The Effects of Teacher Burnout on Student Learning

by

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This is to certify that the master thesis by

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Has been found to be complete and satisfactory in all respects,

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Abstract

Teacher burnout is a critical subject that significantly affects student learning outcomes. This study examined the influence of teacher burnout on student learning outcomes in K–12 education. Using a mixed-methods approach, the researcher collected quantitative and qualitative data through surveys, interviews, and focus groups. Key causes of teacher burnout included excessive workload, inadequate career growth opportunities, emotional fatigue, and unsupportive leadership. Findings revealed a strong link between teacher burnout and student learning outcomes, such as poor academic performance, disconnection with teachers, and slow growth trajectory in critical subjects like English and Algebra. Results from the regression analysis indicated that emotional fatigue and disconnection between teachers and students significantly affected instructional quality. Qualitative data confirmed that burnout disrupts classroom management and minimizes the need for the teacher to engage students effectively. The study proposed actionable strategies to address these challenges, such as workload redistribution, systemic interventions, and recognition programs. These measures aim to enhance the teacher's well-being, optimize instructional practices, and promote a conducive learning environment. The findings underscored the urgent need for systemic reforms to mitigate burnout and improve student outcomes in K–12 education.

TRANSMITTAL & APPROVAL SHEET

This dissertation, entitled, "THE EFFECTS OF TEACHERS BURNOUT AND LEARNING," prepared and submitted by **CYNTHIA BRYANT** in partial fulfilment of the requirements for the Degree of **MASTER OF EDUCATION IN LEADERSHIP AND MANAGEMENT** is hereby accepted and endorsed.

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Dedication

I dedicate my project work to my parents and my son. A special feeling of gratitude to my loving parents, Curtis and JoAnn Bryant, whose words of encouragement and push for tenacity ring in my ears. I am also grateful to my children, Rodrick, Cydni', and Cy'iana, for being supportive and being my cheerleaders throughout the program. I dedicate this work and give special thanks to my son, Dr. Rodrick Patterson Jr., for being there for me, pushing me throughout the entire master's and doctorate program, and helping me to understand and appreciate my worth. Lastly, I dedicate this project to my late grandfather Curtis Bryant Sr., better known as "CC" BRYANT, whom I was named after and idolized all my life.

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Chapter 1: Introduction

Teaching is probably the most vital and demanding profession in shaping students' intellectual, emotional, and social development. However, teachers globally experience increasing challenges that impact their overall well-being, resulting in a phenomenon commonly known as “teacher burnout." In 1974, Herbert Freudenberger, a psychologist, coined the term “burnout “to imply emotional fatigue, depersonalization, and a reduced sense of individual achievement (8). In educational settings, the symptoms of burnout present as reduced interest or passion for teaching, strained relationships with students, and reduced efficiency in instructional delivery. Teacher burnout has been fronted as a critical issue, with evidence showing its severe impact on students' academic performance. Addressing burnout is essential to ensuring quality instructional delivery despite increasing teacher demands. This study sought to contribute to understanding these challenges by investigating the interplay between teacher burnout and student learning outcomes.

Background of the Problem

Research has revealed that teachers who exhibit burnout symptoms are unlikely to be fully committed to classroom activities (20). In such a classroom environment, student expectations are also diminished because the learning environment is not conducive. Consequently, the likelihood of recording poor academic performance from students is very high owing to the lack of motivation and increased behavioral issues. The recent global incidences, like the COVID-19 pandemic, have deepened the challenges experienced by teachers, further exposing the systemic nature of burnout. Adapting to remote teaching, implementing new technologies with minimal training, and addressing students' increasing emotional needs have all placed unprecedented stress on teachers, making the study of burnout more relevant than ever (23). Multiple factors, such as excessive workload, inadequate employer and community support, and inadequate professional development opportunities, trigger teacher burnout (15).

Purpose of the Study

Teacher burnout is widely recognized as a systemic issue. However, its impact on student performance remains underexplored. This study investigated the causes of teacher burnout and its direct effect on student learning outcomes. By establishing the link between burnout and learning outcomes, the researcher aimed to propose actionable strategies for promoting the well-being of teachers and establishing a favorable learning environment (2).

Statement of the Problem

The prevalence of teacher burnout has increased alarmingly over the last several decades. However, there is a paucity of research exploring the effects of burnout on teachers, as most studies focus on enhancing students' academic excellence. Few studies exploring the teaching profession often focus on managing stress and implementing reforms at the organizational level and overlook the issue of teacher well-being. This literature gap underlines the need to investigate the effect of teacher burnout on student learning outcomes.

Theoretical Framework

Maslach's Burnout Inventory (MBI) explores the effect of burnout using three key components: emotional exhaustion, depersonalization, and personal accomplishment (12). The Constructivist Learning Theory emphasizes the impact of teacher well-being in promoting a conducive learning environment. (25). Organizational Behavior Theories underscore the effect of systemic factors, such as leadership resources and institutional support, on teacher burnout (4). Together, these frameworks provide a comprehensive understanding of how burnout impacts teachers and students.

Summary

This chapter investigated the effect of teacher burnout on student learning outcomes in K-12 education. It explored the factors leading to burnout, such as excessive workload, inadequate leadership, and lack of career advancement opportunities. The study also proposed actionable strategies to address teacher burnout. By

addressing a significant gap in the existing research, this study provided insights that can inform practical interventions to improve teacher well-being and foster a more supportive learning environment (2;13).

Research Questions

The following research question guided this study: How does teacher burnout affect student learning outcomes in K-12 education? The following objectives helped in addressing the research question:

a) Examine causes of teacher burnout.

b) Analyze its impact on student learning.

c) Propose actionable strategies to address burnout.

Chapter 2: Literature Review

A literature review on teacher burnout examined the prevalence and impact of teacher burnout on student learning outcomes. The key factors that trigger burnout include high work demands, inadequate professional development opportunities, emotional exhaustion, and systemic organizational issues. Burnout affects the teachers' mental well-being and job performance and negatively impacts student learning outcomes. This review explored the causes of teacher burnout, its impact on teacher and student well-being, and potential interventions to alleviate its effects.

Causes of Teacher Burnout

Excessive workload and professional strain is one of the critical causes of teacher burnout**.** In most cases, teachers execute or perform multiple roles that extend outside the classroom activities, such as administrative functions, organizing extracurricular activities, and helping individual students. This will likely result in an “excessive workload” where the cumulative demand exceeds the teacher’s allocated time and energy (6). A recent study by Amanda Heffernan and colleagues analyzed teachers' responses regarding their intention to leave their profession. About 41% indicated their intention to remain in the workplace, while the remaining cited excessive workloads as the main reason to leave. A thematic analysis conducted by these researchers identified teacher’s well-being as one of the critical factors influencing burnout (6). Teachers working in unfavorable settings often

experience emotional fatigue and reduced passion for teaching. Research further indicates that burnout caused by excessive workload reduces teacher well-being and diminishes instructional quality, resulting in poorer student outcomes (6). The impacts of burnout became more severe during the pandemic as teachers struggled to use digital programs and redesign the curriculum for online platforms using limited training and resources (17).

Inadequate or lack of professional development opportunities is another major cause of burnout. Teachers must have skills and knowledge to address the student's evolving needs. However, they are often unable to access appropriate and high-quality training programs. The lack or absence of professional development opportunities leaves the teachers unprepared to manage diverse learning needs, implement advanced teaching strategies, or efficiently integrate technology into their instruction (19). Research by Räsänen and Colleagues revealed that teachers who did not enroll in professional development programs related to student behavior were more likely to experience burnout than those who received such training (14). Professional development designed to address stress management, classroom organization, and resilience-building has been shown to significantly reduce emotional exhaustion and enhance job satisfaction, benefiting students through improved instructional practices (15). The absence of such initiatives intensifies feelings of inadequacy among teachers, increasing their susceptibility to burnout and lowering their ability to engage students meaningfully.

