ABSTRACT

TEACHER STRESS, BURNOUT AND NCLB: THE U.S. EDUCATIONAL ECOSYSTEM
AND THE ADAPTATION OF TEACHERS

by Genesis R. Ross

Teacher stress and burnout (TSB) studies have revealed that TBS has become progressively worse. Researchers have offered explanations as to why TSB has persisted and provided suggestions to manage and cope with TBS. Seemingly, even with the magnitude of attention dedicated to TSB; the prevalence is growing faster than solutions work. In response, this study took a holistic approach that included TSB within the context of influences (e.g., federal policy, individual districts and schools). This study is guided by Ecological Theory and builds on existing explanations and prevailing suggestions for coping with and managing TBS. Finally, this study is timely because of its specific exploration of TSB within the context of No Child Left Behind (NCLB). In this study, regular and special education teachers were interviewed regarding their observations and experiences with TSB. These interviews were analyzed for themes related to Ecological Theory and the Ecosystem of Education.
# Table of Contents

ABSTRACT ................................................................................................................................. i  
List of Tables ............................................................................................................................... v  
DEDICATION ............................................................................................................................... vi  
ACKNOWLEDGMENTS .............................................................................................................. vii  
INTRODUCTION ........................................................................................................................ 1  
LITERATURE REVIEW .............................................................................................................. 2  
  Teacher Stress .................................................................................................................... 2  
  Possible Causes of Teacher Stress .................................................................................. 2  
  Teacher Burnout .............................................................................................................. 3  
  Manifestations of Teacher Burnout .............................................................................. 4  
THEORETICAL FRAMEWORK ............................................................................................... 4  
  Ecological Theory Concepts .......................................................................................... 5  
  Influence of NCLB (Macro-system) ............................................................................. 5  
  Ecological Theory Assumptions .................................................................................. 7  
  Ecological Theory Applied to Teacher Stress and Burnout .................................. 7  
METHOD OF DATA COLLECTION AND ANALYSIS ......................................................... 10  
  Recruitment of Participants ......................................................................................... 10  
  Ethical Concerns .......................................................................................................... 11  
  Procedures ..................................................................................................................... 12  
  Trustworthiness .......................................................................................................... 12  
    *Credibility* ................................................................................................................ 12  
    *Dependability and Confirmability* ............................................................................ 12  
    *Transferability* ......................................................................................................... 13  
  Analysis ............................................................................................................................. 14  
RESULTS ................................................................................................................................... 16  
  Description of Participants .......................................................................................... 16  
    *Summary of Participants' Employment Histories* ................................................... 19  
    *Participants’ Employment Settings* .......................................................................... 20  
  Non-Teaching Teacher Demands/Expectations ............................................................ 20  
    *Roles of Participants* ............................................................................................... 21  
    *Loosing Time* ........................................................................................................... 22  
    *Juggle Roles In Order to Assess Students* ................................................................. 23  


<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Roles Necessary for Teaching</td>
<td>25</td>
</tr>
<tr>
<td>Allocation of Task Roles</td>
<td>25</td>
</tr>
<tr>
<td>Educator and Educational Preservation</td>
<td>27</td>
</tr>
<tr>
<td>Societal View of Teachers</td>
<td>27</td>
</tr>
<tr>
<td>Professional Transition</td>
<td>28</td>
</tr>
<tr>
<td>Reactions and Responses To Stress</td>
<td>29</td>
</tr>
<tr>
<td>Ethical Responses to Stress</td>
<td>29</td>
</tr>
<tr>
<td>Managing Individual stress</td>
<td>30</td>
</tr>
<tr>
<td>Advice to Colleagues</td>
<td>31</td>
</tr>
<tr>
<td>Stress Management Utilization</td>
<td>32</td>
</tr>
<tr>
<td>Unethical Responses to Stress</td>
<td>33</td>
</tr>
<tr>
<td>Stress Management in Alcohol Drugs and Illegal Substances</td>
<td>34</td>
</tr>
<tr>
<td>Students Targets of Stress</td>
<td>34</td>
</tr>
<tr>
<td>Socially Isolating Professional Practices</td>
<td>37</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>38</td>
</tr>
<tr>
<td>Non-Teacher Teaching Demands/Expectations</td>
<td>39</td>
</tr>
<tr>
<td>Task Performances Necessary for Teaching</td>
<td>40</td>
</tr>
<tr>
<td>Educator and Educational Preservation</td>
<td>40</td>
</tr>
<tr>
<td>Ethical Responses to Stress</td>
<td>41</td>
</tr>
<tr>
<td>Research Limitations &amp; Directions for Future Research</td>
<td>42</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>45</td>
</tr>
<tr>
<td>Appendix A</td>
<td>49</td>
</tr>
<tr>
<td>Request for Participant Invitation</td>
<td>49</td>
</tr>
<tr>
<td>Appendix B</td>
<td>51</td>
</tr>
<tr>
<td>Consent of Participation</td>
<td>51</td>
</tr>
<tr>
<td>Appendix C</td>
<td>52</td>
</tr>
<tr>
<td>Interview Script</td>
<td>52</td>
</tr>
<tr>
<td>Appendix D</td>
<td>55</td>
</tr>
<tr>
<td>Referral List</td>
<td>55</td>
</tr>
</tbody>
</table>
List of Tables

Table 1: Example of Analysis Chart .................................................................23

Table 2: Summary of Participants .................................................................25

Table 3: Summary Description of Participants’ Current Employment Settings ...............28
DEDICATION

This publication (my first publication) is dedicated to God the Father, and everything he is molding me to be. As the head of my life, I thank you Father for the work you have begun in me. Your word tells me in Philippians 1:6 being confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ. God your word also says in Isaiah 55:8-9 that “For My thoughts are not your thoughts, Nor are your ways My ways,” says the LORD. “For as the heavens are higher than the earth, So are My ways higher than your ways, And My thoughts than your thoughts.” This is why even when things are not as clear to me; it is easy to thank you and move forward. Father I thank you for my family, friends, mentors, participants and the many individuals that took time to support, encourage, and help me along the way. Though not all of them are still here to physically see this part of my education manifest into completion, I thank you for the special place they each have in helping me to be who I am. With respect, love, gratefulness, joy, and honor I dedicate this first to you Heavenly Father—My Father (God the Father).
ACKNOWLEDGMENTS

I have heard it said time again, that people refrain from saying names because there will be some who mistakenly go un-mentioned. Please forgive me in advance, for this is not my intention. I want to acknowledge my thesis committee for its dynamic make-up of great character. I appreciate what each member has done to help me get here. Dr. Radina, thank you for sticking with me, it means more than I can express. Dr. Joseph, thank you for your presence and for being another source of clarity. Dr. Saine, what can I say to you beyond, that the opportunity to know you is my honor. Each of you offers a professional pedigree more rare then the rarest gemstones Painite, Serendibite, Granddierite, Jeremejevite, Majorite, Taaffeite, Musgravite, Benitoite, and Diamonds. I have gained more than the opportunity to work on my thesis with such a great committee; I have also gained more character.

To my family, you have seen it all. It means a lot to have people walk with you from the beginning to the end, or in this case, to my next beginning. Dad you are closer than a thought, you are part of the substance that creates the joy in my heart. Mom you are my mega-parent. You became dad too when he went home to be with God. This has not gone unnoticed. Mom you will always be a part of my plans. Matt, it is your turn, God has you. I believe in you, and I have no doubts about how great your greatness is. Jay you are a great man an example of God. I thank God for the accountability to truth that comes with knowing you. In addition, Jay, you really know how to pick a name, which I am truly glad you chose for me. C.J. (Mr. Genius) you are my reminder to enjoy life, I thank God for you. There are so many things that we are going to see come from you, and it is exciting to know. Greg you are so precious, and I love you for that. Thanks for being you. Tony you show humbleness like only you can and you remind me of the power in patience. After five brothers I finally have sisters. Christine-I have officially known you more than half my life, and it has been fun. Frances keep the flavor coming, Veronica my V-E-R-O-N-T-I-C-A (my pronunciation for you), Zay and Donnell you make me happy. Uncle Murphy and Aunt Brenda, thanks for the support of your love. Ms. J, I thank you for your support and for helping me rejuvenate. With unconditional love and much appreciation, I acknowledge each of you.
INTRODUCTION

Teacher stress is not an isolated concern. Rather it is widespread as it is experienced by many teachers across many nations (Carlyle & Woods, 2002; Gerving, 2007; Kyriacou, 2001). The literature review provided here provides background as to why research has been focused on the growing issues of teacher stress and burnout (TSB). TSB is a salient concern due to “the adverse effect this has on the learning environment and on the achievement of the educational goals” (Harden, 1999, pg. 245). Workload or role overload is one of the most profound aspects in TSB (Austin, Shah, & Muncer, 2005; Pithers & Forgary, 1995). Stress and burnout are interrelated concepts as burnout can only exist after stress has manifest. The difference between the two is that the failure to manage stress over an extensive period of time can result in burnout. Burnout is a concern in and of itself because it can be a predictor of teachers leaving the field of teaching. For example, Tye and O’Brien (2002) highlighted the issue of burnout and explained how, of the pre-service teachers they followed beyond graduation, 49% changed professions. Similarly, the U.S. Department of Education (1998) showed that, for every teacher that graduates, two teachers in special education exit the field. Lastly, there is a problem with novice teachers leaving the profession, and a larger problem with pre-retirees leaving teaching positions early (Hakanen, Bakker, & Schaufeli 2006). In addition to leaving the profession, teachers are having other reactions to the burnout or stress they experience (e.g., increasing referrals of teachers to occupational therapists for treatment of conditions related to stress such as anxiety and depression) (Austin, Shah, & Muncer, 2005).

Despite the abundance of research on TSB in the U.S., there has been limited consideration of experiences for TSB in the context of the No Child Left Behind Act (NCLB), which took effect in 2002. This is an important context to consider regarding TSB because NCLB has had a distinct influence on teacher workloads and workloads have been found to impact teacher stress. Given the changing dynamics of teachers’ work environment that are currently being influenced by NCLB, it seems appropriate and timely to re-examine teacher stress within the context of NCLB. Thus, the purpose of this study will be to understand the existence of teacher stress and teacher burnout given the potential influence of NCLB.
LITERATURE REVIEW

When researching TBS it is important to understand how teacher stress and burnout has been defined and the explanations that are said to cause it from previous studies. Understanding TBS in both contexts is important in helping to identify consistencies that may highlight factors, which lead to TBS. Moreover, it is important to have both the contexts (Teacher Stress and Teacher Burnout (TBS) in order to identify factors that may encourage TBS to exist in different capacities—mental, physical, social, or spiritual influence, long-term or short-term periods, acute or chronic responses/conditions, etc. Thus, in the section that follows, the literature review includes defining teacher stress, causes of teacher stress, defining teacher burnout, and manifestations of teacher stress.

Teacher Stress

Researchers have suggested that there are problems related to studying the concept of teacher stress because of inconsistencies in the way symptoms and the stressors are defined (Travers & Cooper, 1996). In fact, stressors (i.e., causes of stress) have been used to define stress rather than to identify causes (Travers & Cooper, 1996). Similarly, Gerving (2007) argued that teacher stress “is neither a stimulus nor a response, but the situation that arises when negative affects results from the teacher’s job” (pg. 625). Kyriacou (2001) defines teacher stress as occurring when teachers harbor unconstructive feelings (e.g., annoyance, fretfulness, pressure, gloominess) stemming from their work environment. Given this inconsistency in the research, it is necessary to clarify how this concept was used in the present study. Thus, for the purposes of this study, teacher stress was defined as: A state of existence in teachers that results and influences or can potentially influence their physical, mental, emotional and behavioral character in unconstructive ways, after negative accounts related to their job have occurred.

