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Teaching Experience and How it Relates to Teacher Impressions of Work Intensification

Shannon Warren
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Walden University

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Shannon N. Warren

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Walden University
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Abstract

Teaching Experience and How it Relates to Teacher Impressions of Work Intensification

by

Shannon N. Warren

MA, Azusa Pacific University, 2008

BA, California State University San Marcos, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Organizational Psychology

Walden University

August 2018

Abstract

Changes in schools can cause teachers to experience an intensification of work as they strive to meet expectations of students, parents, and administrations. This study includes an examination of factors that may lead to work intensification (WI) for teachers. The study also includes an examination of how years of experience and teacher perceptions of administrative support may moderate the relationship between teachers' impressions of WI and their job satisfaction. Based on equity theory, data were collected using a Likert-type scale survey distributed to 9 public high schools in southern California. A test for correlation was performed followed by a hierarchical ordinal logistic regression analysis to test for significant relationships and strength of those relationships. Findings revealed at a .95 confidence level a significant relationship between factors of WI and teacher impressions of WI in the areas of the addition of more students to the classroom, fear of losing job, changes in curriculum, decreased pay, the addition of students with special needs in to the classroom, and changes in technology use in the classroom. Findings also revealed that the addition of furlough days, fear of losing job, decreased pay, and an increase of students with special needs in the classroom were significantly related to decreased job satisfaction. Findings revealed that perceptions of administrative support moderate the relationship between teacher impressions of WI and job satisfaction. This study allows for better understanding of how years of experience and administrative support may moderate the relationship between factors of WI and teacher job satisfaction so policy-makers may make better-informed choices that support student education.

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Dedication

This dissertation is dedicated to my family who have helped to inspire, support, and assist me through this process. I am so thankful for my parents, Lawrence and Kathleen Butts, for instilling me with the desire to never stop learning. You set high standards for me and encouraged me to continue to set high standards for myself. I am thankful for my husband, Dr. Matthew Warren, for supporting me through these years of work. It has been a long process, but you have been there for me every step of the way. I am also thankful for my stepchildren, Blake and Averie, for believing in me and inspiring me to actualize my dreams. I hope that you will set your own inspiring dreams and that I may continue to help you to actualize them.

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Chapter 1: Introduction to the Study

Work intensification (WI) refers to the process of increasing responsibilities and duties for employees in the workplace (Larson, 1980). WI has been found to lead to increased stress and employee burnout as many employees struggle to manage and prioritize additional duties (Zeytinoglu, Denton, Davies, Baumann, Blythe, & Boos, 2007). WI may have adverse effects on organizations as well as workers' well-being, health, and attitudes (Zeytinoglu et al., 2007). WI has occurred in a variety of industries including the health industry, manufacturing, and public administration (Zeytinoglu et al., 2007; Willis, 2005). Additionally, WI has been observed in the public education setting as teachers struggle to meet the demands and changes enforced by policy makers without sufficient training, time, or support (Ballet & Kelchtermans, 2009).

An increase in WI has been observed recently in the public education system in Southern California as statewide budget reductions have resulted in many teacher lay-offs and reduced workdays for teachers (California Teachers Association, 2012). Clark (2010) argued that teacher lay-offs and reduced workdays have led to an increase in WI for teachers as the remaining teachers after the layoffs are expected to meet educational expectations for managing, teaching, and coaching larger numbers of students in fewer work days, which has resulted in teachers working past their contracted hours (Clark, 2010). Changes in policy and other demands made on teachers will cause further WI for teachers due to increased workload and increased stress that may eventually lead to teacher burnout or teachers voluntarily leaving the profession (Ballet & Kelchtermans, 2008; Crotwell, 2011). Increased class sizes may also result in educational issues such as

changes in the culture of classrooms and less time teachers are able to spend interacting with individual students (Parker, Nelson, & Burns, 2010). This decrease in teacher-student connection is often related to increases in the quantity of student absences and student discipline problems that can affect the learning environment for students (Ohlson, 2009; Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010).

WI has also been found to increase levels of stress and employee absenteeism (Naylor & British Columbia Teachers' Federation, V. r., 2001). In turn, increased teacher absences have been found to be negatively associated with student academic achievement (Tingle et al., 2012). It is important to understand if WI is affecting teachers and students in public education so that educators may be aware if the best possible learning environment is being provided to students.

The purpose of this study was to examine which factors associated with WI for teachers may affect teachers' impressions of WI and how years of teaching experience and teacher perceptions of administrative support may moderate the relationship between teacher impressions of WI and teacher satisfaction with their current job. This chapter includes background information on WI; the problem and purpose of the study; the specific research questions and hypotheses; and a description of the study including assumptions, limitations, the significance of the research, and the definition of terms used for this particular research.

Background of the Problem

Larson (1980) described WI as expanding duties or areas of responsibility for employees. WI has been found to occur when employees are required or asked to work

more hours without compensation, when there is less downtime or rest periods during the workday, or when changes are occurring in the workplace requiring employees to adapt to the changes (Burke, 2009; Green 2004; Lu, 2009). According to Ballet and Kelchtermans (2008), “There are various and mutually reinforcing sources of intensification” (p. 63). WI may be used to describe an increase in work pace or work effort required for a job as well as the quantity of hours required of an employee to complete a job (Green, 2001). Physical and mental effort cannot be observed, which causes the measuring effort required for work subjective (Brown, 2012). There is no well-accepted measurement for WI; however, several measures for WI can be found in literature (Green, 2004).

WI has been measured in research in several forms. A study by Brown (2012) represented WI in the form of increased hours of work on average per week from either 41-47 hours or 48-55 [41–47 hours or 48–55] hours over a 2-week period. A separate study by Zeytinoglu et al. (2007) identified WI using perceived WI measure that required participating nurses to rate their perceptions on a Likert scale of how they felt about recent changes in their workplace and their workload. A study by Lu (2009) measured WI for women workers after downsizing in garment establishments, which resulted in increased quotas for workers from 10 pieces of garment per hour to 15 pieces of garment per hour to make up for the responsibilities of employees no longer with the company. An alternative study by Ballet and Kelchtermans (2008) measured WI as powerful calls for teachers to make changes both from external demands such as administration and policy makers and internal demands as teachers struggled to maintain their

professionalism. They described how the combination of external pressures and intrinsic pressures served as an intensifying factor that increased workload for teachers as they strived to meet work demands. These few examples of operationalizing WI vary from subjective perception ratings to objective measures such as changes in hours worked and required quotas.

In this study, WI is defined as occurring due to three changes in Southern California school districts, including a decrease of several school days with the same amount of curriculum to teach, a decrease in teacher salary by over 4%, and an increase in the average quantity of students in each classroom. Similar to the Ballet and Kelchtermans (2008) study, teachers were required to make changes to meet the external demands of policy makers to continue to teach the same amount of curriculum to more students for less pay than previous years while maintaining professionalism in the school.

Administrators for public schools in California have recently made several difficult decisions regarding staffing to work within smaller budgets allotted to schools (California Teachers Association, 2012). Many of these decisions have resulted in teacher lay-offs and an increase of the duties remaining teachers need to fulfill. Researchers have found that this type of WI causes an increase in work stress, a decrease in job satisfaction, and an increase in adverse employee physical and health difficulties, which can be damaging to the productivity in organizations (Burke, 2009). Teachers may be experiencing similar adverse effects when faced with WI. Teachers who experience stress and burnout at work may also experience loss of motivation and passion for teaching, which can affect student learning (Ozdemir, 2007; Roulston, 2004). Larger

class sizes and increased stress for teachers may cause changes in the classroom culture that can affect student behavior, student attendance, and overall student academic success (Ohlson, 2009; Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010). According to Apple (1986), federal, state, and local governments will often enforce changes in public education that create WI for teachers as they struggle to accommodate these changes in the classroom without the training, resources, and time necessary to do so (Ballet & Kelchtermans, 2008). Several recent changes have occurred in public education in California that have resulted in many budget cuts, teacher lay-offs, issues with job insecurity, increased responsibilities for education staff, and increase stress in the workplace (California Teachers Association, 2012). These changes in public education have forced many teachers to strive to do more with less. According to a study in Nova Scotia (Time-use Research Program, 2000), teachers recorded that they worked a 52.5 hour work week and 75 % of the teachers surveyed experienced adverse feelings of resentment for the demands of their employer and anxiety over not meeting employer expectations. After compiling a report on international teacher workload and stress (Naylor & British Columbia Teachers' Federation, V. r., 2001), Naylor argued that the increased workloads for teachers created adverse outcomes such as resentment toward employers, declining job satisfaction, increased teacher absenteeism, and increased stress-related disability claims that may have resulted in the undermining of learning opportunities for students.

WI has been found to decrease job satisfaction, harm family relationships, cause adverse physical and health difficulties, and decrease organizational effectiveness (Burke,

2009). WI has resulted in increased employee absenteeism, higher levels of stress-related disability issues, and a reduction in the ability for teachers to meet the needs of students (Naylor & British Columbia Teachers' Federation, V. r., 2001). An increase in stress in the workplace has been found to lead to adverse health conditions such as decreased body mass index, increased blood pressure, exhaustion, burnout, psychosomatic complaints, psychological distress, anxiety, depression, and other medically certified sickness absences (Schreurs, van Emmerik, Notelaers, & De Witte, 2010). These health concerns may often lead to increased teacher absences and disability insurance claims. According to data collected by an insurance company in the United Kingdom, 44% of teacher disability insurance claims were filed as mental problems or depression, making them the highest group when compared to 25% filed by other types of workers (Bunting, 2000). WI, such as larger student caseloads has as required many teachers to work longer hours to fulfill mandated activities or even to reframe their daily practices in ways that can be detrimental to the education of their students (Wotherspoon, 2008). Larger class sizes may also lead to changes in the classroom environment, classroom culture, and also limited time permitted for interaction and connection with individual students, which might both result in student discipline problems and increased student absences (Ohlson, 2009; Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010).

Further research is necessary to investigate what factors associated with WI for teachers may affect teacher's impressions of WI and how years of teaching experience and teacher perceptions of administrative support may moderate the relationship between teacher impressions of WI and teacher satisfaction with their current job. The results of

this study may aid in administrative decisions regarding hiring, planning class sizes, and making financial decisions that may affect the learning environment of students. The results from this study may allow administrators and policy makers to be better informed of whether or not support systems may need to be developed to support teachers during times of possible WI for teachers.

Problem Statement

Prior research in the area of WI for teachers has focused on information regarding teachers' job satisfaction (Burke, 2009), teachers' personal emotional responses (Crotwell, 2011), burnout (Ballet & Kelchtermans, 2008), and motivation (Ozdemir, 2007). It is not known if teachers respond differently to impressions of WI depending on their years of experience in the field of teaching and their perception of administrative support. Times of change and high stress in schools may lead to higher turnover rates of teachers, which can have several negative effects on schools, including school instability, increased costs in teacher training, and the need to hire new and less experienced teachers who may often be less effective than the teachers who elected to leave the profession (Grissom, J. (n.d). Additionally, over \$7 billion is spent each year in the United States for the process of hiring and training of public school teachers (Sharking, 2008). There is a need to better understand if WI for teachers may be experienced and responded to differently at different levels of teaching experience so administrations can be prepared to provide any necessary support to teachers in times of WI. Results of this study could influence social change by assisting administrators and policy makers in education in understanding how teachers may be affected by WI so they can better support them

during times of educational change and possibly prevent high teacher turnover rates that can be both costly and detrimental to schools. In this study, I investigated possible variations in teacher impressions of WI as well as if years of teaching experience or teacher perceptions of administrative support may moderate the relationship between teacher perceptions of WI and teacher job satisfaction.

Purpose of the Study

The purpose of this quantitative study was to understand the relationships between factors associated with WI for teachers, teacher impressions of WI, and teachers' satisfaction with their current job for school administrators and districts. The independent variable was defined as factors associated with WI. The dependent variables were teacher impressions of WI and teacher job satisfaction. The independent variable of factors that influence teachers included the factors of an increase in class size, the implementation of furlough days without a decrease in curriculum requirements, decreased pay, increased job insecurity, and changes in the expectations of teachers such as an increase in after school duty requirements, changes in curriculum being taught, and teaching a different subject area. A follow up test was included to measure if years of teaching experience and teacher impression of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction.

Several factors may contribute to WI for teachers and I examined in this study. The increased number of students in the classroom can possibly create a larger workload for the teachers in terms of more papers to grade, more students to manage during classes, more parent-teacher communications, and more meetings with parents and other

student advocates. Teachers may struggle to balance the demands of this increased workload and experience increased stress that can eventually lead to burnout (Ballet & Kelchtermans, 2008; Crotwell, 2011). According to the school district websites (2010), three specific school districts in Southern California that will be referred to as School District 1, School District 2, and School District 3 also implemented furlough days during the 2010-2011 school year that required teachers to teach the same amount of curriculum to students in less time and also resulted in decreased salary for teachers. According to the website for School District 2 (2010), School District 2 also had 39 teachers and counselors on lay-off status during the 2010-2011 school year. According to the website for School District 3 (2010), School District 3 additionally had 38 teachers and counselors who were let go after the 2010-2011 school year and implemented 6 furlough days for the 2011-2012 school year. These changes during the 2010-2012 school years may have resulted in WI for the teachers. The purpose of this quantitative study was to compare factors that influence feelings of WI for teachers and teacher responses to WI between teachers who are newer to the teaching profession and teachers who have more years of work experience.

Research Questions and Hypotheses

Research Question 1 (RQ1): What factors (including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) are related to teachers' impressions of WI?

Null Hypothesis (H_01): Factors associated with WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) do not significantly predict teachers' actual impressions of WI.

Alternative Hypothesis (H_{a1}): Factors of WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) significantly predict teachers' impressions of WI.

RQ2: Do teachers' impressions of WI predict satisfaction with their current job?

H_02 : Teachers' impressions of WI do not significantly predict teachers' satisfaction with their current job.

H_{a2} : Teachers' impressions of WI significantly predict teachers' satisfaction with their current job.

RQ3: How do years of teaching experience moderate the relationship between teacher impressions of WI and teacher job satisfaction?

H_03 : Years of teaching experience does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_{a3} : Years of teaching experience significantly moderates the relationship between teacher impressions of WI and teacher job satisfaction.

RQ4: How do teacher perceptions of administrative support moderate teacher impressions of WI?

H₀4: Teacher perceptions of administrative support does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_a4: Teacher perceptions of administrative support does significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction .

Theoretical Foundation

Equity theory, developed by John Stacey Adams, claimed that people will seek to maintain a balance between the effort, time, and expertise they contribute to their work and the benefits they receive from their work (Adams, 1965). The employee perception of balance between their work inputs and work outputs is associated with several outcomes, including employee burnout (Maslach & Leiter, n.d), employee absenteeism (Geurts, Schaufeli, & Rutte, 1999), and decreased organizational commitment (Schaufeli, van Dierendonck, & van Gorp, 1996). Inequity between an organization and workers has been shown to be associated with negative outcomes such as employee burnout, increased employee turnover rates, increased absenteeism, decreased organizational commitment, and even employee theft (Taris, Van Horn, Schaufeli, & Schreurs, 2004). According to Adams (1965), employees who find an imbalance between their efforts and investments to their work and the outputs from the organization will strive to restore the balance. Employees may elect to restore the balance in several different manners such as decreasing their investment into the relationship or increasing the benefits from the

relationship (Taris et al., 2004). Some of these efforts may have negative effects for the organization.

Teachers and other employees expect a balance between work effort and pay or other benefits received from the organization (Taris et al., 2004). An increase in work effort from an employee would be expected to have a reciprocation such as increased pay, increased appreciation, or a promotion from the organization (Schaufeli, van Dierendonck, & van Gorp, 1996). When an increase in work effort is not reciprocated or there is not sufficient support from the organization, the employee may begin to experience WI, and this can eventually lead to further adverse outcomes (Roulston, 2004).

