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Retrospective Student Accounts of Teacher Burnout Behaviors that Impact Social-Emotional Development

Erika Young
Walden University

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Walden University

College of Education and Human Sciences

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Erika Young

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Review Committee

Dr. Natalie Costa, Committee Chairperson, Psychology Faculty
Dr. Michael Langlais, Committee Member, Psychology Faculty
Dr. Cheryl Bullock, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

Retrospective Student Accounts of Teacher Burnout Behaviors that Impact Social-
Emotional Development

by

Erika Young

MA, Southern New Hampshire University, 2018

BS, Southern New Hampshire University, 2015

Dissertation Submitted in Partial Proposal

of the Requirements for the Degree of

Doctor of Philosophy

Developmental Psychology

Walden University

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Abstract

Teachers are the stability of the classroom where students are learning, making connections with peers, and preparing for their future. Teachers who are burnt out could make this difficult for some students. This qualitative, narrative study addressed the problem of discovering how teacher burnout behaviors impact social and emotional development among six public high school students through student retrospective stories. The theoretical foundation for this research was Bandura's reciprocal determinism. Data were gathered through six semi-structured interviews and analyzed by thematic analysis, which provided four themes: 1) Variability in the impact of teacher burnout behavior, 2) The ways teacher burnout behavior affects students, 3) Approaches to address negative classroom experiences and circumstances, and 4) The specific ways students identify teacher burnout behaviors. These findings revealed ongoing mental health concerns due to direct and indirect teacher burnout behaviors. Additionally, participants reported circumstances surrounding teacher burnout behavior in high school had produced a barrier in social relationships. Implications for positive social change include the understanding of how the behaviors affect high school students' social and emotional development and the long-term impacts that these actions on teacher burnout behaviors, which can better equip teachers to be more productive in the classroom, reduce teacher burnout, and provide the community school districts with a decrease in teacher turnover. Furthermore, the student's interpretation of burnout behaviors that teachers display allows for an adequate, more comprehensive definition of burnout that can help identify and prevent lasting impacts on students.

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Dedication

I want to dedicate this dissertation to my family and friends for believing in me and understanding the sacrifices I had to make to complete my dissertation journey.

Acknowledgments

I want to thank my committee members, Dr. Natalie Costa and Dr. Michael Langlais, who have been graceful in answering my questions, providing me with a wealth of knowledge and support, and helping me through the dissertation process. I also want to thank my family and friends again for their love and understanding of the sacrifices I have had to make to complete this journey.

Table of Contents

Chapter 1: Introduction	1
Background	1
Problem Statement	2
Purpose of The Study	4
Research Questions	5
Theoretical Framework	5
Nature of Study	7
Definitions.....	7
Assumptions.....	8
Scope and Delimitations	9
Limitations	10
Significance.....	10
Summary	12
Chapter 2: Literature Review	13
Literature Search Strategy	15
Theoretical Foundation	16
Literary Review	19
Summary	30
Chapter 3: Research Method.....	32
Research Design and Rationale	32
Role of the Researcher	34

Methodology	35
Issues of Trustworthiness.....	41
Summary	44
Chapter 4: Results	46
Setting	47
Demographics	47
Data Collection	48
Data Analysis	50
Trustworthiness.....	51
Transferability.....	52
Dependability	52
Confirmability.....	52
Results.....	53
Summary	63
Chapter 5: Discussion, Conclusions, and Recommendations	66
Interpretation of Findings	67
Limitations of the Study.....	70
Recommendations.....	71
Implications.....	72
Conclusion	73
References.....	75
Appendix A: Interview Questions	87

Appendix B: Participant Debriefing 88

Appendix C: Consent Form 89

Chapter 1: Introduction

This study explored student's retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students. Students' retrospective accounts are beneficial by providing unique, direct insights into someone's past experiences with teacher burnout behaviors and aid in students' social and emotional development in present public high schools. The research has discovered new knowledge that could offer school departments and communities the awareness of teacher burnout and form mentoring programs in public schools to help students with social and emotional development. Additionally, by reflection, community partners could learn from the student experiences to encourage acknowledgment of early burnout among teachers in the workforce.

This chapter includes background of the study, problem statement, purpose, nature of the study, and theoretical framework. The chapter will also have research questions, significance, assumptions, the scope. This chapter also contains limitations, assumptions, definitions, scope, and delimitations.

Background

Burnout is often characterized as a persistent response to enduring environmental stressors in a job (Schaufeli & van Dierendonck, 1993). Behavioral signs of burnout include isolation, procrastination, depersonalization, exhaustion of motivation, lack of enthusiasm, taking the frustration out on others, skipping work, or tardiness (Aflakseir & Nemati, 2018). It usually appears during or after the onset of high levels of stress (Wong et al., 2017). Within the category of human service professions, teachers are among the

highest in burnout. Two-thirds of public-school teachers in the United States leave the profession to discover alternative careers choices and almost 40% leave due to stress and burnout (Carver-Thomas & Darling-Hammond, 2017; Wong et al., 2017). Given the high level of teacher stress and burnout among public school teachers, researchers have sought to understand the factors that may cause teacher burnout. Some of these factors include unsatisfactory pay, facilities, and classroom environment, as well as an overload in teaching and administrative assignments. Inadequate resources associated with poverty-stricken areas, disruptive student behaviors, and gender differences, such as female teacher sensitivity, have also attributed to teacher burnout and stress (Bottiani et al., 2019). Teachers could bring administrative work and emotions home from the school day, contributing to stress and burnout (Manju, 2018).

There are numerous studies on teacher burnout behaviors and social and emotional development, but not in the scope of retrospective accounts among public high school students. Students' retrospective accounts are beneficial by providing unique, direct insights into their past experiences with teacher burnout behaviors and aid in students' social and emotional development in present public high schools. The results of this study could contribute to student success. Additionally, a better understanding of students' social and emotional development may help teachers with their stress and burnout through their students' positive behaviors and academic achievement.

Problem Statement

Teacher burnout can be seen and felt in several ways. Teachers often display less empathy and emotional intelligence during routine interactions with students, lower

tolerance for various behavioral problems, and less of a positive student-teacher relationship in the classroom environment (Guidetti et al., 2018). Burnout is also related to decreases in teachers' self-awareness and self-compassion for their students, which results in a decrease in the teacher-student relationship (Bottiani et al., 2019). Stressed-out teachers normally have stressed-out students, suggesting that stress has a "contagious" effect (Erkins et al., 2019; Schonert-Reichi, 2017). Why this contagion effect happens can be easily understood when taking into account that students are in a classroom with teachers for over 1000 hours an academic year (Erkins et al., 2019; Oberle et al., 2018). When teacher burnout is high, the ability for teachers to support their student's academic, social, and emotional development decreases. This decrease has been shown to be related to a decline in performance and on-task behaviors in their students (Schonert-Reichi, 2017). Research shows that when teachers stop supporting students socially and emotionally in the classroom, the students' social skills also decrease (Skaalvik & Skaalvik, 2017; Tharaldsen, 2019). More importantly, research has demonstrated that the social and emotional learning climate tends to decrease as public-school students enter middle school due to school policies and practices (Allbright & Hough, 2020).

However, social and emotional learning (SEL) is a technique used for goal setting, regulating emotions, making positive choices, demonstrating empathy, and forming healthy relationships. Self-awareness, self-management, relationship skills, social awareness, and responsible decision-making are five primary elements for social

and emotional development among students and teachers to excel in their education and career (Paolini, 2020).

Teacher burnout and social and emotional development are widely studied. Although there are teacher reports of burnout and social-emotional development, there is no current research reflecting student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students. Students' retrospective accounts are beneficial by providing unique, direct insights into their past experiences with teacher burnout behaviors and aid in students' social and emotional development in present public high schools.

Purpose of The Study

The purpose of this qualitative study is to understand and make meaning of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students in northeastern, New England states. A narrative inquiry will help explore teacher burnout behaviors through the personal experiences of prior students (Kim, 2016; Patton, 2014). Understanding these unique stories provided insight into how the teacher burnout behavior impacts social relationships and basic emotions of adolescents and collective experiences of student-teacher interactions. The student's perspective can advocate for change, exhibit students' valuable viewpoints, and provide parents, educators, and other educational leadership with meaningful information (Harris et al., 2014). This research is distinctive due to student narratives of teacher burnout behaviors and how those teacher behaviors impacted the student's social and emotional development, which is an area that requires

more research.

Research Questions

This qualitative interview is designed to investigate what high school students in New England reveal through retrospective stories and how teacher burnout behaviors affected student social and emotional development. Madigan and Kim (2020) found that teacher burnout may affect the student's well-being and indirectly impact the student. I aim to answer the following research questions to discover the underlying source of the problem and locate the best solution.

1. What do northern New England high school students' retrospective stories reveal about the effects of teacher burnout behaviors on their social and emotional development?
2. How have teacher burnout behaviors affected prior students' social and emotional development?

Theoretical Framework

The theory chosen for this research is Albert Bandura's social learning theory. By blending human behavior and the environment, this theoretical framework will use a specific area. Reciprocal determinism proposes that behavior, the individual, and the environment are all interdependent. Additionally, the individual's environment could shape their behavior and contribute to the learning process (Kretchmar, 2019).

There are three factors of reciprocal determinism that motivate the learning environment in positive and negative ways. Bandura (1978) explained the three fundamental factors: influence and assist in the reciprocal determinism process impacting

the classroom. Bandura (1978) states that the three elements are self-regulatory functions, external supports for self-regulatory systems, and selective activation and disengagement of self-reactive influence. The self-regulatory role suggests that individuals are not impervious to the behaviors in the environment that are solely impacting each person. External supports for self-regulatory systems are self-rewarded for motivation to complete tasks or an expectation of another for completing assignments and another function in the environment. Finally, selective activation and disengagement of self-reactive influence is the reciprocal process that impacts the individual by indicating that a person will not activate a behavior unless motivated by another person (Bandura, 1978).

Reciprocal determinism impacts the learning environment, teachers, and students. The learning environment is where teachers interact with students, and students interact with teachers. Additionally, the classroom is a space where teachers employ the development of successful student development in the learning process. Then, student behavior is reactant to the teachers' behavior in the environment (Collings and Eaton, 2021). Collings and Eaton (2021) suggest that this action results in a snowball effect that reciprocates.

Within the classroom, several factors influence human behavior and the environment, specifically teacher's negative behavior, which affects students and the circle of behavior from which it stems. Adolescents can identify teacher behaviors within the classroom (Bandura, 1969). According to Bandura (1978), there could be a stimulus, response, or environmental reinforcer, depending on where the unpredictable behavior begins. The circle starts with teachers' negative burnout behavior. The student then reacts

to the teacher's behavior. Finally, the student refuses to go to school, becomes truant, grades decline, or start acting out in class. Thus, the behavior chain reaction starts to circle around dependent on the environment, until the chain is interrupted. The environment independently influences the student and involuntarily shapes, plans, and controls behavior (Bandura, 1978).

Nature of Study

The nature of this study is qualitative narrative inquiry (Patton, 2014). The qualitative narrative inquiry research is consistent with gathering student retrospective accounts of teacher burnout behaviors that impact social-emotional development among public high schools, which is the study's focus. Narrative storytelling can evoke receptiveness to other perspectives, information into others' feelings and attitudes, and social experiences. Retrospective stories also produce implicit and explicit knowledge (Richter et al., 2019). A narrative recounts events in an organized manner, similar to a told story with a beginning, middle, and end and months, years, and decades (Kim, 2016; Richter et al., 2019). Retrospective stories and artifacts of individuals who attended public schools in Maine, New Hampshire, Connecticut, Vermont, Rhode Island, and Massachusetts will be gathered through semi-structured interview questions and then coded according to participants' responses.