Possible Causes of Teacher Stress

Over the years, researchers have identified specific factors that may be causes of teacher stress that can affect the productivity of both the teacher and his/her students (e.g., anxiety, frustration, and one’s perception of a situation). According to Abel and Sewell (2001) these could be the negative effects from things like anxiety and frustration. The perceptions teachers have of these negative effects may be threatening and thus can influence their well-being both physically and mentally. The main factors attended to in the present study where areas of stress for teachers that previous research reported as being significant in urban and rural schools.
Specifically, teachers in both types of schools have been found to have stress in four areas that are considered significant - “poor working conditions, poor staff relations, pupil misbehavior and time pressures” (Abel & Sewell, 2001; pg. 290). Considering these areas of stress, each area was taken into account regardless of the type of schools in which the participants work. Teachers in urban schools reported more negative effects with regard to poor working conditions and poor staff relations. Specifically, the negative effects for poor working conditions were identified as “inadequate salary and poor promotion prospects, lack of recognition for good teaching, and lack of inadequate equipment and resources for teaching” (Abel & Sewell, 2001; pg. 292). These effects may be a result of congested classrooms, scarcity of educational materials, and sparingly dispersed educational funds. Negative effects for poor staff relations are the lack of an environment that is pleasant and supportive. This may be a result of the size of the school system: specifically schools systems in urban areas tend to have larger staffs, which could promote more informal contact amongst staff and enhance the opportunities for collegial support. Additionally, significant sources of stress for rural schoolteachers were student misconduct and time strains (Abel & Sewell, 2001). In the present study, the differences between urban and rural working environments were considered when asking participants about the individual nature of their working environment. This approach was taken in an effort to gain a more holistic context about the influences on the working environment for today’s teachers, regardless of school type (urban, suburban, and rural). The goal here was to understand the context of influences on the working environment by taking into account all influences reported as significant to a particular school type. This made it possible to identify significant influences as a whole during data analysis.

**Teacher Burnout**

In addition to teacher stress, teacher burnout is another problem teachers may encounter during their careers. Studies have indicated a connection between burnout and teachers leaving the profession all together. Hill and Barth (2004) note that one-third of all novice teachers leave the field within three years and half of novice teachers leave within five. Teacher attrition is a major concern in education generally and even more so in special education where for every teacher that graduates two teachers in special education exit the field (U.S. Department of Education, 1998).

As in the case with the concept of teacher stress, a challenge in studying teacher burnout
is the different ways it is defined in the literature. Kyriacou (2001) defined teacher burnout as, “a state of emotional, physical and attitudinal exhaustion” resulting when a teacher has failed to handle stress effectively over an extensive period of time (p. 28). Similarly, Joseph and Forrest (2006) concluded that teachers experience burnout when there are high levels of job-related stress that are experienced over a long period of time. While both of these definitions offer insight into what teacher burnout is, neither alone is sufficient to fully capturing the nature of the concept for use in the present study. Thus, it is necessary to clarify how this concept was used in here. For the purposes of this study, the following definition of teacher burnout will be used: A state occurring as a result of stressors that have become unmanageable, thus encouraging a negative outlook of or creating a desire to be distant from the sources of the stress and everything associated with them.

**Manifestations of Teacher Burnout**

There are three ways that this job related stress may be manifested. First, teachers may develop feelings of being emotionally exhausted and fatigued. Second, teachers may develop negativity and cynicism towards students. Third, teacher burnout may occur when the teacher has a poor/negative self-evaluation or lacks a sense of individual accomplishment (Gelder, Garth, & Mayou, 1993; Pierce & Molloy, 1990). This is a reduction or loss of professional efficacy or “competence, successful achievement, and accomplishments both in one’s job and organization” (Hakanen et al., 2006, p. 498). Thus, in addition to unremitting fatigue, teachers who experience burnout may also develop a loss of interest in work or a lost sense of purpose to teach and may become apathetic or distant in their attitude towards work and others they interact with as teachers (e.g., other teachers, administration, and parents) (Hakanen et al., 2006).

**THEORETICAL FRAMEWORK**

Ecological Theory was used to guide this study because it offers a way of thinking about TSB that can include the context of NCLB. Ecological Theory offers a holistic perspective about the various contexts of TSB. There are four levels/concepts that make up the system: microsystem, mesosystem, exosystem, and the macrosystem (White & Klein, 2002). These concepts were used in conceptualizing this study in that they helped to focus inquiry on the environments in which teachers exist and how those environments interrelate relative to their job. Ecological Theory also provides insight regarding various explanations for the way teachers may have to adapt when there is a change in one aspect of the system. This theory highlights the role
of teachers as a unit (i.e., niche) in what I am calling the Educational Ecosystem.

**Ecological Theory Concepts**

Teachers function within four types of environments within the larger Ecosystem of Education. The microsystem is the direct setting in which the teacher operates regarding his/her job (e.g. classroom, school building, home, etc). The mesosystem exists at the intersection of two microsystems in the teacher’s environment (e.g. classroom and professional development days). The exosystem is the environment that the teacher is not directly involved in or may never directly encounter but still affects the teacher in some way (e.g. United States Department of Education, States Departments of Education, etc). The macrosystem is the larger cultural context in which the teacher has existence (Educational policy like NCLB). In this study, the term Educational Ecosystem is used to refer to the interrelations in the field of education that may help clarify teachers’ existence and their occurrences of stress and burnout including the microsystems, mesosystems, exosystems, and macrosystem of the teacher participants. Teachers hold a unique position in this system as something called a niche, specifically the teacher/educator niche. As a niche, teachers have a specific function in the Educational Ecosystem. This function, as with all niches, requires a rather stable set of actions working to maintain and allow for adaptation of the various units in the environment (White & Klein, 2002).

Ecological Theory uses the concept of adaptation to explain survival of various ecosystems. Adaption is determined by the ability of niches to adjust in the Ecosystem. This specific system, Educational Ecosystem, contains the niches of educational laws, policies, Federal Department of Education, State Departments of Education, school districts, superintendents, school boards, principals, teachers, students, parents, taxpayers, and communities. Each niche has boundaries within which it is able to adapt. For example, teachers work directly with the students they teach; principals work to maintain the individual school environments while also having a level of contact with students and administration. Each niche within the system has specific functions that can interconnect with others, but cannot be replaced by the other. Because niches function interdependently, when one niche in the Educational Ecosystem changes the other niches have to be able to change as well, thus adaptation.

**Influence of NCLB (Macro-system)**

The No Child Left Behind Act (NCLB) of 2002, under the Educational Law Niche is a predominate aspect of the macrosystem within the educational ecosystem. NCLB states that a
particular level of student competency must be demonstrated through state standardized testing for those schools receiving Title I funds. The purpose of Title I is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (U.S. Department of Education, 2004). Schools that receive Title I funds are expected to comply with NCLB by meeting Annual Yearly Progress (AYP) standards that are determined by their respective states for that year. When schools fail to meet AYP standards, they are subjected to a progressive set of institutionalized changes in the school districts and specific schools. Such changes include: making supplemental educational services available, instituting and implementing a new curriculum, appointing outside experts to advise the school, extending the school year or day, restructuring the internal organization of the school, replacing all or most of the school staff including the principal, state takeover, and any other major restructuring of the school’s governance arrangement (U.S. Department of Education, 2002).

In response to meeting the AYP standards of NCLB, there have been changes in the way the respective niches in the Educational Ecosystem function. For example, with regard to the teacher niche, studies have shown how teachers teach to the test, at the expense of other important areas such as art, music, and other electives (Tough, 2008). Also, the way school boards function has changed. Though NCLB is said to fund only 7% of public education cost, the Federal Department of Education has the power to tell a local school board when to fire principals or teachers. This may be one consequence if a school fails to meet expected AYP standards (Winerip, 2003). In essence, every unit in the Ecosystem must go through changes related to NCLB because of the structural organization and interdependency of parts in that ecosystem (White & Klein, 2002). To understand how positive or productive this change is can be understood by attending to the individuals or populations in the Educational Ecosystems regarding how “natural selection and adaptation” occurs (White & Klein, 2002, pg. 210). When successful adaptation to the changes in the ecosystem takes place, the individual or population is said to “survive.” However, if an individual or population has not been able to successfully endure the change (i.e., failed to adapt), then the individual or population is considered to be selected. That is, the individual or population no longer exists within that ecosystem (White & Klein, 2002). Therefore, if the individual or population is able to adapt or endure they are not “selected.” Given the interconnectedness of niches and system-levels in the Educational
Ecosystem, this study focused on how teacher stress and burnout is impacted by the expectations of teachers’ job performance related to NCLB.

**Ecological Theory Assumptions**

There are several assumptions upon which Ecological Theory is built. Three of these are relevant to the present study. The first assumption is that *humans are social beings and their ability to adapt to circumstances is impacted by social situation/on a social level* (White & Klein, 2002). In other words, when faced with challenging or stressful situations, people’s ability to adapt and cope with the situation is related to the context in which they exist. For example, a teacher may find new oversight of his teaching as implemented by NCLB to be stressful. His ability to successfully adapt to and cope with this stress may depend on the degree to which he operates within a supportive environment (e.g., support from other teachers and administrators, supportive family and friends outside the school).

The second assumption is that *humans function within the parameters of time* (White & Klein, 2002). In other words, time is an important variable in considering human experience. In the case of teachers, things like teachers’ time in the profession, accumulation of stress over time, the historical time in which they have been in the profession (i.e., pre- vs. post-NCLB), and daily time management may be important to consider with regard to teacher stress and burnout. For example, a teacher who is relatively new to the profession will likely experience teacher stress differently from another teacher who began her teaching career pre-NCLB and who has been in the profession for a longer period of time.

Lastly, the third assumption is that *humans interact within the organization of spatial structuring* (White & Klein, 2002). In other words, it is important to consider the ways in which people’s behavior is impacted by how their environment is structured. With regard to teacher stress, Tye and O’Brien (2002) explained that the school environment with regard to interpersonal behavior between staff and administrators has become alienating. Some of the stress teachers’ experience stems from their inability to verbalize with colleagues how they feel regarding the various dynamics of their job.

**Ecological Theory Applied to Teacher Stress and Burnout**

I have used two of the three assumptions of Ecological Theory discussed above in order to structure a review of the literature with regards to TSB. The first of these is that *humans’ ability to adapt is impacted on a social level*. Tye and O’Brien (2002) suggested that teachers
leave the profession because of the social nature of salary considerations, accountability, and low status of the profession. It matters to some teachers how they are being perceived by others in their profession. Also, research suggests that it matters how teachers perceive situations. Jepson and Forrest (2006) note that the teachers’ perceptions of stress may be one reason why teacher stress and burnout (TSB) arise. More specifically, it seems that how teachers think about the problem in reference to their lives, compared to how they see themselves in relation to others in their profession, or the fact that they are stressed may be important to understanding the nature of their stress. Teachers' inability to manage their stress may be one reason for the current existence of TSB as an important issue for the profession. Jepson and Forrest (2006) explain that even though factors outside of the individual teacher’s control initiate the teacher’s stress, the individual teacher has a role in interceding or changing how those factors causing the stress our perceived. Thus, if a teacher is going to remain emotionally stable enough to continue in his/her niche in the Educational Ecosystem, then the teacher has to find away to adjust perceptions to the various factors that exist in the context of his/her job.

Tye and O’Brien (2002) used the following four interconnecting constructs as a way to help explain why teachers are unhappy or growingly become unsatisfied - human capital theory, risk analysis, alienation, and self-blame” (p. 2-3). This explanation also best reflects assumption of Ecological Theory that humans' ability to adapt is impacted on a social level. Human capital theory is used to suggest that teacher stress and burnout can be understood by weighing the benefits and the costs in deciding whether to stay or leave a circumstance; in this case a specific teaching position or the profession of teaching. The concept of risk analysis refers to one’s individual analysis of a specific situation, for example, “for me, the job of teaching has more advantages than disadvantages” (Tye & O’Brien, 2002; p. 2-3). Relating this to Ecological Theory, teachers ultimately have to make a decision on whether there are enough advantages and benefits available to them relative to their job that leans in favor of them staying in the profession. If there are not, the individual chooses not to survive and opts to select out or no longer adapt within that ecosystem. Tye and O’Brien (2002) explain the influence of alienation, and how it is a combined feeling of “isolation, normlessness, powerlessness, and meaninglessness” (p. 2-3). Lastly, Tye and O’Brien (2002) argue that self-blame can manifests because some teachers lack an ability to identify how “the system works,” and some teachers do not have time to interact with colleagues to see they share feelings of diminishing job satisfaction
In these two contexts, TSB occurs because the teacher’s adaptability is threatened by a lack of exposure to others and ideals that encourage successful adjustment. In addition, teacher adaptability is threatened by unclear perceptions about circumstances under which the adaptation needs to take place for survival to result.

Lastly, another explanation for the existence of TSB, according to Hakanen and colleagues (2006), looks at the teacher’s job demands and job resources as a way to explain teacher stress and burnout. This explanation most closely parallels an interconnection of the assumption from Ecological Theory that humans interact within the organization of spatial structuring. Job demands require the teacher’s ability to maintain physical and psychological effort in order to meet the “physical, psychological, social, or organizational aspects of the job” (p. 497). Thus, job demands strain to the point of possible burnout when it requires more effort to sustain job demands than resources available to do so. Within the context of Ecological Theory, a teacher may fail to adjust because the resources needed for maintaining the job do not match the teacher’s skills or the resources available for the teacher to do so. Therefore, even if the teacher is willing to complete the demands, the mismatching of demands and resources creates a barrier that can lead to the teacher as a niche in the ecosystem being selected (i.e., removed) by way of burnout. This influence of job demands and resources is similar to that offered by Harden (1999) called "quantitative overloading" (p. 246). That is, if the teacher has more work to do (i.e., demand) then the amount of time that work permits (i.e., resource), the teacher experiences an overloading. In order to cope with this, job resources must be available that attends to “physical, psychological, social, or organizational aspects of the job” (Hakanen et al., 2006, p. 497).

