor variables were TE, IC, and POS. This chapter concludes with a summary of findings.

Demographic Breakouts

The 75 study participants met the required criteria as mentioned in chapter 3 and as mandated by survey instructions (see Table 1). Of the 75 participants, 52.0% (n = 39) were female and 48.0% (n = 36) were male, ranging in age from 19 to 66 (M = 42.3). The mean age for women was 42.1, and for men it was 42.6 years. The largest number of participants (29.3%; n = 22) were in the 30-39 age group, followed by 50-59 (21.3%; n = 16), 40-49 (20%; n = 15), 20-29 (17.3%; n = 13), and 60 or older (10.7%; n = 8).

Table 1

Sample Breakdown by Gender and Age

	Male		*Female*		*Total*	
Age Range	N	%	N	%	n	%
<20	0	0	1	1.3	1	1.3
20-29	9	12	4	5.3	13	17.3
30-39	9	12	13	17.3	22	29.3
40-49	6	8	9	12	15	20
50-59	8	10.7	8	10.7	16	21.3
60+	4	5.3	4	5.3	8	10.7
Total	36	48	39	52	75	100

Descriptive Statistics

The WRQoL-2 scale consists of the following subscales: GWB, HWI, JCS, CAW, WCS, and SAW (see Table 2). All six subscales were measured using a five-point Likert scale with one representing strongly disagree and five meaning strongly agree. For the GWB subscale, participant responses ranged from 3.20 to 4.80, with a mean of 3.89 (*SD* = .37). The mean HWI subscale score was 3.78 with a range of 2.60 to 4.80. For the JCS subscale, responses ranged from 2.89 to 4.78, with a mean of 4.00 (*SD* = .35). For the CAW subscale, responses ranged from 3.00 to 4.75, with a mean of 3.88 (*SD* = .42). For the WCS subscale, responses ranged from 2.25 to 5.00, with a mean of 3.65 (*SD* = .58). Finally, the SAW subscale ranged from 2.50 to 4.75, with a mean of 3.79 (*SD* = .47).

Table 2

WRQoL-2 Scale Sample Means and Subscale Summary

	GWB Subscale	HWI Subscale	JCS Subscale	CAW Subscale	WCS Subscale	SAW Subscale	WRQoL-2 Total
Mean	3.89	3.78	4	3.88	3.65	3.79	22.99
SD	0.37	0.48	0.35	0.42	0.58	0.47	1.32
Max	4.8	4.8	4.78	4.75	5	4.75	26.01
Min	3.2	2.6	2.89	3	2.25	2.5	19.94

The ClES is comprised of two different subscales: F2F classroom and virtual instruction (see Table 3). Both subscales were measured using a five-point Likert scale from one (strongly disagree) to five (strongly agree). The mean score for the F2F classroom subscale was 3.75 (*SD* = .25) with a range of 3.00 to 4.00. The mean score for the virtual instruction subscale was 3.51 (*SD* = .43) with a range of 2.00 to 5.00. The mean score for both fell into the neutral category which ensured no state of confusion of the respondent while taking the survey.

Table 3

ClES Sample Means and Subscale Summary

	F2F Classroom Subscale	Virtual Instruction Subscale	ClES Total
Mean	3.75	3.51	69.84
SD	0.25	0.43	4.38
Max	4	5	79
Min	3	2	57

The CoES was composed of three subscales: CS, PS, and RC (see Table 4). These subscales were measured on a five-point Likert scale from one (strongly disagree) to five

(strongly agree). The CS subscale mean was 3.64 (SD = .28) and ranged from 3.00 to 4.00, the PS subscale mean was 3.65 (SD = .35) and ranged from 3.00 to 4.00, and the RC mean was 3.79 (SD = .46) and ranged from 3.00 to 5.00. All mean scores fell into the neutral category which ensured no state of confusion of the respondent while taking the survey.

Table 4

CoES Scale Sample Means and Subscale Summary

	CS Subscale	PS Subscale	RC Subscale	CoES Total
Mean	3.64	3.65	3.79	11.08
SD	0.28	0.35	0.46	0.78
Max	4	4	5	12.63
Min	3	3	3	9.5

The POSS was measured via a seven-point Likert scale with zero representing strongly disagree and six strongly agree. The mean POSS total was 4.11 (SD = .43) ranging from 3.25 to 5.00 (see Table 5).

Table 5

POSS Scale Sample Means and Scale Summary

	POS SUM	POS AVG
Mean	32.87	4.11
SD	3.45	0.43
Max	40	5
Min	26	3.25

Correlation Analysis

A Pearson's r correlation was run to assess the relationship between the demographic characteristics of gender (dummy coded male=1 and female=0) and age, the predictor variables ClES F2F Classroom and Virtual Instruction Subscales, CoES Total, and POSS Total, and criterion variable QWL Total (see Table 6). There was not a significant correlation between the demographic characteristics and the three predictor variables, or between the demographic characteristics and the three predictor variables combined with the criterion variable. There was a significant positive correlation between CoES Total and the CIES F2F Classroom and Virtual Instructions Subscales, r (73) = .41, $p < .001$. There was another significant positive correlation between POSS total and the CoES Total and the CIES F2F Classroom and Virtual Instructions Subscales, r (73) = .23, $p = .025$. There were no other statistically significant correlations, $p > .05$.