High emotional demands in the workplace could also trigger burnout. The teaching profession is naturally an emotional job. Teachers are expected to develop constructive relationships with students by addressing their academic and social-emotional needs and controlling disruptive behaviors within the classroom. The emotional labor that teachers require to achieve these tasks can sometimes be overwhelming, especially in schools with unsupportive systems. A study by Lanza revealed that teachers who regularly encounter disruptive students or engage in unnecessary conflicts with parents are more likely to record higher levels of emotional exhaustion (8). Additionally, emotional labor proves even more challenging when a teacher is expected to serve as a tutor and a caregiver, especially when dealing with students from low-income neighborhoods or with mentally challenged students. If such a teacher lacks proper attention, whether socially or psychologically, from the school, emotional

exhaustion is likely to result in depersonalization, a key symptom of burnout. If depersonalization occurs, the teacher may feel detached from the students, and the likely outcome is low student performance (9). Teachers and students must maintain a quality relationship within the classroom to promote effective engagement and positive academic performance.

Systemic and organizational factors play a significant role in intensifying teacher burnout. Low-quality leadership, absence of administrative support, scarcity of resources, and inflexible bureaucratic structures are common organizational issues that influence teacher well-being. Teachers often attribute a lack of autonomy in decision-making and limited acknowledgment of their contributions as key sources of dissatisfaction (19). In schools with poor leadership, teachers are highly likely to feel secluded and unsupported, which increases the chances of burnout. In contrast, schools with collaborative leadership and strong mentorship programs tend to report lower levels of burnout among teachers. Jeon and Katherine found that effective leadership, characterized by open communication, active problem-solving, and emotional support, reduced teacher burnout rates, allowing teachers to focus more on student learning (7). This underscores the significance of systemic interventions in preventing burnout and promoting a healthier educational environment (19).

Impacts of Teacher Burnout on Student Learning Outcomes

Teacher burnout has a direct influence on the academic performance of students. Teachers who experience burnout usually lack the energy and focus needed to deliver high-quality instructions, design interactive lesson plans, or offer support to individual students. A study by Oberle and Colleagues attributed a decline in classroom performance to teacher burnout (13). They found out that burned-out teachers were reluctant to differentiate instruction or offer positive feedback, resulting in disconnection and underachievement among students. Additionally, these teachers are often incapable of effectively managing classroom disruptions, establishing an unstable learning atmosphere that hinders academic progress. Indeed, the ripple impacts of teacher burnout on student outcomes are particularly evident in subjects requiring critical thinking (13).

Additionally, burnout significantly destabilizes the ability of teachers to maintain a properly managed classroom setting, which is the basis for efficient teaching and student learning. A functional classroom promotes student engagement, reduces disruptive behaviors, and establishes a supportive academic and social-emotional growth environment. However, when teachers experience burnout, their ability to manage classrooms efficiently declines, leading to stress, detachment, and poor outcomes for teachers and students (13). A meta-analytic assessment comprising sixteen studies investigating the link between burnout and self-efficacy for classroom management revealed that teachers experiencing burnout—especially those with reduced levels of individual achievement—reported significantly reduced confidence in their potential to manage classrooms effectively. This decline in the management of the classroom environment affects individual student outcomes and disrupts the collective learning experience, declining overall academic productivity and morale.

Teacher burnout also significantly impacts student social-emotional skills development by distorting how teachers perceive and respond to student behavior. McLean and colleagues found that burnout influences the reliability of teacher assessments of students' emotional and behavioral characteristics (11). In particular, teachers who experience a high level of depersonalization are highly likely to evaluate student behavior less constructively. This depersonalization skews perceptions, making teachers more susceptible to over-identifying emotional and behavioral risks or overlooking positive behaviors that could be strengthened. Such biases in teacher assessments impact the accuracy of student screenings, leading to unsuitable interventions and reducing the effectiveness of support provided to students. Additionally, this misalignment of assessments creates a ripple effect, denying students opportunities to develop critical social-emotional skills such as emotional regulation, problem-solving, and adaptive social interactions, which are critical for their overall development (11). Besides affecting teachers' perceptions, burnout reduces their ability to engage in meaningful and supportive student interactions.

Actionable Strategies to Address Burnout

Irrespective of the impact of teacher burnout on student learning outcomes, multiple studies have affirmed actionable strategies that have proven effective in mitigating the problem. First, excessive workload significantly

contributes to burnout, as teachers are usually tasked with administrative functions, curriculum redesign, and additional roles outside classroom instruction. Research by DeMatthews and colleagues highlighted the significance of redistributing tasks to ease stress and allow teachers to focus on their core responsibilities (4). A comprehensive assessment of teacher workloads can help identify unnecessary or non-essential tasks, which the organization can reassign to administrative support staff. For example, the non-teaching personnel can handle paperwork and data-entry tasks, allowing teachers to commit their time and energy to instructional delivery and student engagement. Besides redistributing tasks, schools should have flexible scheduling to provide teachers with sufficient time to prepare for lessons. Bakker and de Vries considered time a significant job resource and inadequate planning periods increase job strain, ultimately contributing to burnout. Implementing structured work programs and developing collaborative work structures will equip teachers with the necessary knowledge and skills to prepare their lesson plans quickly (2). Therefore, the reduction of work demands strategy enables the teachers to deliver quality instructions and address the needs of the students without feeling pressured.

Secondly, teachers should be able to access the relevant resources to deliver quality instructions to their students. For instance, teachers should be able to access career growth opportunities whenever they need to advance their competence. Another vital resource that school leaders should promote is networking among the teachers. Teachers should be allowed to develop a functional network with their peers, which the leaders should support. Research has proven that allowing teachers or workers to enroll in career growth opportunities to advance their competence has reduced work stress, minimized emotional exhaustion prompted by work demands, and promoted resilience, ultimately decreasing burnout (4). Additionally, competence in various areas, such as time management and delivery of quality instructions, is associated with managing students' disruptive behaviors in the classroom. Such competence can only be obtained in a workplace environment with adequate work resources.

Formal mentorship programs are also another critical work resource that teachers should be able to access with ease. The teaching profession is probably the most daunting task. Therefore, teachers need an opportunity to learn new skills to manage stress and maintain a balance between work and everyday life. For instance, the teacher-

learning community (TLC) is an example of a mentorship program that enables teachers to meet regularly and exchange ideas on managing their classes better, reducing work-related stress, and enhancing delivery instruction approaches.

Thirdly, workplace challenges are inescapable in every occupation. The teaching profession is no exception, and therefore, teachers must have a way of dealing with everyday challenges to evade emotional exhaustion, leading to work inefficiency. They need to revitalize adequate energy to deliver their mandates effectively and regularly. Recovery is one of the strategies that teachers could adopt to revitalize their physical, emotional, and psychological well-being. Work burnout often prevents teachers from mental dissociation from everyday work, ultimately resulting in emotional exhaustion (4). Policies should be established to allow teachers to recover from mental fatigue. For instance, schools should ensure that teachers refrain from engaging in work-related activities during non-working periods. Work-based duties, whether responding to job-related email alerts or attending meetings, should be limited, allowing teachers to recover from mental anguish caused by work demands. This should go hand in hand with allowing teachers to access mental health checkups regularly. In support of this, findings by

DeMatthews and colleagues endorsed integrating therapeutic services and mental health checkups into teachers' support systems. This would go a long way toward helping teachers manage work-related stress more effectively (4). Schools should also allow teachers to freely seek mental health services at their expense or enroll in stress management workshops.

Fourthly, recognition programs can be highly effective strategies in addressing burnout because they promote a sense of value and acknowledgment, enhance self-confidence, and support a positive work environment. The absence of such programs in the workplace may adversely impact the workers. For instance, DE Mathews and colleagues found that recognition programs can enhance emotional resilience and individual accomplishment (4). For example, schools could introduce monthly awards to acknowledge the teachers' hard work publicly. They must be acknowledged to emphasize their commitment and desire to provide positive student outcomes (4).

Recognizing small victories, like student progress or classroom achievements, can improve and promote a culture of appreciation.

Lastly, job crafting is a strategy where teachers redefine their roles to align with their strengths and passions in delivering quality instruction. This strategy could help make work adjustments and avoid overburdening the teachers from executing unnecessary tasks. The idea behind job crafting is to assist the workers in managing their work environment (15). For example, job crafting can allow teachers to integrate creative instructional approaches, cooperate with colleagues to share responsibilities, or advance on subjects they feel passionate about. School leaders can help achieve those goals by organizing workshops that help teachers identify areas they need improvement to enhance job satisfaction. Job crafting could also strengthen resilience among teachers by enhancing emotional intelligence and proactive behavior. Emotional intelligence enables a teacher to identify symptoms of emotional exhaustion and overcome any challenges (15).