Definitions

Burnout: a persistent response to enduring environmental stressors in a job

(Schaufeli & van Dierendonck, 1993)

Social-Emotional Development: forming and gaining positive relationships, attaining knowledge from the environment and others, and becoming aware and managing various feelings (Bozgün & Akin-Kösterelioğlu, 2020; Jones et al., 2020; Walker & Martin, 2020).

Student-Teacher Relationships: a reciprocal, collaborative process in which both parties equally work together to encourage, support, motivate, and further the student's success (Acai et al., 2017).

Reciprocal Determinism: Behavior, the individual, and the environment are all interdependent. As Bandura (1977) stated, many determinants could occur that can attribute to people's actions. For instance, being aware of the physical, who, and what within the environment could help with how it affects people's behaviors (Joseph & Padmanabhan, 2019).

Retrospective Stories: Clandinin (2013) defines narrative inquiry as “an approach to the study of human lives conceived as a way of honoring lived experience as a source of important knowledge and understanding” (p.17). Retrospective stories are also a way of producing implicit and explicit knowledge (Richter et al., 2019).

Assumptions

Within this study, there is speculation that all participants were affected by teacher burnout behavior directly or indirectly while in high school. Additionally, there is an assumption that high school students will explain that they have teachers that socially and emotionally affect their high school experience negatively. This assumption is

necessary due to the study's retrospective stories of teachers' burnout behaviors that affect the student's social and emotional development. Furthermore, assuming that students had a teacher that experienced burnout behaviors, a theory is that participants will be able to derive that teacher burnout behaviors impacted their development when there may be other factors at play. Another assumption is that the participants' responses will explain that there are lingering effects on the student's social and emotional development that currently affect them. The last assumption is that participants will have varying definitions of burnout behaviors displayed by their teachers in high school classrooms. This assumption is based on the individuality of participants' reports of burnout behaviors that vary by participant narrative responses. These assumptions will be based on a semi-structured interview to ensure reliability among all participants and obtain quality information.

Scope and Delimitations

The target population is former public high school students ages 18-25 from northern New England states. High school is a critical time in a student's development. Students need more support in high school than in elementary school because they transition into adulthood. Additionally, public high schools have a larger population of students than that of private schools which teachers may have difficulty managing their stress that could cause burnout behaviors. The target population's age is essential to the narrative study due to the most recent memory of their high school experiences, which is important for obtaining reliable data. Exclusion criteria include students 0-18, school staff, teachers, parents, peers, and individuals older than 25. Due to the recent increase in

teacher turnover, I will draw my sample from cities and small towns across New England. Next, I will recruit by utilizing social media sites by posting on high school alumni groups. I will also develop and apply flyers around community and state college campuses, such as dorms and community areas, which could help gather participants. I will be using a purposeful sampling strategy to help narrow down bias, regions of New England, and correct target participation. The type of data used consists of virtual interviews of 10-12 individuals. Interviews will continue until saturation has been reached.

Limitations

In this study, there are challenges and limitations. Face-to-face interviews through Zoom will gather more intense data amid COVID-19 health concerns, and travel arrangements may be timelier for myself and the participant. Additionally, financial constraints are a concern due to travel-associated costs. One limitation is retrospective reporting. Research shows that participants have different recollections and answers to questions in the present than when the incident occurred, thus identifying dissimilarities from actual events (Brys et al., 2020; Ralph et al., 2020). In this study, retrospective reporting may change how the participant identifies burnout behaviors in the past when the moment occurred in the present (Ralph et al., 2020).

Significance

This research addresses an under-researched area of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high schools in New England. The narrative inquiry may help understand

the student's perspective of teacher burnout behaviors and better understand how teachers impact student's social and emotional development. Every student has a story, and these stories heard can inspire, motivate, and make a difference in the world (Roessingh, 2018).

The results of this study may help teachers better identify burnout behaviors that impact students' social and emotional development. Teachers can display burnout as fatigue, tiredness, and implement classroom practices that influence negative attitudes and interactions with students (Herman et al., 2018). While sometimes teachers may not be aware of these presentations of burnout, behaviors such as these could impact the student's social and emotional development. Teachers beginning in their careers are more motivated and less burnt out due to career value and optimism which depicts a positive learning environment for students (McClean et al., 2019). Additionally, results of this study could contribute to student success. Student success results from teachers engaging and motivating students forward to expand academic and personal growth (Greathouse et al., 2019). A better understanding of student's social and emotional development may help teachers with their stress and burnout through their student's positive behaviors and academic achievement.

Research findings may lead to positive social change because they could gain new insights into how teacher burnout behaviors impact students. The new knowledge could give awareness through forming mentoring programs in public schools to help students with social and emotional development. Additionally, by reflection, community partners could learn from the student experiences to encourage acknowledgment of early burnout among teachers in the workforce.

Summary

This chapter provided an overview of the study in full. Furthermore, this chapter supplied information on the research background, history, identified the gap in research, and why further research is needed. This chapter also identified societal changes that this research might provide that could impact student success, personal growth, and a positive learning environment for students.

Chapter 2 provides a comprehensive look at research-associated peer-reviewed literature. Chapter 3 explains the methodology. Chapter 4 focuses on data gathered through semi-structured interviews. Finally, chapter 5 outlines the data that was collected through interviews.

Chapter 2: Literature Review

Teacher burnout can be seen and felt in several ways. Teachers often display less empathy and emotional intelligence during routine interactions with students, lower tolerance for various behavioral problems, and less of a positive student-teacher relationship in the classroom environment (Guidetti et al., 2018). Burnout is also related to decreases in teachers' self-awareness and self-compassion for their students, which results in a decrease in the teacher-student relationship (Bottiani et al., 2019). Stressed-out teachers normally have stressed-out students, suggesting that stress has a “contagious” effect (Erkins et al., 2019; Schonert-Reichi, 2017). Why this contagion effect happens can be easily understood when taking into account that students are in a classroom with teachers for over 1000 hours an academic year (Erkins et al., 2019; Oberle et al., 2018). When teacher burnout is high, the ability for teachers to support their student's academic, social, and emotional development decreases. This decrease has been shown to be related to a decline in performance and on-task behaviors in their students (Schonert-Reichi, 2017). Research shows that when teachers stop supporting students socially and emotionally in the classroom, the students' social skills also decrease (Skaalvik & Skaalvik, 2017; Tharaldsen, 2019). More importantly, research has demonstrated that the social and emotional learning climate tends to decrease as public-school students enter middle school due to school policies and practices (Allbright & Hough, 2020).

However, many elements are required for social and emotional development to achieve student success during school years and later in life. Social and emotional

learning (SEL) is a technique used for goal setting, regulating emotions, making positive choices, demonstrating empathy, and forming healthy relationships. Self-awareness, self-management, relationship skills, social awareness, and responsible decision-making are five primary elements for social and emotional development among students and teachers to excel in their education and career (Paolini, 2020).

Teacher burnout and social and emotional development are widely studied. Although there are teacher reports of burnout and social-emotional development, there is no current research reflecting student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students. Students' retrospective accounts are beneficial by providing unique, direct insights into their past experiences with teacher burnout behaviors and aid in students' social and emotional development in present public high schools. The purpose of this literary review is to examine existing research literature on teacher burnout behaviors that impact social and emotional development of high school students.

In this chapter, I evaluate and review significant literature that pertains to teacher burnout behaviors and the impacts on social and emotional development among high school students. This chapter's sections include literature search strategies, theoretical foundation, the literature review related to key variables and concepts, and a summary/conclusion. The literature search strategy section will include library databases and search engines, key terms and the scope of literature resources, and exceptions (e.g., limitations and generalizability). The theoretical foundation section will include the theorist and the theory implemented and applicable to the research study. Additionally,

this chapter highlights the importance of student accounts relating to negative teacher behaviors and the different means by which students' social and emotional development was affected.

Literature Search Strategy

The information retrieved was gathered from numerous sources on teacher burnout behaviors that impact social-emotional development. The research literature obtained occurred through Walden Library databases, the American Psychological Association (APA), and local libraries and textbooks. Research gathered through Walden database journals included ERIC, EBSCOHost, SAGE Journals, Thoreau Multi-Database Search, SAGE Knowledge, and ScienceDirect. Additionally, the collected research journals transpired through the APA American Psychologist printout and database. The search produced a considerable amount of information regarding teacher burnout and stress and required substantial filtering to acquire the quality information needed for this research study.

There was a volume of knowledge extracted from the Walden University Library using keywords and phrases. The following combination of individual or linked terms contained: 'burnout*'; 'burnout behaviors OR negative teacher behaviors'; 'teacher-student relationship'; 'social-emotional development*'; 'teacher emotions'; 'Albert Bandura AND social learning theory'; 'learning environment*'; 'student storytelling'; 'reciprocal determinism'; 'retrospective stories OR narrative'; 'social-emotional learning'; 'classroom climate'; 'school-related stress and effects'; 'teacher burnout and quality*'; 'adolescent OR social-emotional learning*'; 'school AND teacher* OR

adolescent stress*'; 'burnout behaviors definition'; 'burnout behaviors'; and 'high school AND social-emotional development*.' The justification for using Boolean operators such as AND, OR, and the * symbol reduce the number of search results and help identify articles relevant to the study. Additionally, the literary search was conducted in the last 5 years except, Albert Bandura, social learning theory, and reciprocal determinism, which originated many years ago.

Theoretical Foundation

The foundation of this study is constructed on Albert Bandura's social learning theory and the concept of reciprocal determinism. This theory focuses on exploring human thought and behavior (Bandura, 1977; Gusec, 1992; Kretchmar, 2019). Social learning theory proposes that people can learn new concepts as children by observing adult behaviors within various environments using modeling; however, they may not quickly act or respond to them. Due to response time, reinforcement is a part of learning that is considered unnecessary (Bandura, 1977; Kretchmar, 2019). By observation, children often imitate others' behaviors that are reinforced and this is enough inspiration to complete the task (Kretchmar, 2019).

Children in multiple settings may react differently to observations of adults (Kretchmar, 2019). At home, children could be impelled to assimilate kindness from watching parental figures fortify support and encouragement to each other; in the community, they may imitate peers or learn from community members. In school, they may absorb their teacher's skills or mimic their behaviors. All settings may be influential and motivational for the child, but also can evoke problematic and difficult behaviors

(Gusec, 1992). Research suggests that children are most often continuously influenced by others (Gusec, 1992; Kretchmar, 2019).

According to Bandura, there are methods to retain information using observational learning such as attention, retention, motor reproduction, and motivation (Bandura, 1977, Kretchmar, 2018). According to the research, children in a classroom environment should engage in the teacher's lessons; if the student remains engaged, the student may absorb the teacher's information that may be illuminating to the class. Yet, in a high school classroom, teachers often recommend students take notes, which requires motor skills and motivation to complete this skill. The student could have necessary help without motor skills; however, without motivation, observational learning may not take place in the classroom (Bandura, 1977; Kretchmar, 2018). All of these skills could be reciprocated in the classroom. Through blending human behavior and the environment, this construct will use the area of reciprocal determinism.

Reciprocal Determinism

Reciprocal determinism proposes that behavior, the individual, and the environment are all interdependent. As Bandura (1977) stated, many determinants could occur that can attribute to people's actions. For instance, being aware of the physical, who, and what within the environment could help with how it affects people's behaviors (Joseph & Padmanabhan, 2019). Additionally, the individual's environment could shape their behavior and contribute to the learning process (Kretchmar, 2019).