Apple (1986) discussed how pressure from changes made by public officials can impact teachers and creates intensification of work as they must implement changes in the classroom and curriculum to meet these demands, often without appropriate training and support from administration (Ballet & Kelchtermans, 2008). WI or the expansion of work duties and increased stress in the workplace can lead to adverse outcomes such as feelings of powerlessness, loss of motivation (Roulston, 2004), a decrease in levels of job satisfaction (Zeytinoglu et al., 2007), and adverse health conditions (Schreurs, van Emmerik, Notelaers, & De Witte, 2010).

Based on these theories, I investigated how administrative decisions requiring layoffs and budget cuts that result in an increase in the number of students in each class as well as WI may affect the ways teachers perceive their work environment as well as how these perceptions may differ depending on their years of experience in the profession. As

class sizes increase, teachers are asked to extend more effort to complete their required duties, which may result in added stress and other health issues that may cause increased teacher absences or even voluntary leave from the profession (Naylor & British Columbia Teachers' Federation, V. r., 2001). I investigated how teachers may experience varying impressions of WI and if these impressions may differ depending on their years of work experience or impressions of administrative support.

Nature of the Study

The nature of this study is a quantitative multiple regression analysis using data from three high schools in the School District 1, three high schools in the School District 2, and three high schools in the School District 3. This data were collected using a quantitative Likert-type scale survey distributed to the teachers through an email request which allows teachers to connect to a survey link and anonymously complete the survey. I used a multiple regression analysis to test for variations between responses between groups of teachers with varying levels of experience teaching with follow-up tests if significant differences exist.

Definition of Terms

Average Class Size (ACS): ACS refers to the average number of students in a teacher's classroom during the year. The high school referred to in this study requires full time teachers to teach six different classes of students with one period of time allowed for teachers to plan and prepare for their classes unless a teacher elects to sacrifice this prep time and teach an additional class for additional pay. Each class will have a different quantity of students. The ACS will be calculated by adding the total

number of students a teacher instructs and dividing that number by the number of classes the teacher has.

School Year: A school year refers to the academic calendar developed by the district that marks the beginning and end date of the academic year. The school year tends to begin early August and end in June of the following calendar year. The exact length of the school year will vary depending on budgeting decisions made by the district.

Work Intensification (WI): WI refers to an expansion of work duties and responsibilities for employees (Larson, 1980). WI may occur within education when local, state, or federal governments initiate changes that can require teachers to meet demands within their classroom without necessary time or resources to do so (Ballet & Kelchtermans, 2008). WI may also occur when employees are required or asked to work more hours without compensation, when there is less downtime or rest periods during the workday, or when changes are occurring in the workplace requiring employees to adapt to the changes (Burke, 2008; Green 2004; Lu, 2009). For this study, impressions of WI were measured using teacher responses to a Likert-type scale survey. According to the district website (2010), WI for teachers may have occurred during the year of 2010-2011 due to an increase in the average student to teacher ratios during the 2010-2011 school year, a decrease in time allotted to teach the curriculum due to the implementation of nine furlough days during the 2010-2011 school year, over a 4% decrease in teacher salary, and changes in board policies for teacher curriculum. WI occurs as teachers work to

make changes to meet the demands of their job with less time, for less pay while also striving to maintain professionalism in the school (Ballet and Kelchtermans, 2008).

Years of Experience: Years of experience refers to the quantity of years an employee has been in the current profession. For this study, years of experience will refer to the quantity of years an individual has been in the teaching profession including the current year of teaching (Klassen & Chiu, 2010). Years of experience will be used to create groups for comparison in this study. They will be grouped as follows: 1–3 years, 4–6 years, 7–9 years, 10–12 years, and 13 or more years of experience.

Assumptions of the Study

During this study I assumed participants were responding truthfully and openly to the survey. To ensure participants were able to do so, participants were ensured participant privacy would be protected during the study and teachers had the opportunity to opt out of the study at any time. All data remained anonymous and confidentiality was maintained throughout the study. Additionally, the assumption was made that all participants responded to the survey questions honestly and that the questions were properly understood prior to answering.

Scope and Delimitations of the Study

The scope of the study included teachers from nine comprehensive high schools in three different school districts in Southern California who have volunteered to participate. The teachers from public high schools grades 9 through 12 in the Southern California region were in this sample. The total group of teachers in these districts

include approximately 1,000 demographically diverse teachers. Convenience and representation were factors for selecting this sample.

The research included several delimitations. The study focused on educators in public high schools in the state of California and should not be generalized outside of California schools nor outside of the particular school district. The setting of the study was selected for convenience due to access to the selected schools' teacher contacts.

Limitations of the Study

The study additionally had several limitations. This study was based on responses from teachers in several high schools in the area of Southern California and because the participants were not randomly selected, the results may not be generalizable to other school districts. Further research will be necessary to recognize the applicability of the results from this study to other schools and districts. Additionally, data were collected from participants who may express biases in the responses such as exaggeration, attribution, and telescoping (Brutus, Aguinis, & Wassmer, 2013) as well as biases according to their personal experiences within their own school and district. Many outside factors may affect data collected in this study that are out of the control of the myself such as influence teachers may have on other teachers' responses while taking the survey and personal reasons for volunteering or not volunteering to participate in the study. To mitigate random effects from outside influences, the survey included a section asking participants to be honest and avoid outside opinions when responding to the survey. A convenience sample was used for this study which may affect selection validity. The convenience sample was selected for accessibility and proximity as well as

their willingness and availability to participate in the study. The sample is limited to teachers in the public high school levels 9 through 12 but cannot be generalized to the entire population of high school teachers.

Significance of the Study

Education is an essential element in creating a productive nation. Education helps to create individuals who contribute to their society and prepare children for living productive lives. Leaders and policy makers in public education must be aware how managerial decisions like creating WI for teachers may affect the perceptions of teachers in the classrooms. It is important to understand if WI for teachers like increasing class sizes or the implementation of furlough days may have negative effects on teacher perceptions of job satisfaction. It is also important to know if differences exist in teacher responses to WI due to years of experience in the field of teaching or teacher perceptions of administrative support so that administrators and policy makers know how to best support and guide their staff during times of change.

I used this study to understand the relationship between factors associate with WI and teacher impressions of WI. I also investigated the relationship between teacher impressions of WI and teacher impressions of job satisfaction. I then asked follow up questions of whether years of teaching experience or teacher impressions of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction. Some factors that may contribute to impressions of WI for teachers included larger class sizes, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, changes in

expectations of teachers including the requirement of extra duties after normal work hours, teaching in a new subject area,. The results of this study provides valuable information in understanding any possible negative or positive effects of WI on school teachers so that educators, administrators, and other educational decision-makers can make informed decisions on how to best support staff who may experience WI. Understanding the effects of WI teachers assists educators in making best-practice decisions regarding future planning and decision-making within public education settings so that they can guide these decisions to best meet the needs of the students.

Summary and Transition

This chapter included a description of recent changes in California public education budget that has resulted in several teacher lay-offs and fewer workdays (California Teachers Association, 2012). These changes have resulted in many districts increasing the average class size for the remaining teachers as well as enforcing furlough days which leave teachers with less salary and less time to teach the same amount of curriculum. These changes, in addition to policy changes in curriculum, without sufficient support and training may lead to WI for many teachers and school staff (Ballet & Kelchtermans, 2008). Additionally, this chapter included a description of a gap in literature in understanding teachers' impressions of WI and how these impressions of WI may be related to teacher job satisfaction. A further need to understand how years of teaching experience and teacher perceptions of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction was also discussed. This chapter outlines the research study design to determine whether a

relationship exists between teacher impressions of WI and teacher job satisfaction and if years of teaching experience or teacher perceptions of administrative support may be possible moderators to this relationship. The study was based on the theories of WI and how decisions made by individuals in power affect working conditions of employees. Chapter 2 will include literature relevant to these theories as well as class size, teacher attendance, and student discipline and how they affect academic success.

Chapter 2: Literature Review

The purpose of this study was to examine the relationships between factors that may contribute to teachers experience of WI and teacher job satisfaction. I examined whether years of teaching experience or teachers' impressions of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction. Teachers often face problems WI, defined as increased duties and responsibilities in the workplace. WI has been found to result in issues such as increased stress, dissatisfaction with work, and decisions to make career changes (Ballet & Kelchtermans, 2009). Teachers may struggle with continuing to meet the demands of educating students while following state standards when faced with challenges such as job insecurity due to teacher layoffs, increased class sizes, increased furlough days required of teachers, and decreased pay.

In the state of California, WI has increased for teachers since 2008, especially as state budget cuts have resulted in the firing of over 30,000 teachers or about 11% of the workforce (Freelon & Rogers, 2012). This left the remaining teachers with larger class sizes and decreased job security. Additionally, many schools enforced furlough days that required teachers to teach the same amount of curriculum in less work days for less salary (Freelon & Rogers, 2012). Teachers in the three different chosen school districts during the school year of 2010-2011 experienced WI as statewide budget cuts have resulted in teacher layoffs and the enforcement of furlough days. This means that the teachers in the three school districts must continue to meet the same demands for instruction with increased class sizes within fewer workdays for less pay. There is a need to further

understand how teachers may be affected by these changes in the school system and if teachers may respond differently to factors that may lead to intensification of work depending on their years of experience in the field of teaching or on their impressions of administrative support. This chapter includes information on the literature research strategies that I used for this study, a description of the theoretical foundations behind the study, and a review of literature related to the study.

Literature Search Strategy

I compiled the literature review using a broad range of peer-reviewed journal articles, electronic resources, books, and dissertations. I used online electronic database searches including ERIC, PsycINFO, PsycARTICLES, Academic Search Complete, Business Source Complete, and dissertations. I included the following terms in the search criteria: *WI, years of teaching experience, administrative support for teachers, teacher stress, teacher burnout, equity theory, education, work overload, teacher absences, student absences, class size, student achievement, student discipline, teacher leave, stress in the workplace, and teacher workload*. Walden University EBSCOHost search tools and Thoreau's advanced search engine enables the limitation of searches to only peer reviewed scholarly articles, to recent articles published within the past 10 years, as well as the ability to search multiple databases. I also found further references using published dissertations that revealed recent research in the area of WI in schools.

I organized the literature discussed in this section into three sections including WI as discussed in business and medical fields, the intensification of work in education, and the negative outcomes that may occur due to WI. I organized the literature in this

manner to provide the reader with an overview of WI and research that has been conducted outside of education before discussing how WI has been examined within the specific field of education. This section includes elucidation of possible outcomes of WI such as teacher burnout, teacher absences, and teacher career changes. This section also includes information on the how WI is defined in education and the possible causes for increased WI for teachers. Finally, the research on WI in education will also serve as the purpose in the need for exploring this phenomenon. The final section on possible negative outcomes will expand on further consequences that may be related to WI for teachers such as changes in student discipline problems and student absences.

Work Intensification

WI has generally been described as an increase in the amount of work required for an employee, which can include having the same or heavier workloads with less staff, having extra duties or roles, or requiring more tasks with the same amount of staff (Willis, 2005). Intensification of work for teachers manifests in three areas including an increase in amount of tasks an employee must perform, such as data collection and analysis; an increase in accountability demands within the classroom, such as a change in curriculum or teaching standards; and an increase in demands on teacher's responsibilities outside of the classroom, such as collaboration with other teachers, parents, or extracurricular activities (Penrice, 2011). Employees often struggle to balance increased workloads and prioritize extra duties when asked to pick up duties and responsibilities from employees who have left the organization. WI has also occurred under the conditions when employees are required or asked to work more hours without

compensation, when there is less downtime or rest periods during the workday, or when changes are occurring in the workplace requiring employees to adapt to the changes (Burke, 2008; Green 2004; Lu, 2009). Changes in the workplace such as the implementation of technology usage for staff or reductions in personnel often put pressure on employees to continue to perform at the levels expected prior to the changes (Falzon et al., 2012; Lu, 2009). Adequate training and time is necessary to help employees adapt to changes, but training and time are not always available. According to a study on teachers in New Zealand in 2007 (Wylie, 2007), less than 50% of teachers felt that their workload was appropriate and manageable and expressed feelings of imbalance between work and personal life. Wylie (2007) found that most teachers in New Zealand were spending up to 16 hours of time outside of their scheduled work day striving to complete the workload demanded by their administration.

WI has also been found to increase when employees experience job insecurity due to downsizing or employee layoffs in the organization (Willis, 2005). Employees begin to not only worry about their own job security but also about the well-being of those who have been let go from the organization. This increase in pressure in staff has been found to be a significant factor contributing to an increase stress in employees as well as a decrease in level of job satisfaction (Zeytinoglu et al., 2007). Decreased job satisfaction and WI also contribute to other issues such as negative changes in work attitudes, employees seeking changes in employment, or decreased performance in the workplace (Zeytinoglu et al., 2007).

Much research has been collected on WI in the health industry to investigate the impact WI has had on nurses and other health-care employees (Henderson, 2008; Willis, 2005; Zeytinoglu et al., 2007). According to a case study by Willis (2005), healthcare reform in the 1980s and early 1990s led to downsizing and outsourcing that created an increase in number of patients and work effort for nurses. Through interviews with healthcare workers in South Australia, Willis found that changes in the work environment for nurses, downsizing, and budget cuts contributed to WI for the nurses. Willis also reported that during this time of WI for the nurses, many hospitals had an increase in the rate of injuries amongst staff and had difficulty in hiring new staff members (2005). In a study by Zeytinoglu et al. (2007), nurses who experienced WI also expressed an increase in stress and a decrease in job satisfaction. The nurses also expressed feelings of betrayal from the organization and of being overworked. The researchers also found an increase in nurses taking sick leave and voluntary leave of employment (Zeytinoglu et al., 2007). The Zeytinoglu et al. study found WI to have adverse affects on workers' work attitudes, health, and well-being as well as the organization as a whole.

WI is not limited to certain fields such as the health sector or the business sector. Some researchers have proposed that WI spans several industries (Willis, 2005; Zeytinoglu et al., 2007). Research on WI has included manufacturing (Lu, 2009) and public administration (Falzon, 2012). According to a study by Lu (2009) on women working in the manufacturing industry, WI stemmed from several changes that occurred due to company downsizing including an increase in the pace and volume of work, a decrease in the amount of break periods allowed, no pay for overtime work, and stress

due to the inconsistency of quantity of hours employees were asked to work day to day. Lu found that these women who experience WI also complained of occupational illness including irritable bowel syndrome, eating disorders, and other psychological illnesses.

WI research has also included the public education industry where many teachers and other staff in education have experienced WI (Ballet & Kelchtermans, 2008; Crotwell, 2011; Roulston, 2004; Koruklu, Feyzioğlu, Özenoğlu-Kiremit, & Aladağ, 2012; Naylor, 2001; Webb et al., 2004; Wotherspoon, 2008). After conducting interviews of public administrators in France, Falzon (2012) found that WI occurred due to several catalysts including increased expectations of performance, addition of new tools used in the workplace, reduction of personnel, addition of tasks expected to be completed, and changes in procedure. Participants in the Falzon study also expressed worries that they could no longer complete the same tasks as prior to the changes and that the quality of their work had decreased (Falzon, 2012).

WI for Teachers

During the past 2 decades, major changes have occurred in education in the United States, including the implementation of mandated curriculum, No Child Left Behind (NCLB) requirements, an increase in standardized testing, and other government policies that have created many changes for teachers who must strive to meet the demands of change from the policy makers. Apple (1986) first elaborated on the WI of teachers by explaining that changes made by local, state, and federal governments often create an impact on teachers who are expected to execute changes in curriculum and

testing standards such as the implementation of the NCLB act of 2001 in the classroom without the necessary resources or time to do so (Ballet & Kelchtermans, 2008).

