

# Do Levels of Administrative Support Impact Teacher Burnout?

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## BACKGROUND

Previous research has pointed to a **negative relationship** between teachers' **job satisfaction** and feelings of **burnout** (Robinson et al., 2019; Richards et al., 2017; Hester et al., 2020).

**Perceived support** from school administration plays a role in teachers' level of job satisfaction and limits their sources of stress (Robinson et al., 2019; Hester et al., 2020; Pressley & Ha, 2021).

Supportive environments strongly impact teacher burnout; the **more support** teachers feel in the schools they work, the **less** likely they are to experience **burnout**, and the more satisfied they are in their profession (Park & Shin, 2020).

Without sufficient support and resources provided by school administration, teachers may experience **low job satisfaction** that ultimately influences their decision to leave the field (Hester et al., 2020; Robinson et al., 2019; Jentsch et al., 2022; Huk et al., 2018).

## References

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## VARIABLES DEFINED

**BURNOUT** – syndrome of emotional exhaustion and cynicism measured using three dimensions (Maslach & Jackson, 1981).

- *Emotional Exhaustion* – depletion of emotional resources
- *Depersonalization of Others* – development of negative attitudes toward others
- *Sense of Personal Accomplishment* – tendency to evaluate oneself negatively in terms of work, leading to feelings of incompetence

**PERCEIVED ADMINISTRATIVE SUPPORT** – an element of teachers' job satisfaction; the ability of school administrative teams to support the needs of teachers; influenced by:

- *Available resources* – classroom materials, salary, time, assistive technology, etc.
- *Appreciation or value* placed on teachers' position and knowledge
- *School climate* and work environment

## RESEARCH AIMS

- 1) Isolate perceived administrative support as an element of job satisfaction.
- 2) Identify elements of perceived administrative support that are important to teachers.
- 3) Identify the impact of perceived administrative support on each dimension of burnout.

## QUESTIONS

- 1) Which elements of burnout are most impacted by perceived administrative support?
- 2) Which elements of perceived administrative support most impact burnout?
- 3) How do teachers describe administrative support?
- 4) Which elements of administrative support are most important to teachers?

## PARTICIPANTS & PROPOSED METHODOLOGY

Participants will be collected by posting about the study to regional teacher organizations.

Data will be collected through online surveys. Teachers will complete the following survey sections:

- Maslach Burnout Inventory for Educators (MBI-ES),
- Ratings of perceived support from school administration,
- Open-ended questions to report perceived elements of administrative support.

## IMPLICATIONS FOR RESEARCH & PRACTICE

- Understanding the ways in which support from school administration teams influence teacher burnout may impact how school administrators serve their schools.
- The elements of support that teachers identify may have district-wide implications for retention.
- Identifying common themes about administrative support may help teachers engage in more advocacy in their schools.