There are three factors of reciprocal determinism that motivate the learning environment in positive and negative ways. Bandura (1978) explained the three

fundamental factors: influence and assist in the reciprocal determinism process impacting the classroom. Bandura (1978) states that the three elements are self-regulatory functions, external supports for self-regulatory systems, and selective activation and disengagement of self-reactive influence. The self-regulatory role suggests that individuals are not impervious to the behaviors in the environment that are solely impacting each person. External supports for self-regulatory systems are self-rewarded for motivation to complete tasks or an expectation of another for completing assignments and another function in the environment. Finally, selective activation and disengagement of self-reactive influence is the reciprocal process that impacts the individual by indicating that a person will not activate a behavior unless motivated by another person (Bandura, 1978).

Reciprocal determinism impacts the learning environment, teachers, and students. The learning environment is where teachers interact with students, and students interact with teachers. Additionally, the classroom is a space where teachers employ the development of successful student development in the learning process. Then, student behavior is reactant to the teachers' behavior in the environment (Collings and Eaton, 2021). Collings and Eaton (2021) suggest that this action results in a snowball effect that reciprocates.

Within the classroom, several factors influence human behavior and the environment, specifically teacher's negative behavior, which affects students and the circle of behavior from which it stems. According to Bandura (1978), there is a stimulus, response, or environmental reinforcer, depending on where the unpredictable behavior begins. The circle starts with teachers' negative burnout behavior. The student then reacts

to the teacher's behavior. The student refuses to go to school, becomes truant, grades decline, or start acting out in class. Finally, the student's behavior then, in turn, starts to affect the teachers' burnout behaviors. The, the cycle repeats, over and over, getting stronger each time. Thus, the behavior chain reaction starts to circle around dependent on the environment until the chain is interrupted. The environment independently influences the student and involuntarily shapes, plans, and controls behavior (Bandura, 1978).

The theoretical framework will be explored in depth while providing support among student accounts of teacher burnout behaviors, the impact on social and emotional development, and reciprocal determinism. The theory also links together the research questions and the general purpose of the study. In addition, the theoretical framework delineates each component of the study.

Literary Review

Burnout

Burnout is defined as becoming worn out, weak, and exhausted by inordinate demands and is often characterized as a persistent response to enduring environmental stressors in a job (Freudenburger, 1974; Schaufeli & van Dierendonck, 1993). There are many noticeable indications of burnout behavior. Behavioral signs of burnout include isolation, procrastination, depersonalization, exhaustion of motivation, lack of enthusiasm, taking the frustration out on others, skipping work, or tardiness (Aflakseir & Nemati, 2018). Other indications of burnout include outbursts of negative feelings of the job, crying without provocation, and suspicion or paranoia (Freudenburger, 1974). Additionally, burnout can display depression symptoms if teachers cannot regulate

emotions (Martínez-Montegudo et al., 2019). Manifestations usually appear during or after the onset of high levels of stress (Wong et al., 2017). Revealing burnout behaviors to students during this time could disrupt their education and social and emotional development.

Burnout has recently become more widespread and non-discriminatory across all professions due to many modern-day obstacles. Medical, educational, psychological, business, and political occupations are areas of concern for burnout. Carver-Thomas & Darling-Hammond (2017) found that within the category of human service professions, teachers are among the highest to experience burnout. Two-thirds of public-school teachers in the United States leave the occupation, and almost 40% depart due to stress and burnout (Carver-Thomas & Darling-Hammond, 2017; Wong et al., 2017). Additionally, due to intense levels of interpersonal involvement, 48% of teachers display some variation of burnout (Agarwal & Bansal, 2021; Arvidsson et al., 2019).

Given the high level of burnout among public school teachers, researchers have sought to understand the factors that may cause teacher burnout. These factors include unsatisfactory pay, inadequate facilities, classroom environment, and an overload in teaching and administrative assignments. Additionally, teachers bring administrative work and emotions home from the school day, contributing to increased stress and burnout (Manju, 2018). Findings suggest that 50.5% of female teachers and 48.5 % of male teacher who are over ten years of teaching report that they do not have enough time to rest and recover after work leading to high burnout and have similar attitudes of burnout (Tütlys et al., 2021). Inadequate resources associated with poverty-stricken areas,

disruptive student behaviors, and gender differences, such as female teacher sensitivity, have also attributed to teacher burnout and stress (Bottiani et al., 2019). Findings suggest females display more exhaustion than males; however, male teachers have higher burnout levels than females in depersonalization and lack of accomplishment (Saloviita & Pakarinen, 2021).

Teacher burnout significantly shapes the learning environment in negative ways. Zivcicova and Gullerova (2018) found that teachers in the beginning of their career display higher burnout rate than teachers that are in the profession for over 20 years due to experience and identification of coping strategies. Teacher burnout leads to a teacher shortage in schools which puts undo stress and fatigue on the remaining teachers, which influences a chain of reciprocal events within the school (Garcia et al., 2019; Zivcicova & Gullerova, 2018). Due to the shortage of certified educators, public schools are hiring teachers with minimal or no experience and teaching unfamiliar subjects (Garcia et al., 2019). When teachers are not certified or trained in a certain subject, they are uneducated on how to best deliver instruction and not prepared to teach in the area that is assigned, which leads to stress, burnout, turnover, and ineffectiveness for the student's education (Garcia et al., 2019; Schonfeld & Feinman, 2012). Garcia et al. (2019) found that 8.4% of teachers were not certified and 31.5 % were not educated in the subject which results in the decline in the student learning process.

Students in the classroom may be affected by teacher burnout directly and indirectly. Research suggests that if teachers are tardy, less prepared, and the delivery of classroom material is unpolished, the students can encounter difficulties with exams and

inherit lower class grades (Madigan & Kim, 2020). Students spend a lot of time completing courses and exams in school, which can cause student stress (Meylan et al., 2020). However, Madigan and Kim (2020) found that teacher burnout may affect the student's well-being and indirectly impact the student. Findings suggest that student's education, relationships, and environment is negatively affected by teacher burnout behaviors and turnover (Bodenheimer & Shuster, 2020; Zhang, 2020). Twelve-point one percent of teachers distance themselves from students and 48.6% of high school teachers who experience burnout are impatiently waiting for vacations which causes student-teacher relationships and classroom atmosphere to be at risk (Ercan Demirel & Erdirençelebi, 2019; Szempruch, 2018; Zhang, 2020).

In conclusion, public school teachers have a high level of burnout. Students in the classroom may be affected by teacher burnout directly and indirectly. Many factors may cause teacher burnout; for instance, teachers may be dissatisfied with pay, facilities, and classroom environment. Furthermore, there may be an overload in teaching and administrative assignments, which may cause the teacher to conduct administrative work from home. The emotions of the school day can also lead to increased stress and burnout. Additionally, there are observable signs of burnout behavior. Revealing burnout behaviors to students could interfere with their education and social and emotional development.

Teacher burnout can be disruptive to the teacher and decrease students' effectiveness in the classroom as well as interrupting work-life balance. Tikkanen et al. (2021) revealed that teacher exhaustion causes negative thinking and fatigue in students.

Research finds that 74% of students who experience teacher burnout behaviors agreed that there is a significant impact on academic achievement (Azeem & Hussain, 2021). Teachers' ability to navigate work-life balance and effectively utilize quality coping strategies to overcome challenging situations in the classroom could help to efficiently manage stress and burnout and improve students' social and emotional development. Some teachers experience emotional exhaustion due to work-life balance which causes neglect of students or family.

Social and Emotional Development

Social and emotional development is described as forming and gaining positive relationships, attaining knowledge from the environment and others, and becoming aware and managing various feelings (Bozgün & Akin-Kösterelioğlu, 2020; Jones et al., 2020; Walker & Martin, 2020). As students move through the education system, social and emotional development evolves in various ways (Bozgün & Akin-Kösterelioğlu, 2020; Walker & Martin, 2020; Walton et al., 2020). For adolescents specifically, transitioning to high school is a key social and emotional developmental period in a student's life cycle. Students who are transitioning or currently in high school are now looking outside of their immediate family for support and searching to others, such as school counselors, teachers, peers, and coaches. Students in this transition period are spending more time in school deciding on career choices and future goals; teachers are typically there to assist, enhance and aid student decisions in meeting preferred milestones.

Teachers remain the center point of the classroom and therefore are held to high expectations by students and coworkers (Akman, 2020). Akman (2020) found that

classroom management influences student's perceptions of the teachers' ability to be successful in educating. Educators in the high school setting can become stressed due to high expectations from students and other faculty members (Alsup & Moots, 2021; Daniels & Strauss, 2010). For teachers, there remains an expectation for life-long learning, adapting to change, and accepting daily challenges (Morrison et al., 2021). From the early 1900 to today, history has shown the adaptations teachers have had to make including discrimination, equality, and pay (Levin, 2000). Expectations for teachers occur daily which lead to emotional and cognitive stress (Alsup & Moots, 2021; Corbin et al., 2019; Harding et al., 2019). Additionally, teachers are the focal point for students to develop, learn, and to explore future goals (Akman, 2020). Students rely on teachers to be a supporting role model in this growth period and students and teachers are forming distinct and varying relationships.

Defining the connection between a student and teacher involves a reciprocal, collaborative process in which both parties equally work together to encourage, support, motivate, and further the student's success (Acai et al., 2017). Student-teacher relationships could aid in educational resiliency for students. Research indicates that student-teacher relationships can strengthen or weaken students' success through motivation and academic achievement (Alsup & Moots, 2021; Burns, 2020; Flores, 2019; Harding et al., 2019; Martin & Collie, 2019). High school students could have several teachers throughout the day, but the bond between the student and teacher helps create a student who has a motivation for graduation and a positive future (Akman, 2020; Burns, 2020; Martin & Collie, 2019). Studies indicate that teachers who understand and support

student's feelings result in positive student-teacher relationships, which creates a successful educational environment (Akman 2020; Morrison et al., 2021).

Social and emotional learning and student-teacher relationship are helpful within the course of the student's education. Romano et al. (2021) determined that students who have teachers that are not emotionally supportive are more likely to display forms of student burnout and become uninspired, unmotivated, feel inadequate, and cannot use coping skills effectively. Students who have negative student-teacher relationships do not have the motivation to succeed in academics and graduating which reduces graduation rate by 16% (Akman, 2020; Burns, 2020). Students who are not following direction and are verbally or physically aggressive can affect teacher's ways of communicating and cause emotional exhaustion in the teacher and the student which affects motivation and inspiration for future accomplishments (Corbin et al., 2019; Mok, 2019).

Some student connections with a teacher could result in negative behavior. A high school teacher could display behaviors that can disrupt students' classrooms (Meylan et al., 2020; Tikkanen et al., 2021). Saloviita & Pakarinen (2021) discovered that teachers exhibit more intense burnout behaviors in higher grade levels. Recent study results showed higher burnout levels and complicated relationships between students and teachers when there were more students in the classrooms (Saloviita & Pakarinen, 2021). Saloviita and Pakarinen (2021) found that teachers were more exhausted when classrooms had more than 18 students. Without the balance of student-teacher relationships and proper instruction, the student could decline in academics (Ralph, 2021). A student who may not bond with a specific teacher could often engage in

obstructive and complex behaviors and resist teacher instruction (Alsup & Moots, 2021). Research indicates that students who cannot connect with teachers will quit high school; however, may connect with a teacher later in life through alternative education, such as obtaining a General Education Development (GED) (Flores & Brown, 2019).