Table 6

Pearson R Matrix of Demographic, Predictor, and Criterion Variables

		Gender	Age	ClES F2F Classroom	ClES Virtual Instruction	CoES Total	POSS Total
Age	Pearson r	0.019					
	Sig. (2-tailed)	0.869					
ClES F2F Classroom	Pearson r	0.13	0.095				
	Sig. (2-tailed)	0.268	0.416				
ClES Virtual Instruction	Pearson r	-0.03	0.115	0.122			
	Sig. (2-tailed)	0.801	0.324	0.299			

CoES Total	Pearson r	-0.084	-0.054	0.409	-0.072		
	Sig. (2-tailed)	0.476	0.646	<.001	0.537		
POSS Total	Pearson r	-0.072	0.093	0.259	0.044	0.016	
	Sig. (2-tailed)	0.541	0.425	0.025	0.706	0.892	
QWL Total	Pearson r	0.074	-0.038	0.121	-0.098	0.173	-0.035
	Sig. (2-tailed)	0.53	0.744	0.303	0.401	0.138	0.768

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Tests of Assumptions

To properly run the multiple regression analysis for predictor variables ClES F2F Classroom and Virtual Instruction Subscales, CoES Total, and POSS Total with the criterion variable QWL Total, several assumptions needed to be met. To ensure the data were suitable for regression analyses, the assumptions for linearity, multicollinearity, normality, and homoscedasticity were tested.

Linearity

The first assumption tested was linearity. The scatterplots showed whether the predictor and criterion variables were approximately linearly related (see Figures 1 - 4). These scatterplots demonstrate that the predictor and criterion variables are approximately linear. Despite demonstrating linearity, all scatterplots show that each variable has a small degree of linearity ranging from .001 to .061 (see Figures 1 - 4).

Figure 1

Scatterplot of QWL Total and CIES F2F Classroom Subscale

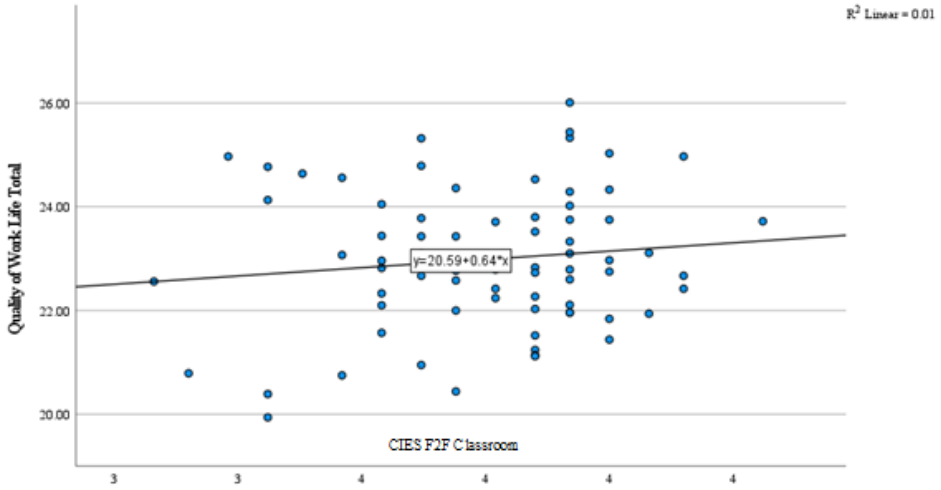


Figure 2

Scatterplot of QWL Total and CIES Virtual Instruction Subscale

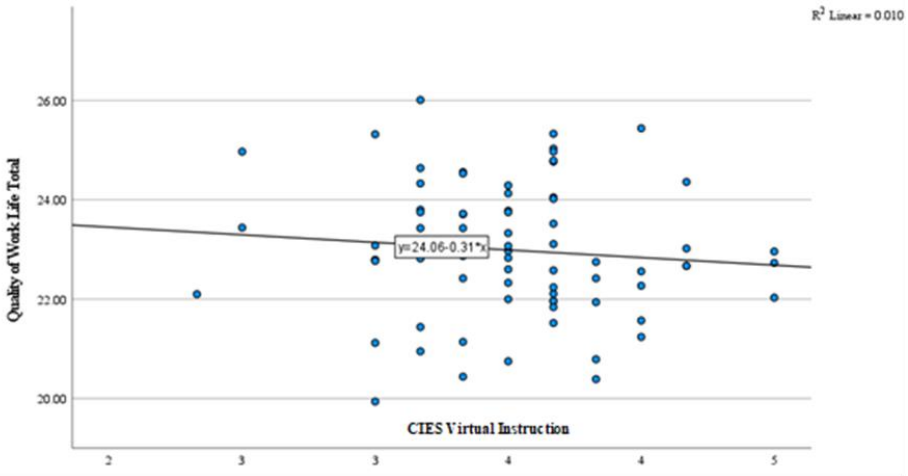


Figure 3

Scatterplot of QWL and CoES Totals

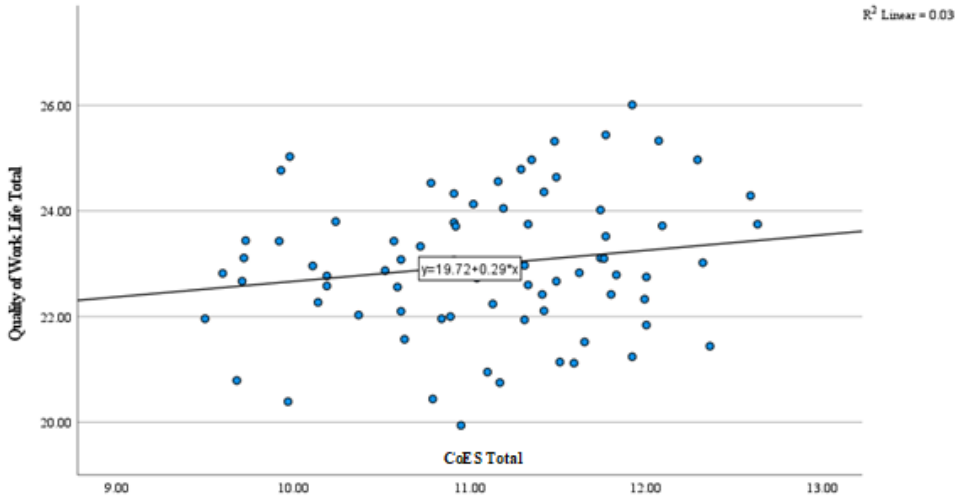
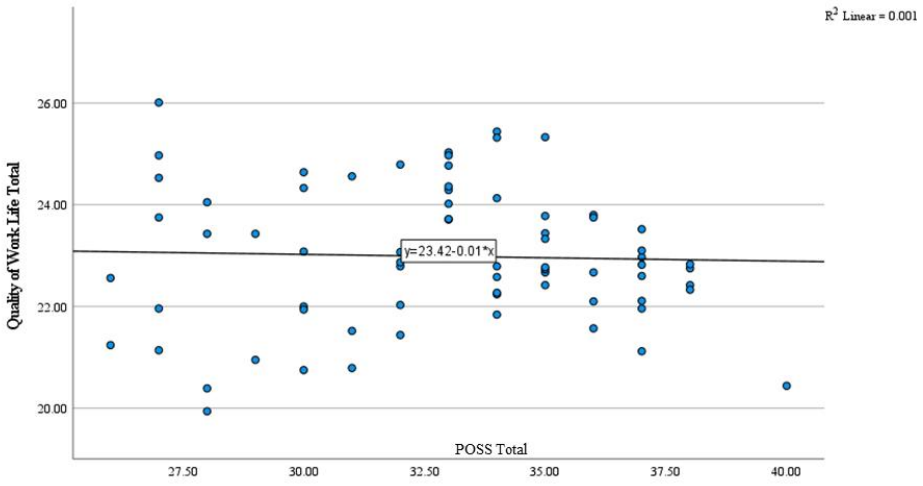