Since 1986, changes have continued to be made by policy-makers that have impacted teachers' stress and job satisfaction. According to a study by Davidson (2009), teachers feel that much of their stress from work stems from increased teacher workload, issues with student discipline or negative student/teacher interactions, and struggles to meet the demands of the NCLB Act. Teachers are often requested to make major changes in routines including changes in standards to be met, assessment procedures, grade recording procedures, technology use, curriculum and instruction procedures, and communication procedures. Teachers are also often evaluated using performance standards that may include factors that are out of teachers' control such as student achievement that can be influenced by student attendance and prior education (Crotwell, 2011). Ballet and Kelchtermans (2008) found that teachers who struggled or failed to meet demands to change curriculum and testing standards experienced self-doubt, decreased self-esteem and self-identity, or even feelings of guilt for not meeting the needs of the students. According to Naylor and British Columbia Teachers' Federation (2001) WI and stress for teachers creates negative effects including teachers feeling overworked, job dissatisfaction, emotional stress, exhaustion, and burnout.

This study contributes to the literature by addressing the question of whether or not years of experience in teaching may be related to what causes WI for teachers and teacher responses to WI. The following sections include how WI may affect teachers as

well as how teacher WI has occurred in the three selected school districts which experienced both teacher lay-offs and furlough days.

Equity Theory

Equity theory was originally developed by John Stacey Adams in 1963. Adams argued that people will seek to maintain a balance between the effort, time, and expertise they contribute to their work and the gratitude, pay, or other forms of benefits they receive from their work (Adams, 1965). An individual's perception of whether an equal balance exists between their work inputs and work outputs has been found to be associated with negative outcomes such as employee burnout (Maslach & Leiter, n.d), employee turnover and absenteeism (Geurts, Schaufeli, & Rutte, 1999), and decreased organizational commitment (Schaufeli, van Dierendonck, & van Gorp, 1996). These negative outcomes have been viewed as an individual's conscious efforts to restore the balance by decreasing one's investments in the work relationship (Taris et al., 2004). Employees can also attempt to create a balance between their inputs and outputs by increasing the benefits they receive from their job through theft request for additional income, time off, or other profits (Taris et al., 2004). Many of these efforts to restore equity can have negative effects on the organization.

According to a study by Taris et al. (2004) teachers seek a balance in relationships with their students, colleagues, and their organization of employment. In return for their work efforts, teachers expect students to be gracious, respectful, and display effort in the classroom (Maslach, 1993). Teachers also expect a balance between support given and received from their colleagues as well as a balance between the teacher's workload and

pay received from the organization (Taris et al., 2004). The researchers in this study found that a perceived inequity in a relationship with students will result in depersonalization from the students, a perceived inequity with colleagues will result in withdrawal from the colleagues, and a perceived inequity in one's relationship with the organization will result in decreased organizational commitment, increased intentions to leave the organization, and increased employee turnover (Taris et al., 2004). Therefore an increase in work effort from an employee required to complete the job would be expected to have a reciprocation such as increased pay, increased appreciation, or a promotion from the organization of employment (Schaufeli, van Dierendonck, & van Gorp, 1996). When an increase in work effort is required of an employee without increased pay or other support from the organization the employee may begin to experience WI, which can lead to further adverse outcomes such as employee burnout and voluntary leave (Roulston, 2004).

Teacher Workload Increase

An increase in workload can also lead to intensification of work for teachers. According to a study by Boyd, Tuckey, and Winefield (2014) employees who have experienced cuts in staffing may perceive feelings of having to work harder and faster to maintain the high standards expected by management. The increase in workload for employees combined with the effort to maintain an appropriate emotional display for clients was found to create feelings of exhaustion in employees (Boyd, Tuckey, and Winefield, 2014). A reduction in staff was found to be associated with a perceived increase in workload and job requirements as well as an increase in strain at work (Boyd,

Tuckey, and Winefield, 2014). The study also found that some employees expressed a perception of organizational injustice which led to cynicism and mistrust toward the organization (Boyd, Tuckey, and Winefield, 2014). Hagel (2013) argues that after an organization downsizes the employees who remain struggle to maintain the workload prior to the loss of employees and this results in stress, sickness, and a downturn in productivity.

Teacher Burnout

Burnout has been described as a work-related condition caused by an employee's perception of an improper balance of work demands and resources over a time period that results in the employee experiencing feelings of detachment, emotional exhaustion, helplessness, and indifference (Ozdemir, 2007). Work related stressors and WI over a period of time can lead to employee burnout. Demands from policy makers in education on teachers can often lead to issues with increased class size, increased workload, insufficient time for planning, and increased behavior problems with students which can increase teacher stress and eventually lead to burnout (Ballet & Kelchtermans, 2008; Crotwell, 2011). According to a case study by Ballet and Kelchterman (2008) teachers reported struggling to manage their time to complete their daily duties without sufficient planning time or resources which resulted in many teachers working after scheduled hours to complete necessary planning and grading duties.

Additionally, many teachers also spend time working after the normally scheduled workday to contribute to their students and schools in other ways such as advising clubs, fundraising, communicating with parents, supervising extracurricular

activities, and attending meetings. Kuhn and Stoddard (2008) reported a steady increase in teacher work hours from an average of 43 work hours in the 1980s to an average of 44 work hours in the 1990s as well as in instructional hours from 7.18 hours in 1987 to 9.63 in 1999. Many teachers also spend additional time working without additional pay grading student work, planning, and supervising school related activities. Working extended hours has been found to result in some teachers feeling overwhelmed, overworked, and exhausted which can further lead to teacher burnout (Crotwell, 2011). Ozdemir (2007) defines teacher burnout as teachers' feelings of powerlessness in educating and making learning a pleasant experience for students as well as decreased levels of enthusiasm and motivation to come to work and plan lessons. Teacher burnout was also defined by Guglielmi and Tatrow (1998) as physical, mental and behavioral tiredness. In several circumstances teacher burnout has also had negative effects on the instruction provided to students due to fatigue or lack of preparation time as well as teachers' commitment to the teaching profession (Ozdemir, 2007).

Teacher burnout has also led to further consequences including decreased performance and physical and psychological health issues (Koruklu et al., 2012). Teachers who experience burnout will also often experience health related issues, which may result in requesting more time off and time away from the classroom (Burke, 2008; Crotwell, 2011). Time away from the classroom may also lead to increased tensions with balancing home and work responsibilities, and has been found to result in feelings of guilt, private life strains, and even loss of passion for teaching (Ballet & Kelchtermans, 2009; Crotwell, 2011). According to Koruklu et al. (2012) behavior changes have also

occurred as a result of burnout including absenteeism, mocking behaviors toward coworkers, and not completing work requirements. These behavior changes have been found to negatively impact the education of students in the school system as well as teachers' satisfaction at work (Hanif, Tariq, & Masood, 2011). According to Hanif, Tariq, and Masood teacher stress and burnout has a significant negative correlation with job performance. Decreased work satisfaction and increased stress has been found to result in many teachers electing to leave the profession (Clark, 2010). Those who decide to remain teaching have displayed a decline in efforts at work and job performance as well as negative changes in attitude regarding their profession (Greenglass & Burke, 2003).

According to Webb et al. (2004) low pay, WI, and deteriorating student behavior are the key factors that discourage teachers from remaining in the profession. Added duties and responsibilities also divert teachers' time and energy from opportunities to fashion creative and engaging opportunities from student teaching (Webb et al., 2004). Negative emotions caused by WI can lead to a decrease in the intrinsic rewards many teachers value and teacher energy, enthusiasm, and job satisfaction may decrease (Roulston, 2004). Loss of passion for teaching due to WI may often lead to teachers voluntarily leaving the profession.

A study by Goddard and Goddard (2006) found a significant association between teacher burnout and intentions of teachers to leave the profession. Stress sources including negative student behavior and attitudes, issues with supervisors, curriculum changes and demands, extra non-teaching duties, time constraints, and lack of recognition

of work effort have been found to be significantly related to teacher burnout that has led to teachers electing to leave the profession (Tang & Yeung, 1999). According to Clark (2010) 16% of teachers leave the profession each year and most teachers leave due to their inability to manage their workload (Alliata, 2009). The National Commission on Teaching and America's Future, N. Y. (2007) reported that each teacher who elects to leave the profession costs the school district substantial funds in recruiting, hiring, and training newly hired teachers as well as a loss in teacher quality and effectiveness that is earned through experience. Teachers leaving the profession are an issue costing the nation over \$7 billion per year (National Commission on Teaching & America's Future, N. Y.). Understanding how WI affects teachers and their satisfaction at work can help to avoid costly rehiring processes as well as help schools better retain experienced teachers while improving the satisfaction and work environment for teachers. This research study includes an examination of which factors related to WI may cause a teacher to experience a decrease in job satisfaction and how years of experience and teacher impressions of administrative support may moderate the relationship between teacher impressions of WI and teacher impression of job satisfaction.

Teacher Absence

Another possible costly consequence of WI for teachers is increased teacher illness and teachers calling in sick as a result of being stressed and overwhelmed. Naylor and the British Columbia Teacher's Federation (2001) asserted that WI has an influence on increased employee absenteeism, higher levels of stress-related disability issues, and a reduction in the ability for teachers to meet the needs of students . Teachers experiencing

WI are often not able to leave work in the workplace to spend time at home relaxing and recuperating from their workday. Instead time is often spent after regular work hours grading papers, communicating with parents, supervising sports or clubs, holding meetings, or assisting with fundraising (Sonnetag & Zijlstra, 2006). Working extra after the workday is complete allows for less of a recovery period for teachers to recover from stressful workdays and may lead to increased occurrences of teacher illness (Sonnetag & Zijlstra, 2006). Increased amounts of time teachers spend away from the classroom has been shown to lead to a decrease of effective instruction in the classroom while the teacher is away from work (Ballet & Kelchtermans, 2009).

WI has been shown to cause increased levels of stress that can cause adverse health conditions such as decreased body mass index, increased blood pressure, exhaustion, burnout, psychosomatic complaints, psychological distress, anxiety, depression, and other medically certified sickness absences (Schreurs, van Emmerik, Notelaers, & De Witte, 2010). Teachers who experience WI that leads to burnout may also experience headaches, stomach problems, cardiovascular problems, an increase in heartbeat, restlessness, and ulcers as well as psychological symptoms like anxiety, disappointment, problems with attention, substance addiction, hopelessness, low self-esteem, indecision, confusion, depression, and rage (Crotwell, 2011; Koruklu et al., 2012; Naylor, 2001; Webb et al., 2004; Wotherspoon, 2008). Teacher burnout due to WI may also lead to dysfunctional behaviors such as avoidance of work, smoking, and drinking which can also lead to a decrease in job performance and an increase in job

dissatisfaction (Webb et al., 2004). These health concerns may often lead to increased teacher absences and less effective teaching environments in schools.

Teacher Job Insecurity

Statewide budget cuts may also increase feelings of job insecurity for many teachers and staff within School Districts. Paškvan, Kubicek, Prem, and Korunka, (2016) found WI to be associated with reduced job satisfaction as well as increased strain. Additionally, a study on eldercare workers found WI to be negatively related to job satisfaction and positively related to emotional exhaustion (Korunka et al., 2015). It is important for administrators in schools to understand how teacher job satisfaction may be related to impressions of WI to prevent adverse outcomes in the schools.

According to a study by Brockner, Grover, Reed, and Lee Dewitt (1992) perceived threat of job loss has been reported to affect employee work effort especially for those who find their job financially important. Additionally a study by Maertz, Wiley, LeRouge, and Campion (2010) taken from a random sampling of adult workers in the United States found that employees who remain after layoffs experienced lower organizational performance, higher voluntary turnover intentions, and lower job security. According to StØrseth (2006) employees who experience the stress of job insecurity over an extended period of time may experience adverse outcomes such as feelings of powerlessness, decreased physical and mental health, and even risk taking behaviors. These adverse outcomes may also result in further issues such as decreased job satisfaction and decreased work motivation (StØrseth). Additionally, according to a study by Rosenblatt and Ruvio (1996) job insecurity for teachers resulted in an adverse effect in

several areas including resistance to changes, intentions to leave the profession, perceptions of organizational support, perceptions on performance, and commitment to the organization. It is important for administrators and policy makers in schools to understand how budget cuts and teacher layoffs may be adversely affecting their remaining staff. This study includes an investigation of how budget cuts and teacher layoffs may affect teachers with varying levels of experience differently.

Adverse Outcomes

School administration and other policy makers must also understand how WI for teachers will not only affect the individual teachers but can also result in adverse outcomes for student learning in the classroom. Increased stress and exhaustion for teachers has been shown to result in teachers' lack of commitment to the classroom (Crotwell, 2011), which has also been reported to affect the educational environment for students (Ballet & Kelchtermans, 2008; Crotwell, 2011). Increased stress on teachers leads to teacher fatigue that has been shown to cause mental and physical impairment as well as loss of function for teachers (Crotwell, 2011). Teachers who suffer from increased stress with additional pressures from WI have reported struggling to appropriately manage time for planning vigorous and engaging lessons to create a positive learning environment for students (Crotwell, 2011). Struggles with time management has caused some teachers to take shortcuts in teaching due to time constraints and fail to address the learning needs for all students (Wotherspoon, 2008).

Teachers who are not able to cope with stress in the work environment often create adverse conditions for student learning (Howard & Johnson, 2004). Sonnentag

and Zijlstra (2006) argued that workers must use their time after work at home to relax and recuperate from their workday. Many teachers who spend extra hours at work or working from home must find strategies to cope with the additional stress. Some positive coping strategies for teachers may include relaxation techniques, regular exercise, prioritizing work tasks, and participation in hobbies outside of work (Howard & Johnson, 2004). Some teachers who are not able to recuperate after a stressful workday have attempted to cope with stress through dysfunctional behaviors such as avoidance behaviors, smoking, or drinking which can lead to an increase leave time from work, decline in job performance, as well as negative impacts on students and declining teacher commitment to children (Howard & Johnson, 2004; Webb et al., 2004). Increased teacher absences result in decreased quality of teaching for students which has negatively affected student performance on standardized assessments and other academic performance (Tingle et al., 2012).

Teacher Absences and Student Achievement.

WI for teachers has also been reported to create an increase in stress related disability problems, exhaustion, anxiety, and depression that may lead to an increase in teacher absences (Naylor & British Columbia Teachers' Federation, V. r., 2001; Schreurs, van Emmerik, Notelaers, & De Witte, 2010). Miller (2012) argues, “teachers are the most important determinant of students’ academic success” (p. 1). Frequent absences from teachers may have several negative consequences in the classroom including the reduction of instructional intensity, classroom schedule flow disruption, and negative impacts on the overall productivity of the classroom (Miller, Murnane, & Willett, 2008).

When teachers are absent substitute teachers must be paid cover the classroom curriculum. Stipends for substitutes can be high and cost school districts a minimum of four billion dollars annually (Miller, 2012). Often school districts have lower requirements for substitute teachers than for credentialed teachers and substitutes may lack adequate knowledge in the curriculum being covered as well as the students' individual skills and needs (Miller et al., 2008). Substitute teachers may struggle to provide differentiated instruction to meet the needs of the students in the classroom, as they may not be familiar with the students. The use of substitute teachers due to frequent teacher absences can result in both higher costs for the district as well as decreased fidelity in curriculum and instruction being provided to students when the teacher is not present in the classroom.

Teachers who experience WI and symptoms of burnout and adverse health conditions may attempt to cope by utilizing more sick days than those who do not. Frequent absences of teachers may have further negative affects than the cost of substitutes. According to a national survey conducted by the Miller and the Center for American Progress (2012) during the 2009-2010 school year approximately 36% of the teachers in the United States were absent 10 or more times during the school year. According to a study on teacher absences and student achievement by Tingle et al. (2012), teachers who are absent 10 or more days during the school year experience a 1 - 3% reduction in student achievement. This reduction in achievement is especially present in the area of math (Miller, 2012). Teachers may choose to use sick days for illness or other personal reasons without the need of a doctor's note and most teachers

use sick days either at the beginning or end of the school week (Ehrenberg, Ehrenberg, Rees, & Ehrenberg, 1991). As students recognize the frequency of absences by their teacher, they may also experience a reduction in motivation to attend school, which may result in an increased rate of student absences (Ehrenberg et al., 1991). This can further affect student achievement in schools due to struggles with completing make-up work and in understanding curriculum missed during their time away. This research study includes an examination of which factors related to WI may contribute to teacher impressions WI as well as how teacher impressions of WI may be related to teacher satisfaction in their current job position. The study also includes an examination of whether years of teaching experience or teacher perceptions of administrative support may be possible moderators to this relationship.