Students transitioning or currently in high school are looking outside their immediate family for support and searching for others, such as school counselors, teachers, peers, and coaches. Natural support can contribute to academic success for the student and increase the chances of graduation. Students depend on teachers for success in their educational goals. Students rely on teachers as supporting role models; therefore, students and teachers form distinct and varying relationships. Students in the developmental period spend more time in school deciding on career choices and future goals; teachers are typically there to assist, enhance and aid student decisions in meeting preferred milestones.

Students could have control over understanding factors concerning their social and emotional development. Riley et al. (2019) report that adolescents have an increased understanding of their social and emotional decision-making regarding relationships; however, they are reluctant to implement coping strategies if negative situations arise. Alternatively, social and emotional learning and positive student-teacher relationships can help students overcome hardships throughout high school. According to Shaffer and Kipp (2014), students who cannot appropriately regulate emotions tend to have destructive relationships, are rejected by peer groups, have troubles adjusting, and experience social withdrawal. Alternatively, when teachers and students work in an

alliance, there is progress in students' ability to identify autonomy and develop relationships (Scales et al., 2020). J-F et al. (2018) found that teachers who model positive student-teacher relationships simulate productive student friendships and connections with peer groups, essential for students' social and emotional development (Astaszow, 2018). When teachers work in alliance with students and model appropriate coping skills and relationships, the student can maintain positive relationships, adjust to the classroom experience, and achieve critical decision-making using applicable coping skills.

Social and emotional learning is vital in many aspects of the student's educational experience. The explanation of social and emotional learning is the course in which students and teachers obtain and practice knowledge and skills required to recognize and manage emotions, feel and show empathy, institute and sustain positive goals and relationships, and lastly critical decision-making (Jones et al., 2020; Walker & Martin, 2020). DePaoli et al. (2018) discovered that 90 percent of students from secure social and emotional learning high school environments report that teachers are more supportive and respectful. Research findings indicate students learn best within this setting (Collaborative for Academic, S. and E.L. (CASEL) et al., 2018). Beatty & Campbell-Evans (2020) found that students who are not happy in the high school environment will not be able to cope with emotions or do well in academics. Therefore, fostering the social and emotional development in students is critical for their academic and future growth

(Beatty & Campbell-Evans, 2020).

Retrospective Stories

Narrative storytelling can evoke receptiveness to people's perspectives, information into feelings and attitudes, and social experiences. Clandinin (2013) defines narrative inquiry as "an approach to the study of human lives conceived as a way of honoring lived experience as a source of important knowledge and understanding" (p.17). Retrospective stories are also a way of producing implicit and explicit knowledge (Richter et al., 2019). Individuals can both experience and convey stories. A narrative recounts events in an organized manner, similar to a told story with a beginning, middle, and end, as well as months, years, and decades (Kim, 2016; Richter et al., 2019). According to Clandinin (2013), not only is there a beginning, middle, and end, the stories that the person tells are also living, revealing, and reliving the stories. Furthermore, each story is unique to the person who has lived the experience and can explain them in distinct styles and within their perspectives (Hiles et al., 2017; Kim, 2016).

People have various techniques and approaches to how they explain their high school experiences. Students could use written illustration through journaling or vocal recording through video or social media to express their experiences. Hiles et al. (2017) explain identity positioning as the recollection of events that impact the story, and the explication is how engaged the person is at telling their story. Another approach is abductive thinking or reasoning, which composes the deductive and inductive reasoning that employs student's implicit knowledge (Hiles et al., 2017). Abductive reasoning focuses on forming new ideas, discovering situational clarification, and provides the

foundation for exploring context (Benson & Dresdow, 2017). Using these approaches and techniques helps students express their stories in a manner that best represents their past experiences, allowing for each individual's narrative to be different (Kim, 2016).

However, without an active listener engaged in the story being told, there may not be as much impact (Billington, 2018; Fischer-Lokou et al., 2016; Spataro & Bloch, 2018).

Active listening is required for the researcher so the storyteller can express their experiences, communicate without interruption, and hear the recounted message (Spataro & Bloch, 2018). Studies suggest that active listening is necessary for trust and support, displays empathy, and for the respondent to feel heard and understood (Billington, 2018; Fischer-Lokou et al., 2016). Through actively listening, engaging in conversation, and sensemaking, the researcher can identify key characteristics in the story that will help in developing sound research results (Benson & Dresdow, 2017).

Narrative inquiry can capture high school teacher burnout behaviors through the lens of prior students in a variety of ways. Kim (2016) finds that some memories can be traumatic to recollect and be detrimental to the individual to revisit. Bildungsroman is derived from Bildung, meaning individual growth through social and cultural experiences (Stević, 2020). Kim (2016) explains that Bildungsroman identifies development and captures student's growth despite challenges. Furthermore, the importance of questioning, dialogue, and doubt in the personal journey and the role of enhancing the Bildung in the researcher and reader (Kim, 2016). Capturing these unique stories through narrative inquiry is a way for prior students to express in their own words their positive or

negative experiences without bias (Stockfelt, 2018).

Summary

Albert Bandura's social learning theory focuses on exploring human thought and behavior (Bandura, 1977; Gusec, 1992; Kretchmar, 2019). Within this theory derives the concept of reciprocal determinism which this research is based. This concept requires students to be engaged, motivated, and use observational learning in the classroom environment. While teachers should be prepared to teach the students within the same environment. The teacher will start the chain of events that will reciprocate learning within the environment.

Teacher burnout and social and emotional development are widely studied. Although there are teacher reports of burnout and social-emotional development, there is no current research reflecting student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students. Students' retrospective accounts are beneficial by providing unique, direct insights into their past experiences with teacher burnout behaviors and aid in students' social and emotional development in present public high schools. Understanding these unique stories could give insight into how the teacher burnout behavior impacts social relationships and basic emotions of adolescents and collective experiences of student-teacher interactions.

In the next chapter, the methodology chosen for this research will be discussed. Components include: the introduction, which restates the purpose of the study and a preview of chapter details; Research design and rationale which includes research questions, phenomenon of study. The researcher's role will also be discussed which involves ethical details of the research and lastly, summary and conclusions.

Chapter 3: Research Method

This qualitative study was intended to understand and make meaning of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students in northeastern New England states. A narrative inquiry helped explore teacher burnout behaviors through the personal experiences of prior students (Kim, 2016; Patton, 2014). Understanding these unique stories gave insight into how the teacher burnout behavior impacts adolescents' social relationships and basic emotions, and collective experiences of student-teacher interactions. A students' perspective can advocate for change, exhibit students' valuable viewpoints, and provide parents, educators, and other educational leadership meaningful information (Harris et al., 2014). This research was distinctive due to student narratives of teacher burnout behaviors and how those teacher behaviors impacted the student's social and emotional development, which is an area that requires more research.

This chapter discusses the research design and role of the researcher. The methodology component includes participant selection, instrumentation, data collection, recruitment, and data analysis. Additionally, this chapter contains trustworthiness and ethical procedures.

Research Design and Rationale

Phenomenological and pragmatism are two other methodological designs reviewed before deciding and finalizing my methodological design on narrative inquiry. According to Patton (2015), phenomenology is how the person lived the experience and remembered the experience, whereas pragmatism seeks to solve real-world problems

(Patton, 2015). Both could be used for the study due to the students' experiences in public high schools. In addition to student experiences in public high school, how burnout behaviors impacted their social and emotional development was considered a real-world problem to solve. However, finalizing with narrative inquiry was due to the participant's retrospective story, first-person account after graduation (Merriam & Tisdell, 2016).

The focus of this qualitative narrative inquiry was to gather student retrospective accounts of teacher burnout behaviors that impact social-emotional development among public high schools. Narrative storytelling can evoke receptiveness to other perspectives, information into others' feelings and attitudes, and social experiences (Richter et al., 2019). Retrospective stories also produce implicit and explicit knowledge (Richter et al., 2019). Retrospective stories are gathering relived stories of participants. According to Clandinin (2013), the relived story is telling and retelling the story by the participant; as this happens, the participant begins reliving stories they are telling of past experiences. As the participant looks into the past and how teacher burnout behaviors impacted their social and emotional development in high school, their stories are told and retold, lived and relived just as a book has a story, peoples' experiences resemble a similar narrative (Clandinin & Connelly, 2000).

Although this qualitative approach does not occur within the student's high school years, this study delivered detailed richness into the reflection of experiences that is overlooked in other qualitative studies. Rather than documents or artifacts, the process of gathering data through interviews by way of the computer software program, Zoom was

the best approach. Zoom interviews with participants granted access to an audio and visual of the participant within the individual's comfort.

Research Questions

The following are two research questions relating to this study:

1. What do northern New England high school students' retrospective stories reveal about the effects of teacher burnout behaviors on their social and emotional development?
2. How have teacher burnout behaviors affected prior students' social and emotional development?

Role of the Researcher

My role as a researcher was to engage in the storytelling process with my participants. When people tell school stories, these individual stories have shaped the person telling the experience (Clandinin, 2013). I have observed and worked with teachers who have expressed burnout and displayed these behaviors in classroom settings. The students involved were embarrassed, bullied, and sometimes became uncommunicative. Alternatively, some students sought help from other sources and excelled. I related to these students due to my own high school experiences with teachers who displayed the same behaviors; my reactions as a student seemed similar in ways. I believe that this knowledge and understanding built a rapport and camaraderie among the participants and offered a valuable contribution to the narrative of the high school experience.

High school is a positive or negative experience for many people, and the stories unfolded by the participants were unexpected and shifted in unforeseen directions. Looking back at my high school teacher interactions, I could have inadvertently inserted myself into the conversation with my participants, which may have led to socially desirable bias. I could have discussed how it impacted my family, friends, and social and emotional development. Socially desirable bias was avoided by excluding my own experiences to allow for conversation without the participant agreeing that the experiences of teacher burnout behaviors lead to negative or positive experiences. My role was mindful of leading questions and answers.

In some cases, leading questions and answers were not biased; however, the findings could have been biased if misused. To provide meaningful findings, I avoided summarizing what the participant said. While leading questions and answers were essential to my research, I avoided bias by politely transitioning to another topic or question.

Methodology

Participant selection logic

In this research, the best sampling approach was purposeful sampling, specifically, unique sampling. Unique sampling allowed for the exploration and understanding of student retrospective accounts of teacher burnout behaviors that impact social-emotional development among public high schools. Merriam and Tisdell (2016) explain that unique sampling originates in particular circumstances within the phenomenon of interest because the sampling is uncommon.

Applying the strategies helped discover the target population of former public high school students ages 18-25 from northern New England states. Additionally, former students who completed four years of high school, graduated with a diploma, and participated in high schools in Maine, New Hampshire, Vermont, Rhode Island, Massachusetts, or Connecticut was also included. Exclusion criteria included students 0-18, high school staff such as principals, janitors, school counselors, teachers, parents, peers, and prior students older than 25. Lastly, a purposeful sampling strategy helped to narrow down bias in New England states and discover the correct target population. When purposeful sampling was exhausted, snowball sampling was appropriate to collect sufficient and quality data. Snowball sampling is a technique that allows the researcher to locate participants that fit the criteria, and the chosen participant then reaches out to another; this process repeats until saturation (Merriam & Tisdell, 2016).

Instrumentation

There were two options for transcription manual and computer software. Although manual transcription was an option, I chose to use the software of NVivo 12 to transcribe my data. While still utilizing the route of data software transcription, the facilitation of interviews was completed by Zoom. Still, the interviewee ultimately guided the conversation, providing the data-rich quality and value to the study (Reissman, 2007). Each participant was asked the same four questions (Appendix A). According to Reissman (2007), the one question can progress into a conversation by using phrases such as “tell me more” and “what happened next,” which stimulates emotion, experiences, and cognition as well as develops individuality across participant stories to collect rich data.