Hakanen and colleagues suggested the following strategies might be useful in coping with overloading. First, reduce, “job demands and those physiological cost” or cognitive costs and “psychological costs” or emotional costs that are associated with the required task. Second, actively help teachers work “to achieve the objectives of the job” (Hakanen et al., 2006, p. 497). Third, encourage individual “growth, learning, and development” (Hakanen et al., 2006, p. 497).

Furthermore, Hakanen and colleagues (2006) state that the imbalance between demands and resources can give rise to burnout and reduced work engagement. Work engagement plays a role in the stress and burnout teachers experience because it is a determinate of a teacher’s ability to overcome the pressures that lead to stress and burnout. It is important to consider work
engagement, because it is an indication of a state of mind that is positive, fulfilled, and tuned into work, “characterized by vigor, dedication, and absorption” (Hakanen et al., 2006, p. 498). Individuals with vigor persevere regardless of the difficulties that are present, and are devoted to their work, because they have “high levels of energy and mental resilience” (Hakanen et al., 2006, p. 498). Individuals with dedication feel a sense of importance, zeal, motivation, satisfaction, and challenge. Individuals with absorption are fully concentrated and joyfully engaged in his or her work, in a manner where time passes quickly and the individual struggles to separate from work (Hakanen et al., 2006, p. 498). These three concepts seem rational for the following reasons; teachers would have a reasonable expectation about their working environment, which allows them to do their job. In that context, those reasonable expectations would represent the biological necessities of that environment. Time (i.e., resource) may not match the expectation of the job. Lastly, job demands may not be met due to insufficient resources available to meet them.

This study extends what is known about TSB by recognizing how TSB is one symptom of a larger problem. It is with the consideration to this interconnectedness that the purpose of this study was developed and will therefore use Ecological Theory to further investigate and understand the dynamics of TSB in education while also including an important current component of the United State’s education system (i.e. NCLB). Specifically, this study was guided by three research questions: 1. How do teachers describe the experience of stress and burnout in the context of NCLB?, 2. How do teachers describe the impact is NCLB on their ability to function as teachers?, and 3. What measures/strategies/tactics do teachers employ to aid their efforts to cope with stress and burnout?

METHOD OF DATA COLLECTION AND ANALYSIS

Recruitment of Participants

Participants were recruited who fit into one of two categories—veteran, regular education teachers or post-novice, special education teachers. Veteran regular education teachers are those who have been teaching at least eight years as a regular education teacher in the United States and who are currently teaching. Post-novice special education teachers are those who have been teaching special education in the United States for at least three years, but preferable eight years or longer and who are currently teaching. The importance of veteran regular education teachers teaching at least eight years and currently allows them to provide insight about the evolution or
existence of stress pre and post implementation of NCLB. However, post novice special education teachers were given a three-year minimum because there are shortage issues in this area of education (Sindelar, Bishop, & Brownell, 2005; U.S. Department of Education, 1998).

Participants were recruited using snowball sampling. First, teachers who were personal acquaintances of the researcher through her teacher training were privately invited to participate in the study. Each individual who agreed to participate was asked to provide contact information on a teacher who can fulfill the opposite requirement that they fulfilled (i.e., if the teacher that agreed to participate was a veteran regular education teacher, he/she was asked for contact information to recruit a post-novice special education teacher and vice versa). Recruitment of both types of teachers was used, when possible, to create a balanced perspective about the issue of teacher stress and burnout in relationship to NCLB. This balance was desired in order to provide diverse perspectives in three ways: 1.) multiple teachers’ perspectives from one school or district, 2.) perspectives of teachers who had both many years of experience and relatively few, and 3.) perspectives of regular and special education teachers. The respective principals or administrations from the schools where the participants taught were not notified of the individuals’ participation. This was due to a desire to provide the teachers and researcher candid and honest opportunities for informational exchange. That is, if the participants were concerned that the principals or administrations knew they were participating, it was assumed that participants might have censored their comments during the interviews.

**Ethical Concerns**

Participants were informed that all information they shared would not be tied to or used to identify them in any manner. While many similarities were found while conducting interviews and some answers could be anticipated, all interviews followed a written script. No participants in the study reported previous experience with burnout or the use of counseling as a preventive method.

Prior to the interview, each participant was given an invitation document (Appendix A) that explained the study, stated their rights in the study, and provided contact information for the Principle Investigator, the Faculty Advisor for this project, and the University’s Institutional Review Board (IRB). Participants received two consent forms to read and sign in order indicate their consent to participate (Appendix B). One of these, the participant kept and the other was retained as part of the researcher’s study records. In the consent form, the participants were
informed that they are not obligated to complete the study once they start and that they may bypass any question without an explanation if they felt uncomfortable. Prior to conducting the interviews, each participant was asked if there were any concerns they had with participating in the study. In addition, resources were on hand to provided participants if they became uncomfortable or needed referrals to counseling or support for burnout (Appendix D).

**Procedures**

An interview guide (Appendix C) was designed based on an examination of literature regarding teacher stress and burnout from both within and outside of the U.S. This interview guide included demographic questions about the participant and the environment in which he/she worked. Also, the interview guide included questions aimed at clarifying teachers’ current perceptions of their jobs and what factors they believe create those perceptions. In addition, the interview guide included questions about NCLB from their experiences and perspectives (i.e., how it affects them as a teacher, how it effects their interactions with the students, school, district, and parents). Interviews were audio-recorded using both traditional audio taping and digital recording in order to insure audibility of interviews during the transcribing process.

**Trustworthiness**

**Credibility**

Credibility indicates how believable, valid, and reasonable the findings of the study are (Miles & Huberman, 1994). Therefore, credibility where insured with the use of thick description. The context provided by this description solicited from each participant their experience and perspective of the wider cultural context of the problems being investigated. Included with these descriptions are detailed acknowledgements of saturation points for the purpose of understanding the location, time period, precursors, and demographics involved or being influenced relative to the particular problems that present such fluency. In addition, the researcher had been able to build rapport with the participants from a combination of encounters—students in the same graduate classrooms, being trained under the educators, volunteering with the educators, consulting with the educators regularly about the conditions of education, former teachers, or has same circle of educational colleagues.

**Dependability and Confirmability**

Dependability and confirmability both refer to the objectivity of the findings (Baily, 2007). The researcher used an interview guide for each participant. The interview guide was
created based on findings revealed from various studies that were indicated to be a cause, factor, or an associate of teachers stress and burnout. These questions were designed in a wider context of the educational ecosystem so that NCLB could be incorporated in a questioning form that allows for interconnection of previous findings and explanations for TSB and that which has yet to be recorded in studies. This is important in order to begin understanding the problem as a whole issue instead of just factors, causes, or results. The researcher kept a journal throughout the data collection and analysis process. Each interview was read in its entirety as they were completed. Descriptive words and titles were written to begin developing the themes in each interview. In addition, dependability was reassured by the continuation of data collection until saturation. After each interview had been given themes, there was a full read through of all interviews as one document. Then the researcher observed the data set for areas of no parallel to the established themes. The researcher then met with her thesis chair to review the established themes and those indicated to have no themed attachment, in order to discuss other ways of observing the findings, or confirm the established observations before proceeding.

**Transferability**

Transferability (i.e., generalizability) refers to how applicable the results are beyond the situation, setting and participants in which they were found (Bailey, 2007). The generalizability of the findings is not the goal of qualitative research. Rather, the goal is to provide a thick description and capture the nuances of the participants’ experiences. It is not the role of the researcher in qualitative studies to generalize to other situations or contexts beyond those of the participants in their studies because interviews and observations are very specific to each participant or group of participants. Instead, the researcher should provide a description detailed of the participants, settings, methods, and findings such that other researchers may determine if the study is applicable to other situations or participants. At the same time, the research must avoid being too detailed in the description so as to avoid breaches in the confidentiality of the data. Thus, participants’ names have been changed and identifying details such as specific geographic locations, districts, and schools have been omitted. Also, in the discussion of participants’ use of ethical and unethical ways of coping with teacher stress, even pseudonyms have been eliminated. The rationale for this decision stems from a desire to avoid any possible chance that participants’ reports of potentially damaging behavior not be linked to the participants in any way.
Analysis

An inductive analysis approach was used. Initial analysis occurred during the transcribing of each interview. With the use of memoing (i.e., journaling) each interview was initially read to note possible themes. That is, extensive notes were taken regarding each interview during the initial read through of the data. Upon completion of the first five interviews, there was further memoing aimed at re-evaluating the interview guide, considering the data collected thus far, and noting additional themes. This process involved the researcher meeting between her faculty advisor to review the data collected to date. In this meeting, specific attention was given to the data and the emergent findings in order to ensure that data analysis was logical and that the data included in these themes was appropriate.

After all ten interviews were conducted, analysis of the entire data continued. At this stage the researcher examined the entire data set as follows. First, the research began with assigning all participants a color. Then each question and answer to each interview question was added to a master data analysis chart. Within the chart, the text of each interview was color coded according to the assigned color for each participant. This chart contained four columns with the following sections from left to right. First, the interview script questions, second, statements and words the participants used to answer the questions, third participant quotes that provided summary and explanations for the overall answers provided for each particular question, and fourth, the researchers themes and explanations that provided congruence of all reported answers for each individual question. Table 1. provides an example of this process.

Table 1. Example of Analysis Chart

<table>
<thead>
<tr>
<th>Analysis Chart Questions</th>
<th>Statements/Words (Participant’s answers)</th>
<th>Quotes (participant’s explanation that provides plenty of congruency for all answers given)</th>
<th>Themes/Explanations (Researcher’s descriptions of all reported information to question)</th>
</tr>
</thead>
</table>
| How does stress and burnout currently impact teachers? Teachers have been thought of | Ms. Quo Mother, a lot of children who do not have good support at home, social worker, psychologist, and teacher, a lot of paperwork | Ms. El I do a lot, um I give a lot to my students, you know like all my parents have my cell phone...like this is a parent that's texting me right now, all my parents in my classroom, have my home number my text, you know my text, they | Students and parent's educator
• The extensions of a teacher
• Interconnecting professions to teaching |
<p>| Ms. El mom, teacher, counselor, advocate, assessor | | | |</p>
<table>
<thead>
<tr>
<th>Professional</th>
<th>Evaluator.</th>
<th>Don't use it a lot but they know that if something is going on they can contact me with being a classroom teacher if you are going really do it to the best of your ability you have to wear all those hats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Ime</td>
<td>Nurse... mental health</td>
<td>Mr. Elpru sometimes they need that shoulder to cry on, they need you...they cry out...and they need you to express yourself in helping them express themselves.</td>
</tr>
<tr>
<td></td>
<td>specialist... a parent to</td>
<td>Mr. Blu teaching is more than just instructing a lesson.</td>
</tr>
<tr>
<td></td>
<td>parents who don't know</td>
<td>Ms. Blu teaching is more than just instructing a lesson.</td>
</tr>
<tr>
<td></td>
<td>how to parent to their own</td>
<td>Ms. Ray probably have more duties now than I use to have in the past...um so in addition to being the teacher</td>
</tr>
<tr>
<td></td>
<td>children... mother,</td>
<td>Ms. Military hopefully you’re a scientist of the pedagogy....trying to become better at learning...and helping children to learn...</td>
</tr>
<tr>
<td></td>
<td>grandmother...</td>
<td></td>
</tr>
<tr>
<td>Mr. Elpru</td>
<td>Teacher, parent, uncle,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychologist, coach...</td>
<td></td>
</tr>
<tr>
<td>Mr. Lue</td>
<td>Teacher... mentor...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>parent...counselor...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mediator and official/judge of issues and incidents with students.</td>
<td></td>
</tr>
<tr>
<td>Ms. Reid</td>
<td>Administer lots of tests.</td>
<td>Ms. Military hopefully you’re a scientist of the pedagogy....trying to become better at learning...and helping children to learn...</td>
</tr>
<tr>
<td></td>
<td>Social worker... mother</td>
<td></td>
</tr>
<tr>
<td></td>
<td>father, larger amount of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper work... secretory</td>
<td></td>
</tr>
<tr>
<td>Mr. Blu</td>
<td>Secretary, parent...</td>
<td>Ms. Military hopefully you’re a scientist of the pedagogy....trying to become better at learning...and helping children to learn...</td>
</tr>
<tr>
<td></td>
<td>a father, teacher, buying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clothes, teaching them how</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to groom themselves,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>talking to parents...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advocating... giving the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kids money...paying for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their field trips...</td>
<td></td>
</tr>
<tr>
<td>Ms. Ray</td>
<td>Lunch duty...bus duty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recess duty... nurse</td>
<td></td>
</tr>
<tr>
<td>Ms. Military</td>
<td>Manager...secretary...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurse...psychologist...a</td>
<td>• Un-contracted responsibilities/expectations of teachers (default professional attachments)</td>
</tr>
<tr>
<td></td>
<td>minister... an instructor...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a scientist of the pedagogy...</td>
<td></td>
</tr>
</tbody>
</table>
Following this step, the researcher reviewed the fourth column (themes and explanations) for the occurrence of repetition. During this focus coding the three most reoccurring explanations and themes in reference to stress, burnout, NCLB, and the Educational system where identified as the themes. The information was placed into themes with a specific consideration that attended to those factors and identifiers that had been previously found to cause stress and burnout in teachers. During the final stage of analysis, specific explanations where highlighted to explain the various reactions and the various changes teachers have undergone, are undergoing, or must undergo in order to remain a niche in the Educational Ecosystem, regardless of a TSB influence.