Class Size Increase. One of the factors that furthered WI for teachers is the increase in quantity of students in the classroom. As teachers increase in the quantity of students, they also increase in workload having to grade more assignments, attend more parent-teacher meetings, and strive to meet the needs of more students in the classroom on a daily basis. Class size has been a topic of research for many years and may affect teachers in a variety of ways including student engagement, teacher-student interaction, on-task behavior for students (Blatchford, Basset, & Brown, 2005; Parker, Nelson, & Burns, 2010; Pedder, 2006). A study by Hanif, Tariq, and Masood (2011) found that the number of students teachers have in a class to be a significant predictor of teacher stress levels.

The effects of class size on student achievement has been a topic of research for several years and complications have occurred in understanding how exactly class size changes affect students' ability to learn and achieve (Pedder, 2006). Studies have shown however, variations in how class size affects students and teachers depending on the age of the students, the subjects being taught, teaching styles, and the personalities of students in the classroom due to the complexities of classroom life (Pedder). Many studies have shown that class size can be a factor in how effective a teacher is in promoting student engagement and achievement. Research suggests that students tend to be more engaged in smaller classroom (less than 25 students) than larger classrooms (30 or more students) (Blatchford, Basset, & Brown, 2005). Class size can affect student engagement especially at the secondary level. Teachers with larger class sizes in high school have been reported to experience students engaging in off task behaviors such as being disruptive, being disengaged, or distraction from their work due the increased quantity of students the teacher must manage (Blatchford et al., 2005). These off task and disruptive behaviors have been reported by teachers to cause WI and increased stress for teachers as they struggle to balance teaching the curriculum and managing more students who may be exhibiting negative or disruptive behaviors (Davidson, 2009).

Additionally larger class sizes have less teacher-student individual interaction and students tend to interact with the teacher more actively in smaller classes (Blatchford et al., 2005). Larger class sizes provide students with more opportunities to be off task while teachers are working with other students (Parker, Nelson, & Burns, 2010). The off task behaviors lead to teacher frustrations with the classroom environment, lack of

student effort, and increased student discipline issues (Parker, Nelson, & Burns, 2010). Teachers have also reported experiencing decreased self-confidence in their ability to manage their classes and effectively teach required curriculum (Ballet & Kelchtermans, 2008). These off task behaviors further increase teacher stress and have led to other issues such as increased discipline problems in the classroom (Parker, Nelson, & Burns, 2010). This research study includes an examination of if class size increase is a factor that may lead to impressions of WI for teachers and how the relationship may be moderated by years of experience or impressions of administrative support.

Student Discipline. Frequent student discipline issues have also been reported by teachers to increase stress levels of teachers (Davidson, 2009). It is essential for teachers to minimize any problem behaviors in the classroom and maximize behaviors where students are academically engaged. This is increasingly difficult when teachers are working to juggle demands of increased class sizes, less school days, and other stresses of the job. Student behavior problems such as negativity, irritability, and uncooperativeness as well as low motivation, social issues, or drug and alcohol problems create pervasive classroom management struggles for teacher and often contribute to teacher stress and burnout in the workplace (Davidson, 2009). Teachers who feel they are not able to successfully manage their classrooms have described experiencing high levels of burnout that can affect teaching and lead to negative interpretations of student behavior (Ozdemir, 2007).

Student Absences Students who are absent from school regularly are missing necessary information and instructional time essential to academic success in schools.

Regular school attendance is essential for students to acquire the necessary abilities, social and peer interactions, and knowledge for future academics and life experiences (Özkanal & Arikan, 2011). Students are absent from the classroom for a variety of reasons including illness; family vacation; personal, social, or family problems; suspension, disciplinary actions; lack of motivation; and/or lack of desire to attend school. Students are also be absent full days or partial days due to tardiness or leaving school early. According to a study on student attendance by Özkanal and Arikan (2011) regular attendance to classes significantly contributes to higher levels of achievement. Additionally, a study by Morrissey, Hutchison, and Winsler (2013) found increased absences and poor attendance to be predictors of lower academic grades. An additional study by Ehrenberg, Ehrenberg, Rees, and Ehrenberg (1991) found student absenteeism increases to be related to poorer performance on standardized assessments. Schools need to be aware of student attendance patterns, what variables may affect these patterns, and how to ensure students attend school regularly.

As discussed earlier, teacher burnout and stress have been found to lead many teachers to illness and work avoidance that have also resulted in increased teacher absences (Sonnetag & Zijlstra, 2006). Increased absences by the teacher affect student achievement negatively but also student motivation to attend school, which may also lead to increased student absences (Ehrenberg et al., 1991). Teachers who are frequently absent may be setting an example for students that school attendance is not important or necessary. Frequent absences by students have been reported to have several negative consequences including decreased Adequate Yearly Progress (AYP) scores that may

result in loss of federal funding if guidelines are not met, students joining the workforce with less than sufficient skills, and possibly increased dropout rates (Butts, 2009). Both student and teacher attendance are important variables to measure in this study as they can have significant effects on academic performance in schools.

Standardized Exams The NCLB act passed in 2002 aimed to ensure equal opportunity for all students to be successful in education and required schools to demonstrate student achievement and progress toward goals through standardized federal and state testing (U.S. Department of Education, 2004). To demonstrate educational gains on closing achievement gaps, schools must often adapt instructional practices to improve student performance on these standardized exams. If schools fail to meet adequate yearly progress (AYP) goals, they will be classified as “in need of improvement” and may receive consequences such as permitting students to transfer to other schools, forced replacement of staff, implementation of new curriculum, having outside experts advise the school, or restructuring of the school as a whole (U.S. Department of Education, 2004).

Teacher stress has been reported to increase when schools begin to struggle to meet AYP goals and the external demands established by outside organizations (Ballet & Kelchtermans, 2008). Additionally, stress is added when teachers are asked to change or add to their curriculum to teach to the standards focused on in the assessments (Crotwell, 2011). A study conducted by Cruz and Brown (2010) on teachers in south Texas reported that teachers experienced increased pressure to meet the demands of state level tests and the need to adjust teaching strategies to focus on particular state standards over

others. Teachers often struggle to find ways to balance the demands of meeting all required standards with student and intrinsic demands to create engaging and inspiring lessons (Crotwell, 2011). Developing strategies to balance these demands requires teachers to spend additional time on top of their regular workday attending trainings or meetings to discuss strategies to meet the AYP goals (Crotwell, 2011). Teachers who often work with limited time and resources have reported experiencing feelings of being overwhelmed, exhaustion, and burnout (Ballet & Kelchtermans, 2008). This may lead to teachers considering leaving the profession and added stress on the school to maintain teaching staff or find new qualified teachers to replace those who leave (Ozdemir, 2007).

Teaching Experience

Several studies have been completed on teaching experience and the effects of stress on new teachers (Carlyle & Woods 2004; Carton & Fruchart, 2014; Hosotani & Matsumara, 2011). Often time teachers with assorted years of experience will have varied emotions when faced with conflicts in their profession (Carlyle & Woods 2004). According to a study on Japanese teachers by Hosotani and Matsumara (2011) 78 % of the teachers reported feelings of joy or anger, 25% reported feelings of sadness, 13 % reported feelings of disgust, and 13% reported apprehensive emotions during their teaching careers. Additionally 54% of teachers reported feeling anger during their profession, but newer teachers reported displaying their anger in front of their students while teachers with more experience reported being able to minimize the emotions displayed in the classroom (Hosotani & Matsumara, 2011). Beginning teachers also have reported being more enthusiastic than teachers with more experience, but also more

discontented with the profession because of their lack of techniques in classroom management (Carton & Fruchart, 2014).

A study by Carton and Frichart (2014) on factors that may increase stress for teachers of different levels of experience found that teachers new to the profession of teaching reported more stress from problems with parents of the students and student behavior than teachers who had more experience. Carton and Fruchart also found that after 26 years of experience in teaching teachers reported stress stemming from changes in the direction of the teaching profession. Additionally, teachers with more teaching experience reported less stress from relations with parents, coworkers, and workload (Carton & Fruchart, 2014). Additionally, a study by Ingersoll and Smith (Ingersoll & Smith, cited by Flynt & Morton, 2009) found that 40% of new teachers leave the profession within their first five years. It is important to understand what factors may increase intensification of work and how teachers of different levels experience may respond to intensification of work. This study includes an expansion of current research and an examination of if years of experience may have a relationship with that factors may trigger feelings of WI and teacher responses to WI.

Teaching Experience and Job Satisfaction

Work experience has also been found to be related to job satisfaction for teachers (Msuya, 2016). A study by Qayyum (2013) found that employee levels of job satisfaction vary significantly depending on their years of experience. The study included a survey conducted on university teachers in Pakistan with teaching experience ranging from three to 21 years and found that 65% of teachers with up to three years of

experience reported high levels of satisfaction with their job, 41% of teachers with 4-12 years of experience reported high levels of job satisfaction, 36% of teachers with 13-20 years of experience reported high levels of job satisfaction, and 22% of teachers with 20 or more years of experience reported high levels of job satisfaction. This shows a trend of decreased job satisfaction with an increase in work experience. (Qayyum, 2013). A different study by Menon and Athanasoula-Reppa (2011) on secondary teachers in Cyprus found that teachers with more job experience reported significantly higher levels of job satisfaction than those with less experience. It is important to understand how work experience may mediate any relationships that may exist between teacher impressions of WI and teacher job satisfaction.

Administrative Support

Administrative support can affect how teachers respond to stress and changes in their profession. A study on teacher perceptions of support from administration and parents by Stipek (2012) found a positive relationship between support and self-efficacy of teachers. Additionally, a study by Russell, Williams, and Gleason-Gomez (2010) found that teachers' perceptions of administrative support, administrative skills, and fair pay could significantly predict teacher commitment to their job and teachers' inclination to leave their job. It is important for administrators to be aware of teachers' desire to leave the profession as hiring new teachers can be more expensive than retaining teachers over time (Hornick-Lockard, 2015). It is crucial for administrators to give teachers ongoing professional development, appropriate supervision, and mentoring to help empower teachers and retain them in the profession (Hornick-Lockard, 2015).

Additionally a study by Deery-Schmitt and Todd (1995) on teacher turnover rates found that teachers with more years of experience were actually more likely to remain in the profession than those who are newer to teaching. Gonzalez, Brown, and Slate (2008) also conducted a study on why teachers decide to leave the profession of teaching and found administrative support to be one of the largest factors to influence teachers in their decision to leave the profession.

Additionally, an individual's personal view of his or her situation can mediate relationships between stressors and negative work-related outcomes (Gomes, Faria, & Gonçalves, 2013; Searle & Auton, 2015). An individual's view of WI can mediate negative outcomes such as decreased job satisfaction (Paškvan, Kubicek, Prem, & Korunka, 2016). Administrators serve an important role in helping teachers to develop a positive personal view of changes in the working environment and to adequately prepare teachers for changes to help prevent negative outcomes associated with WI. It is still unknown how years of experience in the profession may affect which factors of WI such as an increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught are related to teacher perceptions of WI as well as how those responses may be moderated by administrative support. This study investigates how teacher impressions of WI may differ between varying years of experience so that administrators may be aware of what support may be necessary.

Summary of Research

This literature review reveals a need for further research to understand how what factors may lead to teacher impressions of WI and if teachers impressions of WI may related to teacher job satisfaction. There is a further need to research if years of teaching experience and teacher perceptions of administrative support are possible moderators to the relationship. Prior research has focused on WI in the health industry as well as intensification teachers in the elementary school setting. It is important to understand how WI may be experienced by teachers differently depending on their years of experience or their perceptions of administrative support so that administrators may effectively support their staff during times of change. Recent changes in education in California have occurred due to state budget cuts and it is essential for school administrators and policy makers to understand what factors may create feelings of WI for teachers and how teachers may respond differently to WI depending on years of experience and teacher perceptions of administrative support.

WI has been found to affect employees in several ways depending on how well employees adapt to any changes and stresses that occur. Employees have experienced feelings of increased stress, increased burnout, decreased job satisfaction, decreased self-esteem, and exhaustion when experiencing WI. Further evaluation of how WI affects teachers is needed to better understand what factors may cause impressions of WI, how teacher impressions of WI may be related to teacher job satisfaction, and how this relationship may be moderated by years of teaching experience or teacher perceptions of administrative support. Understanding these possible relationships can help guide future

policy makers, districts personnel, and other educators in decision-making and education reform.

Conclusion

While WI for teachers is not a new topic, it is a topic that needs to be further understood. During the past two decades teachers have experienced an increase in pace, intensity, and complexity in their profession as schools strive to compete with each other locally and globally while meeting the needs of student with diversities of culture and abilities (Day, 2012). Additionally, schools and teachers strive to keep up with changing demands of incorporating technology in the classroom and managing time to cover required curriculum in a shorter period of time. Teachers strive to balance work responsibilities such as grading, parent meetings, after school activity and sport supervisions, and club advising with personal time to relax and recuperate from the workday (Ballet & Kelchtermans, 2009). Educational reform creates additional stresses on teachers that may affect their performance in the workplace (Koruklu et al., 2012).

Recent California budget cuts have created further stress for teachers by creating a sense of job insecurity due to teacher layoffs (Rosenblatt & Ruvio, 1996). Many California school districts that implemented furlough days created further WI by requiring teachers to teach the same amount of curriculum in less time and decreased the pay teachers received. This quantitative study includes an investigation of possible relationships between years of teaching experience and what factors may cause feelings of WI for teachers as well as how teachers respond to WI.

Several studies have been conducted on teacher stress and burnout and how stress may impact job satisfaction (Koruklu et al., 2012). Teachers are electing to leave the profession at increasing rates and often ascribe their dissatisfaction in the workplace to high workload demands (Clark, 2010). Teachers experience the burdens of attempting to meet the demands of their administrators, students, parents, and state legislature while balancing stresses of changing curriculum, high-stakes testing, accountability, and student behavior problems (Crotwell, 2011; Ballet & Kelchtermans, 2009; Webb et al., 2004). Teachers who experience WI without the ability to manage the increase in stress and workload may react in negative ways including increased absenteeism and decreased commitment to the profession, which can be costly to schools and districts (Ballet & Kelchtermans, 2009). The quality of education being provided for students in schools is a constant concern for parents and schools alike. Administrators and policy makers must understand how WI may affect teachers as well as the causes for WI. It is critical to prevent negative effects of WI and stress on teachers and students in the classroom (Hughes, 2001). This research study contributes to positive social change by including an examination of possible relationships that may occur with teacher WI so that teachers, administrators, and other educational stakeholders may make informed decisions in the best interest of students and the learning environment.

Chapter 3: Methodology

The purpose of this quantitative correlational study was to examine any relationships that may occur between factors that may trigger WI for teachers and teacher impressions of WI. I also examined any relationships that may exist between teacher impressions of WI and teacher job satisfaction. I additionally examined if years of teaching experience or teacher perceptions of administrative support are possible moderators to the relationship between teacher impressions of WI and teacher job satisfaction. Data were collected from the three school districts in Southern California using a Likert-type scale survey. This section of the study includes an outline of the methods that were used to collect data, including the setting and sample, materials and instrumentation, data collection and analysis strategies, and ethical considerations during the study.

Research Design and Rationale

This study includes an investigation of possible relationships that may occur between factors that may trigger WI for teachers and teacher impressions of WI, as well as possible relationships that may occur between teacher impressions of WI and teacher job satisfaction. The independent variables in this study were factors that are related to WI for teachers including an increase in class size, the implementation of furlough days without a decrease in curriculum, decrease in pay, increased job insecurity, and changes in expectations for teachers including an increase in after school responsibilities, changes in curriculum being taught, and changes in subject area of teaching. The dependent variables include teacher impressions of WI and teacher job satisfaction. Aggregated

data were collected from nine comprehensive high schools in three different school districts in Southern California, Grades 9-12 which include 1,001 teachers. Data were collected using a Likert-type survey distributed via district email and Internet.