Two sub-questions of “tell me more” in conversation progressed into more in-depth discussion on the studies topic.

Procedures for Recruitment, Participation, and Data Collection

I used a sample size of 10-12 high school graduates ages 18-25, drawn from cities and small towns in northern New England. Exclusion criteria included students 0-18, school staff, teachers, parents, peers, and individuals older than 25. The sample size is the number of participants needed to complete the study (Patton, 2015). Patton (2015) explains that minimum samples may occur based on the phenomenon specified by the purpose of the study. Kim (2016) refers to a range sample size from six to more than twelve; this situation, however, depended upon the repetition of participant answers to research questions. The narrative inquiry was centered on quality rather than quantity (Kim, 2016). However, as new developments arose during fieldwork, sample changes occurred as information surfaces. Therefore, after gathering 10-12 participants, I conducted and recorded the in-person Zoom interviews from the privacy of my home office weekly or as convenient to the participant until saturation. Snowball sampling is a technique that allows the researcher to locate participants that fit the criteria, and the selected amount then reaches out to another; this process repeats until saturation (Merriam & Tisdell, 2016). If the recruitment is short of 10-12 participants and geographic location has fallen short, I would use a snowball strategy to gain the other participants. Kim (2016) states that, at times, in qualitative research, saturation may not be achievable. Alternatively, saturation becomes attainable in existing data when all

participants' answers happen to be repetitive and data's depth reached (Kim, 2016).

During recruitment, there may be instances where the participant may have known or seen me at some point in life. If this situation arises in recruitment, I would explain to the participants familiar to me that they do not qualify due to the integrity and confidentiality of the study. Finally, I would apologize respectively to the potential participants.

Participants were identified, contacted, and recruited through different forms of media. Recruitment strategies included utilizing social media sites such as Facebook high school alumni groups and LinkedIn college alumni. Facebook and LinkedIn could potentially provide ample participants within the participant criteria. A flyer would be created and shared on social media groups, giving a more in-depth purpose and participant selection for the study. Within the text, the flyer mentioned high school experiences of teacher burnout behavior, inclusion criteria, and identify how to make contact. In addition, reaching out to individuals within the social media alumni groups about the research can meet a potential recruitment period of two to three months. This recruitment timeframe is allotted for any shortfall and to secure the 10-12 participants for data collection.

In conclusion of interviews, some steps should be in place. After the conclusion of the interviews, debriefing of the participant took place. Debriefing procedures include reflecting and reading the informed consent, informing the participant that their identity privacy and reassuring information is safe and in a secure location (Appendix B). I reread the informed consent and communicated to the participant that they volunteered for the

study and can withdraw at any time for any reason. If the participant decides to withdraw from the study, the signed informed consent would remain effective and maintain the chosen use of participant data.

Participants were briefed on the confidentiality of their identity and maintain their privacy through initials or participant; this was the participant's decision. The explanation to the participant of how their story is told was valuable. I explained the value of identification of participant and confidentiality for the intention of determining the difference between the researcher and participant.

I also explained that I will be transparent to the participant's extent. At that time, I communicated that in most situations, I will maintain confidentiality and at all times my integrity and ethical values. I cannot maintain confidentiality in cases involving illegal activity due to my principles and integrity. Rubin and Rubin (2012) state that the researcher should be committed to any promises to the participant. Additionally, full transparency if included notifying the participant with an email to inform the participant of a follow-up on the NVivo 12 software transcription accuracy as soon as possible after the completion of transcription.

Data analysis plan

To discover how teacher burnout behaviors affect students' social-emotional development, I considered different avenues when transcribing the data collected. There were a couple of strategies to consider while choosing the best practice for narrative analysis transcription, software, and hand; software was the best decision that met my needs. I decided to use the software of NVivo 12 to transcribe my data. I also chose this

route to identify what northern New England high school students' retrospective stories reveal about the effects of teacher burnout behaviors on their social and emotional development. Although I have chosen the route of data software transcription, the facilitation of interviews was still conducted by myself. Still, the interviewee will ultimately guide the conversation, providing data-rich quality and value to the study (Riessman, 2007).

The analysis of narrative inquiry was completed by thematic analysis. According to Reissman (2007), thematic analysis is the general and most common approach applicable to most settings. Bloomberg and Volpe (2019) state that the objective of thematically constructing valuable information is to convey the narrative in an intriguing, relevant, and credible way. The research questions fell within the thematic analysis due to the construction of themes and codes through participant responses that formulated valuable results transferable to other settings.

The primary method of coding applicable to this study is narrative coding. The administration of the narrative coding structure applied to each research question respectively. According to Saldaña (2016), the narrative coding structure allows for exploration through stories and is most fitting for this coding process. Some elements for narrative coding and sub-coding include; story type (narrative), setting (environment), point of view (first person or witness), tone (optimistic, pessimistic, rant), and spoken features (volume, pausing) (Saldaña, 2016). The steps of the coding process took a symbolic form breaking down the elements of narrative coding and sub-coding (Saldana, 2016). For instance, the story type was the participant's experience; the environment the

classroom, first person is the participant, and the tone and pausing was the participants' experience distribution. Once the codes and subcodes were located, they had been broken down into categories and themes (Saldana, 2016). The completion of coding data was completed manually.

Issues of Trustworthiness

There are many ways trustworthiness applied to the study, including credibility, transferability, dependability, and confirmability. Credibility allowed for data triangulation which included interview transcripts and journals. Keeping a journal for reflection of interviews was essential throughout data analysis (Rubin & Rubin, 2012). A qualitative journal helped track essential details such as thoughts, feelings, and what occurred throughout the research process.

The ability to disseminate results to other settings or studies is known as transferability. King et al. (2019) state that any study delivers rich and ample data; further studies can utilize the conclusions for their research. Furthermore, findings of rich data in the study, transferability may be applied to other settings or studies.

Dependability is to find the reliability in the study. The process of utilizing member checks or respondent validation was conducted in this study (Merriam & Tisdell, 2016). Member checks was conducted once during transcription to allow for data reliability. Merriam & Tisdell (2016) state that respondent validation is completed throughout the study to ensure accuracy. King et al. (2019) affirm that confirmability replicates the study. For confirmability in narrative inquiry, semi-structured open-ended questions was used to that allow for further probing and immediate follow-up to ensure

and provide rich data. Research question guided data analysis, recorded zoom with password-protected "cloud" storage of collected data, and procedural journals produced an audit trail for future research.

Ethical Procedures

Before any actual research begin, the first step in the process was to contact the Walden University's Institutional Review Board (IRB) to obtain approval. Once obtaining approval from the IRB, and institutional approvals were completed, progression into the study transpired. Once interest evolved from participants, the informed consent form was sent via email with additional information about the study. In the informed consent, there was relevant information, specifically, the purpose and nature of the study, how rich data and answers obtained through participant interviews contribute to society and privacy information. Additionally, the consent form explained the process of gathering interview questions and answers to address the research questions. Also, as part of the letter, indications about how recorded Zoom interview sessions are performed (Appendix C).

There were no personal or professional relationships with the participants involved in this study. Participants engaged in the study were from all New England states, ages 18-25. There is limited participant information for the study. The information necessary for the study is the first name, state participation for high school, graduation date, age, and email. First name and email were only for contact, there was unneeded purpose for any other information due to the study's relevance. There were no identifying factors in the results. There came to be no affiliation to classmates, teachers, relatives, or working relationships with these prior students due to leaving the field, graduating many

years ago, and potentially being from a different state on account of ethical requirements of the study.

Once participants obtained the informed consent, the participant was asked to read the informed consent thoroughly before returning the email permitting consent to perform the study. Upon acquiring the signed informed consent, each participant was emailed a zoom link with the date and time of the agreed-upon availability. After all information was gathered, the data collection process began. Data collection was collected through recorded zoom sessions. Archibald et al. (2019) stated that although there could be technical difficulties among researchers and participants who use zoom, qualitative researchers use this method due to security, cost, simplicity, and data management. Zoom also allowed the ability to securely record the interviews for translating purposes while storing the collection on the password-protected "cloud" drive (Archibald et al., 2019).

There were no incentives given to participants. The research occurred via Zoom; therefore, none occurred in the workplace or other familiar gathering places. Zoom allowed for the ability to see reactions and identify any behaviors for qualitative analysis. Ensuring privacy during interviews was essential to both participant and researcher. Zoom meeting was conducted in the privacy of my office with the door locked. The volume and camera were on at all times, allowing for audio and visual confirmation to assure and guarantee the confidentiality of the Zoom interview. There was no pressuring and deception of participants during the interviews. I also managed my bias in this setting and remain professional yet thoughtful. These research relationships had no known

conflicts of interest or power differentials.

The Zoom interviews allowed for recording and observation of the participant and interview in real-time. Although if there may be a record malfunction on Zoom or a computer malfunction, taking field notes would be necessary. According to Merriman and Tisdell (2016), field notes are critical because the researcher may not remember the observations of the participant or critical factors of each interview after many participants or months after the research study. However, there were no issues with Zoom software or Computer equipment during the interview process.

NVivo 12 software was downloaded and used for transcription. This software allowed for passwords, privacy, and confidentiality; No other person had access. No storage of information is on the computer or other electronic devices. Furthermore, if there is any documented material not stored on the computer program, security of all data will be held in a location only accessed by a number-coded memory lock box. After five years, destruction of data will take place from the "cloud," destruction of all hard copy research data will take place at that time. Therefore, others will have no access to confidential information. The password-protected "cloud" drive will be deactivated and erased of all data.

Summary

This study was narrative inquiry, examining the retrospective stories of teacher burnout behaviors that impacted students' social and emotional development. The gathering of retrospective stories was from participants from which they developed.

Using a small sample size enabled the collection of rich data from participants in the study.

My role as a researcher was listening to participants' stories without bias due to my own past experiences. Kim (2016) expressed that narrative analysis connects the disconnected for readers. Furthermore, my role was to uncover participants' meaning through their experiences while in high school (Kim, 2016).

Data analysis included collecting data and the coding procedure. The discussion about credibility, transferability, dependability, and confirmability helped identify the research's reliability and validity. Finally, ethics discussed the recruitment of participants, data was maintained and secured, and any ethical considerations that may be biased or illegal for research. Chapter 4 contains data collection, results, and analysis.

Chapter 4: Results

This qualitative study aimed to understand and make meaning of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students within the United States. The narrative inquiry helped explore teacher burnout behaviors through the personal experiences of prior students (Kim, 2016; Patton, 2014). Understanding the unique stories gave insight into how teacher burnout behavior impacted adolescents' social relationships and basic emotions, and collective experiences of student-teacher interactions. A student's perspective could advocate for change, exhibit students' valuable viewpoints, and provide parents, educators, and other educational leadership meaningful information (Harris et al., 2014). This research was distinctive due to student narratives of teacher burnout behaviors and how those teacher behaviors impacted the student's social and emotional development, which is an area that requires more research.

This study was guided by the following research questions:

1. What do northern New England high school students' retrospective stories reveal about the effects of teacher burnout behaviors on their social and emotional development?
2. How have teacher burnout behaviors affected prior students' social and emotional development?

This chapter will address the study's setting and the participants' demographics.

This chapter also displayed data collection and analysis and the evidence of

trustworthiness. Additionally, this chapter contained the richness of results of the conducted research.