Figure 4

Scatterplot of QWL and POSS Totals



Multicollinearity

The outputs for the predictors were tested for the absence of multicollinearity. Testing for tolerance and variance inflation factor (VIF) were essential. Table 7 shows the beta and *t* values for the predictor variables' subscales. As per Laerd Statistics (2015), if the tolerance value is less than 0.1, which is a VIF of greater than 10, you might have a collinearity problem. In this analysis, the lowest tolerance value was .323 demonstrating that there is a lack of multicollinearity among the predictor variables.

Table 7

Multicollinearity Among Predictor Variables

Unstandardized Coefficients			Standardized Coefficients			Collinearity Statistics	
Predictor Variables	*B*	SE	Beta	*t*	*P*	Tolerance	VIF
Constant	*18.268*	3.106		*5.881*	<.001		
ClES F2F Classroom	-0.063	0.677	-0.012	-0.093	0.926	0.698	1.432
ClES Virtual Instructions	-0.217	0.341	-0.070	-0.637	0.526	0.948	1.054
CES Total	-0.710	0.626	-0.150	-1.136	0.260	0.657	1.523
POSS Total	1.063	0.515	0.283	2.064	0.043	0.607	1.648

Normality

Analyses were conducted to determine whether the data were distributed normally. The P-P Plot demonstrated that the data could be approximately normally distributed (see Figure 5). The kurtosis and skewness values, on the other hand, showed that the variables were in fact not normally distributed (see Table 8). The association between the predictor variables TE F2F Classroom and Virtual Instructions subscales, ClES total, CoES and POSS Total are linear (Figure 5). In observing the scatter plots for the association between all variables and covariances indicates linear relationships with no scores or outliers, therefore the assumption of linearity is met.

Figure 5

Normal P-P Plot of Regression Standardized Residual for QWL

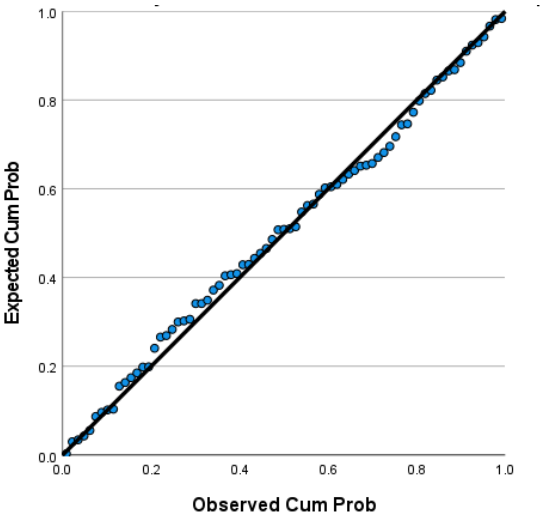


Table 8

Normality Testing of TE, IC, POS

Variable		Statistic	Std. Error
CIES F2F Classroom Subscale	Mean	3.75	0.029
	Skewness	-0.529	0.277
	Kurtosis	0.061	0.548
CIES Virtual Instruction Subscale	Mean	3.51	0.049
	Skewness	-0.059	0.277
	Kurtosis	0.696	0.548
CoES Total	Mean	11.0843	0.08994
	Skewness	-0.208	0.277
	Kurtosis	-0.688	0.548
POSS Total	Mean	32.8667	0.39789
	Skewness	-0.301	0.277
	Kurtosis	-0.729	0.548

Box's M Test of Homoscedasticity for QWL Total

The assumption of homoscedasticity is that the variance is equal for all values of the criterion variable (Laerd Statistics, 2015). To test for homoscedasticity, a scatterplot was created with the studentized residuals and the unstandardized predicted values of the regression analysis (see Figure 6). Through visual inspection of the scatterplot, it is determined that homoscedasticity is absent from the variables. There were no patterns exhibited within the plot and it was approximately constantly spread. The distribution appears to be approximately normally distributed.