Previous research has included qualitative data on the topic of WI (Crotwell, 2011). Teachers expressed feelings of stress related to managing time, finding opportunities to plan lessons, their ability to differentiate instruction appropriately, working non-instructional duties outside of school hours, and finding time to adequately prepare students for standardized assessments (Crotwell, 2011). This study expands on the prior research to attempt to discover any possible relationships between teacher impressions of WI and teacher job satisfaction. Additionally the study examined if years of teaching experience or teacher perceptions of administrative support are moderators to the relationship. I used a quantitative design for this study to appropriately address the non-experimental research design to collect survey-data for statistical analysis.

WI in Selected Districts

Three selected school districts in Southern California experienced several factors that may influence feelings of WI for teachers, including an increase in class size, the implementation of furlough days without a decrease in curriculum, decrease in pay, increased job insecurity, and changes in expectations for teachers including an increase in after school responsibilities, changes in curriculum, and changes in subject area of teaching. Many of these changes occurred due to statewide budget reductions for schools in Southern California, which resulted in many school districts choosing to lay-off staff and to implement furlough days to reduce spending (California Teachers Association,

2012). These decisions have also led to an increase in duties for the remaining teachers to fill. The three selected school districts are three of many school districts in Southern California that have faced these types of changes.

Prior to statewide budget cuts, School District 1 had a student population of 21,417 students in Grades Kindergarten through 12, with 934 teachers during the 2008-2009 school year and a class size average of 23 students per teacher (Education Data Partnership, 2015). Over the next year, the School District 1 released 22 teachers due to lay-offs and voluntary teacher leave. During the 2010-2011 school year, School District 1 served 22,363 students in Grades Kindergarten through 12 with 912 teachers with an average class size of 26 students.

School District 2 served 29,492 students in the 2008-2009 school year with 1,395 teachers and a class size average of 21 students per teacher (Education Data Partnership, 2015). During the 2010-2011 school year School District 2 served 30,272 students in Grades Kindergarten through 12, with 1,246 teachers and a class size average of 24.2 students per teacher (Education Data Partnership, 2015).

Prior to the budget cuts, School District 3 had a student population of 22,216 students in Grades Kindergarten through 12, with 987 teachers during the 2009-2010 school year and a class size average of 22 students per teacher (Education Data Partnership, 2015). Over the next year, the School District 3 released 38 teachers due to lay-offs and voluntary teacher leave. During the 2011-2012 school year, School District 3 served 22,171 students in Grades Kindergarten through 12, with 949 teachers and an average class size of 29 students (Education Data Partnership, 2015).

These class sizes are higher than the statewide average class size of 22 students per teacher as well as the national average of 15 students per teacher (Education Data Partnership, 2015). When the total number of teachers at each school decreases due to layoffs or voluntary leave, students must shift into the remaining teachers' classrooms, which results in an increase in workload for the remaining teachers. Additionally, the remaining teachers must maintain duties previously covered by teachers who leave the school. These duties may include advising of clubs, coaching of sports, supervision of sporting events, chaperoning student activities, and advising of student leadership courses.

In addition to increased class sizes and feelings of job insecurity, teachers were expected to teach their curriculum in a shorter amount of time, as School District 1 (2011) implemented 9 furlough days to bring the number of school days offered in the year down from 185 in the 2008-2009 school year to 176 in the 2010-2011 school year. School District 2 (2012) implemented 10 furlough days during the 2012-2013 school year. School District 3 implemented 6 furlough days to bring the number of school days offered in the year down from 185 in the 2009-2010 school year to 179 in the 2011-2012 school year (Education Data Partnership, 2015). Furlough days are days where teachers are not required to work and not paid for their time. This creates a decrease in salary for the teachers and intensification in two forms: less pay for their work and less time to teach the same amount of curriculum and meet the same standards. Teachers often struggle to adapt to the decrease in time allowed cover curriculum. Often teachers who are not able to make adequate changes to meet these demands suffer from decreased self-

esteem, fears of decreased competency, feelings of guilt, and a decrease in self-identity (Ballet & Kelchtermans, 2008).

Further changes for teachers in the three chosen school districts continue to occur modifications arise in the requirements and expectations from administration and policy makers. Teachers in the three districts were asked to begin incorporating technology into the classroom lesson plans as part of a 21st Century Initiative enforced in 2009-2010 school year. Programs like the 21st Century Collaborative Project in School District 1 aimed to require the high schools within the district to strive to take steps to better prepare students for the world of work in the 21st century, including mastery of core subjects, increased focus on global awareness, health literacy, civic literacy, and business literacy, as well as increasing students' innovative, creative, career, life, information, media, and technology skills. This included teachers designing classroom websites for students and families to reference, incorporating technology into the classroom using programs such as PowerPoint and video makers, maintaining a web-based attendance and grade book, and even creating online interactive classrooms for students to use outside of the classroom. Teachers were asked to spend time learning how to use new technology and to find ways to incorporate the technology into the classroom. Professional learning communities were created where teachers and school staff were required to participate in meetings which aimed to create and monitor progress toward goals set to create a 21st Century Initiative classroom. It is important to understand how these types of changes may affect teachers' impressions of WI and if relationships exist between impressions of WI and teacher job satisfaction.

District-wide policy changes may create additional stress on the teachers when their progress is monitored during teacher observations by administration. According to Webb et al. (2004) added requirements and stress can divert teachers' energy and time away from the educational process and meeting the individual needs of their students which can cause unexpected consequences due to the WI for teachers.

I examined which factors may cause teachers to feel their work is being intensified and if teacher impressions of WI may be related to teacher job satisfaction. I also examined if years of teaching experience or teacher perceptions of administrative support are possible moderators to any relationships that may exist between teacher impressions of WI and teacher job satisfaction.

Sampling and Sampling Procedures

School District 1 is located in Southern California and consists of 11 elementary schools who offer Kindergarten through fifth grade, four middle schools who offer Grades 6 through 8, three comprehensive high schools that offer Grades 9 through 12, one continuation high school, one independent study school, and one adult and community education program. The city is a suburban area located in Southern California with a population of approximately 107,000 people. During the 2014-2015 school year, School District 1 served 22,698 students and had 930 teachers (Education Data Partnership, 2015). School District 2 is located in Southern California and consists of 17 elementary schools who offer kindergarten through fifth grade, six middle schools who offer Grades 6 through 8, three comprehensive high schools that offer Grades 9 through 12, one continuation high school, one independent study school, one virtual

online school, two charter schools, and one adult and community education program. This city is also a suburban area located in Southern California and Riverside County with a population of approximately 106,780 people. During the 2014-2015 school year School District 2 served 27,700 students and had 1,316 teachers (Education Data Partnership, 2015). School District 3 is located in Southern California and consists of 12 elementary schools that offer Kindergarten through fifth grade, four middle schools who offer Grades 6 through 8, three comprehensive high schools that offer Grades 9 through 12, one continuation high school, one independent study school, and one adult and community education program. This city is a suburban area located in Southern California with a population of approximately 61,981 people. During the 2013-2014 school year, School District 3 served 22,316 students and had 927 teachers (Education Data Partnership, 2015).

The sample for this study included teachers at the high school level, Grades 9 through 12, who voluntarily elected to participate in the study. I selected the schools for this study for convenience as I have worked in the area of the schools for more than ten years. Only the 1,001 teachers who teach in Grades 9–12 in the selected districts were contacted to volunteer to participate in the study. Data were collected using a Likert-type scale survey distributed via the Internet and teacher emails. To achieve an 80% statistical power level with an effect size of 0.15 and a probability level of 0.05 at least 252 teachers were needed to be included in the study. The data collected from the schools were aggregated into a single population as the schools are similar in population, socioeconomic levels, school size, and all operate under the same county superintendent.

Data Collection Procedures To answer the research questions in this study I used specific procedures to properly collect data. Data were collected using a scale survey with Likert-type responses that was distributed to teaching staff in the three school districts via teacher emails. The email included information about the purpose of the study and requested participation in the study. Teachers had the option to volunteer to participate in the study or to elect to not participate. I selected the schools based on availability with the permission of the district liaison. Teachers who elected to participate completed the survey via the Internet in a confidential manner. Prior to the survey, I included information to explain the purpose of the study and requested the teachers to provide informed consent for the study. The survey included three sections: The first section included demographic information. The second section included ratings on possible factors that may create feelings of WI for teachers such as the implementation of furlough days without a decrease in curriculum requirements, an increase in student to teacher ratios, increase in job insecurity, decrease in pay, and changes in expectations of teachers, and a section on teacher job satisfaction. The third section included questions regarding teacher perceptions of administrative support. Teachers completed and submitted the survey electronically and no follow-up procedures were necessary.

Materials and Instrumentation

I collected data for this study using a scale survey with Likert-type responses distributed via district email requesting teachers to participate in the study. I initially piloted the survey to ensure the survey was clear and understandable. Five professionals in the field of education with varying levels of years of experience completed the survey

and provided feedback on if the survey was clear and easily understood. After the pilot study, I sent email to teachers including a link to the survey. If the teachers chose to participate, they clicked on a link that connected them electronically to the survey. Teachers then logged in anonymously and completed the three-part survey. The first section of the survey included statements related to factors that may cause teachers to feel their work is being intensified including the implementation of furlough days, an increase in student to teacher ratios, increased job insecurity, changes in teaching requirements and/or curriculum, and decreased pay. The second section of the survey included statements related to how teachers feel about their satisfaction with their job. The third section included statements about teacher perceptions of administrative support. Teachers were asked to rate their agreement with each statement on a scale from 1 to 6 (1: strongly disagree, 2 disagree, 3: neutral, 4 agree, 5: strongly agree, and 6: I have never experienced this before).

Data were collected from the surveys and entered in to a Microsoft Excel spreadsheet. The datasets collected were assigned numbers randomly to maintain confidentiality of the teachers' responses. The data were then uploaded in to Statistical Procedure for Social Sciences (SPSS) version 19 and analyzed using a multiple regression analysis to test for relationships between factors that influence feelings of WI for teachers and teacher job satisfaction. A follow-up test was conducted on the data to test if years of teaching experience or teacher perceptions of administrative support are possible moderators for these relationships.

Operationalization of Variables

This study included two dependent variables including teacher impressions of WI and teacher job satisfaction. The variable of teacher impressions of WI was collected using a scale survey with Likert-type responses. This section of the survey will include several statements related to possible triggers of WI. One example is “I feel that the implementation of furlough days has or would make my work feel intensified.” The teachers would then be asked to rate their agreement or disagreement to the statement on a scale from one to five with one representing strongly disagree and five representing strongly agree. A sixth option will also be available to teachers who feel they have not yet experienced this factor. The variable of teacher job satisfaction will be measured in a similar way with statements in the second section of the survey that relate to how teachers feel about their job satisfaction. An example statement is “When I feel my work is becoming intensified, I experience feelings dissatisfaction with my job as a teacher”. Teachers would again rate their agreement to these statements on a scale of one to five.

The first moderator in this study was teacher reported years of experience in the teaching field. The survey included a section where demographic information was collected from the teachers. This section asked teachers to select a category that includes the number of years they have been in the teaching profession including their current year of teaching. The categories included 1–3 years, 4–6 years, 7–9 years, 10–12 years, 13–15 years and over 15 years of experience. The demographic data section included other information including gender, grade level, subject areas, and other general information about the teachers.

The second moderator in this study was teacher impressions of administrative support. The survey included a third section of statements related to teacher perceptions of administrative support and how they feel administrative support may change their responses to WI. An example statement for this section is “When my administrators support me and are encouraging, I feel less affected by the implementation of furlough days”. They were asked to rate their agreement to these statements on a scale of 1 to 5 with an option 6 if they have never experienced the factor before. The data were compared using a multiple regression analysis to investigate any possible relationships between the variables and any moderations that may exist in the relationships.

Data Analysis Plan

I obtained participants in this study by sending emails to the teachers at the nine comprehensive high schools in the three selected school districts. The email included a section for teachers to give informed consent, asked if they would like to voluntarily participate in the study, and informed them of the confidentiality of the surveys. If teachers chose to participate, they were instructed to click on a link within the email that took them electronically to a host website for the survey. Teachers were able to create their own login and complete the survey through this site. The data from the surveys were then organized in an Excel spreadsheet then uploaded in to SPSS version 19. The data were analyzed using a hierarchical moderated regression analysis to investigate any relationships that may exist between the variables and any moderations that may occur within the relationships.

To address the first research question of what factors (including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) are related to teachers' impressions of WI, I used a multiple regression model approach to examine if the triggers of WI significantly predict WI.

The second research question of if teachers' impressions of WI including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught predict teacher job satisfaction was tested using a multiple regression analysis. I tested teachers' impressions of WI to assess how teacher impressions of WI interacts with teacher job satisfaction.

The third research question of how years of teaching experience may moderate the relationship between teacher impressions of WI and teacher job satisfaction was tested using a hierarchical moderated regression model. Years of teaching experience was categorized in to groups as follows: 1–3 years, 4–6 years, 7–9 years, 10–12 years, and 13 or more years of experience. The variable of teacher job satisfaction was dummy coded in to high and low job satisfaction and the responses of not yet experienced was coded as a missing category to avoid multicollinearity. To test if there was a stronger or lesser prediction of WI depending on the years of teaching experience and teacher impressions of administrative support I applied the variable of years of teaching

experience to the hierarchical equation as the final step to test for a moderation effect from years of experience. Since the ordinal data were measured as interval data, I tested the data to ensure the variables are normally distributed, that non-linearity does not exist, for high reliability, and for homoscedasticity to avoid Type I and Type II error (Osborne & Waters, 2002).

The fourth research question of how teacher perceptions of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction was also measured using a hierarchical moderated regression model. I categorized teacher perceptions of administrative support in to high, medium, and low support and the responses of not yet experienced was coded as a missing category to avoid multicollinearity. I applied the variable of teacher impressions of administrative support to the hierarchical equation at the final step to test for a moderation effect from the perceptions of administrative support. Since the ordinal data were measured as interval data, I also tested this data to ensure the variables are normally distributed, that non-linearity does not exist, for high reliability, and for homoscedasticity to avoid Type I and Type II error (Osborne & Waters, 2002).

RQ1: What factors (including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) are related to teachers' impressions of WI?

H₀1: Factors associated with WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) do not significantly predict teachers' actual impressions of WI.

H_a1: Factors of WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) significantly predict teachers' impressions of WI.

RQ2: Do teachers' impressions of WI predict satisfaction with their current job?

H₀2: Teachers' impressions of WI do not significantly predict teachers' satisfaction with their current job.

H_a2: Teachers' impressions of WI significantly predict teachers' satisfaction with their current job.

RQ3: How do years of teaching experience moderate the relationship between teacher impressions of WI and teacher job satisfaction?

H₀3: Years of teaching experience does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_a3: Years of teaching experience significantly moderates the relationship between teacher impressions of WI and teacher job satisfaction.

RQ4: How do teacher perceptions of administrative support moderate teacher impressions of WI?

H₀4: Teacher perceptions of administrative support does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_a4: Teacher perceptions of administrative support does significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction .

Threats to Validity

Possible threats to validity exist within this study. External validity refers to how well study results can be generalized to other settings and populations while internal validity refers to how well a study accurately measures relationships between variables (Vogt, 2011). This study may have possible threats to external validity as the sample will be taken from two selected districts in the Southern California area. Caution should be used when generalizing results of the study outside of the two districts as characteristics may differ between locations. However, a power analysis was included in the study to determine the effect size of any possible relationships in the study as larger effect sizes can be more accurately generalized to populations outside the study (Vogt, 2011).

Internal validity refers to the ability for a researcher to determine if a cause and effect relationship exist between variables of a study (Vogt, 2011). This study is a non-experimental design as the independent variable was not manipulated and did not attempt to determine a cause and effect relationship between the independent and dependent variables. Non-experimental design studies may have weaker internal validity as

participants can not be randomly assigned to the IV groups (years of teaching experience) and the groups may not be equivalent (Creswell, 2009).