RESULTS

This study aimed at understanding teacher stress and burnout as it relates to the Educational Ecosystem and the requirements of NCLB. This study was guided by three research questions: 1.) How do teachers describe the experience of stress and burnout in the context of NCLB?, 2.) How do teachers describe the impact is NCLB on their ability to function as teachers?, and 3.) What measures/strategies/tactics do teachers employ to aid their efforts to cope with stress and burnout? The analysis of the data collected from both veteran and novice teachers, yielded five reoccurring themes that are in line with answering these questions: non-teaching teacher demands/expectations, educator and educational preservation, and ethical responses to stress, unethical responses to stress, and socially isolating professional practices.

Description of Participants

Participants were ten teachers (Table 2). Two participants identified themselves as Caucasian and eight identified as African American. Six of the participants were female and two were male. Participants taught in public schools located in Southwestern and West-Central Ohio representing a total of five school districts. Because receipt of Title I funding constitutes schools obligation to abide by standards set forth by NCLB, all participants worked at schools that receive Title I funding. Five of the teachers are licensed as regular educators while five of the teachers are licensed as special educator teachers.

Table 2. Summary of Participants

<table>
<thead>
<tr>
<th></th>
<th>Regular Education</th>
<th>Special Education</th>
<th>Summary Across Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of Participants</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td>Females = 5</td>
<td>Females = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Males = 3</td>
<td></td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td>African American = 5</td>
<td>African American = 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caucasian = 2</td>
<td></td>
</tr>
<tr>
<td><strong>Current Ages</strong></td>
<td>Ages = 39, 46, 47, and 64</td>
<td>Ages = 39, 39, 41, 47, and 57</td>
<td>Ages = 39, 39, 41, 47, and 57</td>
</tr>
<tr>
<td></td>
<td>Mean = 48.6</td>
<td>Mean = 44.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total = 243</td>
<td>Total = 223</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Range = 39-64</td>
<td>Range = 39-57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Across</td>
<td>Total Across</td>
<td>Total Across</td>
</tr>
<tr>
<td></td>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
</tr>
<tr>
<td></td>
<td>39 years = 10%</td>
<td>39 years = 20%</td>
<td>39 years = 30%</td>
</tr>
<tr>
<td></td>
<td>46 years = 10%</td>
<td>41 years = 10%</td>
<td>41 years = 10%</td>
</tr>
<tr>
<td></td>
<td>47 years = 20%</td>
<td>47 years = 10%</td>
<td>47 years = 30%</td>
</tr>
<tr>
<td></td>
<td>64 years = 10%</td>
<td>57 years = 10%</td>
<td>57 years = 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>64 years = 10%</td>
</tr>
<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td>Mean = 20.6</td>
<td>Mean = 16.2</td>
<td>Mean = 18.4</td>
</tr>
<tr>
<td></td>
<td>Total = 103</td>
<td>Total = 81</td>
<td>Range = 7-38</td>
</tr>
<tr>
<td></td>
<td>Range = 12-38</td>
<td>Range = 7-31</td>
<td>7-10 years = 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12-18 years = 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>22-25 years = 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31-38 years = 20%</td>
</tr>
<tr>
<td><strong>Age @ Beginning of Career</strong></td>
<td>Mean = 28 years</td>
<td>Between 21 to 32 years of age</td>
<td>5 participants were 21 though 26 years of age</td>
</tr>
<tr>
<td></td>
<td>Between 25 to 35 years of age</td>
<td>Average Number of years (27.4)</td>
<td>while the remaining 5 were 28 though 35 years of age</td>
</tr>
<tr>
<td></td>
<td>Average Number of years (n=28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants w/</strong></td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>Pre-NCLB</td>
<td>Current Teaching Responsibilities *</td>
<td>Total Previous Teaching Positions Held Over Career</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood = 4 Adolescent-Young Adult = 1</td>
<td>Total=19 Early Childhood = 10 Middle Childhood = 5 Adolescent-Young Adult = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood = 1 Middle Childhood = 3 Adolescent-Young Adult = 1</td>
<td>Total= 28 Early Childhood = 9 Middle Childhood = 10 Adolescent-Young Adult = 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood = 5 Middle Childhood = 3 Adolescent-Young Adult = 2</td>
<td>Total = 47 Early Childhood = 19 Middle Childhood = 15 Adolescent-Young Adult = 13</td>
</tr>
</tbody>
</table>

| Number of Districts Where Employed over Career (since receiving licensure, includes present) | Mean = 1.6 Range= 1-3 Total Districts = 8 Total Across Participants= One District= 30% Two Districts= 10% Three Districts =10% | Mean = 1.8 Range=1-3 Total Districts = 9 Total across Participants One District=20% Two Districts=20% Three Districts=10% | Mean =1.7 Range=1-3 Total Districts=17 Total Across Participants = One District = 5 Two Districts = 3 Three Districts = 2 |
| Number of Schools Where Employed over Career (since receiving licensure,) | Mean = 2 Total Across Participants = 10 Range=1-3 | Mean = 3.8 Total Across Participants = 19 Range=1-6 | Mean = 2.9 Total Across Participants = One School=2 Two Schools = 3 |
Participants with teaching experience in non-public school settings

<table>
<thead>
<tr>
<th>Includes present</th>
<th>Three Schools = 2</th>
<th>Four Schools = 1</th>
<th>Five Schools = 1</th>
<th>Six Schools = 1</th>
</tr>
</thead>
</table>

* = Early Childhood = Pre-Kindergarden-3rd grade; Middle Childhood = 4th-8th grade, Adolescent-Young Adult = 9-12th grade

**Summary of Participants’ Employment Histories**

When beginning their career the participants were 21 through 35 years of age. Six participants started their careers by the age of 28 and the remaining four participants started their careers after the age of 30. Nine out of 10 participants taught before the 2002 enactment of NCLB. Specifically, participants had between 7 and 38 years of teaching experience (X=18.4 years). Participants have taught in pre-kindergarten through twelfth grade. Participants report 50% of this experience in pre-kindergarten through sixth grade while the remaining 50% is from experience in seventh through twelfth grade. Since receiving their teaching licensure all 10 participants have worked in more than one school. On average, participant reported having taught in 3.6 schools and 1.7 school districts since they became licensed teachers. Seven of the participants have only taught in public schools while three participants reported having taught in other school settings (e.g., private, charter, parochial).

**Table 3. Summary Description of Participants’ Current Employment Settings**

<table>
<thead>
<tr>
<th>Current Teaching Setting</th>
<th>Regular Education</th>
<th>Special Education</th>
<th>Summary Across Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban = 2</td>
<td>Urban = 3</td>
<td>Urban = 5</td>
</tr>
<tr>
<td></td>
<td>Suburban = 2</td>
<td>Suburban =2</td>
<td>Suburban = 4</td>
</tr>
<tr>
<td></td>
<td>Urban &amp; Suburban = 1</td>
<td>Urban &amp; Suburban = 1</td>
<td>Urban &amp; Suburban = 1</td>
</tr>
</tbody>
</table>
**Current A.Y.P. School Rating Report**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Failing</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing = 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Passing = 4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Failing = 1</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

**Current A.Y.P. District Rating (Districts and Participants/District)**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Effective</th>
<th>Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective = 1</td>
<td>2 (n=2)</td>
<td>1 (n=1)</td>
</tr>
<tr>
<td>Continuous Improvement = 1</td>
<td>2 (n=3)</td>
<td></td>
</tr>
<tr>
<td>No Report = 1</td>
<td>1 (n=2)</td>
<td></td>
</tr>
</tbody>
</table>

**Participants’ Employment Settings**

Six participants reported teaching in urban settings, three reported teaching in suburban settings, and one reported teaching in an urban/suburban setting. Three of the districts where participants taught are identified in this study as suburban. Suburban districts include those located inside of a defined suburb (n=1) and those that were defined cities (i.e., having a population size of at least 30,000) but located outside of the major city (n=2). The remaining two (2) districts are made up of urban and suburban schools, and located inside a major city. For the purpose of this study, these two districts are identified as urban districts.

Nine of the participants reported teaching at a school that was rated passing, and one participant reports working at a failing school by AYP (Annual Yearly Progress) measures. Under AYP measures, five participants taught in a district that needed "Continuous improvement" and did not meet their AYP goals. Three participants taught in a district rated "Effective" and met their AYP goals. The remaining two participants taught in a district with an unreported A.Y.P. (N=1 represents the number of districts).

**Non-Teaching Teacher Demands/Expectations**

A common theme across participants was the performance of roles that extend beyond their regular working hours and/or the parameters of teaching students. These roles include duties that are related specifically to a field (e.g., psychologist), duties that are task related outside of actually teaching or preparing to teach (e.g., meetings), and positions teachers assume
by default of being a teacher and interacting with children as a part of their job (e.g., parent). By performing these multiple roles often simultaneously, participants reported how they were “loosing time” and “juggling roles in order to assess students.” In discussing these roles, participants’ shared their perceptions in the necessity of these roles as they may relate to the ability to teach. Specifically, these participants commented on if they saw fit that these roles be carried out exclusively by themselves as the teacher or if they could be allocated to others in the form of an assistant or additional support.

Roles of Participants

Participants were asked to think about their job and the various roles they have related to their jobs. Participants reported the performances of many roles (i.e., tasks, positions, and jobs) that they engage in as teacher. Specifically, these roles included the field related jobs (i.e., jobs that represent an actual job position or that requires a higher education degree, and licensure) of social worker (n=2), psychologist (n=2), counselor (n=4), nurse (n=4), mental health specialist (n=1), judge /official (n=1), secretary (n=1), and minister (n=1). The roles of task related jobs (those jobs that represent an entity of work like a chore or duty) included advocate (n=2), assessor (n=3), evaluator (n=1), mediator (n=1), manager (n=1), and a scientist of pedagogy (n=1). Another role included participants assuming the positions of parents/mother/ father (n=6) and/or assuming the position of a provider (n=2). This role involved, for example, teaching students how to "groom themselves," "taking students home," and “giving the kids money, paying for their field trips.” Participants also reported being in the role of parents to student's parents/ grandparents" (n=1)

In addition to role related tasks, four participants reported having obligations to attended job related meetings (e.g., teacher committee meetings, faculty meetings, and team planning meetings) that they do not consider taking time away from their individual preparations for their classes. Ms. Military explains this as,

it has to do with time and the lack there of...time away from children....additional meetings...you scheduled meetings and then you have the assumed meetings you are suppose to have. Preparation for meetings, book talks...all kinds of outside assignments that are related to a meeting, but not necessarily directly related to instruction in the classroom...which does not take away from the actually time it takes to prepare for the classroom.
At the same time, Ms. Ime explains how those meetings can also create more work, you never have individual planning time anymore...it is almost assured it’s going to be a team meeting, a level meeting...and the result of those meetings, work comes out of that...and you get assigned tasks...so it’s just more work. So the actual time that you spend planning what the team has decided you are going to do, then you go back and get the material together, get the lesson together, and actually teach it.

Teachers have also reported being penalized for failing to attend meetings due to other job related obligations that only they had the ability to perform. For example, Ms. Hite states a personal account:

The district... wants me to be involved in the curriculum meetings...but all of those are after school...which is at the same time that I am doing my coaching [sports medicine] duties...so I am being penalized for that...[also] the medical [part of my] job...right now I am the only one that can do that.

The time pressures these teachers face can create compromising positions for teachers that are actually out of their control.