Theoretical Framework

Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is a theoretical framework that helps evaluate burnout in different professions. Christina Maslach and Susan Jackson developed the MBI in the early 1980s and conceptualized burnout as three key components: emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion means being emotionally fatigued by strenuous work demands. Depersonalization means being dissociated from students, colleagues, and work. Personal accomplishment entails demonstrating competence and achievement in one’s professional responsibility. In the school setup, emotional exhaustion is the most prevalent concept as teachers need to manage high workloads, emotional demands, and diverse needs of students (9). Depersonalization is displayed when teachers disengage emotionally from their students, which can lead to a strained relationship with students. In such cases, teachers are usually not attentive to the needs of the students. A decline in personal accomplishment influences teachers' self-efficacy, making them feel that their efforts do not positively influence their students’ academic or social growth (9).

Teachers with high scores on emotional exhaustion and depersonalization are highly likely to showcase lower levels of classroom engagement, instructional quality, and adaptability to the diverse needs of students. This is predominantly concerning in K-12 classrooms, where students' performance relies on teachers' ability to promote supportive and dynamic learning environments. Therefore, MBI is a diagnostic parameter for identifying teachers at risk of burnout by allowing school leaders to implement interventions or strategies to manage work stress or workload distribution. In this study, MBI enables the researcher to quantify the prevalence of burnout among teachers, allowing for a direct correlation between burnout levels and student learning outcomes.

Constructivist Learning Theory

Constructivist Learning theory, coined by Jean Piaget and Lev Vygotsky, underscores that knowledge is built through active engagement and meaningful connections between teachers and students. The role of teachers in this framework is to serve as a facilitator who directs students through inquiry-based, collaborative, and experiential learning processes (21). Nonetheless, the efficiency of constructivist approaches is highly reliant on the teacher’s emotional and mental well-being. Burned-out teachers lack the emotional ability and cognitive flexibility to endure the responsive and adaptive practices central to constructivist pedagogy (21). For example, a teacher experiencing emotional exhaustion may struggle to develop engaging, student-based activities or offer constructive feedback on student progress.

Equally, depersonalization diminishes the ability of teachers to establish rapport with students, which is significant for promoting the trust and collaboration that reinforce constructivist learning environments. Classrooms run and managed by burned-out teachers are less likely to use strategies like group work, project-based learning, or open-ended discussions, which are hallmarks of constructivist practices (21). The lack of these methods adversely impacts the ability of students to engage critically with content, nurture problem-solving skills, and develop collaborative competencies. By examining burnout through the constructivist learning theory, the researcher underscores how emotional and professional detachment among teachers limits their ability to support active learning, thereby diminishing student outcomes.

Organizational Behavior Theories

Organizational Behavior theories emphasize the systemic and structural factors within workplaces that influence employee well-being, motivation, and performance. In the school environment, organizational behavior theories present a framework for examining how institutional guidelines, leadership practices, and workplace culture trigger teacher burnout and its cascading effects on student learning. Some of the systemic factors that contribute to teacher burnout include the following. First, teachers engaged in a school with ineffective leadership often report higher stress levels and job dissatisfaction. Poor communication, lack of acknowledgment, and limited resource access intensify burnout (2).

On the other hand, supportive leaders who prioritize the well-being of teachers can promote a collaborative and positive work environment, reducing burnout and enhancing the quality of teaching (2). Secondly, excessive administrative functions, large classrooms, and inadequate time for preparing learning instructions create unsustainable workloads for teachers (2). Thirdly, teachers who perceive a lack of opportunities for professional development often feel unappreciated and stagnant in their roles. If schools present teachers with opportunities for skill enhancement and career advancement, they stand a better chance of promoting job satisfaction and reducing feelings of burnout (2). Organizational theory postulates that burnout is triggered by institutional and job stressors, alongside inadequate personal coping mechanisms (5). This theory further proposes other alternative models to elucidate the correlation between the scopes of burnout.

According to Edú-Valsania and colleagues, burnout begins because of organizational stressors, for instance, work overload or ambiguity of roles. Unfortunately, some of these stressors may become a coping strategy for some individuals, resulting in a decline in organizational commitment, similar to depersonalization. Later, the individual will experience reduced personal fulfillment at the workplace and emotional exhaustion, which activates burnout symptoms. Thus, depersonalization becomes the first stage of burnout, followed by a decline in self-fulfillment and emotional exhaustion. An alternative suggestion is when emotional exhaustion

triggered by enduring work stressors becomes the first stage of burnout syndrome. Depersonalization serves as a coping strategy when one becomes emotionally exhausted, resulting in a decline in personal fulfillment.

Conclusion

Burnout is a complex issue affecting teachers and students, reducing classroom engagement and poor academic outcomes. The factors triggering burnout, such as heavy workload and unsupportive leadership, require systemic strategies to mitigate their effects. Effective leadership, professional development opportunities, and workload management are actionable strategies for preventing burnout and enhancing teacher well-being. Addressing teacher burnout will ultimately enhance the learning environment and improve academic performance.

Summary

The literature review explored the causes of teacher burnout and its effects on student learning outcomes. Key causes of teacher burnout include a highly demanding workload, inadequate career development opportunities, and emotional demands. Teacher burnout directly influences student learning outcomes and should be prioritized to obtain practical solutions. The reviewed literature underscored the need for systemic changes to support teacher well-being, including reducing workload, increasing professional development resources, and improving leadership practices.

Chapter 3: Methodology

This chapter outlined the methodology used to examine the impact of teacher burnout on student learning outcomes in K–12 education. A mixed-methods research design was used, integrating quantitative and qualitative approaches to analyze the research problem. The quantitative aspect focused on measuring the relationship between teacher burnout and student performance, while the qualitative component offered profound insights into the experiences and systemic factors contributing to burnout. This methodology allowed for data triangulation, strengthening the reliability and depth of the study's findings and ensuring a well-rounded understanding of the research problem.

Research Design and Rationale

This study employed a mixed-methods research design, combining quantitative and qualitative methods to investigate the effects of teacher burnout on student learning outcomes in K–12 education. The mixed-methods approach was appropriate because it incorporates the quantitative data with the depth and richness of qualitative insights (3). The quantitative data will provide measurable insights into the relationship between teacher burnout and student outcomes. In contrast, qualitative data will offer context and viewpoints on the experiences and systemic factors contributing to burnout. The deployment of qualitative and quantitative methodologies ensures a more holistic and rigorous understanding of the research problem, strengthening the validity and applicability of the findings (1). Additionally, integrating the quantitative and qualitative methods will facilitate examining teacher burnout from various perspectives. The researcher will facilitate the triangulation process to verify findings across different types of data and strengthen the reliability and completeness of the research (3).

Data Collection

Surveys

The researcher considered the survey method the most appropriate tool for collecting quantitative data. The researcher administered the surveys to all the targeted participants representing elementary, middle, and high schools within the K–12 system. This targeted sample size allowed for comprehensive data collection while ensuring feasibility. The survey aimed to collect data on the prevalence or levels of teacher burnout in elementary, middle, and high school institutions. The researcher collected objective metrics, including standardized test scores from students. These scores indicated academic achievement and were further characterized into low to high-performance proficiency levels. The survey approach enabled the researcher to investigate how the different levels of teacher burnout influenced the performance and engagement of K-12 students.

Interviews

Semi-structured interviews were conducted with all the participants in the study to investigate the impact of teacher burnout on student outcomes. The researcher captured diverse experiences and viewpoints, including

all participants, ensuring diverse representation and insights. Specific questions from the interview, for instance, those related to primary stressors, such as workload, classroom management, and lack of resources) and the impact of stress on teaching effectiveness formed the basis of interview questions. The interviews inquired about teachers' relationships with students, classroom management strategies, and instructional practices. The interviews also explored teachers' coping mechanisms to manage burnout and their views on the support needed to manage stress.

Focus Groups

The researcher adopted the focus group approach to explore the organizational and systemic factors contributing to teacher burnout. The focus group approach provided insights into the policies, leadership practices, and organizational structures that shape the workplace environment for teachers. The school administrators shared valuable perspectives on allocating resources, administrative support, and organizational culture. At the same time, retired educators shared reflective insights based on their long-term experiences in the profession. These focus groups complemented the qualitative insights obtained from the interviews.