Figure 6

Scatterplot of Studentized Residuals Versus Unstandardized Predicted Values for QWL

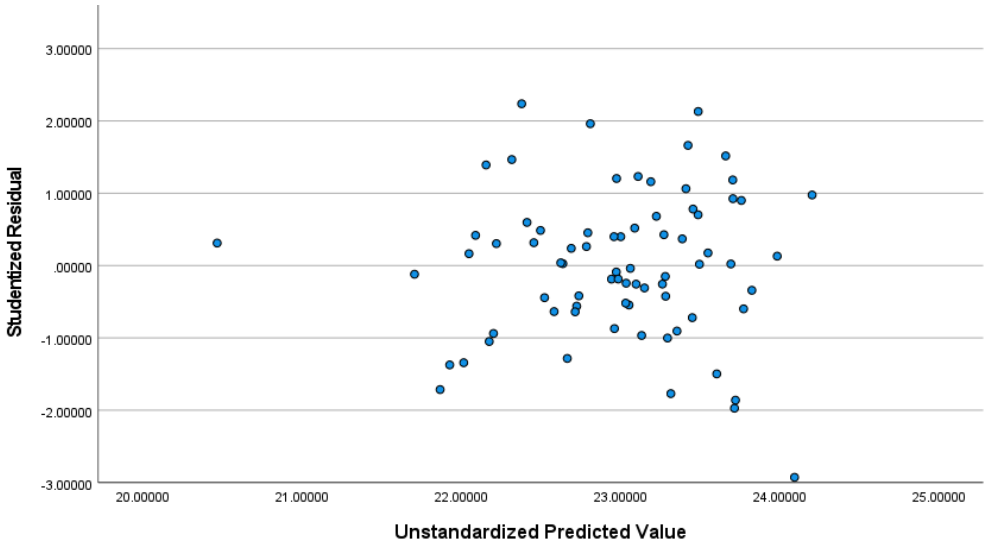
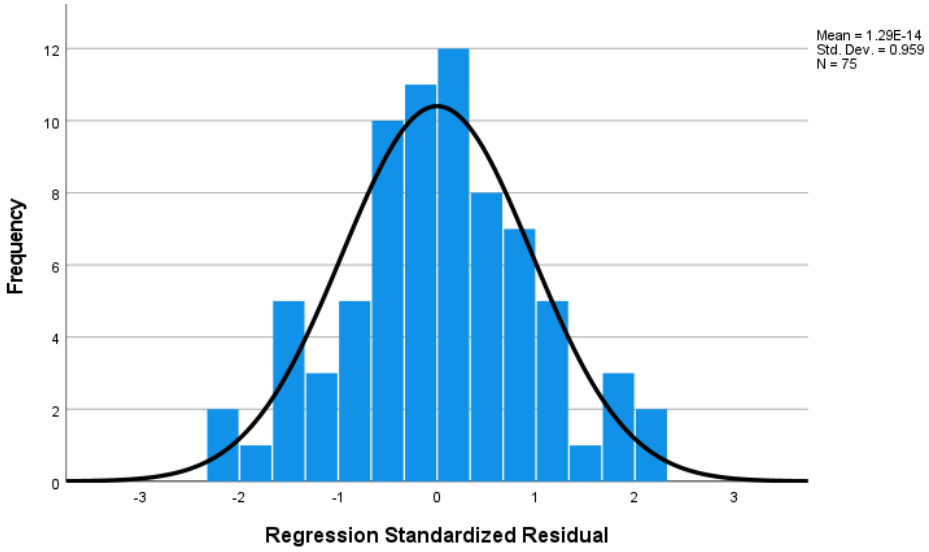


Figure 7

Histogram of Standardized Residuals for QWL



Regression Analyses

Bivariate and multiple regression analyses were run to examine the relationship between the criterion variable QWL as assessed by the WRQol-2 scale and the predictor variables TE subscales (F2F and VI) as measured by using the ClES, IC as measured by using the CoES, and POS as measured by using the POSS to address the four RQs in this study. The following sections cover the findings respectively for each one.

The relationship between TE subscales F2F Classroom and Virtual Instruction with QWL were tested using a linear regression for each (see Tables 9 & 10). The analyses were used to determine if a relationship existed between the IV TE subscales F2F and VI and the DV QWL as presented in Figures 1 and 2). The regression model did not statistically significantly predict QWL, F (2, 72) = 1.020, p = .366. Regression coefficients and standard errors can be found in Tables 9 and 10. Based on the results of

the linear regression and the obtained p-value being greater than that for the $p<.05$ significance level, the null hypothesis could not be rejected.

Table 9

Linear Regression of the CIES F2F Classroom Environment

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	20.591	2.312		8.904	0	15.982	25.2		
F2F Classroom Env.	0.639	0.615	0.121	1.038	0.303	-0.587	1.864	1	1

a. Criterion Variable: QWL Subscale Total of the Participants

Table 10

Linear Regressions of CIES Virtual Instruction

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance
(Constant)	24.061	1.28		18.797	0	21.51	26.612	
Virtual Instruction	-0.306	0.362	-0.098	-0.846	0.401	-1.027	0.415	1

a. Criterion Variable: QWL Subscale Total of the Participants

The relationship between IC with QWL was tested using a linear regression. The analysis was used to determine if a relationship existed between the IV IC and the DV QWL as presented in (see Figure 3). The regression model did not statistically significantly predict QWL, F (3, 71) = 3.202, p = .028, adj. R^2 = .08. Regression coefficients and standard

errors can be found in Table 11. Based on the results of the linear regression and the obtained p-value being greater than that for the p<.05 significance level, the null hypothesis could not be rejected.

Table 11

Regression of QWL and CoES Total

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	19.725	2.177		9.059	0	15.385	24.064		
CoES	0.294	0.196	0.173	1.502	0.138	-0.096	0.685	1	1

a. Criterion Variable: QWL Subscale Total of the Participants

The relationship between POS and QWL was tested using a multiple regression analysis. The analysis was used to determine if a relationship existed between the IV POS and the DV QWL as presented in (Figure 4). The regression model did not statistically significantly predict QWL, F (1, 73) = .087, p = .768. Regression coefficients and standard errors can be found in Table 12. Based on the results of the linear regression and the obtained p-value being greater than that for the p<.05 significance level, the null hypothesis could not be rejected.

Table 12

Multiple Regression of POSS Total and QWL Total

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	23.423	1.485		15.77	0	20.463	26.383		
Perceived Organizational Support Sum	-0.013	0.045	-0.035	-0.295	0.768	-0.103	0.076	1	1

a. Criterion Variable: QWL Subscale Total of the Participants

A multiple regression analysis was run to determine if the IVs together determines a significant relationship to the DV QWL as presented in (see Figure 9). The regression model did not statistically significantly predict QWL, F (6, 68) = 2.685, p = .159. Regression coefficients and standard errors can be found in Table 13. Based on the results of the multiple regression and the obtained p-value being greater than that for the $p<.05$ significance level, the null hypothesis could not be rejected.