Loosing Time

Participants explain how the amount of roles they have outside of teaching or preparing to teach takes time. It takes away time they could be spending with their students or their non-job related life. The participants reported that this demanded distribution of their time as expected from their jobs creates stress. Ms. Ray, a special education teacher, explains: "teachers are given to many duties which takes away from the time you can be with your students... in some district there are parents that do a lot of the duties... and in our district that is not the case." Ms. Reid agrees by stating “we do have a lot of duties... if we didn't have as many duties... we would have more time to...work on curriculum and planning for our students." The reason participants sometimes loose time teaching and preparing to teach is because there are "all kinds of outside assignments that are related to a meeting, but not necessarily directly related to instruction in the classroom" Ms. Military explains. Moreover, Mr. Lue states “when it comes to having timelines and getting things done....I do a lot of work on my own time...work isn't done in school...and it has an impact in that... it can take away from personal time and family time." Furthermore, loosing time encourages stress to manifest because it depletes valuable time the participants need to do and prepare for their jobs. Ms. Reid explains,
The only time I really feel stressed is [regarding] things that are taken me away from the classroom...and I am not able to be in the classroom teaching...for example things like meetings or either doing tedious things like maybe testing the kids and that sort of stuff. Thus, losing time is not always just about time being taken away from other responsibilities but also about the inefficient use of time.

**Juggle Roles In Order to Assess Students**

When it comes to testing and assessing to prepare for tests many participants (n=6) make reference to the strain it places on their time. Specifically, the time needed for administering tests takes time away from other curriculum and skills sets that students need to learn and the teacher needs to teach. Furthermore, the testing and assessments can also waste time. It inappropriately tests some special education students, by requiring them to be evaluated on things that their IEP indicates is not appropriate based on the priority of goals set forth for that student. Ms. Ray, a special education teacher, talks about the testing impact as a result of NCLB mandates explaining that

the stress on the testing situation...that....it makes me angry to even think about it...because ...its suppose to be by a certain year all students are going to be able to read and all students are going to be able to do this...and that is CCRAAZZYY...that's not realistic...that's not going to happen and then to put all the emphasis on testing...like for example when I was teaching third grade, students would have to take this third grade state tests when they couldn't even read...they could read on like a beginning first grade level…they would have to read the story by themselves which they couldn't read and I would have to ask them questions about a story they couldn't read and that's what they based the testing score on...

Mr. Blu, a special education teacher, also talks about the load of assessment tests and testing, it's a tremendous amount of work...so...just to be honest it may be two months I can't teach because I am working on alternative assessments...and so I give them things to do because alternative assessments are tied to the report card for the school. Furthermore, these accounts are not isolated to Special Education, as a similar report on testing was provided regarding the demands in a Regular Education setting by Ms. Ime who explained:
benchmark tests ...are given to kindergarten/first grade students individually...You have a class of 18 to 25 students...it takes you about 45 minutes to give the math section to one child, it takes about 30 to give the reading to one child, that's alot of time and your still expected to...have the other students that you’re not testing still learning or doing something...there is no other adult in the room with you now... so how realistic is it to give that...would that cause you stress...you have to complete this...once you complete this you score the work on your own...no going through the computer... and then you enter the test scores...and sometimes these are state mandates...and sometimes our district...goes above what the state is asking.

Teachers do not want to take on the weight of responsibilities they feel they were excluded from helping to create, explains Ms. Military.

I think we shouldn't be held accountable for all the fallout if we have people...namely politicians and or other personnel that are making decisions that affect the day to day learning of students but yet they are not held accountable...there never called on the carpet...but they call the teacher ...the teacher is just a part of the process...not the end and of itself. Parents and children [are not] being held as responsible as the teacher's under NCLB.

With this understanding of teachers feeling they are being kept in alignment with various components of lawful regulations such as testing preparations for NCLB, participants have also explained how they are taken away from the job they originally trained to do--teach. Ms. Military says, "We assess often more then we teach...whose deemed successful is the one who can juggle all the balls of success...multitask it." Furthermore, the factors that are overlooked as explains Ms. El are the facts that "Children ...have nobody to work with them in the evening, some of them don't have anybody to read to them... academically there not prepared... and that is contributed to... [parents not working with their children."

These teachers experience in the profession, at times has indicated, explains Ms. Military, “it doesn't matter what the reality is...you just have to make it work." Several participants (n=5) made similar statements as Ms. Military who explains that under No Child Left Behind "we have lofty goals and aspirations on the one hand, but you are told to achieve the goals with less resources on the other hand."
Ms. Military also provided a culminated explanation of the impact the performances have on the participants’ time, stating:

It takes time away from instruction number one....it takes time away from reflection...and it takes time away from the creative praxis of being a good educator...i.e. resetting up ones environment...cleaning ones environment...making sure that the materials are in tact...and in order...that is a daily ongoing process which is often time interrupted by meetings, meetings, and more meetings, and then email...now..as well as phone calls...what I would say in terms of phone calls...is returning the phone calls that have been made to you...you don't answer the phone during instructional time...so all of this other stuff has to be done during none instructional time which of course impacts on preparation for instruction...so one ends up preparing the learning environment actually during the instructional time. And that's in addition to either coming in early and or staying late.

Time is an intense factor that can encourage and discourage teachers based upon the factors of how time is spread, and if the use of time is productive for the job teachers are hired and expected to do.

Task Roles Necessary for Teaching

Participants described recognizing the interconnection of some of the roles they perform. Ms. El, who teaches second grade regular education, explains that "there is no way I could teach and not be a counselor, there is no way I could teach and not use some child psychology...if you are…good at what you do , you cannot do it without wearing a lot of hats." Furthermore, participants described recognizing the sense of security that they can provide their students. Mr. Elpru explains, "being a teacher in a school environment...knowing where these kids come from ...they consider school a safe haven and their teachers those individuals the most easiest [sic] to talk to."

Allocation of Task Roles

Many participants recognize the interconnection of the many performances they have relative to their job. All (n=10) participants expressed recognition of how some of these roles could be allocated to others. Furthermore, many participants give accounts regarding the previous use, current use, or current need for classroom assistance. For example, Mr. Blu explained how he thinks , "that is what is necessary, I think they try to do that with
advocates...colleagues...and people from children's homes...but there not in a classroom setting...and since I am in a classroom setting I get all of that thrown on me" This recognition that some roles could be allocated to others is founded on more than a belief. Mr. Blu, Ms. Military, and Ms. Ray all referred to the support of communities or even some parents that existed in the past. Other participants referred to the classroom assistance colleagues had or more resourceful districts currently utilize. Additionally, some of these participants can recall their own experiences from previous school operations, on the use of assistance. Ms. Military said, "In the past I have had help in the classroom...presently that doesn't exist...not in that form anyway." Mr. Blu stated how, in an ideal world every teacher would need an instructional assistant and a personal secretary.

With particular consideration to the current need for classroom assistance, Ms. Ime, a regular education teacher explained,

I am in the middle of giving a benchmark test...this is a test given individually. You have a class of 18 to 25 students...it takes...45 minutes to give the math section to one child, ...[and] 30 to give the reading to one child...you're still expected to...have the other students that your not testing...learning or doing something...there is no other adult in the room... once you complete this you score the work on your own...no going through the computer... and then you enter the test scores.

Similarly, Mr. Blu, a special education teacher, explains how the paperwork is overwhelming,

It may be two months I can't teach because I am working on alternative assessments...and so I give them things to do because alternative assessments are tied to the report card for the school...so you want those to go through on time and pass so it can send the report card up so the school can make A.Y.P...the principal’s on your back to make sure that is done.”

In recognition of those measures, participants explain why their colleagues who currently have such classroom assistance still have a surplus of roles. "A lot of the paraprofessionals that we do get are not trained properly...and so therefore a lot of the work is still left on the teacher to do." These participants' privy to experience has shown them that in spite of the interconnectedness and possibility to reallocate some performances...what they have found is that if you want results and you want them quick you do it yourself." Though the dynamics of a teaching position may be better carried out with assistance in the area of non-teacher related tasks (e.g. paperwork,) the
reality is that what does and is not done untimely falls back on the teacher. The current existence of such assistance is not an option in many situations.

**Educator and Educational Preservation**

The themes discussed within this section are related to the thought processes of the participants and the beliefs that they have on how to manage teacher related stress and why educators, in general and specifically, continue teaching in the educational ecosystem. All but one of the participants (n=9) discussed how they choose to stay in the profession of teaching because they strongly believe it is a "gift, a mission, a sense of calling and vocation". For example, Ms. Military expressed the belief that, "you truly have to love the joy of teaching and love children...to remain in the field. I see that I am still making a positive impact in the lives of my students...the day that I cease to see that...I am out of here." Based on this, it seems that being a teacher for these participants is more than holding a position. Rather, it is about infusing changes into education that positively influences children as students who will one day be adults that can sustain themselves with a sound and applicable education.

**Societal View of Teachers**

Though some participants function with these perspectives, some also expressed a consciousness of the current standard of their societal worth. Mr. Elpru explains how "teachers are paid inadequately or sometimes inappropriately due to the several or multiple hats and layers that we have to wear/possess...we are not compensated properly." Ms. Ime also adds how that includes "dealing with other peoples kids all day long...sometimes not even the best behaved kids." Most participants (N=9) reported the belief that they are not paid enough for their job. Ms. Reid emphasized how a teaching salary should be "competitive to other professional jobs" and if it was that way..."more qualified and more interested people [would go] in [to] teaching."

Participants explained how a teaching salary is a reflection of the regard/respect for students who need to be educated. Ms. Ime talks about how teachers are "preparing the future…and [society] [does] want to pay them anything," Furthermore; Mr. Lue hypothetically questions the value of teachers in the measure of their pay asking, "which one deserves the most? The lawyer for putting your kid in jail...or the teacher for trying to give them the education to keep them out?" Moreover, Mr. Lue explains how he believes some teachers would leave if they could find pay at the least equivalent to what they currently earn. Ms. Hite also provides clarity on why some teachers may desire to leave buy do not, explaining that they have too much time invested, where leaving
would penalize them. Particularly this penalization is in the form of not being able to take all of your time with your and being able to maintain the current level of income. However, Ms. Military highlights other forms of being penalized when saying, how "people are afraid to lose their job... they don't discuss what they really feel and think anymore...they only respond according to what's expected...because if you say anything contrary it can be viewed as you’re not a team player." Seemly, the issue with a teacher’s salary, and the impact it has, raises several problems when viewed from a teacher’s perspective. One, it suggests a lack of respect for the teaching profession. Two, it suggests a lack of concern for children’s education. Third, it suggests a disregard for teachers’ expertise in being able to professionally execute from a sound perspective the necessities for constructive and effective teaching.

**Professional Transition**

Even though participants reported that some teachers may want to exit the profession of teaching, all participants (with the exception of one who retired this year after 38 years of teaching with plans to return) reported wanting to remain in the profession until 25, 30 and 35 year retirement. While working towards retirement some (n=4) participants discussed how this might not always involve classroom teaching. That is, some have other aspirations of pursing administrative positions (n=2), another wants to teach at the collegiate level, while the other wants to take advantage of their district's option to exist the classroom for a few years and then return. Though only 40% of participants indicated a desire for change, accounts that a participant witnessed may highlight a reason to require all teachers to undergo interval evaluations. Where such evaluations would be for the purpose of identifying if a teacher needs to take breaks or make changes at some point in the course of their career. As in the case report offered by Ms. Military who explained,

We are becoming more data driven to the point where looking at numbers rather than people...this past year I saw two of my colleagues taken out on a stretcher the last month of school. One might of had a mini stroke...the other was chronic fatigue...she had a severe headache...needless to say they were both taken out...they are okay now...but to see the stress level increasing collectively and the moral going down...the other fear factor is the economy… because people are afraid to lose their job...so everyone needs a job...they don't discuss what they really feel and think
Having interval evaluations may have been able to detect or prevent the physical manifestations of teacher stress.

Reactions and Responses to Stress

When prompted in the interview guide, all ten participants reported utilizing stress management techniques to cope with their reactions to stress. A few examples of these responses across participants are nervous, irritated, hyper, lethargic, scatter brained, disorganized, tense, tired, not being able to sleep, having a headache, and skipping lunch or working at a more amped capacity than normal. Some participants explained how, if they do have stress, utilizing stress management techniques allows them to cope with their reactions, or minimize the occurrences. Such techniques reported include, transferring focus to books on CD, avoiding procrastination, keeping students needs ahead of own, managing stress at the onset, praying, meditating, exercise, aromatherapy, verbalizing to others, traveling, spending time with family, separating self from work after hours by focusing on the other roles in their life. Therefore, even though strains are present in the profession and the regard for the teaching profession are well observed by these participants, some participants have decided that part of their preservation in education is because, as Mr. Elpru explains, they are "conscious about the product that [they] as teachers put out in society...and wanting [those] children to succeed... in life outweigh that dollar." Thus their ideals, practices, belief in, and calling for what they are doing outweigh other factors and helps keeping them in the profession.