Field Test and Pilot Study

To strengthen internal validity and the content validity of the survey, prior to approval from the Institutional Review Board (IRB) the Delphi method was used to ensure the survey will have consistency in its interpretations and that the survey measures what is intended for the study. The Delphi method is widely used to help to create an agreement amongst the panel members on a particular topic (Birko, Dove, & Özdemir, 2015). Experts in the field of education including two professors of education, two teachers with more than 10 years of experience, and one professor of psychology were selected to do a field test and review the survey for inconsistencies or lack of clarity and provide feedback as a group for improvements.

The survey instrument was also piloted after IRB approval but prior to the actual study to assess the instrument. The survey was initially reviewed by five educators who completed the survey in person and were asked to provide feedback on the clarity of the questions and if they had any suggestions on how to improve understanding of the response scale survey. The scale included the following responses: strongly disagree, disagree, neutral, agree, strongly agree, and I have not yet experienced this. The final point on the scale allowed for me to not include the response from teachers who had not yet experienced particular factors of WI or other experiences included in the survey. All participants agreed that the survey was clear and understandable and did not need alterations prior to administration of the actual study. The survey design was not

changed prior to the actual research study. All pilot participants responded appropriately to the survey questions and reported clear understanding of all survey questions. The data from the pilot study were not included in the data for the actual research study. The survey did not need to be adjusted, based on pilot participant feedback, to ensure the questions were easy to understand and that they are accurately assessing the intended variables. Information gathered in this study may be used by other schools and school districts when considering decisions regarding teacher layoffs, increasing class sizes, and enforcing furlough days. This study also provides an initial understanding of how teachers with differing levels of teaching experience may experience WI when exposed to a variety of factors.

Ethical Procedures

To protect confidentiality of participants in the study, I sent a request to the Walden University IRB to review the study and grant permission to conduct the study. Permission was requested to conduct the survey in the three school districts from district liaisons for each district. Once permission was granted from all parties, I used the district emails, Microsoft Outlook for School District 1 and School District 3, and G-mail for School District 2 to gain access to all high school certificated teachers in the three districts. Only these individuals were included in the email process and the email included an introduction to the study and a description of what is being requested of participants who elected to participate. Those who volunteered to participate clicked on a hyperlink that was contained in the email to electronically give consent and take the

survey. Participants needed to electronically provide informed consent prior to completing the survey.

To ensure confidentiality in the study participant personal information and identification were not be listed. I will store any hard copies made of the data in a locked file for five years after the study is complete and will then be destroyed.

Summary

This section outlined the methods used to conduct a non-experimental, quantitative, correlation study intended to investigate possible relationships that may exist between teacher impressions of WI and teacher job satisfaction as well as if years of teaching experience or teacher impressions of administrative support may be possible moderators to the relationship. I distributed a scale survey with Likert-type responses via district email to high school teachers in the three Southern California school districts to request teachers to volunteer to participate in the study. Quantitative data were collected from the survey results and entered in to SPSS version 19. The data has been analyzed using a multiple regression analysis to test for any possible relationships between the variables. To ensure the methodology methods are appropriate, I also discussed data collection methods, threats to validity, and ethical considerations. The following chapters will explain the results of the study.

Chapter 4: Results

Introduction

The purpose of this quantitative correlational study was to examine any relationships that may occur between factors that may trigger WI for teachers and teacher impressions of WI. The study additionally included an examination of any relationships that may exist between teacher impressions of WI and teacher job satisfaction. I also examined if years of teaching experience or teacher perceptions of administrative support are possible moderators to the relationship between teacher impressions of WI and teacher job satisfaction. This chapter will include includes a description of the initial pilot study and a summary of the results of the study by reporting descriptive statistics and the results of the multiple regression analysis.

RQ1: What factors (including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) are related to teachers' impressions of WI?

H₀1: Factors associated with WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) do not significantly predict teachers' actual impressions of WI.

H_{a1}: Factors of WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) significantly predict teachers' impressions of WI.

RQ2: Do teachers' impressions of WI predict satisfaction with their current job?

H₀₂: Teachers' impressions of WI do not significantly predict teachers' satisfaction with their current job.

H_{a2}: Teachers' impressions of WI significantly predict teachers' satisfaction with their current job.

RQ3: How do years of teaching experience moderate the relationship between teacher impressions of WI and teacher job satisfaction?

H₀₃: Years of teaching experience does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_{a3}: Years of teaching experience significantly moderates the relationship between teacher impressions of WI and teacher job satisfaction.

RQ4: How do teacher perceptions of administrative support moderate teacher impressions of WI?

H₀₄: Teacher perceptions of administrative support does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_{a4}: Teacher perceptions of administrative support does significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

This chapter includes the following sections: pilot study, data collection, results, and summary. This section also includes data analysis tables and statistical analysis results.

Pilot Study

The survey instrument was piloted prior to administering the actual research study to strengthen internal validity and the content validity. The survey was reviewed by five educators who completed the survey in person and were asked to provide feedback on the clarity of the questions and if they had any suggestions on how to improve understanding of the 6-point Likert-like response scale survey. The scale included the following responses: strongly disagree, disagree, neutral, agree, strongly agree, and I have not yet experienced this. The final point on the scale allowed me to not include the response from teachers who had not yet experienced particular factors of WI or other experiences included in the survey. This response was coded as a missing category. All participants agreed that the survey was clear and understandable and did not need alterations prior to administration of the actual study. The survey design was not changed prior to the actual research study. Data from the pilot study were entered into SPSS and a reliability analysis was run with their responses. Chronbach's Alpha revealed an acceptable internal consistency of .71. All pilot participants responded appropriately to the survey questions and reported clear understanding of all survey questions. The data from the pilot study were not included in the data for the actual research study.

Data Collection

I examined relationships between factors that predict WI for teachers and teacher impressions of WI as well as relationships that may exist between teacher impressions of

WI and teacher job satisfaction. Additionally, I examined years of teaching experience or teacher perceptions of administrative support as possible moderators to the relationship between teacher impressions of WI and teacher job satisfaction. Data were collected from three school districts in Southern California using a Likert-type scale survey. The survey consisted of two parts: demographic questions that addressed the moderator of years of teaching experience as well as the subject area and grade levels the teachers were currently teaching (Appendix A). The second part was a Likert-type survey consisted of 19 questions that requested teachers to rate their agreement with a variety of statements on a scale from 1 (strongly disagree) to 5 (strongly agree) or 6 if they have not yet experienced the statement. The survey measured teachers' attitudes toward factors related to WI, job satisfaction, and perceptions of administrative support (Appendix A). After receiving the approval letter from the Walden University IRB (IRB approval number: 07-13-17-0230768) as well as approval from each school district to collect the data, an email was sent to all high school teachers in each of the three school districts that included an explanation of the research study, a request asking for voluntary participation in the study, informed consent, and a link that would connect the teacher to the survey using Survey Monkey. The link was available for teachers to visit for 20 days, after which the link was deactivated and the dataset was compiled. The needed sample size for this study was 252 high school teachers with a confidence level of 80% and a .05 alpha level. 272 of the 1,001 high school teachers in the three school districts participated in the study in the allotted time and completed the survey appropriately.

Descriptive and Demographic Statistics

Data collected from demographic information is represented in Tables 1–3.

Demographic questions included years of teaching experience, grade levels taught, and subject levels taught. Table 1 represents reported years of teaching experience. Of the 272 respondents to the survey, 1.5% ($n= 4$) taught for 1–3 years, 7.4% ($n= 20$) taught for 4–6 years, 2.9% ($n= 8$) taught for 7–9 years, 9.6% ($n= 26$) taught for 10–12 years, 19.1% ($n= 52$) taught for 13–15 years, and 59.5% ($n= 162$) taught for 16 or more years.

Table 1

Years of Teaching Experience

Years of Experience	Frequency	Percent
1-3 years	4	1.5
4-6 years	20	7.4
7-9 years	8	2.9
10-12 years	26	9.6
13-15 years	52	19.1
16 or more years	162	59.5
Total	272	100

Table 2 represents the grade levels taught by respondents to the survey. Many teachers teach more than one grade level at a time. The majority of the teachers who

participated in the study taught Grade 12 which accounted for 79.4% ($n= 216$) of participants, and the smallest group represented taught Grade 9, which accounted for 59.6% ($n= 162$) of participants.

Table 2

Grade Levels Taught

Grade Level	Frequency	Percent
Grade 9	162	59.6
Grade 10	210	77.2
Grade 11	214	78.7
Grade 12	216	79.4
Other	8	2.9

Table 3 represents the subject areas taught by respondents to the survey. Many teachers teach more than one subject area at a time. The majority of the teachers who participated in the study taught English which were 22.1% ($n= 60$) and the smallest group represented taught physical education which included 3.7% ($n= 10$).

Table 3

Subject Areas Taught

Subject Area	Frequency	Percent
English	60	22.1
Math	46	16.9
History	34	12.5
Science	34	12.5
World Language	40	14.7
Physical Education	10	3.7
Other	48	17.6

Data Analysis Results

Data collected from participants' responses to the Impressions of WI survey were analyzed using the SPSS software program. Data related to RQ1 on which factors are related to teachers' impressions of WI were analyzed using a multiple regression model to examine what triggers of WI significantly predict teachers' impressions of WI.

Data related to RQ2 on if teachers' impressions of WI predict teacher job satisfaction were analyzed using a multiple regression model where teacher impressions of WI were categorized into high and low levels of intensification and tested to assess

how WI interacts with teacher job satisfaction. Tukey's post hoc analysis and Pearson correlation test were conducted to discover significant differences between groups.

Data related to RQ3, on how years of teaching experience may moderate the relationship between teacher impressions of WI and teacher job satisfaction, were analyzed using a hierarchical moderated regression model. Years of teaching experience was categorized in to groups as follows: 1–3 years, 4–6 years, 7–9 years, 10–12 years, and 13 or more years of experience. These interaction variables were applied to the hierarchical equation to test for a moderation effect from years of experience. The responses of “not yet experienced” were coded as missing variables and all remaining data met all assumptions for regression analysis. Data results did not include any outliers. The data were tested to ensure the variables were normally distributed, that non-linearity does not exist, for high reliability, and for homoscedasticity to avoid Type I and Type II error (Osborne & Waters, 2002).

Data related to RQ4 on how teachers' perceptions of administrative support may moderate the relationship between teacher impressions of WI and teacher job satisfaction was analyzed using a hierarchical moderated regression model. Teacher perceptions of administrative support was categorized in to high, medium, and low support. These interaction variables were applied to the hierarchical equation to test for a moderation effect from the perceptions of administrative support. The data were tested to ensure the variables were normally distributed, that non-linearity does not exist, for high reliability, and for homoscedasticity to avoid Type I and Type II error (Osborne & Waters, 2002).

Results

The computer program SPSS was used to analyze the data collected from the participants in the study. Results were converted from survey monkey spreadsheet to Data View in SPSS and coded accordingly to relate to the study and variable.

Appropriate analysis was performed to ascertain each result from the research question.

RQ1: What factors (including increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) are related to teachers' impressions of WI?

H_0 1: Factors associated with WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) do not significantly predict teachers' actual impressions of WI.

H_a 1: Factors of WI for teachers (increase in class size, implementation of furlough days without a decrease in curriculum requirements, decrease in pay, increase in job insecurity, and changes in expectations for teachers such as an increase in after school requirements, changes in curriculum, and changes in the subject area taught) significantly predict teachers' impressions of WI.

Table 4 represents which factors of WI predicted teachers' impressions of WI.

Table 4

Factors prediction of teachers' impressions of WI

Factors of WI	B	SE B	β	<i>t</i>	<i>p</i>
Furlough Days	.004	.013	.023	.336	.734
More Students	.046	.014	.214	3.178	.002
Loss of Job	.018	.014	.085	1.291	.019
Curriculum Change	.048	.017	.200	2.877	.004
Less Pay	-.019	.016	-.080	-1.181	.023
Special Needs	.015	.017	.058	.867	.038
Technology Added	-.019	.016	-.082	-1.188	.023
<i>R</i> ²		.119			
<i>F</i>		4.764			
<i>p</i>		.001			

To analyze RQ1, the Enter method was used to run a correlational regression model and test the relationship between factors of WI and teachers impressions of WI. The independent variables included the implementation of furlough days, an increase of students in the class, the fear of losing current job position, changes in curriculum, decrease in pay, an increase in students with special needs in the classroom, and changes

in technology used in the classroom. The dependent variable was teacher impression of WI. The results of the regression indicated that the factors of WI explained 12% of the variance ($F(7,90)=6.51, p=.001$), with an $R^2 = .119$ and the adjusted $R^2 = .094$. This indicates no contribution to the relationship between the implementation of furlough days and teacher impressions of WI ($b = .004, SE_b = .013, \beta = .023, p = .734$). Results also indicated a t contribution to the relationship between having more students in the classroom and teacher impressions of WI ($b = .046, SE_b = .014, \beta = .214, p = .002$), between the fear of losing their job and teacher impressions of WI ($b = .018, SE_b = .014, \beta = .085, p = .019$), between curriculum changes and teacher impressions of WI ($b = .048, SE_b = .017, \beta = .200, p = .004$), between less pay and teacher impressions of WI ($b = -.019, SE_b = .016, \beta = -.080, p = .023$), between having students with special needs in the classroom and teacher impressions of WI ($b = .015, SE_b = .017, \beta = .058, p = .038$), and between implicating the use of technology in the classroom and teacher impressions of WI ($b = -.019, SE_b = .016, \beta = -.082, p = .023$). The results indicate a rejection of the null hypothesis as more students in the classroom, fear of losing a job, changes in curriculum, decrease in pay, an increase of students with special needs in the classroom, and changes in technology in the classroom significantly predict teacher impressions of WI. The presence of these factors at work have a significant positive relationship with WI for teachers. However, the results do not show a significant relationship between the implementation of furlough days and teacher impressions of WI.

RQ2: Do teachers' impressions of WI predict satisfaction with their current job?

H_{02} : Teachers' impressions of WI do not significantly predict teachers' satisfaction with their current job.

H_{a2} : Teachers' impressions of WI significantly predict teachers' satisfaction with their current job.

Table 5 represents interactions between teacher impressions of WI and teachers' satisfaction with their current job.

Table 5

Teacher impressions of WI and Job Satisfaction

Factors of WI	B	SE B	β	t	p
Furlough Days	.022	.032	.058	.677	.050
More Students	.015	.040	.032	.366	.715
Loss of Job	.023	.033	.056	.694	.048
Curriculum Change	.017	.042	.031	.398	.691
Less Pay	.112	.040	.239	2.816	.005
Special Needs	.079	.038	.155	2.053	.042
Technology Added	.013	.037	.029	.362	.718
R^2		.140			
F		3.947			
p		.001			

I used a multiple regression analysis to examine the relationship between Factors of WI and teacher job satisfaction. Table 5 summarizes the analysis results. The independent variables included the implementation of furlough days, an increase of students in the class, the fear of losing current job position, changes in curriculum, decrease in pay, an increase in students with special needs in the classroom, and changes in technology used in the classroom. The dependent variable was teacher job satisfaction. The results of the regression indicated that the factors of WI explained 14% of the variance ($F(7,90)=6.47$, $p=.001$), with an $R^2 = .140$ and the adjusted $R^2 = .104$. These findings indicate no contribution to the relationship between changes in curriculum and teacher job satisfaction ($b = .017$, $SE_b = .042$, $\beta = .031$, $p = .691$), the implementation of technology and teacher job satisfaction ($b = .013$, $SE_b = .037$, $\beta = .029$, $p = .718$), or the addition of more students in the classroom and teacher job satisfaction ($b = .015$, $SE_b = .040$, $\beta = .032$, $p = .715$). Results did indicate a contribution to the relationship between the implementation of furlough days and teacher job satisfaction ($b = .022$, $SE_b = .032$, $\beta = .058$, $p = .05$), between the fear of losing their job and teacher job satisfaction ($b = .023$, $SE_b = .033$, $\beta = .056$, $p = .048$), between less pay and teacher job satisfaction ($b = .112$, $SE_b = .040$, $\beta = .239$, $p = .005$), and between having students with special needs in the classroom and teacher job satisfaction ($b = .079$, $SE_b = .038$, $\beta = .155$, $p = .042$). The results indicate a rejection of the null hypothesis as the implementation of furlough days, fear of losing a job, decrease in pay, and an increase of students with special needs in the classroom are significantly related to teacher job satisfaction. The occurrence of furlough

day implementation, fear of job loss, decrease in pay, and an increase of students with special needs in the classroom exhibit a negative relationship with teacher job satisfaction. However, the results do not show a significant relationship between the changes in curriculum, changes in technology in the classroom, or more students added to the classroom and teacher impressions of WI.