Table 13

Multiple Regression of CIES Subscales, CoES Total, and POSS Total

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	20.48	3.133		6.536	0	14.231	26.728		
Classroom F2F Env.	0.502	0.715	0.095	0.703	0.484	-0.923	1.927	0.749	1.336
Virtual Instruction	-0.305	0.369	-0.098	0.827	0.411	-1.04	0.43	0.967	1.034
CoES	0.218	0.221	0.128	0.986	0.328	-0.223	0.658	0.809	1.236
POSS Total	-0.022	0.047	-0.057	0.468	0.641	-0.115	0.071	0.923	1.083

a. Criterion Variable: QWL Subscale Total of the Participants

Summary and Transition

After exploring and analyzing the predictors TE, IC, POS, and the criterion QWL, the results concluded there were no statistical significance for the predictors variables of the criterion variable Focusing on additional analysis I conducted a Pearson's r correlation to assess the relationship between gender, age, QWL subscale, GWB, HWI, JCS, CAW, WCS, and SAW. Preliminary analyses showed the relationship to be linear with both variables normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$), and there were no outliers.

In Chapter 5, the findings are interpreted and positioned into the context of the selected theoretical framework. Furthermore, the limitations of the study are discussed, the recommendations for further research, and the implications for continued educational

practices during future pandemics. Finally, the possibility of enhancing positive social change within educational learning institutions together with the limitations, interpretation of the findings, recommendations, and implications for the theory and practice this study can be an addition to scholarly Scholarship.

Chapter 5: Discussion, Conclusions, and Recommendations

The goal of this study was to quantitatively analyze QWL via the predictor variables TE and subscales F2F classroom and virtual instruction, IC with subscales CS, PS, and RC, and organizational support. Participants of this study were current educators employed or previous experience at government connected military schools.

This study was grounded on the premise that educators working OCONUS at Camp Humphreys High School in South Korea on a military installation for the DoDEA during a pandemic experience form of pressure and stress that may impact their QWL. Research questions were designed to examine relationships between predictor variables separately as well as criterion variables. Teaching environments have undergone several changes since 2020 due to this pandemic. Educators have made drastic changes involving their instructional methods to maintain academic standards during COVID-19. This pandemic has caused many to have doubts and concerns about how traditional education courses are conducted. To address such changes while ensuring academic standards are continuously met, educational institutions have implemented telecommuting for their educators as one method to adjust to this new way of teaching.

This process involved using M-Turk to address individuals working OCONUS on a military installation. A total of 75 participants were part of the study. My goal of was to produce practical opportunities that administrators and upper management within the educational environment could use to increase QWL for their educators.

Reimers et al. (2020) said although students have access to digital devices, they still struggle with courses being taught virtually as opposed to F2F. Organizations that

support their educators by establishing effective forms of teaching methods could free up institutional capacities that can create resources to enhance and sustain educators' QWL. The following four research questions were considered:

RQ1: Does TE as assessed by ClES subscales predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a1: TE as assessed by CIES subscales predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_01: TE as assessed by CIES subscales does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ2: Does IC level as assessed by the CoES predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a2: IC level as assessed by the CoES predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_02: IC level as assessed by the CoES does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ3: Does POS level as assessed by the POSS predict QWL as assessed by the WRQoL-2 among DoDEA high school educators?

H_a3: POS level as assessed by the POSS predicts QWL as assessed by the WRQoL-2 among DoDEA high school educators.

H_03: POS level as assessed by the POSS does not predict QWL as assessed by the WRQoL-2 among DoDEA high school educators.

RQ4: Do TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators?

H_a4: TE subscales and IC and POS levels collectively predict QWL among DoDEA high school educators.

H_04: TE subscales and IC and POS levels do not collectively predict QWL among high school educators.

Results from statistical evaluations of data collected from 75 participants are explained more in detail towards the end of Chapter 5.

Interpretation of the Findings

This quantitative study was employed to examine factors that potentially influence QWL. Individuals may not possess control over external forces which causes their QWL to weaken; however, they have control over intrapersonal forces within themselves.

For this study, multiple regression was used to test linear associations between variables. Findings of the study were used to explain effects of the correlated predictors TE, IC, and OS on the criterion variable QWL. One goal of this study was to explain the role of instructional coaches who team up with educators to improve their teaching abilities and help students achieve success in the classroom.

Although the study revealed no significant correlations, based on results from the CIES, TE was found to be a factor affecting QWL based on answers from participants. Results indicated that out of all predictor variables, no significant relationship was found with QWL. However, additional predictors can be used in studies that may identify a link

between educators' work-life experiences, teaching context, curriculums processes, and time characteristics.

The COVID-19 pandemic has been extremely challenging for educators and students. Lifestyles have been altered and traditional teaching methods have been abandoned to ensure safety measures are in place for future pandemics. Although, results revealed that there was no significant relationship between predictor variables and the criterion variable, continued research involving additional work factors could be explored using either mixed methods or qualitative measures for more findings. Educators are expected to continue demonstrating a high level of professionalism and teaching ethics while meeting curriculum standards (Quintero, 2019).

IC is a way of creating a productive learning environment where administrators can implement coaching practices to determine problem-solving methods that can limit time and resources allowing for these practices to be conducted twice annually which may prove more beneficial for the institution.

Limitations of the Study

Results from this study are not without limitations as I did not consider educators employed in non-governmental school districts and therefore, was specifically aimed at educators working OCONUS. An increase in the sample size may have been beneficial due to the influence on power and effect size. The sample size for this study was limited to 75 participants; a higher sample size may allow for different results that are greater with the respect to generalizability across a larger population. However, it is important to mention that as power increases, type I error also increases, contributing to false analysis

and reporting (Warner, 2013). An important limitation on this study was the time constraint and the given implications of negative POS.