Chapter 4: Results

Survey data collected quantitatively from the targeted participants highlighted the impact of teacher burnout on student outcomes (Appendix I: Survey). The survey results provided clear and comprehensive insights into the extent of teacher burnout on student outcomes and the need to address the issue. The researcher analyzed and triangulated the survey insights using the qualitative findings, mainly from the student performance data. Through triangulation, the researcher affirmed the existence and prevalence of teacher burnout and the need to address the problem to improve students' academic performance in k-12 education. Qualitative data also aimed to obtain insights regarding the research problem being investigated and confirm its existence. NVivo software was used to analyze the data collected via interviews and focus groups. Thematic coding enabled the researcher to identify key themes generated from qualitative data.

Characteristics of the Respondents

The respondents for this study included teachers from elementary, middle, and high schools, administrators, and retired educators. A total of 30 respondents participated in the study. The sample included educators from various subjects, including English, mathematics, science, and social studies, with varying levels of experience in teaching. The selection of the respondents was based on their willingness to participate and their eligibility to provide insight into the effects of burnout in different educational contexts. The sample was diverse to capture a wide array of experiences related to teacher burnout and its impact on student learning outcomes.

Descriptive Analysis of Result

Quantitative Analysis

The quantitative data collected through surveys and student performance scores was analyzed using regression analysis and Analysis of Variance (ANOVA) to identify trends and relationships between teacher burnout and student learning outcomes. These statistical methods were appropriate for examining the extent to which variables such as emotional exhaustion, depersonalization, and personal accomplishment (as measured by the Maslach Burnout Inventory) predict variations in student performance metrics, including standardized test scores, grades, and attendance rates. Regression analysis will be the primary method for exploring the predictive relationships between teacher burnout and student outcomes. This technique allows for examining the impact of independent variables on dependent variables.

In this study, the dependent variable was developed from the survey question: "On a scale of 1 to 5, how often do you feel that burnout affects your ability to engage with students?" The independent variables were based on these survey questions: "On a scale of 1 to 5, how often do you feel emotionally exhausted at work?" and "On a scale of 1 to 5, how often do you feel disconnected or indifferent towards your students?"

Table 1 below, generated using the SPSS, presents the results of the regression analysis based on the survey responses.

Table 1

Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.873[a]	.762	.524	.57735	.762	3.200	2	2	.238

a. Predictors: (Constant), Disconnection _Category, Emotional _Exhaustion

The results of the regression analysis generated a range of outputs that revealed critical insights into the relationship between teacher burnout and student learning outcomes. Table 1 above shows the key statistics of the regression and their response in addressing the primary research question. The R-value of 0.873 indicates a strong positive correlation between the independent and dependent variables. This suggests that teacher burnout, when perceived as emotional disconnection and exhaustion, is strongly associated with student learning outcomes. The R^2 value of 0.762 indicates that 76.2% of the variance in student learning outcomes is explained by teacher burnout, which suggests that teacher burnout significantly influences how well students perform. The Adjusted R Square value of 0.524 indicates that student learning outcomes are influenced by other factors besides the two included in the analysis.

The Std. Error of the Estimate of 0.57735 shows the average distance between the predicted and actual values of student learning outcomes, suggesting that the predictions of student outcomes are reasonably accurate but are not the only ones. The R^2 change of 0.762 means that emotional disconnection and emotional exhaustion

are significant factors of burnout. However, the F Change statistic of 3.200 and the Sig. F Change value of 0.238 imply that the model is not statistically significant at the 5% level. This means that the researcher cannot rely only on the two survey questions or dependent variables to establish a positive relationship between teacher burnout and student learning outcomes. Therefore, based on the model summary, the researcher cannot rely on the model summary to exhaustively respond to the primary research question.

Table 2 below, generated using SPSS, presents the results of the regression analysis, also based on the participants' survey responses.

Table 2

Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.333	1.453		.229	.840	-5.918	6.585		
	Emotional_Exhaustion	-.667	.667	-.436	-1.000	.423	-3.535	2.202	.625	1.600
	Disconnection_Category	2.000	.816	1.069	2.449	.134	-1.513	5.513	.625	1.600

a. Dependent Variable: Burnout_Engagement

The coefficients table above reveals important revelation between the independent and dependent variables. The constant value (B = 0.333) depicts the predicted value of the dependent variable when the independent variables are at zero. This implies that if the teacher does not experience either emotional exhaustion or disconnection, the anticipated level of the dependent variable would be 0.333. However, the p-value linked with the constant (Sig = 0.840) is not statistically significant, meaning this value does not significantly explain the variation in the dependent variable. The unstandardized coefficient for the independent variable (emotional exhaustion) is -0.667, implying that as the independent variable (emotional exhaustion) increases, the dependent variable (Burnout_Engagement) decreases.

However, the t-value of -1.000 and p-value of 0.423 indicate that this relationship is not statistically significant. The high p-value indicated that the independent value does not statistically impact the dependent value in this model. The unstandardized coefficient for the disconnection category is 2.000, illustrating a positive correlation with the dependent variable. The standardized coefficient (Beta = 1.069) illustrates that Disconnection Category has a strong positive impact on the dependent variable compared to Emotional Exhaustion. However, irrespective of this strong coefficient, the t-value of 2.449 and the p-value of 0.134 imply that this relationship is not statistically significant at the 0.05 level. Therefore, the independent variable (Disconnection) significantly impacts the dependent variable (Burnout_Engagement).

In conclusion, although the coefficients demonstrated significant trends, such as the impact of disconnection on teacher burnout, the absence of statistical significance suggested a need to be cautious when interpreting these results or findings. The results demonstrated that the qualitative data alone may not provide strong evidence regarding the impact of teacher burnout on student outcomes. Qualitative insights must be integrated to understand teacher burnout and student performance dynamics.

Table 3 below, generated using SPSS, presents the results of the ANOVA based on the participants' survey responses.

Table 3

ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.133	2	1.067	3.200	.238[b]
	Residual	.667	2	.333		
	Total	2.800	4			

a. Dependent Variable: Burnout_Engagement

b. Predictors: (Constant), Disconnection _Category, Emotional _Exhaustion

The purpose of the ANOVA (Analysis of Variance) is to evaluate whether the independent variables influence or contribute to the variations in the dependent variable. The Regression Sum of Squares indicated as 2.133 implies that the predictors or independent variables influence the dependent variable. The Residual Sum of Squares provided as 0.667 implies that variables other than the ones used in the analysis influence teacher burnout engagement. The F-statistic indicated as 3.200 tests whether the predictors or independent variables influence teacher burnout engagement as individual factors or as a group. Nevertheless, a p-value of 0.238 implies that the results generated from ANOVA are not statistically significant. This means that the evidence ANOVA provides is insufficient to certify that the two predictors significantly impact student outcomes.

Based on the quantitative analysis, the regression and ANOVA analysis provided valuable insights into the impact of teacher burnout on student learning outcomes. Findings demonstrated a strong positive relationship between teacher burnout, prompted by emotional exhaustion and disconnection, and differences in the performance metrics of students. Irrespective of the predictive power implied by the R^2 value, the absence of statistical significance in some regression and ANOVA outcomes indicated that this research problem is more

complex, and more factors and evidence are needed to generate a substantive conclusion. Even though the quantitative results confirm the significant impact of teacher burnout on student learning outcomes, qualitative data and insights must be integrative for a comprehensive understanding.

Qualitative Analysis

The qualitative analysis involved NVivo to examine the data collected using interviews and focus groups. Key themes from data were identified using thematic coding. According to Kiger and Varpio, thematic coding entails identifying and classifying themes in qualitative data. Two key themes emerged from the data set: student performance and growth achievement. The theme of student performance focused on students' performance, especially in the MAAP test. Based on this theme, the following variables were coded. The first coding was based on the variable "Scale Score from Last MAAP Test." The coding was anchored on the scale score obtained by each student. The second coding was based on the "Performance Level From Last MAAP Test." This variable provided significant insights regarding the overall performance level of students. The third, under the same theme of student performance, was based on the variable, "Bottom 25% from Previous Year". Any student that fell within the bottom 25% was coded under this variable. The final coding was based on the variable "Raw Score Goal." The researcher used this coding to measure whether the students had achieved their expected performance goals.