Table 6

Teacher impressions of WI and Desire to Leave School or Profession

Factors of WI	B	SE B	β	<i>t</i>	<i>p</i>
Furlough Days	.016	.030	.038	.530	.597
More Students	.073	.037	.143	1.959	.052
Loss of Job	.192	.033	.401	5.799	.000
Curriculum Change	.063	.041	.101	1.538	.012
Less Pay	.013	.038	.024	.329	.743
Special Needs	-.005	.038	-.008	-.125	.901
Technology Added	.040	.036	.078	1.131	.025
<i>R</i> ²		.257			
<i>F</i>		9.473			
<i>p</i>		.001			

I also used a multiple regression analysis to examine the relationship between Factors of WI and teacher intent to leave the current job position. Table 6 summarizes the analysis results. The independent variables included the implementation of furlough days, an increase of students in the class, the fear of losing current job position, changes in curriculum, decrease in pay, an increase in students with special needs in the classroom, and changes in technology used in the classroom. The dependent variable was teacher intent to leave their current position. The results of the regression indicated that the factors of WI explained 26% of the variance ($F(7,142)=7.79, p=.001$), with an $R^2 = .257$ and the adjusted $R^2 = .230$. This study represents no contribution to the relationship between the implementation of furlough days and teacher intent to leave their position ($b = .016, SE_b = .030, \beta = .038, p = .597$), a decrease in pay and teacher intent to leave their position ($b = .013, SE_b = .038, \beta = .024, p = .743$), or the addition of more students with special needs in the classroom and teacher intent to leave their position ($b = -.005, SE_b = .038, \beta = -.008, p = .901$). Results did indicate a contribution to the relationship between fear of losing their job and teacher intent to leave their position ($b = .192, SE_b = .033, \beta = .401, p < .001$), between changes in curriculum and teacher intent to leave their position ($b = .063, SE_b = .041, \beta = .101, p = .012$), between changes in technology use in the classroom and teacher intent to leave their position ($b = .040, SE_b = .036, \beta = .078, p = .025$), and between having more students in the classroom and teacher intent to leave their position ($b = .073, SE_b = .037, \beta = .143, p = .052$). The results indicate a rejection of the null hypothesis as fear of losing a job, changes in curriculum, changes in technology used in the classroom, and the addition of more students in the classroom are

positively related to teacher intent to leave their position. The results do not indicate a relationship between the implementation of furlough days, decrease in pay, and the addition of students with special needs in the classroom and teacher intent to leave their position.

RQ3: How do years of teaching experience moderate the relationship between teacher impressions of WI and teacher job satisfaction?

H₀₃: Years of teaching experience does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_{a3}: Years of teaching experience significantly moderates the relationship between teacher impressions of WI and teacher job satisfaction.

To investigate RQ3 I performed a hierarchical multiple regression moderator analysis using PROCESS to assess if years of teaching experience moderated the relationship between teacher job satisfaction and teacher impressions of WI. First, I categorized teacher job satisfaction in to high and low satisfaction and the responses of not yet experienced were dismissed as discrete missing variables. The outcome variable for analysis was teacher satisfaction. The predictor variables for the analysis were factors of WI including furlough days, more students in the classroom, fear losing a job, changes in curriculum taught, decreased pay, the addition of more students with special needs in the classroom, and changes or additions in technology used in the classroom. The moderator variable evaluated for the analysis was years of teaching experience multiplied by the centered variable *Z*-score for WI. The first step of the multiple regression equation, the independent variable included factors of WI and the dependent variable included teacher

job satisfaction. During the second step of the equation, I entered the moderation variable to test for a significant change in the R squared. The interaction between factors of WI and years of teaching experience was found to not be statistically significant [$B = .001$, 95% C.I. (-.050, .053), $p = .961$]. These results indicate years of teaching experience do not moderate the relationship between factors of WI and teacher job satisfaction.

RQ4: How do teacher perceptions of administrative support moderate teacher impressions of WI?

H_{04} : Teacher perceptions of administrative support does not significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

H_{a4} : Teacher perceptions of administrative support does significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction.

Table 7

Conditional Effects of Factors of WI for Teacher Job Satisfaction

Teacher Perceptions of Administrative Support	β	p	95% CI	
One SD below the mean	.438	.000	.261	.636
At the mean	.302	.000	.156	.448
One SD above the mean	.147	.144	-.065	.357

* $p \leq .05$

To investigate RQ4 a I performed a hierarchical multiple regression moderator analysis using PROCESS to assess teachers' perceptions of administrative support and if it

moderated the relationship between teacher job satisfaction and teacher impressions of WI. First, I categorized teacher job satisfaction into high and low satisfaction and the responses of not yet experienced were dismissed as discrete missing variables. The outcome variable for analysis was teacher satisfaction. The predictor variables for the analysis were factors of WI including furlough days, more students in the classroom, fear losing a job, changes in curriculum taught, decreased pay, the addition of more students with special needs in the classroom, and changes or additions in technology used in the classroom. The moderator variable evaluated for the analysis was teacher impressions of administrative support. The moderator variable evaluated for the analysis was teacher impressions of administrative support multiplied by the centered variable Z-score for WI. The first step of the multiple regression equation, the independent variable included factors of WI and the dependent variable included teacher job satisfaction. During the second step of the equation, I entered the moderation variable to test for a significant change in the R squared. The interaction between factors of WI and teacher perceptions of administrative support was found to be statistically significant [$B = -.140$, 95% C.I. (-.197, -.084), $p < .05$]. The conditional effect of teacher impressions of WI on teacher job satisfaction showed corresponding results. At low moderation teacher impressions of WI = -1.27, the conditional effect of teacher perceptions of administrative support = .438, 95% C.I. (.261, .636), $p < .05$]. At middle moderation teacher impressions of WI = .0000, the conditional effect = .301, 95% C.I. (.156, .448), $p < .05$]. At high moderation teacher impressions of WI = 1.27, the conditional effect = .147, 95% C.I. (-.065, .357), $p = .144$]. These results identify teacher perceptions of administrative support as a moderator of the

relationship between factors of WI and teacher job satisfaction when perceptions of administrative support were one standard deviation below the mean and when at the mean ($p < .001$) but not when teacher perceptions of administrative support was one standard deviation above the mean ($p = .144$). When teacher impressions of administrative support were low, the relationship between factors of WI and teacher job satisfaction was high. As teacher impressions of administrative support increased, the relationship between factors of WI and teacher job satisfaction decreased. However, when teacher impressions of administrative support was high, the moderation effect of the relationship between factors of WI and satisfaction was not significant. When teachers feel supported by their administrators, they are more satisfied with their work, regardless of the WI than those who do not feel supported by administrators.

Summary

The results from RQ1 revealed no significant relationship between the implementation of furlough days and teacher impressions of WI ($p = .734$). Results also indicated a significant relationship between having more students in the classroom and teacher impressions of WI ($p = .002$), between the fear of losing their job and teacher impressions of WI ($p = .019$), between curriculum changes and teacher impressions of WI ($p = .004$), between less pay and teacher impressions of WI ($p = .023$), between having students with special needs in the classroom and teacher impressions of WI ($p = .038$), and between implicating the use of technology in the classroom and teacher impressions of WI ($p = .023$). The results indicate a rejection of the null hypothesis as more students in the classroom, fear of losing a job, changes in curriculum, decrease in pay, an increase of

students with special needs in the classroom, and changes in technology in the classroom significantly predict teacher impressions of WI. However, the results do not show a significant relationship between the implementation of furlough days and teacher impressions of WI.

The results from RRQ2 reveal no significant relationship between changes in curriculum and teacher job satisfaction ($p = .691$), the implementation of technology and teacher job satisfaction ($p = .718$), or the addition of more students in the classroom and teacher job satisfaction ($p = .715$). Results also indicated a significant relationship between the implementation of furlough days and teacher job satisfaction ($p = .05$), between the fear of losing their job and teacher job satisfaction ($p = .048$), between less pay and teacher job satisfaction ($p = .005$), and between having students with special needs in the classroom and teacher job satisfaction ($p = .042$). The results indicate a rejection of the null hypothesis as the implementation of furlough days, fear of losing a job, decrease in pay, and an increase of students with special needs in the classroom are significantly related to teacher job satisfaction. However, the results do not show a significant relationship between the changes in curriculum, changes in technology in the classroom, or more students added to the classroom and teacher impressions of WI.

Additionally, to further address RQ2, I used a multiple regression analysis to examine the relationship between Factors of WI and teacher intent to leave the current job position. Results showed no significant relationship between the implementation of furlough days and teacher intent to leave their position ($p = .597$), a decrease in pay and teacher intent to leave their position ($p = .743$), or the addition of more students with

special needs in the classroom and teacher intent to leave their position ($p = .901$). Results also indicated a significant relationship between fear of losing their job and teacher intent to leave their position ($p < .001$), between changes in curriculum and teacher intent to leave their position ($p = .012$), between changes in technology use in the classroom and teacher intent to leave their position ($p = .025$), and between having more students in the classroom and teacher intent to leave their position ($p = .052$). The results indicate a rejection of the null hypothesis as fear of losing a job, changes in curriculum, changes in technology used in the classroom, and the addition of more students in the classroom are significantly related to teacher intent to leave their position. However, the results do not show a significant relationship between the implementation of furlough days, decrease in pay, and the addition of students with special needs in the classroom and teacher intent to leave their position.

The results from RQ3, which tested the moderation of teachers' years of experience on the relationship between teacher impressions of WI and teacher job satisfaction revealed that the interaction between factors of WI and years of teaching experience was found to not be statistically significant [$B = .001$, 95% C.I. (-.050, .053), $p = .961$]. These results identify years of teaching experience as a nonmoderator of the relationship between factors of WI and teacher job satisfaction.

The results from RQ4, which tested the moderation of teachers' perceptions of administrative support on the relationship between teacher impressions of WI and teacher job satisfaction indicated the interaction between factors of WI and teacher perceptions of administrative support was found to be statistically significant [$B = -.140$, 95% C.I. (-

.197, -.084), $p < .05$]. These results identify teacher perceptions of administrative support as a positive moderator of the relationship between factors of WI and teacher job satisfaction when perceptions of administrative support was one standard deviation below the mean and when at the mean ($p < .001$) but not when teacher perceptions of administrative support was one standard deviation above the mean ($p = .144$).

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

The purpose of this quantitative correlational study using multiple regression was to examine any relationships that may exist between factors of WI for teachers and teacher impressions of WI. The study also included an examination of any relationships that may exist between teacher impressions of WI and teacher job satisfaction. Additionally, I addressed if years of teaching experience or teacher perceptions of administrative support are possible moderators to the relationship between teacher impressions of WI and teacher job satisfaction using hierarchical ordinal logistic moderated regression. This chapter includes a description of the initial pilot study and a summary of the results of the study by reporting descriptive statistics and the results of the multiple regression analysis.

An increase in WI for teachers and other school staff has been observed recently in the public education system in Southern California, as statewide budget reductions have resulted in many teacher lay-offs and reduced workdays for teachers (California Teachers Association, 2012). WI for teachers due to increased workload and increased stress may eventually lead to teacher burnout or teachers voluntarily leaving the profession (Ballet & Kelchtermans, 2008; Crotwell, 2011). I conducted this study to fill the literature gap of understanding what factors may be related to teacher impressions of WI and how impressions of WI may predict teacher job satisfaction. Data were collected using a Likert-type scale survey distributed to high school teachers in three districts in Southern California and analyzed the data in SPSS using both a multiple regression

model and a hierarchical moderated regression model. While factors of WI were not found to significantly predict teacher impressions of WI, teacher impressions of WI regarding fear of losing a job, curriculum changes, and increased quantity of special needs students in the classroom were found to significantly predict decreased teacher job satisfaction. Additionally, years of teaching experience and perceptions of administrative support were found to significantly moderate the relationship between teacher impressions of WI and teacher job satisfaction in regard to several factors of WI.

This chapter will include the results presented in Chapter 4 of this study, limitations of the study, recommendations for future studies, and implications for social change related to this study.

Interpretation of the Findings

This section will include a summary of the results and findings according to each research question.

Research Question 1

To analyze the data for RQ1, I used a correlational regression model to test the relationship between factors of WI and teachers' impressions of WI. Using the confidence value of 0.95, no contribution to the relationship was found between the implementation of furlough days and teacher impressions of WI ($b = .004$, $SE_b = .013$, $\beta = .023$, $p = .734$). Results also indicated a contribution to the relationship between having more students in the classroom and teacher impressions of WI ($b = .046$, $SE_b = .014$, $\beta = .214$, $p = .002$), between the fear of losing their job and teacher impressions of WI ($b = .018$, $SE_b = .014$, $\beta = .085$, $p = .019$), between curriculum changes and teacher

impressions of WI ($b = .048$, $SE_b = .017$, $\beta = .200$, $p = .004$), between less pay and teacher impressions of WI ($b = -.019$, $SE_b = .016$, $\beta = -.080$, $p = .023$), between having students with special needs in the classroom and teacher impressions of WI ($b = .015$, $SE_b = .017$, $\beta = .058$, $p = .038$), and between implicating the use of technology in the classroom and teacher impressions of WI ($b = -.019$, $SE_b = .016$, $\beta = -.082$, $p = .023$). The results indicate rejection of the null hypothesis as more students in the classroom, fear of losing a job, changes in curriculum, decrease in pay, an increase of students with special needs in the classroom, and changes in technology in the classroom contribute to the prediction of teacher impressions of WI. The presence of these factors at work have a positive relationship with WI for teachers. However, the results do not show a relationship between the implementation of furlough days and teacher impressions of WI.

Administrations should consider factors of WI including adding more students to the classroom, teachers' fear of losing jobs, changing the teaching curriculum, decreasing pay, changing the technology used in the classroom, and adding students with special needs to the classroom and how they are related to teacher impressions of WI when making policy changes for teachers as these add to teachers' impression of WI.

These findings align with those in the extant literature regarding teacher impressions of WI. According to interviews of public administrators in France, Falzon (2012) found that WI occurred due to several factors including increased expectations of performance, addition of new tools or technology used in the workplace, reduction of personnel, addition of tasks expected to be completed, and changes in classroom procedures. Additionally, according to a study by Davidson (2009), teachers felt that

much of their stress from work stemmed from increased teacher workload, issues with student discipline or negative student/teacher interactions, and struggles to meet the demands of curriculum changes. These authors also report that several factors contribute to teacher impressions of WI.

Research Question 2

To analyze the data for RQ2, I conducted a multiple regression analysis to examine the relationship between factors of WI and teacher job satisfaction. The results revealed no contribution to the relationship between changes in curriculum and teacher job satisfaction ($b = .017$, $SE_b = .042$, $\beta = .031$, $p = .691$), the implementation of technology and teacher job satisfaction ($b = .013$, $SE_b = .037$, $\beta = .029$, $p = .718$), or the addition of more students in the classroom and teacher job satisfaction ($b = .015$, $SE_b = .040$, $\beta = .032$, $p = .715$). However, results also indicated a contribution to the relationship between the implementation of furlough days and teacher job satisfaction ($b = .022$, $SE_b = .032$, $\beta = .058$, $p = .050$), between the fear of losing their job and teacher job satisfaction ($b = .023$, $SE_b = .033$, $\beta = .056$, $p = .048$), between less pay and teacher job satisfaction ($b = .112$, $SE_b = .040$, $\beta = .239$, $p = .005$), and between having students with special needs in the classroom and teacher job satisfaction ($b = .079$, $SE_b = .038$, $\beta = .155$, $p = .042$). The results indicate a rejection of the null hypothesis as the implementation of furlough days, fear of losing a job, decrease in pay, and an increase of students with special needs in the classroom are significantly related to teacher job satisfaction. The occurrence of furlough day implementation, fear of job loss, decrease in pay, and an increase of students with special needs in the classroom exhibit a negative relationship with teacher

job satisfaction. The results do not show a significant relationship between the changes in curriculum, changes in technology in the classroom, or more students added to the classroom and teacher impressions of WI. Administrators and policy makers in education should consider how making changes regarding the implementation of furlough days, laying off teachers, decreasing teacher pay, and increasing the quantity of students with special needs in each classroom may affect the job satisfaction of their teachers. Administrations will need to consider how to best support their teachers during these types of times of change.