Setting

The interviews were conducted on Zoom in the privacy of the home office for isolation and lack of disturbance. For more privacy, a very efficient sound machine was operating outside the door that allows people in the home to acknowledge that there was an interview in progress. During all interviews, there were no interruptions on both end of the Zoom call. All participants had internet and Zoom capabilities for interviewing. During the interviews there were no technical difficulties that jeopardized data collection.

Demographics

This study was unique due to the retrospective stories of individuals between the ages of 18 and 25 who described their high school experiences. The study is comprised of six participants from all geographic locations. Two participants graduated in Maine, one from New Hampshire, two from Florida, and one from Louisiana. One participant was 19 years old; two were 20 years old; one was 22 years old, and two were 23 years old. All participants graduated high school. Among the six participants, two were Hispanic males, and four were White females. Participants excluded in the study were students 0-18, school staff, teachers, parents, peers, and individuals older than 25. Additionally, others excluded from the study are the researcher's family, such as brothers, sisters, cousins, nieces, nephews, or anyone related to the researcher.

The recruitment process through social media was challenging. After approval to start data collection, searching Facebook alumni groups, requesting approvals, and

dispersing flyers immediately began in Northern New England states. After requesting authorization to join high school Facebook alumni public and private groups and following approval for posting flyers for the public group, the total number of social media pages visited was 48. After visiting 48 Facebook groups, only 13 public Facebook groups allotted permissions, and of the 13 groups, secure one participant. However, once approved by the ethics committee for Snowball sampling, recruitment began. The ability to obtain participants through family and friends was available when original access was operating differently than planned. All participants were open about where they were from, the schools they attended, and their academic standing while participating in school. During the process, there was no need to illuminate any participants from the study due to any extent of relationship. Furthermore, all participants remained in the study until the close of the study. Two participants also discussed their current life situation and how they secured their position

Data Collection

There are six participants whom took part in the study and reside in four states. Two of the six participants lived in different time zones; one of the two participants lived in the mountain time zone and was difficult to plan due to the individual's rigid schedule. However, after many scheduling changes the zoom interview was completed. The semi-structured zoom interviews each took place in the researcher's home office and lasted 30 minutes. A set of four baseline open-ended questions were asked to each participant; however, in some cases, questions were asked in a different order as a result of how quickly the participant engaged themselves in the beginning, and where the questions led

middle or end of the interview. In addition, due to individual answers asked to the person, leading open-ended questions were asked to enhance the quality of data gathered from each participant.

The study began by recruiting participants from Maine, New Hampshire, Vermont, Rhode Island, Massachusetts, and Connecticut. Only one participant was affiliated with a social media alumni group in the recruitment states. However, due to a lack of significant involvement within these particular states and social media alumni groups, recruitment required reaching out geographically for more participants. After exhausting one month and two weeks of recruiting for the study with only one response from many public groups, and none from private alumni groups before contacting the ethics committee for a change in recruitment. The change of request to the ethics committee consisted of altering the search criteria or geographical location, and excluding social media alumni groups. Changes were also made to the consent form and flyer to reflect the changes made from the request. Once contact was made with the ethics committee and approval was granted, the next step was connecting with the Walden participant pool and begin snowball sampling participants for my study. After submitting the required information to gain participants and connect with the Walden University participant pool, I received two emails. After emailing consent forms to potential participants, I received no response to partake in the study. The snowball sampling strategy began after the continuation of unwilling participants. The snowball sampling strategy helped schedule the last five participants. After six participants were acquired,

the repetitive responses with valuable data had answered the research questions. At that point, I saturated and completed data collection after two months of recruitment.

Data Analysis

Interviews were transcribed using the NVivo 12 program for anonymity. After the six interviews were transcribed, the interviews were read for accuracy and sent to the interviewees by encrypted email for member checking. After participants returned confirmation by email affirming that the interview transcriptions were factual, authentic, and correct, the coding process began. All transcribed interviews were printed, without names but using a descriptor, finally the coding process is started.

The coding process began by using a notebook for each participant to record identifying codes from the transcribed data. The participants are identified using a descriptor SED one, SED two, SED three, SED four, SED five, and SED six for anonymity. Once the codes and subcodes were located, they were broken down into categories and themes (Saldana, 2016). Through this process, repetitive codes emerged throughout all transcribed data. To correctly identify the similar codes being discovered, an excel spreadsheet is developed to transfer all codes for each participant to identify themes. A pivot table is created to separate and establish a breakdown of codes into categories that helped emerge themes from the list of these codes. The headers for the code category list of emerging sub-themes that included teacher burnout behaviors, positive teacher interactions, peer relationships, mental health, future affects, and overall student behaviors. Once all the sub-themes are revealed they are allocated to individual themes (Saldaña, 2016).

The four themes and sub-themes that emerged from the data are:

1. Variability in the impact of teacher burnout behavior.
 - A. Classroom environment
 - B. inconsistent student behaviors
2. The ways teacher burnout behavior affects students.
 - A. Peer Relationships
 - B. Mental Health
3. Approaches to address negative classroom experiences and circumstances.
 - A. Student-teacher relationships
 - B. Student burnout
4. The specific ways students identify teacher burnout behaviors.
 - A. Teacher Mental Health
 - B. Maintaining the Classroom, school attendance, availability

Trustworthiness

There are many ways trustworthiness is applied to my study. The purpose of this research is to understand and make meaning of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students. Included in this study are credibility, transferability, dependability, and confirmability.

Credibility

Credibility allows for data triangulation which includes interview transcripts. The Zoom Interviews were recorded and saved to a cloud drive. After all the interviews were

finished, the transcripts were transcribed in full through NVivo 12 and saved on a thumb drive throughout the data analysis phase for reflection and dissemination for transferability.

Transferability

The ability to disseminate results to other settings or studies is known as transferability. King et al. (2019) state that any study delivers rich and ample data; further studies can utilize the conclusions for their research. Researchers in education and psychology can modify the research questions that prompt initial answers from participants. The questions and follow-up questions were in flow with participant answers; thus, researchers in other fields will have the ability to deliver rich data and variance in conclusions.

Dependability

Dependability is to find reliability in my study. To ensure dependability, the main focus was remaining mindful of the research method and questions to all participants. All participant responses were considered relevant to the study, and responses were similar. Furthermore, maintaining focus on collecting data which included the respondent's comfortability and preserving anonymity by conducting the study from the privacy of my office and securing participant data, aided in the reliability of the data collected for the study.

Confirmability

For confirmability in narrative inquiry, semi-structured open-ended questions allowed for further probing and immediate follow-up, ensuring and providing rich and

ample data. The completion of member checks was used for the reliability and confirmability of the transcribed data. Merriam & Tisdell (2016) state that respondent validation is achieved throughout the study to ensure accuracy. Member checks were conducted once during transcription to allow for data reliability and confirmability of the data collected. Participants responded with their validation of transcribed data through email. King et al. (2019) affirm that confirmability replicates the study. Research questions guided the data analysis using the recorded zoom function, and password-protected "cloud" storage has been utilized to collect data for future research.

Results

This qualitative interview investigates what high school students reveal through retrospective stories and how teacher burnout behaviors affect students' social and emotional development. Madigan and Kim (2020) found that teacher burnout may affect the student's well-being and indirectly impact the student. I address the answer to the following research questions to discover the underlying source of the problem and locate the best solution.

1. What do northern New England high school students' retrospective stories reveal about the effects of teacher burnout behaviors on their social and emotional development?
2. How have teacher burnout behaviors affected prior students' social and emotional development?

The four themes that emerged from the transcribed data. The four themes and participant responses include:

Theme one: Variability in the impact of teacher burnout behavior

Theme one explored the different ways teacher burnout behavior affected students' classroom environment. Additionally, theme one revealed the inconsistent student behaviors caused by teacher burnout behaviors. Participants expressed difficulties with teacher burnout behaviors and how these behaviors affected them socially and emotionally in the classroom.

Subtheme A: Classroom Environment

Participants reported that teacher burnout behaviors negatively affected the classroom and caused a complex learning environment. Participants expressed that teacher burnout caused tension among students in the classroom because of the confusing ways the teacher explained concepts to students. Students learn at different levels, and if the teacher doesn't allow the student the time and attention, the student will ask another student for support which causes the other student confusion or misunderstanding of the subject. The teacher's behavior in this study caused students to feel uncomfortable and embarrassed in the classroom.

SED six states, "math came a little easier to me, so I didn't struggle as much as some people. Our teacher had burned out, but it created a divide in the classroom, it was the people who got it, and the people who didn't get it like that made it hard because they'd come to me and ask for help. But the only way I understood it was the way she would teach it. So, I would explain it in almost the same way. And then my peers would get frustrated that I couldn't help them either. And it just created tension."

SED one said “I remember a student stated, I'm feeling a little nervous for the exam, and the teacher, you know, bluntly said, well, you should've studied a little bit harder last night, and if not, that's like a personal issue. So that was definitely something that I noticed right away that, OK, this year, they're not in a good mood. So immediately, once everyone started taking the test I took my test, went up to my teacher and I said, you know, may I go to the other classroom and to take my exam? And next thing you know, the teacher said, I understand that you have a special learning, but it's only 10 questions. You do not need to go to the next classroom to get some help. Everyone started staring at me. My face was completely red and I was a little bit shaking. I almost started crying at some point because I just thought, OK, I'm going to be looked at differently. I said you know the teacher shouldn't say that part, there's a contract that even teachers signed that this is confidential. And I just completely went back to my desk.”

SED six states, “Oh, like, she knows what's going on, and then I'm not the kind of person you're like, Oh, they don't get it. I can't like to be friends with them. And I'm like, That's not who I am. But some people are like, Oh, they don't get it; they're on their own. Like, You get along, let's work together. I'm like, it just created a weird divide, and there is tension and made it like not the most fun and inviting learning environment for everyone.”

SED five States that “I remember actually once to an economics class, the same teacher, was picking this kid apart about like, finances and stuff, and he was like, what are your parents not working? He was like, I don't have parents, and it

was just like, Oh my God! And that's just like, what? Why did you even have to go there? I feel like embarrassing moments for other people happened in front of me a lot, too, which is why I also think like even if somebody else yells at someone else, I feel for that person so much too.”

SED four mentioned that “my teacher, unfortunately, passed that same year, so I had to adjust to another teacher immediately, and it was completely different the way they taught. I feel like, after COVID, it was a lot of readjusting, so they were starting to exhibit more burnout. I would find myself worrying about when I go back, I have to redo all this stuff and try to memorize this part for this class.”

Subtheme B: Inconsistent Student Behaviors

Participants expressed various ways that teachers instigated conflict in their classrooms. Additionally, teacher burnout behaviors prompted reciprocally in the classroom, causing hostility. Teachers’ burnout behaviors impacted the participants’ behaviors by being inconsistent with individual student needs.

SED five remembered, “teachers would tell us that you're the worst grade that's ever come through here and we'd be like, Oh, that's nice. There was a time, I got upset when this specifically happened. I remember, the teacher did it, flicked the lights on and off, knowing that the kid would get upset and then when the kid got upset, the teacher was like, I can't do this anymore, and that's when the teacher threw the eraser at the kid, didn't hit him and it was a dry eraser, so it's

like not very weighted. So, it kind of just like flew. I think, that teacher retired the year after we left.”

SED three states, “You can tell in the classroom setting there were some kids were just not show up. Some kids would cram or do extra work depending on how they use their free time at the last, like 15 minutes of class. Maybe they were just not into it anymore. They just felt emotionally drained or too invested, depending on the type of student that was working in that at the time”

SED one states, "My mind is, you know, making me feel like, Oh, you make this person feel bad, or you're going to stress this person out. Look what you did. If I want to ask for help or have a question, I become so hesitant. So, I get that little anxiety of asking for help, you know, asking for questions, even you say, asking if someone is OK. And they will go off on me. I always like to be that person where I want to be; you know, I want to be emotional support. I don't mind being the shoulder to cry on. But there's also that fear of just stepping."