The second theme generated from thematic coding was growth and goal achievement. This theme focused on tracking whether the student had made any academic progress and met their expected goals. The first code generated was based on the student's improvement when weighed against two assessments. The second coding was based on the "Scale Score/Performance Level Goal." The researcher compared the student's actual scale score or performance level with the goal they set. Finally, the researcher generated a third code based on the "Performance Level Goal." This coding helped to determine whether students were advancing or progressing towards achieving their academic goals, for instance, moving from 2B to 3A. This shows progression toward academic targets. Notably, thematic coding was performed selectively to align with the primary research question

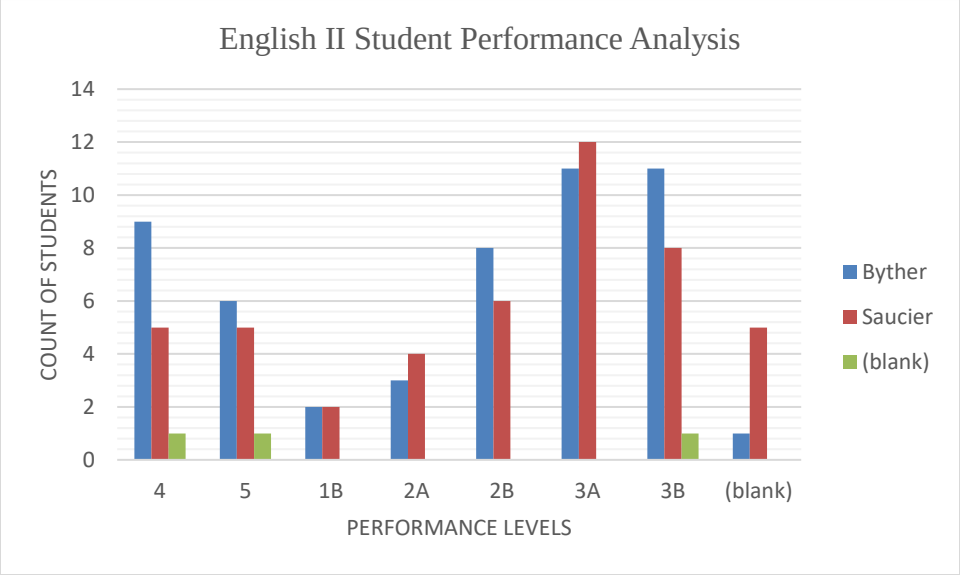
and achieve the intended objectives. The data sets selected helped the researcher determine whether teacher burnout had any impact on student outcomes.

Thematic Coding

Thematic coding in NVivo entails identifying and classifying data into themes representing the ideas and insights retrieved from the collected data. Bar chart 1 below illustrates the performance levels of English 11 students with two different teachers.

Figure 1

English II Student Performance Analysis



Bar chart or Figure 1 above revealed a distribution of students across various performance levels, with teachers Byther and Saucier having relatively similar student counts but differing performance outcomes. Byther had a higher concentration of students in the 3A and 3B performance levels (11 and 11 students, respectively), suggesting stronger performance overall. In contrast, Saucier also has notable counts in these levels, though slightly lower, with 3A having 12 students and 3B having 8 students. The performance levels 1B and 2A were

underrepresented, indicating fewer students fall into these lower categories. The blank cells highlight students with missing performance data. This data provides valuable insights into the relationship between teacher performance and student outcomes, allowing for a closer examination of how teacher burnout may influence student achievement.

For triangulation purposes, the researcher used NVIVO to verify whether the survey data collected quantitatively affirmed the impact of teacher burnout on student learning outcomes. The NVIVO analysis of English II student performance complemented the regression results, where an R^2 value of 0.762 illustrated that 76.2% of the variance in student outcomes was explained by teacher burnout, though the model lacked statistical significance ($p = 0.238$). A higher number of students in performance levels 3A and 3B under Teacher Byther aligned with the regression results that emotional exhaustion and disconnection were major contributors to engagement between teachers and students. Nevertheless, the disconnection category showed a stronger positive coefficient ($B = 2.000$), suggesting its significant role in affecting outcomes. This qualitative confirmation strengthens the quantitative analysis, underscoring that teacher engagement directly relates to enhanced student performance, irrespective of the absence of statistical significance in ANOVA.

Figure 2

Algebra 9th Grade

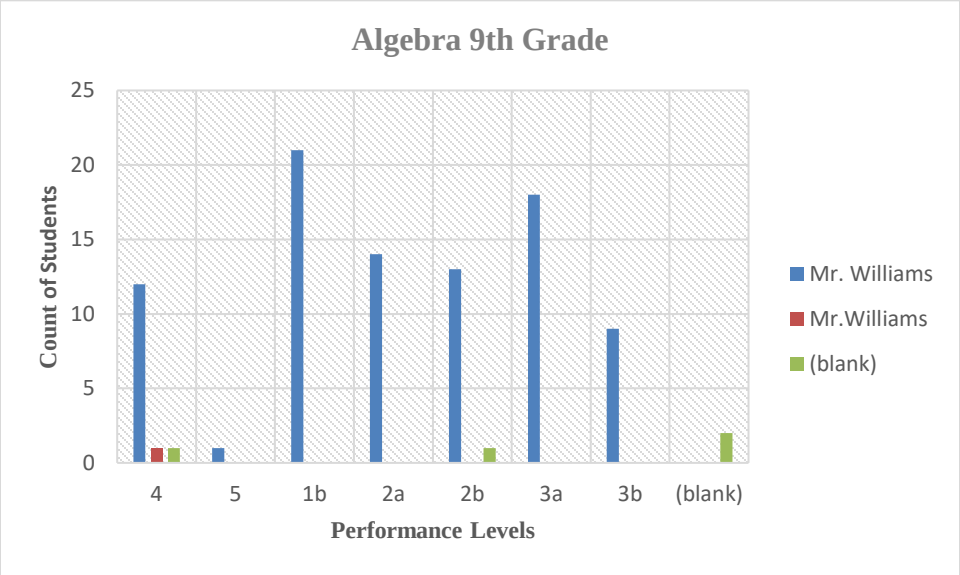


Figure 2 or the bar chart for Algebra Grade 9 above shows the distribution of students across performance levels, with Mr. Williams having the majority of students in each category. Most notably, Mr. Williams has 21 students in the 1B performance level, the highest count across all levels. Significant numbers in the 4 (12 students) and 3A (18 students) performance levels also suggest a spread of student abilities. The 2A and 2B levels have 14 and 13 students, respectively, indicating a moderate performance. Interestingly, the 5 level only has 1 student, showing a relatively small number of high achievers. The blank rows indicate missing data or students not assigned a performance level. This distribution could indicate how students in different performance levels are affected by teaching methods or potentially by the teacher's burnout.

For triangulation purposes, the researcher used NVIVO to verify whether the survey data collected quantitatively affirmed the impact of teacher burnout on student learning outcomes. The NVIVO findings for Algebra Grade 9 aligned with the regression results, where emotional exhaustion indicated a negative correlation

with burnout engagement (B = -0.667). However, this relationship was not statistically significant (p = 0.423). A high number of students in lower performance levels, for instance, 1B and 2A), under Mr. Williams, implied that burnout could prevent the teacher from supporting struggling students effectively. Equally, the ANOVA results affirmed that while the variables such as emotional exhaustion and disconnection contributed to the variability in the outcome (Sum of Squares = 2.133), the significance threshold was not met (p = 0.238). These qualitative insights confirmed the trends from the quantitative analysis, affirming that teacher burnout impacts student outcomes.