RQ2 was further investigated using a multiple regression analysis to examine the relationship between Factors of WI and teacher intent to leave the current job position. Results indicated no contribution to the relationship between the implementation of furlough days and teacher intent to leave their position ($b = .016$, $SE_b = .030$, $\beta = .038$, $p = .597$), a decrease in pay and teacher intent to leave their position ($b = .013$, $SE_b = .038$, $\beta = .024$, $p = .743$), or the addition of more students with special needs in the classroom and teacher intent to leave their position ($b = -.005$, $SE_b = .038$, $\beta = -.008$, $p = .901$). Results did indicate a contribution to the relationship between fear of losing their job and teacher intent to leave their position ($b = .192$, $SE_b = .033$, $\beta = .401$, $p < .001$), between changes in curriculum and teacher intent to leave their position ($b = .063$, $SE_b = .041$, $\beta = .101$, $p = .012$), between changes in technology use in the classroom and teacher intent to leave their position ($b = .040$, $SE_b = .036$, $\beta = .078$, $p = .025$), and between having more students in the classroom and teacher intent to leave their position ($b = .073$, $SE_b = .037$, $\beta = .143$, $p = .052$). The results indicated a rejection of the null hypothesis as fear of

losing a job, changes in curriculum, changes in technology used in the classroom, and the addition of more students in the classroom are significantly related to teacher intent to leave their position. The presence of these factors have a positive relationship with teacher intent to leave their current job or the profession. However, the results do not show a relationship between the implementation of furlough days, decrease in pay, and the addition of students with special needs in the classroom and teacher intent to leave their position.

These findings also align with those in the extant literature regarding teacher job satisfaction. A study conducted by Naylor and British Columbia Teachers' Federation (2001) revealed that WI and stress for teachers creates negative effects, including teachers feeling overworked, job dissatisfaction, emotional stress, exhaustion, and burnout. This was also found in a study by Paškvan, Kubicek, Prem, and Korunka (2016), who concluded that WI is associated with reduced job satisfaction as well as increased strain. Additionally, a study on eldercare workers by Korunka, Kubicek, Paškvan, and Ulferts (2015) found WI to be negatively related to job satisfaction and positively related to emotional exhaustion. This study expands on this research as it helps to narrow down which factors of WI for teachers are significantly correlated with job satisfaction. Understanding factors of WI that may trend toward a relationship with decreased job satisfaction for teachers can help administrators and other policy makers in education to better support and reciprocate the efforts of teachers who are experiencing WI in their classrooms.

Research Question 3

To analyze the data for RQ3, I performed a hierarchical multiple regression moderator analysis using PROCESS to assess if years of teaching experience moderated the relationship between teacher job satisfaction and teacher impressions of WI. The results revealed that the interaction between factors of WI and years of teaching experience was found to not be statistically significant [$B = .001$, 95% C.I. (-.050, .053), $p = .961$]. These results identify years of teaching experience as a nonmoderator of the relationship between factors of WI and teacher job satisfaction.

These findings are slightly different from most previous findings about job satisfaction and years of teaching experience. According to a study by Qayyum (2013), employee levels of job satisfaction vary significantly depending on their years of experience. Qayyum (2013) found that 65% of teachers with up to 3 years of experience reported high levels of satisfaction with their job, 41% of teachers with 4–12 years of experience reported high levels of job satisfaction, 36% of teachers with 13–20 years of experience reported high levels of job satisfaction, and 22% of teachers with 20 or more years of experience reported high levels of job satisfaction.

Additionally, a study by Deery-Schmitt and Todd (1995) on teacher turnover rates found that teachers with less teaching experience were less likely to remain in the profession than those with more years of teaching experience. Additionally, a study by Carton and Fruchart (2014) reported that teachers with less teaching experience reported being more enthusiastic than teachers with more experience, but also felt more discontent

in the job because of their lack of techniques. However, these studies did not incorporate the factors of WI. This study expands on this research to include information of specific factors of WI that are related to teacher job satisfaction. Understanding factors of WI that are significantly related to decreased job satisfaction for teachers can help administrators and other policy makers in education to better support and reciprocate the efforts of teachers who are experiencing WI in their classrooms to help prevent the expenses and other negative outcomes of high teacher turnover rates. Years of teaching experience does not significantly moderate the relationship between the triggers of WI included in this research study and teacher perceptions of job satisfaction. WI can negatively affect teacher job satisfaction regardless of the teachers' years of experience. Administrators may consider supporting all staff from all levels of years of teaching experience during times of change so that all staff are prepared and aided through times of WI for teachers.

Research Question 4

To address RQ4, I performed a hierarchical multiple regression moderator analysis using PROCESS to assess teachers' perceptions of administrative support and if it moderated the relationship between teacher job satisfaction and teacher impressions of WI. The interaction between factors of WI and teacher perceptions of administrative support was found to be statistically significant [$B = -.140$, 95% C.I. (-.197, -.084), $p < .05$]. The conditional effect of teacher impressions of WI on teacher job satisfaction showed corresponding results. These results identify teacher perceptions of administrative support as a positive moderator of the relationship between factors of WI and teacher job satisfaction when perceptions of administrative support was one standard

deviation below the mean and when at the mean ($p < .001$) but not when teacher perceptions of administrative support was one standard deviation above the mean ($p = .144$). When teacher impressions of administrative support were low, the relationship between factors of WI and teacher job satisfaction was high. As teacher impressions of administrative support increased, the relationship between factors of WI and teacher job satisfaction decreased. However, when teacher impressions of administrative support was high, the moderation effect of the relationship between factors of WI and satisfaction was not significant. Administration and policy makers in schools may take note that administrative support can help affect teacher responses to factors of WI and strive to better support them during times of WI.

These findings align with the findings within literature studies regarding administrative support and teacher job satisfaction. According to a study by Russell, Williams, and Gleason-Gomez (2010), teachers' perceptions of administrative support and fair pay could significantly predict teacher commitment to their job and teachers' inclination to leave their job. This study expands on these findings to better understand which factors of WI can most predict a teacher's job satisfaction.

Interpretation of the Findings in Relation to Theoretical Framework

According to the equity theory, people will seek to maintain a balance between the effort, time, and expertise they contribute to their work and the appreciation, pay, or other forms of benefits they receive from their work (Adams, 1965). An individual's perception of whether an equal balance exists between their work inputs and work outputs has been found to be associated with negative outcomes such as employee

burnout (Maslach & Leiter, n.d), employee turnover and absenteeism (Geurts, Schaufeli, & Rutte, 1999), and decreased organizational commitment (Schaufeli, van Dierendonck, & van Gorp, 1996). The findings of this study relate to this theory as teachers who experience WI in their work environment show a significant relationship with job dissatisfaction and intent to leave the profession. Teachers who feel supported by their administration have less factors of WI that are strongly related to being dissatisfied with their profession. Administration who strive to support their teachers with adequate training, pay, and other forms of appreciation can help to minimize teacher job dissatisfaction and turnover rates.

Limitations of the Study

Several limitations exist for this study. The generalizability of this study is limited to 3 high schools in Southern California. There is a need to examine teacher WI and job satisfaction in these times of teacher shortages around the country. This study only focused on one small area of southern California and analysis of the dynamics from similar sized schools across the nation could prove beneficial. The cities where these surveys were distributed were in upper-middle class suburban areas where unemployment is very low and incomes are above average for southern California. It may also be beneficial to conduct similar studies with schools from a variety of socioeconomic levels. Additionally, this study only focused on the teachers within large school districts and conducting similar studies within smaller school districts may also be beneficial. Many other types of staff including aides, custodians, and other classified staff have been affected by changing times and WI. It could prove valuable to investigate the factors of

WI for other careers within school districts and their satisfaction in their career. The study findings also do not reflect the opinions of teachers in middle or elementary levels or with the private or charter school sectors. Threats to validity in this study were mitigated through application of the pilot study procedure and careful explanation of the survey procedures and goals.

Additionally, the data from the nine different high schools were aggregated in to a single population. A potential limitation may exist if the teachers from the various high schools may have had varying histories, perspectives, and challenges that could have affected their responses to the survey. Threats to the validity of the study were mitigated by selecting districts that were similar in many areas including population, socioeconomic levels, and school size. The districts are all operating under the same county superintendent and faced similar budget cutbacks. Also, 73% of the teachers in the districts did not reply to the survey. There may be some variation between the teachers who replied and those who chose not to reply to the survey. These variations could have influence on teacher responses to the survey. Another possible limitation to this study is the operationalization of the factors of WI and administrative support. Particular factors were selected to be included in this survey and some possible factors of WI were not included. Also, teachers may view administrative support differently and this may affect their responses to the survey.

Recommendations

As education funding and educational strategies continue to transform, it is important to continue to investigate the effects of these changes on teachers and their

impressions of WI in order to prevent costly teacher turnover rates in schools. In reflection of the findings and limitations to this study, options for future studies could include investigating teacher impressions of WI in areas that may be located in lower socioeconomic areas or in areas that have higher rates of unemployment. Finding common factors of WI that lead to teacher job dissatisfaction could lead to interventions, training, and better support programs to help decrease the rate of teachers leaving the workforce and increasing the quantity of eligible and qualified candidates.

Acknowledging shifts in funding, employment, and teaching strategies as well as identifying reasons for any decrease in teacher job satisfaction could help school districts offer incentives or additional support for teachers to prevent costly teacher turnover rates.

In order to best support their teaching staff, administrators may elect to conduct a similar study within their own schools or school districts to investigate which factors may be related to teacher impressions of WI and teacher job satisfaction. Recognizing these factors in their own schools, will help guide policy makers to best support the teachers during times of change. Additional trainings may be offered to teachers who may need more support with strategies for implementing technology in the classroom, changes in curriculum, or how to best support student with special needs. During budget cuts when teachers' jobs may be at risk, pay is decreased, or there is a need for the implementation of furlough days, administrators may choose to seek ways to encourage their teachers by reciprocating teacher efforts with awards, staff bonding activities, or other types of positive recognition. Knowing what factors of WI are significantly related to teacher

impressions of WI and job satisfaction can help administrators better understand how they can best support their teachers and maintain high levels of job satisfaction.

Additional research should also be conducted to help administrators know how to best support their staff. A possible study could include a survey on what ways teachers feel they are best supported by their administration. This study could help guide administrators in understanding the needs of teachers, how they can be better supported, and in creating support programs that support their teachers during time of WI. Also, a study on how teacher impressions of WI may vary between positive changes in the workplace versus negative changes in the workplace may be beneficial to understand how teachers may respond to a variety of types of WI other than the ones included in this study.

Implications for Positive Social Change

The results of this study may be beneficial in creating positive social change. Teachers and their job satisfaction are a vital part of educational system. “Teachers are the most important determinant of students’ academic success” (Miller, 2012, p. 1). It is important to understand common triggers for WI for teachers and how WI may be related to teacher job dissatisfaction and the desire to leave the profession. High teacher turnover rates can be extremely costly and detrimental to the education of students. Also, teachers who experience increased stress and WI struggle to appropriately manage their time for planning engaging lessons to create a positive learning environment for students (Crotwell, 2011). In order to ensure students are receiving the best education possible,

administration and other policy makers in education must strive to better understand and support teachers during times of change that might trigger WI for teachers.

According to equity theory (Adams, 1965), teachers will strive to find an equal balance between what efforts they put in to their work, and what they receive from their work. Results of this study showed the most common triggers of WI to cause job dissatisfaction to be changes in curriculum, the addition of more students with special needs in the classroom, and the risk of possibly losing current job. It is essential for educational policy makers to create strategies to better support and compensate teachers who are faced with these WI triggers to help create an appropriate balance between work input and what they receive from work in order to prevent teachers leaving the profession as well as to maintain the best education possible for students.

Conclusion

WI has been found to lead to increased stress and employee burnout (Zeytinoglu, Denton, Davies, Baumann, Blythe, & Boos, 2007). Also, WI may have adverse effects on organizations as well as workers' well-being, health, and attitudes (Zeytinoglu et al., 2007). Statewide budget reductions in California recently resulted in teacher lay-offs and the implementation of furlough days that triggered increased WI for public education teachers (California Teachers Association, 2012). Increased stress on teachers may eventually lead to teacher burnout or teachers voluntarily leaving the profession (Ballet & Kelchtermans, 2008; Crotwell, 2011). It is important for education policy makers to be aware of how WI can affect teacher job satisfaction so that they can best support teachers during times of change in schools.

Through the application of WI (Larson, 1980) and equity theory (Adams, 1965), possible relationships between factors of WI for teachers and teacher impressions of WI as well as relationships existing between teacher impressions of WI and teacher job satisfaction were examined. Additionally, years of teaching experience or teacher perceptions of administrative support moderate the relationship between teacher impressions of WI and teacher job satisfaction were examined. Nine comprehensive public high schools to distribute a Likert-type WI survey to collect data regarding teacher impression of WI, teacher job satisfaction, and teacher impressions of administrative support. Findings revealed that at a .95 confidence level there was a significant relationship between factors of WI and teacher impressions of WI in the areas of the addition of more students to the classroom, fear of losing job, changes in curriculum, decreased pay, the addition of students with special needs in to the classroom, and changes in technology use in the classroom. Findings also revealed that the addition of furlough days, fear of losing job, decreased pay, and an increase of students with special needs in the classroom were significantly related to decreased job satisfaction. Also, fear of losing job, changes in curriculum, changes in technology use in the classroom, and the addition of more students in the classroom were found to be significantly related to teachers' desire to leave the profession. Additionally, findings revealed that teacher perceptions of administrative support moderate the relationship between teacher impressions of WI and teacher job satisfaction.

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Appendix A: Work Intensification Survey

Please respond to the following statements in terms of how you agree with each statement.

	Statement	1-Strongly Disagree			4- Agree		
		2-Disagree	3- Neutral		5- Strongly Agree	6- I have not yet experienced this	
		1 low	2 low	3 medium	4 High	5 High	6 Medium
1	I feel my workload is being intensified when due to the implementation of furlough days, I am expected to teach the same amount of curriculum in less work days.						
2	I feel my workload is being intensified when I have more students in my class.						
3	I feel my workload is being intensified when I am worried that I may lose my teaching position.						
4	I feel my workload is being intensified when the curriculum I am expected to teach changes.						
5	I feel my workload is being intensified when I make less pay due to the implementation of furlough days.						
6	I feel my workload is being intensified when I have more students with special needs in my class.						
7	I feel my workload is being intensified when I am asked to change how I teach to incorporate new technology.						
8	When I feel my work has become intensified, I feel dissatisfied with my current job position.						
9	When I feel my workload is being intensified, I consider switching to a different profession or school.						
10	I am satisfied with my current job.						
11	I feel my administrators support me at work.						
12	I feel my administrators are encouraging to me.						

13	I feel my administrators accept my input when making decisions.						
14	I feel my administrators reciprocate my efforts at work with adequate pay.						
15	I feel my administrators provide me with the necessary technology to complete my job.						
16	I feel my administrators provide me with adequate professional development opportunities.						
17	I feel my administrators support me when meeting with parents of my students.						
18	I feel my administrators have open communication with me.						
19	I feel my administrators reciprocate my efforts at work with adequate recognition.						