Ethical Responses to Stress

The themes presented within this section reference participant's ethical responses to stressful situations as it aligns to their job. In the interview, participants were asked a series of questions designed to provide insight regarding measures teachers currently employee to aid their efforts against stress and burnout. The questions include both open ended (i.e., general questions about responses to and suggestions for managing stress) and specific questions (i.e., regarding particular unethical reactions to stress as previously reported in some studies). Analysis of responses to these questions indicated that participants’ own reactions and interpretations of some colleagues’ reactions to stress were varied along a continuum between the ethical and unethical. Ethical responses are those that are based on what the participants' administration (principal, board of education, etc) would perceive/consider appropriate or inappropriate for a teacher in their state, school district, or school. These perceptions/considerations may have been indicated in a
contract that was signed during the hiring process, set forth in school policy, stated as approvals of the district, established as laws, etc. Therefore, the type of response (how the teacher actually responded to a situation) does not determine what is considered an ethical response. Rather, how the response falls in congruence with what is deemed appropriate by the participant's administrative hierarchies' perceptions and considerations of appropriateness. That is, what is the alignment of established guidelines, via laws, contracts, operation standards, etc that are being adhered to when the teacher reacts to various situations. For example, a teacher’s contract requires all classroom instruction to come from the school approved teaching manuals and be presented in a particular order; However, a teacher uses complimentary resources to explain concepts and strengthens students’ learning foundations before moving into more complexity with different concepts. As a result, this teacher teaches out of sequence. Thus, this would represent a contract violation (i.e., “unethical practice”). Furthermore, stressful situations are any accounts during required working hours that compete with, or have the ability to compete with; time spent actually teaching or preparing the lessons that are to be taught. Specifically, these accounts manifest as roles or duties that the participants assume by default of their particular teaching job. Some participants reported taking work home because their time during the regular work day is being filled with non-teaching related activities/role. Having to work at home has encouraged development of teacher stress.

**Managing Individual stress**

During general questioning participants were asked how they combat stress from their job. The general explanation for how participants combat stress reflects a pattern. In particular, participants talked about purging self from stressors in order to transition their mind and when necessary their role from being an educator into other positions in their life. Mr. Blu makes an effortless transition, as he explains, “I guess because I believe in the Lord...maybe that helps me but I never feel stressed...I guess I feel it in the classroom…but when I leave the classroom I am fine.” Ms. Ray and Ms. Quo listen to books or music while driving home (n=2). Ms. Hite references her use of prayer and exercise. Mr. Elpru explains how he has hobbies, spend times with his children, and travels. Mr. Lue and Ms. El talked about establishing confidential relationships with colleagues that allows them to talk about their day (without it getting back to their administration). Specifically, Ms. El talks about how her colleagues and she all stand in the
hall and just vent. Ms. Ime and Ms. Reid talk about setting limits and recognizing your limit. Specifically Ms. Ime explains

I come at the appointed time...I leave. I set priorities like three things a day to accomplish...above just teaching (laughing) you know the paperwork, the phone calls, the meetings... the tasks that comes from attending meetings. Three things that I can get done today, prioritize... I am going to do x y and z and that is it...I am going home. Come back tomorrow and pick up you know.

Ms. Reid also explains, “if I see where I am getting overloaded with something I will just say I am not going to do anything this weekend or I'm not going to do anything this day.”

Additionally, a participant reports how with colleagues they "maybe go out and...the people that drink get wine, they have a drink, we laugh talk… you know that kind of stuff, but other than that I don't know... but you know… what other people do... that's just what I do." Mr. Elpru also talks about the measures other colleagues take to combat stress as he explains,

You know everyone can't do what I do...you know some of us may need to seek physician help... and some of us do. Some of us go see doctors help to relieve that stress...some of us find things outside of our job place... even to the extreme of possible drinking...or a doing drugs...the reality is it happens...you can laugh about it you can joke about it...but the reality is that that happens...in some educators’ lives...and some of them go as far as to the extreme...however... whether seen or unseen...whatever stress relievers that we choose...we have to make sure that we can still function...and maintain at a level higher than those that we are in the classroom daily instructing.

When teachers are attempting to manage their stress, it is just that, their stress. Though there are things that teachers may do that are similar to other teachers, it is appears important from the perspectives of these participants that teachers customize their own management systems which by default determines how they will deal with their stress.

**Advice to Colleagues**

Participants were asked what suggestions they would offer other teachers on how to manage stress on their job. Ms. Hite offers suggestions specifically to new teachers explaining how she tells them,

do not involve yourself with a lot of the school politics ...just work on your lesson plans...work on your discipline and getting that down packed ...don't join any committees go to your faculty
meetings...then maybe your third year teaching...or your second year of teaching...then go and start doing those types of things...that helps you build a rapport with the kids...

Regarding more general advice for managing stress Mr. Elpru suggests using resources that are available to you. He, particularly suggest talking with colleagues and even "give testimony to some of your successful stories just as well to those stories that are unsuccessful.” Some participants (n=2) reported making sure you pray. Additional, responses included making sure you take time for yourself (n= 5). This can be achieved by "exercise...if you have time...having a social life...having balance...taking vacations and going places and actually doing things...getting away from the school building...from time to time...and even taking off when you have too," as explained by Ms. Military. The suggestion of time is pertinent as Ms. Ime emphasis telling teachers, "don't let this job consume your life...its a JOB!!!." Mr. Blu gives account to this as he explains how, some teachers all they see is there life as an educator....they stay at school 4, 5,6 o'clock...they take everything home...and that is all their mind is on...teaching...teaching...no I think that is a big piece...when you leave that building leave everything and become who you need to be...outside of being and educator...wear your individuality...that hat.

Mr. Lue further qualifies this statement by explaining how he tells teachers to, make sure you have done everything you possibly can within reason...within sanity to make sure your provided the best education you can provide that student...that's how you eliminate stress. Don't take anything more on yourself then you can really handle

The reality as Ms. El explains it is that "it’s not all your responsibility... they (students) have parents! Even though their parents are not doing anything it’s not all your responsibility." Similarly, Mr. Elpru explains, "stress comes in different forms...different ways and different levels...it’s all about how you deal with it...".Equal to managing personal stress, the advice is still the same when offering advice on managing stress. Individuals have to customize a method that will work for them. These participants advise that the key to being successful as a teacher is doing all they can do, and knowing when the responsibility does not lie with them alone. Furthermore, teachers need to know how to separate their professional selves from their personal selves.

**Stress Management Utilization**

In order to understand the sustainability of the strategies the participants indicated using or suggesting, they were also asked how long these strategies last. Most participants indicates that their strategies get them through the day (n=8) and Ms. Reid and Ms. Ime speak on strategies that gets them
through longer. Specifically, Ms. Reid explains how her strategies get her over a few days and Ms. Ime talks about how her changes get her through the year. The changes Ms. Ime has made go from being a teacher that went in early and stayed late to a teacher that goes in at the appointed time, leaves at the appointed time. With the expectation of Ms. Reid and Ms. Ime, the general consensus is daily. The key as explained by Mr. Lue is that"...you have to stay on top of that every day." It is the idea of taking things as they come and not carrying them over. Ms. Ray regarding herself says, "I just start fresh...new everyday..." Ms. Quo also explains how she is trying to start over every day with a new clean slate. Ms. Military, however fractions her day into moments when talking about the sustainability of her stress management strategies.

I would say moment by moment...but also they got me through another year...it is very important to live in the present...and when one lives in the present...you're not encumbered with all the future potential stressors and all of those kinds of things....so in actuality my method of dealing with stress have gotten me over have gotten me through all the years...

Also, the results of such practices shows a difference in the relationships participants have in their non-professional lives. Ms. Ime gives personal account, explaining how,

I have been much happier the last couple of years...when I stopped doing that(going in early and staying late)...like I have time now...when I get home at 4:15 as opposed to 7 o'clock...I don't mind cooking dinner, I can be kind to my husband... and not barking at him... I can get my son to karate.

Based on this data, it seems that managing stress is an ongoing process that must be attended to regularly. By providing regular attention to stress management, regulation is achieved. This regulation includes maintaining consciousness of the amount of stress, the severity of stressful situations, and the reactions to stress.

**Unethical Responses to Stress**

Once transitioning to direct questions regarding unethical responses to stress participants were asked to answer the questions as it may directly relate to them or observations they have of colleagues. Therefore, before proceeding to ask questions under this section, the emphasis for the reason behind these questions was stated to be an interest in understanding what is happening in the profession as a whole and not an interest in identifying who did what.
**Stress Management in Alcohol Drugs and Illegal Substances**

When asked about the use of management or coping strategies and techniques that could be potentially threatening to the teacher or their careers, like illegal substances, alcohol, etc. 50% indicated not drinking, while 50% indicated witnessing the use of drinking or drugs/medicine as a management technique. Specifically the participants (n=5) acknowledged the use of alcohol or drugs/medications as ways of coping with stress. One participant stated "yes...there are some that have hit the bottle...and used drugs." while another participant regarding the observed use of drugs said" yeah I think I know some people." Ms. Reid says, "I have seen teachers under stress and a lot of them have taken some type of medication to help them with their stress...now whether the medication was prescribed before becoming a teacher or after the fact of taking a teaching...I don't know." Also, as mentioned earlier, One participant’s response on how to manage stress said, “we get together sometimes after work and maybe go out and...the people that drink get wine...they have a drink, we laugh talk you know that kind of stuff, but other than that I don't know.” Also as previously mentioned, Mr. Elpru explained how some of us (not actually speaking of himself) find things outside of our job place...even to the extreme of possible drinking...or doing drugs...the reality is it happens. Those participants (n=2) Ms. Ray and Ms. Hite, who give acknowledgment to the personal use of Alcohol do not relate it to stress, but rather sees it as a social thing stated," I have an occasional drink socially...after work...happy hour...that kind of thing...I've seen people drink" and "I don't drink excessively...but I drink on the weekends...and over the summer (laughing)."

**Students Targets of Stress**

All participants reported never having yelled at students for the purpose of helping themselves feel better or to cope with stress. Rather, the participants who did report yelling provided reasons indicated under different circumstance that they believed required a louder voice. Specifically, several participants (n=6) reported yelling at students in order to gather their attention (from a potentially harmful situation), focus on tasks, or show seriousness. Equally they have reported that those same kids have a rapport with them were they know it is not a personal attack. One even stated that she has apologized to a student for yell. This was not because she felt what she did was wrong, but because she does not like to ever have to yell. However, some (n=3) participant reported hearing the kind of yelling that they believe was inappropriate. For example, Ms. Military reports being " told by a colleague that a paraprofessional had yelled at a child for not doing something that was totally age appropriate...it was a preschool!” Ms. Ray also gives an
account of an observation of a teacher yelling, stating, "it’s very annoying to me...very...very loud person...very degrading type thing...and I am not sure why she is doing it...but I don't think it is right." No participants expressed seeking to target students by yelling. When they did describe instances in which they yelled, it is never described as an independent action. Rather, it was typically a reaction to re-secure order or the safety of their students. In those situations where participants observed other colleagues yelling and it seemed to be in a different context beyond re-securing order and student safety. The participants who witnessed it did not always know the reasons.

When the participants were asked if they have ever picked at students (i.e., call them out unnecessarily, embarrassing them, or not helping them as much) to create a sense of feeling better, nine participants reported no such behavior. However, their definition of picking was more interacting with students on their level. Specifically, seven participants reported not picking at children, two participants reported their picking as joking with children as those children often joked with them and that this helps maintain a light environment. One participant reported picking at students in response to the children picking at them. For example, one participant stated while laughing loudly during the interview that, "yeah I do...it adds flavor to life...I love capping on kids...they sit up there and cap on me I cap on them back".