Figure 3

Student Performance Levels

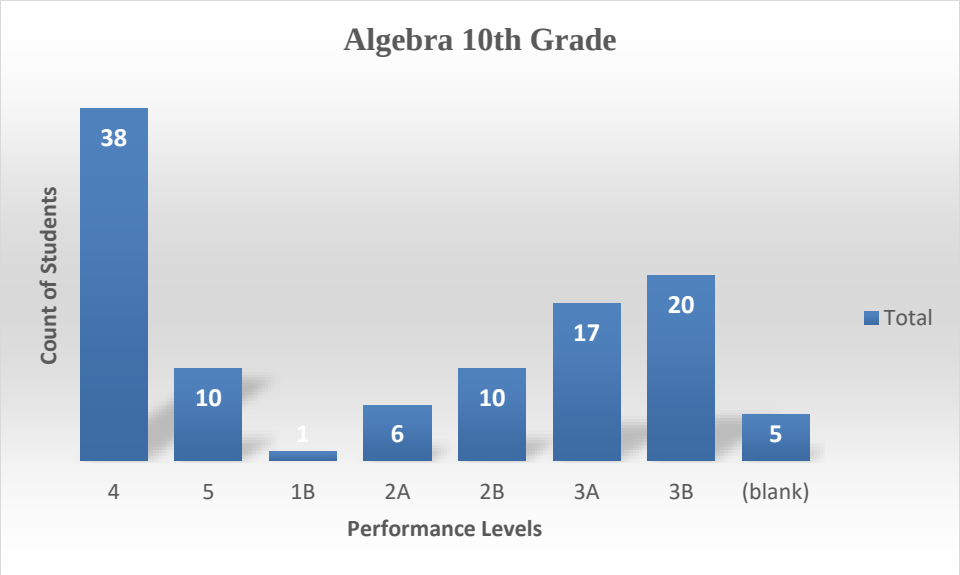


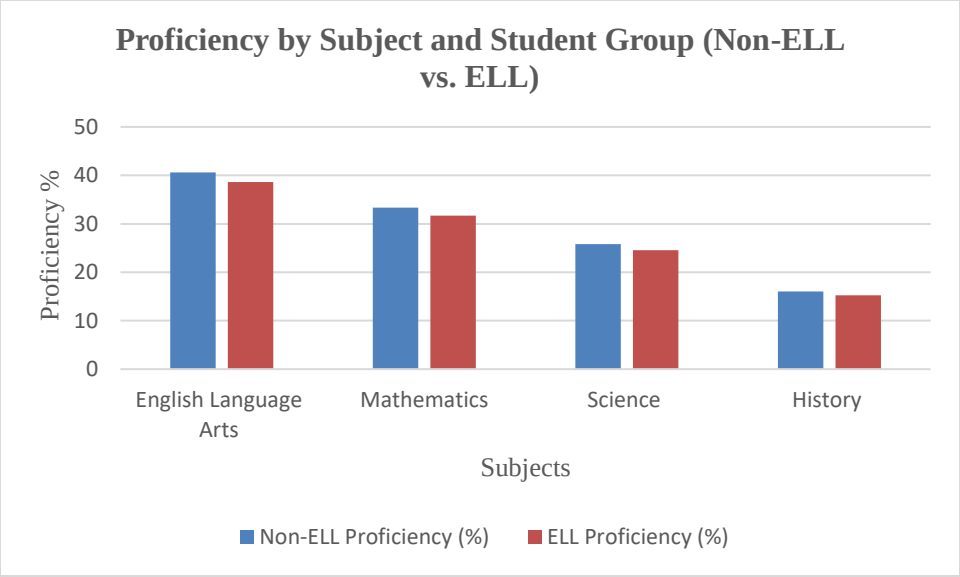
Figure 3 or the bar chart displaying the student performance levels for students in Algebra Grade 10 reveals the distribution of students across various performance levels. Most students are in the 4 (38 students) and 3B (20 students) performance levels, indicating a strong group performing at or near the top levels. There are also substantial numbers in the 3A (17 students) and 2B (10 students) levels, suggesting a moderate performance across the cohort. The 2A level has 6 students, and the 5 level has 10, showing fewer students in the lower and higher-

performing categories. There is 1 student in the 1B performance level, and the blank category includes 5 students, which could be due to missing data or undetermined performance levels. This breakdown could be used to explore the relationship between teacher burnout and student performance, as a higher concentration of students at higher levels could suggest better teaching conditions. In contrast, a high number of students at lower levels might signal challenges potentially influenced by teacher burnout or other external factors.

For triangulation purposes, the NVIVO analysis revealed a balanced distribution of students across moderate and higher performance levels. This reflected the regression findings where disconnection indicated a strong positive impact on engagement (Beta = 1.069) but lacked statistical significance (p = 0.134). The lower concentration of students in very high-performance categories aligned with the ANOVA finding that other factors contribute to differences in student outcomes (Residual Sum of Squares = 0.667). This confirmed that while teacher burnout influences student outcomes, different variables can leverage its effect, as illustrated in qualitative and quantitative analyses.

Figure 4

Proficiency by Subject and Student Group



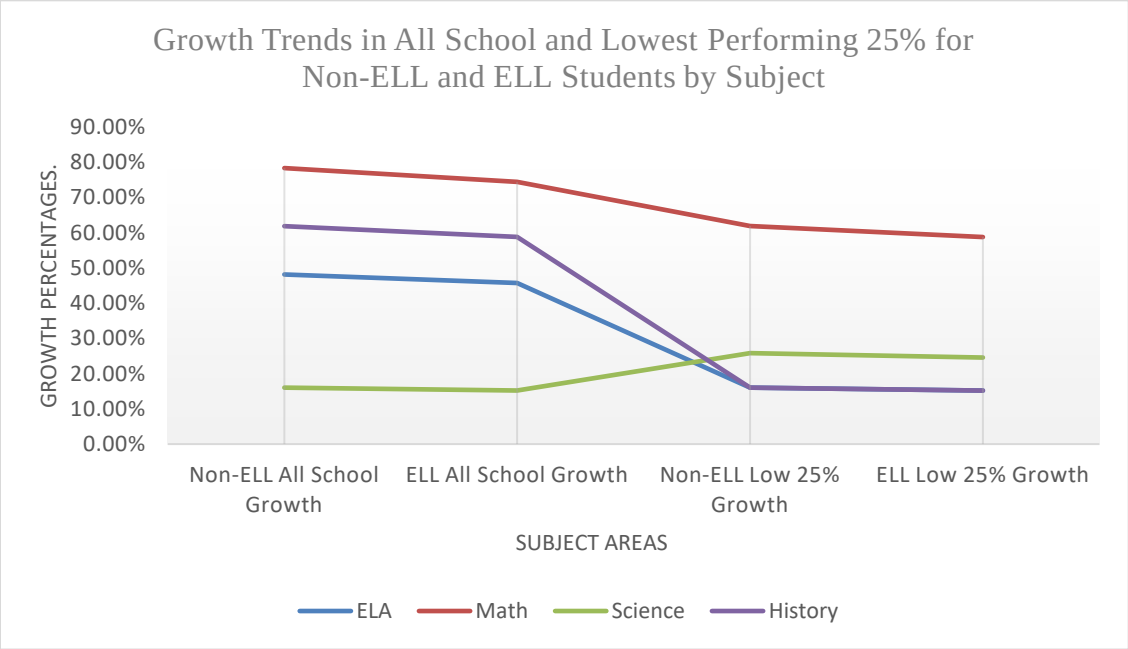
The proficiency data highlights the slight but consistent disparity between non-ELL and ELL students' performance across English Language Arts (ELA), Mathematics, Science, and History. Non-ELL students outperform their ELL counterparts in all subjects, with the most significant gap in ELA (40.63% vs. 38.59%) and the narrowest in History (16.03% vs. 15.22%). The overall trend shows both groups achieving their highest proficiency in ELA and the lowest in History, suggesting common challenges in content-heavy subjects. These trends offer insight into how teacher burnout might exacerbate disparities in student learning outcomes. For instance, the relatively low proficiency rates across both groups could reflect the impact of teacher burnout on instructional quality, particularly in subjects requiring specialized expertise or additional support for ELL students. By triangulating this data with qualitative findings, the study aims to explore how teacher burnout influences engagement, pedagogical effectiveness, and, ultimately, student achievement across diverse populations.

For triangulation purposes, the NVIVO analysis of proficiency variations between non-ELL and ELL students reflected the regression findings demonstrating disconnection as a positive predictor of engagement ($B = 2.000$) and ANOVA findings of teacher burnout's limited statistical significance ($p = 0.238$). The lower proficiency rates for ELL students aligned with the ANOVA result, which suggested that additional factors not captured in the model contribute to outcome variability (Residual Sum of Squares = 0.667). This qualitative and quantitative convergence supported the idea that teacher burnout intensifies existing inequities, especially in classroom environments with diverse learning needs.

