Predictors of Educator Wellness and Burnout

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Abstract
Educator wellness is an important component in the success of educators in the classroom, and for the longevity of their careers. The purpose of this mixed methods survey research study is to explore the connections between demographic factors as well as personal wellness of educators and indicators of educator burnout. Approximately 130 full-time educators across the United States will be surveyed. Three instruments will be administered to educators who agree to participate. A mixed-methods, convergent parallel design will include a multiple linear regression analysis and responses to open-ended questions. Three regression analyses will be utilized to predict demographic factors and wellness indicators on three subscales of burnout. Qualitative data will include four open-ended questions to address educators’ perceptions wellness and burnout.

Research Questions
1. To what degree and in what manner do the predictors of district economic status, educators’ age, educators’ years in education, educators’ school setting (suburban or urban) and six factors of wellness (Psychological, emotional, social, physical, spiritual, intellectual) predict educators’ self-perceptions of emotional exhaustion?
2. To what degree and in what manner do the predictors of district economic status, educators’ age, educators’ years in education, educators’ school setting (suburban or urban) and six factors of wellness (Psychological, emotional, social, physical, spiritual, intellectual) predict educators’ self-perceptions of depersonalization?
3. To what degree and in what manner do the predictors of district economic status, educators’ age, educators’ years in education, educators’ school setting (suburban or urban) and six factors of wellness (Psychological, emotional, social, physical, spiritual, intellectual) predict educators’ self-perceptions of personal accomplishment?
4. What are common wellness practices, sources of stress and burnout, and supports for educators practicing at the pre K-12 level?

Research Design
Research Analysis

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Criterion Variables</th>
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• A multiple linear regression procedure using a stepwise format will be conducted to determine if the non-directional hypothesis is supported by the data. (Creswell, 2013).

Research Study Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Anticipated Completion Date</th>
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<tbody>
<tr>
<td>IRB Approval</td>
<td>December 2020</td>
</tr>
<tr>
<td>Develop Online Tool</td>
<td>December 2020</td>
</tr>
<tr>
<td>Contact Superintendents/RESC Directors</td>
<td>January 2021</td>
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<tr>
<td>Contact Sources with Data Bases of CT Teachers</td>
<td>January 2021</td>
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<tr>
<td>Data Collection</td>
<td>June 2021</td>
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<tr>
<td>Chapters 1-3 and Qualitative Data Analysis</td>
<td>August 2021</td>
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<tr>
<td>Chapters 4-5</td>
<td>December 2021</td>
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<tr>
<td>Completed Dissertation</td>
<td>March 2022</td>
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<tr>
<td>Dissertation Defense</td>
<td>April 2022</td>
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References