Theme Two: The ways teacher burnout behavior affects students

Theme two investigated peer relationships students encountered in the classroom and the future outcomes that teacher burnout behaviors left on students. Narratives expressed that teachers are positioned to encourage students to succeed and not to cause conflict among peers. During the interviews of prior students, participants reflected on how teacher burnout behaviors affected their mental health, which carried into current life situations and career choices.

Subtheme A: Peer Relationships

Peer relationships in the classroom aligned differently for each participant through negative impacts with peers in high school. Teachers' burnout behaviors influenced peer relationships by providing extensive work to students or developing hostility among peers that affected the participant in the classroom. The teacher burnout behaviors provoked negative peer interactions among high school students in an environment that, in these participants' experiences, caused conflicts.

SED three states that “the teachers would give a lot of work so whenever I try to hang with my friends or like, talk to them casually, they were just too busy. we had to do the assignment for AP exams. And the time I thought that was insane, I didn't know you could do that much homework.”

SED one stated that after parents were involved in an issue “right when I went back to class, I think students did start looking at me like oh, poor her, but yeah, I just say that affected friendships.”

Subtheme B: Mental Health

Each participant narrates that their mental health was affected by as isolation, anxiety, sadness, and intimidation. Additionally, participants narrated that their mental health was affected after graduation. A participant expressed mental health as isolation, anxiety, sadness, and fear of intimidation. One participant expresses isolation, another participant explains that they experience anxiety. A participant explained that they are unable to help people which makes them sad due to their experiences, lastly a participant explained that they often feel intimidated by working with adults, however has recently

overcome these circumstances to succeed in their career.

SED five said, "I think I've got slowly starting to get out of not being so intimidated by older people because I remember actually when I first started, I mean orthodontics, I did not want adult patients. I would only see kids." The same participant expressed "I would never go to my teacher. I would ask literally anybody else the smartest kid in the class before, which probably shouldn't be the way. I think I'm slowly starting to get out of not being so intimidated by older people because I remember actually when I first started, I mean orthodontics, I did not want adult patients, I would only see kids, but now like I would do either. Sometimes I prefer adult patients because kids somehow annoying, but I'm not teacher."

SED one states, "My mind is, you know, making me feel like, Oh, you make this person feel bad, or you're going to stress this person out. Look what you did. If I want to ask for help or have a question, I become so hesitant. So, I get that little anxiety of asking for help, you know, asking for questions, even you say, asking if someone is OK. And they will go off on me. I always like to be that person where I want to be; you know, I want to be emotional support. I don't mind being the shoulder to cry on. But there's also that fear of just stepping."

Theme Three: Approaches to address negative classroom experiences and circumstances

Theme three investigated how students overcame adverse classroom environments and individual circumstances to graduate high school. Participants

overcame many obstacles to graduate by forming connections to other teachers or to natural supports such as family and friends to graduate from high school due to teacher burnout behaviors that affected them. Students explain how they prevailed over their burnout when teachers demonstrated an overwhelming amount of stress to succeed in their job.

Subtheme A: Student-teacher Relationships

Student-teacher relationships are expressed through narratives that are essential to their high school experiences. Although participants had different circumstances of relationships with teachers, they were able to succeed educationally to graduate high school and advance to higher education and some to positive career advancement. Participants explain the positive and negative impacts of student-teacher relationships.

SED one explained their negative experience, "I start to realize that, you know, no one's going to hold my hand if I need some help or advice or if I don't want to do it, I'm like, OK, someone else is going to, you know, do it for you. For me, there's other people who are going to help. So, I just kind of did a little bit of self-reflection and told myself to use other methods. I'd like to rip the Band-Aid off. Calm those fears over overcome those emotions and move forward."

SED two stated, "personally, I would just ask a different teacher." and "I would look up Khan Academy videos or just like YouTube videos on how to do it."

SED three graduated during the COVID pandemic; this participant stated, "So if I didn't understand it, I was like, You know, maybe I'll try to wing it. And

then, if I got it wrong, I would keep trying to figure out why. So basically, it was like it was jumbled everywhere at that point."

SED six explained that "I think for me, it was that I was always a person who likes to make connections with my teachers and have them get to know me, I like school. School doesn't necessarily come super easy, but I like it. So, I would always try to make those connections. So those one-on-one conversations about small topics often connect with me better and I understand it better."

Subtheme B: Student Burnout

Participants narrate the pressure that teacher burnout impacts them and how they can overcome it and graduate high school with high academic standing. Participants explain how teachers would give an extensive amount of school work which would place strain on the student to succeed in academics. Participants also describe circumstances in that students would take pressure off them by taking advantage of their teacher's burnout.

SED three expressed, "If I asked for help from the teacher, I feel like maybe they had said it prior and I missed it and I was like, maybe I wasn't paying attention or something, so I didn't want to be that person. So, whenever I try to hang with my friends or like, talk to them casually, they were just too busy. They had to do the assignment for AP exams. And the time I thought that was insane, I didn't know you could do that much homework. They (Online classes) were starting to get to me pressure wise to the point where I'd have to like, go online and look up stuff. It was that bad."

Theme Four: The specific ways students identify teacher burnout behaviors

Theme four explored specific ways participants were able to identify teacher burnout behaviors. The identification of burnout behaviors was divergent across all participants; however, the definition remained within limits. Identifying the behaviors helped determine how the participant's social and emotional development was affected in high school.

Subtheme A: Teacher Mental Health

Participant descriptions of teachers' mental health identify distinctive characteristics of teacher burnout behaviors. Participants established the definitions by observation throughout their high school experiences.

SED one describes burnout behaviors as "reaching a breaking point. Think not and not thinking through."

SED three explains Teacher burnout behaviors as "they cannot do the work anymore and just want to go on vacation or just take a break just for a small amount of time."

Subtheme B: Maintaining the Classroom, Attendance, and Availability

Participants recount the events that created a turbulent high school environment. However, revisiting their experiences, they describe burnout behaviors by noticing environmental changes which impacted learning. Their perception of burnout teachers is divided into difficulties maintaining the classroom, remaining mentally present, and being available to students' needs.

SED four describes burnout behaviors as "working or overworking yourself to a point where you're not able to properly function or do your work as

you would, or if you weren't in a state or a state of constantly working which is unhelpful to students”.

SED five explains burnout behaviors: "I think the first thing that comes to my mind is anger or just like a breaking point for people. And that, they are like, missing things like because you're just not seeing it."

SED two stated, "like just feeling diminished honestly feeling not good enough to do a certain job or a thing. Yeah, just a feeling like not good enough in a way that you have this certain potential and you can't reach it. and they just don't show up."

SED one stated, “Personally, I just asked a different teacher, like if we had two math teachers, we had one for the advanced class and one for just like the regular class they called it. I would just go to the advanced teacher and be like, hey, can you explain that to me? Because she would be way nicer than my teacher and she didn't really know me. So, it was easier.”

Summary

The retrospective stories from participants revealed that there were reciprocal events within the classroom, starting with the teacher's behavior. The participants noted that when the teacher's behaviors were negative, the participant would not be able to participate in the class or be shamed by peers causing anxiety and isolation. When answering questions about how these behaviors affected them socially and emotionally, these participants' behaviors became uncomfortable and passionate.

The overall concurrence from participants is that burnout behaviors have affected their overall social and emotional development while in high school. Participants expressed their direct impact and indirect impact on how teachers' behaviors in the classroom. Mental health, specifically anxiety and isolation, were mentioned. Peer relationships were minimally affected, and such relationship impacts were slightly altered. One participant had significant peer challenges that caused parental involvement with teachers and students.

Interviewing participants who graduated high school revealed difficulties with teacher burnout behaviors and how these behaviors affected them socially and emotionally in the classroom. Participants describe different ways teacher burnout behavior affected students' classroom environment had caused tension among students because the concepts were taught that caused students to become confused. Narratives expressed that teachers are positioned to encourage students to succeed and not to cause conflict among peers. During the interviews of prior students, participants reflected on how teacher burnout behaviors affected their mental health, which carried into current life situations and career choices. Participants overcame many obstacles to graduate by forming connections to other teachers or natural supports such as family and friends. Students explain how they prevailed over their burnout when teachers demonstrated overwhelming stress to succeed in their job. Lastly, Participants recount the events that created a turbulent high school environment. However, revisiting their experiences, they describe burnout behaviors by noticing environmental changes which impacted learning.

Teachers are the stability of the classroom where students are learning, making connections with peers, and preparing for their future. Teachers who are burnt out could make this difficult for some students. The next chapter will discuss my findings, limitations, recommendations for future research, and social change.

Chapter 5: Discussion, Conclusions, and Recommendations

This qualitative study demonstrates the understanding and meaning of student retrospective accounts of teacher burnout behaviors that impact social and emotional development among public high school students; understanding the unique stories provided insight into how teacher burnout behavior affects social relationships and basic emotions of adolescents' collective experiences of student-teacher interactions. The qualitative narrative inquiry research was consistent with gathering student retrospective accounts of teacher burnout behaviors that impact social-emotional development among public high schools. Narrative storytelling can evoke receptiveness to other perspectives, information about others' feelings and attitudes, and social experiences.

Six participants were interviewed for the study. Key findings of the study suggest that burnout behaviors have affected participants' overall social and emotional development while in high school. Participants expressed their direct and indirect impact on how teachers' behaviors impacted them in the classroom. Mental health, specifically anxiety and isolation, were mentioned. Peer relationships were minimally affected, and one participant had significant peer challenges that caused parental involvement with teachers and students.

This chapter will contain five sections. The interpretation of the findings, which describes research findings in more detail, describing limitations of trustworthiness that developed during the study, and recommendations for further research will be discussed. Implications will address positive social change. The last section of this chapter will be the conclusion of the study.

Interpretation of Findings

The results of this study noticeably indicate that there is validation. However, the retrospective stories expand in areas of literature provided in Chapter 2, specifically in the perception of burnout behaviors and social and emotional development. Participants identified in this study for confidentiality are SED one, SED two, SED three, SED four, SED five, and SED six, also expand on teacher burnout behaviors that affect the learning environment that leads to graduation.

The interpretation of burnout in this study is described in various ways. Aflakseir and Nemati (2018) define the behavioral signs as isolation, procrastination, depersonalization, exhaustion of motivation, lack of enthusiasm, taking the frustration out on others, skipping work, or tardiness. Participants expressed their perceptions of burnout behaviors as “reaching a breaking point,” “not thinking through things,” “they cannot do the work anymore,” “overworking yourself to a point where you’re not able to function properly,” “they’re like, missing things like because they’re just not seeing it” and, “feeling not good enough to do a certain job or a thing.”

Participants expanded while also validating burnout behaviors in many ways. Expansion on burnout behaviors on the definition described by the participants includes “reaching a breaking point”; defined by the participant as overwhelming emotions, not specifically frustration. Other expansion of burnout behaviors includes missing or not seeing what is happening in the classroom, and lastly, “not thinking through things” or impulsivity. Behavioral signs are described in literature as isolation, procrastination, depersonalization, exhaustion of motivation, lack of enthusiasm, taking the frustration out

on others, skipping work or tardiness, outbursts of negative feelings of the job, crying without provocation, and suspicion or paranoia (Aflakseir & Nemati, 2018 & Freudenburger, 1974). The teacher burnout behavior description presented in the study by student narratives are not listed in the literary definition of burnout behaviors.