The EST model used for this study was not typically designed for the unique sample as the participants which requires a certain selection of qualifications based on the environment. The participants are prior military members or spouses to military sponsors with educational experience that requires continuous traveling and the ability to teach in hostile environments on military installation.

The scales with the questionnaires used in previous research were those found in historical studies which may not have captured recent developments as it pertains to pandemics in recent literature. The scales were not explicitly designed for the chosen population which could cause a limitation in the study results. Several testing instruments or enhancement to the instruments used in this study may provide more reliable measurements of QWL. Although this study did not find any significant relationship between the predictors and criterion, there could be distinctions of future results depending on the nature of educators teaching alternatives and the situation at hand (Kanneganti, 2020).

I used linear and multiple regression to analyze the predictor variables and their relationship to the criterion variable. This method was most effective for this study as it addressed the hypothesis that was being tested and the best approach in observing the effect sizes from the analysis. Based on the results of the linear and multiple regressions and the obtained p-values for each being greater than that for the $p<.05$ significance level, the null hypotheses failed to be rejected.

Recommendations

While this study addressed a gap in the literature, future researchers can focus on other areas for scientific research as it pertains to the revised coaching evaluation scale and additional subscales related to instructional coaching. Research suggests that large-scale systems-change efforts such as PS/RtL requires a significant degree of continuous professional learning for educators to embrace the ideas of the new IC model (Dohrer, 2020). Another area that can be expanded on is the personal growth and goal orientation dimensions that focus on task orientation and competition.

This study used survey methodology and a quantitative research design. Qualitative methods may also be explored to observe classroom environment dimensions that focus on order and organization, rule clarity, teacher control, and innovation. Through interviews and visual analysis more insight could be gathered closely examining the relationship between classroom environment and quality of life. Improving organizational support Campbell et al., (2010) is the exercising of fairness and equity in management practices. Eisenberger et al., (2016) noted that when organizations treat employees fairly and equitably, the employees feel that the organization is concerned about their well-being. They further note that organizations can exercise fairness and equity by distributing resources and rewards fairly and using clear rationale, supervisors, managers, and other high-ranking staff should treat personnel with sensitivity and respect, and the organization should offer employees a chance to provide input in major business decisions.

Implications

The concept in I/O Psychology during the past decade established that employees working in high demand environments need a sufficient level of support from their leaders (Idzna et al., 2021). The current study revealed that although no significant relationship was found between the variables, each predictor used could in some form influence positivity in the workplace. POS can massively effect employees' productivity in the workplace and give them a sense of personal commitment to the organization (Akdere & Egan, 2020). Although, no significant relationship was produced from the study, organizational leaders should continue to foster a positive working environment to improve the morale for their employees. Various studies have proposed methods that organizations can use to create positive organizational support (Idzna et al., 2021). This study focused on specific factors aimed at increasing employees' quality of work life with the intention of adding to similar research by Eisenberger et al., (2016) who discussed several strategies that organizations can use to foster positive organizational support.

Kord and Chadha, (2018) suggested leaders can take approaches in strengthening their organizational support to employees by engaging in social media applications to establish an improved system designed to develop a more acceptable work environment. In today's current technological advancement, social media networking has increased globally, therefore allowing organizations to focus on ways to create and maintain comfortable QWL environments. This study revealed no real implications, however, may be used by human resource management in establishing measures that attract employees

even before they formally begin working at the organization to improve the employees' POS Idzna et al., (2021). The concept of this approach according to Kord and Chadha, (2018) is because during the hiring process, employees develop views and expectations about the organization depending on the treatment they receive. Based on these recommendations, creating positive organizational support is an involving process that cuts across all dimensions of the organization.

Positive Social Change

The tendency to improve humanization and democratization throughout the workplace especially in high demand work environments aims to promoting healthy life satisfaction (Bhende et al., 2021). The findings, although non-significant can be used in other studies aimed at QWL by including other factors that focus on positive social change by adapting to situations created out of unanticipated pandemics. Research has indicated that educators who foresee a presence of optimism in their organization often experience a high level of quality of life (Bhende et al., 2020). Cognitive factors when positively perceived by employees often lead to a sense of acceptance and worth, establishing an environment where realistic goals and employee success are possible (Bandura, 1997). Through experiencing greater work-life balances, individuals report a feeling better in general. Although the COVID-19 pandemic has caused life-altering events, organizations have used this as an opportunity to provide their employees with helpful ways to balance their work and non-work roles through benefits like flexible hours, teleworking and so on (Gigliotti et al., 2019).

Conclusion

The study results did not indicate that quality of work life has a compounded impact of the success of educators and their ability to adequately teach. COVID-19 although responsible for life changing situations also provided opportunities for organizations to seek alternative measures in providing coaching and support to their employees. These measures include the practice of telecommuting, engaging in alternate teaching methods, improvement of organizational support strategies, and the flexibility of increasing personal improvements. The study results indicated that no significant relationship existed between the predictors and the criterion variables; however, it's worth mentioning that coaching is continuously being conducted throughout learning institutions to enhance professional development. Educators who are inadequately trained are likely to have less success in the classroom, furthermore, causing an increase to their QWL. Organizations could take this opportunity to enforce new educational standards to develop and sustain positive QWL for their employees.

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Appendix A: Classroom Environment Scale

Directions: Select the option that closely relates to your classroom experience pertaining to each question.

Students put a lot of energy into what they do here.	SD	D	Neither Agree nor Disagree	A	SA
Teacher spends very little time just talking with students.					
Students daydream a lot in this class					
The teacher takes a personal interest in students.					
Students are often “clock-watching” in this class.					
The teacher is more like a friend than an authority.					
Most students in this class really pay attention to what the teacher is saying.					
The teacher goes out of his or her way to help students.					
Very few students take part in class discussions or activities.					
Sometimes the teacher embarrasses students for not knowing the right answer.					
A lot of student’s “doodle” or pass notes.					
This teacher “talks down” to students.					
Students sometimes present something they’ve worked on to the class.					
If students want to talk about something this teacher will find time to do it.					
A lot of students seem to be only half awake during this class.					
This teacher wants to know what students themselves want to learn about.					
Students sometimes do extra work on their own in the class.					
This teacher does not trust students.					
Students really enjoy this class.					