Figure 5

Line Chart

Growth Trends



The line chart compared the growth trends across subjects for non-ELL and ELL student groups. Non-ELL students consistently show higher growth percentages across all subjects than ELL students. In subjects like Math (78.4%) and ELA (48.2%), non-ELL students demonstrated strong growth, while Science (16.0%) and History (16.0%) showed more modest gains. ELL students exhibited growth percentages generally lower than non-ELL students across all subjects. For example, Math growth was 74.5%, and ELA was 45.8%, notably lower than their non-ELL counterparts. Similarly, growth in science (15.2%) and History (15.2%) was lower, reflecting challenges in these subjects. The growth of the lowest-performing 25% of non-ELL students shows marked improvement in math (61.9%) and ELA (48.2%), suggesting that support strategies may help these students improve. However, Science (16.0%) and History (16.0%) remained areas with lower growth, indicating potential gaps in these subjects for the lower-performing group. ELL students in the lowest-performing 25% group also show growth, although it is consistently lower than for non-ELL students. Growth in Math (58.8%) and ELA (45.8%) is still substantial but much less pronounced than for non-ELL students. As with non-ELL students, growth in science (15.2%) and History (15.2%) is quite limited for the lowest-performing ELL students.

For triangulation purposes, the NVIVO analysis of growth trends across subjects aligned with the regression finding that emotional exhaustion negatively affects engagement (B = -0.667), though not statistically significant (p = 0.423). The higher growth percentages displayed in Math and ELA among non-ELL students aligned with disconnection's positive but inconclusive influence on engagement (Beta = 1.069, p = 0.134). The ANOVA further suggested that these relationships are influenced by factors beyond burnout, as evidenced by the Residual Sum of Squares (0.667). This confirms the role of teacher burnout in determining the growth trends in specific subjects while considering broader contextual factors.

Summary

The quantitative results showed a strong positive connection between teacher burnout and student learning outcomes. Using regression analysis, the study demonstrated that approximately 76.2% of the variance in student performance could be explained by teacher burnout. The regression and correlation results highlighted that burnout strongly influenced student performance metrics, such as grades, standardized test scores, and attendance. Thematic coding performed using NVivo endorsed the quantitative findings. Two key themes emerged through the coding: student performance and growth trends in academic performance. The two themes supported the survey findings that a teacher's emotional exhaustion could influence a student's performance in the classroom and growth trajectory. Insights captured through the interview and focus group methods also affirmed the impact of teacher burnout on learning outcomes, especially when analyzing specific subjects such as English and Algebra. Finally, triangulation of the quantitative data using the NVivo results affirmed that teacher burnout affects student learning outcomes in k-12 education.

Chapter 5: Conclusion and Recommendations

This study investigated the impact of teacher burnout on student learning outcomes in K-12 education. It emphasized the need to mitigate the prevalence of teacher burnout to improve students' academic performance. Additionally, quantitative and qualitative research findings shared significant insights into how burnout affects

teachers' well-being and the quality of instructions delivered. This chapter concludes by synthesizing key findings and highlighting recommendations or actionable strategies to prevent teacher burnout, enhance student learning outcomes, and promote a conducive educational environment.

Implications for Social Change

The findings of this study emphasized the need to implement targeted interventions to mitigate teacher burnout and improve student learning outcomes. These recommendations or proposed actionable strategies cover many aspects, including policy changes, career development opportunities, and systemic changes to enhance a conducive learning atmosphere for K-12 students.

Inform Policy Decisions at School and District Levels

The effect of teacher burnout on student learning outcomes prompts the need to implement informed policy changes at the school and district levels. Policies must emphasize the teachers' well-being by using critical resources such as MBI in schools to measure and determine the emotional welfare of teachers in their duties (12). Multiple studies have affirmed that teachers' lack of resources to manage stress and emotional exhaustion are the most significant contributors to burnout, leading to poor academic performance. Therefore, lawmakers should formulate strategies that facilitate the effective redistribution of workload to minimize the administrative tasks that often cause burnout (4). Moreover, school leaders must emphasize honest conversations and dialogues and allocate adequate resources to establish a healthy workplace setting (10). The workplace environment should promote resilience among the teachers and enhance engagement with the students.

Develop Professional Development Programs for Teacher Wellness

Schools should provide career development programs to address teachers' competence. Research has affirmed that failure to manage the challenges experienced within the classroom triggers burnout (19). The professional development programs should speak or instead address critical issues, such as stress management, emotional regulation, and resilience, which often trigger burnout. A teacher's efficiency within the class depends on their ability to overcome emotional fatigue and depersonalization and enhance personal achievement. Schools,

therefore, have a significant role in providing adequate resources, including career development programs and techniques to build resilience to record positive learning outcomes (15). As reiterated, some challenges may require the indulgence of the school leaders. Additionally, the professional development opportunities should consider the impact of introducing peer networking initiatives. Enrolling in peer networking programs could significantly help reduce the effects of burnout as teachers learn and share insights with their peers on coping with stress and practical teaching approaches even amid challenges.

Systemic Interventions

Schools must adopt systemic interventions that assist in bringing transformation within the classroom. For instance, a mentorship program is an example of a systemic intervention that allows skilled and experienced educators to counsel newly employed teachers by sharing practical strategies for managing work-related stress and advancing their careers. This may minimize the feelings of being left out, promote collaborative behavior, and reduce the prevalence of burnout. Efficiency in workload redistribution is an intervention that could mitigate burnout among teachers. School leaders should assign non-instructional tasks or duties to the administrative staff and allow teachers to focus on the major teaching activities. This could help enhance the teacher's well-being and student performance (2). Developing a recognition program is also a significant intervention that can boost individual achievement and address depersonalization (4). Acknowledging the efforts of teachers through awards or public recognition can strengthen their passion and contribution to transforming the academic performance of their students.

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APPENDIX A: Questionnaire

Survey: The Effects of Teacher Burnout on Student Learning

Dear Participant,

Thank you for taking the time to participate in this survey. This research aims to understand the relationship between teacher burnout and student learning outcomes. Your responses will remain confidential and will be used solely for academic purposes. The survey should take approximately 10 minutes to complete.

Sincerely,

Ms. Cynthia C. Bryant

Section 1: Demographics

1. What is your current role in education? (e.g., Teacher, Administrator, Counselor, etc.)

2. How many years of experience do you have in education?

3. What grade level(s) do you primarily work with? (e.g., Elementary, Middle, High School)

4. What is the size of your school or district (approximate number of students)?

5. Please indicate your school's location: Urban / Suburban / Rural

Section 2: Teacher Burnout

6. On a scale of 1 to 5, how often do you feel emotionally exhausted at work? (1 = Never, 5 = Always)

7. On a scale of 1 to 5, how often do you feel disconnected or indifferent towards your students? (1 = Never, 5 = Always)

8. On a scale of 1 to 5, how would you rate your sense of personal accomplishment in your role? (1 = Very Low, 5 = Very High)

9. What are the primary stressors you experience in your role? (Select all that apply):

   a. workload

   b. Classroom management

c. lack of administrative support

d. lack of resources

e. Other (please specify)

10. Have you considered leaving the education profession due to stress or burnout? (Yes/No)

Section 3: Impact on Student Learning

11. Do you believe your stress levels impact your teaching effectiveness? (Yes/No)

12. On a scale of 1 to 5, how often do you feel that burnout affects your ability to engage with students? (1 = Never, 5 = Always)

13. Have you noticed a correlation between your stress levels and student performance (e.g., test scores, participation)? (Yes/No)

14. Please provide examples of how burnout has influenced your interactions with students or classroom outcomes (open-ended).

Section 4: Solutions and Strategies

15. What strategies have you used to manage or reduce burnout? (open-ended)

16. What types of support do you believe would help reduce teacher burnout? (Select all that apply):

a. Reduced workload

b. Professional development on stress management

c. Peer support programs

d. Administrative support

e. Other (please specify)

17. Would you be interested in participating in further research or workshops on teacher wellness? (Yes/No

Thank you for completing this survey. Your insights are invaluable and will contribute to meaningful research aimed at improving teacher and student outcomes. If you have any additional thoughts or would like to discuss this topic further, please feel free to contact me.

Best regards,

Ms. Cynthia C. Bryant

Appendix B: Interview Guide

1. What challenges or stressors do you frequently face in your role, and how do they affect your day-to-day work?

2. Can you share an experience where you felt emotionally exhausted or disconnected at work? What contributed to that feeling?

3. In what ways do you think your stress levels or feelings of burnout influence your teaching effectiveness and interactions with students?

4. Can you provide specific examples of how your well-being has impacted student performance or engagement?

5. What strategies have you tried to manage or reduce stress and burnout? Which have been most effective?

6. If you could implement one change to better support teacher well-being in your school, what would it be, and why?

7. What type of support or resources do you believe are most needed to help educators maintain their mental and emotional well-being?