Participants validate burnout behaviors by definition are unable to function, unable to work, and not feeling good enough.

There are many ways participants convey their ability to graduate high school due to teacher burnout behaviors. Teacher burnout behaviors in the classroom deeply impacted social and emotional development among participants. Bozgün and Akin-Kösterelioğlu (2020), Walker and Martin (2020), and Walton et al. (2020) found that as students move through the education system, social and emotional development evolves in various ways. Participants in the study expressed ongoing mental health concerns due to direct and indirect teacher burnout behaviors. The findings of this study suggest that although social and emotional development progresses throughout high school, there are lasting effects on students who are directly or indirectly impacted by teacher burnout behaviors in the classroom. Participants revealed through their narratives that their circumstances surrounding teacher burnout behavior in high school produced a barrier in social relationships and lasting anxiety after graduation.

Within this study, student-teacher relationships are directly and indirectly impacted. Akman (2020), Burns (2020), and Martin and Collie (2019) found that high school students could have several teachers throughout the day. Still, the bond between the student and teacher helps create a student with motivation for graduation and a

positive future. Participants stated they would ask other teachers and peers, use parent support, and utilize computer programs if their teachers were unavailable. Research indicates that student-teacher relationships can strengthen or weaken students' success through motivation and academic achievement (Alsup & Moots, 2021; Burns, 2020; Flores, 2019; Harding et al., 2019; Martin & Collie, 2019), which correlates with this study's findings. Participant SED two, expressed that using a computer program was helpful. The participant maintained academic achievement throughout COVID-19 by use of Zoom schooling with different teachers, teaching the same subject. The participant explains the cause of teacher changes were attributed to an influx of teacher turnover. Due to the inability of classroom teaching, computers were necessary; to this participant, teachers were "mostly unavailable" and the student maintained high academic achievement without teacher support. Alternatively, participant SED one could ask a teacher who is more supportive in a school environment. Although acquiring quality support from the teacher the participant still had difficulty maintaining positive academic standing. However different circumstances, both participants student-teacher relationships impacted academic achievement.

Reciprocal determinism is depicted in this study through participant narratives by explaining how teacher burnout affects student behavior in the classroom. Bandura (1978) states that the environment independently influences the student and involuntarily shapes, plans, and controls behavior. As explained in the theoretical framework, students react to teacher burnout behaviors. Participants' narratives suggest that the learning environment is negatively impacted by the teacher's burnout behaviors which affected

students' behaviors towards each other and emotionally impacted the participants in the classroom.

Limitations of the Study

One of the study's limitations was the initial recruitment strategy. The primary recruitment approach was to recruit from social media alumni groups. Social media such as Facebook has a limited number of public high schools that allow for posting flyers. Due to the restricted number of social media groups that permitted participation in the study, additional support was needed from the ethics committee to recruit participants and reach saturation. The study relied on the ethics committee to approve the geographical location and Walden Participant Pool. After two and a half months of trying to recruit participants and obtaining two, reaching out to the ethics committee for approval allowed access to a broader scope of participants. The ethics committee approved connecting with the Walden participation pool and utilizing the snowball strategy to gather participants, which allowed for saturation.

The second limitation was the geographical location. The geographical location started as public high school students in northeastern New England states. As stated in Chapter 1, retrospective stories and artifacts of individuals who attended public schools in Maine, New Hampshire, Connecticut, Vermont, Rhode Island, and Massachusetts were unattainable due to limited participants available when gathering participants. Although there were a limited number of participants from northeastern New England states at the start of the study, the individuals who participated in the study were equal inside northeastern, New England states and outside of the geographical location.

Recommendations

As stated in the limitations, geographical location and the number of participants are focus areas for future research. Expanding on the number of narrative participants and utilizing a group that would be more useful in social media for gathering data than alumni high school participants. Other recommendations for future research to the study may be significant, such as coping skills for the students in classrooms with teachers who have burnout behaviors.

Due to study findings regarding mental health, researchers should research coping strategies among students of teacher burnout. Inadequate approaches to coping escalate feelings of stress, cause poor mental health, and affect work ethic, increasing the risk of burnout in the classroom (Akbari & Eghtesadi, 2017; Albulescu et al., 2018). Positive coping skills can help manage stress and decrease the possibility of burnout (Albulescu et al., 2018). During interviews, discussing coping strategies was not a topic of concern. However, with the ongoing mental health that the students expressed, this area required more attention. Four of six participants expressed that their teachers were female in their high school experience of teacher burnout. Research determined that positive coping strategies are more likely for female teachers than male teachers regarding adaptability to the classroom environment (Vicente de Vera Garcia & Gabari Gambarte, 2019). Using coping strategies and being proactive early during burnout can reduce the effects and improve the students' well-being in high school classrooms (Otto et al., 2021; Rae et al., 2017). Students may be burnout by schoolwork, tests, and the requirements of graduating, but the acts of teacher burnout and how the student copes with these behaviors should be

an interest to future research.

Implications

The student's perspectives and viewpoints can advocate for change in many ways. This study expresses the students' definitions of teacher burnout behaviors in the classroom and the social and emotional impacts on students. The student's interpretation of burnout behaviors that teachers display allows for an adequate, more comprehensive definition of burnout that can help identify and prevent lasting impacts on students. Research findings provide new knowledge which may offer awareness through forming mentoring programs in public schools to help students with social and emotional development. Additionally, by reflection, community partners could learn from the student experiences to encourage acknowledgment of early burnout among teachers in the workforce.

Prior student narratives in this study can provide educators, schools, students, and community with meaningful information which can give insight into how teacher burnout behaviors affect students in public high schools. Students' definition of teacher burnout behaviors can allow educators and the community to be better prepared for the upcoming school year. Furthermore, understanding how the behaviors affect high school student's social and emotional development and the long-term impacts that these actions of teacher burnout behaviors can better equip teachers to be more productive in the classroom, reduce teacher burnout, and provide the community school districts with a decrease in teacher turnover.

Teachers, educators, and the community can also use this data to prepare students for graduation. Albert Bandura's reciprocal determinism explains the impact on the learning environment. This study shows that students are aware of the teacher's behavior and how those behaviors impact the classroom, as well as how students utilize the support of others to aid in graduating high school. The narratives help identify how important the student-teacher connection is to the student's social and emotional development and graduation. Parents can use this information to advocate for their children in situations of teacher burnout behaviors inside classrooms that directly or indirectly affect their children. The data gathered can also help parents support and navigate their children's social and emotional development in high school if teacher burnout behaviors impact their children's school performance.

Conclusion

Bandura (1969) states adolescents can identify teacher behaviors within the classroom. This study explains how observant students are of teacher behaviors throughout high school transitions. Positive or negative reciprocal effects occur daily in classrooms throughout the United States. Identifying teacher burnout behaviors, understanding the description of the behaviors, and how they affect students is critical to the student's social and emotional development and learning environment.

The findings in the study show how students' social and emotional development and student-teacher relationship are critical to their school performance. Students rely on teacher support for help with learning activities, tools for success, and to achieve goals to make positive choices. Teachers portraying burnout behaviors in the classroom make it

difficult for students to ask for support on projects, help with assignments, or simple tasks. Additionally, teacher burnout behaviors can lead to lasting mental health disorders in students, which makes for an unsafe learning environment. Each prior student in the study was affected by teacher burnout behaviors directly or indirectly in the classroom, and the memories of those lasting effects remain. Finally, with a better understanding of teacher burnout behaviors, community members, parents, and teacher support can address the burnout behaviors and help the students before concerns for the students learning are in jeopardy.

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Appendix A: Interview Questions

- 1) What is your interpretation of burnout behaviors?
- 2) Can you remember a particular time in high school when a teacher displayed burnout behaviors?
 - A) Tell Me more about why this is particular moment stands out.
- 3) Explain how teacher burnout behaviors impacted your social and emotional development? Schoolwork or friendships?
 - A) Tell me more about this influence on social and emotional development (school or friendships)
- 4) How did you overcome circumstances and graduated high school?

Appendix B: Participant Debriefing

At the end of the Zoom call participants were debriefed as follows:

Your identity will be kept confidential. I am only allowed to share your identity or contact info as needed with Walden University supervisors; they are also required to protect your privacy or with authorities if court-ordered, but this is very rare. I will not use your personal information for any reason outside this research. Also, the research document will not state your name or any identifying information. All data will be kept secure by password only accessed by myself. Interview data will only be stored on the “cloud,” no storage will be located on any of my computers or hard drives, and notes taken on paper will be destroyed immediately after uploading to the cloud. I will delete personal information such as initials, emails, or phone numbers, which will be removed from any contacts immediately after the study has been completed and is no longer needed. I will keep all data as Walden University requires for at least five years.

Appendix C: Consent Form

CONSENT FORM

You are invited to take part in a research study about past student experiences of teacher burnout behaviors that impact social and emotional development. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study seeks 10-12 volunteers who are:

- Former public high school student age 18-25
- Former students must have completed four years of high school
- Graduated with a diploma

This study is being conducted by a researcher named Erika Young, who is a doctoral student at Walden University.

Study Purpose:

The purpose of this study is to understand the unique stories that could give insight into how the teacher burnout behaviors that impact social relationships and basic emotions of adolescents and shared experiences of student-teacher interactions.

Procedures:

This study will involve you completing the following steps:

- take part in a confidential, audio recorded Zoom interview (visual option available via Zoom and phone call option upon request) (1 hour)
- review a typed transcript of your interview to make corrections if needed (email option available) (10 minutes)
- speak with the researcher two times after the interview to hear the researcher’s interpretations and share your feedback (this is called memberchecking and it takes 15-20 minutes each time, phone option available)

Here are some sample questions:

- Can you remember a particular time in high school when a teacher displayed burnout behaviors?
- Explain how teacher burnout behaviors impacted your social and emotional development? Schoolwork, friendships, mental health?

Voluntary Nature of the Study:

Research should only be done with those who freely volunteer. So everyone involved will respect your decision to join or not. If you decide to join the study now, you can still

change your mind later. You may stop at any time. Declining or stopping will not negatively impact your relationship with the group/organization from which you were recruited. The researcher will follow up with any participants that were not selected for the study.

Risks and Benefits of Being in the Study:

Being in this study could involve some risk of the minor discomforts that can be encountered in daily life such as sharing sensitive information. With the protections in place, this study would pose minimal risk to your wellbeing as a prior high school student.

This study offers no direct benefits to individual volunteers. The aim of this study is to benefit society by help teachers better identify burnout behaviors that impact students' social and emotional development, contribute to student success, and may help teachers with their stress and burnout through their student's positive behaviors and academic achievement. Once the analysis is complete, the researcher will share the overall results by emailing you a summary of the study.

Payment:

None

Privacy:

The researcher is required to protect your privacy. Your identity will be kept confidential, within the limits of the law. The researcher is only allowed to share your identity or contact info as needed with Walden University supervisors (who are also required to protect your privacy) or with authorities if court-ordered (very rare). The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers so this would not involve another round of obtaining informed consent. Data will be kept secure by password only accessed by myself. Interview data will only be stored on the "cloud" and no storage will be located on any computers or hard drives and notes that are taken on paper will be destroyed immediately after uploading to the cloud. Personal information such as initials, emails or phone numbers will be deleted and removed from any contacts immediately after the study has been completed and no longer needed. Data will be kept for a period of at least 5 years, as required by the university.

You might wish to retain this consent form for your records.

Obtaining Your Consent

If you feel you understand the study and wish to volunteer, please indicate your consent by replying with the words, "I consent"