Classroom Environment Scale

Form R, I, E

Instrument and Scoring Guide

by Edison J. Trickett and Rudolf H. Moos

Appendix B: Coaching Evaluation Scale

Directions: Select the best option that relates to your experience in receiving instructional coaching.

My school's Problem Solving/Response to Intervention or **PS/RtI coach**…	SD	D	N	A	SA
1. is an effective listener.					
2. communicates clearly with others.					
3. effectively engages team members and other faculty in reflecting upon their professional practices.					
4. is skilled in facilitating consensus building among school-based personnel					
5. is skilled in working collaboratively with diverse groups (e.g., SBLT, classroom teachers, grade level teachers).					
6. is skilled in building trust among members of the school based RtI leadership team.					
7. is skilled in facilitating productive work relationships with other individuals in the school setting.					
8. is skilled in modeling steps in the problem-solving process problem identification					
9. provides opportunities for the leadership team to practice steps in the problem-solving process.					
10. works effectively with the school-based team to implement problem solving.					
11. works with the school-based team to gradually increase the team's capacity to function independently in implementing the problem-solving process in our school.					
12. provides timely feedback to members of the team.					
13. provides useful feedback to members of the team.					
14. works effectively with school-based personnel in using the problem-solving process to identify needs at the school-wide level.					
15. works effectively with school-based personnel in using the problem-solving process to identify needs at the classroom level.					

16. is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/Rtl model					
17. responds to requests for technical assistance in a timely					
18. works with the school-based team and faculty to monitor student progress.					
19. works with the school-based team and faculty to assist in decision making.					
20. works effectively with the school-based administrator to facilitate the implementation of the PS/Rtl model.					

"Strongly Disagree, Disagree, Neither, Agree, Strongly Agree"

Re: Approval to use the Coaching Evaluation Scale

Patrick Hall
Tue 7/20/2021 1:11 PM
To: Judith Hyde
Thank you very much.

Subject: Re: Approval to use the Coaching Evaluation Scale

Hi Patrick,

Thank you for the clarification. The Florida Problem Solving/Response to Intervention Project received your email dated July 19, 2021, requesting permission to reproduce the following:

- Coaching Evaluation Survey - Revised

Permission is granted by the copyright holder to print and use for educational purposes with the following conditions:

- An appropriate acknowledgment of the Florida Problem Solving/Response to Intervention Project (a collaborative project between the Department of Education and the University of South Florida) is included.
- The material is not used for commercial purposes.

Thank you for your interest in this resource. Please contact me if you need further assistance.

Sincerely,

Judi

Appendix C: POSS

Directions: To what extent do you agree with the following pertaining to your organization?

1. The organization values my contribution to its well-being.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. The organization fails to appreciate any extra effort from me.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

3. The organization would ignore any complaint from me.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

4. The organization really cares about my well-being.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

5. Even if I did the best job possible, the organization would fail to notice.

0	1	2	3	4	5	6

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

6. The organization cares about my general satisfaction at work.

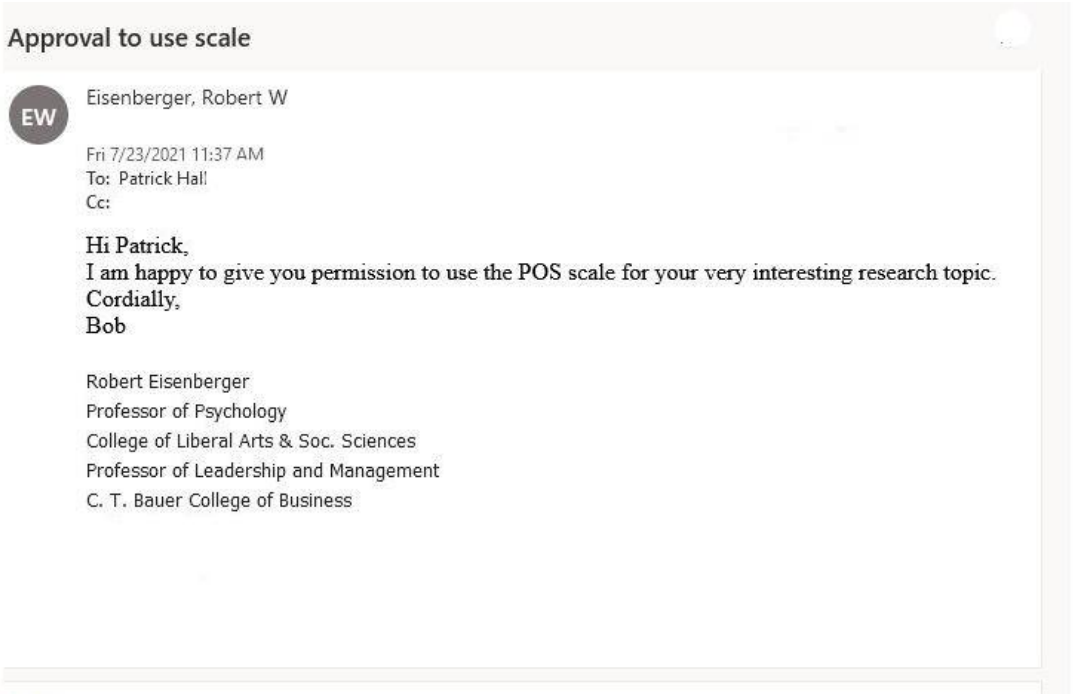
0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

7. The organization shows very little concern for me.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

8. The organization takes pride in my accomplishments at work.

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree



Approval to use scale

EW

Eisenberger, Robert W

Fri 7/23/2021 11:37 AM
To: Patrick Hall
Cc:

Hi Patrick,
I am happy to give you permission to use the POS scale for your very interesting research topic.
Cordially,
Bob

Robert Eisenberger
Professor of Psychology
College of Liberal Arts & Soc. Sciences
Professor of Leadership and Management
C. T. Bauer College of Business

Appendix D: WRQoL-9

Directions: To what extent do you agree with the following statements?