Appendix C: Curriculum Vitae

Cynthia C. Bryant
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PROFESSIONAL SUMMARY

Accomplished educator and instructional leader with over 32 years of diverse teaching experience across elementary, middle, and high school levels. Demonstrated expertise in curriculum development, teacher mentorship, and student intervention. Proven ability to foster a collaborative learning environment and drive student success in mathematics and core academic areas. Currently pursuing advanced studies to further enhance educational reform and leadership through the ***MA to PhD*** *in Educational Leadership & Management at Cavalla International University.*

CORE COMPETENCIES

- **Educational Leadership & Curriculum Development**
- **Teacher Mentorship & Professional Development**
- **Strategic Planning & Data-Driven Instruction**
- **Community Engagement & Youth Program Leadership**
- **Mathematics & Interdisciplinary Instruction**

EDUCATION

- **Master of Science in Instructional Leadership**
  University of West Alabama (pending Cavalla International University degree conversion) Coursework and research focus align with educational leadership, curriculum development, and instructional strategies in alignment with core PhD courses, including **EDU 6070 Education Law** and **EDU 6085 Digital Age Learning & Educational Technology**.

- **Bachelor of Science in Elementary Education**
  Alcorn State University
  Strong foundation in elementary education methodologies and instructional techniques

that support PhD-level courses such as **ELM 7040 PK-12 Curriculum, Instruction, and Assessment**.

TEACHING EXPERIENCE

Jefferson Davis County High School, Bassfield, MS
Ninth – Tenth Grade Algebra I Teacher | Leadership Development
August 2022 – Present

- Serve as **Math Chairperson** and **District-Wide Math Coach**, coordinating instructional strategies and professional development for math teachers across the district, aligning with **DOC 835 Strategic Planning** and **DOC 885 Advanced Specialized Topics**.
- Mentor early-career teachers, model effective instructional techniques, and collaborate with consultants to enhance math education statewide.
- **Responsibilities**: Developing and implementing best practices, fostering collaboration across district teams, and facilitating professional growth, aligning with **ELM 7035 Educational Leadership Theories**.

Co-Founder, CEO, and Partner
The ITravel Lifestyle, Travel Agency (Minority, Veteran-Owned Small Business)
November 2019 – Present | Mississippi, United States

As Co-Founder and CEO, I established and lead this Veteran-Owned Small Business specializing in travel management and consulting services for government, corporate, and private clients. I oversee strategic planning, operational management, and client relations, ensuring high-quality service delivery and sustainable business growth.

- **Travel Agent Services**: Direct a full suite of travel management services, including travel arrangements, ticketing, and traveler support. This role requires effective organizational and financial management to maintain seamless client services, aligning with **DOC 835 Strategic Planning: Team Coordination, Cooperation, and Collaboration** from the PhD program.
- **Travel Consulting**: Provide expert travel consulting, covering policy development, market research, supplier negotiations, and risk management. This consulting service mirrors the **EDU 6085 Digital Age Learning & Educational Technology** course by integrating modern technology and systems analysis to optimize travel strategies.
- **Management & Logistical Consulting**: Offer financial management services, strategic planning, and grants management support. These responsibilities require skills in data analysis, financial reporting, and strategic planning that align with **ELM 7000 Organizational Finance in Management** and **ELM 7005 Partnerships in Educational Organization**, both central to the PhD curriculum.

This role demonstrates my capacity for *advanced organizational and strategic leadership*, a key focus within the **PhD program in Educational Leadership & Management**. Such background in organizational leadership, operations management, and efficiency contributes to leading many organizations with a high standard of reliability and excellence, supporting doctoral-level competencies in strategic planning and financial acumen.

Rod Paige Middle School, Monticello, MS
Eighth Grade Math Teacher and Interventionist
August 2020 – May 2022

- Led interventions to improve student performance in mathematics, utilizing data analysis and customized instructional strategies to support struggling learners.
- Developed and implemented tailored instructional plans, meeting the objectives of **EDU 6085 Digital Age Learning & Educational Technology** in student-focused, tech-integrated learning.

West Kemper Elementary School
Mathematics Academic Coach
June 2019 – May 2020

- Provided targeted coaching and mentorship to teachers, improving instructional practices and increasing student engagement, aligning with **DOC 805 Research Methods – Design & Analysis**.
- Designed professional development programs to foster instructional excellence and meet district-wide goals, relevant to **ELM 7030 Conflict Resolution and Mediation**.

McComb High School, McComb, MS
Tenth – Twelfth Grade Mathematics Teacher
August 2017 – May 2019

- Taught upper-level mathematics courses, integrating real-world applications to improve student understanding and engagement.
- Collaborated with fellow educators to develop cross-disciplinary learning projects, reinforcing concepts from **EDU 6080 Secondary & Higher Education Leadership**.

Prentiss High School, Prentiss, MS
Ninth – Twelfth Grade Mathematics Teacher
September 2015 – May 2017

- Provided comprehensive mathematics instruction, focusing on algebra and foundational concepts, supporting students' readiness for higher-level coursework.
- Conducted classroom assessments to measure and enhance student progress, aligning with **DOC 830 Quantitative Research** methodologies.

Kemper County High School, DeKalb, MS
Eighth – Twelfth Grade Mathematics Teacher
August 2005 – May 2015

- Led instruction across grade levels, enhancing students' problem-solving skills and mathematical proficiency.
- Served as a lead educator in curriculum planning, implementing strategies that align with **ELM 7010 Curriculum and Development**.

York West End School, York, AL
Fifth Grade Teacher
August 2003 – May 2005

- Taught an interdisciplinary curriculum, covering science, language arts, reading, and social studies, fostering critical thinking and literacy.

Crystal Springs Middle School, Crystal Springs, MS
Sixth and Seventh Grade Science, Social Studies, and Mathematics Teacher
August 2000 – May 2003

- Engaged students in interactive and hands-on learning experiences, connecting classroom concepts to broader educational objectives in **EDU 6075 U.S. and International Education**.

New Hebron Attendance Center, New Hebron, MS
Seventh and Eighth Grade Social Studies, Band, and Music Teacher
August 1997 – May 2000

- Provided a well-rounded education through arts and social studies, instilling a passion for cultural and historical knowledge.
- Developed curriculum materials, aligning with **ELM 6090 Entrepreneurship in Educational Leadership** through creative program development.

Leland Middle School, Leland, MS
Sixth Grade Special Education Self-Contained Science Teacher
August 1995 – May 1997

- Adapted science instruction to meet diverse learning needs, promoting inclusivity and differentiated instruction, relevant to **DOC 825 Qualitative Research**.

Julia L Armstrong Elementary, Greenville, MS
Fifth Grade Teacher
August 1994 – May 1995

- Provided instruction in science, social studies, and language arts, cultivating foundational knowledge critical for academic development.

New Hebron Attendance Center, New Hebron, MS Fourth Grade Teacher
January 1994 – May 1994

- Began educational career teaching science, social studies, and language arts, demonstrating a commitment to early education.

LEADERSHIP & COMMUNITY ENGAGEMENT

- **President and CEO**, Lawrence County Branch NAACP
- **Executive Officer**, Order of Eastern Star, Williams-Hill Chapter
- **Program Manager, Thirty-Three (33) Year Member**, Alpha Kappa Alpha Sorority, Inc.
- **Youth Director**, New Bethel Life Center, Monticello, MS

ALIGNMENT WITH PhD IN EDUCATIONAL LEADERSHIP & MANAGEMENT

Through decades of teaching, leadership roles, and academic contributions, I have developed comprehensive skills and experiences that align with Cavalla International University's PhD program requirements. My professional background meets the competencies required for:

- **Educational Leadership & Management**: Effective implementation of curriculum development and teacher mentorship programs.
- **Research & Quantitative Analysis**: Applying data-driven instructional strategies that mirror PhD-level research methods.
- **Conflict Resolution and Mediation**: Utilizing professional experience to manage and resolve classroom and institutional conflicts.
- **Strategic Planning**: Developing, coordinating, and evaluating instructional practices and curriculum, ensuring alignment with organizational goals.

My resume demonstrates a deep commitment to educational leadership, aligns work experience with the PhD program's core requirements, and underscores readiness to contribute meaningfully to the field of educational leadership and management.