When the participants were asked if they have personally or if they have witnessed students being cursed at in some manner to manage a problem that could potential be stressful, many participants were puzzled by the thought of it occurring period while others validated that it does exists. Six participants indicated never using such language, one participant indicated having used it and two participants indicated having heard teachers use such language. One of these observations was as extreme as hearing a teacher cursing at a student and calling the child's mother a "B__h". One regular education female participant indicated that she never uses the phrase “shut up,” but later reported cursing at specific students in order to manage a problem. These particular incidents ultimately remediated the problems and greatly improved the student's performance in this particular class. For example, one regular education teacher explains how after having this kind of verbal altercation with student, upon their return to class,

They are quiet, they do all of their work...they do fine in my class, they go on about their business, and everything is fine. And people (her colleagues) say...how do you (she cuts them off and does not explain how she keeps this particular student in line)..." I Don't
Know" he comes to class he acts right for me, kid raise his hand...he speaks when he is spoken to. (Now talking to the interviewer) I don’t exchange smiles with him... I don't exchange words with him...the only thing I'll do is I will ask a question...he'll answer it ...he'll turn in his work...I will grade him as an A on it, because an A works... he passes his class. (Now talking about the student and her own interaction) he looks at me smiles and say" o look what I did," and I'll say yeah look what you did, you did very well once we'd come up with an understanding hum?...He says yes...we had an understanding... (now talking to the interviewer) You have to make sure they understand were the line is drawn.

When the participants were asked if they had personally used or had observed other teachers using stress management strategies at school that are not necessarily ethical, the responses again revealed both an ethical and unethical nature. Specifically, those who reported using unethical strategies indicated them to be non-extremes from their individual perspective, but understand how it may be extreme from the perspectives of their administration. For example, Ms. Ime explained how at times going ahead and just teaching what they know is best for individual children in spite of what she has been told to do. Ms. El reports having grabbed a child's arm with just enough pressure to get them back in line. Other participants (n=3) have reported taking a sick day when you are not actually sick, or simply verbally joking with children. From a more extreme perspectives, two participants reported seeing children left unoccupied, and one reported grabbing a teenager by the neck and cursing him out (after being backed into a corner and told by the student "Ima F_ _ k you up"). Specifically the participant responded as follows,

I looked at that little boy and I laughed...and I grabbed him by his throat and I said "little boy, I will beat the S_ _T out of you", and ever since then we was friends....um one kid he was just a real bad behavior problem...so I pulled him aside in my office...and it was just me and him and I said "what the Fuck is your problem, please tell me what the F_ _ k is Your Problem?" so he proceeded to tell me...so I said "ok if this is your F_ _ k _ _G problem why do you have to come to my class and act a F_ _ _ _k_ _ g Fool?" Well alright (said own name) I ain't gone do it no more. He stopped doing it. At the end of the school year he brought me markers...I saw him at church...I was like I didn't know you went to church, he was like " Mommy, this my teacher!" he was introducing me to his momma and everything...saying he loved me and giving me the biggest hugs.
Such reactions from teachers could be a result of feeling isolated and not supported in the educational system. Ms. Ray explains that most teachers only send students to the office if they have tried all their own management techniques…by the time you send someone to the office you expect something to be done…and a lot of times it's not…we need…administrators…to…back the teachers up and then follow through on what they say…I can even think of a time recently when a principal actually suspended a student… but when the parent called…upset and complaining…the principal changed her mind…it makes the teachers feel like their opinions are not valued.

Concerning the evaluation of student competence, Ms. Hite talks about how school environments would be better if they “don't push the child ahead a grade… if they don't have the skills.” Mr. Elpru also expresses concern with this behavior explaining, we are continuing to be told to push these poor kids out into society without nothing...then what does that tell you about society...down the line...we are going to have more homeless...we are going to have more poverty... more crime...we are going to have more death.

**Socially Isolating Professional Practices**

Participants have expressed how they have made real efforts to follow suit with the changes and practices of their various schools. Participants also explained how some of these practice simply keep them isolated as a teacher because some practices seem to be for entertainment purposes only (the idea that certain things are happening that really are not even considered). As a result, some teacher-required roles have at times produced non-sensible activities, planning and working conditions. Ms. Ime explains how the school has, a shared decision making model …and decisions about how the school runs in every way should be made by this team… it is made up of teachers from all the grade levels…plus the principal…[however the ] principals…fight that like micromanage…and override decision of the team.

These teachers believe that they posses enough competence to do their jobs without always needing perimeters. For example, Ms. Ime stated, "I know what's best for me and my students…and sometime I just do what I need to do and I don't necessarily follow the rules." Ms. Ray has a similar practice explaining, "I just take the kids where they are and what they need to
learn based on their I.E.P...and do that regardless of A.Y.P...that wouldn't make any difference to me" Maybe the participants’ reactions to some situations are deemed unethical at times, but also many participants have explained how what is expected of them is at times unethical. This was arguably exemplified by such requirements as NCLB, and the testing of students on an I.E.P, as explained by Ms. Quo,

They completely contradict each other. Back in the day when we wrote IEP’s [it was] based on individual need. [However,] that is not true anymore...now...you’re looking at a set of standards for a grade level...basically they mean what can we work on at grade level"...

Several participants (n= 6) stated that there are expectations to make of students with an I.E.P. who perform in a manner that does not align with what they are able to do, or have enough academic structure to begin learning based on their I.E.P.

Your trying to teach them the same content...and map them the same way as regular educations kids and its impossible...they have identified learning disabilities...we have to teach to the I.E.P...well it’s almost like...well so...you still have to do this because of the state tests we've gone from an individual education plan to just kind of a curriculum guide", explains Ms. Quo.

Acceptable and unacceptable performances of teachers may represent a greater response to demands—following their hierarchical example. A system were teachers are actually following suite with individual school administrative hierarchies and ultimately the government hierarchies who order the operations of schools, and performances in spite of ethical responsibilities, and best educational practices.

**DISCUSSION**

Teacher stress is an issue that has been given attention for years. The issue is vast because of the various components that fuel its existence. Particularly, it has continued to be studied because there is no consistency regarding a definition due to the complexities of stress issues. In addition, one of the most profound components in researching teacher stress and burnout attends to both demands and resources. The study of teacher demands and resources is particularly timely to TSB research due to the strong influence of NCLB. This education policy influences how a teacher’s working day is structured as well as the capacity of the roles teachers have. Due to this policy, the educational system in the U.S. has undergone many transitions since
its implementation. Thus, it is important to consider the state of TSB within the context of NCLB. The present study sought to understand the current context of TSB with the presence of NCLB, and if NCLB has had any influence on the existence of the issue on TSB. Below is a summary and discussion of the major findings and limitations of the present study. This section concludes with a discussion of the future directions for research regarding TSB inspired by the present study.

**Non-Teacher Teaching Demands/Expectations**

The findings from this study are consistent with findings from previous studies that suggest the stress that teachers experience “is neither a stimulus nor a response, but the situation that arises when negative affects results from the teacher’s job” (Geving, 2007, pg. 625). Particularly, the present study finds that the negative effect is time strains that are caused by disconnections between demands and resources. These demands represent roles teachers are expected to carry out now as a result of additional influences like NCLB, a lack of resources and a lack of support as a teacher. Those demands at times are teamed against those roles participants expressed are grounded in best professional practice and an educational structure that is first best for students. The comparison of these roles teachers see as important for providing students a sound education, compared to those roles that delete time, resources and effort that could be allocated to sound education, are the frustration points for teachers. These are the areas where teachers begin to experience stress. This position of stress was often not verbalized to respective administrations by participants because in the educational ecosystem, teachers believe that they would be identified as creating confusion or being unwilling to try. Participants explained how teachers do not want to threaten their jobs that they need. This is consistent with Kyriacou (2001), who argued that teacher stress can be defined as occurring when teachers harbor unconstructive feelings such as annoyance, fretfulness, pressure, or gloominess, which have come from their work environment. However, many teachers are able to eliminate or reduce stress by maintaining a fresh start daily, which helps them not to be consumed in their feelings by those operations they would prefer to be different. This present study finds that these participants were able to manage stress by seeing each day as a new day and independent of other days. This may explain why some teachers who are frustrated by the day-to-day operations on their jobs leave while others who are frustrated by the same things choose to stay. This finding is consistent with Jepson and Forrest (2006) who explained that the individual teacher
has a role in interceding or changing how they perceive factors that cause them stress.

**Task Performances Necessary for Teaching**

Participants have explained how their choice to enter the field of education was not because they thought it was an easy job, rather one even highlighted that it is well understood not to be, but it is believed to be a calling, gift, or a mission. Furthermore, all participants understand that it is not a job that would pay them what they are worth, though many (n=9) believe it should. However, participants express that where working loads are concerned, the problems lay in what they are expected to do as licensed educators by attending to that which is deemed necessary, compared to that which takes away valuable time, but often expected from their particular teaching job. This expectation weighs on some participants because many are asked to perform under severe time constraints with less resources, compared to previous years and before NCLB. This finding is consistent with previous finding that explain how workload or role overload is one of the most profound aspects in TSB (Austin, Shah, & Muncer, 2005; Pithers & Forgerty, 1995). In addition, with the specific inclusion of NCLB, this study finds that for many teachers, workloads have increased in the area of testing preparation via assessment tests/ benchmark test, etc, and has increased by default of having fewer resources to perform their job. However, this increase in workloads is slightly more balanced by teachers not taking time to do as many creative projects with their students, or teaching the basics to perform creative projects (i.e. cutting, pasting, or tracing).

**Educator and Educational Preservation**

The participants who are choosing to stay in the profession give accounts of some roles that go beyond being a teacher, specifically roles that involve being surrogate parents to students or to students’ parents. Their dedication to being and educator and working in the educational system, highlights a passion for wanting students to have the skill sets to meet their own basic needs one day. These teachers have learned how to support themselves, especially in situations where they do not perceive being supported by those (e.g., laws, administrations, communities, parents) they feel could do more. These teachers plan daily and maintain a perspective of what they could do with their future inside the system of education. These teachers desire to remain in education, believe that what they give their students outweigh the pressures they encounter, the scarcity of resources that have existence, the time strains that sometimes requires them to take off, the money they take out of their own pocket to provide for their students, the threats some
receive from students, and the behavior problems that are allowed to be maintained by default of actions some administrations take related to their job. All participants have learned how to manage the influence of stress or potential stress, thus allowing them to focus on their job as a teacher in the midst of the other jobs they often have to assume.

This study shows that at some point those participants who are choosing to endure the strains of their profession—calling it a gift, vocation, calling, etc, at some point stop seeing themselves as only their professional title of teacher. They see a bigger picture that indicates to them they are some students only source of encouragement, support, foundation, and maybe chance at a future. Some participants expressed believing that they will have enough time in the educational ecosystem to make alterations or plant seeds that will begin to bring about positive and necessary change in at least a school building. These teachers step outside of seeing themselves in the Educational Ecosystem, they only see their influence, and impact, and thus this leads many teachers existence, and encourages them to be sustained in Education.

**Ethical Responses to Stress**

Teachers’ responses to stress are reflections of experience in the profession and a reflection of modeling (i.e., doing what they have been shown) the conditions of their working environments. These participants have learned how to manage stress as they have gone through their careers. As previously mentioned, this is consistent with Ecological Theory's factor of time as a fictional influence on human behavior (White & Klein, 2002). Additionally, this study found that those behaviors that are deemed appropriate or inappropriate when aligned with the expectations or perceptions of respective educational administrations are a reflection of participants’ working conditions. Specifically, teachers reactions to stress in a school building are a choice amongst the options they are given. These choices are in the areas of, support (i.e., their efforts being backed up), professional respect (allowing teachers to exercise their professional competence instead of being micromanaged), reasonable expectations (being required to perform under reasonable time frames and with reasonable man power in order to complete tasks), fair recognition (being evaluated as an individual for the job they were specifically hired to do and as an individual who have students with different backgrounds), and professional regard (being respected as an important professional equal to that of other degree fields, i.e. doctor, lawyer, judge, engineer, etc.). Additionally, teachers reactions to stress outside of their school building is a reflection of the energy and time they have left after their working
day, and the demands that exists within the other areas of their non-job related lives. Specifically, these participants talked about capitalizing on management techniques and transitional behaviors (from professional life to other areas of life) that either expedite the process, or provides a twofold or more reward (i.e. listening to books on tape ON the way home, or spending time with kids which ALSO keeps stress down).

The reactions participants had to stress can in many cases be a reflection of the choices made available to them. Particularly, in the school building these choices are tied to forms of support (i.e. administrative, colleague, resources, time, etc). Outside of the school building, teachers reactions to stress are a reflection of options and time available. For example, a single teacher living in a new city may capitalize on relieving stress via socializing with new friends. A married teacher with children may capitalize on pouring energy into his family. Reactions to stress are a reflection of perceptions, but a great reflection of what options teachers have and the boundaries in which they are able to operate. The reality in all situations is that stress must have some source of a regular outlet.