1. I have a clear set of goals and aims to enable me to do my job	SD	D	Neither Agree nor Disagree	A	SA
2. I feel able to voice opinions and influence changes in my area of work					
3. I have the opportunity to use my abilities at work					
4. I feel well at the moment					
5.My employer provides adequate facilities and flexibility for me to fit work in around my family life					
6. My current working hours / patterns suit my personal circumstances					
7. I often feel under pressure at work					
8. When I have done a good job it is acknowledged by my line manager					
9. Recently, I have been feeling unhappy and depressed					
10. I am satisfied with my life					
11. I am encouraged to develop new skills					
12. I am involved in decisions that affect me in my own area of work					
13. My employer provides me with what I need to do my job effectively					
14. My line manager actively promotes flexible hours/patterns					
15. In most ways my life is close to ideal					
16. I work in a safe environment					
17. Generally things work out well for me					

18. I am satisfied with the career opportunities available for me here					
19. I often feel excessive levels of stress at work					
20. I am satisfied with the training I receive in order to perform my present job					
21. Recently, I have been feeling reasonably happy					
22. The working conditions are satisfactory					
23. I am involved in decisions that directly affect members of the public					
24. I have unachievable deadlines					
25. I am able to achieve a healthy balance between my work and home life					
26. The organization communicates well with its employees					
27. I am proud to tell others that I am part of this organization					
28. I would recommend this organization as a good one to work for					
29. I am pressured to work long hours					
30. I have sufficient opportunities to question managers about change at work					
31. I am happy with the physical environment where I usually work					
32. I am satisfied with the overall quality of my working life					

"Strongly Disagree, Disagree, Neither Agree, Strongly Agree"

Re: Approval to use the WRQoL 2 in my dissertation

Darren Van Laar
Thu 7/1/2021 3:07 AM
To: Patrick Hall

Dear Patrick,

Please go ahead and use the scale as you describe. For further information about using the WRQoL scale, including permissions and the basis on which we offer our scale, please see the following link:

http://www.qowl.co.uk/researchers/qowl_research_validation.html

You can find the scales themselves, the user manual, scoring keys and other resources in our downloads
area.
http://www.qowl.co.uk/researchers/qowl_download_intro.html

You can also find more information about translating the scale here:

http://www.qowl.co.uk/researchers/qowl_translate_scale.html

Best of luck with your research, and please let me know if I can help further.

Dr Darren Van Laar

Dr Darren Van Laar
Director of the Graduate School
University of Portsmouth

Appendix E: Correlations

Table E1: Correlation between Gender, Age, QWL Components, and QWL Overall

		Gender	Age	General Well-Being	Home-Work Interface	Job & Career Satisfaction	Control at Work	Working Conditions	Stress at Work
Age	Pearson r	0.019							
	Sig. (2-tailed)	0.869							
General Well-Being	Pearson r	0.046	-0.004						
	Sig. (2-tailed)	0.693	0.97						
Homework Interface	Pearson r	0.049	-0.14	0.195					
	Sig. (2-tailed)	0.677	0.23	0.093					
Job & Career Satisfaction	Pearson r	0.012	-0.005	0.101	.383**				
	Sig. (2-tailed)	0.918	0.969	0.389	0.001				
Control at Work	Pearson r	-0.115	0.002	.327**	-0.058	0.148			
	Sig. (2-tailed)	0.325	0.988	0.004	0.621	0.206			
Working Conditions	Pearson r	0.137	-0.066	-.242*	.344**	.265*	-0.15		
	Sig. (2-tailed)	0.241	0.576	0.036	0.003	0.021	0.199		
Stress at Work	Pearson r	0.045	0.121	0.007	-0.028	0.21	0.004	-0.015	
	Sig. (2-tailed)	0.704	0.301	0.955	0.814	0.07	0.972	0.897	
QWL Total	Pearson r	0.074	-0.038	.377**	.641**	.672**	.362**	.514**	.399**
	Sig. (2-tailed)	0.53	0.744	0.001	0	0	0.001	0	0

Table E2: Correlation between Gender, Age, Teaching Environment Components, and TE Overall

		Gender	Age	TE F2F	TE (VI)
Age	Pearson r	0.019			
	Sig. (2-tailed)	0.869			
TE F2F	Pearson r	0.13	0.081		
	Sig. (2-tailed)	0.268	0.491		
TE (VI)	Pearson r	-0.03	0.14	0.122	
	Sig. (2-tailed)	0.801	0.23	0.299	
TE Overall	Pearson r	0.078	0.143	.815**	.674**
	Sig. (2-tailed)	0.504	0.22	0	0

Table E3: Correlation between Gender, Age, Instructional Coaching Components, and CES Overall

		Gender	Age	IC (CS)	IC (PS)	IC (RC)
Age	Pearson r	0.019				
	Sig. (2-tailed)	0.869				
Communication Skills	Pearson r	-0.022	-0.084			
	Sig. (2-tailed)	0.853	0.473			
Problem Solving	Pearson r	0.177	0.029	.519**		
	Sig. (2-tailed)	0.129	0.806	0		
Role of the Coach	Pearson r	-.263*	-0.063	0.2	0.114	
	Sig. (2-tailed)	0.023	0.59	0.086	0.328	
IC Overall	Pearson r	-0.084	-0.054	.713**	.707**	.715**
	Sig. (2-tailed)	0.476	0.646	0	0	0

Table E4: Correlation between Gender, Age, and Organizational Support Overall

		Gender	Age
Age	Pearson r	0.019	
	Sig. (2-tailed)	0.869	
OS Overall	Pearson r	-0.072	0.093
	Sig. (2-tailed)	0.541	0.425