Research Limitations & Directions for Future Research

One limitation of this study has to do with the diversity of the sample. Specifically, though the data collected from this sample reached saturation, this could be a reflection of the area in which the participants were recruited. Therefore, a larger participant population and pooling area (outside of Ohio) would enhance the findings of this research. Despite this, the applicability of the results is informative for understanding various dynamics that affect the stress levels of teachers. Specifically, teachers who have worked in an educational setting where they were allowed some degree of creative control but currently are being more directed in their teaching in order to meet NCLB standards. Such creative control included the kind of professional input that would allow them to customize instruction specifically towards students’ level of understanding as opposed to teaching towards dated benchmarks (teaching certain concepts at a pace that attends to a date and not what a student is actually ready to do).

Furthermore, this information better relates to special education and regular education teacher, who have student populations, which have a fairly large amount of economic strain in their family dynamic. This strain is at a capacity where there is minimal parental involvement. Additionally, this information is relatable, to teachers who find their time allocated for teaching, distributed to non-teaching related roles, specifically those roles that indicate short handedness,
or efforts leaning toward aligning with NCLB. With consideration to all these entities, the findings of this research will only be able to show similarities to aspects that resemble the settings, situations, experience, and diversity from which the data was reported.

Furthermore, the results of this study can be used to help explain TSB in some urban and suburban schools, but can provide no representation for rural schools. Though the participant’s pool did have great depth in the area of experience, more participants are needed with less experience. No participants in this study alluded to experiencing burnout. All participants plan to stay until retirement. This may be a reflection of having many years of experience that serves as an aid, which helps them look past those situations that may encourage burnout. Therefore, pooling participants with less experience may reveal a greater depth of understanding about burnout and stress in alignment with NCLB.

Also, future studies should use more male participants, particularly in the area of regular education. This may provide insight about the makeup of the kind of teachers that can endure certain teaching circumstances and thus what their best fit as a teacher would be. Finally, since there are no reports of participants burning out, approaching teachers who have actually burned out can explain the different states that represent the kind of stress teachers get past and the kind of stress that transitions into burnout.

Future research on TSB should seek to incorporate the proposed NCLB changes made under President Barack Obama’s administration. These proposed changes include removing the 100% proficiency for math and reading by 2014 and getting students college and career ready by the time they finish high school. These particular proposed changes are relevant to this study because removing the math and reading proficiency standard may allow academic focus to customize education to student needs instead of a general standard that prepares for a testing situations. This may show that teachers can provide a more sound education for each student that will be more applicable in the long run for students. Also, by focusing on students being college ready or career ready, may allow teachers to spend more time reinforcing those fundamentals necessary for beginning college beyond remedial classes, and having careers that will allow students to decently support their families. When researching in this area, focus should incorporate a comparison of NCLB before those changes proposed under President Barack Obama’s administration against those proposal made before President Barack Obama’s administration. The context of comparison should investigate the levels of stress, the causes of
stress and the stress management techniques that are used, and thus how that influences the Educational Ecosystem.
REFERENCES


Million, J. (2005). Nurturing Teachers in the Famine of NCLB. Educational Digest, 70(9) (May), 16-18


Appendix A

Request for Participant Invitation

Dear Educator,

My name is Genesis Ross, and I am presently a graduate student at Miami University of Oxford Ohio, in the Family and Child Studies program. Currently I am working on my thesis research that focuses on U.S. Educational Ecosystem: NCLB and the Adaptation of Teachers. The purpose of my study is to understand particular activities of specific niches in the United States Educational Ecosystem and how those niches, from the teachers’ perspective, have influenced the dynamics of and reactions to stressors that teachers currently perceive as impacting their job effectiveness. I believe this is necessary to understand in order to enrich the state of education, and better help support the needs of teachers who are dedicatedly working to educate our future. This letter is given to you because you fit at least one description of the type of teacher this study hopes to obtain information from—veteran regular education teacher, or a post-novice special education teacher. A veteran regular education teacher is one who has at least 7 years of teaching experience in the United States—and therefore have seen education’s existence pre and post the enactment of NCLB. A post-novice special education teacher is one who has at least 3 years of teaching experience, but preferable 7 in the United States. If 3 years this teacher can provide insight about the dynamics of Special Education today, however if 7 the teacher can provide comparative insight about the dynamics of Special education pre and post the enactment of NCLB. Given the state of teacher stress, burnout, and shortages in the teaching profession the study surmised this to be the best way to select participants, but recognizes exceptions to variations may be necessary.

First, I am requesting your permission to participate in this study. If you agree please sign your name and date on the consent forms provided. Secondly, I ask that to the best of your ability and level of comfort, you be as candid as possible. It is recognized that there are teachers whose stress levels have been influenced by unprofessional activities—i.e. manipulation of final grades, factors that influence AYP. However, it is also recognized that not all teachers have those realities. In an effort to gain a holistic perspective on the kinds of stressors, management strategies, and other aspects influencing the state of teachers, feel free to be open without recourse from your respective schools. The recruitment process was designed so that the participating teachers could be recruited without the knowing of their
administration. Therefore, all interviews will be conducted outside of the teacher’s job premises, and in locations of privacy. Additionally no teacher’s school will be defaced in the study—therefore the findings will not indicate a specific institution. Rather the findings will be compiled to indicate a general understanding about the current state of education as it exists. Any quotes used in the study will not have an identity attached; rather it will exist as informational data under a pseudo name if necessary.

Each participating teacher will take part in at least a 30-minute interview at a time and place of their convenience. Each teacher participant is placed in a drawing to win 75 dollars in a gift card or cash. Participation in the study is strictly voluntary and thus withdrawal can happen at any time. You may experience questions that cause you to reflect deeply on the dynamics of personal job related stress. You are not required to disclose any accounts, names, or experiences.

You have the right to request information about this research study or to receive the results of the study upon completion (approximately 10 months after the interview) by contacting me or my thesis advisor at the number provided below. If in the event you have any questions or concerns, you may contact me at (513-325-9120), or my thesis advisor at Miami University, Dr. Radina at (513-529-3639). If you have questions regarding the teacher’s rights as a research study participant, you may contact the Human subject Board at the Office for the Advancement of Research and Scholarship (513-529-3734) or humansubject@muohio.edu thank you for your valuable time and consideration.

Sincerely,
Genesis Ross
Appendix B

Consent of Participation

You have the right to request information about this research study or to receive the results of the study upon completion (approximately 10 months after the interview) by contacting me or my thesis advisor at the number provided below. If in the event you have any questions or concerns, you may contact me at (513-325-9120), or my thesis advisor at Miami University, Dr. Radina at (513-529-3639). If you have questions regarding the teacher’s rights as a research study participant, you may contact the Human subject Board at the Office for the Advancement of Research and Scholarship (513-529-3734) or humansubject@muohio.edu thank you for your valuable time and consideration.

---------------------------------------------------------------

I have received a request for an invitation to participate in a study by Genesis Ross, which focuses on U.S. Educational Ecosystem: NCLB and the Adaptation of Teachers.

I understand my rights as a participant in this study. Based upon this understanding I given my consent to participate in this study.

Print___________________________________________Date_____________________
Signature_______________________________________Date_____________________

Put an X over the appropriate line that indicates your answer.

Also I _____ or I ________ give Genesis Ross permission to contact me in the future
(Do) (do not) for other research she may conduct.

_______________________________________________Date_____________________
Signature


Appendix C

Interview Script

Demographics
1. How long have you been teaching?
2. How many schools have you taught in since you have been licensed?
3. How many districts have you taught in since you have been licensed?
4. What grade and or subject do you teach?
5. What grades have you taught?
6. What type of setting do you currently teach in, rural, urban, suburban?
7. Have you taught in any other setting?
8. What is the cultural make up of your students?
9. What is the cultural make up of your colleagues?
10. What is the cultural make up of the district you teach in?

How does stress and burnout currently impact teachers?

1. Teachers have been thought of as professionals who wear different hats related specifically to their job, i.e. parent, secretary, etc. Thinking about your own job, what type of hats do you feel you wear?
2. Please tell me in a list form the duties of your job (i.e. phone calls to parents, grading papers, bus duty, etc.).
3. Do you feel that all of your job duties can only be carried out by you as a teacher? Why or why not?
4. How do your job duties impact the quality of your teaching?
5. Have you ever for a moment thought about leaving the profession, if yes, why and how long had you been a teacher when you had this feeling?
6. Do you ever feel stressed because of your job?
   a. If yes, can you give me a verbal list of what related to your job causes you stress?
   b. Do you find yourself stressed about work after you leave school?
      i. What is your after school stress generally about—personal life, professional life, or a combination?
   c. Explain how stress makes you feel?
   d. Have you ever taken off school due to job related stress?
      1. If no, how do you prevent stress?
         ii. Does this stress affect other parts of your life (mentally, socially, spiritually, physically)?

7. Do you think that teachers get paid enough for their job? If no why not?
   a. If no, why do you think teachers stay?
   b. If no, what do you think the pay range for teachers should be?
   c. Have you employed other measures to add to your income, if so, what?
8. What do you think about yourself and your career at this time? Do you desire some changes? Please briefly explain.

9. I am going to ask you questions about your attitude. I want you to say the first word that pops in your mind or give me a one-sentence statement? For example, the weather today is… gorgeous, or I cannot wait until… 5 years when I retire.
   a. When I first started teaching my attitude was…
   b. Teaching today, I would say my attitude is…
   c. The school I teach at is…
   d. The administration at my school is…
   e. My school board is…
   f. Teachers at my school are…
   g. Students I currently teach…
   h. Students in my classroom need…
   i. The parents of the students I teach are…
   j. Parents …
   k. The community I teach in is…
   l. The resources in my classroom …
   m. Each morning before work, I feel…
   n. Each day after work, I feel…
   o. Talking about my job right now makes me…

What impact is NCLB having on teachers’ ability to function?

10. Does No Child Left Behind have any influence over your job duties, if yes, how so?
11. How has inclusion influenced your job?
12. How has inclusion influenced your stress levels?
13. Does the attention given to your schools Annual Yearly Progress (AYP) positively or negatively influence how you function in the class? How so?
14. Do you work at a school that is failing or passing?
15. Have you been teaching before NCLB?
   a. If no, how are you growing in the profession?
   b. Is it easy for you to adapt to changes? Why?
   c. If yes, what differences do you see in the classroom now with NCLB in place?
   d. How has NCLB influenced stress in your life?
16. Finish this sentence for me…what I like about NCLB is
17. Finish this sentence for me…what I do not like about NCLB is

What measures do teachers currently employ to aid their efforts against stress and burnout?

18. What ways do you combat stress from your job?
19. What suggestion would you give other teachers to manage stress on their job?
20. The strategies you use to manage stress last you for how long…

Some of these following questions may feel uncomfortable, but remember all information is confidential.
21. Have you ever used management or coping strategies and techniques that could be potentially threatening to you and your careers, like illegal substances, alcohol, etc? If yes like what.
22. Do you ever yell at your students to help you feel better?
23. Do you ever pick at your students to help you feel better?
24. Have you ever cursed at your students in some manner to manage a problem that could potentially be stressful?
25. Do you ever feel driven to use strategies at school that are not necessarily ethical, but you feel has left you no choice? If yes, like what?
26. Is there anything you wish your administration would do differently to support you and your colleagues?
27. Is there anything you wish the community would do differently to support you and your colleagues?
28. Is there any other groups or persons who you wish would do things differently to support you and your colleagues?
29. What does a perfect teaching job look like to you?
30. How much longer do you plan on staying in the profession, and why?
31. What do you think about the future of our educational system?

Thank you for your participation in this study, you have aided me greatly in an area I am passionate about seeing change for.
Appendix D

Referral List

The following list includes referrals for participants in the event that they have a negative response to the interview, or would like to learn more about stress.

MHAP: Mental Health Access Point
MHAP is a centralized access point for mental health services throughout the system. MHAP screens for mental health service needs and refers consumers to the appropriate provider(s) for service
311 Albert Sabin Way
Cincinnati, OH 45229-2838
Phone: (513) 558-8888

Services in the Hamilton County Community Mental Health System
Emergencies
Psychiatric Emergency Services (PES) – 513-5848577
Adult Mobile Crisis – 513-5848577
The mobile Crisis Team is a mobile service that can intervene in crisis situations anywhere in Hamilton County

Department of Health and Human Services
National Institutes of Health (NIH)
9000 Rockville Pike
Bethesda, Maryland 20892
Mental Health and Mental Illness
301-443-4513
301-443-8431 (TTY)

To learn more about Stress at work please visit the following:

The National Institute of Occupational Safety and Health
1-800-CDC-INFO (1-800-232-4636)
Outside the U.S. 513-533-8328
Email: edcinfo@cdc.gov
Website: www.cdc.gov
1-888-232-6348 TTY
In English, en Espanol
24 Hours/Day, 7 Days/Week
http://www.cdc.gov/niosh/stresswk.html

For more topics on Stress and Anxiety Please Visits